

Carrollton-Farmers Branch Independent School District

Sheffield Elementary

2024-2025 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

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 K-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 who live beyond walking distance. Sheffield opened the new school building in January of 2023. From 2020-2023 Sheffield only served 1st - 5th grade students and included one special education unit that serves students 1st-5th who have Autism. In May 2023 there were 596 1st-5th grade students enrolled at Sheffield. This year (2023-2024) Sheffield's enrollment increased to 624 students K - 5th grade. The campus anticipates that membership will continue to steadily grow. Sheffield mainly serves two demographic groups with a small percentage in others - Hispanic (56.25), African American (34.62%), White (4.01%), Asian (2.56%), and Two or More Races (2.40%).

The last published mobility rate of 32.30% for 2023-2024 at Sheffield Elementary is above the state average of 16.8%. Our attendance rate for the 2023-2024 school year was 93.13%, which is a 0.72% decrease from the previous school year. Sheffield Elementary serves 50.32% of Emergent Bilinguals (EB) and 13.94% of Special Education. Additionally, 85.74% are economically disadvantaged and 75.8% are identified as at-risk. In the 2023-2024 school year 5.77% of the school's students were classified as gifted and talented, by the end of the 2023-2024 school year 8.75% of our students have been identified as GT.

Sheffield Elementary employs a dedicated staff that is dedicated to their overall academic success. 32.5% of the teachers are serving with 1-5 years of experience. The demographic makeup of the teaching staff is 17.5% African American, 22.5 Hispanic, and 55% White. In 2023-2024 Sheffield's turnover rate was higher than normal. Sheffield on-boarded a total of 22 new teachers to the building.

Demographics Strengths

- Sheffield has increased our overall student enrollment.
- Sheffield has worked with stakeholders to effectively manage the growth within our school.
- Sheffield has many unique backgrounds and a very diverse population.
- Sheffield has grown in our GT population for two consecutive years.
- Sheffield has worked with the community to decrease our mobility rate.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We have a high percentage of employees who have less than 5 years experience as well.

Root Cause: Current hiring 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 2 (Prioritized): Sheffield's average attendance rate is at 93%.

Root Cause: K and 1st grade had the lowest attendance. Sheffield had a large influx in newcomers which accounted for high absenteeism. A small number of students have created the largest impact on our overall attendance. 17.6% of students had double-digit absences.

Problem Statement 3 (Prioritized): As a school we have enrolled a large number of new comer students who have large gaps in education.

Root Cause: Many of the students have experienced a gap or lack of schooling due to the amount of time they took traveling to the United States and the conditions of that travel.

Problem Statement 4: 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 5: 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 (2021, 2022, & 2023). 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 - 2023 Comparison

Reading STAAR	Approaches			Meets			Masters		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
3rd	29	59	53	10	43	18	5	20	4
4th	35	38	58	16	17	17	8	10	9
5th	51	59	63	26	36	32	16	17	15

Math STAAR	Approaches			Meets			Masters		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
3rd	17	55	42	1	25	14	0	13	1
4th	23	36	35	11	18	18	6	1	3
5th	38	47	78	15	13	38	10	6	13

Science STAAR	Approaches			Meets			Masters		
	2021	2022	2023	2021	2022	2023	2021	2022	2023

Science STAAR	Approaches			Meets			Masters		
5th	33	19	39	8	4	10	3	0	1

A deeper analysis of the STAAR scores from 2022 and 2023 revealed:

- 21% of our special education student approached standard on all subjects in 2023 versus 15% in 2022 and 9% in 2021 in all subjects. Special Education students approached standard on STAAR Math in 2023 at 26% and in reading at 18%. This was still below the overall campus rating 52% math and 58% in reading.
- African American students approached standard with 48% across all subjects and all grade levels as compared to white students at 67% and Hispanic students at 54%.
- Emergent bilingual students approached standard with 55% in STAAR math and 62% in reading. This is compared to all students with 52% in math and 58% in reading.

