Cypress-Fairbanks Independent School District

Sheridan Elementary School

2023-2024

Accountability Rating: B

Mission Statement

Sheridan will:

«Maintain high expectations and promote academic excellence for all.

«Create an environment in which all students and adults feel welcomed, respected, trusted, and engaged.

«Create an environment where we learn together and support each other.

«Foster a positive school climate of a caring community which respects and values diversity.

Vision

We believe all students can learn to their fullest capacity.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Sheridan Elementary is a campus in Katy, Texas. Sheridan Elementary opened its doors in 1992. Sheridan is projected to serve 958 students in grades Pre-Kindergarten - 5th grades during the 2023-2024 school year, which is an decrease from the previous year of 1,348.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Sheridan's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

Math:
- Strengths
  - 3rd grade Bil outperformed the district by 17%
  - 4th grade white students performed above cluster
  - 5th grade EB 3% below the district average and above the cluster

Areas to Grow
- 3rd grade SPED in math 19% below district average
- 3rd grade white 33% below district average
- 4th grade EB 14% below district average
- SPED 16% below district average
- 5th grade SPED 17% district average

Lack of classroom instruction alignment. Lack of teacher content knowledge. Teachers do not have the understanding how to implement a more rigorous curriculum.

Reading
- Strengths
  - 3rd grade EB 16% above district average
  - 3rd grade SPED 4% about district average
  - Hispanic 9% above district average
  - 4th grade - 6% above district average in ED
  - Hispanic 5% above district average
  - 5th gradeHispanic 8% above district average
  - 5th grade ED 7% above district average
- Areas to Grow
  - 3rd grade White was 10% below district average
  - 4th grade SPED 5% below district average
  - 4th grade White 14% below district average
  - 5th grade White 12% below district average

ECR writing - new content knowledge. Learning curve for staff - Teachers are not comfortable with this and lack the knowledge to teach students in ECR writing.

Science
- Areas to grow
  - SPED - 7% below district average

Lack of explicit vocabulary instruction. Differentiation instruction for SPED.

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on September 25th and again on November 14th to develop and finalize the CNA. The meetings were held in the Library at 4:45.

At the meeting on September 25th the CPOC team analyzed STAAR testing data to determine areas of needs as well as to determine areas of strengths.

The problem statements and root causes are listed in each section of the needs assessment.

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: 3rd grade White was 10% below district average 4th grade SPED 5% below district average 4th grade White 14% below district average 5th grade White 12% below district average   **Root Cause:** RLA: ECR writing - new content knowledge. Learning curve for staff - Teachers are not comfortable with this and lack the knowledge to teach students in ECR writing.

Problem Statement 2: Math: 3rd grade SPED in math 19% below district average 3rd grade white 33% below district average 4th grade EB 14% below district average SPED 16% below district average 5th grade SPED 17% district average   **Root Cause:** Math: Lack of classroom instruction alignment. Lack of teacher content knowledge. Teachers do not have the understanding how to implement a more rigorous curriculum.

Problem Statement 3: Science: SPED - 7% below district average   **Root Cause:** Science: Teachers struggle to know how to explicitly teach content vocabulary. Teachers are not Differentiating instruction for SPED students. Hands on experiences are not being used enough in grades 2 - 5.

Problem Statement 4: Students are beginning the 2023-24 school year with learning gaps.   **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.   **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: **Root Cause:** Teacher/Paraprofessional Attendance:

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

Goals

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

    Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: 1st grade and 2nd grade reading interventionists will push into classrooms to grow our young readers using the new SIPPS program and Flyleaf decodable readers.	**Formative**		
	Nov	**Feb**	**May**

The Language Arts Instructional Specialist will help teachers unpack the reading, language and vocabulary teaching points in our new HMH curriculum.
 	
We will hold mCLASS trainings along with professional development for K-5 teachers to promote teacher knowledge about how to use mCLASS data to guide instruction and group students to increase student phonics knowledge and reading comprehension.
 	
We will analyze 3-5 extended constructive responses from 2023 STAAR in order to better understand our strengths and weaknesses in the writing process.
 	
We will purchase student book bags K-3 to use during reading time to organize student reading materials. We will provide each student K-2 with take-home reading envelopes to hold decodable readers to promote reading at home.
 	
Students will attend STAAR reading camps in 3-5 and weekly tutoring in 1st-5th. Parents will be encouraged to participate in parent academies including Primary Literacy Night to learn strategies to support their children at home.
 	
