

# **Carrollton-Farmers Branch Independent School District**

## **Sheffield Elementary**

### **2022-2023 Campus Improvement Plan**



# Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

## Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

## Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

## Motto

High Expectations for ALL

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# Comprehensive Needs Assessment

Revised/Approved: June 20, 2022

## Demographics

### Demographics Summary

Sheffield Elementary opened in the primary campus (K, 1st, & 2nd grade in 1985, and the intermediate campus (3rd, 4th, & 5th) in 1989. Sheffield Elementary is a Title I Campus serving 1st-5th grade in one building in Carrollton-Farmers Branch ISD located in the northern part of CFBISD. Sheffield is named after the district's beloved former school board president, Donald H. Sheffield. The campus is predominately a neighborhood school located in an urban area of Dallas. Approximately 2/3 of students live close enough to walk to school. Additionally, there are 3 bus routes that serve Special Ed students and a few students that live beyond walking distance. Sheffield is scheduled to open a brand new building in the fall of 2022. For the past two years (2020-2021 and 2021-2022) Sheffield has only served 1st - 5th grade students and includes two special ed PAS units. In May 2020 there were 560 1st-5th grade students enrolled at Sheffield. This year (2021-2022) Sheffield's enrollment decreased to 480 students 1st - 5th grade. With the opening of a new building next year, Sheffield will regain our kindergarten students in hopes to increase enrollment to about 650 students. The capacity for the new building exceeds 700 students. The campus anticipates that membership will continue to steadily grow. Sheffield mainly serves two demographic groups with a small percentage in others - African American (49.04%), Hispanic (40.69%), White (3.00%), Asian (1.71%), and Two or More Races (4.71%).

The last published mobility rate of 29.31% for Sheffield Elementary is above the state average of 20.00%; however, it is anticipated that the campus mobility rate is now higher due to COVID-19. With the change in COVID variances from month to month and parents being cautious, attendance rates were lower than anticipated at the end of the 2021-2022 school year. Attendance rates have traditionally been in the low 90s; however, it is expected that this rate will increase to the mid to upper 90s as we go into what will be a more normal school year and are able to refocus on strong partnerships with parents/the community and high-quality instruction. Sheffield Elementary serves 27.2% of Emergent Bilinguals (EB), 7.1% Gifted and Talented, and 17.5% of Special Education. Additionally, 90.1% are economically disadvantaged and 75.2% are identified as at-risk.

Sheffield Elementary employs a high-quality, talented staff that is fortunate to closely mirror the student groups we serve with regard to race and ethnicity. In 2021-2022 Sheffield's turnover rate is lower than it's ever been. However, the campus frequently has new employees due to the fast growth of our bilingual population.

### Demographics Strengths

Sheffield Elementary has many strengths. Some of the most notable demographic strengths include:

1. Sheffield students believe their teachers have high expectations regarding effort, understanding, persistence, and performance (73% according to the Spring Panorama survey). Further, Sheffield students are excited about coming to class and enjoy participating in class (69% and 69%, respectively). Finally, students at Sheffield feel that their teachers are respectful to them and would be excited to have the same teacher again (83% and 75%, respectively, per the Spring Panorama survey).
2. According to the Texas Academic Performance Report (TAPR), there has been an increase in attendance rates from 2020 to 2021. New information for the 2022 school year has not been released. In the 2020 school year, Sheffield's attendance rate was 95.8%; in school year 2021, Sheffield's attendance rate was 98.1%. Further, Sheffield's mobility rate stayed relatively the same from 2020 to 2021.
3. Staff members at Sheffield are beginning to reflect the types of students Sheffield serves. Further, teachers report that changes in the master schedule have allowed for instructional gaps to close for students, which is reflected in an increase in achievement and growth data for campus-based, district-based, and state-level assessments.

4. With the opening of the school after COVID-19, there has been an increase in parent engagement in after-school events, such as choir concerts and informational nights. Further, parents have begun to enjoy lunch with their students on Fridays, allowing them to engage with teachers and their student during the school day. It is believed that this will strengthen the relationships that are already created, as well as forge a path for relationships not yet formed.

5. Sheffield class sizes are relatively low, especially in the lower grades. TAPR reports show class sizes have stayed approximately the same from 2020 to 2021 (approximately 13 students per class), which allows for Sheffield teachers to focus on the social-emotional and academic needs of all students. Further, retired master teachers were employed to support 1st Grade teachers in closing academic gaps for 1st Grade students, showing an increase in student growth and helping them to be more prepared for 2nd Grade and beyond.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Sheffield's average attendance rate is 90%. **Root Cause:** Parent COVID concerns are keeping students at home and other competing priorities depending on individual households.

**Problem Statement 2:** High mobility rates create a difficult transition (academically and behaviorally) for students and families new to Sheffield or new to the country. **Root Cause:** Without an appropriate student/family mentor or onboarding program that focuses on academic and behavior expectations, teachers are not always prepared for the challenges that they may encounter with new students or newcomers.

