Plano Independent School District

Shepard Elementary

2022-2023

Board Approval Date: September 20, 2022

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Shepard Elementary School is an elementary school in Plano ISD that serves 422 students in grades K-5. Our target group on STAAR includes our economically disadvantaged students. At Shepard, we demonstrate that successful learning is best achieved through engagement and collaborative partnerships with parents, families, positive adult and student role models and all sectors of the broader community. The community is connected to all that we do in providing a quality educational experience for our students.

Demographics Strengths

Our campus vision helps 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 allocated time for intervention and enrichment (IE time) is a way to meet the needs of all students.

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 need to increase teacher knowledge regarding how to analyze, comprehend and effectively utilize data in order to improve student achievement. 2. We need to better utilize collaborative planning to meet the individual learning needs of all students.

Student Learning

Student Learning Summary

Shepard Elementary Goals Including HB3 Goals: Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

- MAP Growth Data - indicates a strong need for a focus on Math intervention and Enrichment
- STAAR Scores- indicates a strong need for a focus on Math intervention and Enrichment
- STAAR Gap Analysis- indicates a strong need for a focus on Math intervention and Enrichment

Student Learning Strengths

Reading STAAR scores were significantly higher than math.

3rd Reading-91% met Approaching Standard, 68% met Meets Standard, 40% Masters

4th Reading-81% met Approaching Standard, 64% Meets Standard, 44% Masters

5th Reading-91% met Approaching Standard, 73% met Meets Standard, 55% Masters

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 46% of students met or mastered the STAAR Math test in all grade levels. 3rd grade-49%, 4th grade 44%, 5th grade 44% **Root Cause:** 1. We need to increase teacher knowledge regarding how to analyze, comprehend and effectively utilize data in order to improve student achievement. 2. We need to better utilize collaborative planning to meet the individual learning needs of all students.

School Processes & Programs

School Processes & Programs Summary

The administrative team is responsive and works in collaboration with the community and staff to create a safe collaborative learning environment for all students to be successful. Our campus has a diverse group of learners who access various programs that are specialized to meet their individual needs. In addition to the outstanding instructional program provided each day, Shepard offers many campus specialized programs.These include but are not limited to: Plano Academic Creative Education (PACE) for identified gifted and talented students; English as a Second Language (ESL); Technology in every classroom with one to one Chrome books; Science fair; Spelling Bee; Student Council; Pacesetters Club, Instructional Specialist; Dyslexia Specialist; Experiential Learning Classroom; Campus Assessment and Referral team; Special Education Inclusion; School Choir; Collin County Adventure camp (fifth-grade); cultural arts performances; Accelerated Reader Program; STEM activities, Art and Math nights; and PASAR after-school childcare.

School Processes & Programs Strengths

Social Emotional Learning is embedded into the schedule at Shepard. Teachers utilize enrichment and intervention times to meet the specific needs of learners. Teachers are given opportunities to discuss best practices. Mentor teachers provide support for new teachers and allow teachers opportunites to ask questions and express concerns. T-TESS, walk throughs, team planning, and PLCs support the notion of continuous improvement. Teachers are given opportunity for professional development on a myriad of subjects and strategies by the district.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A need exists to establish consistent collaborative planning based on the collaborative team framework and the PISD instructional model. **Root Cause:** Teams have a need to recommit to evidence based strategies for planning . Teams also have a need to recommit to thorough data analysis and action plan development. Teachers also indicated a need for communication between grade levels to help direct focus to skill deficit areas.

Perceptions

Perceptions Summary

The safety of our students, staff and facilities is of the utmost importance at Shepard. In that regard, Plano ISD and Shepard Elementary have specific protocols to promote safety and security on our campus. Plano ISD has adopted the Standard Response Protocol (SRP) for use during emergency or critical incidents. Another protocol is the Standard Reunification Model used for reunifying parents and students during or following an incident. Everyone in the community is a part of keeping our campus safe. Students, staff and parents can anonymously share safety and other concerns with school administrators at any time of day using a computer or mobile device. We are proud of the consistent and meaningful parent and teacher communication that happens throughout the school year. Teachers frequently communicate with parents and give positive feedback on their child's school day. Each grade level has their own communication system to facilitate the home-school connection. The campus also utilizes Facebook and other social media outlets to share all the wonderful events at Shepard.

