

Plano Independent School District

Shepard Elementary

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 20, 2020

Mission Statement

Shepard Elementary will cultivate a positive and meaningful learning community to ensure academic, social, and emotional success for students.

Vision

Shepard Patriots Are:

Polite

Accountable

Thoughtful

Safe

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.	12
Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.	17
Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.	21
2020-21 SBIC	23
Addendums	24

Comprehensive Needs Assessment

Demographics

Demographics Summary

Our at-risk students on STAAR are the economically disadvantaged students.

Including our whole staff, the teacher/student ratios are about 1:9. Classroom teacher to student ratio is about 1:22.

We have no migrant students.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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 Learning

Student Learning Summary

- PGR - Obviously, 2nd grade has a problem at the district level. Nurse Sue added that she sees more 2nd graders than any other grade...interesting! Overall, we are very proud of Shepard! We have some great procedures in place for for IE time, ESL, Tier 2, and Tier 3.
- MAP Growth Data- 2nd grade has higher level questions, and 2nd grade is now revamping how we are planning math to increase a more concrete understanding of number sense. 2nd grade will now be taking MAP at BOY, MOY, and EOY.
- STAAR Scores
- STAAR Gap Analysis
- TELPAS-1. STAAR and MAP correlate with each other. MAP can be used to guide instruction in preparation for STAAR. TELPAS help determine the level the student has achieved. TELPAS can help the teacher decide which teaching practices are appropriate for that student.

Helps the teachers know what specific groups to target.

When used appropriately, intervention programs have a positive effect. Students who are specifically targeted and intentionally planned for benefit the most.

Progressing or need interventions

Focus on specific objectives that need to be addressed in the child's learning. Helps teachers see if there are any learning gaps.

Student Learning 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.
- STAAR Gap Analysis
- TELPAS-Listening

Problem Statements Identifying Student Learning 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. Edit Associated Areas

School Processes & Programs

School Processes & Programs Summary

Most grades we begin the day with the same way. Based on each grade level's schedule, we are teaching appropriate subjects and skills for a consistent time across grade levels, including intervention and enrichment. Recess/Lunch for 5th grade should be 11:30-12:30, IE is 2:15-dismissal. SEL is embedded into the schedule. Teachers are reflecting and sharing best practices regarding tutoring. They are collaborating within their own teams and other teams. During T-TESS conferences, teachers are able to discuss best practices. Having a mentor teacher relationship provided support for new teachers and allowed teachers to feel comfortable asking questions. T-TESS, walk throughs, team planning, PLCs, informal cross-grade level connections- all of these things support the notion of continuous improvement.

School Processes & Programs Strengths

The district provides surveys to teachers to determine what professional development they need, supported by data. Power school perform can be used to determine what type of professional development staff attended. Implementation is monitored by walk throughs, observations, student data, and lesson plans. Staff have shown improvement and have reflected on their practice. Data is the base that guides the planning for instruction and continued assessment. We collect data from different types of assessments. Teachers elevate their concerns to the curriculum department when they notice gaps. Teachers monitor by using observations, grades, etc.

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. Edit Associated Areas

Perceptions

Perceptions Summary

Overall, we feel the perception of the school is positive, but there are some areas in which we believe improvements could be made - including input from faculty/staff AND the parents, students, and community.

Perceptions Strengths

Faculty and staff believe the school to be safe and orderly

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- 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
- 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: October 5, 2020




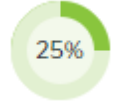





Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

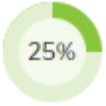












Performance Objective 1: HB3 - The percent of Shepard 3rd grade students that score meets grade level or above on STAAR Reading will increase from 74% in 2019 to 76% by June 2021. The Economically Disadvantaged student group performance will increase from 50% in 2019 to 55% in 2021. The Special Education student group performance will increase from 45% in 2019 to 48% in 2021.