We will have weekly collaborative planning with each grade level based on rigor and relevance.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
 	
    Student Data: The percentage of students making "growth" on MAP will increase.
 	
    Walkthroughs: Principal, Assistant Principals and Instructional Specialists will look for evidence of planned, daily small groups and academic conversations with students.
    Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Specialists
	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Math instructional specialists will visit classrooms to make sure strategies discussed during collaborative planning sessions are being implemented. We will encourage teachers to attend district professional development to improve teacher capacity in math content, use of manipulatives, and academic vocabulary. During collaborative planning we will coach teachers on how to implement blended learning and create purposeful small groups in their classrooms. We will increase the rigor and relevance in classrooms by having data-driven planning to support students' academic growth. As a campus we will offer STAAR camps in 3rd-5th and promote tutoring for students in 1st-5th. We will encourage parents to attend STEAM night and Parent Academies to support their child at home. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. Student Data: The percentage of students making "growth" on MAP will increase. Walkthroughs: Principal, Assistant Principals and Instructional Specialists will look for evidence of planned, daily small groups and academic conversations with students. **Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists	Formative		
	Nov	**Feb**	**May**
	35%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Science:Teachers and Instructional Specialist will plan and implement a variety of hands-on learning opportunities in order to build academic vocabulary, science content knowledge, and real life application of science concepts. **Strategy's Expected Result/Impact:** Teachers will focus on vocabulary and utilize interactive word walls in classrooms. Teachers will have focused planning time to discuss best practices for science lessons to engage students and carry out lesson plans as written. In planning teachers will focus on improving questioning techniques in order for students to increase their science knowledge. Students will show their thinking on scratch paper for practice questions and assessments. Tutoring, STEAM night, and Science STAAR camps will also support our goals. K-5 will attend science based field trips to experience real life experiences. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist	Formative		
	Nov	**Feb**	**May**
	40%		

Strategy 4 Details	Formative Reviews		

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.
    Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	55%		

Strategy 5 Details	Formative Reviews		

Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: focused small group instruction, and push in support from interventionists and ISs.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists
	Formative		

	Nov	**Feb**	**May**
	40%		

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Well-Rounded Education: Students will be provided the opportunity to participate in social character building through Bringing Out your Best/Character Education Program, and Sanford Harmony.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	30%		

Strategy 7 Details	**Formative Reviews**		
Strategy 7: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. 1. Salaries: Interventionist will assist 1st grade students in reaching their reading goals. Undetermined classroom paras will assist classroom teachers so that students will meet their instructional goals. 2. Extra Duty: 1st - 5th grade teachers will tutor students, focusing on the students groups listed above so that they (students) meet or exceed their instructional goals. 3. Contracted Services: Hands-on Science enrichment experiences through virtual learning with the Garden Lady. 4. Instructional Supplies: Sheridan will purchase decodable texts for classrooms, online educational resources to enrich the curriculum, printer ink to support teachers' materials in the classroom, Science consumables to enrich the science curriculum to support hands-on labs, math manipulatives to supplement curriculum to support hands-on math concepts, tutoring snacks, and any additional supplies to help students reach their expected targets on the CIP target table. **Staff Responsible for Monitoring:** Principal	30%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Before and After school tutoring and after school camps - Increasing the instructional time through high dose tutoring; instructional supplies and long range planning for teachers.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: To increase the number of students in ELA and in Math in 2nd - 5th grades by 80% to meet the end of year standard expectations by the end of the 23-24 school year. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math	20%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core Content Area Interventionist in ELA will be hired to work with students to improve their academic performance.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students in 1st & 2nd graders meeting end of year ELAR expectations will increase by 50%. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	40%		

Strategy 3 Details	Formative Reviews		
Strategy 3: To increase teacher content knowledge through Professional Development.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: To increase the number of students meeting end of year grade level standards by 10%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist. **TEA Priorities:** Build a foundation of reading and math	N/A	N/A	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

    Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Staff will be trained on safety procedures and protocols during before school staff meetings.	**Formative**		
Strategy's Expected Result/Impact: Staff will appropriately respond to safety drills and actions.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal and Assistant Principal	40%		
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.	**Formative**		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal and Assistant Principals	30%		
Strategy 3 Details	**Formative Reviews**		
Strategy 3: Conduct Weekly Door Sweeps throughout the year.	**Formative**		
Strategy's Expected Result/Impact: Campus door sweeps will be conducted and documented weekly. Any observed issues will be addressed with appropriate personnel.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Assistant Principals	25%		

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.
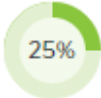
Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	20%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	20%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.

    Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		

Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The PBIS Committee will address behaviors, including any violent incidents on campus, and will reference the CFISD Report on Violence and Violence Prevention.
    Strategy's Expected Result/Impact: Violent incidents will continue to be 0%
    Staff Responsible for Monitoring: Principal, Assistant Principal, Behavior Interventionist, PBIS Committee
	Formative		

	Nov	**Feb**	**May**
	25%		

Strategy 2 Details	Formative Reviews		

Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. PBIS strategies will be implemented campus wide, including the use of the PBIS Rewards app to ensure that students can be positively rewarded for appropriate behaviors. A campus Spirit Store will be available for students to "buy" tangible reward with their PBIS points.
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: Principal, PBIS Committee, Teachers, Behavior Interventionist
	Formative		

	Nov	**Feb**	**May**
	25%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Increase staff appreciation activities to monthly events.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. **Staff Responsible for Monitoring:** Principal, APs	**Nov**	**Feb**	**May**
	25%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development to build teachers' content knowledge including implementation of small groups, increased rigorous teaching practices, etc.	**Formative**		
Strategy 1: High-Quality Professional Development to build teachers' content knowledge including implementation of small groups, increased rigorous teaching practices, etc.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists	25%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 10%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will provide materials to our families so that they have access to academic resources at home.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. Parent Involvement activities include, Parent Academies- Fall and Spring event, Primary Literacy Night - Fall event, Book Bus event - Fall and Spring event, Family STEAM Night - Spring event, Science Fair - Spring event, and We are the World cultural event. Extra duty pay for teachers to attend will be provided in order to support students in reaching their target on the CIP target table. **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Specialists	30%		

0% No Progress		100% Accomplished	→ Continue/Modify	✕ Discontinue	

2023-2024 CPOC

Committee Role	Name	Position
Principal	Rene McIntyre	Principal
Administrator	Mindy Hidalgo	Assistant Principal
Administrator	Jessica Jahn	Assistant Principal
Administrator (LEA) #1	Shirleyria Hughes	Counselor
Administrator (LEA) #2	Kristie Bernal	Counselor
Other School Leader (Nonteaching Professional) #1	Sulma Arriaza	Instructional Specialist
Other School Leader (Nonteaching Professional) #2	Tracy Ferguson	Instructional Specialist
Other School Leader (Nonteaching Professional) #3	Jennifer Gallier	Instructional Specialist
Other School Leader (Nonteaching Professional) #4	Tegan Ogilvie	Instructional Specialist
Librarian	Karen Lee	Librarian
Teacher #1	Ashley Garrett	Behavior Interventionist
Teacher #2	Philippa McCormick	Large Group Teacher
Classroom Teacher	Mara Kennard	PK Teacher
Classroom Teacher	Crystal Vallesteros	Kindergarten Teacher
Classroom Teacher	Rebecca Land	First Grade Teacher
Classroom Teacher	Regina Breland	Second Grade Teacher
Classroom Teacher	Cassandra Velazquez	Third Grade Teacher
Classroom Teacher	Latoya Fields	Fourth Grade Teacher
Classroom Teacher	Miguel Labrada	Fifth Grade Teacher
Campus Secretary	Kimberly Chapman	Campus Secretary
Paraprofessional #1	Anna Cazares	Paraprofessional
District Representative	Stacie Wicke	District Representative
Parent	Holly Burton	Parent
Parent	Francisco Alvarado	Parent