# Student Learning

## Student Learning Summary

The CIC met and discussed student academic achievement data, including the campus report card, past STAAR and NWEA MAP data. Data comparisons were discussed regarding student achievement at the end of year over the past few years (2020, 2021). Student information was disaggregated by Emergent Bilinguals (EBs), at-risk, and special education. A summary of the data is listed below.

<b>2022 STAAR ALL Students</b>	<b>Number of Students Tested</b>	<b>Did Not Meet Grade Level Performance</b>	<b>Approaches Grade Level Performance</b>	<b>Meets Grade Level Performance</b>	<b>Masters Grade Level Performance</b>
<b>3rd Math</b>	94	47.87	52.13	23.4	18.6
<b>4th Math</b>	97	67.01	32.99	15.46	1.03
<b>5th Math</b>	82	58.54	41.46	12.2	4.88
<b>3rd Reading</b>	86	41.86	58.14	39.53	18.6
<b>4th Reading</b>	82	62.2	37.8	15.85	9.76
<b>5th Reading</b>	79	43.04	56.96	34.18	15.19
<b>5th Science</b>	82	81.71	18.29	3.66	0.00

## Reading

Comparison of two years of STAAR Reading Meets

### STAAR Reading - MEETS

	<b>2021</b>	<b>2022</b>
<b>3rd Grade</b>	7.58	39.53
<b>4th Grade</b>	12.96	15.85
<b>5th Grade</b>	23.00	34.18

An analysis of scores for each student group in Reading revealed:

22.22% of 3rd Grade Special Education (SPED) students approached standard on the 2022 STAAR assessment, as compared to 2021 STAAR data showing that 11.76% of

SPED students approached standard. 5.56% of 3rd Grade SPED students met the standard on the 2022 STAAR assessment and 5.56% mastered the standard, as compared to the 2021 STAAR data, which shows that 0% of SPED students met or mastered the standard. 11.76% of 4th Grade SPED students approached the standard on the 2022 STAAR assessment, as compared to the 2021 data, where 7.14% of SPED students approached the standard. 0% of SPED students met or mastered standards in 2022 and 2021. 16.67% of 5th Grade SPED students approached standard on the 2022 STAAR assessment, as compared to 7.14 the previous year (2021). 0% of 5th Grade SPED students met or mastered standards in 2021 and 2022. While there was an improvement in the percentage of students who approached, met, and mastered standards, there is a need for further efforts to ensure more SPED students meet or exceed the standard moving forward.

- 53.42% of 3rd Grade Economically Disadvantaged (ED) students approached standard on the 2022 STAAR assessment, as compared to 2021 STAAR data showing that 27.78% of ED students approached standard. 35.62% of 3rd Grade ED students met the standard and 15.07% of 3rd Grade ED students mastered the standard, as compared to 5.56% who met the standard and 5.56% who mastered the standard in 2021. 36.36% of 4th Grade ED students approached standard on the 2022 STAAR assessment, as compared to 2021 STAAR data showing that 27.45% of 4th Grade ED students approached standard. 15.15% of 4th Grade ED students met the standard and 7.58% mastered the standard in 2022, as compared to 9.8% who met the standard and 1.96% who mastered the standard in 2021. 56.76% of 5th Grade ED students approached standard on the 2022 STAAR assessment, as compared to 27.45% in 2021. 33.78% of 5th Grade ED students met the standard and 13.51% of students mastered standard in 2022. In 2021, 9.8% of ED students met the standard, and 1.96% of students mastered the standard. Economically Disadvantaged students made the most progress; nevertheless, there continues to be a need for improvement to ensure all students have equitable learning opportunities.
- 40% of 3rd Grade Emergent Bilinguals (EB) approached standard on the 2022 STAAR assessment, as compared to 2021 STAAR data showing that 0% of EB students approached standard. Further, 20% of EB students met the standard, and 6.67% of EB students mastered the standard. In 2021, 0% of EB students met or mastered standard on the STAAR assessment. 25% of 4th Grade EB students approached standard, as compared to 33.33% in 2021. 0% of 4th Grade EB students met or mastered standard in 2022, as compared to 33.33% who met standard and 33.33% who mastered standard in 2021. 62.5% of 5th Grade EB students approached standard, 33.78% met standard, and 13.51% mastered standard on the 2022 STAAR assessment. Comparatively, 33.33% of students approached, met, and mastered the standard in 2021 on the STAAR assessment. The EB subpopulation is an area of focus moving forward. We had a decrease in the number of students who approached standard in 4th Grade from 2021 to 2022. Further, very few of our EB students met or mastered standards, providing the campus with opportunities to grow in this area.
- The campus-based assessment scores for each student group above are consistent with the STAAR data.

The most significant findings during the analysis of all Reading academic achievement data are 1) a focus on Tier I instruction is an essential piece moving forward as teachers plan and prepare for whole and small group instruction, 2) Tier I, Tier II, and Tier III instruction need to be intensified in 4th Grade to ensure equitable educational opportunities for all students to ensure success on the STAAR test and beyond, and 3) the campus should focus on bilingual students to improve academic opportunities as students acquire a second language.