HB3 Goal

Evaluation Data Sources: 2020-21 Reading STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Administration will attend planning meetings at least biweekly in order to facilitate the data analysis of common collaborative formative assessments. Strategy's Expected Result/Impact: Administration will guide and coach teachers regarding best practices in data analysis. Staff Responsible for Monitoring: Grade level team leaders, instructional specialist	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Refine our process for intervention and enrichment time. Ensure that all students (both F2F and School@Home) are receiving intervention and enrichment time on a minimum of a weekly basis. Strategy's Expected Result/Impact: Schoolwide intervention and enrichment procedures will ensure that IE time is utilized productively throughout the school. Staff Responsible for Monitoring: Grade level team leaders, instructional specialist	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will create lesson plans for intervention and enrichment time (for both F2F and School@Home) in order to best meet the current needs of students. Strategy's Expected Result/Impact: Teachers will plan ahead in order to address common student misconceptions and gaps in learning. Staff Responsible for Monitoring: Grade level team leaders, instructional specialist	Formative		
	Nov	Feb	June
			



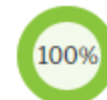
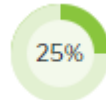








Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will group and regroup students for intervention and enrichment time at least every 6 weeks. Strategy's Expected Result/Impact: Students will be in groups based on current levels of need and specific learning targets. Staff Responsible for Monitoring: Grade level team leaders	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Each teacher will meet with a collaborative data team (including grade level teachers, administration and instructional specialist) to discuss and review students intervention progress at least once every 6 weeks. Strategy's Expected Result/Impact: Students will be given specific information regarding growth and impact on learning. Staff Responsible for Monitoring: Grade level team leaders, instructional specialist, administration	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will utilize online programs, such as Google Forms, PearDeck and SeeSaw, to complete Collaborate Formative Assessments that can be utilized and analyzed across the F2F and School@Home settings. Staff Responsible for Monitoring: Grade level team leaders, administration	Formative		
	Nov	Feb	June
			
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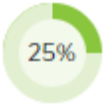






Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 2: The percent of Shepard students that score Meets grade level or above on STAAR Reading 3-5 will increase from 73% in 2019 to 75% by June 2021. The Economically Disadvantaged student group performance will increase from 46% in 2019 to 51% in 2021. The Special Education student group performance will increase from 47% in 2019 to 50% in 2021.

Evaluation Data Sources: 2020-21 Reading STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Administration will attend planning meetings at least biweekly in order to facilitate the data analysis of common collaborative formative assessments. Strategy's Expected Result/Impact: Administration will guide and coach teachers regarding best practices in data analysis. Staff Responsible for Monitoring: Grade level team leaders, instructional specialist	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Refine our process for intervention and enrichment time. Strategy's Expected Result/Impact: Schoolwide intervention and enrichment procedures will ensure that IE time is utilized productively throughout the school. Staff Responsible for Monitoring: Grade level team leaders, instructional specialist	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will create lesson plans for intervention and enrichment time (for both F2F and School@Home) in order to best meet the current needs of students. Strategy's Expected Result/Impact: Teachers will plan ahead in order to address common student misconceptions and gaps in learning. Staff Responsible for Monitoring: Grade level team leaders, instructional specialist	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will group and regroup students for intervention and enrichment time at least every 6 weeks. Strategy's Expected Result/Impact: Students will be in groups based on current levels of need and specific learning targets. Staff Responsible for Monitoring: Grade level team leaders	Formative		
	Nov	Feb	June
			




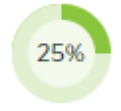


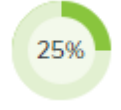





Strategy 5 Details	Formative Reviews		
Strategy 5: Each teacher will meet with a collaborative team to discuss and review students intervention progress at least once every 6 weeks. Strategy's Expected Result/Impact: Students will be given specific information regarding growth and impact on learning. Staff Responsible for Monitoring: Grade level team leaders, instructional specialist, administration	Formative		
	Nov	Feb	June
			
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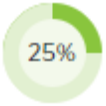






Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 3: The percent of Shepard students that score Meets grade level or above on STAAR Writing 4 will increase from 55% in 2019 to 57% by June 2021. The Special Education student group performance will increase from 23% in 2019 to 25% in 2021. The Economically Disadvantaged student group performance will increase from 46% in 2019 to 51% in 2021.