Addendums

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	%	2024 Approaches Incremental Growth Target %	% Approaches Growth Needed	2023: Meets Grade Level #	%	2024 Meets Incremental Growth Target %	% Meets Growth Needed	2023: Masters Grade Level #	%	2024 Masters Incremental Growth Target %	% Masters Growth Needed
Reading	3	Sheridan	ES 6	All	218	168	77%	82%	5%	111	51%	56%	5%	45	21%	30%	9%
Reading	3	Sheridan	ES 6	Hispanic	94	79	84%	89%	5%	56	60%	65%	5%	19	20%	30%	10%
Reading	3	Sheridan	ES 6	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Sheridan	ES 6	Asian	12	10	83%	88%	5%	8	67%	72%	5%	*	*	*	*
Reading	3	Sheridan	ES 6	African Am.	81	55	68%	75%	7%	33	41%	45%	4%	16	20%	30%	10%
Reading	3	Sheridan	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Sheridan	ES 6	White	20	16	80%	85%	5%	7	35%	45%	10%	*	*	*	*
Reading	3	Sheridan	ES 6	Two or More	9	6	67%	75%	8%	5	56%	61%	5%	*	*	*	*
Reading	3	Sheridan	ES 6	Eco. Dis.	169	123	73%	78%	5%	80	47%	52%	5%	34	20%	30%	10%
Reading	3	Sheridan	ES 6	LEP Current	59	48	81%	86%	5%	33	56%	61%	5%	12	20%	30%	10%
Reading	3	Sheridan	ES 6	At-Risk	116	79	68%	75%	7%	45	39%	45%	6%	15	13%	30%	17%
Reading	3	Sheridan	ES 6	SPED	30	16	53%	75%	22%	8	27%	45%	18%	*	*	*	*
Reading	4	Sheridan	ES 6	All	180	140	78%	85%	7%	69	38%	45%	7%	26	14%	30%	16%
Reading	4	Sheridan	ES 6	Hispanic	82	65	79%	85%	6%	35	43%	45%	2%	14	17%	30%	13%
Reading	4	Sheridan	ES 6	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Sheridan	ES 6	Asian	6	6	100%	100%	0%	*	*	*	*	*	*	*	*
Reading	4	Sheridan	ES 6	African Am.	71	53	75%	80%	5%	21	30%	45%	15%	7	10%	30%	20%
Reading	4	Sheridan	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Sheridan	ES 6	White	12	9	75%	80%	5%	7	58%	63%	5%	*	*	*	*
Reading	4	Sheridan	ES 6	Two or More	6	5	83%	88%	5%	*	*	*	*	*	*	*	*
Reading	4	Sheridan	ES 6	Eco. Dis.	140	108	77%	82%	5%	48	34%	45%	11%	17	12%	30%	18%
Reading	4	Sheridan	ES 6	LEP Current	31	20	65%	75%	10%	8	26%	45%	19%	*	*	*	*
Reading	4	Sheridan	ES 6	At-Risk	105	74	70%	75%	5%	26	25%	45%	20%	10	10%	30%	20%
Reading	4	Sheridan	ES 6	SPED	26	11	42%	70%	28%	*	*	*	*	*	*	*	*
Reading	5	Sheridan	ES 6	All	204	169	83%	88%	5%	119	58%	63%	5%	61	30%	35%	5%
Reading	5	Sheridan	ES 6	Hispanic	106	94	89%	94%	5%	69	65%	70%	5%	34	32%	37%	5%
Reading	5	Sheridan	ES 6	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Sheridan	ES 6	Asian	7	6	86%	90%	4%	6	86%	91%	5%	*	*	*	*
Reading	5	Sheridan	ES 6	African Am.	67	50	75%	80%	5%	31	46%	51%	5%	16	24%	30%	6%
Reading	5	Sheridan	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Sheridan	ES 6	White	20	16	80%	85%	5%	12	60%	65%	5%	8	40%	45%	5%
Reading	5	Sheridan	ES 6	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Sheridan	ES 6	Eco. Dis.	149	126	85%	90%	5%	87	58%	63%	5%	45	30%	35%	5%
Reading	5	Sheridan	ES 6	LEP Current	55	46	84%	89%	5%	31	56%	61%	5%	11	20%	30%	10%
Reading	5	Sheridan	ES 6	At-Risk	127	100	79%	84%	5%	65	51%	56%	5%	31	24%	30%	6%
Reading	5	Sheridan	ES 6	SPED	31	15	48%	75%	27%	7	23%	45%	22%	*	*	*	*
Math	3	Sheridan	ES 6	All	218	135	62%	75%	13%	72	33%	45%	12%	21	10%	30%	20%
Math	3	Sheridan	ES 6	Hispanic	94	65	69%	75%	6%	32	34%	45%	11%	6	6%	30%	24%
Math	3	Sheridan	ES 6	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Sheridan	ES 6	Asian	12	12	100%	100%	0%	6	50%	55%	5%	*	*	*	*
Math	3	Sheridan	ES 6	African Am.	81	39	48%	75%	27%	22	27%	45%	18%	7	9%	30%	21%
Math	3	Sheridan	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Sheridan	ES 6	White	20	11	55%	75%	20%	8	40%	45%	5%	*	*	*	*
Math	3	Sheridan	ES 6	Two or More	9	6	67%	75%	8%	*	*	*	*	*	*	*	*
Math	3	Sheridan	ES 6	Eco. Dis.	169	100	59%	75%	16%	50	30%	45%	15%	15	9%	30%	21%
Math	3	Sheridan	ES 6	LEP Current	59	48	81%	86%	5%	27	46%	51%	5%	10	17%	30%	13%
Math	3	Sheridan	ES 6	At-Risk	116	69	59%	75%	16%	36	31%	45%	14%	11	9%	30%	21%
Math	3	Sheridan	ES 6	SPED	30	8	27%	75%	48%	6	20%	45%	25%	*	*	*	*