Perceptions Strengths

Ethical behavior and respect for diversity at Shepard one of our strongest beliefs. Each child is a valued learner with his/her own strengths and should be actively engaged in a caring, nurturing, and safe environment. Shepard is a school that fosters a sense of belonging and family. Social emotional learning is embedded throughout the day for all students. Teachers recognize that parental involvement is integral to the development of the whole child. The staff and the school community is dedicated to the development of the students. Overall, Faculty and staff believe the school to be safe and orderly. Overall, parents believe the school has the best interest of the students in mind. Students talk with their teachers about issues that arise.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to improve parental involvement and school/parent collaboration so that we can better provide resources and education for our at risk learners.
Root Cause: Our testing data indicates that our at-risk learners are not meeting projected growth targets. Teachers discussed that before Covid there were curriculum specific nights that were held, and the school and community is interested in reinstating these academic growth nights for parents and students.

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 need to increase teacher knowledge regarding how to analyze, comprehend and effectively utilize data in order to improve student achievement. 2. We need to better utilize collaborative planning to meet the individual learning needs of all students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 46% of students met or mastered the STAAR Math test in all grade levels. 3rd grade-49%, 4th grade 44%, 5th grade 44%

Root Cause 2: 1. We need to increase teacher knowledge regarding how to analyze, comprehend and effectively utilize data in order to improve student achievement. 2. We need to better utilize collaborative planning to meet the individual learning needs of all students.

Problem Statement 2 Areas: Student Learning

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 and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

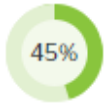
Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2022 to 2023.

Performance Objective 1: HB3 - The percent of Shepard 3rd grade students that score meets grade level or above on STAAR/EOC ELAR Reading will increase from 68% in 2022 to 69% by June 2023. The Economically Disadvantaged student group performance will increase from 47% in 2022 to 49% in 2023. The Special Education student group performance will increase from 57% in 2022 to 60% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Reading scores

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Utilize collaborative planning while implementing the district instructional model and collaborative team framework to enhance student learning and achievement. **Strategy's Expected Result/Impact:** -Data sources will display student growth as measured by district and state assessments. -Lesson plans will exhibit pre and post assessments, differentiation, evidence of using exit tickets, and routine use of various common formative assessments. -Teacher planning observations will show evidence of routine use data analysis to plan for instruction for all students. -Small group lessons will be developed to target growth needs and data from these lessons will display evidence of growth as measured by examination of lesson plans, teacher walk-through data, and performance data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, classroom teachers, team leaders **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Guide students in a SMART Goals (Specific, Measurable, Attainable, Relevant, Time-Bound) setting and achievement process. **Strategy's Expected Result/Impact:** -Student growth data on state and district assessments will indicate an improvement in academic achievement. -Walk-through data will indicate that student learning objectives are routinely clearly displayed in classrooms. -Data will indicate students are be able to state and share goals (smaller goals and overarching goal). -Student data will display student involvement in goal tracking. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Teachers that represent every area will meet to plan and develop aligned actionable steps for student growth. **Strategy's Expected Result/Impact:** -Data sources will display student growth as measured by district and state assessments. -Teacher planning observations will show evidence of inter-grade level collaboration to develop focus areas based on student skill deficits. -Lesson plans will exhibit application of inter-grade level/department collaboration and classroom walk-through data will display application of the cooperation. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Leadership Team **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1			

Strategy 4 Details	Formative Reviews		
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	Nov	Feb	June
Strategy 4: Utilize the district provided opportunities for extended planning to increase collaborative planning opportunities and help students meet expected growth measures. **Strategy's Expected Result/Impact:** -Data sources will display student growth as measured by district and state assessments. -Data will indicate the use of extended planning opportunities provided by the district **Staff Responsible for Monitoring:** Principal, Assistant Principal, Team Leaders **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
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 need to increase teacher knowledge regarding how to analyze, comprehend and effectively utilize data in order to improve student achievement. 2. We need to better utilize collaborative planning to meet the individual learning needs of all students.