## Math

Comparison of two years of STAAR Math Meets

### STAAR Math - MEETS

	2021	2022
<b>3rd Grade</b>	1.23	23.4
<b>4th Grade</b>	5.63	15.46
<b>5th Grade</b>	15.9	12.2

An analysis of scores for each student group in Math revealed:

15.79% of 3rd Grade Special Education (SPED) students approached standard on the 2022 STAAR assessment, as compared to 2021 STAAR data showing that 0% of SPED students approached standard. 10.53% of 3rd Grade SPED students met the standard on the 2022 STAAR assessment and 5.26% mastered the standard, as compared to the 2021 STAAR data, which shows that 0% of SPED students met or mastered the standard. 0% of 4th Grade SPED students approached, met, or mastered standard on the 2022 STAAR assessment, as compared to 2021 data, where 5.88% of SPED students approached standard; 0% of SPED students met or mastered standard in 2021. 22.22% of 5th

Grade SPED students approached standard on the 2022 STAAR assessment, as compared to 25.00% the previous year (2021). 0% of 5th Grade students met or mastered the standard in 2022; in 2021, 16.67% of 5th Graders met the standard, and 17% mastered the standard. The 3rd Grade SPED subpopulation showed the most growth compared to last year, while 4th and 5th Grade students decreased from 2021 to 2022.

- 50% of 3rd Grade Economically Disadvantaged (ED) students approached standard on the 2022 STAAR assessment, as compared to 2021 STAAR data showing that 13.43% of ED students approached standard. 20.00% of 3rd Grade ED students met the standard and 10.00% of 3rd Grade ED students mastered the standard, as compared to 1.49% who met the standard and 0% who mastered the standard in 2021. 40.74% of 4th Grade ED students approached standard on the 2022 STAAR assessment, as compared to 2021 STAAR data showing that 21.05% of 4th Grade ED students approached standard. 22.22% of 4th Grade ED students met standard and 0% mastered standard in 2022, as compared to 4.62% who met the standard and 3.08% who mastered standard in 2021. 41.46% of 5th Grade ED students approached standard on the 2022 STAAR assessment, as compared to 33.82% in 2021. 12.2% of 5th Grade ED students met the standard and 4.88% of students mastered the standard in 2022. In 2021, 13.24% of ED students met the standard, and 8.82% of students mastered the standard. Our ED students made the most progress out of all of our subpopulations; nevertheless, our 5th Grade ED students showed a decrease in students who approached, met, and mastered standards from 2021 to 2022. This will be an area of growth as we move into the new school year.
- 39.13% of 3rd Grade Emergent Bilinguals (EB) approached standard on the 2022 STAAR assessment, as compared to 2021 STAAR data showing that 4.55% of EB students approached standard. Further, 21.74% of EB students met the standard, and 13.04% of EB students mastered the standard. In 2021, 0% of EB students met or mastered standards measured on the STAAR assessment. 40.74% of 4th Grade EB students approached standard, as compared to 21.05% in 2021. 22.22% of 4th Grade EB students met or mastered the standard in 2022, as compared to 10.53% who met the standard and 5.26% who mastered the standard in 2021. 31.58% of 5th Grade EB students approached standard, 10.53% met standard, and 5.26% mastered standard on the 2022 STAAR assessment. Comparatively, 24.00% of students approached, 16.67% of students met the standard, and 17% mastered the standard in 2021 on the STAAR assessment.
- Campus-based assessment scores for each student group above are consistent with the STAAR data.

The most significant findings during the analysis of all Math academic achievement data are 1) a focus on Tier I instruction is an essential piece moving forward as teachers plan and prepare for whole and small group instruction, 2) a focus on closing the gaps for SPED students in 4th and 5th Grades to close academic gaps and provide targeted instruction, and 3) a continuing focus on providing high-quality instruction.

## Student Learning Strengths

Sheffield has a population of high-effort, hard-working students. The campus is proud of many different student achievement strengths, including:

- 34% increase in 3rd Grade students approached the standard on 2022 Reading STAAR.
- 35% increase in 3rd Grade students approached the standard on 2022 Math STAAR.
- 14% increase in 4th Grade students approached the standard on 2022 Reading STAAR.
- 14% increase in 4th Grade students approached the standard on 2022 Math STAAR.
- 27% increase in 5th Grade students approached the standard on 2022 Reading STAAR.
- 6% increase in 5th Grade students approached the standard on 2022 Math STAAR.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 68% of second grade students did not meet the expected Fountas & Pinnell reading level for the 3rd 9 weeks (Level L/M). **Root Cause:** Teachers need additional training and understanding of the running record and how to use it to create effective small groups to provide targeted next steps for individual students.

**Problem Statement 2 (Prioritized):** There is a need to provide a strong focus on high-quality Tier 1 instruction and research-based classroom interventions. **Root Cause:** Universal screeners (MAP, iStation, etc.) are not utilized to identify learning gaps to target and provide meaningful interventions during Target/WISE time, while continuing to expose all students to Tier 1 instruction during class time.



