Sheldon Independent School District



2026-2027 District Improvement Plan

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Mission Statement

Sheldon Independent School District will maintain a safe environment where staff, parents, and the community work together to engage students in personalized learning opportunities to ensure they are college and career-ready.

Vision

Sheldon ISD is inspiring the best tomorrow through a premier education today.

Value Statement

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Sheldon ISD remains committed to using data-driven decision-making to improve student outcomes and ensure continuous growth across all campuses. The district academic team worked collaboratively to develop a plan for evaluating student performance, utilizing multiple data sources, including district-created assessments, interim assessments, state assessments, PEIMS reporting data, and staff parent engagement surveys. These data elements informed both the annual program evaluation and the comprehensive needs assessment, serving as the foundation for the development of the District Improvement Plan.

The academic team conducted these planning sessions on May 21, 2026, and June 4, 2026. The program evaluation and needs assessment processes were conducted with leadership team members and district curriculum coordinators, who played a crucial role in collecting and analyzing data to inform instructional and operational decision-making. Documentation, including agendas, sign-in sheets, and meeting minutes, was maintained for each session to ensure compliance and accountability.

Final copies of the district program evaluation have been posted in the leadership Google Drive for review and reference in future planning. The District-Wide Instructional Improvement Council will convene in September 2026 to formally review and approve the District Improvement Plan.

2025-2026 DWIIC Participants

Name	Title/Role
Anike Allen	SISD Admin – Middle Schools STEM Coordinator
Jesus Altamirano	Campus Principal
Fallon Armstrong	Parent & Family Engagement Specialist
Earlsworth Baptiste	SISD Admin – Academy Principal
David Baxter	SISD Admin – Director of Safety/Transportation
Jeremiah Benavides	Classroom Paraprofessional
Monica Benavidez	Parent
Joy Blackey	Community Member

Jenita Boleware	Campus Principal
Charity Bostick	SISD Admin – Secondary ELA Coordinator
Leroy Bradley	SISD Admin – Director of Security & Emergency
Wyanicka Broussard	Community Member
Rocio Castillo	SISD Admin – Elementary ELA Coordinator
Maria Cazares	Parent
Irvin Clark	Community Member
Krysta Clark	SISD Admin – Project Director
Bresean Cockrell	SISD Admin – Coordinator of Assessment & Accountability
Katelyn Cockrell	Classroom Paraprofessional
Scheynne Colligan	Student
Angella Cornelius	SISD Admin – Secondary Math Coordinator
Theresa Crawford	Parent
Heath Dear	SISD Admin – Director of Advanced Academics
Penny Dear	Parent
Dr. Brenda Dearmon	SISD Admin – Assistant Superintendent of Administrative Services
Luther Dollar	SISD Admin – Assistant Principal
Brooke Douget	SISD Admin – Director of Special Education
Shlena Freeman	SISD Admin – Elementary ELA Coordinator
Aletha Freeman	Parent
Karen Gallow	SISD Admin – Deputy Superintendent
Abraham George	SISD Admin – CFO
Tammy Gibson	SISD Admin – District Accountant
Monique Gray	Teacher
Ca'Myia Green	Student
Mario Hendrickson	Community Member
LaToya Henry	Parent
Shelley Holland	SISD Admin – Secondary ELA Coordinator
Dr. Ronica Jacobs	SISD Admin – Director of Federal Programs & Grants
Shannon Jackson	SISD Admin – Elementary Science Coordinator

Meikka Jackson	SISD Admin – Dean of Instruction
Cherice Johnson	Parent
Roshanda Johnson	Parent
Rebecca Joseph	SISD Admin – Director of Curriculum & Instruction
Diztorsha Lavan	SISD Admin – Social Studies Coordinator
Joel Leal	SISD Admin – Campus Principal
Briana LeBlanc	Parent
Tolenia Lee	Teacher
Frances “Becky” Marmolejo	SISD Paraprofessional – Campus Secretary
Angela Martinez	Teacher
Lucia Mata	Parent
Sojourner McLemore	SISD Admin – At-Risk Specialist
Dawona Miles	SISD Admin – Coordinator of Dual Credit
Saleen Mitchell	SISD Admin – Secondary Science Coordinator
Teresa Moore	SISD Admin – Elementary Math Coordinator
Dr. Denise Mustin	SISD Admin – Director of Early Childhood
Daniel Pfannstiel	SISD Admin – Director of Fine Arts
Veoletta Pinson	Community Member
Ana Portillo	SISD Paraprofessional – Campus Secretary
Kelli Putman	Teacher
Wayne Richardson	SISD Admin – Secondary Math Coordinator
Jana Rolling	SISD Admin – Director of Teaching & Learning
Dr. Raff Saeed	SISD Admin – Director of Facilities & Maintenance
Lillian Sampson	SISD Admin – Assistant Director of Transportation
Ashley Sampson	SISD Admin – Director of Student Services
Linda Santillan	SISD Paraprofessional – Classroom Para
Michael Saucedo	Student
Maria Schroff	SISD Paraprofessional – Campus Secretary
Andre Seals	SISD Admin – Director of Technology
Peggy Smith	Parent

Nichole Spriggs	Teacher
Levi Stevenson	Parent
Adrienne Tate	SISD Admin – Dean of Instruction
Bonita Taylor	SISD Admin – Director of Career Technical Education
Sandra Vasquez	Parent
Alfonso Vazquez	SISD Admin – Multilingual Coordinator
Joelyanise Velazquez	SISD Paraprofessional – Classroom Para
Marilu Villareal	SISD Admin – Elementary Math Coordinator
Britton West	Teacher
Darrell White	Community Member
Janice Whiting	SISD Admin – Federal Programs & Grants Coordinator
Jennifer Williams	SISD Admin – Director of Counseling
Kaneisha Williams	SISD Paraprofessional – Campus Secretary
Tacarra Williams	SISD Admin – Director of Communications
Tunisia Wolridge	SISD Admin – Student Wellness Interventionist
Dr. RoxAnne Wyatt	SISD Admin – Director of Human Resources
Brandon Punch	Community Member

The first Comprehensive Needs Assessment (CNA) meeting opened at 4:03 PM with Dr. Ronica Jacobs facilitating. The meeting aimed to ensure federal program compliance, coordinate program efforts with district needs, and avoid duplication of effort. This committee provides meaningful consultation on Title I activities for at-risk/underserved students. The four key TEA priorities: 1. Recruite/Support/Reatin teachers and principals; 2. Build a foundation for reading and math; 3. Connect high school students to college, careers, and the military; 4. Improve low-performing schools. Parent engagement is a critical priority for SISD, even though it is not explicitly listed by TEA. SISD is focused on supporting educators, ready students, rigorous engagement within academics, aligned systems, and actionable goal setting. Our goal is to move from our current "C" accountability rating to a "B," and eventually to an "A." The federal funding framework was shared, explaining that the Title I entitlement is the main federal funding source requiring stakeholder input. The funds fill the gaps and must not duplicate existing efforts because this is a compliance requirement. Dr. Jacobs reviewed the purpose of the CNA process and walked participants through the Federal Programs Action Plan, highlighting the importance of each section. Attendees were given 30 minutes to work in groups to answer four assigned CNA questions and identify data sources to review in the next meeting. Notes were taken on the provided documents to record the strengths and weaknesses of each data area, and Dr. Jacobs offered guidance and feedback throughout the activity. The reference materials included the prior year CNA results and current data. The meeting concluded with an announcement that CNA Meeting #2 will be held on June 4, 2026. Dr.

Jacobs thanked participants for their collaboration, and the session ended at 5:09 PM.

Comprehensive Needs Assessment Meeting #2, held on **June 6, 2026**, continued the Comprehensive Needs Assessment process and utilized data to inform planning for the upcoming school year. Dr. Ronica Jacobs opened the meeting by reviewing its purpose before transitioning into a data review and group work session. Participants were encouraged to look at the strengths and weaknesses they created from the last CNA meeting to write problem statements and then recommend strategies that may serve as favorable solutions. Dr. Jacobs then shared details from the ESSA Application, including the awarded funding for 2025–2026, projected eligibility for 2026–2027, and the areas where funds had the greatest impact on student needs. This information was also used to conduct the district's annual program evaluation. The findings will be shared with district leaders to inform future planning. The meeting concluded with community announcements, recognition of parent and community representatives with gift bags, and closing remarks from Dr. Jacobs.

District Targets for the 2026 - 2027 school year:

The preliminary 2026 state results were used to determine district needs.

Campus	2023-2024	2024-2025	2025-2026
Sheldon ISD	C / 75	C / 77	C/79
C.E. King High School	B	C	B
KASE	B	B	B
Royalwood Elem	C	B	C
Cravens ECA	C	C	C
C.E. King Middle	D	C	B
Null Middle	D	C	B
Sheldon Lake Elementary	D	C	D
Sheldon Elementary	C	B	C
Carroll Elementary	C	B	B
Sheldon ECA	C	B	C
Monahan Elementary	C	B	F
Garrett Elementary	C	C	D

The district will continue to focus on improving the teaching and learning process across all campuses. The district will also continue to implement the "Effective Schools Framework" model, which was introduced during the 2025-2026 school year.

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 2026-2027 school year as we continue to implement best practices to close achievement gaps:

1. Provide support to campus and district leaders to build leadership capacity.

2. Improve the approach of Tier I instruction where teachers differentiate content, process, products, and/or the learning environment for all students.

3. Implement Best Practices district-wide to support the teaching and learning process, supporting the development of highly effective teachers and paraprofessionals are meeting the needs of all students.

4. Continue to monitor Best Practices with weekly classroom observations by continuing Alignment Walks with district and campus leadership and curriculum coordinators to ensure effective implementation.

5. Identify and implement evidence-based strategies to address the needs of EB students as it relate to language acquisition.

6. Identify and implement evidence-based strategies to address the needs of Special Education students that include a focus on their individual IEPs.

7. Improve fiscal management as it relates to federal and state funds to support the needs of all students, especially struggling students and those identified as at-risk.

8. Implement strategies to improve and increase parent engagement at the campus and district levels.

9. Review safe and secure assessment data to create a safer and more secure environment for all staff and students.

10. Provide additional support to meet all students' academic and social-emotional needs, especially struggling students and those identified as at-risk.

