

Sheffield Elementary Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts

By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equitable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

Increase Reading and Language Arts for all students, including TSI identified (B/H/N, ED, ELL, H). The majority of our school's population are situated into the subgroups. Therefore, we will implement strategies that are beneficial to all students including students who belong to subgroups.

Performance Measure

Sheffield Elementary School will increase its students Met and Exceeded proficiency rate on the reading/language arts portion of TCAP in grades 3-5 from 8.3% in SY24 to 13.5% in SY26.

Economically disadvantaged will increase in ELA from 8.5% to 13.5% proficiency rates.

B/H/N/ will increase in ELA from 8.3% proficiency to 13.5% proficiency.

English Language Learners will increase from 8.5% to 13.5% proficiency.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

IReady Data

School-wide Formative Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standards Aligned Core Instruction Provide daily access to a rigorous reading and language arts curriculum that will develop all	[A 1.1.1] Implement Effective Instructional Practices Teachers will engage all students including TSI	Sonia Bolden (principal), Herman	05/21/2026		

students including the TSI identified groups (B/H/N/ELL, ED, H) deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. Ensure that the access is thoroughly planned for, practiced by consistently checking plans and engaging in deliberate practice with teachers to ensure that we are planning for misconceptions that may arise based on students' needs and levels of understanding. Benchmark Indicator **Benchmark Indicator** Implementation * bi-weekly school-wide formative assessments * weekly monitoring of lesson plans * weekly collaborative planning and deliberate practice * monthly observation/feedback cycle implementation Effectiveness: * bi-weekly assessments will reflect a 5% increase in the number of students including (B/H/N, ED, ELL, H) scoring 80% or better after each assessment and/or a 5% increase in the number of students mastering retaught standards. * Weekly monitoring of lesson plans will show that 100% of teachers are on track with following curriculum * 100% of Teachers will engage in deliberate practice of content weekly * Monthly observation/feedback cycles will reflect best practices and effective practices that align to the standards at 100% that will result in teacher TEM and LOE scores increasing by one level: from 2 to 3; 3 to 4; 4 to 5.	identified subgroups (B/H/N/ED, ELL, H) in instructional practices, objectives, vocabulary retention, gradual release, and writing to increase student engagement, knowledge, and mastery of content.	Johnson (Dean of Students), Latonya Woods (PLC Coach				
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	[A 1.1.2] Engage in Data Driven Instruction Administration and teachers will collaborate to analyze data from common formative assessments, district assessments, benchmark assessments, ELPA21 assessments, TCAP, and student work within 48 hours of completion of the assessments to determine students' and teachers' deficiencies and determine standards and content that must be readdressed and how it will be readdressed (modeling or guided discourse). We will also ensure that the rigor of items for assessments meet the level of rigor and depth that is called for in the standards.	Sonia Bolden (principal), Herman Johnson (Dean of Students), LaTonya Woods (PLC Coach)	05/21/2026		
	[A 1.1.3] Provide Supplemental Resources Students and teachers will be provided with additional resources such as classroom libraries, decodable readers, online practice with immediate feedback, hands-on manipulatives, and center activities and games, computers, interactive boards, headphones, interactive work mats, supplies such as pencils paper, chart paper, tablets, folders, agenda books, glue, tape, white boards, pockets, etc., to enhance classroom instruction and improve student achievement and engagement in instruction.	Sonia Bolden (principal); LaTonya Woods (PLC Coach)	02/20/2026		
[S 1.2] Professional Development Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. Benchmark Indicator Implementation * Weekly PLC meeting agenda and attendance * Quarterly professional development agendas and attendance	[A 1.2.1] Conduct PD: Effective Implementation of Instructional Practices Teachers will engage in professional development during or after school and on Saturdays focusing on effective implementation of instructional practices. Implementation of what is learned during training will be expected to be used by all who receive the training. Implementation of what was learned will be observed for implementation and provided feedback and follow-up on implementation of the feedback.	Sonia Bolden (principal), Herman Johnson (Dean of Students), LaTonya Woods (PLC Coach)	02/27/2026		