Projected Proficiency MAP Spring 2024

Reading

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	%	Count	%	Count	%	Count	%
2	112	75	67.0%	22	19.6%	7	6.2%	8	7.1%
3	94	70	74.5%	12	12.8%	6	6.4%	6	6.4%
4	102	68	66.7%	23	22.5%	5	4.9%	6	5.9%
5	98	68	69.4%	16	16.3%	10	10.2%	4	4.1%
Total	406	281	69.2%	73	18.0%	28	6.9%	24	5.9%

Spanish Reading

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	%	Count	%	Count	%	Count	%
3	51	22	43.1%	16	31.4%	7	13.7%	6	11.8%
4	54	25	46.3%	16	29.6%	7	13.0%	6	11.1%
5	56	26	46.4%	14	25.0%	13	23.2%	3	5.4%
Total	161	73	45.3%	46	28.6%	27	16.8%	15	9.3%

Math

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	%	Count	%	Count	%	Count	%
2	115	72	62.6%	28	24.3%	15	13.0%	0	0.0%
3	95	68	71.6%	14	14.7%	10	10.5%	3	3.2%
4	104	70	67.3%	26	25.0%	7	6.7%	1	1.0%
5	98	58	59.2%	18	18.4%	15	15.3%	7	7.1%
Total	412	268	65.0%	86	20.9%	47	11.4%	11	2.7%

Science

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	%	Count	%	Count	%	Count	%
5	98	60	61.2%	21	21.4%	11	11.2%	6	6.1%
Total	98	68	61.2%	21	21.4%	11	11.2%	6	6.1%

2023-24 Fountas & Pinnell Summary Report TBD

S h e f f i e l d	1st 9 Weeks					2nd 9 Weeks					3rd 9 Weeks					4th 9 Weeks				
	No t As s e s s e d	Does Not Meet Grade Level	Appro ches Grade Level	Meets Grade Level	Maste rs Grade Level	No t As s e s s e d	Does Not Meet Grade Level	Appro ches Grade Level	Meets Grade Level	Maste rs Grade Level	No t As s e s s e d	Does Not Meet Grade Level	Appro ches Grade Level	Meets Grade Level	Maste rs Grade Level	No t As s e s s e d	Does Not Meet Grade Level	Appro ches Grade Level	Meets Grade Level	Maste rs Grade Level
K	0%	0%	93%	5%	2%	0%	35%	29%	23%	10%	0%	45%	20%	20%	10%	0%	36%	18%	22%	23%
1	0%	51%	12%	14%	7%	2%	64%	5%	18%	12%	0%	64%	9%	14%	13%	0%	51%	3%	18%	29%
2	0%	44%	12%	14%	30%	0%	42%	20%	11%	24%	0%	36%	17%	10%	37%	0%	30%	4%	14%	51%
3	0%	50%	20%	16%	14%	0%	52%	20%	12%	16%	0%	50%	12%	16%	23%	0%	52%	6%	18%	22%
4	0%	49%	12%	9%	31%	0%	48%	12%	8%	32%	0%	54%	13%	8%	26%	0%	54%	16%	7%	23%
5	0%	58%	13%	10%	19%	0%	48%	12%	7%	23%	0%	59%	10%	10%	21%	0%	53%	10%	6%	21%

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 for the approaches grade level category in 4th grade and 5th grade from 2022-2023.
- STAAR math and science data increased within all categories for 5th grade from 2022-2023.
- F % P results demonstrate increases in the following areas from the 1st 9 weeks to the 2nd 9 weeks:
 - Kindergarten: meets 5 % to 22 %, masters 2% to 23%
 - First grade: Meets 14% to 18%, masters 7% to 29%
 - Second grade: Masters 30% to 51%
 - Third grade: Meets 9% to 18%, Masters 14% to 22%
 - Fourth grade: Approaches 12% to 16%

School Processes & Programs:

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 administrators. 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.

As a staff we vow to collectively get a little better each day for our students, each other, and ourselves. 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 or more 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 revisited and revised the expectations throughout the campus from the student, teacher, and admin perspectives. In addition to this we rolled out a system wide program called "Today I SHINED." This program provides a framework that helps students define and focus on the character traits of 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. Students self select a character trait focus for each day. In addition to this we adopted the understanding in all classrooms that no one has the right to interfere with the learning of any

other person. If students are struggling with this they are giving a reset through a Choices program.

To support this new behavioral system we worked with the district to provide Positive Behavioral Facilitators to help work with students who are struggling to make positive choices in the classroom. In addition to this we have 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.

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.

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 for the approaches grade level category in 4th grade and 5th grade from 2022-2023.
- STAAR math and science data increased within all categories for 5th grade from 2022-2023.
- F % P results demonstrate increases in the following areas from the 1st 9 weeks to the 2nd 9 weeks:
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 - Second grade: Masters 30% to 51%
 - Third grade: Meets 9% to 18%, Masters 14% to 22%
 - Fourth grade: Approaches 12% to 16%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (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 2 (Prioritized): There is a lack of consistency in the implementation of Tier 2 and Tier 3 instruction across the campus.