# School Processes & Programs

## School Processes & Programs Summary

In 2021, CFBISD placed a focus on professional learning communities (PLCs). District and campus leaders attended PLC training to learn more about the PLC process, the four guiding questions, and how to implement the PLC at the campus level. Sheffield already had the foundation for a PLC culture, but modifications were needed if the campus was to become a true PLC. First, the administration ensured that there was a protected time in the master schedule to ensure teachers could collaborate with one another, instructional coaches, and other support personnel. Changes were made to the master schedule to allow for a 55-minute planning period for teachers and staff to collaborate to improve their instructional practices and hone their skills. Further, the team began the process of focusing the time together so it was not a planning period, but a time for collaborative team time for teachers and staff to discuss data and establish a plan for success for students. Throughout the year, PLCs evolved and grew based on the various needs of the learners in the building, both teachers and students. Some grade level PLCs were more developed, based on teacher knowledge and experience, while others were still developing. This will continue to be an area of growth for Sheffield as the culture changes based on staff and campus changes.

In 2021, Sheffield vowed to ensure all students were growing at least one year's worth each year. One way this was done was to modify the master schedule to allow for Tier I, II, and III interventions to be implemented into the regular school day, as opposed to before or after school. Due to student needs and because of the COVID-19 pandemic, Sheffield data showed that many students were two or more grade levels below where they were expected to be. Thus, a need for intervention time during the school day was necessary to close those gaps. During Target (Tier II) and WISE (Tier III) time, grade level teachers focus on essential standards to close instructional gaps and meet students where they were. Additionally, Target and WISE times were opportunities for students who receive SPED or dyslexia services to be pulled for interventions. The planned implementation time for this was one month, but the integration of Target and WISE into the culture of the school took more buy-in and time. In the 3rd and 4th quartiles, teachers began to buy into the system as their data began to show improvements for students across contents. Further, SPED students and students receiving dyslexia services were making gains, as they were no longer missing essential Tier I instruction. The work done in creating a master schedule to support the needs of all students laid the pre-work for the multi-tiered support system (MTSS) that CFBISD has implemented as a guiding objective. The campus is still in the early stages of the MTSS process.

Due to the COVID-19 pandemic, as well as the social-emotional needs of students, Sheffield leaders knew they had to implement systems and processes to support their social-emotional growth. The campus focused on Morning Meetings and, at the district level, restorative practices. Every morning, Sheffield teachers hold morning meetings to improve relationships among students and teacher-student relationships. An increase in student-to-student relationships and an increase in teacher-to-student relationships were noted. The campus will continue to implement this as a campus-wide system, as work continues to improve the social-emotional learning for all students. CFBISD also focused on restorative practices as a guiding objective for the district. Campus leaders were trained in restorative practices and encouraged to implement restorative practices at the campus level to mitigate disproportionalities in discipline. Restorative practices will be an area of growth for both campus leaders and teachers moving forward, as this practice has not yet integrated into the culture of the school.

Finally, the campus implemented schoolwide expectations for common areas, such as the hallway, cafeteria, and bathrooms. Students were introduced to common area expectations and given time during the first week of school to practice the expectations and improve student behavior in those areas. Campus leaders monitored common areas during the practice times and provided feedback to teachers and students to ensure everyone was on the same page. Common area expectations were practiced after every long break and if students needed a reminder of expectations. In the second semester, grade levels that showed consistent success in common areas were given badges to show that they were leaders in the school. Additionally, students were required to have a pass to be out of class, thus reducing the number of students who were out of class and missing instruction. Teachers and campus leaders agreed that this was successful in ensuring all students were meeting schoolwide expectations.

## School Processes & Programs Strengths

Sheffield Elementary is a school that is developing a culture of high expectations. Student social-emotional and academic growth were a focus this school year. This campus is proud of the many different processes and programs that were in place, including:

The work done as a PLC helps our educators work collaboratively to meet the diverse needs of all learners and to grow professionally in content knowledge and instructional

practices.

- Changes in the master schedule have improved instructional opportunities for all students, especially SPED students and those who receive dyslexia services.
- Morning meetings have improved peer-to-peer and student-to-teacher relationships, resulting in an increase in social-emotional learning.
- Common area expectations improved behavior in those areas and decreased discipline referrals in those areas.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** The Winter 2022 upbeat survey reveals that teachers do not feel that the professional development available to them helps to improve their teaching. **Root Cause:** Students' consistency and opportunity for learning were interrupted due to COVID, and teachers are not prepared to teach students that are 2 or more years below grade level.

**Problem Statement 2 (Prioritized):** Continue to refine the work of Professional Learning Communities and provide ongoing PD as it relates to DDI and MTSS. **Root Cause:** With new staff members each year, it is necessary to align our practices and continue to refine the work we do as collaborative teams. We have not consistently utilized the DDI format to inform our instruction and/or MTSS most effectively to ensure we meet the needs of all of our learners.

# Perceptions

## Perceptions Summary

One of the core beliefs at Sheffield is that learning is the expectation. Teachers, staff members, and students are all viewed as students of life who all have areas to grow and improve. Many families come to the school with a variety of previous school experiences, some of which are negative. To mitigate this, the staff works hard to develop relationships with families and partner with them to maintain a culture of learning. The staff wants to narrow the opportunity and achievement gap for all students, especially economically disadvantaged and bilingual students. Therefore, the work is to ensure ALL students have the chance to learn at high levels. This work is evident in the master schedule, push-in and pull-out learning opportunities, and hiring of high-quality staff members to serve the students at Sheffield.