Sheldon ISD - District Translation Procedure:

Sheldon ISD values the support and feedback of our parents and community. To ensure that the community is well-informed about campus and district 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 ISD Enrollment Data by Grade Level

Grade Levels	2020- 2021	2021 - 2022	2022-23	2023-24	2024-25	**2025-26**
Total	10,199	10,570	10,990	11,028	10,946	10,591
Early Education Grade	14	24	27	37	27	35
Pre-K	415	483	521	497	454	433
Kindergarten	697	617	655	606	636	598
1st Grade	696	731	713	695	653	662
2nd Grade	730	693	732	723	723	663
3rd Grade	711	762	730	735	737	721
4th Grade	718	735	791	752	724	739
5th Grade	750	745	766	800	755	738
6th Grade	791	788	786	789	812	733
7th Grade	821	839	813	790	800	809
8th Grade	822	867	876	828	797	805
9th Grade	849	992	974	985	923	855
10th Grade	788	905	1,042	1013	1,050	1,011
11th Grade	697	783	849	989	966	927
12th Grade	691	606	715	789	889	862

District Enrollment by Ethnicity

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	**2025-2026**
Total Enrollment	10,199	10,570	10,990	11,028	10,946	10,591
African Americans	23.6%	25.37%	26.17%	27.32%	27.96%	28.58%
Hispanic	69.4%	68.27%	67.66%	66.77%	66.59%	65.94%
White	4.7%	4.04%	3.74%	3.56%	3.16%	3.12%
Asian	0.5%	0.44%	0.42%	0.44%	0.49%	0.55%
Economically Disadvantaged	80.6%	86.68%	86.96%	86.50%	83.26%	83.51%
LEP	32.0%	27.22%	34.28%	35.39%	33.98%	32.60%
Sp. Ed.	9.2%	9.97%	10.92%	11.68%	13.44%	14.81%
G/T	5.2%	5.31%	5.24%	5.69%	6.29%	7.13%
504	2.6%	2.51%	2.56%	2.66%	2.61%	2.53%

Teachers by Ethnicity (TAPR)

	2020-2021	2021 - 2022	2022-2023	2023-2024	**2024-2025**	**2025-2026**
African Americans	38.8%	39.1%	43.2%	46.2%	40.2%	41.1%
Hispanic	8.5%	29.9%	27.0%	27.6%	41.3%	41.6%
White	29.0%	27.2%	25.7%	22.4%	15.8%	14.9%
American Indian	0.3%	0.5%	0.8%	0.8%	0.4%	0.4%
Asian	1.4%	1.1%	1.6%	1.4%	1.0%	1.0%
Pacific Islander	0.5%	0.3%	0.3%	0.3%	0.0%	0.0%
Two or More Races	1.6%	1.9%	1.4%	1.3%	1.2%	1.0%
Male Teachers	24.2%	25.1%	27.2%	28.3%	21.3%	21.4%
Female Teachers	75.08%	74.9%	72.8%	71.7%	78.7%	78.6%

Official 2026 SHELDON ISD

	Student Achievement Domain I			Academic Growth Domain 2A			Relative Performance Domain 2B				Closing the Gaps Domain III			2026 Final Grade	
Campus Name	Comp Score	Scaled Score	Rating	AG Score	Scaled Score	Rating	RP Raw Score	% Eco Dis	Scaled Score	Rating	CG Raw Score	Scaled Score	Rating	Score	Rating
SISD		73	C	68%	71	C	39	82.3%	81	B		75	C	77	C
GE	40	69	D	55%	59	F	41	85.0%	74	C	21	64	D	69	D
CE	43	72	C	70%	79	C	42	85.8%	79	C	70	87	B	81	B
ME	31	56	F	55%	59	F	33	90.1%	59	F	2	35	F	52	F
LE	38	65	D	62%	69	D	37	84.6%	70	C	28	67	D	69	D
RE	42	71	C	53%	58	F	41	85.2%	77	C	18	63	D	73	C
SE	43	72	C	64%	71	C	46	80.5%	78	C	36	71	C	76	C
NMS	45	76	C	68%	80	B	38	87.6%	88	B	74	91	A	89	B
KMS	39	71	C	59%	67	D	39	85.0%	81	B	43	74	C	79	C
KHS	46	74	C	70%	74	C	40	80.7%	84	B	56	76	C	82	B
K9	38	68	D	69%	71	C	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KASE	30	83	B	N/A	N/A	N/A	30	72.1%	85	B	N/A	N/A	N/A	85	B

Official 2025 SHELDON ISD

	Student Achievement Domain I			Academic Growth Domain 2A			Relative Performance Domain 2B				Closing the Gaps Domain III			2025 Final Grade	
Campus Name	Comp Score	Scaled Score	Rating	AG Score	Scaled Score	Rating	RP Raw Score	% Eco Dis	Scaled Score	Rating	CG Raw Score	Scaled Score	Rating	Score	Rating
SISD	39	71	C	68%	72	C	39	82.3%	78	C		75	C	77	C
GE	41	70	C	67%	75	C	41	82.8%	75	C	57	78	C	76	C
CE	42	71	C	72%	81	B	42	85.8%	77	C	67	85	B	82	B
ME	33	58	F	64%	71	C	33	87.7%	60	D	40	72	C	71	C
LE	37	64	D	68%	75	C	37	84.6%	69	D	63	82	B	78	C
RE	41	70	C	60%	66	D	41	90.1%	77	C	26	66	D	74	C
SE	46	74	C	74%	83	B	46	80.7%	81	B	76	91	A	85	B
NMS	38	70	C	65%	75	C	38	82.5%	79	C	56	79	C	79	C
KMS	39	71	C	62%	72	C	39	86.3%	81	B	38	72	C	78	C
KHS	40	74	C	67%	69	D	40	77.4%	80	B	53	73	C	78	C
K9	38	68	D	69%	71	C	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

KASE	30	81	B	N/A	N/A	N/A	30	72.1%	85	B	N/A	N/A	N/A	85	B

Official 2024 SHELDON ISD

	Student Achievement Domain I			Academic Growth Domain 2A			Relative Performance Domain 2B				Closing the Gaps Domain III			2024 Final Grade	
Campus Name	Comp Score	Scaled Score	Rating	AG Score	Scaled Score	Rating	RP Raw Score	% Eco Dis	Scaled Score	Rating	CG Raw Score	Scaled Score	Rating	Score	Rating
SISD	36	69	D	61%	70	C	36	86.5%	75	C	30	74	C	75	C
GE	35	60	D	64%	71	C	35	90.0%	66	D	49	76	C	73	C
CE	41	70	C	68%	76	C	41	89.3%	77	C	41	73	C	76	C
ME	31	56	F	67%	75	C	31	92.5%	59	F	51	76	C	75	C
LE	33	58	F	56%	60	D	33	84.2%	60	D	26	66	D	62	D
RE	42	71	C	64%	71	C	42	91.7%	79	C	46	75	C	78	C
SE	40	69	D	70%	79	C	40	84.6%	74	C	54	77	C	78	C
NMS	30	58	F	55%	60	D	30	87.5%	60	D	35	70	C	65	D
KMS	34	64	D	55%	60	D	34	89.3%	74	C	33	69	D	69*	D
KHS	41	78	C	70%	74	C	41	82.8%	83	B	56	76	C	81	B
KASE	41	86	A	N/A	N/A	N/A	41	87.3%	88	B	N/A	N/A	N/A	88	B

Official 2023 SHELDON ISD

	Student Achievement Domain I			Academic Growth Domain 2A			Relative Performance Domain 2B				Closing the Gaps Domain III			2023 Final Grade	
Campus Name	Comp Score	Scaled Score	Rating	AG Score	Scaled Score	Rating	RP Raw Score	% Eco Dis	Scaled Score	Rating	CG Raw Score	Scaled Score	Rating	Score	Rating
SISD	36	67	D	61%	70	C	36	87.0%	74	C	N/A	72	C	73	C
GE	35	60	D	58%	63	D	35	91.5%	67	D	15	61	D	65	D
CE	44	72	C	68%	76	C	44	89.3%	81	B	69	86	B	83	B
ME	32	57	F	65%	73	C	32	94.6%	60	D	31	69	D	69	D
LE	39	67	D	64%	71	C	39	86.3%	73	C	45	74	D	73	C
RE	41	70	C	62%	69	D	41	88.6%	77	C	47	75	C	76	C
SE	44	72	C	68%	76	C	55	80.0%	80	B	55	78	C	79	C
KMS	33	62	D	53%	58	F	33	89.9%	72	C	17	61	D	69	D
NMS	31	59	F	52%	58	F	31	88.6%	69	D	21	63	D	67	D
KHS	40	72	C	73%	79	C	40	82.0%	76	C	60	78	C	79	C
KASE	31	84	B	N/A	N/A	N/A	38	86.3%	87	B	N/A	N/A	N/A	87	B

Official 2022 SHELDON ISD

	Student Achievement Domain I			Academic Growth Domain 2A			Relative Performance Domain 2B				Closing the Gaps Domain III			2022 Final Grade	
Campus Name	Comp Score	Scaled Score	Rating	AG Score	Scaled Score	Rating	RP Raw Score	% Eco Dis	Scaled Score	Rating	CG Raw Score	Scaled Score	Rating	Score	Rating

SISD	35	60	D	72%	84	B	48	86.7%	86	B		72	C	82	B
GE	37	64	D	85%	92	A	37	90.6%	70	C		76	C	87	B
CE	48	76	C	86%	92	A	48	90.4%	85	B		78	C	88	B
ME	32	57	F	82%	90	A	32	93.8%	60	D		75	C	85	B
LE	40	69	D	76%	82	B	40	84.6%	74	C		71	C	79	C
RE	44	72	C	82%	90	A	44	89.4%	81	B		77	C	86	B
SE	43	72	C	86%	92	A	43	88.2%	80	B		79	C	88	B
KMS	32	60	D	68%	74	C	32	89.0%	70	C		69	D	73	C
NMS	28	56	F	64%	66	D	28	87.6%	59	F		69	D	67	D
KHS	38	85	B	73%	83	B	38	81.3%	83	B		73	C	80	B
KASE	24	88	B	N/A	N/A	N/A	N/A	87.6%	N/A	N/A	N/A	N/A	N/A	86	B

The district 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

Needs Assessment for Parental/Community Engagement

The Sheldon Independent School District acknowledges that a child's education is a shared responsibility between the school and the family. As a result, Sheldon ISD conducted a district-wide parent survey to improve parent and family engagement in our schools. The survey also enables the district to collect and understand parents' opinions, perspectives, and perceptions of our schools, thereby improving the learning environment. The survey was made available on the district's website at **www.sheldonisd.com**. The input from parents and community members helped the district create a parent and family engagement plan to foster ongoing partnerships between families, communities, and schools. The goal of the District-Wide Instructional Improvement Council, which comprises all stakeholders, including parents and community members, is to develop a plan of action that offers 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:

1. Parents felt that the campuses did not convey the information effectively enough.
2. Parents wanted to know more about how to help prevent bullying.
3. Parents want to know how to help their child(ren) with their homework to improve their academic performance.
4. Parents would like teachers to communicate regularly with parents regarding students' academic progress.

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

1. Focus on Best Practices Framework

2. Strong mentor program for 1st and 2nd-year teachers

3. Ongoing professional development

4. Curriculum Coordinators 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. Continue support for campus and district leaders through leadership training and development opportunities

8. Focus on technology integration within the classroom

9. Vertically aligned curriculum to support the delivery of effective instruction

10. Provide ongoing professional development through "POWER-UPS" facilitated by district coordinators.

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

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4. Curriculum Coordinators 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. Continue Support for campus and district leaders through leadership training and development opportunities

8. Focus on technology integration within the classroom

9. Vertically aligned curriculum to support the delivery of effective instruction

10. Provide ongoing professional development through "POWER-UPS" facilitated by district coordinators.

The district leadership team is committed to strengthening family and community engagement as a cornerstone of student success. We recognize that building strong partnerships with parents, families, and the broader community creates the foundation for meaningful learning experiences. Our priorities include establishing campus Parent Teacher Organizations (PTOs), providing parents with capacity-building opportunities that directly connect to student achievement, and cultivating positive, welcoming environments where families feel valued. We are equally dedicated to maintaining safe and orderly campuses while respecting and embracing the diverse cultures represented in our community.

The district is keeping up with technology by adding applications to ClassLink, making it easier for students, teachers, and parents to access the necessary tools. This year, our goals include securing proposals for more iPad carts and providing the necessary training for both teachers and students. All classrooms are now equipped with interactive boards, and the district encourages teachers to integrate educational apps that enhance student learning and experiences. To improve instructional planning, discussions about technology integration have been added to lesson planning expectations and PLC requirements. The district will continue to implement a technology rotation model to ensure every student has access to a 1:1 device, using technology as a critical resource to strengthen Tier 1 instruction.

Demographics

Summary

Sheldon ISD is a major suburban district serving a large, diverse student population. Based on the most recent finalized Texas Performance Reporting System (2024–2025) demographic data, the district enrolled approximately **10,591 students** and had a student-to-teacher ratio of approximately **17:1**. The student population is predominantly Hispanic and African American, and the district serves a high proportion of students experiencing economic disadvantage. Hispanic students comprise **65.9%** of enrollment, followed by African American students at **28.1%**. White students represent **3.6%** of enrollment, while students identifying as two or more races, Asian, and American Indian/Alaska Native collectively represent about **2.4%**. Additionally, **82.4%** of Sheldon ISD students are identified as economically disadvantaged. These demographics reinforce the importance of equitable access to rigorous instruction, culturally responsive practices, targeted academic interventions, family engagement, and wraparound supports that address barriers to learning.

