

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

## **Sheffield Elementary**

### **2023-2024 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: May 10, 2023

## 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 predominantly a neighborhood school located in an urban area of Dallas. Most of the students live close enough to walk to school. Additionally, there are 2 bus routes that serve Special Ed students and a few students that live beyond walking distance. Sheffield opened our new school building in January of 2023. For the past three years (2020-2023) Sheffield has only served 1st - 5th grade students and includes one special education unit that serves students 1st-5th who have Autism. In May 2020 there were 560 1st-5th grade students enrolled at Sheffield. This year (2022-2023) Sheffield's enrollment decreased to 502 students 1st - 5th grade. With the opening of our new building, Sheffield will regain our kindergarten students in hopes to increase enrollment to about 620 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 (48.9%), Hispanic (40.8%), White (3.00%), Asian (1.7%), and Two or More Races (4.7%).

The last published mobility rate of 23.8% for 2021-2022 at Sheffield Elementary is above the state average of 13.6. Our attendance rate for the 2022-2023 school year increased to 93.9%, which is a 3.9% increase from the previous school year. Sheffield Elementary serves 28.5% of Emergent Bilinguals (EB), and 17.8% of Special Education. Additionally, 87.3% are economically disadvantaged and 69.1% are identified as at-risk. In the 2021-2022 school year 3.6% of the school of the students were classified as gifted and talented, by the end of the 2022-2023 school year 7.8% of our students have been identified as GT.

Sheffield Elementary employs a dedicated staff that is dedicated to their overall academic success. 50.2% of the teachers are serving with 1-5 years of experience. The demographic makeup of the teaching staff is 23.9% African American, 31.6 Hispanic, and 44.5% White. In 2022-2023 Sheffield's turnover rate was higher than normal and onboarded a total of 17 new teachers to the building.

### Demographics Strengths

Some of the most notable demographic strengths include:

- Attendance increased by 3.9% during the 2022-23 school year.

- We have many unique backgrounds and a very diverse population.
- We have grown in our GT population.
- We have worked with the community to decrease our mobility rate.

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

**Problem Statement 1 (Prioritized):** As a school we have struggled to get parents engaged in learning opportunities and the PTA. **Root Cause:** The COVID pandemic closed down schools and restricted access to schools. Safety and security concerns have also created increased scrutiny about opening campuses.

**Problem Statement 2 (Prioritized):** We have a high percentage of employees who have less than 5 years experience as well. **Root Cause:** Current higher conditions in the metroplex make it easy to move within and between schools. Exiting employees site student behavior as a reason for leaving.

**Problem Statement 3 (Prioritized):** Sheffield's average attendance rate is at 94%. **Root Cause:** A small number of students have created the largest impact on our overall attendance. Many of these students have double digit absences.

**Problem Statement 4:** Although we've worked hard with the community and increased parental involvement, we still have a higher mobility rate than the state average. **Root Cause:** Serving 16 apartment complexes creates a largely mobile student base. Parents are often signing leases for one year at a time.

# Student Learning

## Student Learning Summary

Student academic achievement data, including the campus report card, past STAAR and NWEA MAP data were reviewed. Data comparisons were looked at 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.

Reading STAAR Results 2021 to 2022 Comparison

Reading STAAR	Appr		Meets		Masters	
	2021	2022	2021	2022	2021	2022
3rd	29	59	10	43	5	20
4th	35	38	16	17	8	10
5th	51	59	26	36	16	17

Math STAAR	Appr		Meets		Masters	
	2021	2022	2021	2022	2021	2022
3rd	17	55	1	25	0	13
4th	23	36	11	18	6	1
5th	38	47	15	13	10	6

Science STAAR	Appr		Meets		Masters	
	2021	2022	2021	2022	2021	2022
5th	33	19	8	4	3	0

A deeper analysis of the STAAR scores from 2021 and 2022 revealed:

- 15% of our special education students approached standard on all subjects STAAR in 2022 versus 9% in 2021. Special Education students approached standard on STAAR Math in 2022 at 13% and in reading at 20%. This was still below the overall campus rating 46% math and 52% in reading.
- African American students approached standard with 41% across all subjects and all grade levels as compared to white students at 63% and Hispanic students at 44%.
- Emergent bilingual students approached standard with 42% in STAAR math and 46% in reading. This is compared to all students with 46% in math and 52% in reading.

