Rice CISD

Sheridan Elementary School

2025-2026 Campus Improvement Plan

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Mission Statement

Sheridan Elementary School will provide a learning environmnet where all students will prepare for their next level of education, academically, physically, socially and emotionally. All teacher, support staff andministration and students work together towrds the comon goal of exemplary academic achievement.

Vision

Sheridan Elementary provides an exemplary learning environment where teachers encourage students to listen,speak, read, write, think and reason in order to achieve a high level of student success.

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Comprehensive Needs Assessment

Demographics

Summary

Sheridan Elementary is part of the Rice Consolidated ISD in Colorado County. We are a very small community of approximately 400 people. The school currently has an enrollment of _83_ students in grades K through 5. We have 6 classroom teachers with 2nd/3rd and 4th/5th grade rotating between two teachers.

Strengths

Our demographic strength is that we have a very balanced enrollment of Caucasian and Hispanic students. All students relate well together and function daily in a cooperative environment.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Staff is not ethnically representative of our student population.	Hiring high qualified teachers in a rural area is difficult.

★ = Priority

Student Achievement

Summary

Sheridan Elementary analyzes data throughout the year from multiple sources. Data meetings are held throughout the year and a live document is used to consistently monitor the students progress throughout the year.

We collect data from multiple sources that we track and show the students how they can track their own data.

- mClass
- istation
- ixl (screener every month)
- accelerated reader (words read tracked weekly)
- unit test and 9 weeks test
- Staar

Strengths

All teachers are reading academy certified.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1 ★	We have a large amount of students who require a lot of intervention in reading and understanding as well as math.	Our population has a high number of very low SES students that are very weak in vocabulary.
2 ★	Masters level reading performance is low along with meets performance. Students performance in both designations need to be increased by at least 10%.	Students have difficulty thinking abstractly to successfully complete inferencing questions on state assessments

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School Culture and Climate

Summary

Surveys were given to teachers to get their opinions on a variety of school climate and culture issues. The results indicated that overall both the climate and culture is very positive.

We give awards to students for perfect attendance, behavior rock stars, honor roll, top readers, top words read, students of the month and for many other things. A lot of rewards are given by the teachers to help build the culture.

We have many competitions between grades (penny wars, food drive, door decorating, plate sales, fundraisers). The winners are celebrated and the all participates are rewarded.

Strengths

Sheridan has fabulous teachers who build relationships with students and each other. We are working with what we have and building the students to be successful in the classroom and outside of the building. We do things that help build all students like having multiple grade levels at lunch, 5th grade mentors for the littles, and student leadership activities.

The students love the lessons that are being taught with the counselor and her willingness to talk to everyone.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1 ★	Teachers having to hold the titles of multiple positions to make sure all students are being serviced.	It is hard for a smaller school to have enough staff to address the growing numbers of kids who need intervention.
2 ★	Highly qualified and certified teachers are hard to find and recruit	It is hard for a smaller campus in a rural area to compete with larger salaries of the bigger districts.
3 ★	We are continuing to look for ways to increase parent and community involvement in bettering our campus.	Safety of the students and security of the building.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Sheridan Elementary works to be proactive in recruiting highly qualified staff. Our instructional team consist of.

1 Certified Kinder teacher- ESL certified

1 Certified 1st Grade teacher- Not ESL certified

1 Certified 2nd Grade teacher- Not ESL certified

1 Certified 3rd Grade teacher- Not ESL certified

2 Certified 4th/5th Grade teachers- 1 ESL certified

1 paraprofessional

1 part-time paraprofessional (kinder)

1 library paraprofessional

All of our teachers are Reading Academy Certified and indicate a strong work ethic with a desire to see their students be successful.