Economic disadvantage affects more than four out of every five students in the district. The CNA and DIP should therefore continue to prioritize high-quality Tier 1 instruction, data-driven intervention systems, attendance and engagement supports, multilingual/family communication, and partnerships that help address students' academic, social-emotional, and basic-needs barriers.

Strengths

We have identified the following demographic strengths of our district:

- **Strong cultural and linguistic assets:** With **34.0%** of students identified as emergent bilingual/English learners, the district has a substantial multilingual community that brings valuable language skills, perspectives, and family connections.
- **Opportunity for strong family and community collaboration:** The district's shared cultural backgrounds and community ties can support family engagement, mentorship, bilingual communication, and partnerships with local organizations.
- **Commitment to inclusive supports:** Serving students who receive special education services (**13.4%**) reflects the importance of—and opportunity to continue strengthening—accessible, individualized, and inclusive learning environments.
- **Resilient student community:** While **82.4%** of students are economically disadvantaged, this also highlights the district's experience in providing comprehensive supports, leveraging community resources, and maintaining a strong focus on equitable access and student success.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Sheldon ISD is experiencing declining student enrollment, which may affect state funding, staffing allocations, program sustainability, facility utilization, and long-range planning.	Competition from nearby school districts, charter schools, private schools, and homeschooling options. Community perceptions regarding academic performance, school safety, communication, transportation, or program offerings.
2	A substantial portion of Sheldon ISD students experience economic disadvantage, which can contribute to disparities in attendance, academic performance, access to learning resources, and social-emotional well-being.	Families may face housing instability, transportation challenges, food insecurity, limited health-care access, or inconsistent access to technology. High student and family mobility can interrupt instructional continuity and relationship-building.
3	Sheldon ISD's diverse student population includes students with varying linguistic, academic, cultural, and social-emotional needs. Ensuring equitable outcomes across all student groups remains an ongoing need.	Varying levels of family engagement caused by language differences, work schedules, transportation limitations, and communication barriers.

★ = Priority

Student Achievement

Summary

Sheldon ISD is committed to improving academic outcomes for every student through high-quality, standards-aligned instruction, targeted intervention, and ongoing progress monitoring. Student achievement data indicate a continued need to strengthen performance across all grade levels and student groups, particularly in reading language arts, mathematics, science, and social studies.

The district's diverse student population includes a substantial number of economically disadvantaged students, emergent bilingual students, students receiving special education services, and students who are highly mobile. These factors underscore the importance of providing equitable access to rigorous instruction, effective language supports, accelerated learning opportunities, and social-emotional and behavioral supports.

Priority areas include increasing the percentage of students performing at the Meets and Masters Grade Level standards, reducing achievement gaps among student groups, improving early literacy and numeracy outcomes, and ensuring students are prepared for successful transitions between elementary, middle, and high school. At the secondary level, Sheldon ISD will continue to focus on graduation readiness, college, career, and military readiness (CCMR), attendance, and successful completion of advanced coursework and industry-based certifications.

The district will use disaggregated local and state assessment data to identify campus- and student-level needs, monitor the effectiveness of interventions, and adjust instructional supports throughout the year. Continued collaboration among teachers, campus leaders, families, and community partners will be essential to accelerating learning and ensuring all students graduate prepared for their chosen postsecondary pathway.

Strengths

Based on 2024–2025 and 2025–2026 STAAR/EOC performance trends, Sheldon ISD demonstrates several notable student-achievement strengths:

- Improved accountability performance and school progress
    - Sheldon ISD earned an overall 2026 accountability rating of 79, reflecting a six-point improvement since 2023, and received a B rating in School Progress. This indicates that students are demonstrating academic growth over time and that district improvement efforts are positively affecting outcomes.
- Strong high school academic performance in core content areas
    - C.E. King High School and C.E. King 9/10 earned academic distinctions in Reading Language Arts, Science, and Social Studies. These distinctions reflect strong student performance and/or growth in tested EOC content areas and demonstrate effective secondary instructional practices.
- Expansion of academic distinctions across campuses
    - Sheldon ISD earned a historic total of nine academic distinctions across five campuses in 2026. This demonstrates that achievement is occurring across multiple schools and content areas rather than being isolated to one campus.
- Successful preparation for postsecondary opportunities
    - The Class of 2026 included 100 graduates who earned an Associate's degree, demonstrating the district's continued emphasis on college readiness, dual-credit access, and early postsecondary opportunities.
- Commitment to growth-focused instructional systems
    - The district's School Progress rating and campus distinctions suggest that instructional teams are using data, interventions, and targeted supports to help students make measurable academic gains, including students who may enter school below grade level.

These strengths provide a foundation for the district to continue increasing the percentage of students meeting and mastering grade-level standards while reducing performance gaps among student groups.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	STAAR and EOC data indicate that mathematics performance remains an area of concern across elementary and secondary campuses. Too many students are not meeting grade-level expectations, and the percentage performing at the Meets and Masters levels needs improvement. Gaps may be especially evident among Eco-Dis, EBs, SPED, and students w/ interrupted or highly mobile educational experiences.	Inconsistent implementation of rigorous, standards-aligned mathematics instruction across grades and campuses. Gaps in students' foundational numeracy, problem-solving, and mathematical reasoning skills that accumulate over time. Teacher turnover, vacancies, and varying levels of content-specific instructional expertise may affect continuity and instructional quality.
2	While student growth and accountability results show areas of progress, the district needs to increase the number of students who demonstrate deeper understanding and perform at the Meets and Masters Grade Levels on STAAR and EOC assessments.	Intervention systems may focus primarily on students near the Approaches threshold rather than also accelerating students toward Meets and Masters performance. Campus teams may need stronger routines for analyzing item-level data and adjusting instruction based on student misconceptions and TEKS-specific needs.

★ = Priority

District Culture and Climate

Summary

The district 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

Needs Assessment for Parental/Community Engagement

The Sheldon Independent School District recognizes that a child's education is a responsibility shared by the school and the family. As a result, Sheldon ISD conducted a district-wide parent survey in an effort to improve parent and family engagement in our schools. The survey also allows the district to collect and understand parents' opinions, perspectives, and perceptions of our schools to improve the learning environment. The survey was made available on the district's website at www.sheldonisd.com. The input from parents and community members assisted the district in creating a parent and family engagement plan to ensure the ongoing partnership between families, communities, and schools. The District-Wide Instructional Improvement Council, which includes all stakeholders, including parents and community members, aims 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.

Strengths

- Diverse and multicultural community
  - Sheldon ISD serves a diverse student population, creating opportunities to build an inclusive district culture that values different languages, backgrounds, perspectives, and lived experiences.
- Commitment to student-centered support
  - The district demonstrates a focus on meeting students' academic, social-emotional, behavioral, and postsecondary needs through campus-based supports, intervention systems, counseling, and family engagement.
- Growth-oriented leadership and continuous improvement
  - District and campus leaders use student-performance data, accountability information, and stakeholder feedback to identify needs, set priorities, and strengthen systems and instructional practices.
- Dedicated teachers and staff
  - Teachers, campus leaders, and support staff play a critical role in fostering relationships with students and families. Their commitment helps create safe, welcoming learning environments and supports student belonging.
- Emphasis on family and community partnerships
  - Sheldon ISD has an opportunity to build on existing relationships with families, local organizations, and community partners to support student success, attendance, wellness, and career readiness.
- Focus on safe and supportive learning environments
  - The district's attention to student safety, behavioral supports, restorative practices, and social-emotional learning helps promote positive school climates where students can learn and thrive.
- Shared focus on equity and access
  - The district's diverse enrollment reinforces the need to ensure equitable access to rigorous instruction, advanced coursework, extracurricular opportunities, specialized services, and strong adult advocates for every student.

Problem Statements Identifying District Culture and Climate Needs

	Problem Statement	Root Cause
1	Parents have expressed a need for clearer, more timely information about state assessments, including the purpose of the assessments, performance standards, score reports, and how to interpret their child's results. Limited understanding of assessment data may reduce families' ability to support academic growth and participate meaningfully in educational decisions.	State assessment information and score reports may use terminology that is difficult for families to understand. Families may not know whom to contact for assistance interpreting individual student results.
2	Parents have indicated that they would like more guidance, resources, and practical strategies to help their children complete homework and improve academic performance. Without clear guidance, families may feel unable to provide effective support at home.	Homework expectations, academic vocabulary, and instructional strategies may not be consistently communicated to families. Parents may need resources that explain grade-level learning expectations and show how to support learning without completing work for the student. Families may have limited access to instructional materials, technology, internet connectivity, or translated academic resources.
3	Some parents have expressed a desire for more encouragement and accessible opportunities to volunteer on campuses. When families do not feel welcomed, informed, or able to participate, the district may miss valuable opportunities to strengthen school-family partnerships and community involvement.	Volunteer opportunities, expectations, and registration procedures may not be communicated clearly or consistently. Work schedules, transportation, childcare responsibilities, language barriers, and other constraints may limit parents' availability.
4	Parents want regular, proactive communication from teachers regarding their child's academic progress, strengths, areas for growth, assignments, interventions, and available supports. Inconsistent communication can prevent families from addressing academic concerns early and supporting student success at home.	Teacher communication practices may vary by campus, grade level, classroom, and individual teacher.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Sheldon ISD recognizes that high-quality teachers, campus leaders, paraprofessionals, and support staff are essential to student achievement, school safety, and a positive learning environment. The district is committed to recruiting, developing, supporting, and retaining talented employees who are student-centered, culturally responsive, collaborative, and prepared to meet the academic, behavioral, social-emotional, and linguistic needs of its diverse student population.
The district promotes staff quality through a comprehensive system of ongoing professional learning. Employees have access to both in-district and out-of-district professional development opportunities that strengthen instructional practice, leadership capacity, technology integration, and specialized knowledge in support of student needs. Professional learning is designed to be relevant, job-embedded, and aligned with district and campus goals.
Sheldon ISD emphasizes the use of a vertically aligned curriculum to ensure students experience coherent, rigorous instruction across grade levels and content areas. Teachers are supported through a lesson internalization model that helps them understand standards, anticipate student misconceptions, plan purposeful questions, identify appropriate checks for understanding, and adjust instruction based on student data. The district also maintains a focus on meaningful technology integration to enhance instruction, engagement, access, and learning opportunities for students.
New educators receive intentional support through mentorship for first- and second-year teachers. These mentoring relationships help early-career teachers strengthen classroom management, instructional planning, student engagement, and professional confidence while building connections within the district. Teachers also benefit from collaborative planning, professional learning communities, instructional coaching, and feedback from campus and district leaders.
The district builds leadership capacity through principal mentors and assistant principal mentors, who provide guidance, coaching, and support to new or developing campus administrators. In addition, the Aspiring Leaders Program supports staff members who are interested in pursuing future campus leadership roles. The program develops leadership knowledge and skills, provides exposure to campus leadership responsibilities, and helps establish a strong internal pipeline of qualified candidates for future administrative positions.
Sheldon ISD also supports teacher recruitment and retention through its Registered Apprenticeship Program (RAP). RAP creates a “grow-your-own” pathway for paraprofessionals who wish to become classroom teachers. Participants can earn a college degree in education while continuing to work for the district. After completing degree and certification requirements, participants transition into teaching positions and receive ongoing monitoring and support from Multi-Classroom Leaders (MCLs). This program expands the district’s teacher pipeline while investing in employees who already know Sheldon ISD students, families, campuses, and instructional expectations.
Staff retention is further strengthened through employee rewards and recognition. By acknowledging employee contributions, accomplishments, dedication, and years of service, Sheldon ISD promotes a culture in which staff members feel valued and connected to the district’s mission. Competitive employment practices, supportive leadership, opportunities for advancement, professional growth, mentorship, recognition, and a focus on employee well-being all help retain a strong, stable workforce.
Through these coordinated efforts, Sheldon ISD continues to strengthen staff quality, recruitment, and retention while developing internal pathways for teachers and campus leaders.