Staff members at Sheffield are aware of the trauma students have experienced in their lives and take action to support students and their families. Our administrative team works closely together and with community partners to support families, including providing gifts and gift cards around the holidays to ensure they have food and materials necessary for the break. We have a full-time Communities in Schools (CIS) staff member who provides boxes of food to students during long breaks, backpacks and school supplies to students who may need them, and other resources to ensure students feel safe and secure in school. Additionally, the counselors work closely with district personnel to provide clothing to students through the Giving House. Further, the campus has two Positive Behavior Facilitators (PBFs) who support general education students in establishing and utilizing safe practices when in crisis. Together with the administrative team, the team works collaboratively to ensure student behavior is handled with the understanding that students coming from trauma need additional social and emotional support to be successful in the classroom and school settings. Additionally, students who struggle with behavior management have a connection to a staff member that can support them and help them regulate their behavior. Students know that Sheffield is a safe place to learn and grow and, no matter what happens, they will be supported and helped to become the best version of themselves.

Sheffield staff members know the importance of communication and each staff member attempts to engage parents through the use of Positive Parent Phone Calls. Each staff member is expected to make at least nine positive phone calls to different parents per nine weeks. This builds relationships with parents and helps them see that they are part of the team and that they are important members in their child's academic success. Most of the teachers and staff communicate with parents by utilizing ParentSquare, an online platform that uses electronic media to make parents aware of all activities going on within the school both in English and Spanish. Phone calls are also utilized, and bilingual staff members to contact parents in Spanish, if necessary. The campus knows the importance of communication, and this is an area of continued growth as teachers and staff learn to develop positive relationships with families and be prepared to deescalate a situation, if necessary.

## Perceptions Strengths

Sheffield Elementary celebrates these strengths:

- Many teachers and staff have developed positive relationships with parents and families to ensure all students have the opportunity to succeed.
- Sheffield staff members are aware of student trauma and work to meet students where they are academically, as well as their social-emotional well-being to provide the best quality education for students.
- Staff members work collaboratively to correct negative behaviors. Additionally, many Sheffield students have a trusted staff member to go to when in crisis to ensure they stay safe and at school.
- Sheffield Elementary attempts to meet the needs of all students by providing families with necessary resources, especially during long breaks.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Parent/Teacher communication is not consistently done, which creates a lack of trusting relationships between teacher and parent. **Root Cause:** Teachers need support and practice on how to communicate with parents to ensure them that they are working together for the success of their child.

**Problem Statement 2 (Prioritized):** Campus behavior expectations are not aligned and coupled with restorative practices to support the social-emotional wellness of our students.

**Root Cause:** There is a lack of consistency in behavior from classroom to classroom, and emotional stability is a challenge for many students. Teachers need training and support in classroom management, restorative practices, deescalation techniques, and social-emotional wellness.

**Problem Statement 3 (Prioritized):** The social-emotional needs of our students have taken a backseat to their educational journey. **Root Cause:** The size of academic or opportunity gaps has taken a priority over the social-emotional needs of students.

# Priority Problem Statements

**Problem Statement 6:** Sheffield's average attendance rate is 90%.

**Root Cause 6:** Parent COVID concerns are keeping students at home and other competing priorities depending on individual households.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 1:** 68% of second grade students did not meet the expected Fountas & Pinnell reading level for the 3rd 9 weeks (Level L/M).

**Root Cause 1:** Teachers need additional training and understanding of the running record and how to use it to create effective small groups to provide targeted next steps for individual students.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 5:** Parent/Teacher communication is not consistently done, which creates a lack of trusting relationships between teacher and parent.

**Root Cause 5:** Teachers need support and practice on how to communicate with parents to ensure them that they are working together for the success of their child.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 2:** There is a need to provide a strong focus on high-quality Tier 1 instruction and research-based classroom interventions.

**Root Cause 2:** Universal screeners (MAP, iStation, etc.) are not utilized to identify learning gaps to target and provide meaningful interventions during Target/WISE time, while continuing to expose all students to Tier 1 instruction during class time.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Continue to refine the work of Professional Learning Communities and provide ongoing PD as it relates to DDI and MTSS.

**Root Cause 3:** With new staff members each year, it is necessary to align our practices and continue to refine the work we do as collaborative teams. We have not consistently utilized the DDI format to inform our instruction and/or MTSS most effectively to ensure we meet the needs of all of our learners.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Campus behavior expectations are not aligned and coupled with restorative practices to support the social-emotional wellness of our students.

**Root Cause 4:** There is a lack of consistency in behavior from classroom to classroom, and emotional stability is a challenge for many students. Teachers need training and support in classroom management, restorative practices, deescalation techniques, and social-emotional wellness.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 7:** The social-emotional needs of our students have taken a backseat to their educational journey.

**Root Cause 7:** The size of academic or opportunity gaps has taken a priority over the social-emotional needs of students.