Root Cause: Staff have a variety of learning levels with regards to providing intervention and there is not a unified system for approaching the intervention.

Problem Statement 3: There is a need to provide a strong focus on high-quality Tier 1 instruction and research-based classroom interventions.

Root Cause: Staff turn over has created inconsistency with the knowledge of the curriculum and how to best implement in the classroom.

Problem Statement 4: 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 emphasized professional learning communities (PLCs). District and campus leaders attended PLC training to understand the process, the four guiding questions, and implementation at the campus level. Sheffield already had a PLC foundation, but annual modifications are made to refine and deepen the PLC culture.

The school established protected time in the master schedule to ensure that teachers could collaborate with each other, instructional coaches, and administrators. This time was designated not as a planning period but as collaborative team time for discussing data and developing student success plans. Throughout the year, PLCs evolved based on the varying needs of both teachers and students. Some grade-level PLCs were more developed due to teacher knowledge and experience, while others were still progressing.

This year's goal was to select essential TEKS for each unit and track data from pre-assessment to post-assessment to monitor growth. However, the fidelity of this approach varied across teams, and maintaining this expectation consistently throughout the school year remains a challenge. This will continue to be an area for growth as Sheffield's culture adapts to staff and campus changes.

As a staff we vow to collectively get a little better each day for our students, each other, and ourselves. 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, and vision statements, focusing on one or more of our collective commitments. This practice has

anchored us in our values as a unified team, and we continuously strive to uphold these commitments in all our actions.

This year, we also implemented a new behavior management system and revised expectations across the school from the perspectives of students, teachers, and administrators. We introduced a school-wide program called "Today I SHINED," which provides a framework for students to define and focus on the character traits of Self-Control, Humility, Integrity, Never Quit Attitude, Excellence, and Strength. Staff use this language to describe students' strengths and areas for improvement, and students select a character trait to focus on each day. Additionally, we adopted the principle that no one has the right to interfere with another person's learning. If students struggle with this, they receive a reset through a Choices program.

To support this new behavioral system, we collaborated with the district to provide Positive Behavioral Facilitators who work with students struggling to make positive choices in the classroom. We also established a PAC classroom for students who receive in-school suspension (ISS), allowing them to continue their learning, receive guidance lessons, and restore relationships before returning to class.

CFBISD also emphasized restorative practices as a key objective for the district. Campus leaders were trained in restorative practices and encouraged to implement them at the campus level to address discipline disparities. We continued this work by sending a team of teachers for training on conducting restorative circles. Upon their return, they trained the entire staff, and restorative circles were implemented school-wide. Restorative practices will remain an area of growth for both campus leaders and teachers, as this practice has not yet fully integrated into the school's culture.

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:

- Sheffield Elementary's dedication to PLCs shows a strong commitment to collaboration, continuous improvement, and data-driven decision-making. The structured time for teachers to work together and the focus on essential TEKS and data tracking are significant strengths.
- Sheffield has established clear, collective commitments that guide their mission and daily actions. This focus on respect, high expectations, accountability, lifelong learning, empathy, and celebrating diversity fosters a positive and inclusive school culture.
- Sheffield's implementation of the "Today I SHINED" program and the Positive Behavioral Facilitators demonstrates a proactive approach to behavior management. These initiatives promote positive character traits and provide structured support for students struggling with behavior.
- 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): 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 2 (Prioritized): 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.

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.

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:

- Sheffield has a core belief that learning is an expectation for everyone, including teachers, staff, and students. Promoting a growth mindset and continuous improvement.
- The staff actively works to develop positive relationships with families, mitigating negative past experiences and fostering a culture of learning and partnership.
- 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): 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.

Problem Statement 3: The school has experienced a higher-than-normal turnover rate among staff, which can disrupt continuity and impact the stability of the learning environment.

Root Cause: Student behavior has been the number one sighted reason for teachers leaving the school.

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 refine the work of Professional Learning Communities and provide ongoing PD as it relates to DDI and MTSS.

Root Cause 2: 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 2 Areas: School Processes & Programs

Problem Statement 3: By the end of 5th grade 56% of our students are not reading on level according to reading level data.

Root Cause 3: 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 Areas: Student Learning

Problem Statement 4: We have a high percentage of employees who have less than 5 years experience as well.

Root Cause 4: Current hiring 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 4 Areas: Demographics

Problem Statement 5: Sheffield's average attendance rate is at 93%.