Strengths

- Strong grow-your-own teacher pipeline: The Registered Apprenticeship Program (RAP) creates a meaningful pathway for paraprofessionals to earn an education degree, become certified teachers, and continue serving Sheldon ISD students. This helps the district develop teachers who already understand its students, culture, and expectations.
- Sustained instructional coaching: New teachers and RAP participants benefit from mentoring, coaching, and support from Multi-Classroom Leaders (MCLs). This job-embedded model strengthens classroom practice and supports a successful transition into teaching roles.

- Leadership development at multiple levels: Principal mentors and assistant principal mentors provide guidance, coaching, and support for campus administrators. The Aspiring Leaders program also creates a clear pathway for staff members who are interested in pursuing campus leadership positions.
- Intentional support for early-career teachers: Mentorship for first- and second-year teachers helps new educators build confidence, develop effective instructional practices, navigate campus systems, and remain connected to a supportive professional network.
- Robust professional learning opportunities: Staff have access to ongoing in-district and out-of-district professional development. These opportunities allow employees to deepen their expertise, learn from peers and external experts, and apply new practices to their roles.
- Commitment to effective instruction: Sheldon ISD's vertically aligned curriculum and lesson internalization model promote consistency, rigor, and clarity across grade levels and content areas. This supports teachers in planning and delivering high-quality instruction aligned to student learning needs.
- Focus on technology integration: The district supports educators in using technology purposefully to enhance instruction, increase student engagement, improve access to learning resources, and prepare students for a technology-rich world.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	Teacher recruitment pipelines may not yet fully meet future staffing needs in high-need certification areas and growing campuses.	Although Sheldon ISD has strong grow-your-own pathways through the Registered Apprenticeship Program, the district may need additional targeted recruitment strategies, partnerships, and candidate outreach to ensure an adequate pool of certified applicants in specialized, hard-to-fill, and high-growth areas.
2	Early-career teachers may experience varying levels of confidence, preparedness, and support as they transition from preparation programs into full classroom responsibilities.	First- and second-year teachers have diverse prior experiences and instructional needs. While mentoring, coaching, and professional learning are available, continued consistency in job-embedded support, lesson internalization, technology integration, and access to experienced mentors is needed to strengthen early-career teacher retention and effectiveness.
3	The district needs to continue building a sustainable leadership pipeline to prepare qualified staff for future assistant principal and principal vacancies.	Campus leadership roles require extensive experience in instructional leadership, operations, staff development, student support, and data-driven decision-making. Although Sheldon ISD provides mentorship opportunities, ongoing identification, development, and retention of leadership candidates is necessary to maintain a strong internal pool of future campus leaders.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Sheldon ISD is committed to ensuring every student has access to rigorous, engaging, and responsive learning experiences that prepare them for success in college, career, and life. The district's Curriculum, Instruction, and Assessment program is grounded in high expectations, a vertically aligned TEKS-based curriculum, research-based instructional practices, meaningful assessment, and continuous improvement. Through a clear focus on effective teaching and leadership, Sheldon ISD works to strengthen student academic achievement across all campuses, grade levels, and student groups.

The district supports the consistent implementation of a vertically aligned curriculum that clarifies what students must know and be able to do at each grade level and in every content area. Curriculum coordinators, campus instructional specialists, and teacher leaders provide ongoing guidance to ensure instruction is aligned to state standards, district expectations, and student learning needs. This support includes curriculum planning, TEKS deconstruction, lesson design, classroom modeling, feedback, and the use of best practices to improve teaching and learning.

A central component of the district's instructional approach is the Best Practices Framework and lesson internalization process. Teachers are supported in deeply understanding the standards, anticipating student misconceptions, identifying essential learning outcomes, planning meaningful learning tasks, and using checks for understanding to adjust instruction in real time. This work promotes consistency while allowing teachers to respond to the individual strengths and needs of their students.

Sheldon ISD recognizes that effective instruction depends on highly skilled teachers and leaders. The district provides sustained, job-embedded professional learning through in-district and out-of-district opportunities, district-led POWER-UP sessions, professional learning communities, coaching, and campus-based collaboration. PLCs provide structured opportunities for educators to analyze standards, review student work and assessment results, identify students in need of enrichment or intervention, and plan targeted instructional responses. New teachers receive additional support through a strong mentoring program for first- and second-year teachers, while principal and assistant principal mentors, leadership development opportunities, and the Aspiring Leaders program strengthen leadership capacity across the district.

Assessment is used as an ongoing tool to improve instruction and accelerate student learning. Teachers and campus teams use multiple measures of student progress—including formative assessments, common assessments, classroom performance data, and state accountability data—to monitor learning, identify gaps, provide timely intervention, and extend learning for students who have mastered grade-level expectations. The district's emphasis on data-informed decision-making helps ensure instructional resources, professional development, and student supports are aligned to the areas of greatest need.

Technology integration is also an essential part of Sheldon ISD's instructional vision. The district promotes the purposeful use of technology to enhance teaching, support student engagement, expand access to instructional resources, facilitate collaboration, and strengthen the collection and analysis of student-learning data. Technology is integrated as a tool to deepen learning and support effective instructional delivery rather than as an end in itself.

Through strategic investments in high-quality curriculum, instructional coaching, professional learning, assessment practices, technology integration, and leadership development, Sheldon ISD is building a coherent instructional system focused on continuous improvement. The district remains committed to recruiting, developing, recognizing, and retaining highly effective staff who create equitable, challenging, and supportive learning environments for every student.

Strengths

- Clear, standards-aligned curriculum: Sheldon ISD's districtwide curriculum establishes consistent expectations for student learning and is aligned to the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS),

and College and Career Readiness Standards (CCRS). This alignment supports rigorous instruction and helps ensure students are prepared for success at the next grade level and beyond high school.

- Strong instructional support systems: Curriculum coordinators, campus instructional specialists, instructional leaders, and teacher teams support the implementation of effective, research-based instructional practices. These structures help promote consistency across campuses while allowing staff to respond to student needs through data-informed planning and intervention.
- Commitment to professional learning and continuous improvement: Ongoing professional development, professional learning communities, conferences, in-class support, mentoring, and instructional coaching provide teachers with sustained opportunities to strengthen content knowledge, instructional practice, and student engagement. The district's focus on a Best Practices Framework and lesson internalization further supports high-quality daily instruction.
- Growing and effective STEM programming: The STEM Academy continues to expand student participation while demonstrating improved student academic performance. Its emphasis on project-based learning, innovation, problem-solving, collaboration, and 21st-century workforce skills gives students meaningful opportunities to apply learning to authentic, real-world challenges.
- High STEM teacher retention: A STEM teacher retention rate above 90 percent reflects the value of the professional support available to STEM educators. Access to PLCs, staff development, conferences, and in-class support promotes staff capacity, collaboration, and continuity for students enrolled in STEM programming.
- College, career, and workforce readiness focus: Sheldon ISD's instructional priorities and innovative programs—including STEM, STEAM, and career-connected learning opportunities—support the district's commitment to preparing students for postsecondary education and the workforce. Students are encouraged to develop the academic, technical, and durable skills needed in an evolving economy.
- Effective use of assessment and data: District assessment and data systems help campuses monitor student progress, identify learning gaps, inform instructional decisions, and evaluate the effectiveness of interventions. This focus supports timely, targeted academic support for students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	Elementary and secondary mathematics performance indicates a need to strengthen student mastery of grade-level standards, mathematical reasoning, and problem-solving skills across all campuses.	Inconsistent implementation of rigorous, TEKS-aligned mathematics instruction; varying levels of student access to conceptual learning and productive struggle; gaps in the use of formative assessment data; and a need for continued targeted professional learning and collaboration to support teachers in differentiating instruction and addressing unfinished learning.
2	Sheldon ISD needs greater consistency in the implementation of its Curriculum, Instruction, and Assessment systems to ensure every student experiences rigorous, standards-aligned instruction and timely, responsive academic support.	Variability in campus-level implementation of the district curriculum, instructional best practices, formative assessments, data-driven planning, and intervention practices may result in uneven learning experiences and limit the district's ability to identify and respond quickly to individual student needs.

★ = Priority

Family and Community Engagement

Summary

Sheldon ISD recognizes that meaningful family and community engagement is essential to student success. Guided by district goals, core values, and a commitment to meeting the needs of every student, the district strives to build trusting, respectful, and collaborative relationships among students, families, staff, community members, businesses, faith-based organizations, and nonprofit partners.

The district's belief that all students can and will learn drives efforts to actively engage families as valued partners in their children's academic, social, and emotional development. Sheldon ISD respects and embraces its diverse community by providing accessible, timely communication and opportunities for families to participate in campus and district decision-making, events, learning opportunities, and support services. Communication is designed to keep parents informed of important academic, campus, district, and community information in both English and Spanish.

Sheldon ISD promotes positive relationships through programs such as Partners in Education and Families in Action, which connect schools with volunteers, local organizations, businesses, parents, and community members. These partnerships enhance student learning, expand access to resources, encourage volunteerism, and create shared ownership of student success. The Sheldon Education Foundation further supports students and staff by helping provide resources and opportunities that enrich teaching and learning.

The district also works with community partners to address barriers that may affect student achievement and family well-being. By helping meet the whole-child needs of students and families, Sheldon ISD strengthens the conditions necessary for students to learn and thrive.

Through a safe, welcoming, and orderly environment; ethical and transparent practices; and data-informed decision-making, Sheldon ISD remains committed to listening to families, responding to community needs, and continuously improving engagement practices. The district believes that sustained partnerships between schools, families, and the community are fundamental to ensuring equitable opportunities and positive outcomes for every student.

Strengths

Needs Assessment for Parental/Community Engagement

The Sheldon Independent School District recognizes that a child's education is a responsibility shared by the school and the family. As a result, Sheldon ISD conducted a district-wide parent survey in an effort to improve parent and family engagement in our schools. The survey also allows the district to collect and understand parents opinions, perspectives, and perceptions of our schools to improve the learning environment. The survey was made available on the district's website at www.sheldonisd.com. The input from parents and community members assisted the district in creating a parent and family engagement plan to ensure the ongoing partnership between families, communities, and schools. The goal of the District-Wide Instructional Improvement Council, 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.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	Parents want regular, proactive communication from teachers regarding their child's academic progress, strengths, areas for growth, assignments, interventions, and available supports. Inconsistent communication can prevent families from addressing academic concerns early and supporting student success at home.	Teachers may need additional time, tools, training, or translated communication resources to maintain regular two-way communication with families.

★ = Priority

Technology

Summary

Sheldon ISD recognizes technology as an essential resource for teaching, learning, communication, operations, and student preparation for college, career, and life. The district is committed to providing reliable, secure, and equitable access to digital tools, devices, network infrastructure, and instructional technology that support rigorous learning experiences and efficient district operations.
The Technology Department supports students, staff, campuses, and families through the management of district technology resources, network services, cybersecurity, data systems, user support, and digital learning tools. Technology staff work collaboratively with curriculum, campus, and district leaders to ensure that instructional technology is intentionally integrated to strengthen TEKS-aligned instruction, student engagement, collaboration, creativity, critical thinking, and digital citizenship.
Sheldon ISD maintains a strong focus on cybersecurity, student data privacy, and responsible technology use. District systems and practices are designed to protect confidential information, maintain the reliability of technology services, and promote a safe digital environment for all users. The district also provides guidance and support for appropriate device use during the instructional day, in accordance with state requirements and the learning needs of students.
Through ongoing staff training, responsive technical support, infrastructure improvements, and strategic use of digital resources, Sheldon ISD continues to build a technology-rich learning environment. These efforts help ensure that technology serves as a meaningful tool to expand access, personalize learning, support effective instruction, and prepare students to thrive in an increasingly connected world.