Employee attendance rates are good. Professional development for our employees comes from a variety of sources such as face to face at Region 3, district provided professional development, Net 3 video from the Region Center, attending conventions as well as on site activities. Teachers are given professional development surveys so they may identify which areas they wish to receive training in. This information is used to guide district provided professional development during the year. Other professional development opportunities are usually provided by the Region Center. Teachers attend these sessions on an as needed basis. At times they are asked to share what they learned with other staff members. All of our teachers are very good. We do not have any teachers who are struggling.

Strengths

To assist with recruitment and retention, the district offers several incentives to teachers and paraprofessionals who meet highly qualified requirements, which include:

1. competitive salaries for administrators

2. fee paid for additional certification exams taken by staff

3. retirement plan matching by the district

4. multiple stipend opportunities

5. 4 day work weeks

6. TIA Allottment

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1 ★	Highly qualified and certified teachers are hard to find and recruit	It is hard for a smaller campus in a rural area to compete with larger salaries of the bigger districts.
2	Staff is not ethnically representative of our student population.	Hiring high qualified teachers in a rural area is difficult.

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Curriculum, Instruction, and Assessment

Summary

The teachers at Sheridan Elementary follow the TEKs resource system for their scope and sequence. Second through fifth grade math uses the Sharon Wells curriculum. Assessment results, universal screeners and nine week grades are used to determine students who would benefit from tutorials and/or RTI. Students who are receiving RTI receive the interventions during the regular class or from a teacher pullout at certain times of the day. Students who are in need may also receive after school tutorials. These students are monitored closely with Staar tests, benchmarks and classroom assessments to see if improvement is being made. Depending on the level of improvement or lack of improvement based on the various tests students will change tiers either up or down and the committee will determine the next course of action. Our ELL students receive class modifications as necessary and a pull out class for reinforcement and help. Instructional strategies and programs are selected according to perceived need at the district and/or campus level. When we implement a new program or activity it is based on the premise it will be beneficial to the students which in turn will be beneficial to the campus and ultimately the district. We are using Sharon Wells math from 2nd through 5th grade. We also use Reading Eggs, I-Station, Math Seeds, Accelerated Reader, Learning.com, and IXL. All local and state assessments are disaggregated to reveal strong and weak areas so we can adjust our instruction. The Fundamental 5 is used school wide.

Strengths

TEKS resource system for curriculum alignment, Accelerated Reader, Reading Eggs, Math Seeds, I-Station and Learning.com are all programs we use. Regular benchmarks, screeners and 9 weeks tests are used to determine our strengths and weaknesses. We have introduced the Leach Literacy model in our reading classes as well as implemented the Reading plus RTI reading program for all students in grades 3-5.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1 ★	Masters level reading performance is low along with meets performance. Students performance in both designations need to be increased by at least 10%.	Students have difficulty thinking abstractly to successfully complete inferencing questions on state assessments
2 ★	We have a large amount of students who require a lot of intervention in reading and understanding as well as math.	Our population has a high number of very low SES students that are very weak in vocabulary.
3 ★	It is hard for teachers to plan with each other since they are self contained.	Small Schools do not allow for multiple teachers across grades.
4	Sheridan elementary is not completely one-to-one with IPADs or Chromebook as both instruments are dated and breaking.	Unit affordability and sustainability makes a total one-to-one program difficult

★ = Priority

Family and Community Engagement

Summary

Parents and Guardians at Sheridan Elementary are involved in the school events. Every time a person enters the school for a major event, a sign in sheet is utilized. The communication between parents and teachers is open and documented.

We use technology to reach out to parents as much as possible this year. The Sheridan school is a family friendly place. Parents and grandparents come to school often to eat lunch with their child/children and volunteer to help with parties, field trips, etc. We also have a PTS sponsored activity that raises considerable money for the students on the campus. This activity is supported by the entire community. We also have several open houses during the year. We have both a community and business member on the site based team who participate in the decision making process. 100% of our parents sign the school -parent compact. We are a very small campus and we have a number of students who do not have internet access after school.

