

Carrollton-Farmers Branch Independent School District

Sheffield Elementary

2025-2026 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 two special education units that serves students K-5th in a Functional Service Learning Classroom. In May 2023 there were 596 1st-5th grade students enrolled at Sheffield. This year (2024-2025) Sheffield's enrollment increased to 658 students K - 5th grade. The campus anticipates that membership will continue to steadily grow with the addition of Pre-Kinder in the 2025-2026 school year. Sheffield mainly serves two demographic groups with a small percentage in others - Hispanic (68.69%), African American (24.16%), White (3.65%), Asian (1.52%), and Two or More Races (1.82%).

The last published mobility rate of 30.44% for 2024-2025 at Sheffield Elementary is above the state average of 16.8%. Our attendance rate for the 2023-2024 school year was 93.6%, which is a 0.4% increase from the previous school year. Sheffield Elementary serves 62.46% of Emergent Bilinguals (EB) and 14.44% of Special Education. Additionally, 81.16% are economically disadvantaged and 82.07% are identified as at-risk. In the 2023-2024 school year 8.75% of the school's students were classified as gifted and talented, by the end of the 2024-2025 school year 10% of our students have been identified as GT.

Sheffield Elementary employs a dedicated staff that is dedicated to their overall academic success. 48.8% of the teachers are serving with 1-5 years of experience. The demographic makeup of the teaching staff is 13% African American, 42.9% Hispanic, 33.8% White, and 6.5% Two or more.

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 three 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.

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): 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 3: As a school we have struggled to get parents engaged in learning opportunities and the PTA.

Root Cause: The high mobility rate of our student body creates a struggle for families and parents to establish roots in the Sheffield community.

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 (2022, 2023, & 2024). Student information was disaggregated by Emergent Bilinguals (EBs), at-risk, and special education. A summary of the data is listed below.

Reading STAAR Results 2022 - 2024 Comparison

Reading STAAR	Approaches			Meets			Masters		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
3rd	59	53	65	43	18	26	20	4	9
4th	38	58	67	17	17	49	8	10	23
5th	59	63	74	36	32	49	16	17	32

Math STAAR	Approaches			Meets			Masters		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
3rd	55	42	47	25	14	17	13	1	6
4th	36	35	47	18	18	27	1	3	27
5th	47	78	66	13	38	43	6	13	17

Science STAAR	Approaches			Meets			Masters		
	2023	2024	2025	2023	2024	2025	2023	2024	2025

Science STAAR	Approaches			Meets			Masters		
5th	19	39	37	4	10	9	0	1	1

Projected Proficiency MAP Spring 2025

Math

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	%	Count	%	Count	%	Count	%
K	109	55	51%	23	21	20	18	11	10%
1	107	81	76%	12	11	11	10	3	3%
2	104	68	60%	26	25%	12	11%	4	4%
3	116	68	59%	19	16%	24	21%	5	4%
4	104	57	55%	20	19%	19	18%	8	8%
5	105	63	60%	22	21%	9	9%	11	10%
Total	645	392	60.77%	122	18.91%	95	14.73%	42	6.51%

Spanish Reading

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	%	Count	%	Count	%	Count	%
K	61	26	43%	11	18%	19	31%	5	8%
1	78	42	54%	19	24%	10	13%	7	9%
2	64	22	34%	9	14%	18	28%	15	28%

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	%	Count	%	Count	%	Count	%
3	63	20	32%	7	11%	12	19%	24	38%
4	71	23	33%	18	25%	15	21%	15	21%
5	64	41	64%	8	13%	6	9%	9	14%
Total	401	174	43.4%	72	18%	80	20%	75	18.7%