Strengths

- **Commitment to equitable access:** Sheldon ISD prioritizes student and staff access to devices, digital learning platforms, internet connectivity, and instructional technology resources that support learning at school and beyond.
- **Technology supports teaching and learning:** Digital tools are integrated to enhance TEKS-aligned instruction, personalized learning, collaboration, creativity, research, and the development of 21st-century workforce skills.
- **Reliable infrastructure and technical support:** The district maintains network systems, devices, software, and technology services that support daily campus operations, instruction, assessment, communication, and administrative functions.
- **Focus on cybersecurity and digital responsibility:** Sheldon ISD works to protect student, staff, and district information through secure systems, data privacy practices, cybersecurity safeguards, and responsible use expectations.
- **Professional learning for staff:** Teachers and staff receive support and professional learning to build confidence in using technology effectively, responsibly, and purposefully to improve instruction and student engagement.
- **Improved communication and family access:** Technology expands opportunities for two-way communication by providing families with access to district updates, campus information, student resources, and digital platforms in accessible formats.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	Technology integration across classrooms and campuses is inconsistent, limiting some students' access to engaging, personalized, and technology-enhanced learning experiences.	Staff have varying levels of confidence, training, and ongoing support in using digital tools to strengthen TEKS-aligned instruction, differentiate learning, and use technology purposefully beyond basic task completion.
2	The district must continue to ensure reliable, secure, and equitable technology access for all students, staff, and families.	Rapid changes in devices, software, cybersecurity risks, network demands, and connectivity needs require ongoing funding, infrastructure upgrades, inventory management, communication, and proactive technical support.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Sheldon ISD is experiencing declining student enrollment, which may affect state funding, staffing allocations, program sustainability, facility utilization, and long-range planning.	Competition from nearby school districts, charter schools, private schools, and homeschooling options. Community perceptions regarding academic performance, school safety, communication, transportation, or program offerings.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **SAT and/or ACT assessment data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**

Employee Data

- [x] **Professional development needs assessment data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

- [x] **Parent engagement rate**

Support Systems and Other Data

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

Goals

Goal 1

SISD will maximize student learning for All.

Overall Accountability Goal:
By June 2027, SISD will increase its component score from 39 to 44 by increasing the percentage of students who score at the approaches level 9 points, the meets level by 9 points and mast level by 7 points.

Performance Objective 1

By June 2027, SISD will increase its component score in RLA from 43% to 48% by increasing the percentage of students who score at the meet and master level or above by 5%. SISD will increase the percentage of Kindergarten students grade level proficiency percentages in i-Ready Reading from 78% to 85%, first grade from 64% to 69% and second grade from 53% to 58%

Strategy 1

Develop and execute a comprehensive literacy plan for grades PreK-English II that utilizes high-quality instructional materials (HQIM), i-Ready Personalized Instruction, intervention resources, and ongoing progress monitoring to support the literacy growth of all students. These strategies will assist all students in meeting the state academic standards. (Description 1,8) August 2026, September 2026, May 2027, June 2027

Strategy's Expected Result/Impact: Formative:
EOY reports, iReady reports for K-8
CLI MOY results for Pre-K
Summative:
STAAR reading results
iReady Reports
CLI EOY reports

Staff Responsible for Monitoring: Deputy Superintendent of Academics
Director of Curriculum & Instruction
Director of Early Childhood Programs

Funding Sources: 211-Title I, $84,200

Formative Reviews

November	January	March	June

Strategy 2

SISD will increase Kindergarten Readiness by 10% based on the TPEIR report by providing a full-day high-quality Pre-K 4 program for ALL and a half-day Pre-K 3 program for students that qualify. The focus will be on building executive functions through a thematic curriculum and

Executive Function development in Pre-K, which will be assessed through brain development assessments 4 times during the school year.

Strategy implemented in: August 2026, September 2026, October 2026, November 2026, December 2026, January 2027, February 2027, March 2027, April 2027, May 2027.

Progress Checks:
BOY EF assessment
MOY EF assessment (80% of students will be at developing (yellow brain)
MOY CLI
EOY EF assessment (80% of students will be proficient (green brain)
EOY CLI- Increase from 80% to 85% on the overall Phonemic Awareness score of CIRCLE assessment

Strategy's Expected Result/Impact: Increased scores on the BOY Kindergarten assessment, longitudinal success in elementary school

Staff Responsible for Monitoring: Executive Director of School Leadership Early Childhood Programs

Formative Reviews

November	January	March	June

Strategy 3

The district will offer an After-School Program that will provide enrichment activities and academic assistance in reading, mathematics, science, social studies, writing, and college and career readiness. Program and school-day staff will incorporate social-emotional learning activities to meet the whole child's needs. Program staff will attend workshops and training sessions to facilitate a high-quality program. (August 2026, September 2026, October 2026, November 2026, December 2026, January 2027, February 2027, March 2027, April 2027, May 2027, June 2027)

Strategy's Expected Result/Impact: An increase in student percent score as measured by district assessment scores and state assessments; increase in daily attendance; and decrease in office referrals.

Staff Responsible for Monitoring: After School Program Project Director
Director of Federal Programs and Grants

Funding Sources: 269 21st Century After-School Program (Cycle 13), $450,000

Formative Reviews

November	January	March	June

Strategy 4

Writing instruction in Pre-K-12th grades will focus on writing in a variety of genres connected to reading texts with a focus on reading responses, constructed responses, and thematic and topic essays. August 2026, September 2026, October 2026, November 2026, December 2026, January 2027, February 2027, March 2027, April 2027, May 2027, and June 2027

Strategy's Expected Result/Impact: Increase reading/ writing STAAR scores
Increase student proficiency in writing/ grammar skills

Writing samples collected by unit and/or quarter
(September, October, November, December, January, March, April, May)
DCA
STAAR - April
Literacy Interactive Notebooks

Staff Responsible for Monitoring: Campus administrators and CIS
Curriculum coordinators
Early Childhood Director

Formative Reviews

November	January	March	June

Strategy 5

Implement curriculum access tools, resources, and support to provide evidence-based, universally designed lessons and resources to support all students at risk for not meeting state standards, including summer school and small group intervention. August 2026, September 2026, October 2026, November 2026, January 2027, February 2027, March 2027, April 2027, May 2027, June 2027

Strategy's Expected Result/Impact: Improve overall performance of Tier I and II students on benchmark assessments.

Staff Responsible for Monitoring: Assistant Superintended of Teaching & Learning
Director of Curriculum and Instruction
Director of Teaching and Learning

Formative Reviews

November	January	March	June

Strategy 6

Develop and execute a professional development plan for PLC, Lesson Internalization, Power-Ups, feedback, and coaching. This includes focusing on TEKS alignment, the district instructional framework, and research-based instructional strategies for all core content areas. Additional professional development and learning opportunities will be provided to the Curriculum and Instruction department to solidify their understanding of current trends and best practices.

Strategy's Expected Result/Impact: Increase capacity in teachers, campus instructional specialists, and the Curriculum and Instruction department, which results in student success.

Staff Responsible for Monitoring: Director of Curriculum and Instruction

Funding Sources: 255-Title II, $65,000

Formative Reviews

November	January	March	June

Performance Objective 2

By June 2027, SISD will increase its component score in Math from 38% to 43% by increasing the percentage of students who score at the meet and master level or above by 5%.
SISD will increase the percentage of Kindergarten students' grade level proficiency percentages in i-Ready from 61% to 65%, first grade from 56% to 60% and second grade from 45% to 53% based on their cohort of students.

Evaluation Data Source: The district will review the results from the district curriculum-based assessment data and STAAR and EOC assessment data.

Strategy 1

In grades K-8, Sheldon ISD will implement the i-Ready Classroom Mathematics curriculum and its embedded resources, including Ready Texas and ThinkUp!, to provide rigorous, standards-aligned instruction. These resources will support personalized instruction by using student data to address individual learning needs, close academic gaps, and provide targeted opportunities for intervention and enrichment.
August 2026, September 2026, May 2027, June 2027

Strategy's Expected Result/Impact: Increased scores in local and state assessments.

Staff Responsible for Monitoring: Director of Curriculum and Instruction

Formative Reviews

November	January	March	June

Strategy 2

Provide district-wide problem-solving materials and daily TEKS warm-up materials to support TEKS-based instruction for K-5th graders. August 2026, September 2026, May 2027, June 2027

Strategy's Expected Result/Impact: Improve problem solving skills in all areas and maintain TEKS based instructional skills.

Staff Responsible for Monitoring: Elementary Math Coordinators

Formative Reviews

November	January	March	June

Strategy 3

Secondary math teachers will be trained to create common formative assessments using Aware, i-Ready, and Bluebonnet Learning (Algebra I, Algebra 2, Geometry). Results will be analyzed to make informed data-driven decisions. July 2026, August 2026, November 2026, March 2027, May 2027

Strategy's Expected Result/Impact: Increase the quality of targeted instruction to meet the needs of all diverse learners.

Formative:
CFA's
DCA's

Staff Responsible for Monitoring: Secondary Math Coordinators

Formative Reviews

November	January	March	June

Strategy 4

Develop and execute a professional development plan for PLC, Lesson Internalization, Power-Ups, feedback, and coaching. This includes focusing on TEKS alignment, the district instructional framework, and research-based instructional strategies (RBIS) 2.0.

August 2026, September 2026, November 2026, January 2027, April 2027, May 2027, June 2027

Strategy's Expected Result/Impact: Formative Assessments
CER observation/Rubric
Classroom Performance
DCA
Mock STAAR
STAAR/EOC

Staff Responsible for Monitoring: Curriculum Coordinators
Instructional Coaches
Campus Administrators

Formative Reviews

November	January	March	June

Strategy 5

Through the Leadership and Instructional Foundations for Texas (LIFT) grant all high school math

teachers, middle school Algebra 1 teachers, secondary Deans of Instruction, and secondary math Curriculum Coordinators will be trained on and begin the implementation of the Researched Based Instruction Strategies (RBIS) 2.0 for Mathematics. Students receiving this instruction will demonstrate growth in grade-level and college readiness scores.

August 2026, September 2026, November 2026, January 2027, April 2027, May 2027, June 2027

Strategy's Expected Result/Impact: Formative Assessments
Classroom Performance
DCA
Mock STAAR
STAAR/EOC
ACT
TSIA

Staff Responsible for Monitoring: Curriculum Coordinators
Campus Instructional Specialists
Secondary Deans of Instruction

Funding Sources: 429 LASO LIFT Grant, $400,000

Formative Reviews

November	January	March	June

Performance Objective 3

By June 2027, SISD will increase its component score on the 5th and 8th-grade Science from 38 to 41 by increasing the percentage of students who score at the meets and masters level by 3%.

Evaluation Data Source: The district will review the results from the district curriculum-based assessment data and the 2024 STAAR and EOC assessment data.

