

Sheldon Independent School District
Sheldon Elementary
2025-2026 Campus Improvement Plan



Mission Statement

Sheldon Elementary will provide the foundation to grow independent learners for college and career readiness to succeed in a diverse, ever-changing world.

Vision

Sheldon Elementary aspires to be a distinguished campus by empowering our students to maximize their potential for college and career readiness.

Value Statement

Our vision includes the belief that:

Sheldon Elementary community believes that our students will achieve their full potential:

By engaging our students academically through Science, Technology, Engineering, and Science that provides them with a culture of high expectations, mutual respect, and encouragement. Sheldon Elementary will provide students with a strong academic program that embraces individualism and diversity. We will encourage students to become self-directed that hold students individually accountable for their school accomplishments and progress. We will ensure that students feel safe and respected and create learners that connect with experiences within the school and beyond the classroom.

School Profile

Sheldon Elementary is one of six campuses in Sheldon Independent School District. Sheldon Elementary was built in 1957 and rebuilt in 2004. Sheldon Elementary serves predominantly low socio-economic families from around the area. Sheldon Elementary will serve approximately 600 students in grades 1st through 5th for the 2023-2024 school year. Sheldon Elementary became a National Science Technology, Engineering and Mathematics (STEM) campus in 2019 and an Advancement via Individual Determination (AVID) National Showcase Campus in 2023.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Sheldon Elementary is one of six campuses in Sheldon Independent School District. Sheldon Elementary was built in 1957 and rebuilt in 2004. Sheldon Elementary serves predominantly low socio-economic families from around the area. Sheldon Elementary is projected to serve approximately 600 students in grades 1st through 5th for the 2025-2026 school year. Sheldon Elementary became a National Science Technology, Engineering and Mathematics (STEM) campus in 2019 and an Advancement via Individual Determination (AVID) National Showcase Campus in 2023. Sheldon Elementary's mission is to provide the foundation to grow independent learners for college and career readiness to succeed in a diverse, ever-changing world. The vision of Sheldon Elementary aspires to be a distinguished campus by empowering our students to maximize their potential for college and career readiness.

Comprehensive Needs Assessment

Needs Assessment Overview

The Site-Based Decision Making Committee reviewed various data to evaluate the overall goals of the campus, to complete the campus program evaluation, and to outline components of a needs assessment. These steps were facilitated during planning meeting on two dates, April 30, 2025 and May 19, 2025. The campus team will continue to meet and work on goals, strategies, etc. to complete the 2025 - 2026 campus program plan. A draft copy will be shared with the Site Base Decision Making Team for review prior to submitting the document to the Sheldon ISD Board of Trustees for final approval. The campus team consists of classroom teachers, administrators, parents, business partners, and community members. The group meets at least four times throughout the school year to review academic progress toward meeting district goals. The list of committee members is attached to this document. Once the campus improvement plans are approved by the Sheldon ISD board of trustees, all documents will be translated into Spanish to accommodate the needs of our student population and community. The campus improvement plans and parent and family engagement policies are available on the district's website, in the foyer of the Ney Administration building, at the North Channel Library and Greensbrook Community Center.

CNA/CIP Committee

Jana Rolling	Principal
Marcy Jackson	Other School Leader
Tacarra Williams	SISD District Representative
Emma Trevino	Teacher
Michelle Garcia	Teacher
Britton West	Teacher
Garic Johnston	Parent
Britton West	Teacher

Jana Rolling	Principal
Kennesha Shields	Teacher
Javeshlyn Reed	Teacher
Joanna Jorgensen	Teacher
Lisa Sprehe	Teacher
Mya Reescano	Teacher
Denise Castellanos	Paraprofessional
Magali Martinez	Paraprofessional
Angela Villarreal	Parent
Mike Phillips	Community Member
Kristen Hayes	Community Member
Michelle Garcia	Teacher
Kathleen Lever	Teacher - Parent and Family Engagement

Sheldon Elementary and Sheldon ISD Translation Procedure

Sheldon ISD and Sheldon Elementary values the support and feedback of our parents and community. To ensure that the community is well informed of campus information, communication is provided to all parents in both English and Spanish throughout the district. Sheldon ISD continues to expand every school year with a growing number of different languages represented in the district. To continue our commitment to building a strong home-to-school partnership, campuses with 25 or more students enrolled with a home language other than English and Spanish will be required to provide communication in that language.

Sheldon Elementary Parent and Family Engagement

Sheldon Elementary will offer at least two flexible parent and family engagement events throughout the 2025-2026 school year. We will also work with community and district partners to offer events outside our home campus.

Campus Targets

The 2025 STAAR preliminary data were used to determine the needs of the campus.

The campus will focus on increasing student growth and student achievement.

The campus will continue to focus on improving teaching and learning.

In an effort to produce continuous improvement across all grade levels and student demographic populations, the following priorities will be the primary focus areas that will drive our work for the 2025-2026 school year.

- 1a. Improve the approach of Tier I Instruction where teachers differentiate content, process, products, and/or the learning environment.
- 2a. Implement Best Practices district-wide and monitor and monthly classroom observations.
- 3a. Participated in Alignment Walks with district and campus leadership and curriculum coordinators.
- 4a. Support EL and special education students.
- 5a. Identify and implement evidence-based strategies to address the needs of EL students as it relates to language acquisition.

To produce continuous improvement across all grade levels and student demographic populations, the following priorities will continue to be the primary targets for our work for the 2025 - 2026 school year as we continue to implement best practices to close achievement gaps:

Student reading achievement continues to show significant numbers of students in 1st-5th grades are not on grade level. We will impact this need by implementing the science of teaching reading, providing classroom libraries based on Lexile levels, informational text with rigorous questions and professional development on best practices in developing student literacy. In addition, providing students with a school-wide program that gets the school and parents involved in reading will be needed. I-Ready will be used for intervention and there will be a push for using the platform at home as well.

Student achievement in math and science is effectively impacted by Tier 1 instruction, hands-on manipulatives and small group instruction. We will continue to provide these materials to support all students in closing the achievement gaps included but not limited to those identified among sub-populations. I-Ready has assisted in the intervention process and will be needed to continue to see an increase in math and science.

In order to build a strong communication structure and home-school connections, we will adopt a campus-wide system that allows for multiple layers of communication among teachers, students, parents, and the campus. The campus will conduct multiple family learning events that will focus on a variety of content and best practice topics to provide opportunities for parents to learn how to support their students' academic achievement. In these events, the campus will provide materials and resources that support parents' academic support at home, how to access grades and resources, and incentives to promote parent/student attendance and participation.

To continue to build college and career readiness among the students, students will continue to utilize AVID strategies that include organizational tools and strategies for the classroom. Professional development on Instructional Framework (WICOR) and best practices on AVID strategies for teachers will be provided to build capacity among the staff.

Review district and state level safety audits and surveys to create a more safe and more secure environment for all staff and students.

Review yearly technology audit report to address the educational needs and functional task to support the campus. In an effort to introduce our students to the global learning community, we need to add more modern technology.

