

Plano Independent School District

Shepard Elementary

2019-2020

Accountability Rating: B



Board Approval Date: October 1, 2019

Vision

Shepard Patriots Are:

Polite

Accountable

Thoughtful

Safe

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.	11
Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.	13
Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.	15
Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.	16
Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.	17
2019-2020 SBIC	18
Addendums	19

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Our new campus SEL vision will help provide a safe culture and climate for all, but especially for those at-risk. Building relationships with students helps us identify ways to help. Specialized training for staff and set aside, allocated time for enrichment (IE time) is a way to meet the needs of the students. Using the 1st five days to build relationships is a helpful part in this process. This year we are also utilizing an SEL PLC in order to continue to refine our SEL vision for the school

Problem Statements Identifying Demographics Needs

Problem Statement 1: A gap exists between economically disadvantaged students and all students at the "Meets" and "Masters" level of math and reading scores in 3rd, 4th and 5th grades. **Root Cause:** 1. We will address the need to increase teacher knowledge regarding how to analyze, comprehend and effectively utilize data in order to improve student achievement. 2. We will address the need for intervention and enrichment through daily, structured intervention and enrichment time.

Student Academic Achievement

Student Academic Achievement Strengths

- PGR - Kinder, 1st - Math. 3rd, 4th, 5th - Science. K, 1st, 4th, 5th - Reading all. 2nd and 3rd Lower Quintiles Reading,
- MAP Growth Data- 1st and 3rd math have growth exceeding district expectations. 4th and 5th math are on target. 1st, 3rd, 4th, and 5th are all exceeding expected growth in Reading. Science in 4th and 5th significantly exceeding expectations.
- STAAR Scores - 5th Reading Accelerated scores are higher than the district standards. 4th grade math expected scores are higher than district standards. 4th grade reading - Limited and expected scores are higher than district standards. 5th grade math expected and limited scores are higher than district standards, accelerated scores are one percentage below district standards

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: A gap exists between economically disadvantaged students and all students at the "Meets" and "Masters" level of math and reading scores in 3rd, 4th and 5th grades. **Root Cause:** 1. We will address the need to increase teacher knowledge regarding how to analyze, comprehend and effectively utilize data in order to improve student achievement. 2. We will address the need for intervention and enrichment through daily, structured intervention and enrichment time.

School Processes & Programs

School Processes & Programs Strengths

- We had designated IE time in the schedule for the 2018-2019 school year, but this year we need to focus on tightening up our instruction and intervention during IE time.
- Teachers are reflecting and sharing best practices regarding tutoring. Teachers are collaborating within their own teams and other teams.
- T-TESS, walk throughs, team planning, PLCs, informal cross-grade level connections- all of these things support the notion of continuous improvement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A gap exists between economically disadvantaged students and all students at the "Meets" and "Masters" level of math and reading scores in 3rd, 4th and 5th grades. **Root Cause:** 1. We will address the need to increase teacher knowledge regarding how to analyze, comprehend and effectively utilize data in order to improve student achievement. 2. We will address the need for intervention and enrichment through daily, structured intervention and enrichment time.

Perceptions

Perceptions Strengths

- Faculty and staff believe the school to be safe and orderly.
- Parents believe the school has the best interest of the students in mind.
- Students feel comfortable talking with their classroom teacher(s) about issues that arise.

Priority Problem Statements

Problem Statement 1: A gap exists between economically disadvantaged students and all students at the "Meets" and "Masters" level of math and reading scores in 3rd, 4th and 5th grades.

Root Cause 1: 1. We will address the need to increase teacher knowledge regarding how to analyze, comprehend and effectively utilize data in order to improve student achievement. 2. We will address the need for intervention and enrichment through daily, structured intervention and enrichment time.

Problem Statement 1 Areas: Demographics - Student Academic Achievement - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: September 05, 2019




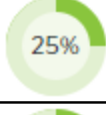
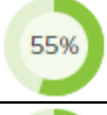


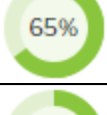




Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: Shepard Elementary School will increase student learning in reading and math as evidenced by an increase in student performance at the Meets Level and Masters Level on the 2020 STAAR.