Strategy 1

Provide professional development and resources to incorporate student-centered 3-D learning experiences through the utilization of inquiry-based teaching frameworks to support Tier 1 instructional needs. August 2026, September 2026, October 2027, November 2026, December 2026, January 2027, February 2027, March 2027

Strategy's Expected Result/Impact: Formative:
Classroom Observations
Interactive Notebooks (Science Journals)
iplan
Summative:
DCA
STAAR/EOC assessment data

Staff Responsible for Monitoring: Curriculum Coordinators
Instructional Coaches
Campus Administrators

Formative Reviews

November	January	March	June

Strategy 2

Develop and execute a professional development plan for PLC and Power-Ups, including lesson internalization, feedback, calibration, and coaching. This includes focusing on TEKS alignment, the district instructional framework, and 3-D Learning. August 2026, September 2026, October 2027, November 2026, December 2026, January 2027, February 2027, March 2027

Strategy's Expected Result/Impact: Formative Assessments
CER observation/Rubric
Notice & Wonder Routine
Models
iplan
Classroom Performance
DCA
Mock/Interim
STAAR/EOC

Staff Responsible for Monitoring: Science Curriculum Coordinators
Instructional Coaches
Campus Administrators

Formative Reviews

November	January	March	June

Performance Objective 4

By June 2027, SISD will increase 8th grade Social Studies STAAR in approaches from 49% to 55%, meets from 22% to 26%, and masters from 8% to 10%.

By June 2027, SISD will increase US History EOC STAAR in approaches from 91% to 95%, meets from 64% to 75%, and 25% to 35% masters from to.

Evaluation Data Source: The district will review the results from the district curriculum-based assessment data and the 2026 STAAR and EOC.

Strategy 1

Kindergarten - 12th grade teachers will plan and align student products with deconstructed TEKS. Teachers will target writing throughout the content area and implement lessons with writing strategies, such as constructed response, quick writes, and various other writing strategies.

Teachers will use standards-aligned instruction, data-driven PLCs, and targeted intervention to address identified TEKS and student learning gaps.

Teachers will provide rigorous, TEKS-aligned instruction with frequent progress monitoring, source analysis, writing, and targeted reteaching.

August 2026, September 2026, October 2027, November 2026, December 2026, January 2027, February 2027, March 2027

Strategy's Expected Result/Impact: Formative Assessments
Classroom Performance
DCA
Mock/Interim
STAAR/EOC

Staff Responsible for Monitoring: Social Studies Curriculum Coordinator

Formative Reviews

November	January	March	June

Strategy 2

Develop and execute a professional development plan for PLC, Power-Ups, internalization, feedback, calibration, and coaching. This includes focusing on TEK alignment, the district instructional framework, and research-based instructional strategies (RBIS). Lesson Internalization Protocol completed in July 2026, Professional Development Plan and District Framework completed in August 2026, September 2026.

Strategy's Expected Result/Impact: Increased scores on TTESS Domain 1
Formative Assessments
Classroom Performance
DCA
Mock/Interim
STAAR/EOC

Staff Responsible for Monitoring: Secondary Social Studies Curriculum Coordinator

Formative Reviews

November	January	March	June

Strategy 3

Develop and execute focused intervention with differentiation and personalized learning after each campus and district assessment. Push-in, pull-out, and small group support and resources will be provided to assist teachers and targeted students with instruction by the high school Social Studies interventionist. (Description 1)

Strategies Implemented in: August 2026, September 2026, November 2026, February 2027, April 2027, May 2027, June 2027

Strategy's Expected Result/Impact: Daily Formative Assessments
Classroom Performance
DCA
Mock/Interim
STAAR/EOC

Staff Responsible for Monitoring: Secondary Social Studies Curriculum Coordinators

Formative Reviews

November	January	March	June

Strategy 4

By the end of the 2026-2027 school year, students participating in the Interactive Online Grant will demonstrate measurable growth in standards-based Social Studies and RLA skills through the implementation of grant-funded digital resources in Grades 7, 8, and 11.

August 2026, September 2026, November 2026, February 2027, April 2027, May 2027, June 2027

Strategy's Expected Result/Impact: Increase in:
Daily Formative Assessments
Classroom Performance
DCA
Mock/Interim
STAAR/EOC

Staff Responsible for Monitoring: Social Studies Curriculum Coordinator

Formative Reviews

November	January	March	June

Performance Objective 5

By June 2027, the percentage of Emergent Bilingual students making at least one English proficiency level progress on TELPAS will be maintained at 38%.
By June 2027, the students in a bilingual program will make at least a 5% gain on iReady.
By June 2027, the LOTE student credit accrual for foreign languages will increase by 2%.

Evaluation Data Source: The district will review the results from the district curriculum-based assessments, Summit K-12, 2027 TELPAS data, the 2027 STAAR and EOC results and the CBE passing rate.

Strategy 1

Implement bilingual (transitional and dual language) programs with fidelity at all elementary campuses and early childhood academies to acquire the program goals, including providing training, instructional materials, strategies for instruction, and monitoring implementation to

assist Emergent Bilingual students, including Gifted and Talented and Special Education, in meeting the challenging state language and academic standards. Strategy implemented in July 2026, August 2026, September 2026, October 2026, November 2026, January 2027, February 2027, April 2027, May 2027, June 2027

Strategy's Expected Result/Impact: Formative:
Improve overall performance of EB and non-EB students on district assessments
Improve language acquisition of EB and non-EB students on iReady assessments
2 way Dual Language program students will make gains in second language acquisition
Transitional bilingual program students will continue to build first language foundation while improving second language acquisition
STAAR Results for 3-5 grade
TELPAS progress
iReady EOY reports for both languages

Staff Responsible for Monitoring: Director of Multilingual Programs

Funding Sources: 263-Title III,

Formative Reviews

November	January	March	June

Strategy 2

Provide supplemental language programs, professional development, and resources to support language acquisition and academic development of Emergent Bilinguals, including Gifted and Talented and Special Education, to meet the challenging state academic standards. Strategy implemented in July 2026, August 2026, September 2026, October 2026, November 2026, December 2026, January 2027, February 2027, March 2027, April 2027, May 2027, June 2027.

Strategy's Expected Result/Impact: Formative:
Improve overall performance of EB students on district assessments
Student usage reports
Summative:
STAAR results
TELPAS progress

Staff Responsible for Monitoring: Director of Multilingual Programs

Funding Sources: 263-Title III,

Formative Reviews

November	January	March	June

Strategy 3

Students in Languages Other Than English in grades 6-12, will gain high school foreign language credit through actual class enrollment or credit by exam. Professional development and instructional materials will be provided to support the program. Strategy implemented in July 2026, August 2026, September 2026, October 2026, November 2026, December 2026, January

2027, February 2027, March 2027, April 2027, May 2027, and June 2027.

Strategy's Expected Result/Impact: Formative:
Credit-by-Exams
DCAs
Summative:
High school LOTE credits obtained
AP Exam results

Staff Responsible for Monitoring: Director of Multilingual Programs

Formative Reviews

November	January	March	June

Strategy 4

Utilize Title IV funds to enhance the French Foreign Language Program by offering students hands-on cultural and professional learning experiences. November 2026

Strategy's Expected Result/Impact: Improvement in student achievement in foreign language.

Staff Responsible for Monitoring: Director of Federal Programs and Grants
High School Principal
Director of Multilingual Programs

Funding Sources: 214-Title IV, $1,000

Formative Reviews

November	January	March	June

Performance Objective 6 ☑ High Priority

By June 2027, 100% of students receiving special education services who are identified as performing below grade level in reading and/or math will receive targeted, data-driven instruction aligned to their individualized needs. At least 60% of these students will demonstrate a minimum 5% increase in their reading performance and math performance as measured by the STAAR Reading assessment and STAAR Math Assessment compared to their previous year's score.

Evaluation Data Source: The district will review results from the district curriculum-based assessment data and the 2025 STAAR.

Strategy 1 ☑ Results Driven Accountability

Beginning July 2026 and continuing through June 2027, Sheldon ISD will utilize the district's special education software program to monitor student progress on individualized education program (IEP) goals. By implementing a consistent, district-wide model to improve instructional practices across all elementary and secondary campuses, the special education department will

provide ongoing training, instructional materials, evidence-based strategies, and support for fidelity of implementation. The focus will be on aligning instruction with grade-level academic standards while ensuring mastery of students' IEP goals. Progress will be reviewed monthly to drive instructional adjustments and increase student performance.

July 2026/August 2026/September 2026/October 2026/ November 2026/December 2026/ January 2027/February 2076/ March 2027/ April 2027/May 2027/June 2027

Strategy's Expected Result/Impact: Formative
DCA
Improve overall performance for all special education students on benchmark assessments for all content areas
STAAR Results
Student' IEP goals/objectives mastery

Staff Responsible for Monitoring: Special Education Teachers
Special Education Program Specialist
Special Education Coordinators
Executive Director of Special Education

Formative Reviews

November	January	March	June

Goal 2 SISD will attract, develop and retain highly effective staff.

Performance Objective 1

By June 2027, the district teacher turnover will be maintained at 16%.

Evaluation Data Source: The district will review the staff retention rate at the end of the 2026-2027 school year.

Strategy 1

Provide leadership training for all principals, assistant principals, district administrators, and district coordinators to improve teaching and learning as well as to develop a positive school culture and climate for all teachers, including inexperienced or out-of-field teachers. (Description 2) (This includes attending trainings and conferences to support building leadership capacity.) August 2026, September 2026, October 2026, November 2026, December 2026, January 2027, February 2027, March 2027, April 2027, June 2027, July 2027
Monthly principal PLCs, Monthly Assistant Principal PLCs, and monthly Academic Leadership Team meetings to improve tier I instruction. August 2026, September 2026, October 2026, November 2026, January 2027, February 2027, March 2027, April 2027, June 2027

Strategy's Expected Result/Impact: Formative:
Campus visits and observations
Accountability binder review
Summative:
T-PESS Evaluation

Staff Responsible for Monitoring: Deputy Superintendent

Funding Sources: 255-Title II,

Formative Reviews

November	January	March	June

Strategy 2

*Provide an alternate plan for training and assessment for the paraprofessional certification process.
* Instructional paraprofessionals may attend professional development with classroom teachers.
* Provide paraprofessionals with training and resources to assist them in working with teachers and students. February 2027, March 2027, April 2027

Strategy's Expected Result/Impact: Formative:
Training plan for all paraprofessionals as required under NCLB/ESSA
Observations
Summative:
Sign-in sheets
Certificates
Data reports generated from Eduphoria

Staff Responsible for Monitoring: Director of Human Resources

Formative Reviews

November	January	March	June

Strategy 3

Through the SISD Mentor Program, provide mentor support to inexperienced and out-of-field first-year and second-year teachers. (Description 2) August 2026, September 2026, October 2026, November 2026, January 2027, February 2027, March 2027, April 2027, June 2027

Strategy's Expected Result/Impact: Formative:
Training certificate for participants
Sign-in sheets
Program agendas
Mentor results from observations
Summative:
Teacher survey
New teacher survey results and post-needs assessment
Teacher retention rates
Program Evaluation

Staff Responsible for Monitoring: Director of Teaching and Learning
Mentors
Principals

Formative Reviews

November	January	March	June

Strategy 4

Provide training for the After School Program Project Director, Site Coordinators, and Program Specialist by attending Local, State, and National Conferences and other workshops/training as required or deemed necessary to fulfill the requirements of the grant. Recruit future and retain current Sheldon ISD employees.
(August 2026, September 2026, October 2026, November 2026, December 2026, January 2027, February 2027, March 2027, April 2027, May 2027, June 2027)

Strategy's Expected Result/Impact: Increase program effectiveness in meeting program goals and expectations.

Staff Responsible for Monitoring: Director of Federal Programs & Grants and the Project Director

Funding Sources: 269 21st Century After-School Program (Cycle 13), 1600000,

Formative Reviews

November	January	March	June

Strategy 5

Create a marketing campaign to recruit, hire, and retain future and current Sheldon ISD employees.

Strategy's Expected Result/Impact: Assist recruitment at job fairs by establishing a robust website, marketing material and supplies for recruiting trips.

Staff Responsible for Monitoring: Director of Human Resources, Executive Director of Communications

Formative Reviews

November	January	March	June

Performance Objective 2

By Spring 2027, we will attract, support, and retain effective experienced teachers with an average years of experience not to fall below 5 years of experience.