### Projected Proficiency MAP Spring 2023

#### Reading

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	%	Count	%	Count	%	Count	%
2	82	58	70.7%	16	19.5%	7	8.5%	1	1.2%
3	100	63	63.0%	28	28.0%	6	6.0%	3	3.0%
4	92	55	59.8%	23	25.0%	9	9.8%	5	5.4%
5	90	57	63.3%	21	23.3%	8	8.9%	4	4.4%
<b>Total</b>	<b>364</b>	<b>233</b>	<b>64.0%</b>	<b>88</b>	<b>24.2%</b>	<b>30</b>	<b>8.2%</b>	<b>13</b>	<b>3.6%</b>

## Spanish Reading

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	%	Count	%	Count	%	Count	%
3	36	15	41.7%	9	25.0%	7	19.4%	5	13.9%
4	32	17	53.1%	7	21.9%	3	9.4%	5	15.6%
5	30	12	40.0%	7	23.3%	5	16.7%	6	20.0%
<b>Total</b>	<b>98</b>	<b>44</b>	<b>44.9%</b>	<b>23</b>	<b>23.5%</b>	<b>15</b>	<b>15.3%</b>	<b>16</b>	<b>16.3%</b>

## Math

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	%	Count	%	Count	%	Count	%
2	88	68	77.3%	16	18.2%	3	3.4%	1	1.1%
3	104	76	73.1%	22	21.2%	3	2.9%	3	2.9%
4	94	62	66.0%	24	25.5%	5	5.3%	3	3.2%
5	92	46	50.0%	33	35.9%	10	10.9%	3	3.3%
<b>Total</b>	<b>378</b>	<b>252</b>	<b>66.7%</b>	<b>95</b>	<b>25.1%</b>	<b>21</b>	<b>5.6%</b>	<b>10</b>	<b>2.6%</b>

## Science

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	%	Count	%	Count	%	Count	%
5	90	59	65.6%	22	24.4%	8	8.9%	1	1.1%



Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	%	Count	%	Count	%	Count	%
Total	90	59	65.6%	22	24.4%	8	8.9%	1	1.1%

## 2022-23 Fountas & Pinnell Summary Rep

Sheffield	1st 9 Weeks					2nd 9 Weeks					3	
	Not Assessed	Does Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Not Assessed	Does Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Not Assessed
K												
1	7%	35%	23%	17%	18%	2%	15%	6%	15%	62%	2%	52%
2	0%	50%	26%	17%	7%	3%	48%	24%	14%	10%	0%	49%
3	2%	41%	29%	10%	18%	5%	37%	25%	9%	25%	2%	39%
4	1%	45%	11%	11%	32%	0%	46%	9%	13%	32%	1%	49%
5	4%	39%	18%	11%	28%	1%	46%	11%	20%	22%	1%	46%

### Student Learning Strengths

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

- STAAR reading data increased within every grade level and category from 2021-2022.
- STAAR math data increased within 3rd(all categories), 4th(approaches and meets), and 5th (approaches) from 2021-2022.

- Second grade students went from 24% meets or better on the F and P testing to 39% meets or better.
- Students are closing the GAP on projected proficiency on the MAP testing from 2nd to 5th grade.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** There is a need to provide a strong focus on high-quality Tier 1 instruction and research-based classroom interventions. **Root Cause:** There has been a focus on trying to provide multi tiered systems of support. In this effort a great deal of time has been taking away from Tier 1 learning.

**Problem Statement 2 (Prioritized):** By the end of 5th grade 56% of our students are not reading on level according to reading level data. **Root Cause:** Overall, many students do not prefer reading as a choice because it is difficult and laborious to them. Most students do not read outside of the school environment.

**Problem Statement 3:** The number of students projected to not meet standard on STAAR is currently increasing in all grade levels for math and reading. **Root Cause:** Staff has struggled to determine the educational rigor needed to increase student achievement while balancing the behavioral needs of students.

# 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 are made yearly to get even closer to living the work as a PLC. The school has established protected time in the master schedule to ensure teachers could collaborate with one another, instructional coaches, and other support personnel. 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. Our goal this year was to select essential TEKS for each unit and track the data from pre-assessment to post assessment to look for growth. Some teams approached this with more fidelity than others and the expectation was not held throughout the school year. This will continue to be an area of growth for Sheffield as the culture changes based on staff and campus changes.