Strengths

2024-2025-We had over 80% participation in our open house and book fair/literacy night. We had 70 visitors to our grandparents lunch and 103 at our Thanksgiving lunch. We hosted 5 veterans for lunch and our students presented gifts to them.

Our PTO is very active in raising money to better the playground and fund the student trips.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1 ★	We are continuing to look for ways to increase parent and community involvement in bettering our campus.	Safety of the students and security of the building.

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School Organization

Summary

Most students, parents and teachers believe this is a good place to learn. K/1 teachers have a common planning time and 2/3 and 4/5 teachers have a common planning period. Breakfast and lunch duty is done by the Principal. We try to give teachers as much time as possible for instruction and tutoring. All teachers have duty when the last bell of the day rings to get students away from the building safely. Teachers are very protective of their teaching time and student learning time. All classes receive equal time on the schedule. If more time is needed by students for classwork it can come during the intervention time that is built into the schedule for additional help. The goal for the campus and district is to receive the highest accountability rating possible. All we do at our school is directed at achieving this goal. Our goal is for all students to pass all tests.

Strengths

Teachers with enjoy joint planning periods which allows for vertical planning of instruction, and it also allows for the administration to meet with multiple teachers at a designated time to follow up on school business, instructional discussions, short professional development and student data reviews.

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1 ★	It is hard for teachers to plan with each other since they are self contained.	Small Schools do not allow for multiple teachers across grades.
2 ★	Teachers having to hold the titles of multiple positions to make sure all students are being serviced.	It is hard for a smaller school to have enough staff to address the growing numbers of kids who need intervention.

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Technology

Summary

Technology Summary High speed internet/wireless is available in all classrooms as well as the library, and computer lab. Accelerated Reader, IStation, Reflex math, Reading Plus, and IXL are an integral parts of the student's daily routine. IPADS are being used in the classroom for Accelerated Reader and math testing from K-2. We currently have 45 IPads which are used each day by K-2 and each 3-5 student has a Chromebook. Each classroom is equipped with an Elmo, LED projector, smart board and smart slates. Most teachers use the smart technology on a daily basis. Teachers have received training in the use of all technology equipment. DMAC has been implemented as a disaggregation program as well as for tracking benchmark testing. All grades have a technology period where they work on Learning.com, Reading Plus, IStation, Reflex Math, Math Seeds or Reading Eggs, and IXL. We have one computer lab with 27 computers. We have a computer lab aide/librarian.

Strengths

IPADS and Chromebook on campus allow more students to access supplemental programs without having to leave the classroom. This allows for less disruption in the classroom as well as in the computer lab when other classes are have their technology classes.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	Sheridan elementary is not completely one-to-one with IPADs or Chromebook as both instruments are dated and breaking.	Unit affordability and sustainability makes a total one-to-one program difficult

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	We have a large amount of students who require a lot of intervention in reading and understanding as well as math.	Our population has a high number of very low SES students that are very weak in vocabulary.
2 ★	Teachers having to hold the titles of multiple positions to make sure all students are being serviced.	It is hard for a smaller school to have enough staff to address the growing numbers of kids who need intervention.
3 ★	Highly qualified and certified teachers are hard to find and recruit	It is hard for a smaller campus in a rural area to compete with larger salaries of the bigger districts.
4 ★	Masters level reading performance is low along with meets performance. Students performance in both designations need to be increased by at least 10%.	Students have difficulty thinking abstractly to successfully complete inferencing questions on state assessments
5 ★	We are continuing to look for ways to increase parent and community involvement in bettering our campus.	Safety of the students and security of the building.
6 ★	It is hard for teachers to plan with each other since they are self contained.	Small Schools do not allow for multiple teachers across grades.

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Goals

Goal 1 Sheridan Elementary will provide effective instruction to promote high levels of student achievement.

Performance Objective 1 ☑ High Priority

By the end of the school year (May, 2026), 70% of students in Kinder, 1st, and 2nd grade will screen at benchmark or higher on EOY mClass reading screeners.