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 ELAR from 2022 to 2023.

Performance Objective 2: The percent of Shepard students that score Meets grade level or above on STAAR/EOC ELAR 3-5 will increase from 69% in 2022 to 70% by June 2023. The Economically Disadvantaged student group performance will increase from 53% in 2022 to 55% in 2023. The Special Education student group performance will increase from 46% in 2022 to 49% in 2023.

Evaluation Data Sources: 2023 STAAR Reading scores

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Strategy 1: Utilize collaborative planning while implementing the district instructional model and collaborative team framework to enhance student learning and achievement. **Strategy's Expected Result/Impact:** -Data sources will display student growth as measured by district and state assessments. -Lesson plans will exhibit pre and post assessments, differentiation, evidence of using exit tickets, and routine use of various common formative assessments. -Teacher planning observations will show evidence of routine use data analysis to plan for instruction for all students. -Small group lessons will be developed to target growth needs and data from these lessons will display evidence of growth as measured by examination of lesson plans, teacher walk-through data, and performance data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, classroom teachers, team leaders **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 **Funding Sources:** materials, technology - 199 Bilingual/ESL/ELL - $174	45%		

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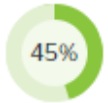
Strategy 2: Guide students in a SMART Goals (Specific, Measurable, Attainable, Relevant, Time-Bound) setting and achievement process. **Strategy's Expected Result/Impact:** -Student growth data on state and district assessments will indicate an improvement in academic achievement. -Walk-through data will indicate that student learning objectives are routinely clearly displayed in classrooms. -Data will indicate students are be able to state and share goals (smaller goals and overarching goal). -Student data will display student involvement in goal tracking. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 **Funding Sources:** tutors, adult temps - 282 ESSER III - $728.75, tutors, technology - 199 State Comp Ed - $305			

Strategy 3 Details	Formative Reviews		
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Strategy 3: Teachers that represent every area will meet to plan and develop aligned actionable steps for student growth. **Strategy's Expected Result/Impact:** -Data sources will display student growth as measured by district and state assessments. -Teacher planning observations will show evidence of inter-grade level collaboration to develop focus areas based on student skill deficits. -Lesson plans will exhibit application of inter-grade level/department collaboration and classroom walk-through data will display application of the cooperation. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Leadership Team **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1			

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
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 need to increase teacher knowledge regarding how to analyze, comprehend and effectively utilize data in order to improve student achievement. 2. We need to better utilize collaborative planning to meet the individual learning needs of all students.

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 2022 to 2023.

Performance Objective 1: HB3 - The percent of Shepard 3rd grade students that score meets grade level or above on STAAR Math will increase from 50% in 2022 to 51% by June 2023. The Special Education student group performance will increase from 71% in 2022 to 74% in 2023. The Economically Disadvantaged student group performance will increase from 20% in 2022 to 22% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Math scores

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Utilize collaborative planning while implementing the district instructional model and collaborative team framework to enhance student learning and achievement. **Strategy's Expected Result/Impact:** -Data sources will display student growth as measured by district and state assessments. -Lesson plans will exhibit pre and post assessments, differentiation, evidence of using exit tickets, and routine use of various common formative assessments. -Teacher planning observations will show evidence of routine use data analysis to plan for instruction for all students. -Small group lessons will be developed to target growth needs and data from these lessons will display evidence of growth as measured by examination of lesson plans, teacher walk-through data, and performance data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, classroom teachers, team leaders **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1	40%		

Strategy 2 Details	Formative Reviews		
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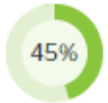
Strategy 2: Guide students in a SMART Goals (Specific, Measurable, Attainable, Relevant, Time-Bound) setting and achievement process. **Strategy's Expected Result/Impact:** -Student growth data on state and district assessments will indicate an improvement in academic achievement. -Walk-through data will indicate that student learning objectives are routinely clearly displayed in classrooms. -Data will indicate students are be able to state and share goals (smaller goals and overarching goal). -Student data will display student involvement in goal tracking. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1			

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
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 need to increase teacher knowledge regarding how to analyze, comprehend and effectively utilize data in order to improve student achievement. 2. We need to better utilize collaborative planning to meet the individual learning needs of all students.