In 2022-2023, Sheffield vowed to collectively get a little better each day. As a group we created our collective commitments at the start of the school year, which are as follows:

1. We will collaborate to build a culture of respect, high expectations, accountability, and lifelong learning to help build a positive community that focuses on student growth
2. We will use data to guide instruction that provides opportunities for all students to succeed and support our learning as educators, in order to reach our students' highest potential EACH day.
3. We will look at our students, staff, and families through a lens of empathy and compassion in order to foster a safe, loving, and social learning environment.
4. We will celebrate each student for the unique individual they are to ensure they achieve the goals they set for themselves to be successful beyond the walls of Sheffield.
5. We will provide opportunities for students, faculty, and families to celebrate and respect the diverse cultures of ALL students.

At the start of each staff meeting we reviewed our motto, mission, vision statements, and set our focus on one of our collective commitments. This work has centered us in our values as a collective whole. We continually strive to achieve these commitments in all that we do.

Also this year we implemented a new behavior management system and expectations around the entire school. Staff worked to define the expectations throughout the campus from the student, teacher, and admin perspectives. In addition to this we worked to define level 1, 2, and 3 behaviors and what would result in a student referral. Although this was written out many teachers struggled with when to do what around the discipline plan as evident through conversations and referral data. To support in this new behavioral system we worked with the district to provide a PAC classroom where students would go in the event that they received ISS. This allowed students to continue with their learning, be given guidance lessons, and restore relationships prior to returning to class.

In addition to defining behavioral expectations throughout the campus, the team created the SHINES characteristics that we want each student to embody as they move through the building and their lives. These characteristics are Self-Control, Humility, Integrity, Never Quit Attitude, Excellence and Strength. Throughout the building staff utilize this language to describe what students are doing well and what students can improve upon.

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. We continued that work this year by sending a team of teachers to training on conducting restorative circles. The team came back and trained the entire staff on the system and circles were implemented school wide. 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.

### **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.
- Consistently provided all grade levels with social emotional learning lessons throughout the school year twice a month.

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

**Problem Statement 1 (Prioritized):** Students do not universally have access to a system to help them begin the day off right with a Strong Start focus. **Root Cause:** Some classrooms have started their day with morning meetings, but many have chosen to get started with instruction due to lack of instructional time.

**Problem Statement 2 (Prioritized):** There is a need to refine the work of Professional Learning Communities and provide ongoing PD as it relates to DDI and MTSS. **Root Cause:** Using data to drive the instructional discussions in PLCs has been an area of growth because teachers often struggle with knowing when and what data to use to guide instruction.

**Problem Statement 3:** There is a lack of a school -wide system of goal setting in order to celebrate students' goal achievement. **Root Cause:** Some teachers have taken to goal setting and many need additional training on how to help students with goal setting.

**Problem Statement 4:** Teachers and staff are not consistently maintaining and upholding the common area expectations. **Root Cause:** Not all teachers are confident in what to do if a student is not meeting expectations and what steps to take next.

# 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) and two counselors who provide 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, held accountable to their actions, 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.
- CIS/Counselors/Admin providing food and clothes to help meet the needs of the community.
- PBF, teachers and administrators provide trauma informed care around making good choices at school.
- Teachers, administrators and office staff provide clear and consistent communication via electronically or in person to parents.
- Students understand the SHINES characteristics and they work to embody them.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** We struggle with prioritizing learning when behavior issues or community needs are severe. **Root Cause:** Students come from backgrounds with significant trauma. Helping students with tools to help them emotionally regulate quickly has been difficult.

**Problem Statement 2 (Prioritized):** Parent communication is not consistently done, which creates a lack of trusting relationships between teacher and parent. **Root Cause:** There has been no universal system for communicating information with parents. Teachers often do not know what they need to communicate and what should be communicated by the school.

**Problem Statement 3:** Student behavior issues affect classroom culture and student motivation to engage in learning. **Root Cause:** Behavior of students often distracts from the overall learning environment and takes away the learning of all.

# Priority Problem Statements

**Problem Statement 1:** We struggle with prioritizing learning when behavior issues or community needs are severe.

**Root Cause 1:** Students come from backgrounds with significant trauma. Helping students with tools to help them emotionally regulate quickly has been difficult.

**Problem Statement 1 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:** There has been a focus on trying to provide multi tiered systems of support. In this effort a great deal of time has been taking away from Tier 1 learning.

**Problem Statement 2 Areas:** Student Learning

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

**Root Cause 3:** Using data to drive the instructional discussions in PLCs has been an area of growth because teachers often struggle with knowing when and what data to use to guide instruction.

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

**Problem Statement 4:** By the end of 5th grade 56% of our students are not reading on level according to reading level data.

**Root Cause 4:** Overall, many students do not prefer reading as a choice because it is difficult and laborious to them. Most students do not read outside of the school environment.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Students do not universally have access to a system to help them begin the day off right with a Strong Start focus.