Evaluation Data Sources: 2020-21 Writing STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Administration will attend planning meetings at least biweekly in order to facilitate the data analysis of common collaborative formative assessments. Strategy's Expected Result/Impact: Administration will guide and coach teachers regarding best practices in data analysis. Staff Responsible for Monitoring: Grade level team leaders, instructional specialist	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Refine our process for intervention and enrichment time. Strategy's Expected Result/Impact: Schoolwide intervention and enrichment procedures will ensure that IE time is utilized productively throughout the school. Staff Responsible for Monitoring: Grade level team leaders, instructional specialist	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will create lesson plans for intervention and enrichment time (for both F2F and School@Home) in order to best meet the current needs of students. Strategy's Expected Result/Impact: Teachers will plan ahead in order to address common student misconceptions and gaps in learning. Staff Responsible for Monitoring: Grade level team leaders, instructional specialist	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will group and regroup students for intervention and enrichment time at least every 6 weeks. Strategy's Expected Result/Impact: Students will be in groups based on current levels of need and specific learning targets. Staff Responsible for Monitoring: Grade level team leaders	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Each teacher will meet with a collaborative team to discuss and review students intervention progress at least once every 6 weeks. Strategy's Expected Result/Impact: Students will be given specific information regarding growth and impact on learning. Staff Responsible for Monitoring: Grade level team leaders, instructional specialist, administration	Formative		
	Nov	Feb	June
			
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Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

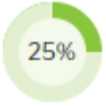









Performance Objective 1: HB3 - The percent of Shepard 3rd grade students that score meets grade level or above on STAAR Math will increase from 69% in 2019 to 70% by June 2021. The Special Education student group performance will increase from 36% in 2019 to 39% in 2021. The Economically Disadvantaged student group performance will increase from 40% in 2019 to 44% in 2021.

HB3 Goal

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Administration will attend planning meetings at least biweekly in order to facilitate the data analysis of common collaborative formative assessments. Strategy's Expected Result/Impact: Administration will guide and coach teachers regarding best practices in data analysis. Staff Responsible for Monitoring: Grade level team leaders, instructional specialist	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
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Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will create lesson plans for intervention and enrichment time (for both F2F and School@Home) in order to best meet the current needs of students. Strategy's Expected Result/Impact: Teachers will plan ahead in order to address common student misconceptions and gaps in learning. Staff Responsible for Monitoring: Grade level team leaders, instructional specialist	Formative		
	Nov	Feb	June
			



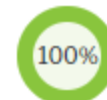
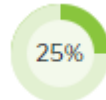








Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will group and regroup students for intervention and enrichment time at least every 6 weeks. Strategy's Expected Result/Impact: Students will be in groups based on current levels of need and specific learning targets. Staff Responsible for Monitoring: Grade level team leaders	Formative		
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Strategy 5 Details	Formative Reviews		
Strategy 5: Each teacher will meet with a collaborative team to discuss and review students intervention progress at least once every 6 weeks. Strategy's Expected Result/Impact: Students will be given specific information regarding growth and impact on learning. Staff Responsible for Monitoring: Grade level team leaders, instructional specialist, administration	Formative		
	Nov	Feb	June
			
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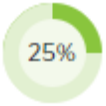






Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

Performance Objective 2: The percent of Shepard students that score Meets grade level or above on STAAR Math 3-5 will increase from 66% in 2019 to 67% by June 2021. The Economically Disadvantaged student group performance will increase from 29% in 2019 to 33% in 2021. The Special Education student group performance will increase from 47% in 2019 to 50% in 2021.