Reading

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	%	Count	%	Count	%	Count	%
K	107	53	49.53%	31	28.97%	14	13.08%	9	8.41%
1	108	82	75.93%	19	17.59%	5	4.63%	2	1.85%
2	102	64	62.75%	20	19.61%	14	13.73%	4	3.92%
3	117	68	58.12%	24	20.51%	18	15.38%	7	5.98%
4	105	68	64.76%	16	15.24%	11	10.48%	10	9.52%
5	103	55	53.4%	19	18.45%	19	18.45%	10	9.71%
Total	643	390	60.65%	129	20.06%	71	11.04%	42	6.53%

Science

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	%	Count	%	Count	%	Count	%
5	104	72	69.23%	16	16.35%	11	10.58%	4	3.85%
Total	104	72	69.23%	16	16.35%	11	10.58%	4	3.85%

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

- Both STAAR Spanish and English reading data for All Testers increased for the Approaches grade level category in 3rd, 4th, and 5th grades from 2023-2024.
- STAAR Math data increased for the Approaches grade level category in 3rd and 4th grades from 2023-2024.
- STAAR Science data for the Approaches grade level category for 5th grade from 2023-2024.

School Processes & Programs:

In 2021, Carrollton-Farmers Branch ISD (CFBISD) launched a district-wide initiative focused on strengthening Professional Learning Communities (PLCs). District and campus leaders, including those from Sheffield Elementary, attended formal PLC training to deepen their understanding of the PLC framework, including the four guiding questions and how to implement PLCs effectively at the campus level.

Sheffield already had foundational PLC structures in place, but adjustments are made annually to deepen alignment with PLC best practices. The master schedule was strategically designed to include protected time for collaboration among teachers, instructional coaches, and administrators. This time has been purposefully shifted from traditional lesson planning toward true collaborative work focused on data analysis, instructional planning, and monitoring student progress.

Throughout the school year, PLCs at Sheffield evolved in response to the diverse needs of both students and staff. Variations in PLC effectiveness were noted, often influenced by differences in teacher experience and team dynamics. A key campus goal was for each grade level to identify essential TEKS for every unit and track student progress from pre- to post-assessment. While some teams implemented this with fidelity, campus-wide consistency was an area for improvement. As staff and campus needs evolve, continuing to strengthen PLC structures and expectations remains a focus area for growth.

At the beginning of the 20-23-2024 school year, staff collaboratively developed collective commitments to guide our work and build a unified culture grounded in our core beliefs. Each year, we revisit and revise if needed. These commitments are:

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.

These commitments are regularly revisited during staff meetings, along with our school's motto, mission, and vision. Doing so centers our collective work, reinforcing a shared purpose and fostering alignment across all campus initiatives.

In the 2023–2024 school year, Sheffield launched a campus-wide behavior management system with clear expectations developed from teacher, student, and administrative input. A key part of this was the rollout of the “Today I SHINED” program, which promotes student ownership of behavior through daily self-selection of a character trait aligned to:

Self-Control, Humility, Integrity, Never Quit Attitude, Excellence, and Strength

Staff consistently use this shared language to positively reinforce behavior and provide clear guidance for improvement. A foundational expectation introduced in all classrooms is: "No one has the right to interfere with the learning of another." When students struggle to meet expectations, they receive a reset opportunity through the Choices program, which promotes reflection and accountability.

To provide additional support for students demonstrating ongoing behavioral challenges, the school partnered with the district to implement Positive Behavior Facilitators. These professionals work directly with students to build replacement behaviors and reinforce positive choices. For students receiving in-school suspension, our PAC (Positive Action Center) classroom provides an alternative learning space that includes access to core instruction, restorative lessons, and relationship repair before re-entry to class.

Districtwide, CFBISD emphasized Restorative Practices as a core strategy for improving school culture and reducing disproportionality in discipline. As part of this initiative, selected Sheffield staff were trained in the Safe & Civil Schools (SCS) framework, an evidence-based approach that supports positive behavior, schoolwide consistency, and preventative discipline. Upon return, these staff led professional learning to align SCS practices with our existing systems and to promote restorative approaches.