Evaluation Data Source(s) 1: STAAR Scores
Plano Growth Report

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: This Performance Objective will be embedded in Performance Objectives in next year's CIP.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide training for all grade level teachers, ESL specialist, special education staff and intervention specialist on the purpose and use of common collaborative formative assessments.	Grade level team leaders, instructional specialist	Teaching will be aligned throughout the grade level and create consistency.			
2) Administration will attend planning meetings at least biweekly in order to facilitate the data analysis of common collaborative formative assessments.	Grade level team leaders, instructional specialist	Administration will guide and coach teachers regarding best practices in data analysis.			
3) Extended time will be provided for teams to implement the planning protocols for instructional planning and data analysis.	Grade level team leaders, instructional specialist	Grade level teams will create unit plans that build and spiral TEKS throughout the year.			
4) Develop a process for intervention and enrichment time.	Grade level team leaders, instructional specialist	Schoolwide intervention and enrichment procedures will ensure that IE time is utilized productively throughout the school.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
5) Teachers will create lesson plans for intervention and enrichment time in order to best meet the current needs of students.	Grade level team leaders, instructional specialist	Teachers will plan ahead in order to address common student misconceptions and gaps in learning.			
6) Teachers will group and regroup students for intervention and enrichment time at least every 6 weeks.	Grade level teachers; grade level team	Students will be in groups based on current levels of need and specific learning targets.			
7) Each teacher will meet with a collaborative team to discuss and review students intervention progress at least once every 6 weeks.	Grade level teachers; grade level team; instructional specialist	Students will be given specific information regarding growth and impact on learning.			
8) All math teachers will work with district level staff to develop a strategic plan for use of Dreambox.	Dreambox data	Teachers will have immediate data via Dreambox to track student learning.			
= Accomplished = No Progress = Discontinue					
















Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.




Performance Objective 1: We will develop and implement a campus-wide program based on citizenship principles in order to create a positive, caring and collaborative environment as well as personal accountability and student safety.

Evaluation Data Source(s) 1: Patriot PATS, Patriot Points

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: This Performance Objective was mastered during the 2019-2020 school year, but will continue to be a core focus during the 2020-2021 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) PATS is a campus wide initiative that will be implemented daily through teacher instruction, campus displays, assemblies, morning announcements and morning meetings.	SEL PLC	Students will earn patriot PATS and these will be added to the campus displays.			
2) Parents will be included in the program through monthly newsletters, parent information nights, and special campus events in order to reinforce the PATS expectations.	SEL PLC, Grade level team leaders	Increased parent involvement and understanding of the PATS expectations.			
3) Shepard Elementary will host a districtwide social emotional learning parent information class that will reinforce the PATS expectations at Shepard and the larger district wide social emotional learning vision.	SEL PLC, administration	The PISD community will have access to information about social emotional learning and its impact on student achievement/growth.			
4) Teach the meanings of positive, accountable, thoughtful and safe in the context of: Classroom Specials Library Lunch Recess	Google forms survey from students regarding knowledge of pre-taught PATS terms.	Students and teachers will have expectations that are closely aligned throughout the school building.			
5) AVID strategies implemented (to varying degrees) in all grade levels: Language Note-Taking SMART goals Organization	Google forms survey from students and teachers regarding knowledge of pre-taught PATS terms.	Students and teachers will have expectations that are closely aligned throughout the school building.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
	 = Accomplished  = No Progress  = Discontinue				

Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

2019-2020 SBIC

Committee Role	Name	Position
Administrator	Kristin Bishop	
Classroom Teacher	Christina Ferenschuetz	
Administrator	Katherine Forisha	
Classroom Teacher	Heather Hall	
Classroom Teacher	Brittany Diamond-Muns	
Non-classroom Professional	Erin Christenson	
Paraprofessional	Elizabeth Grego	
Classroom Teacher	Emma Luster	
Classroom Teacher	Stephanie Myers	
Community Representative	Carol Empson	
Parent	Chadd Kawata	
Parent	Tracey Dry	
Parent	Nicholas Clayton	
Parent	Tommie Whitfield	
Parent	Kelly Vernon-Hart	
Parent	Anna Morgan	
District-level Professional	Sharon Bradley	

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> • Explain referral process/contacts • Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students 	TEC 11.252(a)(3)(E)	Principal	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> • K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> • K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. • Funding source: State and Local 	ESSA	Principal	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local • Utilize social media to keep parents and community informed. Funding source: State and Local • PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local • Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local • Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA 		Principal	