In order to increase staff retention, Sheldon Elementary will continue to build capacity in all staff. We will provide staff with opportunities to attend trainings on pedagogy and on how to support a diverse group of students. Once the professional development has been conducted, the campus will implement strategies that maintain the professional development of teachers and staff.

Provide tutorials for all students in Reading/Writing, Math, and Science during school, before school, and after school that targets content areas of concern and to increases student achievement.

Sheldon Elementary needs assessment process is described below. The campus leadership team evaluated the 2025-2026 data. We reviewed the following data.

- STAAR preliminary data
- Attendance
- Discipline
- Staff Survey
- Special Student Populations-504, Special Education, GT
- Staff Professional Development Needs
- Parent Survey Results
- Teacher Retention Rates
- AVID Goals
- Technology Inventory

Documentation of the process includes meeting minutes, agenda and sign in sheets. The Campus Leadership Team met on April 30, 2025 and May 19, 2025 to develop the Comprehensive Needs Assessments. The meetings were held in the campus Flex Lab starting at 3:45PM on April 30, 2025 and May 30, 2024. We plan to meet again on September 16, 2025, January 13, 2026, March 25, 2025, May 12, 2025, and May 26th to review and revise the CNA as needed.

At the first meeting on April 30, 2025 Principal Rolling began the meeting with introductions. An icebreaker was conducted to help with relationship building. Then principal Rolling shared with the group the team expectations. Several handouts were provided to attendees that lead to discussions during the meeting. The importance of attendance and the purpose of this Title 1 Team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Principal Rolling then provided each person with a sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems for the 2025-2026 school year. Principal Rolling lead the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at 10 specific data points to identify strengths and weaknesses. Each group reported their findings and as a whole we discussed probable causes and brainstormed solutions. Principal Rolling thanked everyone for their participation and reminded everyone of the second CNA meeting on May 19, 2025.

At the second meeting on May 19th, the support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2024-2025, but focused most of the meetings on the problems that were identified from the data. Principal Rolling lead the team in prioritizing the problems. Each team member was asked to help identify three to five focus area for the next school year based on problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for the next year. A Root Cause Analysis was completed on the top three problems that lead to our 7 priority statements.

The parent and family engagement policy and parent compact was reviewed during meeting # 2. Parent feedback reviewed and changes accepted during the Title 1 held on August 3, 2025 and August 18, 2025.

The campus team reviewed the data listed below to identify areas of strengths and problems.

Demographics	• Special Student Populations-504, Special Education, GT Strengths: -We have seen an increase in student achievement, emergent bilinguals, GT and 504 students. Weakness: -We have seen a decrease in student achievement for SPED students on STAAR.
Student Achievement	• STAAR preliminary data • I-Ready Data • Attendance Strengths: -Constant small group instruction is taking place. -More students on grade level at the MOY than BOY for reading. -There was growth on I-Ready from BOY to MOY. -We have experienced $\geq 3\%$ growth gains in 3rd-5th Grade Math and Reading based on preliminary STAAR data. Weaknesses: -4th Grade Mathematics is performing lower than the state average.
Family and Community Involvement	• Attendance • Parent Survey Results Strengths: -94.44% attendance for SE students -The PBIS incentives helped with attendance and behavior. Weakness: -Attendance was low during the holidays.

Demographics	• Special Student Populations-504, Special Education, GT Strengths: -We have seen an increase in student achievement, emergent bilinguals, GT and 504 students. Weakness: -We have seen a decrease in student achievement for SPED students on STAAR.
Curriculum, Instruction, and Assessment	<u>Instructional Committee Notes:</u> i-Ready Data, Campus Instructional Survey Data and Mock Data i-Ready Data: Mostly all grade levels have shown improvements. Primary Grades have met their HB3 Goals. This is a huge celebration for 1st and 2nd grade reading. 3rd-5th has shown improvement since the beginning of the year. Some areas of discussion we discussed are: • 4th Grade Reading and Math is a focus area. • 5th Grade Reading and Math are making tremendous gains. • Based on campus survey data, the staff likes the PLC structure. We are recommending 1st (Monday)-5th (Friday). This will allow a more focus time for primary grades while CIS are on campus. • Over half of the staff feels our PLC'S are data focused. • Planning Days: Recommendation is: ◦ Science: Monday ◦ Math: Tuesday ◦ Reading: Thursday • SPED data is not moving the needle as fast as anticipated. We would need to include them in PLC's more often.

Demographics	• Special Student Populations-504, Special Education, GT Strengths: -We have seen an increase in student achievement, emergent bilinguals, GT and 504 students. Weakness: -We have seen a decrease in student achievement for SPED students on STAAR.
Staff Quality, Recruitment and Retention	• Teacher Retention Rates • Staff Survey • Staff Professional Development Needs Strengths: -Over half of the SE staff have 7+ years of experience. -74% of staff believe students are motivated to learn -37/41 Teachers feel supported -Physically Safe- 90% of staff -Feel appreciative over 1/2 of staff Weakness: -There is a decrease in staff between the 7-10 years experience. -Most staff somewhat have time to accomplish their job responsibilities.

Demographics	• Special Student Populations-504, Special Education, GT Strengths: -We have seen an increase in student achievement, emergent bilinguals, GT and 504 students. Weakness: -We have seen a decrease in student achievement for SPED students on STAAR.
School Culture and Climate	◦ Discipline ◦ Parent Survey Results Data Reviewed: Discipline Data Review, end-of-year celebration planning, and next year's Tier 1 focus. -Review of Behavior Data ◦ Office Discipline Referrals (ODRs): There was a decrease in office referrals compared to the same time last year. ◦ Top 3 Locations for Incidents: Specials, hallway, cafeteria. Next Steps: Additional playground supervision training ◦ Cafeteria signage refresh with behavior expectations <u>Attendance Committee Notes</u> ◦ Data Sources: Attendance Percentages from each 6-week period by campus overall and grade level. ◦ Perfect Incentive attendance for individual students at the end of the month. Make it a big deal, where cheerleaders are in the hallway and they will get applause. Print Certificate and a pencil that says perfect attendance. ◦ Full class attendance Fridays at 2 pm .Give them a candy to each student. Change the candy every week. (for classes that have a perfect attendance that Friday and kids are still present at 2 pm) ◦ For classes who have a full attendance all week, spell TIGER and they will get extended recess and popsicles outside. This can be done on Fridays as well (same week) If school is out on a holiday they get a free letter

Demographics	• Special Student Populations-504, Special Education, GT Strengths: -We have seen an increase in student achievement, emergent bilinguals, GT and 504 students. Weakness: -We have seen a decrease in student achievement for SPED students on STAAR.
School Organization	• AVID Goals Strengths: -Most AVID goals were met throughout the year. -5th Grade Implementation of AVID is 100%. -Teachers feel supported with the current structures in place. (Schedules, Calendars, Duties, Etc..) Weakness: -AVID Instructional Framework is not being implemented with fidelity in all classrooms.
Technology	• Technology Inventory Strengths: -We were able to receive additional Chromebooks for students. -Student understand the Google Classroom Platform. Weakness: -Some Chromebooks are outdated and unable to install academic programs.