While Sheffield has seen a significant reduction in behavior incidents, reportedly by 45% year over year, this area continues to be a growth focus. As we enter the 2025–2026 school year, our leadership team is committed to strengthening alignment, calibrating expectations, and embedding restorative and preventative practices across all classrooms.

Student Learning Strengths

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

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 - Both STAAR Spanish and English reading data for All Testers increased for the Approaches grade level category in 3rd, 4th, and 5th grades from 2023-2024.
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 - STAAR Science data for the Approaches grade level category for 5th grade from 2023-2024.

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

Professional Learning Communities (PLCs) have been a central focus in CFBISD for many years, with district and campus leaders receiving training on the PLC process, including the four guiding questions and strategies for campus-wide implementation. At Sheffield, we had already established a strong PLC foundation. However, we continue to refine and deepen our collaborative culture each year through thoughtful adjustments and intentional planning.

Our master schedule includes protected time for teachers to collaborate with their teams, instructional coaches, and administrators. This time is not simply for planning, but is dedicated to meaningful collaboration—analyzing student data, designing lessons, and developing intervention and enrichment strategies to support student success. Throughout the year, PLCs evolved to meet the specific needs of teachers and students. Some teams advanced more quickly due to experience and instructional background, while others continued to develop their collaborative practices.

One of our primary goals this year was to identify essential TEKS for each unit and track student growth from pre-assessment to post-assessment. While some teams implemented this with fidelity, consistency across all grade levels remains an area of growth. As staff and campus dynamics continue to evolve, we are committed to strengthening our approach to collaborative planning and data-driven instruction. This year we also had a large focus on the internalization of the lessons

At Sheffield, we are united in our belief that we must get a little better each day—for our students, for each other, and for ourselves. At the beginning of the school year, staff created and committed to shared values that guide our daily work:

- We will collaborate to build a culture of respect, high expectations, accountability, and lifelong learning that fosters student growth.
- We will use data to guide instruction, providing every student with the opportunity to succeed and supporting one another in reaching students' highest potential each day.
- We will view students, staff, and families through a lens of empathy and compassion to cultivate a safe, loving, and socially supportive learning environment.
- We will celebrate each student as a unique individual and empower them to achieve goals that prepare them for success beyond the walls of Sheffield.
- We will create opportunities for students, staff, and families to celebrate and honor the diverse cultures of our school community.

These commitments are revisited regularly. Each staff meeting begins with a focus on our motto, mission, and vision, helping anchor our work and decisions in our shared beliefs.

Sheffield's commitment to culture and behavior supports is equally strong. Our school-wide behavior system, Today I SHINED, reinforces six core character traits: Self-Control, Humility, Integrity, Never Quit Attitude, Excellence, and Strength.

Students reflect on these traits daily, choosing one to focus on, while staff incorporate this language into classroom culture and student feedback. We believe that no one has the right to interfere with another's learning. When students struggle with this, they participate in a structured process called Choices, designed to help them reset and return to class ready to learn.

To further support this behavioral system, we have Positive Behavior Facilitators (PBFs) who work directly with students needing additional support in making positive choices. We also established a PAC classroom for students assigned to in-school suspension (ISS), where they continue academic work, receive guidance lessons, and are supported in restoring relationships before returning to class.

In alignment with district priorities, Sheffield has also embraced restorative practices. Campus leaders were trained and tasked with integrating restorative approaches to address discipline disparities and strengthen school culture. We took this further by sending a team of teachers for formal restorative circle training. Upon their return, they trained the full staff, and restorative circles were implemented across the campus. While this work is still in progress, it represents a powerful shift in how we support students socially and emotionally. Continued growth in restorative practices will remain a campus priority as we work toward full cultural integration.

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 have 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 from school counselors.

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: 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 3 (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.

Perceptions

Perceptions Summary

At Sheffield Elementary, learning is the expectation for students, staff, and families alike. As a school community, we believe that everyone is a lifelong learner with areas in which they can continue to grow and improve. We recognize that many families come to us with a variety of school experiences, some of which may have been negative. That is why we prioritize building strong relationships with our families and working in partnership with them to maintain a culture of learning and trust.