Evaluation Data Source: End of Year mClass screener data, Data tracking sheet

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Be consistent in DATA pulls and meeting with the teachers about DATA and instruction.

Strategy's Expected Result/Impact: -Improve Tier 1 Instruction
-Increases understanding of data and how to use it to target weak areas
-Proper use of intervention time

Staff Responsible for Monitoring: Principal, District Admin, Teachers.

Problem Statements: Student Achievement 2 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - School Organization 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

December	February	April	June
Moderate Progress	Considerable Progress	Considerable Progress	Accomplished

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
2	Masters level reading performance is low along with meets performance. Students performance in both designations need to be increased by at least 10%.	Students have difficulty thinking abstractly to successfully complete inferencing questions on state assessments

Performance Objective 1 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	Teachers having to hold the titles of multiple positions to make sure all students are being serviced.	It is hard for a smaller school to have enough staff to address the growing numbers of kids who need intervention.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Masters level reading performance is low along with meets performance. Students performance in both designations need to be increased by at least 10%.	Students have difficulty thinking abstractly to successfully complete inferencing questions on state assessments

Performance Objective 1 Problem Statements Identifying School Organization

	Problem Statement	Root Cause
2	Teachers having to hold the titles of multiple positions to make sure all students are being serviced.	It is hard for a smaller school to have enough staff to address the growing numbers of kids who need intervention.

Performance Objective 2 ☑ High Priority

By the end of the school year (May, 2026), 70% of students in 3rd, 4th, and 5th grade will meet or exceed state accountability standards in ELAR and Mathematics.

Evaluation Data Source: STAAR results, District progress monitoring, Data Tracking, and class grades

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Utilize our RTI and Intervention time to continue to grow students.

Strategy 1

Be consistent in DATA pulls and meeting with the teachers about DATA and instruction.

Strategy's Expected Result/Impact: -Improve Tier 1 instruction
-Increases understanding of data and how to use it to target weak areas
-Proper use of Intervention time

Staff Responsible for Monitoring: Principal, District Admin, Teachers

Problem Statements: Student Achievement 1, 2 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1, 2 - School Organization 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

December	February	April	June
Moderate Progress	Considerable Progress	Considerable Progress	Accomplished

Strategy 2

2-5 math teachers have the opportunity to attend Sharon Wells Training every 6 weeks

Strategy's Expected Result/Impact: -Understanding the lessons to be taught for a more fluid delivery -Allows teachers to collaborate with other schools math teachers

Staff Responsible for Monitoring: Principal

Problem Statements: Student Achievement 1 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - School Organization 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

December	February	April	June
Accomplished	Accomplished	Accomplished	Accomplished

Strategy 3

Intervention time grouped by students ability and their DATA scores.

Strategy's Expected Result/Impact: Allows teachers to pinpoint instruction for the students

Staff Responsible for Monitoring: -Teachers and Principal

Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 3 - School Organization 1, 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

December	February	April	June
Considerable Progress	Considerable Progress	Accomplished	Accomplished

Performance Objective 2 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	We have a large amount of students who require a lot of intervention in reading and understanding as well as math.	Our population has a high number of very low SES students that are very weak in vocabulary.
2	Masters level reading performance is low along with meets performance. Students performance in both designations need to be increased by at least 10%.	Students have difficulty thinking abstractly to successfully complete inferencing questions on state assessments

Performance Objective 2 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	Teachers having to hold the titles of multiple positions to make sure all students are being serviced.	It is hard for a smaller school to have enough staff to address the growing numbers of kids who need intervention.
2	Highly qualified and certified teachers are hard to find and recruit	It is hard for a smaller campus in a rural area to compete with larger salaries of the bigger districts.