August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026)

Demographics

Demographics Summary

Demographic Data

Sheldon Elementary serves students in grades 1 - 5 grade.

A. Student Enrollment

Year	Enrollment
2022	575
2023	600
2024	599
2025	592

B. Student Demographics by Ethnicity 2024-2025

Ethnicity	Campus
Hispanic-Latino	75.59%
Alaskan Native	0.00%
Asian	0.00%
African American	17.95%
Pacific Islander	00.0%
White	6.84 %
Two or More	1.54%

C. Student Longitudinal Demographics by Ethnicity

Ethnicity	2021-2022	2022-2023	2023-2024	2024-2025
Hispanic	78%	76%	75.79%	75.59%
American Indian	0%	0%	0%	0%
Asian	0.17%	0.17%	0%	0%
African American	11.03%	14%	15.36%	17.95%
Native Hawaiian	0%	0.17%	00.0%	0.00%

Ethnicity	2021-2022	2022-2023	2023-2024	2024-2025
White	7.83%	7.67%	7.18%	6.84%
Two or More Races	2.43%	2.00%	1.67%	1.54%

D. Student Demographics by Gender 2024-2025

Gender	Campus
Female	45%
Male	55%

E. Student Demographics by Special Populations 2024-2025

Special Populations	Campus
Special Education	18.46%
Bilingual/ESL	37.09%
Gifted & Talented	10.09%
Economically Disadvantaged	80.68%

F. Staff Demographics by Ethnicity 2024-2025

Ethnicity	Campus	State
African American	9%	10.8%
Hispanic	81%	28.1%
White	7.44%	57.7%
American Indian	0.00%	0.3%
Asian	0.17%	1.8%
Pacific Islander	0.0%	0.2%
Two or More Races	2.08%	1.1%

G. Staff Demographics by Gender 2024-2025

Gender	Campus	District	State
Male	13.6%	22.7%	23.8%
Female	86.4%	77.3%	76.2%

H. Staff Demographics by Average Years of Teaching Experience 2024-2025

Years of Experience Average	Campus	District	State
	8.6 Years	7.5 Years	11.2 Years

Based upon district data analysis and information on the STAAR preliminary assessment, the areas of need are identified and listed in priority order:

1. Economically Disadvantaged
2. Hispanic
3. African American

Demographics Strengths

Demographics Strengths

Demographic Data

A. Student Enrollment

- Families have stabilized in the area with home buying and enrollment which keeps the enrollment of the campus more consistent.

B. Student Demographics by Ethnicity 2024-2025 Strengths:

- The campus demographic is diverse and has experienced a 2% increase in African American students. The campus supports a high population of ELL students and supports with the hiring of Bilingual and ESL certified staff members.

C. Student Longitudinal Demographics by Ethnicity Strengths:

- The ethnicity groups such as Hispanic, African American, and White has maintained over the years.

D. Student Demographics by Gender 2024-2025 Strengths:

- There is almost the same number of female and male students on campus and among the district.

E. Student Demographics by Special Populations 2024-2025 Strengths:

- The number of ELL students has increased when compared to last school year.

F. Staff Demographics by Ethnicity 2024-2025 Strengths:

- There is a diverse staff. The number of the Hispanic population is proportional to the district and state.

G. Staff Demographics by Gender Strengths:

- There is an increase in the number of male staff members closing the gap.

H. Staff Demographics by Years of Experience 2024-2025

- The number of teachers with experience between 11-20 years is the same or about the same percentage of the state average. We are increasing the average years of experience for staff by increasing staff retention.

Demographics Needs

Based on the 2016 STAAR report, 58% of students on all tests in the African American category met standard for Level II and 61% of Hispanic students on all test met standard.

In Reading, 65% of all students tested met standard at Level II. 56% of White students and 37% Special Education students met standard on Level II of the STAAR.

In Math, 62% of all students tested met standard at Level II. 54% of African American students and 41% Special Education students met standard on Level II of the STAAR.

In Writing, 54% of all students tested met standard at Level II. 54% of students in the Hispanic category and 52% of students in the Economically Disadvantage category met standard on Level II of STAAR.

In Science, 60% of all students tested met standard on Level II. 36% of African American students and 33% of Special Education students met standard on Level II of STAAR.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): While Sheldon Elementary has made great gains, it is important for the staff training on how to support a diverse group of students. Once the professional development has been conducted, the campus needs to implement instructional strategies that maintain the professional development.

Root Cause: The longitudinal demographics by ethnicity for Sheldon Elementary showed the Hispanic population mostly maintained between 2024-2025. The Hispanic, White, and African American population have been the main ethnicity. The demographics show there are few American Indian, Asian, Native Hawaiian, and two or more races.

Problem Statement 2 (Prioritized): Sheldon elementary needs to provide diversity training for staff. There needs to be an increase in materials in Spanish to support the Dual Language program and develop bi-literate students. Our campus needs to continue to provide language support for parents for our Spanish speaking parents.

Root Cause: The student demographics by ethnicity for the school year 2023-2024 revealed a high number of Hispanic, from dominant Spanish speaking households.

Student Achievement

Student Achievement Summary

Student Achievement Summary

Campus	Grade	Subject	2025 vs 2024 CS	Total # of Tests	% 2025 App	% 2025 Meets	%2025 Masters	2025 CS	Total # of Tests	% 2024 App	% 2024 Meets	% 2024 Masters	2024 CS
SE	All Grades	All Subjects	5%	846	70%	43%	22%	45%	845	65%	37%	14%	40%
SE	5	Math	-1%	116	76%	52%	33%	53%	114	83%	53%	28%	55%
SE	5	Reading	13%	116	79%	56%	26%	54%	114	65%	43%	15%	41%
SE	5	Science	7%	115	68%	28%	11%	36%	113	57%	23%	6%	29%
SE	4	Math	8%	127	58%	39%	22%	40%	120	55%	33%	8%	32%
SE	4	Reading	4%	127	71%	46%	19%	45%	118	75%	37%	14%	42%
SE	3	Math	9%	122	68%	44%	23%	45%	133	65%	32%	11%	36%
SE	3	Reading	4%	123	67%	37%	19%	41%	133	59%	36%	14%	37%

Student Achievement Strengths

- Sheldon Elementary overall component score only decreased by 1 point and maintained the same letter grade, despite changes to the state assessment.
- In Reading, the number of economically disadvantaged students sub-population is proportional to the grade level passing rate.
- When looking at all test percentages, the number of students at Meets and Masters are in the double digits.
- When looking specifically at 5th grade science, 75% of the students met approaches grade level and almost 50% of students met meets grade level.
- Sheldon Elementary overall Math and Science had the highest component score among all Sheldon ISD elementary campuses.
- Our African American sub population is increasing met standard in Meets.
- Focusing on our Hispanic population (largest sub population), 420/608 total test met approaches grade level standard. This is almost 70% of test.
- Focusing on our White population (historical data performed low), 52/65 total test met approaches grade level standard. This is 80% of test, making significant gains.