Student Learning
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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 2022 to 2023.

Performance Objective 2: The percent of Shepard students that score Meets grade level or above on STAAR Math 3-5 will increase from 47% in 2022 to 48% by June 2023. The Economically Disadvantaged student group performance will increase from 30% in 2022 to 32% in 2023. The Special Education student group performance will increase from 38% in 2022 to 41% in 2023.

Evaluation Data Sources: 2023 STAAR Math scores

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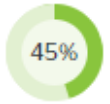
Strategy 1: Utilize collaborative planning while implementing the district instructional model and collaborative team framework to enhance student learning and achievement. **Strategy's Expected Result/Impact:** -Data sources will display student growth as measured by district and state assessments. -Lesson plans will exhibit pre and post assessments, differentiation, evidence of using exit tickets, and routine use of various common formative assessments. -Teacher planning observations will show evidence of routine use data analysis to plan for instruction for all students. -Small group lessons will be developed to target growth needs and data from these lessons will display evidence of growth as measured by examination of lesson plans, teacher walk-through data, and performance data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, classroom teachers, team leaders **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1			

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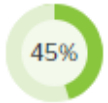
Strategy 2: Guide students in a SMART Goals (Specific, Measurable, Attainable, Relevant, Time-Bound) setting and achievement process. **Strategy's Expected Result/Impact:** -Student growth data on state and district assessments will indicate an improvement in academic achievement. -Walk-through data will indicate that student learning objectives are routinely clearly displayed in classrooms. -Data will indicate students are be able to state and share goals (smaller goals and overarching goal). -Student data will display student involvement in goal tracking. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 **Funding Sources:** tutors, adult temps - 282 ESSER III - $728.75, tutors, technology - 199 State Comp Ed - $305			

Strategy 3 Details	Formative Reviews		
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Strategy 3: Teachers that represent every area will meet to plan and develop aligned actionable steps for student growth. **Strategy's Expected Result/Impact:** -Data sources will display student growth as measured by district and state assessments. -Teacher planning observations will show evidence of inter-grade level collaboration to develop focus areas based on student skill deficits. -Lesson plans will exhibit application of inter-grade level/department collaboration and classroom walk-through data will display application of the cooperation. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Leadership Team **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1			

Strategy 4 Details	Formative Reviews		
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	Nov	Feb	June
Strategy 4: Utilize the district provided opportunities for extended planning to increase collaborative planning opportunities and help students meet expected growth measures. **Strategy's Expected Result/Impact:** -Data sources will display student growth as measured by district and state assessments. -Data will indicate the use of extended planning opportunities provided by the district **Staff Responsible for Monitoring:** Principal, Assistant Principal, Team Leaders **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 **Funding Sources:** substitutes, adult temps - 282 ESSER III - $728.75			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
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 need to increase teacher knowledge regarding how to analyze, comprehend and effectively utilize data in order to improve student achievement. 2. We need to better utilize collaborative planning to meet the individual learning needs of all students.

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 2022 to 2023.

Performance Objective 1: The percent of Shepard students that score Meets grade level or above on STAAR Science 5 will increase from 51% in 2022 to 52% by June 2023. The Economically Disadvantaged student group performance will increase from 20% in 2022 to 22% in 2023. The Special Education student group performance will increase from 20% in 2022 to 23% in 2023.

Evaluation Data Sources: 2023 STAAR Science scores

Strategy 1 Details	Formative Reviews		
	Formative		
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Strategy 1: Utilize collaborative planning while implementing the district instructional model and collaborative team framework to enhance student learning and achievement. **Strategy's Expected Result/Impact:** -Data sources will display student growth as measured by district and state assessments. -Lesson plans will exhibit pre and post assessments, differentiation, evidence of using exit tickets, and routine use of various common formative assessments. -Teacher planning observations will show evidence of routine use data analysis to plan for instruction for all students. -Small group lessons will be developed to target growth needs and data from these lessons will display evidence of growth as measured by examination of lesson plans, teacher walk-through data, and performance data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, classroom teachers, team leaders **Problem Statements:** Demographics 1	45%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Guide students in a SMART Goals (Specific, Measurable, Attainable, Relevant, Time-Bound) setting and achievement process. **Strategy's Expected Result/Impact:** -Student growth data on state and district assessments will indicate an improvement in academic achievement. -Walk-through data will indicate that student learning objectives are routinely clearly displayed in classrooms. -Data will indicate students are be able to state and share goals (smaller goals and overarching goal). -Student data will display student involvement in goal tracking. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **Problem Statements:** Demographics 1 **Funding Sources:** tutors, technology - 199 State Comp Ed - $305	40%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Teachers that represent every area will meet to plan and develop aligned actionable steps for student growth. **Strategy's Expected Result/Impact:** -Data sources will display student growth as measured by district and state assessments. -Teacher planning observations will show evidence of inter-grade level collaboration to develop focus areas based on student skill deficits. -Lesson plans will exhibit application of inter-grade level/department collaboration and classroom walk-through data will display application of the cooperation. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Leadership Team **Problem Statements:** Demographics 1			

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
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 need to increase teacher knowledge regarding how to analyze, comprehend and effectively utilize data in order to improve student achievement. 2. We need to better utilize collaborative planning to meet the individual learning needs of all students.

Site-Based Advisory Committee

Committee Role	Name	Position
Administrator	Kristin Bishop	Principal
Community Representative	Bob Thigpen	Community Represntative
Classroom Teacher	Stephanie Greene	Third Grade Teacher
Classroom Teacher	Valerie Felty	Kindergarten Teacher
Classroom Teacher	Madison Swinton	First Grade Teacher
Classroom Teacher	Cheyenne Drake	Second Grade Teachers
Classroom Teacher	Sharmeen Zawar	Fourth Grade Teacher
Classroom Teacher	Dolores Kotara	Fifth Grade Teacher
Parent	Tim Brown	Parent
Classroom Teacher	Kim May	Special Ed Team Leader
Classroom Teacher	Katie Meger	Specials Team Leader
Non-classroom Professional	Erin Christenson	Counselor
Classroom Teacher	Christina Ferenschuetz	Instructional Specialist
Administrator	Matthew Gonzales	Assistant Principal
Paraprofessional	Rebecca Smith	Office Manager
Parent	Brett Hozle	Parent
Parent	Stephanie Mace	Parent
Parent	Michelle Brown	Parent

Campus Funding Summary

199 State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	tutors, technology		$305.00
2	2	2	tutors, technology		$305.00
3	1	2	tutors, technology		$305.00
3	1	4	substitutes, adult temps		$305.00
				Sub-Total	$1,220.00
				Budgeted Fund Source Amount	$1,220.00
				+/- Difference	$0.00

199 Bilingual/ESL/ELL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	materials, technology		$174.00
				Sub-Total	$174.00
				Budgeted Fund Source Amount	$174.00
				+/- Difference	$0.00

282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	tutors, adult temps		$728.75
1	2	4	substitutes, adult temps		$728.75
2	2	2	tutors, adult temps		$728.75
2	2	4	substitutes, adult temps		$728.75
				Sub-Total	$2,915.00
				Budgeted Fund Source Amount	$2,915.00
				+/- Difference	$0.00
				Grand Total Budgeted	$4,309.00
				Grand Total Spent	$4,309.00
				+/- Difference	$0.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Shepard

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	5	12	35	0	6	0	7	15	1	8	47	15	62
2022	60	50	69		100		57	47	0	62	70	60	68
2023	62	52	70		100		60	49	1	64	71	61	69
2024	64	54	70		100		63	51	1	66	71	63	69
2025	66	56	71		100		67	53	2	69	72	65	70
2026	70	60	73		100		73	57	4	73	74	68	72
2027	74	64	74		100		80	61	5	78	75	71	73

HB3 Campus Goals - All Grades STAAR at Meets Standard

Shepard

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Reading

Grade 4

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	3	8	42	0	9	0	7	18	3	6	52	15	67
2022	0	50	74		78		43	61	67	33	71	47	66
2023	2	52	75		79		46	63	68	35	72	48	67
2024	4	54	75		79		49	65	68	37	72	50	67
2025	6	56	76		80		53	67	69	40	73	52	68
2026	10	60	78		82		59	71	71	44	75	55	70
2027	14	64	79		83		66	75	72	49	76	58	71