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Administration will attend planning meetings at least biweekly in order to facilitate the data analysis of common collaborative formative assessments. Strategy's Expected Result/Impact: Administration will guide and coach teachers regarding best practices in data analysis. Staff Responsible for Monitoring: Grade level team leaders, instructional specialist	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Refine our process for intervention and enrichment time. Strategy's Expected Result/Impact: Schoolwide intervention and enrichment procedures will ensure that IE time is utilized productively throughout the school. Staff Responsible for Monitoring: Grade level team leaders, instructional specialist	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will create lesson plans for intervention and enrichment time (for both F2F and School@Home) in order to best meet the current needs of students. Strategy's Expected Result/Impact: Teachers will plan ahead in order to address common student misconceptions and gaps in learning. Staff Responsible for Monitoring: Grade level team leaders, instructional specialist	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will group and regroup students for intervention and enrichment time at least every 6 weeks. Strategy's Expected Result/Impact: Students will be in groups based on current levels of need and specific learning targets. Staff Responsible for Monitoring: Grade level team leaders	Formative		
	Nov	Feb	June
			




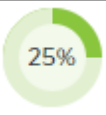





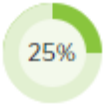


Strategy 5 Details	Formative Reviews		
Strategy 5: Each teacher will meet with a collaborative team to discuss and review students intervention progress at least once every 6 weeks. Strategy's Expected Result/Impact: Students will be given specific information regarding growth and impact on learning. Staff Responsible for Monitoring: Grade level team leaders, instructional specialist, administration	Formative		
	Nov	Feb	June
			
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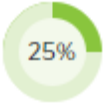









Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

Performance Objective 1: The percent of Shepard students that score Meets grade level or above on STAAR Science 5 will increase from 66% in 2019 to 68% by June 2021. The Economically Disadvantaged student group performance will increase from 25% in 2019 to 29% in 2021. The Special Education student group performance will increase from 36% in 2019 to 38% in 2021.

Evaluation Data Sources: 2020-21 Science STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Administration will attend planning meetings at least biweekly in order to facilitate the data analysis of common collaborative formative assessments. Strategy's Expected Result/Impact: Administration will guide and coach teachers regarding best practices in data analysis. Staff Responsible for Monitoring: Grade level team leaders, instructional specialist	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Refine our process for intervention and enrichment time. Strategy's Expected Result/Impact: Schoolwide intervention and enrichment procedures will ensure that IE time is utilized productively throughout the school. Staff Responsible for Monitoring: Grade level team leaders, instructional specialist	Formative		
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Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will create lesson plans for intervention and enrichment time (for both F2F and School@Home) in order to best meet the current needs of students. Strategy's Expected Result/Impact: Teachers will plan ahead in order to address common student misconceptions and gaps in learning. Staff Responsible for Monitoring: Grade level team leaders, instructional specialist	Formative		
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Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will group and regroup students for intervention and enrichment time at least every 6 weeks. Strategy's Expected Result/Impact: Students will be in groups based on current levels of need and specific learning targets. Staff Responsible for Monitoring: Grade level team leaders	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Each teacher will meet with a collaborative team to discuss and review students intervention progress at least once every 6 weeks. Strategy's Expected Result/Impact: Students will be given specific information regarding growth and impact on learning. Staff Responsible for Monitoring: Grade level team leaders, instructional specialist, administration	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will utilize online programs, such as Google Forms, PearDeck and SeeSaw, to complete Collaborate Formative Assessments that can be utilized and analyzed across the F2F and School@Home settings. Staff Responsible for Monitoring: Grade level team leaders, administration	Formative		
	Nov	Feb	June
			