Student Achievement Needs

Although the campus met standard on the STAAR for all Indices, there is much room for improvement especially in all subjects and all populations. STAAR system safeguards report indicated that we must work to help our African American, Special Education students, Economically Disadvantage and ELL students in the areas of reading, math, and writing.

Students' reading skills in grades first and second are analyzed using IStation. Teachers use DRA (Developmental Reading Assessment) to determine students' reading level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): In Reading, Special Education and males are performing lower than all other sub populations.

Root Cause: There is a need for Special Education students to have an increase in foundation instruction. The level of rigor of the initial Tier 1 instruction has been low(remember and recall) based on Blooms Taxonomy. Additional intervention groups that focus on reteaching skills will assist in closing the gap. Training on collaborative teaching will help teachers build capacity among Special Ed students.

Problem Statement 2 (Prioritized): In 5th Grade Science, the number of African American students meeting masters in is below all student performance. The number of African American students passing at the Masters level is only 6%.

Root Cause: There is a need for target instruction and to a focus on the African American subgroup during intervention time as well as all students.

Problem Statement 3 (Prioritized): In Reading and Math, the special education population average is below the state average for meets grade level and masters grade level.

Root Cause: There is a need for additional intervention, targeted IEP goals and time that address the needs of our special education population.

School Culture and Climate

School Culture and Climate Summary

A survey was presented to the staff in December 2024. The data from the survey is below:

- 90% of the staff are motivated and feel encouraged by their supervisor.
- 86% of the staff enjoys attending work everyday.
- 90% of the staff feels appreciated by campus administration.
- 40% of the staff feel they do not have work/life balance.

The campus leadership team established goals and expectations that drive our work to meet the needs of all students. Our core values remain constant in an ever-changing world. They provide the foundation for our work and influence how we conduct ourselves and engage with others.

- ALL students can and will learn
- Respect and embrace our diverse community
- Nurture positive relationships
- Provide a safe and orderly environment
- Make data-driven decisions
- Ensure ethical behavior

School Culture and Climate Strengths

School Culture and Climate Strengths:

Sheldon Elementary values the support and feedback of our parents and community. To ensure that the community is well informed of campus information, communication is provided to all parents in both English and Spanish throughout the district. Sheldon Elementary continues to expand every school year with a growing number of different languages represented in the district. To continue our commitment towards building a strong home-to-school partnership, campuses with 25 or more students enrolled with a home language other than English and Spanish will be required to provide communication in that language

School Culture and Climate Needs

Parents surveys indicate that time constraints due to work and/or other obligations prevent them from being more involved in their children's education.

The campus has put in place a new incentive program to encourage student attendance. Staff incentive program is in place.

This is the third year of implementation of the Positive Behavior Support System. A committee is in place to create expectations and incentives for students. The committee meets once a month to discuss student expectations and needs of the campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In an effort to increase student academic achievement through strategies such as improving teacher quality and increasing the number of highly effective teachers in the classroom; Sheldon Elementary will recruit, develop, and retain highly effective personnel at all levels. The campus is committed to providing the following initiatives to support the development of highly effective instructional staff:

1. Focus on Best Practices Framework
2. Strong mentor program for 1st and 2nd-year teachers
3. On-going professional development
4. Staff rewards, incentives, and recognition's
5. Continuation of Professional Learning Communities (PLCs) and implementation of Solutions Tree PLC Model from July 2022 conference.
6. Focus on technology integration within the classroom
7. Vertically aligned curriculum to support the delivery of effective instruction
8. Provide coverage for teachers to attend ongoing professional development through "POWER-UPS" facilitated by district coordinators.
9. Sheldon Elementary works collaboratively with the district personnel department to recruit teachers.
10. Sheldon Elementary works collaboratively with the multilingual department to recruit bilingual teachers.
11. The campus provides an opportunity for staff development to develop teachers to become master teachers.
12. Campus Instructional Specialists provide training and planning sessions to support teachers in the classroom.

Staff Quality, Recruitment, and Retention Strengths

Sheldon Elementary mentors new teachers each year to provide instructional support.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Some new teachers to the field and new teachers to the district struggle with classroom management and understanding the instructional expectations/non-negotiable of the district curriculum.

Root Cause: New teachers attend mentor meetings and are expected to go back and implement what they were trained in. All teachers attend Power Ups to build capacity in the content and address instructional concerns.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In an effort to increase student academic achievement through strategies such as improving teacher capacity and increasing the number of highly effective teachers in the classroom; Sheldon Elementary will recruit, develop, and retain highly effective teachers. The campus is committed to providing the following initiatives to support the development of highly effective instructional staff:

1. Focus on Best Practices Framework
2. Strong mentor program for 1st and 2nd-year teachers
3. On-going professional development
4. Administrators and Campus Instructional Specialists to support the teaching and learning process
5. Staff rewards, incentives, and recognition
6. Continuation of Professional Learning Communities (PLCs)
7. Focus on technology integration within the classroom
8. Provide ongoing professional development through "POWER-UPS" facilitated by district coordinators.

Curriculum, Instruction, and Assessment Strengths

Sheldon ISD provides the campus with the vertically aligned Sheldon Curriculum including a scope and sequence for teachers to follow in all four core subject areas. Campus Instructional Specialist and selected classroom teachers worked with district personnel to help develop this curriculum. Teachers are provided with the opportunity to attend Power Ups during contracted hours to help get a better understanding of the curriculum to implement in the classroom.

Curriculum, Instruction, and Assessment Needs

STAAR data indicates teachers need more training in both guided reading and guided math. Training on using the iPads and Apple TV is needed to utilize the technology we have on campus as well as to enhance student learning experiences.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Sheldon Elementary needs to provide teachers with a way to build foundational skills, while teaching Tier 1 instruction for core content areas.

Root Cause: The teachers do not know how to navigate the curriculum that allows for teachers to determine what to implement that will meet the needs of the students. Teachers sometimes get behind on the scope and sequence because they are trying to provide interventions at the same time as teaching grade level curriculum.

Family and Community Engagement

Family and Community Engagement Summary

One of the primary goals of Sheldon Elementary is to promote parental and community involvement to support student achievement. In order to achieve this goal, parents must become involved as partners in the education of their students and the community as a whole must support education efforts.

- Parents will continually be encouraged to become active participants in the educational process.
- The faculty/staff of Sheldon Elementary will hold parent meetings and host family events to promote a positive partnership.
- A volunteer program, PAWS (Parents Assisting With Students), and the PTO are also established for parent involvement opportunities.
- Sheldon Elementary will work closely with the district Family Engagement Coordinator to increase parent partnership.