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	% Approaches Growth Needed	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	% Meets Growth Needed	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	% Masters Growth Needed
Math	4	Sheridan	ES 6	All	181	105	58%	75%	17%	54	30%	45%	15%	17	9%	30%	21%
Math	4	Sheridan	ES 6	Hispanic	83	50	60%	75%	15%	26	31%	45%	14%	10	12%	30%	18%
Math	4	Sheridan	ES 6	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Sheridan	ES 6	Asian	6	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Sheridan	ES 6	African Am.	71	36	51%	75%	24%	17	24%	45%	21%	5	7%	30%	23%
Math	4	Sheridan	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Sheridan	ES 6	White	12	10	83%	88%	5%	5	42%	45%	3%	*	*	*	*
Math	4	Sheridan	ES 6	Two or More	6	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Sheridan	ES 6	Eco. Dis.	141	83	59%	75%	16%	39	28%	45%	17%	14	10%	30%	20%
Math	4	Sheridan	ES 6	LEP Current	31	13	42%	75%	33%	*	*	*	*	*	*	*	*
Math	4	Sheridan	ES 6	At-Risk	105	49	47%	75%	28%	22	21%	45%	24%	7	7%	30%	23%
Math	4	Sheridan	ES 6	SPED	26	6	23%	75%	52%	*	*	*	*	*	*	*	*
Math	5	Sheridan	ES 6	All	201	140	70%	75%	5%	70	35%	45%	10%	22	11%	30%	19%
Math	5	Sheridan	ES 6	Hispanic	104	76	73%	78%	5%	42	40%	45%	5%	14	13%	30%	17%
Math	5	Sheridan	ES 6	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Sheridan	ES 6	Asian	7	6	86%	91%	5%	*	*	*	*	*	*	*	*
Math	5	Sheridan	ES 6	African Am.	66	40	61%	75%	14%	13	20%	45%	25%	*	*	*	*
Math	5	Sheridan	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Sheridan	ES 6	White	20	16	80%	85%	5%	10	50%	55%	5%	5	25%	30%	5%
Math	5	Sheridan	ES 6	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Sheridan	ES 6	Eco. Dis.	147	100	68%	75%	7%	49	33%	45%	12%	16	11%	30%	19%
Math	5	Sheridan	ES 6	LEP Current	54	36	67%	75%	8%	17	31%	45%	14%	*	*	*	*
Math	5	Sheridan	ES 6	At-Risk	125	79	63%	75%	12%	34	27%	45%	18%	5	4%	30%	26%
Math	5	Sheridan	ES 6	SPED	31	12	39%	75%	36%	7	23%	45%	22%	*	*	*	*
Science	5	Sheridan	ES 6	All	202	129	64%	75%	11%	64	32%	45%	13%	25	12%	30%	18%
Science	5	Sheridan	ES 6	Hispanic	106	69	65%	75%	10%	40	38%	45%	7%	16	15%	30%	15%
Science	5	Sheridan	ES 6	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Sheridan	ES 6	Asian	7	5	71%	76%	5%	*	*	*	*	*	*	*	*
Science	5	Sheridan	ES 6	African Am.	66	37	56%	75%	19%	13	20%	45%	25%	5	8%	30%	22%
Science	5	Sheridan	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Sheridan	ES 6	White	19	16	84%	89%	5%	9	47%	52%	5%	*	*	*	*
Science	5	Sheridan	ES 6	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Sheridan	ES 6	Eco. Dis.	148	93	63%	75%	12%	44	30%	45%	15%	18	12%	30%	18%
Science	5	Sheridan	ES 6	LEP Current	55	31	56%	75%	19%	15	27%	45%	18%	*	*	*	*
Science	5	Sheridan	ES 6	At-Risk	125	71	57%	75%	18%	31	25%	45%	20%	12	10%	30%	20%
Science	5	Sheridan	ES 6	SPED	31	11	35%	75%	40%	6	19%	45%	26%	*	*	*	*