Our shared mission is to narrow the opportunity and achievement gap for all students, especially those who are economically disadvantaged or bilingual. We are committed to ensuring that every child learns at high levels. This commitment is reflected in our master schedule, the push-in and pull-out academic supports we offer, and our intentional hiring of high-quality staff members who are dedicated to student success.

At Sheffield, we also understand that many students come to school with experiences of trauma. In response, our team takes a compassionate, proactive approach to supporting the whole child. Our administrative team partners with Communities in Schools (CIS), counselors, and other community organizations to provide families with food, clothing, supplies, and emotional support. Around the holidays, we distribute gifts and gift cards to ensure families have what they need. Through CIS and our two full-time counselors, we also provide weekend food boxes, school supplies, and access to clothing via the district's Giving House initiative.

Behavioral support at Sheffield is not about punishment; it is about understanding and growth. Our two Positive Behavior Facilitators (PBFs) work with general education students to establish safe strategies for emotional regulation. Alongside administrators, they create plans that are responsive to each child's needs, especially for those affected by trauma. Every student struggling with behavior has a connection to a trusted adult who helps them feel seen, heard, and supported. At Sheffield, students know that school is a safe place, a place where they will be held accountable with care and guided toward becoming the best version of themselves.

We also recognize that strong communication is the foundation of strong partnerships. At Sheffield, all staff are expected to actively engage families through Positive Parent Phone Calls and the use of ParentSquare, a digital platform that keeps families informed in both English and Spanish. Many of our staff are bilingual, allowing us to communicate effectively with Spanish-speaking families. While communication is a strength at Sheffield, we continue to reflect and grow in this area, especially in building positive relationships, preventing misunderstandings, and de-escalating concerns with empathy and professionalism.

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 can sometimes affect classroom culture and student motivation to engage in learning.

Root Cause: Behavior of students can distract 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 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.

Root Cause 4: Current hiring conditions in the Metroplex make it easy to move within and between schools. Exiting employees cite student behavior as a reason for leaving.

Problem Statement 4 Areas: Demographics

Problem Statement 5: As a school we have enrolled a large number of new comer students who have large gaps in education.

Root Cause 5: 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 5 Areas: Demographics

Problem Statement 6: There is a lack of consistency in the implementation of Tier 2 and Tier 3 instruction across the campus.

Root Cause 6: 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 6 Areas: Student Learning

Problem Statement 7: Teachers and staff are not consistently maintaining and upholding the common area expectations.

Root Cause 7: Not all teachers are confident in what to do if a student is not meeting expectations and what steps to take next.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Student behavior issues can sometimes affect classroom culture and student motivation to engage in learning.

Root Cause 8: Behavior of students can distract from the overall learning environment and takes away the learning of all.

Problem Statement 8 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: July 14, 2025

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: Four out of six grade levels will meet or exceed their grade level projected growth for Spring 2026 math and reading MAP assessments.