Root Cause 5: K and 1st grade had the lowest attendance. Sheffield had a large influx in newcomers which accounted for high absenteeism. A small number of students have created the largest impact on our overall attendance. 17.6% of students had double-digit absences.

Problem Statement 5 Areas: Demographics

Problem Statement 6: As a school we have enrolled a large number of new comer students who have large gaps in education.

Root Cause 6: Many of the students have experienced a gap or lack of schooling due to the amount of time they took traveling to the United States and the conditions of that travel.

Problem Statement 6 Areas: Demographics

Problem Statement 7: There is a lack of consistency in the implementation of Tier 2 and Tier 3 instruction across the campus.

Root Cause 7: Staff have a variety of learning levels with regards to providing intervention and there is not a unified system for approaching the intervention.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Teachers and staff are not consistently maintaining and upholding the common area expectations.

Root Cause 8: Not all teachers are confident in what to do if a student is not meeting expectations and what steps to take next.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Student behavior issues affect classroom culture and student motivation to engage in learning.

Root Cause 9: Behavior of students often distracts from the overall learning environment and takes away the learning of all.

Problem Statement 9 Areas: Perceptions

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

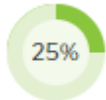









Guiding Objectives

Revised/Approved: August 5, 2024

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2025, school attendance will increase from 93% 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			
Strategy 1: Celebrate students for attending school regularly and on time through LiveSchool program daily. Strategy's Expected Result/Impact: Students that attend school, learn. Tracking this data (attendance and achievement) regularly will result in an increase in both. Staff Responsible for Monitoring: Assistant Principal Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Review and check absences every three weeks sending a report to the campus principal with action steps taken to rectify the attendance issue. Strategy's Expected Result/Impact: Parents will be notified early and often of attendance concerns and students will be attending school more. Staff Responsible for Monitoring: Assistant Principal Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 1 Problem Statements:

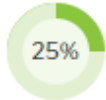

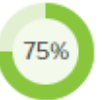



Demographics
Problem Statement 2: Sheffield's average attendance rate is at 93%. Root Cause: K and 1st grade had the lowest attendance. Sheffield had a large influx in newcomers which accounted for high absenteeism. A small number of students have created the largest impact on our overall attendance. 17.6% of students had double-digit absences.





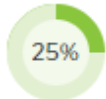


Guiding Objective 1: Optimize Engaging and Diverse Learning

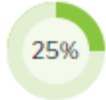





Goal 2: Four out of six grade levels will meet or exceed their grade level projected growth for Spring 2025 math and reading MAP assessments.