**Problem Statement 7 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

**Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data





# Guiding Objectives

Revised/Approved: August 4, 2022

## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 1:** By May 2023, school attendance will increase from 90% to 95%.

**Evaluation Data Sources:** Attendance reports to teachers, Communication to parents about attendance, CFA data, MAP Data, and F&P Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hold attendance celebrations (including a focus on tardies) every 3 weeks to improve our attendance rate.</p> <p><b>Strategy's Expected Result/Impact:</b> Students that attend school, learn. Tracking this data (attendance and achievement) regularly will result in an increase in both.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

### Goal 1 Problem Statements:

Demographics
<p><b>Problem Statement 1:</b> Sheffield's average attendance rate is 90%. <b>Root Cause:</b> Parent COVID concerns are keeping students at home and other competing priorities depending on individual households.</p>
Student Learning
<p><b>Problem Statement 1:</b> 68% of second grade students did not meet the expected Fountas &amp; Pinnell reading level for the 3rd 9 weeks (Level L/M). <b>Root Cause:</b> Teachers need additional training and understanding of the running record and how to use it to create effective small groups to provide targeted next steps for individual students.</p>







**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 2:** By June 2023, STAAR Reading scores for 5th grade EB students will increase from 33% to 50% at the Meets Expectations level.

**Evaluation Data Sources:** MAP Data, DCFAs, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure collaborative meeting time is provided to focus on bilingual students and providing teachers with the support they need to increase student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' F&amp;P data will reflect an increase in comprehension, and common formative assessments will demonstrate more students met the standard.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Instructional Coach</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Sheffield's average attendance rate is 90%. <b>Root Cause:</b> Parent COVID concerns are keeping students at home and other competing priorities depending on individual households.</p>
Student Learning
<p><b>Problem Statement 2:</b> There is a need to provide a strong focus on high-quality Tier 1 instruction and research-based classroom interventions. <b>Root Cause:</b> Universal screeners (MAP, iStation, etc.) are not utilized to identify learning gaps to target and provide meaningful interventions during Target/WISE time, while continuing to expose all students to Tier 1 instruction during class time.</p>

**Guiding Objective 1:** Optimize Engaging and Diverse Learning





**Goal 3:** By May 2023, the campus will increase the percentage of students at the Approaching level in 1st and 2nd grade by 10% points between Winter and Spring testing seasons in reading on MAP assessments.

**HB3 Guiding Objective**

**Evaluation Data Sources:** MAP data, goal setting sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct consistent goal setting conferences (teacher to student) for MAP testing</p> <p><b>Strategy's Expected Result/Impact:</b> Approaching level in reading for 1st and 2nd grade will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Instructional Coaches</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Retired coaches to support 1st and 2nd grade reading teachers - 211 Title I - \$26,081</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct data driven PLC meetings to support student growth in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Approaching level in reading for 1st and 2nd grade will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Instructional Coaches.</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide professional development to increase best practices during workshop for both reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Approaching level in reading for 1st and 2nd grade will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Instructional Coaches</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Instructional Coaches - 211 Title I - \$63,139, Classroom Library Books for Classrooms - 211 Title I - \$20,000, Teacher Resources - books - 211 Title I - \$4,000, Student Workbooks - 211 Title I - \$9,000</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Goal 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 68% of second grade students did not meet the expected Fountas &amp; Pinnell reading level for the 3rd 9 weeks (Level L/M). <b>Root Cause:</b> Teachers need additional training and understanding of the running record and how to use it to create effective small groups to provide targeted next steps for individual students.</p>
<p><b>Problem Statement 2:</b> There is a need to provide a strong focus on high-quality Tier 1 instruction and research-based classroom interventions. <b>Root Cause:</b> Universal screeners (MAP, iStation, etc.) are not utilized to identify learning gaps to target and provide meaningful interventions during Target/WISE time, while continuing to expose all students to Tier 1 instruction during class time.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> Continue to refine the work of Professional Learning Communities and provide ongoing PD as it relates to DDI and MTSS. <b>Root Cause:</b> With new staff members each year, it is necessary to align our practices and continue to refine the work we do as collaborative teams. We have not consistently utilized the DDI format to inform our instruction and/or MTSS most effectively to ensure we meet the needs of all of our learners.</p>

**Guiding Objective 2:** Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

**Goal 1:** By May 2023, 100% of CFBISD required safety and security drills will be conducted and monitored for effectiveness and next steps.





**Evaluation Data Sources:** Safety and Security Documentation, Crisis Team Agendas

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Schedule all drills according to district and state guidelines for school safety drills from August-May on the campus calendar.  <b>Strategy's Expected Result/Impact:</b> All drills will be scheduled to ensure quick actions by staff and students.  <b>Staff Responsible for Monitoring:</b> Principal, AP, Secretary, Campus Crisis Team</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Train all campus staff using their classroom Emergency Response Guides for all safety and security drills.  <b>Strategy's Expected Result/Impact:</b> All staff will be educated on the appropriate responses and procedures for safety and security drills  <b>Staff Responsible for Monitoring:</b> Principal, AP, Secretary, Campus Crisis Team, District Security</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Guiding Objective 2:** Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

**Goal 2:** By May 2023, Sheffield will decrease the number of playground accidents by 10%.





**Evaluation Data Sources:** Work Orders and Campus Walkthrough Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Walk the building and grounds weekly with AP and custodian to ensure there is nothing that needs immediate attention.</p> <p><b>Strategy's Expected Result/Impact:</b> Sheffield will be a clean and safe environment for our school community.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Custodian, Secretary</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

### Guiding Objective 3: Optimize Community Engagement

**Goal 1:** By May 2023, 85% of parents will actively engage with the campus to support their child's education

**Evaluation Data Sources:** ParentSquare, Facebook, Instagram, School Website, PTA and Parent Conference sign in sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use Smore Newsletter format to provide families with school-wide events, and resources to support their child's academic and social-emotional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Engaging families in the academic and social-emotional growth of their child.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Perceptions 1, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Survey parents in the fall and spring to see what they would like included in the newsletter, what they would like to see more of or less of from the school, and/or how they can support Sheffield.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will partner with us to support their child and the school through academics, activities, and attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Teachers, Counselors</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

### Goal 1 Problem Statements:

Demographics
<p><b>Problem Statement 1:</b> Sheffield's average attendance rate is 90%. <b>Root Cause:</b> Parent COVID concerns are keeping students at home and other competing priorities depending on individual households.</p>

## Perceptions





**Problem Statement 1:** Parent/Teacher communication is not consistently done, which creates a lack of trusting relationships between teacher and parent. **Root Cause:** Teachers need support and practice on how to communicate with parents to ensure them that they are working together for the success of their child.

**Problem Statement 3:** The social-emotional needs of our students have taken a backseat to their educational journey. **Root Cause:** The size of academic or opportunity gaps has taken a priority over the social-emotional needs of students.

**Guiding Objective 4:** Optimize Social and Emotional Health of all students

**Goal 1:** By June 2023, the campus will decrease the percentage of Out of School Suspensions from 61% (43 of 70 incidents) to 40%.

**Evaluation Data Sources:** Discipline Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide ongoing training for teachers in de-escalation behavior strategies.  <b>Strategy's Expected Result/Impact:</b> Decrease in behavior incidents throughout the campus.  <b>Staff Responsible for Monitoring:</b> Principal, AP, Behavior Support Team (PBFs)</p> <p><b>Problem Statements:</b> Perceptions 2, 3  <b>Funding Sources:</b> Morning Meeting Trainer - 211 Title I - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide ongoing training for teachers to support students socially and emotionally through guidance lessons, morning meetings, and restorative practices.  <b>Strategy's Expected Result/Impact:</b> Decrease in behavior incidents throughout the campus, and an increase in students' social/emotional well-being.  <b>Staff Responsible for Monitoring:</b> Principal, AP, Counselor</p> <p><b>Problem Statements:</b> Perceptions 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide coaching support for the campus's two new counselors  <b>Strategy's Expected Result/Impact:</b> Increased ability for counselors to support students and staff  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Perceptions 2, 3  <b>Funding Sources:</b> Counseling Coach - 211 Title I - \$6,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 1 Problem Statements:**



## Perceptions





**Problem Statement 2:** Campus behavior expectations are not aligned and coupled with restorative practices to support the social-emotional wellness of our students. **Root Cause:** There is a lack of consistency in behavior from classroom to classroom, and emotional stability is a challenge for many students. Teachers need training and support in classroom management, restorative practices, deescalation techniques, and social-emotional wellness.

**Problem Statement 3:** The social-emotional needs of our students have taken a backseat to their educational journey. **Root Cause:** The size of academic or opportunity gaps has taken a priority over the social-emotional needs of students.

**Guiding Objective 5:** Optimize All Available Resources

**Goal 1:** By May 2023-2024, the campus will increase staff retention by 20%.

**Evaluation Data Sources:** Lists of staff working at Sheffield in 2022-2023 and resignations by the end of the school year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a system to support new teachers on campus with campus and district initiatives. <b>Staff Responsible for Monitoring:</b> Principal, AP  <b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide multiple opportunities for campus wide team building to increase cohesiveness of staff. <b>Staff Responsible for Monitoring:</b> Principal, AP, Counselors  <b>Problem Statements:</b> Perceptions 1, 3	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> Continue to refine the work of Professional Learning Communities and provide ongoing PD as it relates to DDI and MTSS. <b>Root Cause:</b> With new staff members each year, it is necessary to align our practices and continue to refine the work we do as collaborative teams. We have not consistently utilized the DDI format to inform our instruction and/or MTSS most effectively to ensure we meet the needs of all of our learners.
Perceptions
<b>Problem Statement 1:</b> Parent/Teacher communication is not consistently done, which creates a lack of trusting relationships between teacher and parent. <b>Root Cause:</b> Teachers need support and practice on how to communicate with parents to ensure them that they are working together for the success of their child.
<b>Problem Statement 2:</b> Campus behavior expectations are not aligned and coupled with restorative practices to support the social-emotional wellness of our students. <b>Root Cause:</b> There is a lack of consistency in behavior from classroom to classroom, and emotional stability is a challenge for many students. Teachers need training and support in classroom management, restorative practices, deescalation techniques, and social-emotional wellness.
<b>Problem Statement 3:</b> The social-emotional needs of our students have taken a backseat to their educational journey. <b>Root Cause:</b> The size of academic or opportunity gaps has taken a priority over the social-emotional needs of students.