High Priority

Evaluation Data Sources: Map Data, District Common Formative Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide targeted tutoring/small groups to students to close gaps through the utilization of Tier 2 and Tier 3 intervention.</p> <p>Strategy's Expected Result/Impact: Students will make a years plus growth and move from does not meet to approaches or higher.</p> <p>Staff Responsible for Monitoring: Principal, Interventionist</p> <p>Title I: 2.51, 2.53, 2.531 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Supplemental intervention and resources for at-risk students - 199-SCE State Comp Ed (SCE) - \$286,600, Teacher to Support K-5 Students with Tier Intervention - 211 Title I - 211-11-6117-00-125-30-000 - \$27,898</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct DDI meetings around the essential TEKS for Math and Reading during PLCs to formulate groupings and needs of students.</p> <p>Strategy's Expected Result/Impact: Students will reach proficiency for District Common Formative Assessments around the essential TEKS at higher levels.</p> <p>Staff Responsible for Monitoring: Principal, Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Title I Instructional Coach - 211 Title I - 211-13-6119-00-125-30-000 - \$131,932</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide additional targeted tutoring during Extended Day and/or Saturday school to address the intervention needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student knowledge and better mastery of learning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Extended Day - 211 Title I - 211-11-6117-00-125-30-000 - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide books for staff study around subjects that will lead to increased student achievement.</p> <p>Strategy's Expected Result/Impact: Staff will create deeper learning on strategies to move student achievement forward.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Teacher Resources - Books - 211 Title I - 211-13-6329-00-125-30-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Attend training to help improve the learning and instructional practice across Math and Reading.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to better meet the students needs with a variety of strategies.</p> <p>Staff Responsible for Monitoring: Principal, Math Coach, Language Arts Coach</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Building Thinking Classrooms Training - 211 Title I - 211-13-6411-00-125-30-000 - \$300</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide online learning platforms to provide students resources to help reading, writing, math, and testing skills.</p> <p>Strategy's Expected Result/Impact: Students will close learning gaps through online tools.</p> <p>Staff Responsible for Monitoring: Principal, ELAR Coach, Math Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Subscription to an online reading program for our kinder and first grade students to have a volume of books. - 211 Title I - 211-11-6329-00-125-30-000 - \$3,500, Provide test prep practice online learning platform to help 3rd-5th graders close gaps. - 211 Title I - 211-11-6399-00-125-30-000 - \$4,000, Provide 2nd grade teachers with online program to increase engagement in writing. - 211 Title I - 211-11-6399-00-125-30-000 - \$650</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 1: We have a high percentage of employees who have less than 5 years experience. 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.</p>

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.

Guiding Objective 1: Optimize Engaging and Diverse Learning

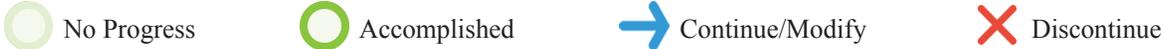
Goal 2: By the end of the 2025-2026 school year, Sheffield will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Reading from 30% to 35%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Map Data, STAAR Results, Formative Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide targeted tutoring and intervention groups to facilitate student growth.</p> <p>Strategy's Expected Result/Impact: Students will make a years plus growth and move from does not meet to approaches or higher.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionist, Coaches</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June



Goal 2 Problem Statements:

Student Learning
<p>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.</p>
School Processes & Programs
<p>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.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By the end of the 2025-2026 school year, Sheffield will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Math from 16% to 21%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Map Data, STAAR Results, Formative Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide targeted tutoring and intervention groups to facilitate student growth.</p> <p>Strategy's Expected Result/Impact: Students will make a years plus growth and move from does not meet to approaches or higher.</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3 Problem Statements:

Student Learning
<p>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.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By the end of the 2025-2026 school year, Sheffield Elementary will increase a minimum of 3% in the percentage of Grade 5 students at Meets Grade Level or above on STAAR Math from 29% to 32%.

High Priority

Evaluation Data Sources: STAAR, DCFA, MAP, Classroom Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Walkthrough feedback cycles to monitor instruction and use of multilingual instructional strategies will include coaching from district level administrators, campus administrators and instructional coaches. Specific monitoring on Tier 1 expectations, Fundamental 5,ELPS, visuals and curriculum alignment will be tracked, monitored and reinforced through staff development.</p> <p>Strategy's Expected Result/Impact: Emergent Bilingual students will increase in meets grade level by a minimum of 3%.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By 2026, students will increase in the percentage of emergent bilingual students advancing at least one TELPAS proficiency level.

Evaluation Data Sources: TELPAS, iStation Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide targeted tutoring and intervention groups to facilitate student growth.</p> <p>Strategy's Expected Result/Impact: Students will make a years plus growth and move from does not meet to approaches or higher.</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5 Problem Statements:

Demographics
<p>Problem Statement 2: 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.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: Sheffield will increase the percentage of students from 60th percentile to 62nd percentile meeting growth measures from Beginning of Year to End of Year assessments on the Math MAP.

Evaluation Data Sources: Map Data, District Summative Tests, Progress Learning

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide manipulatives and learning tools to help actively engage students with the learning in the classroom.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Purchasing manipulatives, learning tools, and teacher tools. - 211 Title I - 211-11-6399-00-125-30-000 - \$1,200</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 6 Problem Statements:

Student Learning
<p>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.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 7: Sheffield will increase the percentage of students from 47th percentile to 50th percentile meeting growth measures from Beginning of Year to End of Year assessments on the Reading MAP.

Evaluation Data Sources: Map Data, District Summative Tests, Progress Learning

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide additional books of interests to students. Strategy's Expected Result/Impact: Students will enjoy reading more Staff Responsible for Monitoring: Principal, Librarian</p> <p>Title I: 2.51, 2.53 Problem Statements: Demographics 2 - Student Learning 1, 2 Funding Sources: Books for students - 211 Title I - 211-11-6329-00-125-30-000 - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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</p> <p>TEA Priorities: Improve low-performing schools - Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: Books for summer reading - 211 Title I - 211-11-6329-00-125-30-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 7 Problem Statements:

Demographics

Problem Statement 2: 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.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 8: Sheffield will increase the percentage of kindergarten - second grade students who perform at meets grade level on foundational skills mastery on MAP Reading Fluency Literacy screener in phonics and phonological awareness.

Evaluation Data Sources: Map Data, iStation, Progress Learning

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide targeted tutoring and intervention groups to facilitate student growth. Strategy's Expected Result/Impact: Students will make a years plus growth on MAP.</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 8 Problem Statements:

Demographics
<p>Problem Statement 2: 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.</p>
Student Learning
<p>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.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 9: By the end of the 2025-2026 school year, Sheffield will increase in the percentage of Pre-K students who meet expectations at the end of Pre-K on the Circle assessment.

Evaluation Data Sources: Circle assessment, formative assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will make a years plus growth and move from does not meet to approaches or higher. Strategy's Expected Result/Impact: Students will make a years plus growth according to the circle test.</p> <p>Title I: 2.51, 2.53 Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 9 Problem Statements:

Perceptions
<p>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.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 10: By the end of the 2025-2026 school year, Sheffield will increase the percentage of special education students achieving at Meets Grade Level on STAAR Reading and Math by 10 percentage points.

High Priority

Evaluation Data Sources: STAAR results, MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide targeted tutoring/small groups to students to close gaps</p> <p>Strategy's Expected Result/Impact: Increase in student achievement for students receiving Special education services.</p> <p>Staff Responsible for Monitoring: Admin, Instructional coaches, Teachers</p> <p>Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct progress monitoring every 3 weeks using tools like iStation, Progress Learning or MAP to track growth and inform instruction.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement for students receiving Special education services.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coaches, Teachers</p> <p>Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase the use of inclusive instructional models, such as push-in support, to provide access to grade-level TEKS.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement for students receiving Special education services.</p> <p>Staff Responsible for Monitoring: Admin, Instructional coaches, and Special Education Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 10 Problem Statements:

Student Learning

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.

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

Goal 1: By May 2026, 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			
<p>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 3 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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: 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:

School Processes & Programs
<p>Problem Statement 3: 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.</p>
Perceptions
<p>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.</p>
<p>Problem Statement 2: Student behavior issues can sometimes affect classroom culture and student motivation to engage in learning. Root Cause: Behavior of students can distract from the overall learning environment and takes away the learning of all.</p>

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2026, 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			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Staff to conduct the parent education and provide childcare. - 211 Title I - 211-61-6117-00-125-30-000 - \$3,500</p>	Formative			Summative
	Oct	Jan	Mar	June



Goal 1 Problem Statements:

Demographics
<p>Problem Statement 2: 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.</p>

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

Goal 1: By May 2026 office referrals will have decreased by 20% year over year.

Evaluation Data Sources: Discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: Refine "Today I Shined" school wide behavior plan in all classrooms throughout the building.</p> <p>Strategy's Expected Result/Impact: Students will increase their emotional regulation and thus we will have a decrease need for student referrals.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Behavior Team</p> <p>Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: Online Behavior Management Tracker - 211 Title I - 211-11-6399-00-125-30-000 - \$2,000, Student Incentives - 211 Title I - 211-11-6399-00-125-30-000 - \$200</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide students the opportunity to participate in circles to build classroom connection and camaraderie.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Counselors, Teachers</p> <p>Problem Statements: 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>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.</p>

Perceptions

Problem Statement 2: Student behavior issues can sometimes affect classroom culture and student motivation to engage in learning. **Root Cause:** Behavior of students can distract from the overall learning environment and takes away the learning of all.

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May of 2026, campus will have a staff retention rate equal to or greater than the district.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create systems to support teams with the overall implementation of behavior and academic expectations throughout the year.</p> <p>Strategy's Expected Result/Impact: Higher retention of all teachers.</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1, 3 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide new teachers, and teachers who need additional support, access to monthly professional development delivered just in time for implementation.</p> <p>Strategy's Expected Result/Impact: Increase in the retention of new teachers.</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: AVID Conference - 211 Title I - 211-13-6411-00-125-30-000 - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 1: We have a high percentage of employees who have less than 5 years experience. 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.</p>

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.

Problem Statement 3: 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

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.

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. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

An annual CNA was conducted using input from staff, parents, administrators, and community stakeholders via surveys, meetings, and student data reviews. The assessment analyzed demographics, student achievement (STAAR, MAP, F&P), programs, and perceptions. The CNA focused on academic growth, social-emotional development, and campus improvement priorities.

1.2: Location for Evidence of Multiple Meetings Held

CIC meetings and leadership team reviews contributed to data collection and plan development. Stakeholder input was also gathered through surveys and documented meetings. CIC membership is listed.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The Sheffield Elementary Campus Improvement Plan (CIP) for the 2025–2026 school year was developed based on the findings of a comprehensive needs assessment (CNA), which was conducted in collaboration with staff, parents, administrators, and community stakeholders. The CNA was finalized and approved in May 2025. Using this data, the CIP was drafted in June and revised through input from the Campus Improvement Committee (CIC). The final version of the plan was approved by the CIC and campus leadership on July 30, 2025.

The CIP is monitored continuously throughout the school year using district and campus data sources, including MAP, STAAR, TELPAS, attendance, discipline, and student perception surveys. Formative progress checks are conducted quarterly in alignment with district benchmarks, and adjustments are made during CIC and leadership meetings to ensure alignment with the goals outlined in the plan.

The annual evaluation of the CIP occurs in May and June and is used to determine program effectiveness and drive revisions for the following school year.

2.2: Stakeholders 1114(b)(2)

Stakeholders include administrators, teachers, parents, and business/community members as documented in the Campus Improvement Committee roster.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The CIP is accessible on the district and campus websites with translation features. Printed fliers and meetings are provided in both English and Spanish.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

The CIP integrates services from Title I, State Comp Ed, EB, SPED, SEL, and MTSS through strategic planning, PLCs, intervention systems (SNAP), and extended learning time.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

The CIP includes:

- Targeted interventions (Tier 2/3, Saturday School, online learning platforms)
- Extended learning opportunities (WIN time, summer reading, tutoring)
- SEL programs (Today I SHINED, restorative practices, trauma-informed supports)
- Supports for at-risk, SPED, and EB students
- Family engagement events (Parent education for EB families, ParentSquare communication)
- Professional development (PLC, DDI, AVID, online tools)