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	Highly qualified and certified teachers are hard to find and recruit	It is hard for a smaller campus in a rural area to compete with larger salaries of the bigger districts.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Masters level reading performance is low along with meets performance. Students performance in both designations need to be increased by at least 10%.	Students have difficulty thinking abstractly to successfully complete inferencing questions on state assessments
2	We have a large amount of students who require a lot of intervention in reading and understanding as well as math.	Our population has a high number of very low SES students that are very weak in vocabulary.
3	It is hard for teachers to plan with each other since they are self contained.	Small Schools do not allow for multiple teachers across grades.

Performance Objective 2 Problem Statements Identifying School Organization

	Problem Statement	Root Cause
1	It is hard for teachers to plan with each other since they are self contained.	Small Schools do not allow for multiple teachers across grades.
2	Teachers having to hold the titles of multiple positions to make sure all students are being serviced.	It is hard for a smaller school to have enough staff to address the growing numbers of kids who need intervention.

Goal 2 Sheridan Elementary will promote a safe and orderly environment to enhance student achievement.

Performance Objective 1

Sheridan Elementary will develop and implement strategies to promote safety on campus.

Evaluation Data Source: A decrease in the number of reported incidents

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue to train out teachers on managing behavior and keeping the students in the classroom to grow.

Strategy 1

Maintain and update the campus Crisis Management Plan and the campus safety (drills) procedures.

Strategy's Expected Result/Impact: A smooth and fluid process if a safety crisis were to occur.

Staff Responsible for Monitoring: Principal, SRO, District Admin

Problem Statements: School Culture and Climate 3 - Curriculum, Instruction, and Assessment 3 - Family and Community Engagement 1 - School Organization 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

December	February	April	June
Considerable Progress	Considerable Progress	Accomplished	Accomplished

Strategy 2

Train staff and students on all school emergency drills so that it becomes second nature on what they should do.

Strategy's Expected Result/Impact: Students and Staff are more prepared if/when an emergency arises.

Staff Responsible for Monitoring: Principal, SRO

Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 3 - School Organization 1, 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December	February	April	June
Considerable Progress	Accomplished	Accomplished	Accomplished

Performance Objective 1 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	Teachers having to hold the titles of multiple positions to make sure all students are being serviced.	It is hard for a smaller school to have enough staff to address the growing numbers of kids who need intervention.
3	We are continuing to look for ways to increase parent and community involvement in bettering our campus.	Safety of the students and security of the building.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
3	It is hard for teachers to plan with each other since they are self contained.	Small Schools do not allow for multiple teachers across grades.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	We are continuing to look for ways to increase parent and community involvement in bettering our campus.	Safety of the students and security of the building.

Performance Objective 1 Problem Statements Identifying School Organization

	Problem Statement	Root Cause
1	It is hard for teachers to plan with each other since they are self contained.	Small Schools do not allow for multiple teachers across grades.
2	Teachers having to hold the titles of multiple positions to make sure all students are being serviced.	It is hard for a smaller school to have enough staff to address the growing numbers of kids who need intervention.

Goal 3 Provide consistent feedback from observations and walkthroughs.

Performance Objective 1

Feedback will be prompt and consistent from teacher to teacher. A Cycle for feedback will be implemented.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue to work close with the teachers and working on their needs to grow every student.

Strategy 1

Attend all district TIA Calibration walks and meetings with the contracted consultant.

Strategy's Expected Result/Impact: Consistent feedback with spoken lingo being grade equivalent

Staff Responsible for Monitoring: Principal, District Admin

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 2, 3 - School Organization 1

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

December	February	April	June
Considerable Progress	Accomplished	Accomplished	Accomplished

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	We have a large amount of students who require a lot of intervention in reading and understanding as well as math.	Our population has a high number of very low SES students that are very weak in vocabulary.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
2	We have a large amount of students who require a lot of intervention in reading and understanding as well as math.	Our population has a high number of very low SES students that are very weak in vocabulary.
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Performance Objective 1 Problem Statements Identifying School Organization

	Problem Statement	Root Cause
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