Effectiveness: * 100% of teachers will participate in weekly PLC meetings. * student achievement will increase by 5% on each quarterly district formative assessment.					
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Benchmark Indicator Implementation: * Monthly progress monitoring data * Monthly data meeting agenda and minutes and sign-in sheets * Quarterly benchmark assessment data Effectiveness: * Monthly progress monitoring data will reflect students growing from one deficit area to the next. * Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. * Quarterly benchmark assessment data will reflect	[A 1.2.2] Participate in Professional Development Teachers and staff will be expected to engage in local regional, and/or national professional development. Teachers are also expected to self-select development based on identified gaps in instruction to help increase their capacity in delivery of content, growing students, and helping them achieve grade level content.	Sonia Bolden (principal), Herman Johnson (Dean of Students), LaTonya Woods (PLC Coach)	05/15/2026		
[A 1.3.1] Implementation of Response to Instruction and Intervention Provide academic interventions, personalized learning activities, and individualized learning pace and various instructional approaches designed to meet the needs of specific learners to improve student achievement.		Sonia Bolden (principal), Herman Johnson (Dean of Students), LaTonya Woods (PLC Coach)	05/21/2026		

at least 5% of students growing at least one grade level.				
	[A 1.3.2] Analyze RTI2 Data Analyze RTI2 data to make instructional decisions that will increase students' chances of growing at least one deficit area per month. When analyzing the data, look at different types of data sets that may be affecting students' ability to make the growth we are asking for.	Sonia Bolden (principal), Herman Johnson (Dean of Students), LaTonya Woods (PLC Coach)	05/20/2026	
	[A 1.3.3] tutoring program At Sheffield Elementary students who require interventions will receive tutoring 2-3 times a week during the school day to support continued growth and achievement.	Sonia Bolden (Principal), Herman Johnson (Dean of Students), LaTonya Woods (PLC Coach)	04/10/2026	
	[A 1.3.4] Extended Learning At Sheffield Elementary we will incorporate extended learning opportunities 2-3 times per week utilizing community partners and classroom teachers to continue to support students where they and to close gaps in learning.	Sonia Bolden (Principal), Herman Johnson (Dean of Students), LaTonya Woods (PLC Coach)	04/10/2026	
[S 1.4] Early Literacy Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading to support the development of K-2 students' reading skill set. Provide opportunities for professional development on the Science of Reading and utilize the observation and feedback cycle to help make improvements to instructional practices that should increase students' foundational literacy skill set.	[A 1.4.1] Implement Tier 1 Practices Inclusive of Small Group Instruction Provide quality tier 1 instruction that is inclusive of small groups to address learning gaps in early literacy that is preventing students from being successful at comprehending and accessing grade level instruction.	Sonia Bolden (principal), Herman Johnson (Dean of Students), LaTonya Woods (PLC Coach)	05/15/2026	
Benchmark Indicator				

Implementation: * Weekly lesson plans * Monthly RTI data meeting minutes and agenda * Quarterly benchmark assessments Effectiveness: * 100% weekly lesson plans will reflect small groups, teaching of early literacy skills (not in isolation), and addressing gaps students may have with early literacy skills that prevent them from accessing grade level materials. * Monthly RTI2 data meetings will reflect at least 5% of students moving from one deficit to the next or from Tier III to Tier II intervention. * Quarterly benchmark assessments will reflect at least 5% of students at least one grade level.					
	[A 1.4.2] Implement Response to Instruction and Intervention Provide academic interventions, personalized learning activities, and individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.	Sonia Bolden (principal), Herman Johnson (Dean of Students), LaTonya Woods (PLC Coach)	05/20/2026		
	[A 1.4.3] Extended School Year for Second Graders Create an extended school year for second grade students who are missing the necessary early literacy skills to be prepared to read to learn as called for in third grade. Students two or more grade levels behind or still showing beginning of the year understanding at the end of the year will receive instruction based on data collected from RTI2 and benchmark assessments.	Sonia Bolden (principal), Herman Johnson (Dean of Students), LaTonya Woods (PLC Coach)	05/01/2026		
[G 2] Mathematics By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematic standards to align with instructional shifts.					

Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year. Increase Math for all students, including TSI identified (B/H/N, ED, ELL, H). The majority of our school's population are situated into the subgroups. Therefore, we will implement strategies that are beneficial to all students including students who belong to subgroups. Performance Measure Sheffield Elementary School will increase its students Met and Exceeded proficiency rate on the mathematics portion of TCAP in grades 3-5 from 12.1% in SY24 to 17.1% in SY26. Performance measures will be monitored by the following: TNReady Assessment Iready Benchmark Assessments school-wide common formative assessments					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading and language arts curriculum that will develop all students including the TSI identified groups (B/H/N/ELL, ED, H) deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. Ensure that the access is thoroughly planned for, practiced by consistently checking plans and engaging in deliberate practice with teachers to ensure that we are planning for misconceptions that may arise based on students' needs and levels of understanding. Benchmark Indicator Implementation: * bi-weekly school-wide formative assessments * weekly monitoring of lesson plans	[A 2.1.1] Implement Effective Instructional Practices Teachers will engage all students including TSI identified subgroups (B/H/N/ ED, ELL, H) in instructional practices, objectives, vocabulary retention, gradual release, and writing to increase student engagement, knowledge, and mastery of content.	Sonia Bolden (principal), Herman Johnson (Dean of Students), LaTonya Woods (PLC Coach)	06/22/2026		

* weekly collaborative planning and deliberate practice * monthly observation/feedback cycle implementation				
Effectiveness: * Bi-weekly assessments will reflect a 5% increase in the number of students including (B/H/N, ED, ELL, H) scoring 80% or better after each assessment and/or a 5% increase in the number of students mastering retaught standards. * Weekly monitoring of lesson plans will show that 100% of teachers are on track with following the curriculum. * 100% of teachers will engage in deliberate practice of content weekly. * Monthly observation/feedback cycles will reflect best practices that align to the standards at 100% and will result in teacher TEM and LOE scores increasing by one level: from 2 to 3; 3 to 4; or 4 to 5.				
	[A 2.1.2] Data Driven Instruction Teachers will analyze math data sets including common formative assessments, district assessments, TCAP, and student work to determine deficiencies and explore opportunities to reteach standards that students struggled to master. teachers will use data analysis charts and hold data meetings to make plans and goals to close gaps and address misunderstandings. They will be able to decide which standards or portions of the standards should be retaught, what content individual students may need support in, the manner in which to reteach the content (modeling or guided discourse), and what content to continue to spiral into instruction.	Sonia Bolden (principal), Herman Johnson (Dean of Students), LaTonya Woods (PLC Coach)	02/27/2026	
	[A 2.1.3] Provide Supplemental Resources Students and teachers will be provided with	Sonia Bolden (principal),	01/30/2026	