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The CIP is reviewed quarterly by the leadership and CIC teams. Evaluation metrics include MAP, STAAR, TELPAS, attendance, discipline, and perception data. Annual review drives revisions.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lisa Capps	Title I Instructional Math Coach	Title I	1
Stephanie Buckingham	Title I Instructional RLA Coach	Title I	1

Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Erika Saunders	Teacher
Classroom Teacher	Heidy Gonzalez	Teacher
Classroom Teacher	Courtney McCollum	Teacher
Classroom Teacher	Dolly Hernandez	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
Non-classroom Professional	Anna Alfaro	Counselor
Non-classroom Professional	Ashraf Sheikh	Counselor
Classroom Teacher	Kevin Martin	Teacher
Classroom Teacher	Emily Hudnall	SPED Teacher
Classroom Teacher	Karen Fegley	Teacher
Classroom Teacher	Maria Bonilla	Teacher
Classroom Teacher	Teri Washington	Teacher
Administrator	Yoely Alfano	Assistant Principal
Administrator	Shamsah Sheikh	Assistant Principal
Administrator	Joshua Nasiatka	Principal

Campus Funding Summary

199-SCE State Comp Ed (SCE)					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental intervention and resources for at-risk students		\$286,600.00
Sub-Total					\$286,600.00
Budgeted Fund Source Amount					\$286,600.00
+/- Difference					\$0.00
211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher to Support K-5 Students with Tier Intervention	211-11-6117-00-125-30-000	\$27,898.00
1	1	2	Title I Instructional Coach	211-13-6119-00-125-30-000	\$131,932.00
1	1	3	Extended Day	211-11-6117-00-125-30-000	\$4,000.00
1	1	4	Teacher Resources - Books	211-13-6329-00-125-30-000	\$1,000.00
1	1	5	Building Thinking Classrooms Training	211-13-6411-00-125-30-000	\$300.00
1	1	6	Provide test prep practice online learning platform to help 3rd-5th graders close gaps.	211-11-6399-00-125-30-000	\$4,000.00
1	1	6	Subscription to an online reading program for our kinder and first grade students to have a volume of books.	211-11-6329-00-125-30-000	\$3,500.00
1	1	6	Provide 2nd grade teachers with online program to increase engagement in writing.	211-11-6399-00-125-30-000	\$650.00
1	6	1	Purchasing manipulatives, learning tools, and teacher tools.	211-11-6399-00-125-30-000	\$1,200.00
1	7	1	Books for students	211-11-6329-00-125-30-000	\$500.00
1	7	2	Books for summer reading	211-11-6329-00-125-30-000	\$1,000.00
3	1	1	Staff to conduct the parent education and provide childcare.	211-61-6117-00-125-30-000	\$3,500.00
4	1	1	Online Behavior Management Tracker	211-11-6399-00-125-30-000	\$2,000.00
4	1	1	Student Incentives	211-11-6399-00-125-30-000	\$200.00
5	1	2	AVID Conference	211-13-6411-00-125-30-000	\$3,000.00
Sub-Total					\$184,680.00
Budgeted Fund Source Amount					\$184,680.00
+/- Difference					\$0.00

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
				Grand Total Budgeted	\$471,280.00
				Grand Total Spent	\$471,280.00
				+/- Difference	\$0.00

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	8/26/2025	Tracey Battle	8/26/2025
Child Abuse and Neglect	Executive Director of Counseling Services	8/11/2025	Victoria Cisneros	8/11/2025
Coordinated Health Program	Director of Athletics		Jonathan Wilk	8/11/2025
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	8/28/2025	Tracey Battle	8/28/2025
Dropout Prevention	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Dyslexia Treatment Program	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Pregnancy Related Services	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/11/2025	Sara Roland	8/12/2025
Technology Integration	Chief Technology Officer		Robin Stout	8/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security		Rachael Freeman	8/15/2025
Title I Parent Involvement Policy	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025
ESSA Program Descriptions	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025