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2020-21 SBIC

Committee Role	Name	Position
Administrator	Kristin Bishop	Principal
Administrator	Katherine Forisha	Assistant Principal
Non-classroom Professional	Christina Ferenschuetz	Instructional Specialist
District-level Professional	Sharon Bradley	Director Family and Social Services
Parent	Chadd Kawata	Parent
Classroom Teacher	Stephanie Hershberger	First Grade Teacher
Classroom Teacher	Emma Luster	Second Grade Teacher
Paraprofessional	Elizabeth Adkins	Special Education Paraprofessional
Classroom Teacher	Elizabeth Lin	Kindergarten Teacher
Classroom Teacher	Hector Villanueva	Fifth Grade Teacher
Classroom Teacher	Molly Adams	Fourth Grade Teacher
Classroom Teacher	Stephanie Greene	Third Grade Teacher
Community Representative	Bob Thigpen	Community Representative
Parent	Barrett Bishop	Parent
Parent	Srinivasu Raju Gadiraju	Parent
Parent	Pam Sheridan	Parent
Parent	Wesley Rogers	Parent
Parent	Erin Hill	Parent
Business Representative	James Williams	Business Representative
Community Representative	Doris Dale	Community Representative

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Shepard

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	48	56	81		79		80	47	46	67	52	76	62	73
2020	50	58	81		79		81	48	48	68	54	76	63	74
2021	52	61	82		80		83	50	51	70	56	77	65	75
2022	55	64	83		81		84	52	55	72	58	78	67	77
2023	59	69	84		82		87	54	60	75	62	79	70	79
2024	64	74	85		83		90	57	66	78	66	80	74	81

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	30	53	74		74		80	47	29	67	67	68	60	66
2020	32	55	74		74		81	48	31	68	68	68	61	67
2021	34	57	75		75		82	50	33	69	69	69	62	67
2022	37	60	75		75		83	52	36	71	71	69	64	68
2023	41	64	76		76		84	54	40	73	73	70	66	70
2024	46	69	77		77		86	57	45	76	76	71	69	71

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Shepard

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	8	16	39		9			11	10		10	60	14	74
2019	38	56	90		78			45	50		60	75	71	74
2020	40	58	90		78			46	52		62	75	72	75
2021	42	61	91		79			48	55		64	76	74	76
2022	45	64	92		80			50	59		66	77	76	78
2023	49	69	93		81			52	64		70	78	79	80
2024	54	74	94		82			55	70		74	79	83	82

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Shepard

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	8	16	39		9			11	10		10	60	14	74
2019	25	63	79		67			36	40		70	67	79	69
2020	27	65	79		67			37	42		71	67	80	70
2021	29	67	80		68			39	44		72	68	81	70
2022	32	70	80		68			41	47		74	68	83	71
2023	36	74	81		69			43	51		76	69	85	73
2024	41	79	82		70			46	56		79	70	88	74

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

Shepard - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 55% in 2019 to 57% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
56% 2019 Baseline: 55%	57%	59%	61%	63%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	71	63	50	*	83	*	*	23	46	*	43	62	31	55
2020	72	65	50	*	83	*	*	24	48	*	44	62	32	56
2021	75	67	51	*	84	*	*	25	51	*	46	63	34	57
2022	78	71	51	*	84	*	*	27	55	*	49	63	36	59
2023	82	75	52	*	85	*	*	30	60	*	52	64	39	61
2024	87	81	54	*	87	*	*	33	66	*	57	66	42	63
2019-2021	4	4	1	*	1	*	*	2	5	*	3	1	3	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Shepard - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 66% in 2019 to 68% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
67% 2019 Baseline: 66%	68%	69%	70%	71%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	13	40	78	*	*	*	*	36	25	*	*	71	47	66
2020	14	41	78	*	*	*	*	37	26	*	*	71	48	67
2021	17	44	78	*	*	*	*	38	29	*	*	71	49	68
2022	20	46	79	*	*	*	*	40	32	*	*	72	51	69
2023	24	50	79	*	*	*	*	43	36	*	*	72	53	70
2024	29	55	80	*	*	*	*	46	41	*	*	73	56	71
2019-2021	4	4	0	*	*	*	*	2	4	*	*	0	2	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>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 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>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 Campuses Only: 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 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● 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. ● 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. 		
Principal	<p>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>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 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● 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		
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