HB3 Campus Goals - All Grades STAAR at Meets Standard

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Reading

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	5	8	43	0	1	0	10	10	2	4	55	7	62
2022	40	75	77		100		40	50	100	50	82	14	74
2023	42	77	78		100		43	52	100	52	83	15	75
2024	44	79	78		100		46	54	100	54	83	17	75
2025	46	81	79		100		50	56	100	57	84	19	76
2026	50	85	81		100		56	60	100	61	86	22	78
2027	54	89	82		100		63	64	100	66	87	25	79

HB3 Campus Goals - All Grades STAAR at Meets Standard

Shepard

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Reading

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	13	28	120	0	16	0	24	43	6	18	154	37	191
2022	38	57	73		88		46	53	67	50	75	46	69
2023	40	59	74		89		49	55	68	52	76	47	70
2024	42	61	74		89		52	57	68	54	76	49	70
2025	44	63	75		90		56	59	69	57	77	51	71
2026	48	67	77		92		62	63	71	61	79	54	73
2027	52	71	78		93		69	67	72	66	80	57	74

HB3 Campus Goals - All Grades STAAR at Meets Standard

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Math

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	5	12	35	0	6	0	7	15	1	8	47	15	62
2022	0	42	51		100		71	20	0	25	51	47	50
2023	3	44	52		100		74	22	1	27	52	49	51
2024	6	47	54		100		77	25	3	29	54	51	53
2025	9	51	56		100		81	29	5	32	56	54	55
2026	15	55	58		100		86	33	7	36	58	58	57
2027	21	61	61		100		93	39	10	41	61	63	60

HB3 Campus Goals - All Grades STAAR at Meets Standard

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Math

Grade 4

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	3	8	42	0	9	0	7	18	3	6	52	15	67
2022	0	25	50		67		43	39	33	17	50	33	46
2023	3	27	51		68		46	41	34	19	51	35	47
2024	6	30	53		70		49	44	36	21	53	37	49
2025	9	34	55		72		53	48	38	24	55	40	51
2026	15	38	57		74		58	52	40	28	57	44	53
2027	21	44	60		77		65	58	43	33	60	49	56

HB3 Campus Goals - All Grades STAAR at Meets Standard

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Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	5	8	43	0	1	0	10	10	2	4	55	7	62
2022	20	50	49		100		10	30	0	25	49	14	45
2023	23	52	50		100		13	32	1	27	50	16	46
2024	26	55	52		100		16	35	3	29	52	18	48
2025	29	59	54		100		20	39	5	32	54	21	50
2026	35	63	56		100		25	43	7	36	56	25	52
2027	41	69	59		100		32	49	10	41	59	30	55

HB3 Campus Goals - All Grades STAAR at Meets Standard

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Math

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	13	28	120	0	16	0	24	43	6	18	154	37	191
2022	8	39	50		81		38	30	17	22	50	35	47
2023	11	41	51		82		41	32	18	24	51	37	48
2024	14	44	53		84		44	35	20	26	53	39	50
2025	17	48	55		86		48	39	22	29	55	42	52
2026	23	52	57		88		53	43	24	33	57	46	54
2027	29	58	60		91		60	49	27	38	60	51	57

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Science 5

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	5	8	42	0	1	0	10	10	2	4	54	7	61
2022	20	62	52		100		20	20	50	25	54	29	51
2023	23	64	53		100		23	22	51	27	55	31	52
2024	26	67	55		100		26	25	53	29	57	33	54
2025	29	71	57		100		30	29	55	32	59	36	56
2026	35	76	59		100		35	34	58	36	61	40	58
2027	41	82	62		100		42	40	62	41	64	44	61

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
Principal, Executive Director for Student & Family Services	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● 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.

	• Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	**Coordinated Health Program** **Coordinated School Health** • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. Campus Wellness Plan • 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. **Fitness** • 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. **Physical Activity Requirements** • 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.	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	● 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. ● 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. **Attendance** ● K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal, Human Resources	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● 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, Executive Director for Student and Family Services	**Parent Involvement** ● 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		