**Guiding Objective 5:** Optimize All Available Resources

**Goal 2:** By May 2023, the campus will provide a system to meet the academic learning needs for students through the implementation of MTSS.

**Evaluation Data Sources:** MTSS Schedule, STAAR data, MAP data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a master schedule that optimizes learning time for all students in Tier 1 and Tier 2 instruction.  <b>Staff Responsible for Monitoring:</b> Principal, AP, Guiding Coalition members</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 2  <b>Funding Sources:</b> Interventionists - 211 Title I - \$17,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize PLC time to learn and discuss success and challenges of MTSS of each grade level and next steps.  <b>Staff Responsible for Monitoring:</b> Principal, AP, instructional coaches</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> 68% of second grade students did not meet the expected Fountas &amp; Pinnell reading level for the 3rd 9 weeks (Level L/M). <b>Root Cause:</b> Teachers need additional training and understanding of the running record and how to use it to create effective small groups to provide targeted next steps for individual students.</p>
<p><b>Problem Statement 2:</b> There is a need to provide a strong focus on high-quality Tier 1 instruction and research-based classroom interventions. <b>Root Cause:</b> Universal screeners (MAP, iStation, etc.) are not utilized to identify learning gaps to target and provide meaningful interventions during Target/WISE time, while continuing to expose all students to Tier 1 instruction during class time.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Continue to refine the work of Professional Learning Communities and provide ongoing PD as it relates to DDI and MTSS. <b>Root Cause:</b> With new staff members each year, it is necessary to align our practices and continue to refine the work we do as collaborative teams. We have not consistently utilized the DDI format to inform our instruction and/or MTSS most effectively to ensure we meet the needs of all of our learners.</p>

# State Compensatory

## Budget for Sheffield Elementary

**Total SCE Funds:** \$192,269.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

Students are provided with tutorials and additional support through MTSS procedures. Preliminary assessment data is used to identify students by name and need. These needs are then used to develop the master plan for the quarter.

# Plan Notes

## HB 3 Board Goals (Revised 2022)

### Early Childhood Literacy Closing the Gaps Student Groups

Grade 3 Reading	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	44	22	*	27	*	*	*		*	*	20	*
2018 STAAR	44	29	24	30	*		*		*	*	24	*
2019 STAAR	43	29	18	43	50	*	*		0	13	27	39
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	36	11	2	21	*	*	*			4	10	16
2022 STAAR	39	18	8	29	50	*	*			8	18	25
2023 STAAR	42	25	15	38	51	*	*			12	24	33
2024 STAAR	46	32	21	46	53	*	*			16	32*	42

### Early Childhood Mathematics Closing the Gaps Student Groups

Grade 3 Math	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	48	19	*	*	*	*	*		*	*	18	*
2018 STAAR	46	30	*	31	*		*		*	*	26	*
2019 STAAR	48	14	14	16	13	*	*		0	6	13	6
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	25	1	0	2	*	*	*			0	1	0
2022 STAAR	33	6	6	8	13	*	*			3	7	3
2023 STAAR	41	12	11	13	16	*	*			6	12	6
2024 STAAR	48	17	17	19	19	*	*			9	18*	9

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Robert Atchison	Principal
Administrator	Priscilla Monroy	Assistant Principal
Administrator	Joshua Nasiatka	Behavior Dean
Community Representative	Emily Crawford	Community
Community Representative	Michael Finley	Community
Parent	Jasmine Okere	Parent
Parent	Quentin Gales	Parent
Parent	Jamikwa Garrett	Parent
Parent	Yessica Miralda	Parent
Classroom Teacher	Zulema Vidana	First Grade
Classroom Teacher	Key Ally	Second Grade
Classroom Teacher	Taylor Neto	Fourth Grade
Classroom Teacher	Karina Diaz	Fifth Grade
Classroom Teacher	Karin Goodine	Third Grade
District-level Professional	Emily Hudnall	Special Education
District-level Professional	Jennifer Munoz	Dyslexia Interventionist

# Campus Funding Summary

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	3	1	Retired coaches to support 1st and 2nd grade reading teachers		\$26,081.00
1	3	3	Instructional Coaches		\$63,139.00
1	3	3	Teacher Resources - books		\$4,000.00
1	3	3	Student Workbooks		\$9,000.00
1	3	3	Classroom Library Books for Classrooms		\$20,000.00
4	1	1	Morning Meeting Trainer		\$5,000.00
4	1	3	Counseling Coach		\$6,000.00
5	2	1	Interventionists		\$17,000.00
<b>Sub-Total</b>					\$150,220.00
<b>Budgeted Fund Source Amount</b>					\$150,220.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$150,220.00
<b>Grand Total Spent</b>					\$150,220.00
<b>+/- Difference</b>					\$0.00