High Priority

Evaluation Data Sources: Map Data, District Common Formative Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted tutoring/small groups to students to close gaps through the utilization of Tier 2 and Tier 3 intervention. Strategy's Expected Result/Impact: Students will make a years plus growth and move from does not meet to approaches or higher. Staff Responsible for Monitoring: Principal, Interventionist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2 Funding Sources: Teacher to Support K-5 Students with Tier Intervention - 211 Title I - 211-11-6117-00-125-30-000 - \$21,362, Supplemental intervention and resources for at-risk students - 199-SCE State Comp Ed (SCE) - \$286,600	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct DDI meetings around the essential TEKS for Math and Reading during PLCs to formulate groupings and needs of students. Strategy's Expected Result/Impact: Students will reach proficiency for District Common Formative Assessments around the essential TEKS at higher levels. Staff Responsible for Monitoring: Principal, Coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Title I Instructional Coach - 211 Title I - 211-13-6119-00-125-30-000 - \$91,088	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide additional books of interests to students. Strategy's Expected Result/Impact: Students will enjoy reading more Staff Responsible for Monitoring: Principal, Librarian Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 Funding Sources: Books for students - 211 Title I - 211-11-6329-00-125-99-000 - \$3,000	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 4 Details	Reviews			
Strategy 4: Provide additional targeted tutoring during Extended Day and/or Saturday school to address the intervention needs of students. Strategy's Expected Result/Impact: Increased student knowledge and better mastery of learning. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.6 Problem Statements: Student Learning 1, 2 Funding Sources: Saturday School - 211 Title I - 211-11-6117-00-125-30-000 - \$16,000	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 5 Details	Reviews			
Strategy 5: Provide books for staff study around subjects that will lead to increased student achievement. Strategy's Expected Result/Impact: Staff will create deeper learning on strategies to move student achievement forward. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 Funding Sources: Teacher Resources - Books - 211 Title I - 211-13-6329-00-125-99-000 - \$3,000	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Attend training to help improve the learning and instructional practice across Math and Reading. Strategy's Expected Result/Impact: Teachers will be able to better meet the students needs with a variety of strategies. Staff Responsible for Monitoring: Principal, Math Coach, Language Arts Coach Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Building Thinking Classrooms Training - 211 Title I - \$300	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Provide manipulatives and learning tools to help actively engage students with the learning in the classroom. Strategy's Expected Result/Impact: Students will build engagement through having hands on learning tools for lessons. We will use discipline data and choice 4 data to help us determine the effectiveness. Staff Responsible for Monitoring: Principal, Asst. Principal Title I: 2.4 Problem Statements: Perceptions 2 Funding Sources: Purchasing manipulatives, learning tools, and teacher tools. - 211 Title I - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: Provide online learning platforms to provide students resources to help reading, writing, math, and testing skills. Strategy's Expected Result/Impact: Students will close learning gaps through online tools. Staff Responsible for Monitoring: Principal, ELAR Coach, Math Coach Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 Funding Sources: Subscription to an online reading program for our kinder and first grade students to have a volume of books. - 211 Title I - \$3,500, Provide test prep practice online learning platform to help 3rd-5th graders close gaps. - 211 Title I - \$6,700, Provide 2nd grade teachers with online program to increase engagement in writing. - 211 Title I - \$650	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Provide resources to help students in classrooms to build content vocabulary in math and science lessons. Strategy's Expected Result/Impact: Students will gain a new level of understanding of vocabulary through anchored content vocabulary Staff Responsible for Monitoring: Principal, Content Coach Problem Statements: Demographics 3 - Student Learning 1 Funding Sources: Vocabulary cards for display in the classroom - 211 Title I - \$1,100	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Purchase books for below reading level students to encourage summer reading. Strategy's Expected Result/Impact: Students will have access to books over the summer and continue to grow as readers. Staff Responsible for Monitoring: Principal Title I: 2.4, 4.2 - TEA Priorities: Improve low-performing schools Funding Sources: Books for summer reading - 211 Title I - \$10,000	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A	N/A	



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2 Problem Statements:**Demographics**

Problem Statement 1: We have a high percentage of employees who have less than 5 years experience as well. **Root Cause:** Current hiring 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: As a school we have enrolled a large number of new comer students who have large gaps in education. **Root Cause:** Many of the students have experienced a gap or lack of schooling due to the amount of time they took traveling to the United States and the conditions of that travel.

Student Learning

Problem Statement 1: 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 2: There is a lack of consistency in the implementation of Tier 2 and Tier 3 instruction across the campus. **Root Cause:** Staff have a variety of learning levels with regards to providing intervention and there is not a unified system for approaching the intervention.

School Processes & Programs

Problem Statement 1: 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.

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.

Problem Statement 2: 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.

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

Goal 1: By May 2024, 100% of CFBISD required safety and security drills and meetings will be conducted and monitored for effectiveness through Raptor.

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

Strategy 1 Details	Reviews			
Strategy 1: Schedule all drills, safety meetings, and crisis team meetings for August-May. Strategy's Expected Result/Impact: All drills will be scheduled and reviewed for effectiveness regularly to ensure optimized safety and efficiency. Staff Responsible for Monitoring: AP, Security Officer. Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Train all campus staff using Raptor and Emergency Response Guides for all safety and security drills. Strategy's Expected Result/Impact: All staff will be educated on the appropriate responses and procedures for safety and security drills. Staff Responsible for Monitoring: AP, Security Officer. Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				








Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 2: 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.

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

Goal 2: By May 2024, documentation will consistently show work orders being submitted in order to maintain our school building.

Evaluation Data Sources: Work Orders

Strategy 1 Details	Reviews			
Strategy 1: Conduct weekly walks of the building and grounds once weekly to review needs for work orders or cleaning. Strategy's Expected Result/Impact: The school will be maintained and functional for student learning. Staff Responsible for Monitoring: Principal, Secretary Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 2 Problem Statements:

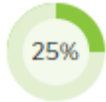






School Processes & Programs
Problem Statement 2: Teachers and staff are not consistently maintaining and upholding the common area expectations. Root Cause: Not all teachers are confident in what to do if a student is not meeting expectations and what steps to take next.

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2024, 100% of Emergent Bilingual families would have been invited to participate in a series of parent education programs to provide information to help their child succeed social and emotionally in school.

High Priority

Evaluation Data Sources: Map Scores, Parent surveys, sign-in sheets, parent square, etc.