**Root Cause 5:** Some classrooms have started their day with morning meetings, but many have chosen to get started with instruction due to lack of instructional time.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** We have a high percentage of employees who have less than 5 years experience as well.

**Root Cause 6:** Current higher conditions in the metroplex make it easy to move within and between schools. Exiting employees site student behavior as a reason for leaving.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** As a school we have struggled to get parents engaged in learning opportunities and the PTA.

**Root Cause 7:** The COVID pandemic closed down schools and restricted access to schools. Safety and security concerns have also created increased scrutiny about opening campuses.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** Parent communication is not consistently done, which creates a lack of trusting relationships between teacher and parent.

**Root Cause 8:** There has been no universal system for communicating information with parents. Teachers often do not know what they need to communicate and what should be communicated by the school.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** Sheffield's average attendance rate is at 94%.

**Root Cause 9:** A small number of students have created the largest impact on our overall attendance. Many of these students have double digit absences.

**Problem Statement 9 Areas:** Demographics



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

## 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

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

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Equity data
- T-TESS data
- T-PESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Guiding Objectives

Revised/Approved: May 24, 2023

## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 1:** By May 2024, school attendance will increase from 94% to 96%.

**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> Celebrate students for attending school regularly and on time through Liveschool program daily.</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> Assistant Principal</p> <p><b>Problem Statements:</b> Demographics 3 - School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Review and check absences every three weeks sending a report to the campus principal with action steps taken to rectify the attendance issue.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be notified early and often of attendance concerns and students will be attending school more.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

## Goal 1 Problem Statements:

Demographics
<p><b>Problem Statement 3:</b> Sheffield's average attendance rate is at 94%. <b>Root Cause:</b> A small number of students have created the largest impact on our overall attendance. Many of these students have double digit absences.</p>

### Student Learning

**Problem Statement 1:** There is a need to provide a strong focus on high-quality Tier 1 instruction and research-based classroom interventions. **Root Cause:** There has been a focus on trying to provide multi tiered systems of support. In this effort a great deal of time has been taking away from Tier 1 learning.

### School Processes & Programs

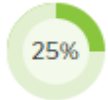





**Problem Statement 1:** Students do not universally have access to a system to help them begin the day off right with a Strong Start focus. **Root Cause:** Some classrooms have started their day with morning meetings, but many have chosen to get started with instruction due to lack of instructional time.










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










**Goal 2:** Four out of six grade levels will meet or exceed their grade level projected growth for Spring 2024 math and reading MAP assessments.