	additional resources such as classroom libraries, decodable readers, online practice with immediate feedback, hands-on manipulatives, and center activities and games, computers, interactive boards, headphones, interactive work mats, supplies such as pencils paper, chart paper, tablets, folders, agenda books, glue, tape, white boards, pockets, etc., to enhance classroom instruction and improve student achievement and engagement in instruction.	LaTonya Woods (PLC Coach)			
[S 2.2] Professional Development Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. Benchmark Indicator Implementation: * Weekly PLC meeting agenda and attendance * Quarterly professional development agenda and attendance Effectiveness: * 100% of teachers will participate in weekly PLC meetings. * Student achievement will increase by 5% on each quarterly district formative assessment.	[A 2.2.1] Conduct PD: Effective Implementation of Instructional Practices Teachers will engage in professional development during or after school and on Saturdays focusing on implementation of effective instructional practices, including small group instruction. Implementation of what is learned during training will be expected to be used by all who receive the training. Implementation of what was learned will be observed and feedback will be provided to follow up with educators.	Sonia Bolden (principal), Herman Johnson (Dean of Students), LaTonya Woods (PLC Coach)	02/27/2026		
	[A 2.2.2] Participate in Professional Development Teachers and staff will be expected to engage in local regional, and/or national professional development. Teachers are also expected to self-select development based on identified gaps in instruction to help increase their capacity in delivery of content, growing students, and helping them achieve grade level content.	Sonia Bolden (principal), Herman Johnson (Dean of Students), LaTonya Woods (PLC Coach)	05/21/2026		

[S 2.3] Targeted Interventions and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. *** *** Benchmark Indicator Implementation: * monthly progress monitoring data * monthly data meeting agenda, minutes, and sign, in sheets * quarterly benchmark assessment data Effectiveness: * Monthly progress monitoring data will reflect students growing from one deficit area to the next. * Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. * Quarterly benchmark assessment data will reflect at least 5% of students growing at least one grade level.	[A 2.3.1] Implement Small Group Instruction and Stations Teachers will implement small group instruction daily to prevent gaps from increasing and to clear up misconceptions based on data sets.	Sonia Bolden (principal), Herman Johnson (dean of Students), LaTonya Woods (PLC Coach)	05/22/2026		
	[A 2.3.2] Implement Response to Instruction and Intervention Provide academic interventions, personalized learning activities, and individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve	Sonia Bolden (principal), Herman Johnson (Dean of Students), LaTonya	05/22/2026		

	student achievement.	Woods (PLC Coach)			
	[A 2.3.3] Analyze RTI2 Data Analyze RTI2 data to make instructional decisions that will increase students' chances of growing at least one deficit area per month. When analyzing the data, look at different types of data sets that may be affecting students' ability to make the growth we are asking for.	Sonia Bolden (Principal), Herman Johnson (Dean of Students), LaTonya Woods (PLC Coach)	07/23/2026		
	[A 2.3.4] Tutoring Programs At Sheffield Elementary students who require interventions will receive tutoring 2-3 times a week during the school day to support continued growth and achievement.	Sonia Bolden (Principal), Herman Johnson (Dean of Students), LaTonya Woods (PLC Coach)	04/10/2026		
	[A 2.3.5] Extended Learning At Sheffield Elementary we will incorporate extended learning opportunities 2-3 times per week utilizing community partners and classroom teachers to continue to support students where they and to close gaps in learning.	Sonia Bolden (Principal), Herman Johnson (Dean of Students), LaTonya Woods (PLC Coach)	06/26/2026		
[G 3] Safe and Healthy Schools By Spring 2026, Memphis-Shelby County Schools will foster a safe and healthy student-focused learning environment and improve students' attendance and behavior through the implementation of attendance and behavioral interventions and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources					
Performance Measure Sheffield Elementary School will decrease chronic absenteeism rate from 20.5% to 17.5% in 2026 school year. Interventions and supports will be measured using the following					
* PowerSchool Data * PowerBI data					
Strategy	Action Step	Person Responsible	Estimated Completion	Funding Source	Notes

[S 3.1] Attendance Supports and Interventions Implement targeted interventions and support programs and initiatives that address identified attendance deficits, prevent further decline, and foster increased attendance rates. Benchmark Indicator Implementation * 20 day attendance reports * Weekly teacher attendance reports * Semesterly PowerSchool reports	[A 3.1.1] Track Student Attendance Sheffield Elementary Administration team and teachers will track students' attendance daily and weekly to identify patterns that lead to attendance issues. Meetings will be held with teachers, administration, and parents to devise a plan to reduce the number of days students are absent. Students who show a decrease in the number of days absent and meet the school's attendance goals will be recognized and incentivized for their efforts to be in attendance daily.	Sonia Bolden (principal) Herman Johnson (Dean of Students) LaTonya Woods (PLC Coach)	Date 05/21/2026		
Effectiveness * 20-day attendance reports will reflect a 1% decrease in the number of students absent from school * Weekly attendance reports will reflect a 1% decrease in the number of students absent from homeroom classes. * Semesterly PowerSchool reports will reflect a 1% decrease in the number of students absent from school.					
	[A 3.1.2] General Office Secretary Training The GOS will attend training on August 15, 2025. offered by the district for attendance. She will also receive inhouse support on how to effectively and efficiently track and report student attendance issues to the attendance team.	Sonia Bolden, (Principal), Herman Johnson (Dean of Students)	05/22/2026		
	[A 3.1.3] Teacher support for attendance The school counselor, principal, Dean of Students, and PLC coach will continue to provide support to teachers with implementation of practices related to attendance. The support will be provided on a one-on-one basis and in small groups.	Sonia Bolden (Principal), Herman Johnson (Dean of Students), LaTonya Woods (PLC Coach)	03/31/2026		

[S 3.2] Professional Development for Attendance Provide ongoing, high quality professional development for school leaders, teachers and support staff to improve and implement strategies that will result in positively impacting students' attendance so to decrease chronic absenteeism that has direct implications on student achievement. Benchmark Indicator Implementation * Semesterly RT12B training agenda and sign-in sheets * Teacher Support Training agenda sign-in sheets * Semesterly School-level Attendance Processes Training agenda and sign in sheets	[A 3.2.1] RT12-B Training Sheffield Administration team will train and/or offer refresher courses to staff to help identify strategies and skills to help reduce students' chronic absenteeism and to identify students who are on track to becoming chronically absent and put prevention methods in place that will ultimately impact student achievement.	Sonia Bolden (principal) Herman Johnson (Dean of Students) LaTonya Woods (PLC Coach)	09/30/2025		
Effectiveness * Monthly RT12-A data team meetings will result in a 1% decrease in student attendance issues * Monthly SART meetings will reflect a 1% decrease in student attendance. * 20-day attendance report will reflect a 1% attendance decrease in students' chronic absenteeism.					
	[A 3.2.2] Planning More Engaging Lessons Content teams at Sheffield Elementary will meet weekly for professional planning where they will learn some new information to make instruction more effective and engaging for students.	Sonia Bolden (Principal), Herman Johnson (Dean of Students), LaTonya Woods (PLC Coach)	05/21/2026		
[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community	[A 3.3.1] Provide Parent, Family, and Community Engagement Events/Activities Execute parent/teacher conferences required by	Sonia Bolden (principal), Herman	02/20/2026		

engagement activities and resources that support safe schools which will improve student attendance. These activities/events will also build relationships between home and school, strengthening the overall culture of the school. Benchmark Indicator Implementation * Quarterly parent meeting agenda and minutes * Semester parent-teacher conferences sign-in/minutes * 20-day attendance reports	the district to keep parents abreast of students' performance and to provide resources and strategies that will help support their students at home.	Johnson (Dean of Students), LaTonya Woods (PLC Coach)			
Effectiveness * 10% increase in the number of parents/families that participate in quarterly parent meetings. * 10% increase in the number of parents participating in semesterly P/T conferences. * 20-day attendance reports will reflect a 1% decrease in chronic absenteeism.					
	[A 3.3.2] Increase Parental Involvement in School Committees At Sheffield Elementary we will create a Parent Teacher Organization to help support students' achievement by offering tutoring support, incentives, assisting with the curation of parent events, and communicate important information to the community. The group will meet monthly with administration to relay ideas and to plan for events and programs.	Sonia Bolden (principal), Herman Johnson (Dean of Students), LaTonya Woods (PLC Coach)	05/20/2026		