Family and Community Engagement Strengths

Sheldon Elementary strives to maintain a high level of parental support. The PTO has been active in fundraising activities that provide additional resources for the school. Parents and community members participate on the Campus Improvement Team (SBDMC) and District-Wide Instructional Improvement Council (DWIIC). The goal of the SBDMC which consists of all stakeholders including parents and community members, is to create a plan of action to offer workshops and training to guide parents as they participate in their child's education. We will also use their input to revise the survey for the upcoming school year. The following conclusions were generated:

Areas of Concern:

- Parents would like more information and clarification regarding State assessments and how to understand the results.
- Parents want to know how to help their child(ren) with their homework to improve their academic performance.

Additionally, annual surveys are conducted to measure parent/community perception of the effectiveness of instruction and Title I programs and the overall campus. The Hispanic Heritage Event, Black History Program, Fall Festival, AVID and the Academic STEM Parent Night were successes in the school year. Both parent sessions were conducted virtually.

Family and Community Engagement Needs

This campus wants to improve training for parents of struggling students or students in danger of failing. This information would be vital to parents whose students are participating in the “Response To Intervention” (RTI) program. Additionally, the committee recommended working toward initiatives to help promote parental involvement for our Spanish speaking parents. Translation equipment is used with the goal of eliminating a communication barrier. By providing appropriate training, the student learning curve could be reduced, thus making parents more effective in the art of parenting and providing a life-long desire for learning for their young children. The Title I Parent Survey, administered to parents, indicates parents want more information and skills on helping their children become more successful on academic assessments, such as STAAR. The planning committee also recognizes the need to increase the number of opportunities for parental involvement activities at the campus. The addition of PAWS (Parents Assisting With Students) is one way

the campus is working to add parent involvement opportunities.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): There are not enough parents involved in campus committees and PTO at Sheldon Elementary.

Root Cause: There could be a language barrier among the families and schools that hinder parents from being involved on campus.

Problem Statement 2 (Prioritized): Sheldon Elementary conducted several family events during the school year. There was a good turnout in the number of parents and students who were involved, but there were some families who expressed they could not make it due to work schedules.

Root Cause: Sheldon Elementary needs to provide flexible time and opportunity for parents to participate in events virtually and face-to-face.

School Organization

School Organization Summary

School Administration 2024-2025

Principal	Jana Rolling
Assistant Principal	Marcy Jackson
Instructional Specialist-Reading	Kathleen Lever Adeline Trevizo
Instructional Specialist-Math	Luzdivina Cantu Javeshelynn Reed
Interventionist	Lisa Sprehe Yasmin Vargas

School Organization Strengths

1. Strong Leadership

- Visionary principals or administrators
- Clear communication and decision-making
- Effective delegation and staff support

2. Collaborative Culture

- Teamwork among staff and faculty
- Professional learning communities (PLCs)
- Open communication and shared goals

3. Clear Mission and Vision

- Well-defined goals aligned with student success
- Stakeholder alignment (staff, students, parents)

- Strategic planning processes

School Organization Needs

A recently purchased chromebooks is available for classroom teachers to use. Teachers will receive training on curriculum strategies and on implementing rigorous instruction. Teachers will receive training from Lead4Ward to better utilize data and implement curriculum strategies to help improve student progress.

Technology

Technology Summary

Based on the 2024 summer inventory check, the campus has an adequate collection of technology equipment. However, in an effort to introduce our students to the global learning community, we need to add more modern technology. Our goal for the year includes proposals for additional Chromebook carts to house the devices and the requisite training for teachers and students. We will continue to design projects that utilize BYOD skills. Teachers utilize various resources to assist them in classroom lesson planning. Teachers have been provided with computers for the classroom. The goal is to have one-to-one technology among students. Campus surveys indicate student time and exposure to new technology programs such as flip grid, etc, and not just google classroom to get students engaged in the learning. First grade students and teachers expressed a need for iPads as students transition to 1st grade from Kindergarten, rather than using Chromebooks.

Technology Strengths

- Clicker student response system
- The school is close to being a one-to-one device campus
- Each classroom has video cameras for video conferences
- Each classroom has a project and Elmo for classroom instruction.
- Each special education teacher has an interactive board to provide instruction.
- All students cycle through the computer lab weekly

Technology Needs

- More training for iPad apps and clicker system
- Add additional iPads to campus inventory for student use
- Additional technology training for classroom use for teachers
- Monthly training from the Digital Coach to increase technology instruction

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Sheldon Elementary will continue professional development on how to best utilize educational technology that allows students to think critically.

Root Cause: There needs to be professional development that allows teachers to work collaboratively with other teachers on how to implement technology in the classroom. We also need to make sure we have devices that meets the needs of our students based on their age and if it is developmentally appropriate.

Priority Problem Statements

Problem Statement 1: While Sheldon Elementary has made great gains, it is important for the staff training on how to support a diverse group of students. Once the professional development has been conducted, the campus needs to implement instructional strategies that maintain the professional development.

Root Cause 1: The longitudinal demographics by ethnicity for Sheldon Elementary showed the Hispanic population mostly maintained between 2024-2025. The Hispanic, White, and African American population have been the main ethnicity. The demographics show there are few American Indian, Asian, Native Hawaiian, and two or more races.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Sheldon elementary needs to provide diversity training for staff. There needs to be an increase in materials in Spanish to support the Dual Language program and develop bi-literate students. Our campus needs to continue to provide language support for parents for our Spanish speaking parents.

Root Cause 2: The student demographics by ethnicity for the school year 2023-2024 revealed a high number of Hispanic, from dominant Spanish speaking households.

Problem Statement 2 Areas: Demographics

Problem Statement 3: In Reading, Special Education and males are performing lower than all other sub populations.

Root Cause 3: There is a need for Special Education students to have an increase in foundation instruction. The level of rigor of the initial Tier 1 instruction has been low(remember and recall) based on Blooms Taxonomy. Additional intervention groups that focus on reteaching skills will assist in closing the gap. Training on collaborative teaching will help teachers build capacity among Special Ed students.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: In 5th Grade Science, the number of African American students meeting masters in is below all student performance. The number of African American students passing at the Masters level is only 6%.

Root Cause 4: There is a need for target instruction and to a focus on the African American subgroup during intervention time as well as all students.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: In Reading and Math, the special education population average is below the state average for meets grade level and masters grade level.

Root Cause 5: There is a need for additional intervention, targeted IEP goals and time that address the needs of our special education population.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Some new teachers to the field and new teachers to the district struggle with classroom management and understanding the instructional expectations/non-negotiable of the district curriculum.

Root Cause 6: New teachers attend mentor meetings and are expected to go back and implement what they were trained in. All teachers attend Power Ups to build capacity in the content and address instructional concerns.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Sheldon Elementary needs to provide teachers with a way to build foundational skills, while teaching Tier 1 instruction for core content areas.

Root Cause 7: The teachers do not know how to navigate the curriculum that allows for teachers to determine what to implement that will meet the needs of the students. Teachers sometimes get behind on the scope and sequence because they are trying to provide interventions at the same time as teaching grade level curriculum.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: There are not enough parents involved in campus committees and PTO at Sheldon Elementary.