**High Priority**

**Evaluation Data Sources:** Map Data, DCFAs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Engage staff in book study, training and coaching to increase skills to help promote language rich learning environments, especially with relation to our EB population and math vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> Students overall academic proficiency will increase as students build content language and are able to improve in the 2nd language.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide targeted tutoring/small groups to students to close gaps through the utilization of Tier 2 and Tier 3 intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make a years plus growth and move from does not meet to approaches or higher.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Teachers, Interventionist</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Retired Teacher to Support K-5 Students - 211 Title I - 211-11-6117-00-125-30-000 - \$30,000, Supplemental intervention and resources for at-risk students - 199-SCE State Comp Ed (SCE) - \$286,600</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Conduct DDI meetings around the essential TEKS for Math and Reading during PLCs to formulate groupings and needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will reach proficiency for DCFAs around the essential TEKS at higher levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Coaches, Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</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 - 211-11-6119-00-125-30-000 - \$69,801</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide additional books of interests to students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will enjoy reading more</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Librarian</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Books for students - 211 Title I - 211-11-6329-00-125-99-000 - \$11,970</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide online reading program to provide students and parents access to quality reading material for kinder and first grade students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will read more at home and engage in reading with their family.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP</p> <p><b>Title I:</b> 2.4, 2.5, 4.1</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p> <p><b>Funding Sources:</b> Online Reading Platform - 211 Title I - 211-11-6299-00-125-99-000 - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide additional targeted tutoring during Extended Day and/or Saturday school to address the intervention needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student knowledge and better mastery of learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Saturday School - 211 Title I - 211-11-6117-00-125-30-000 - \$16,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide part time small group interventionists to help close the gap for students and provide TIER support.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will close learning gaps and become more successful.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Secretary</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide books for staff study around subjects that will lead to increased student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will create deeper learning on strategies to move student achievement forward.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2</p> <p><b>Funding Sources:</b> Teacher Resources - Books - 211 Title I - 211-13-6329-00-125-99-000 - \$4,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Help to maintain and organize student books and libraries so students can find books of interests quickly and efficiently.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will read more in their classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Book bins to organize books and libraries. - 211 Title I - 211-11-6399-00-125-99-000 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> As a school we have struggled to get parents engaged in learning opportunities and the PTA. <b>Root Cause:</b> The COVID pandemic closed down schools and restricted access to schools. Safety and security concerns have also created increased scrutiny about opening campuses.</p>
<p><b>Problem Statement 2:</b> We have a high percentage of employees who have less than 5 years experience as well. <b>Root Cause:</b> Current higher conditions in the metroplex make it easy to move within and between schools. Exiting employees site student behavior as a reason for leaving.</p>
Student Learning
<p><b>Problem Statement 1:</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> There has been a focus on trying to provide multi tiered systems of support. In this effort a great deal of time has been taking away from Tier 1 learning.</p>
<p><b>Problem Statement 2:</b> By the end of 5th grade 56% of our students are not reading on level according to reading level data. <b>Root Cause:</b> Overall, many students do not prefer reading as a choice because it is difficult and laborious to them. Most students do not read outside of the school environment.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> There is a need to refine the work of Professional Learning Communities and provide ongoing PD as it relates to DDI and MTSS. <b>Root Cause:</b> Using data to drive the instructional discussions in PLCs has been an area of growth because teachers often struggle with knowing when and what data to use to guide instruction.</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 and meetings will be conducted and monitored for effectiveness and next steps.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Schedule all drills, safety meetings, and crisis team meetings for August-May.  <b>Strategy's Expected Result/Impact:</b> All drills will be scheduled and reviewed for effectiveness regularly to ensure optimized safety and efficiency.  <b>Staff Responsible for Monitoring:</b> Principal, AP, Secretary, and Security Officer.  <b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Train all campus staff using 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, and Security Officer.  <b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



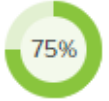




**Goal 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> We have a high percentage of employees who have less than 5 years experience as well. <b>Root Cause:</b> Current higher conditions in the metroplex make it easy to move within and between schools. Exiting employees site student behavior as a reason for leaving.</p>
Perceptions
<p><b>Problem Statement 1:</b> We struggle with prioritizing learning when behavior issues or community needs are severe. <b>Root Cause:</b> Students come from backgrounds with significant trauma. Helping students with tools to help them emotionally regulate quickly has been difficult.</p>

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

**Goal 2:** Maintain the new building and contents of the building to ensure longevity of the new renovation.

**Evaluation Data Sources:** Work Orders

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct weekly walks of the building and grounds once weekly to review needs for work orders or cleaning.</p> <p><b>Strategy's Expected Result/Impact:</b> The school will be maintained and functional for student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Security, and Secretary</p> <p><b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				








**Goal 2 Problem Statements:**

Demographics
<p><b>Problem Statement 3:</b> Sheffield's average attendance rate is at 94%. <b>Root Cause:</b> A small number of students have created the largest impact on our overall attendance. Many of these students have double digit absences.</p>

**Guiding Objective 3:** Optimize Community Engagement

**Goal 1:** By May of 2024, parents would have received weekly digital communication from the school every week students are in session.

**Evaluation Data Sources:** Weekly Parent Square

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create and distribute a weekly message to families to communicate school wide events, resources, and learning.  <b>Strategy's Expected Result/Impact:</b> Parents will be able to more actively participate in their child's education.  <b>Staff Responsible for Monitoring:</b> Principal, AP, Counselors, Librarian.</p> <p><b>Title I:</b> 4.1  <b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				








**Goal 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 2:</b> Parent communication is not consistently done, which creates a lack of trusting relationships between teacher and parent. <b>Root Cause:</b> There has been no universal system for communicating information with parents. Teachers often do not know what they need to communicate and what should be communicated by the school.</p>

**Guiding Objective 3: Optimize Community Engagement**

**Goal 2:** During the 2023-24 school year we will increase parent PTA membership from ----- to -----.

**Evaluation Data Sources:** PTA Membership Log

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide PTA membership sign up and provide incentives at events for parents signing up to be part of PTA.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased PTA membership providing parents more connection to school.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Office Staff</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> As a school we have struggled to get parents engaged in learning opportunities and the PTA. <b>Root Cause:</b> The COVID pandemic closed down schools and restricted access to schools. Safety and security concerns have also created increased scrutiny about opening campuses.</p>
Perceptions
<p><b>Problem Statement 2:</b> Parent communication is not consistently done, which creates a lack of trusting relationships between teacher and parent. <b>Root Cause:</b> There has been no universal system for communicating information with parents. Teachers often do not know what they need to communicate and what should be communicated by the school.</p>