Strategy 1 Details		Reviews			
Strategy 1: Provide parent education classes to emergent bilingual students families around the topics of technology, digital footprint, MAP, online learning tools, MAP, reading and math instruction, and navigating the education system. Strategy's Expected Result/Impact: Families will be more aware of how to help their children be successful in school. Students overall achievement will increase. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 4.2 Problem Statements: Demographics 3 Funding Sources: Staff to conduct the parent education and provide childcare. - 211 Title I - 211-61-6117-00-125-30-000 - \$3,500		Formative			Summative
		Oct	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

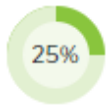

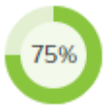







Goal 1 Problem Statements:

Demographics
Problem Statement 3: As a school we have enrolled a large number of new comer students who have large gaps in education. Root Cause: Many of the students have experienced a gap or lack of schooling due to the amount of time they took traveling to the United States and the conditions of that travel.

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

Goal 1: By May 18th, 2025 office referrals will have decreased by 20% year over year.

Evaluation Data Sources: Discipline data

Strategy 1 Details	Reviews			
Strategy 1: Refine "Today I Shined" school wide behavior plan in all classrooms throughout the building. Strategy's Expected Result/Impact: Students will increase their emotional regulation and thus we will have a decrease need for student referrals. Staff Responsible for Monitoring: Assistant Principal, Behavior Team TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1, 2 Funding Sources: Online Behavior Management Tracker - 211 Title I - 211-11-6299-00-125-99-000 - \$4,158, Student Incentives - 211 Title I - 211-11-6399-00-125-99-000 - \$1,442	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide students the opportunity to participate in circles to build classroom connection and camaraderie. Strategy's Expected Result/Impact: Students will have the opportunity to start their day focused on positive behaviors and end their days reflecting on what went well. Staff Responsible for Monitoring: Counselors, Teachers Problem Statements: Perceptions 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

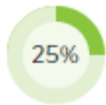

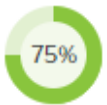
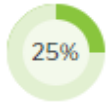






Goal 1 Problem Statements:

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.
Problem Statement 2: 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.

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

Demographics
Problem Statement 1: We have a high percentage of employees who have less than 5 years experience as well. Root Cause: Current hiring conditions in the Metroplex make it easy to move within and between schools. Exiting employees site student behavior as a reason for leaving.

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 - Previous

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.

Title I - Updated

Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Hillary Tuerck	Teacher
Classroom Teacher	Courtney McCollum	Teacher
Classroom Teacher	Ashley Martinez	Classroom Teacher
Business Representative	Chris Crawford	Business Member
Business Representative	Emily Crawford	Business Member
Parent	Sonali Chinchalkar	Parent
Parent	Evony Dotson	Parent
Parent	Keiza Cobbs	Parent
Non-classroom Professional	Jennifer Munoz	Dyslexia Specialist
Classroom Teacher	Kevin Martin	Teacher
Non-classroom Professional	Joy Kistler	Counselor
Non-classroom Professional	Tori Martin	Counselor
Classroom Teacher	Emily Hudnall	SPED Teacher
Classroom Teacher	Karen Fegley	Teacher
Classroom Teacher	Maria Bonilla	Teacher
Classroom Teacher	Teri Washington	Teacher
Administrator	Priscilla Monroy	Assistant Principal
Administrator	Robert Atchison	Principal
Administrator	Joshua Nasiatka	Assistant Principal

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/1/2024	Brian Moersch	8/8/2024
Child Abuse and Neglect	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Coordinated Health Program	Director of Athletics	7/16/2024	Renee Putter	7/16/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Curriculum and Instruction	8/16/2024	Brian Moersch	8/16/2024
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	7/31/2024	Lance Hamlin	8/2/2024
Dropout Prevention	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Dyslexia Treatment Program	Director of Special Services	8/16/2024	Sara Roland	8/2/2024
Title I, Part C Migrant	Director of Federal Programs	7/8/2024	Lori Traynham	7/9/2024
Pregnancy Related Services	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Post-Secondary Preparedness	Coor College and Career/CTE		Aurora St. Laurent	8/9/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/17/2024	Brian Moersch	7/17/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/2/2024	Sara Roland	8/2/2024
Technology Integration	Chief Technology Officer		Robin Stout	7/22/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security	7/29/2024	Rachael Freeman	7/29/2024
Title I Parent Involvement Policy	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024
ESSA Program Descriptions	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024