Evaluation Data Source: The district will conduct a monthly evaluation of the number of classrooms taught by highly effective teachers.

Strategy 1

To hire and maintain highly effective and appropriately state-certified teachers.

July 2026, August 2026, September 2026, October 2026, November 2026, January 2027, February 2027, March 2027, April 2027, May 2027, June 2027

Strategy's Expected Result/Impact: Formative:
Teacher certification
Teacher reports
Summative:
Teacher certification
Exception/Waiver reduced by 25% annually

Staff Responsible for Monitoring: Director of Human Resources and Director of Multilingual Programs

Formative Reviews

November	January	March	June

Strategy 2

Provide professional development to support campus administrators in building and maintaining highly effective staff by implementing and conducting learning walks on each campus. (Provide mentors for all campus principals to support the attainment of campus goals and objectives.)

August 2026, September 2026, October 2026, November 2026, January 2027, February 2027, March 2027, April 2027, June 2027

Strategy's Expected Result/Impact: Formative:
Tracking teacher performance on T-TESS
Monthly walk throughs

Summative:
Teacher T-TESS results

Staff Responsible for Monitoring: Deputy Superintendent

Formative Reviews

November	January	March	June

Goal 3 SISD will continue to build positive relationships with parents, families, and community members.

Performance Objective 1

By June 2027, 100% of the campuses will meet all expectations at level one (Meets Compliance) on the parent engagement implementation rubric on building home/school partnerships.

Evaluation Data Source: Parent and Family Engagement Implementation Rubric results.

Strategy 1

Increase family communications by using Parent Square as the district's sole two-way mass communication with families. Continue implementing the new website by updating district and campus websites monthly with state requirements and current events. Maintain a district Parent Engagement webpage that provides monthly parent newsletters with tips on supporting students with homework, includes district curriculum resources for parents, and updates state assessment information, all in languages parents can understand.

Strategy Implementation: July 2026, August 2026, September 2026, October 2026, November 2026, December 2026, January 2027, February 2027, March 2027, April 2027, May 2027, June 2027

Strategy's Expected Result/Impact: Parents will opt in to receive text messages and will feel more informed of upcoming events and learning opportunities through email.

Formative:
Calendar of monthly parent/community events
Number of opt-in messages
Email responses
Parent feedback sheets
Spotlights in social media and newsletters

Summative:
Parent engagement surveys show parents feel informed
Meet Parent, family and community engagement requirements for Title III

Staff Responsible for Monitoring: Director of Communication & Community Partnership, Director of Federal Programs & Grants, District Parent and Family Engagement Specialist, & Director of Multilingual Programs

Formative Reviews

November	January	March	June

Strategy 2

Parents, business partners, and community members will actively participate in the decision-

making process at the district level by serving on the District-Wide Instructional Improvement Council (DWIIC) for the 2026-2027 school year.

Strategy Implementation: September 2026, October 2026, November 2026, December 2026, January 2027, February 2027, March 2027, June 2027

Strategy's Expected Result/Impact: Parents and community members will be active participants in decision-making on the campuses.
Formative:
District-Wide Instructional Improvement Council (DWIIC) meeting agendas, sign-in sheets, and meeting minutes.
Summative:
Results from the parent/community surveys

Staff Responsible for Monitoring: Director of Federal Programs & Grants

Formative Reviews

November	January	March	June

Strategy 3

Provide staff, parents, families, and community members with opportunities to attend training and workshops, including resources, to build effective home/school/community partnerships that will support and impact student learning. This includes parents attending the Statewide Parent Involvement Conference.

Strategies Implemented Monthly: July 2026, August 2026, September 2026, October 2026, November 2026, December 2026, January 2027, February 2027, March 2027, April 2027, May 2027, and June 2027.

Strategy's Expected Result/Impact: Formative:
Sign-in sheets, agendas, minutes, handouts, etc.
Calendar of monthly events
Summative:
Feedback sheet/Survey results
Meet family, parent, and community engagement requirements for Title III

Staff Responsible for Monitoring: Parent & Family Engagement Specialist and Campus Liaisons
Director of Federal Programs & Grants and Programs
Director of Multilingual Programs
Director of Early Childhood Programs

Formative Reviews

November	January	March	June

Strategy 4

Facilitate at least two parent engagement events per semester.
Strategy Implementation: July 2026, August 2026, September 2026, October 2026, November

2026, December 2026, January 2027, February 2027, March 2027, April 2027, May 2027, June 2027

Strategy's Expected Result/Impact: Formative: sign-in sheets

Summative: Participation

Impact: Parents will be able to implement strategies to advocate for and to support GT students

Staff Responsible for Monitoring: Director of Advanced Academics, Gifted and Talented Specialists

Formative Reviews

November	January	March	June

Strategy 5

The CTE department will host monthly community engagement events related to the program of study, such as Chat and Chews and CTE showcases.
Strategy Implementation: September 2026, October 2026, November 2026, December 2026, January 2027, February 2027, March 2027, April 2027, May 2027

Strategy's Expected Result/Impact: Formative/Summative:
Sign-in sheets

Result: Increase community and family engagement in career planning and postsecondary readiness

Impact: Students graduate with career and postsecondary plans, Industry Based-Certifications, or Dual Credit Hours/Program

Staff Responsible for Monitoring: Director of Career and Technical Education, and Work-based Learning Coordinator

Formative Reviews

November	January	March	June

Strategy 6

Provide services and support to students identified as unhoused that will increase student performance, such as transportation, clothing, school supplies, social services, free/reduced meals, etc.
Strategy Implementation: August 2026, October 2026, December 2026, January 2027, February 2027, April 2027

Strategy's Expected Result/Impact: Formative:
Student information sheet
Summative:
Parent/Student survey/feedback

Staff Responsible for Monitoring: Assistant Superintendent of Support Services

Formative Reviews

November	January	March	June

Strategy 7

Sheldon ISD will offer an After-School Program (Cycle 12 and Cycle 13) that provides support through workshops and training that are engaging and informative for parents, families, and community members and can positively impact student learning and overall growth.

Strategy Implementation: August 2026, September 2026, October 2026, November 2026, December 2026, January 2027, February 2027, March 2027, April 2027, May 2027, June 2027

Strategy's Expected Result/Impact: Parents will attend a minimum of two sessions throughout the school year.
Parent engagement reports will be provided monthly

Staff Responsible for Monitoring: After-School Program Project Director
District Parent and Family Engagement Specialist
Director of Federal Programs and Grants

Formative Reviews

November	January	March	June

Strategy 8

Sheldon ISD will provide unhoused children and youth support in enrollment, attendance, and success in collaboration with Harris County Community Youth Services to ensure academically successful students under the McKenney-Vento Homeless Assistance Act. (Description 6)
August 2026, October 2026, December 2026, February 2027, April 2027

Strategy's Expected Result/Impact: Parents will feel supported that learning opportunities will be provided to their child.

Staff Responsible for Monitoring: Assistant Superintendent of Support Services

Formative Reviews

November	January	March	June

Strategy 9

Sheldon ISD will provide a Targeted Assistance program upon identification and in collaboration with Harris County Community Youth Services to provide appropriate educational services for neglected or delinquent children in community day school programs. (Description 5)

August 2026, September 2026, October 2026, November 2026, December 2026, January 2027, February 2027, March 2027, April 2027, and May 2027

Strategy's Expected Result/Impact: Provide learning opportunities and support neglected students.

Staff Responsible for Monitoring: Assistant Superintendent of Student Services

Formative Reviews

November	January	March	June

Performance Objective 2

By June 2027, Counselors will provide guidance counseling and individual/group counseling to 100% of students to support academic, social, and emotional learning.

Evaluation Data Source: Office sign in sheets, Skyward guidance monthly reports

Strategy 1

The emotional Learning platform, PeekaPak for Kindergarten -5th-grade students and Character Strong for 6th-12th students, will be used to support the social-emotional learning of all students.

August 2026, September 2026, October 2026, November 2026, December 2026, January 2027, February 2027, March 2027, April 2027, May 2027

Strategy's Expected Result/Impact: Students will receive instruction in the classroom to improve academically, socially and emotionally.
Pk - 12th - counselors will pull their monthly report on the number of students they have met individually or in small groups. Each campus's goal is to meet with 10 - 15% of its student population each month.

Staff Responsible for Monitoring: Campus Counselors, Lead Counselors, Principals, Director of Guidance and Counseling

Funding Sources: 211-Title I,

Formative Reviews

November	January	March	June

Strategy 2

Identified students in Tier 2 and Tier 3 needing additional social and emotional learning support will receive resources from Counselors, Wellness Interventionists, AWARE, and Communities In Schools Site Coordinators.

Strategy Implemented in: August 2026, September 2026, October 2026, November 2026, December 2026, January 2027, February 2027, March 2027, April 2027, May 2027, June 2027

Strategy's Expected Result/Impact: Increase academic achievement and school attendance. Decrease behavior referrals.

Staff Responsible for Monitoring: Director of Guidance and Counseling, Principals, Counselors, Wellness Interventionist

Funding Sources: 214-Title IV,

Formative Reviews

November	January	March	June

Goal 4 SISD will ensure a safe and positive learning environment.

Performance Objective 1

Sheldon ISD will provide a safe and secure learning environment for students as measured by the Texas safety Audit reports and the federal safe school report.

Evaluation Data Source: Anonymous Alerts information

Strategy 1

Utilize the We Tip 2.0 program for students to report safety concerns.

Strategy's Expected Result/Impact: Increased response to mental health and safety concerns.

Staff Responsible for Monitoring: Director of Security & Emergency Management

Formative Reviews

November	January	March	June

Strategy 2

Monitor all safety checkpoints included on the annual safety audit report to ensure compliance with processes and procedures on all district and campus facilities.

August 2026, September 2026, October 2026, November 2026, February 2027, April 2027, May 2027

Strategy's Expected Result/Impact: All district and campus facilities will be 100% in compliance with processes and procedures to pass all checkpoints included in the annual safety audit.
The district will review data provided by the annual safety report for each campus

Staff Responsible for Monitoring: Director of Security & Emergency Management

Formative Reviews

November	January	March	June

Strategy 3

Provide training for all educators and students in Suicide Awareness and Bullying Prevention

through Safe Schools, STOP, Top Youth Speakers to improve school conditions for learning. (Description 1)

August 2026, October 2026, December 2026, March 2027, and May 2027.

Strategy's Expected Result/Impact: All staff who interact with students on a regular basis will be capable of responding to students experiencing trauma

100% of all educators who interact with students on a regular basis will complete Trauma Informed Care training.

Staff Responsible for Monitoring: Asst. Supt. of Administrative Services
Director of Human Resources

Funding Sources: 214-Title IV,

Formative Reviews

November	January	March	June

Strategy 4

Utilize the TCHATT program in partnership with Texas Children's Hospital and Baylor University to provide mental health services for students experiencing onset psychosis, bipolar, or needing outside mental health services as measured by student referrals.

Strategy's Expected Result/Impact: Students who are experiencing onset bipolar and psychosis or crisis will be able to access professional mental health services at no cost.

Staff Responsible for Monitoring: Director of Guidance and Counseling

Formative Reviews

November	January	March	June

Strategy 5

Facilitate Police Interaction training for all high school students before graduation through the use of "Flashing Lights" police interaction video and/or student assemblies with the Harris County Precinct 3 Constables Office.

Strategy's Expected Result/Impact: Students will gain awareness of how to interact with police should they be pulled over during a traffic stop or other incident.
Police Interaction training dates listed on students' transcripts

Staff Responsible for Monitoring: C.E. King High School Principal
Director of Security & Emergency Management

Formative Reviews

November	January	March	June

Strategy 6

Secondary campuses will implement, Communities In Schools, Assurance Therapeutic Services to provide social-emotional responsive services and behavioral interventions before out-of-classroom assignments.