Root Cause 8: There could be a language barrier among the families and schools that hinder parents from being involved on campus.

Problem Statement 8 Areas: Family and Community Engagement

Problem Statement 9: Sheldon Elementary conducted several family events during the school year. There was a good turnout in the number of parents and students who were involved, but there were some families who expressed they could not make it due to work schedules.

Root Cause 9: Sheldon Elementary needs to provide flexible time and opportunity for parents to participate in events virtually and face-to-face.

Problem Statement 9 Areas: Family and Community Engagement

Problem Statement 10: Sheldon Elementary will continue professional development on how to best utilize educational technology that allows students to think critically.

Root Cause 10: There needs to be professional development that allows teachers to work collaboratively with other teachers on how to implement technology in the classroom. We also need to make sure we have devices that meets the needs of our students based on their age and if it is developmentally appropriate.

Problem Statement 10 Areas: Technology

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Sheldon Elementary will use methods and instructional strategies that strengthen the academic program of the campus to meet the needs and maximize learning for all students.

Performance Goal: By July 2026, Sheldon Elementary will increase overall STAAR component score from 45 to 53 by increasing the number of students who achieve meets and masters.

Performance Objective 1: By July 2026, STAAR component for Reading all grades 3-5 will increase from 48 to at least 56.

- By July 2026, student performance on STAAR 3rd - 5th-grade STAAR Reading scores will increase from 73% to 78% at the Approaches.
- By July 2026, student performance on STAAR 3rd - 5th-grade STAAR Reading scores will increase from 48% to 56% in the Meets Grade Level.
- By July 2026, student performance on STAAR 3rd - 5th-grade STAAR Reading will increase from 22% to 32% in the Masters.

Strategy 1 Details	Reviews			
Strategy 1: Facilitate continuous monitoring of data through the utilization of the progress monitoring form, quarterly data talks with staff, the implementation of student AVID/data binders, and setting goals with students after each local assessment to monitor student academic growth by grade levels and individual students. This strategy will meet the needs of all students to meet the challenging state academic standards. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) Strategy's Expected Result/Impact: District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher AVID/Data Binders Running Records Lesson Plans Teacher Observations Coaching Cycles I-Ready Data Staff Responsible for Monitoring: Teachers Administrators TEA Priorities: Build a foundation of reading and math Funding Sources: Amplify Reading - 199-General funds - \$100, Spanish Resources - 211-Title I - \$7,000, STAAR Prep Resources - 199-General funds - \$500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Facilitate the implementation and fidelity of the utilization of best reading practice through power planning sessions, professional development on enriched and accelerated curriculum, data analysis, Professional Learning Communities, modeling of Guided Reading, coaching rounds for all teachers, and AVID WICOR instructional strategies in 1st - 5th grade to support all students in meeting the challenging State academic standards. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2025, June 2026) Strategy's Expected Result/Impact: District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher AVID/ Data Binders Running Records Lesson Plans Observations Coaching Cycles I-Ready Data Staff Responsible for Monitoring: Teachers District ELAR Coordinator Administrators Reading Instructional Specialist TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Utilize Tiger Time (Intervention/Acceleration Block), Tutorials and Learning Camps to provide targeted instruction for students on reading skills for a "well rounded" education. This strategy addresses the needs of all students in the school, but particularly the needs of those at-risk of not meeting the challenging state academic standards. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026)) Strategy's Expected Result/Impact: District Assessments Formative Assessments Rubrics and Checklists Student Data Binders Teacher AVID Binders Running Records Lesson Plans Observations Coaching Cycles I-Ready Data Staff Responsible for Monitoring: Administrators Reading Instructional Specialist Reading Interventionists Teachers will provide tutorials and intervention TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Provide reading universal screener for students in 1st - 5th grade to give targeted, individualized support for each student, including those identified as at-risk and those who need higher level enrichment in Reading. We will monitor and assess student performance monthly. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) Strategy's Expected Result/Impact: District Assessments I-Ready Assessment Rubrics and Checklists Student Data Binders Teacher Data Binders Staff Responsible for Monitoring: Teachers Reading Instructional Specialist TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Sheldon Elementary will use methods and instructional strategies that strengthen the academic program of the campus to meet the needs and maximize learning for all students.

Performance Goal: By July 2026, Sheldon Elementary will increase overall STAAR component score from 45 to 53 by increasing the number of students who achieve meets and masters.

Performance Objective 2: By May 2026, student performance at the end of the year 1st grade Math assessments, the students will increase from 84% approaches to 89% approaches.

By May 2026, student performance at the end of the year 2nd grade Math assessment, the students will increase from 61% approaches to 66% approaches.

By June 2026, The STAAR component scores for all students taking the STAAR Math (3-5) will increase from 46 to 52.

-By June 2026, student performance on STAAR 3rd - 5th-grade STAAR Math scores will increase from 66% to 76% at the Approaches.

-By June 2026, student performance on STAAR 3rd - 5th-grade STAAR Math scores will increase from 45% to 53% in the Meets Grade Level.

-By June 2026, student performance on STAAR 3rd - 5th-grade STAAR Math will increase from 26% to 32% in Masters Grade Level.

Strategy 1 Details	Reviews			
Strategy 1: Facilitate the implementation and fidelity of the utilization of Math District Curriculum through power planning sessions at the campus and district levels, data analysis, PLCs, modeling of Guided Math, coaching rounds, AVID (1st - 5th grade) strategies, WICOR instructional strategies, math word walls, and inquiry based learning to support all students in meeting the challenging State academic standards. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) Strategy's Expected Result/Impact: District Assessments Rubrics and Checklists Student Data Binders Teacher AVID/Data Binders Lesson Plans Observations Coaching Cycles Staff Responsible for Monitoring: Teachers will monitor student data Math Instructional Specialists Administrators ESF Levers: Lever 5: Effective Instruction Funding Sources: STAAR Prep Resources - 199-General funds - \$500, Reasoning Minds Resource - 211-Title I - \$7,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Provide job embedded professional development through the utilization of district and campus instructional specialist, campus interventionist, district math coordinator through power planning guidance, and modeling and providing teacher feedback on Guided Math. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) Strategy's Expected Result/Impact: District Assessments Campus-Base Assessments Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles Staff Responsible for Monitoring: District Math Coordinator Math Instructional Specialists Math Interventionist Administrators		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Utilize Tiger Time (Intervention and accelerated learning period), Tutorials and Learning Camps to provide targeted instruction on math skills for a "well rounded" education. This strategy addresses the needs of all students in the school, but particularly the needs of those at-risk of not meeting the challenging state academic standards.(August 2025, September 2025, October 2025, November 2025, December 2025 January 2026, February 2026, March 2026, April 2026, May 2026, June 2026) Strategy's Expected Result/Impact: District Assessments Common Assessments Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles Staff Responsible for Monitoring: Administrators Teachers will implement intervention Math Instructional Coaches Math Interventionists TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Facilitate continuous monitoring of data through the utilization of the progress monitoring form, quarterly data talks with staff, the implementation of student AVID/data binders, and setting goals with students after each local assessment to monitor student academic growth by grade level and individual students. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) Strategy's Expected Result/Impact: District Assessments Formative Assessments I-Ready Rubrics and Checklists Student Data Binders Teacher AVID Binders Lesson Plans Observations Coaching Cycles Staff Responsible for Monitoring: Teachers will monitor student data Math Instructional Coaches Math Interventionist Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Utilize technology to increase student engagement, reinforce previously learned skills, and to promote research/project based learning through STEM Lab, Computer Lab and classroom Tier 1 Instruction. This strategy will provide opportunities for all children including economically disadvantaged and emergent bilinguals. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) Strategy's Expected Result/Impact: District Assessments Common Assessments Rubrics and Checklists Lesson Plans Observations Coaching Cycles Staff Responsible for Monitoring: Math & STEM Lab teachers will utilize the classroom technology Math Instructional Specialist Administrators	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Sheldon Elementary will use methods and instructional strategies that strengthen the academic program of the campus to meet the needs and maximize learning for all students.

Performance Goal: By July 2026, Sheldon Elementary will increase overall STAAR component score from 45 to 53 by increasing the number of students who achieve meets and masters.

Performance Objective 3: By July 2026, the component score for all students taking the STAAR 5th Science will increase from 36 to 46.

By July 2026, student performance on STAAR 5th grade STAAR Science scores will increase from 68% to 75% at the Approaches.

By July 2026, student performance on STAAR 5th grade STAAR Science scores will increase from 28% to 40% in the Meets Grade Level.

By July 2026, student performance on STAAR 5th grade STAAR Science will increase from 11% to 22% in the Masters.

Strategy 1 Details		Reviews			
Strategy 1: Students in grades 1-5 will utilize the Science Lab to participate in hands-on, inquiry based lessons and activities. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) Strategy's Expected Result/Impact: District Assessments CFAs Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles Staff Responsible for Monitoring: Teacher will follow schedule provided. District Science Specialist and Math Instructional Specialist Funding Sources: Science Instuctional Materials - 211-Title I - \$86.25		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Utilize Tiger Time (Intervention and Accelerated Learning Period), Tutorials and Learning Camps to provide targeted instruction for at risk students on science skills for a "well rounded" education. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) Strategy's Expected Result/Impact: District Assessments Snapshots Rubrics and Checklists Student Data Binders Teacher Data Binders Lesson Plans Observations Coaching Cycles Staff Responsible for Monitoring: Teachers create CAMP schedule Science Instructional Specialist	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Sheldon Elementary will use methods and instructional strategies that strengthen the academic program of the campus to meet the needs and maximize learning for all students.

Performance Goal: By July 2026, Sheldon Elementary will increase overall STAAR component score from 45 to 53 by increasing the number of students who achieve meets and masters.

Performance Objective 4: Sheldon Elementary will prepare and provide awareness of opportunities for postsecondary education (college) and the workforce (career), which may include career and technical education programs through the implementation of AVID strategies with 100% for all grade levels.

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with secondary and early childhood counselors to organize and implement fifth grader transition visit to middle school and assisting preschool children transition from early childhood education programs to Sheldon Elementary. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026) Strategy's Expected Result/Impact: Students and parents will be aware of the variety of learning opportunities available to them at the middle school and registered for classes. Staff Responsible for Monitoring: Counselor Teachers TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Sheldon Elementary will implement an AVID college and career culture by displaying college pennants, highlighting careers and colleges and conducting College Week to provide activities/awareness events. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2025, June 2026) Strategy's Expected Result/Impact: Student survey Staff Responsible for Monitoring: Counselor Teacher Administrators TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Sheldon Elementary will offer a variety of clubs to enrich academics; such as: Honor Choir, Art Club, Robotics, Garden Club, etc. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026) Strategy's Expected Result/Impact: Parent Programs, Events and Competition Staff Responsible for Monitoring: Classroom Teacher sponsors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Train staff in the adoption of AVID WICOR and AVID Organizational strategies in grades 1st - 5th monthly and monitor implementation of these strategies in lesson plans, student AVID Binders and classroom instruction. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026) Strategy's Expected Result/Impact: Reading STAAR Results, Student Progress Measure Form AVID Binders Weekly Lesson Plans Staff Responsible for Monitoring: 1st - 5th Grade Teachers AVID Site Team TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Attend Summer AVID Summer Conference to improve on instructional strategies, organizational skills, and prepare students for college and career readiness. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026) Strategy's Expected Result/Impact: Prepare students for College and Career Readiness. Improve on student preparation for college. Staff Responsible for Monitoring: 1st - 5th Grade Teachers AVID Campus Coordinator AVID Site Team Funding Sources: - 199-State Comp. Ed. - \$10,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Offer an After School program that provides academic assistance for at-risk students as well as enrichment and acceleration activities aligned to the performing and visual arts that promote developing children by connecting learning in the arts to the learning in the core subject classrooms. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026) Strategy's Expected Result/Impact: Student attendance in the After School Program Student participation in intervention programs Parent participation in parent workshops Student participation in programming such as karate, dance, etc. Staff Responsible for Monitoring: After school Program Site Coordinator Administrators After School Project Director Executive Director of Federal Programs and Grants Funding Sources: Activities to support literacy and numeracy - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Offer an After School Program that will provide academic assistance in reading, mathematics, science, social studies and college and career readiness. This strategy will provide opportunities for all children including economically disadvantaged and emergent bilingual students. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026) Strategy's Expected Result/Impact: Student attendance in the After School Program Student participation in intervention programs Parent participation in parent workshops Staff Responsible for Monitoring: After School Program Site Coordinator Administrators After School Program Project Director Executive Director of Federal Programs and Grants Funding Sources: Activities to support literacy and numeracy - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Sheldon Elementary will attract, develop and retain highly effective staff.

Performance Goal: Support teachers in their attainment of proficiency as defined by the T-TESS instrument.

Performance Objective 1: By June 2026, one hundred percent (100%) of campus classrooms will continue to be taught by highly effective teachers.

Strategy 1 Details	Reviews			
Strategy 1: Communicate outside opportunities and provide Professional Development and trainings to teachers on high quality classroom instruction, understand the TEKS and effective teaching and learning. (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025, June 2025) Strategy's Expected Result/Impact: -Eduphoria, Certificates of completion. -Meeting Agendas Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Notification letters to parents of students who are in classes with personnel who are not HQ. (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025, June 2025) Strategy's Expected Result/Impact: Documentation of letter and date sent, HQ list from district personnel services, Staff Responsible for Monitoring: Administration Personnel Services TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Sheldon Elementary will attract, develop and retain highly effective staff.

Performance Goal: Support teachers in their attainment of proficiency as defined by the T-TESS instrument.

Performance Objective 2: By June 2025, all core content teachers will attend at least two professional development (campus, district, region or state) per semester to help them achieve to improve instruction and use of data from academic assessments, and to achieve at least proficient in each domain of the T-TESS instrument. (August 2025, September 2026, October 2026, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026)

Evaluation Data Sources: T-TESS Instrument

Strategy 1 Details	Reviews			
Strategy 1: Provide each new teacher (any teacher with less than two years of experience) with a campus-based mentor, staff development, observation time, and coaching. We will also provide all new to Sheldon Elementary teachers with a support teacher. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026) Strategy's Expected Result/Impact: Classroom walk-through data, T-Tess documentation Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide training for all teachers on school-based mental health programs, specialized instructional support services, mentoring services, the RtI process, STAAR strategies, technology, team building, building positive relationships, PBIS, and Special Ed. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026) Strategy's Expected Result/Impact: Appropriate RTI referrals to HELP team, staff development agendas and sign in sheets, STAR Chart, Teacher survey Staff Responsible for Monitoring: Administrators School Counselor Instructional Coaches Campus District personnel.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide specific training for the After School Program Site Coordinator by attending local, state and national conferences, in-district training and other training resources as required or deemed necessary. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2025, June 2026) Strategy's Expected Result/Impact: Principal walk-throughs and reports on student and parent participation Staff Responsible for Monitoring: After School Site Coordinator Administrator Project Director Funding Sources: Training's, workshops, conferences, etc. - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Utilize district liaison to monitor and support the Academic infrastructure of the After School Program. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2025, June 2026) Strategy's Expected Result/Impact: * Student Performance as it relates to report card grades and District Assessments, MOCK and Interim Assessments. * Attendance Staff Responsible for Monitoring: Administrator After School Program Site Coordinator After School Program Project Director TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Instructional Materials - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Sheldon Elementary will promote parent/community engagement.

Performance Goal: Increase parental involvement across the district.

Performance Objective 1: By June 2026, Sheldon Elementary will offer a minimum of 3 parent/community activities per semester. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026)

Strategy 1 Details	Reviews			
Strategy 1: Keep lines of communication open between school and parents (i.e., newsletter, report cards, parent conferences, letters, surveys, marquee, parent compacts, Parent Square, school web page, campus Facebook & Twitter, AVID binders, Tuesday Folders, agenda books, Safe Dismissal) in both English and Spanish. To continue our commitment to building a home-to-school partnership, if our campus data indicates 25 or more students enrolled with a home language other than English or Spanish, we will provide communication in that language. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026) Strategy's Expected Result/Impact: Parent survey Student survey Staff Responsible for Monitoring: Teachers communication to parents Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for parents to participate in school activities. A flexible schedule will be provided to parents for parent engagement activities. Activities will be offered in the a.m. and p.m. on various days of the week to meet the needs of the parents/families. (i.e., Annual Title 1 Meeting (flex meeting), STAAR Parent Meeting (flex meeting), Open House, Math and Science night, SDMC Committee, LPAC, ARD, Literacy Nights, PTO, Field Day, Book-fair, Mommy and Me Luncheon, Daddy and Daughter Dance, Parent Orientation, Chaperons). Sheldon Elementary will participate in the following parent engagement events off campus: Legacy In Action PFE Workshop, Back To School Bash, Parent Internet Safety Training (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026). Strategy's Expected Result/Impact: Sign in sheets from events, Staff Responsible for Monitoring: Administrators SDMC representative Counselor Librarian	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Communicate and keep parents informed in English and Spanish regarding student progress and after school issues and print copies of after school activities, and daily forms in the after school program (Tiger U). (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026) Strategy's Expected Result/Impact: Artifacts, parent survey, Activity Sponsor Staff Responsible for Monitoring: After school staff and coordinator Funding Sources: Office, teaching and art supplies, copier supplies for coordinators office - 265-21st Century After-School Program (Cycle 12) - \$1,494.88		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 4: Sheldon Elementary will ensure a safe and positive environment.

Performance Goal:

1. To implement and maintain the Multi-Hazard Emergency Operations Plan (MHEOP).
2. To maintain and meet standards of the SISD building audits district-wide.
3. To develop and maintain a campus safety committee that is in line with the requirements for the State of Texas.

Performance Objective 1: Sheldon Elementary will be in 100% compliance with processes and procedures to pass all checkpoints and annual safety audits. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026)

Strategy 1 Details	Reviews			
Strategy 1: Implement crisis management plan which includes monthly safety drills and provide safety updates to staff at a minimum monthly during faculty meetings. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026) Strategy's Expected Result/Impact: Log of drills in Navigate 360 Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide student instruction to promote safety, social emotional learning, and protect against violence and bullying. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) Strategy's Expected Result/Impact: Lesson plans, Student discipline, Minor Incident Report, Referrals Staff Responsible for Monitoring: Counselor Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide students with academic and conduct awards each nine weeks. (Honor Roll, House Points, Character Cafe, etc.) (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) Strategy's Expected Result/Impact: Award lists for each specific award Staff Responsible for Monitoring: Administrators Counselor Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Implement campus the HOUSE system that will contribute to Positive Behavior Intervention and Supports (PBIS) that provides expectations and incentives such as Points system that encourages students to do well in school. The incentives include a Extreme Recess for House Winners every 6-weeks, House trophy, student friendly prizes/games and end of the year HOUSE party with the HOUSE that has the most points. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) Strategy's Expected Result/Impact: Discipline Records and student survey Staff Responsible for Monitoring: Administrators Counselor Teachers	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Sheldon Elementary will provide financial accountability.

Performance Goal: Support teachers and staff financially that will assist in increase Student Achievement Data across the campus.

Performance Objective 1: By March 2026, 80% of campus budget will be spent to address the needs of the students and aligned to the campus goals.

Strategy 1 Details	Reviews			
Strategy 1: Every month my secretary will provide an updated budget report for review to determine funding throughout the year. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026) Strategy's Expected Result/Impact: Budget report Staff Responsible for Monitoring: School Secretary Administrator	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A. Trevizo	Campus Reading Instructional Specialist		
J. Reed	Campus Math Instructional Specialist		
K. Lever	Campus ELAR Instructional Specialist		
L. Cantu	Campus Math Instructional Specialist		
S. Rocha	Campus Instructional Aide		

Campus Funding Summary

199-General funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Amplify Reading		\$100.00
1	1	1	STAAR Prep Resources		\$500.00
1	2	1	STAAR Prep Resources		\$500.00
Sub-Total					\$1,100.00
199-State Comp. Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	5			\$10,000.00
Sub-Total					\$10,000.00
211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Spanish Resources		\$7,000.00
1	2	1	Reasoning Minds Resource		\$7,000.00
1	3	1	Science Instructional Materials		\$86.25
Sub-Total					\$14,086.25
265-21st Century After-School Program (Cycle 12)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Office, teaching and art supplies, copier supplies for coordinators office		\$1,494.88
Sub-Total					\$1,494.88