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

**Goal 1:** By May 18th, 2024 office referrals will have decreased by 20% year over year.

**Evaluation Data Sources:** Discipline data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement "Today I Shined" school wide behavior plan in all classrooms throughout the building.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase their emotional regulation and thus we will have a decrease need for student referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Counselors, PAC teacher</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p> <p><b>Funding Sources:</b> Online Behavior Management Tracker - 211 Title I - 211-11-6299-00-125-99-000 - \$4,200, Student Incentives - 211 Title I - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide students the opportunity to participate in circles at the start and the end of their school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have the opportunity to start their day focused on positive behaviors and end their days reflecting on what went well.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Counselors, Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Students do not universally have access to a system to help them begin the day off right with a Strong Start focus. <b>Root Cause:</b> Some classrooms have started their day with morning meetings, but many have chosen to get started with instruction due to lack of instructional time.</p>

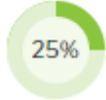


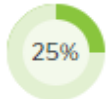


## Perceptions








**Problem Statement 1:** We struggle with prioritizing learning when behavior issues or community needs are severe. **Root Cause:** Students come from backgrounds with significant trauma. Helping students with tools to help them emotionally regulate quickly has been difficult.

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

**Goal 1:** By May of 2024, campus will increase staff retention by at least 20%.

**Evaluation Data Sources:** Staff resignations by the end of the school year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create systems to support teams with the overall implementation of behavior and academic expectations throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher retention of all teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide new teachers, and teachers who need additional support, access to monthly professional development delivered just in time for implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the retention of new teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 2</p> <p><b>Funding Sources:</b> AVID Conference - 211 Title I - 211-13-6411-00-125-99-000 - \$3,800</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Obtain new training and learning regarding improving school culture to better retain teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive school culture will help to retain teachers</p> <p><b>Staff Responsible for Monitoring:</b> Atchison</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 2</p> <p><b>Funding Sources:</b> Training on building school culture - 211 Title I - \$779</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> We have a high percentage of employees who have less than 5 years experience as well. <b>Root Cause:</b> Current higher conditions in the metroplex make it easy to move within and between schools. Exiting employees site student behavior as a reason for leaving.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> There is a need to refine the work of Professional Learning Communities and provide ongoing PD as it relates to DDI and MTSS. <b>Root Cause:</b> Using data to drive the instructional discussions in PLCs has been an area of growth because teachers often struggle with knowing when and what data to use to guide instruction.</p>



# State Compensatory

## Budget for Sheffield Elementary

**Total SCE Funds:** \$286,800.00

**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. The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, PreK-3rd Readiness Skill Support, Core-Subject Small Group Instruction, Emergent Bilingual Support, AVID, and Summer School.

# Title I

## 1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

## 2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Sheffield's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

## 2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content. Fliers that are sent home include both English and Spanish. Community meetings are held in English and Spanish.

## 2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

## 2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

## 2.6: Address needs of all students, particularly at-risk

Sheffield's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

## 3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

#### **4.1: Develop and distribute Parent and Family Engagement Policy**

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

#### **4.2: Offer flexible number of parent involvement meetings**

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Joshua Nasiatka	Assistant Principal
Administrator	Robert Atchison	Principal
Administrator	Priscilla Monroy	Assistant Principal
Classroom Teacher	Teri Washington	Teacher
Classroom Teacher	Isabella Donoian	Teacher
Classroom Teacher	Karin Goodine	Teacher
Classroom Teacher	Maria Bonilla	Teacher
Classroom Teacher	Karen Fegley	Teacher
Classroom Teacher	Juana Garcia	Teacher
Classroom Teacher	Emily Hudnall	SPED Teacher
Non-classroom Professional	Tori Martin	Counselor
Non-classroom Professional	Joy Kistler	Counselor
Classroom Teacher	Kevin Martin	Teacher
Non-classroom Professional	Jennifer Munoz	Dyslexia Specialist
Non-classroom Professional	Madelin Shelton	Librarian
Parent	Keiza Cobbs	Parent
Parent	Evony Dotson	Parent
Parent	Sonali Chinchalkar	Parent
Business Representative	Emily Crawford	Business Member
Business Representative	Chris Crawford	Business Member