August 2026, September 2026, October 2026, November 2026, December 2026, January 2027, February 2027, March 2027, April 2027, May 2027

Strategy's Expected Result/Impact: Student discipline will be handled equitably, resulting in risk ratios of 2.5 or less in ISS placements of Special Needs students.

Staff Responsible for Monitoring: Director of Guidance And Counseling, Student Wellness Interventionists, Campus Counselors, Campus Principals

Formative Reviews

November	January	March	June

Strategy 7

Sheldon ISD will implement a district-wide PBIS program to support the efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with a high rate of discipline, disaggregated by each of the subgroups of students.
(Description 11) March 2027, June 2027

Strategy's Expected Result/Impact: To reduce discipline referrals and students placed in OCS, ISS, etc., by reviewing data with assistant principals at monthly meetings.

Staff Responsible for Monitoring: Assistant Superintendent of Student Services

Formative Reviews

November	January	March	June

Strategy 8

Harris County Precinct 3 Constables Office will provide School Resource Officer support by protecting the safety and welfare of any person within SISD jurisdiction. The board shall coordinate with district leadership to determine law enforcement duties, not including contact with students related to non-law enforcement duties, routine discipline, or school administrative

tasks.

Strategy's Expected Result/Impact: Providing an SRO on every campus will create safe, supportive, and well-monitored learning environments where students can focus on academic success.

Staff Responsible for Monitoring: Director of Safety and Security

Formative Reviews

November	January	March	June

Strategy 9

Secondary campuses will address healthy relationships during Wellness Wednesdays and Thursdays. In addition, provide parent training on Health Relationships in partnership with the AWARE Grant Partnership.

Strategy's Expected Result/Impact: Increase student awareness to promote healthy relationships and decrease dating violence reports

Staff Responsible for Monitoring: Social-Emotional Learning Team

Formative Reviews

November	January	March	June

Strategy 10

Implement a comprehensive approach to prevent and address dating violence, discrimination, harassment, and retaliation by strengthening awareness, reporting systems, and staff/student training. The district will provide age-appropriate education on healthy relationships and respectful behavior, ensure all stakeholders understand reporting procedures aligned to board policy (FFH), and promote timely intervention and parent notification.

Strategy's Expected Result/Impact: This strategy helps create a safe and respectful school environment where students feel comfortable and supported. It encourages students to report concerns, reduces harmful behaviors, and allows students to stay focused on learning, improving both engagement and academic success.

Staff Responsible for Monitoring: Campus staff will collaborate with counseling services to connect students to support resources, while reinforcing a culture of respect that protects student well-being and ensures equitable access to learning.

Formative Reviews

November	January	March	June

Strategy 11

Implement Luxor phone lockers across Sheldon ISD campuses to provide a secure and efficient solution for storing student cell phones during the instructional day.

Strategy's Expected Result/Impact: The implementation of Luxor phone lockers is expected to enhance student focus, minimize classroom distractions, and promote a safer school environment.
July 2026, August 2026, September 2026, October 2026, November 2026, December 2026, January 2027, February 2027, March 2027, April 2027, May 2027

Staff Responsible for Monitoring: Campus Principals, Campus Assistant Principals
Director of Safety and Security

Funding Sources: 429 Phone Free Schools Grant, $125,000

Formative Reviews

November	January	March	June

Goal 5 SISD will maintain and monitor systems to ensure financial accountability across the district.

Performance Objective 1

All campuses shall spend at least 90% of their campus allocated funds by the end of the school year in accordance with the Campus Improvement Plans.

Evaluation Data Source: Review of campus allocated funds spending using Budget Evaluation Rubrics in December, March and May.
Review of quarterly grant funds draw downs

Strategy 1

Provide training in fiscal management for all campuses and departments.

July 2026, August 2026, September 2026, October 2026, and February 2027

Strategy's Expected Result/Impact: Formative:
Number of deferred affidavits submitted by each department
Monthly tracking reports
Summative:
End of year tracking report

Staff Responsible for Monitoring: Chief Financial Officer and Director of Federal Programs/Grants

Formative Reviews

November	January	March	June

Strategy 2

Monitor the fiscal management for all campuses and departments to protect the assets of the district and to ensure that all financial transactions are performed in accordance with generally accepted accounting practices.

August 2026, September 2026, October 2026, November 2026, December 2026, January 2027, February 2027, March 2027, April 2027, June 2027, July 2027

Strategy's Expected Result/Impact: Formative:
Percentage of Federal and State funds depleted by December, February, April, and June
Summative:
Periodic and End of Year Budget Reports
Number of deferred affidavits submitted by each campus and department

Staff Responsible for Monitoring: Chief Financial Officer and Director of Federal Programs and Grants

Formative Reviews

November	January	March	June

Strategy 3

Conduct regular budget meetings and training sessions to support the work of the campus and department secretaries to facilitate the following:
1. Review budget reports to ensure funds are spent appropriately
2. Ensure basic accountability
3. Address pressing management issues
4. Provide overall support
5. Ensure all expenditures support the overall goal of achieving academic success for all students

August 2026, September 2026, October 2026, January 2027, and February 2027 (March 2027, April 2027, May 2027, June 2027 if warranted)

Strategy's Expected Result/Impact: Result/Impact
Formative:
Meeting agendas and sign-in sheets
Monthly budget reports reflect the following results:
1. 70% of Title I budget depleted by December 2026
2. 80% of the Title I budget depleted by March of 2027
3. 90% of the Title I budget depleted by April of 2027
4. 95% or more of the Title I budget depleted by May of 2027

Summative:
Budget report (95% of funds depleted or encumbered by the end of the school year)

Staff Responsible for Monitoring: Director of Federal Programs and Grants

Formative Reviews

November	January	March	June

Strategy 4

Develop a process to analyze the district's current budget and align spending with district goals to verify that overall budget cost does not increase more than proportionate to student enrollment
November 2026, December 2026, January 2027

Strategy's Expected Result/Impact: Formative:
Extract budget and expenses at the end of each month from Skyward Business

Make budget transfers as needed to align with spending needs of the District

Project expenses until the end of the year and compare against the established budget
Monthly budget data and spending analysis by Chief Financial Officer

Summative:
Review final budget reports to ensure compliance with processes and procedures

Staff Responsible for Monitoring: Chief Financial Officer

Formative Reviews

November	January	March	June

Strategy 5

Analyze the current use of resources to determine the impact on school improvements through program evaluation.

October 2026 and May 2027

Strategy's Expected Result/Impact: Extract budget established for G/T, CTE, SPED, SCE, and BL from Skyward Business
Project expenses for each category for the whole school year
Compare total projected expenses to required percentage established by TEA

Staff Responsible for Monitoring: Chief Financial Officer

Formative Reviews

November	January	March	June

Performance Objective 2

SISD shall improve tax collection process to reach 98% tax collection to maintain revenue inflow for the District.

Evaluation Data Source: Tax collection report with current year tax collection and total tax roll presented to the Board of Trustees in June

Strategy 1

The tax rate is adopted and tax statements are sent out to the taxpayers.

August 2026, September 2026, October 2026, November 2026

Strategy's Expected Result/Impact: Formative:
Approval of tax rate by the Board of Trustees

Tax Statements provided to the third party for mailing them out

Summative:
Current year tax collection report by the tax office, tax collection report to the Board of Trustees

Staff Responsible for Monitoring: Chief Financial Officer

Formative Reviews

November	January	March	June

Strategy 2

Monitor current year tax collections. Mail out the second round of tax statements to delinquent taxpayers.

January 2027, February 2027, March 2027

Strategy's Expected Result/Impact: Formative:
Top ten taxpayers are paid by the due date of January 31, 2027

Taxpayer concerns are addressed with tax collection attorney or with Harris County Appraisal District

Summative:
*March tax collection report showing at least 90% Collection of current year taxes

Staff Responsible for Monitoring: Chief Financial Officer

Formative Reviews

November	January	March	June

Performance Objective 3

To strengthen district-wide PEIMS (Public Education Information Management System) compliance by implementing enhanced quality control measures.

Evaluation Data Source: Monthly PEMIS Clerk Meeting Sign-In Sheets, Agendas, Minutes
District Round Table Meetings, Sign-In Sheets, Agendas, Minutes
Core Fall, Summer, and Extended Year Submission Reports
CRCD Submission
Campus Testing Coordinators Meetings, Sign-In Sheets, Agendas, Minutes

Strategy 1

Provide comprehensive local and state testing training, and improve Skyward operations to

ensure accurate data entry and reporting across campuses.
August 2026, September 2026, October 2026

Strategy's Expected Result/Impact: Increase the accuracy of PEIMS submissions, reduce data errors identified during audits, and ensure 100% of staff responsible for data input receive targeted training throughout the school year

Staff Responsible for Monitoring: Director of Research, Assessment, and Data

Formative Reviews

November	January	March	June

Goal Tables

RDA Strategies

Goal	Performance Objective	Strategy	Description
1	6	1	Beginning July 2026 and continuing through June 2027, Sheldon ISD will utilize the district's special education software program to monitor student progress on individualized education program (IEP) goals. By implementing a consistent, district-wide model to improve instructional practices across all elementary and secondary campuses, the special education department will provide ongoing training, instructional materials, evidence-based strategies, and support for fidelity of implementation. The focus will be on aligning instruction with grade-level academic standards while ensuring mastery of students' IEP goals. Progress will be reviewed monthly to drive instructional adjustments and increase student performance. July 2026/August 2026/September 2026/October 2026/ November 2026/December 2026/January 2027/February 2076/ March 2027/ April 2027/May 2027/June 2027

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Funding Summary

Funding Summary

211-Title I

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$84,200.00
3	2	1		--	$0.00
				Sub-Total	$84,200.00
				Budgeted Fund Source Amount	$908,599.00
				+/- Difference	**$824,399.00**

255-Title II

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6		--	$65,000.00
2	1	1		--	$0.00
				Sub-Total	$65,000.00
				Budgeted Fund Source Amount	$539,569.00
				+/- Difference	**$474,569.00**

263-Title III

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1		--	$0.00
1	5	2		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$322,999.00
				+/- Difference	**$322,999.00**

214-Title IV

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	4		--	$1,000.00
3	2	2		--	$0.00
4	1	3		--	$0.00
				Sub-Total	$1,000.00
				Budgeted Fund Source Amount	$217,230.00
				+/- Difference	**$216,230.00**

224-Special Education Grant Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,907,299.00
				+/- Difference	**$1,907,299.00**

225 Special Education Preschool Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$19,185.00
				+/- Difference	**$19,185.00**

269 21st Century After-School Program (Cycle 13)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		--	$450,000.00
2	1	4		1600000	$0.00
				Sub-Total	$450,000.00
				Budgeted Fund Source Amount	$1,680,400.00
				+/- Difference	**$1,230,400.00**

429 LASO LIFT Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5		--	$400,000.00
				Sub-Total	$400,000.00
				Budgeted Fund Source Amount	$452,000.00
				+/- Difference	**$52,000.00**

429 LASO VHPA Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$194,931.00
				+/- Difference	**$194,931.00**

429 Phone Free Schools Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	11		--	$125,000.00
				Sub-Total	$125,000.00
				Budgeted Fund Source Amount	$82,247.00
				+/- Difference	**-$42,753.00**

244 EAF Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$50,000.00
				+/- Difference	**$50,000.00**

Definitions

"Bullying":

Bullying

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
    b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
    d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
    a. Interferes with a student's educational opportunities; or

b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
   a. Interfere with a student's educational opportunities; or
   b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
   a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
   b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Note: Minimum Standards for Bullying Prevention[1] are available on TEA's website.

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

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[1] TEA Minimum Standards for Bullying Prevention: https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention