

Wichita Falls Independent School District

Sheppard Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 10, 2020

Mission Statement

Educators at Sheppard AFB Elementary School are committed to developing each student's abilities and talents, empowering them to meet the challenges of a global community.

Vision

Sheppard Elementary takes pride in having high expectations for students and staff. We want our students to be globally ready to serve their community and society.

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Comprehensive Needs Assessment

Needs Assessment Overview

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

Improvement Planning Data

- District goals Campus goals
- Current and/or prior year(s) campus and/or district improvement plan
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness System
- Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations Federal Report Card Data
- PBMAS 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI)
- Tejas LEE, or other alternate early reading assessment result
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Imagine Math Reports

Student Data: Student Groups

- Race and ethnicity data, including the number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Behavior and Other Indicators
- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS
- DoDEA Grant Reports

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Demographics

Demographics Summary

Attendance Rate 96.7%
Total Enrollment = 317

Pre-K = 39

Kinder = 57

1st = 54

2nd = 40

3rd = 28

4th = 32

5th = 40

6th = 27

African American = 10.4%

Hispanic = 14.8%

White = 59.3%

American Indian = 0.3%

Asian = 2.2%

Pacific Islander = 1.6%

Eco. Disadvantage = 15.1%

At Risk = 38.8%

ELL = 6.6%

Mobility = 25.2%

Professional Staff = 25.3

Educational Aides = 5

Administrator = 1

Demographics Strengths

84.9% = Non-Disadvantaged Students

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student enrollment has increased by 40 students from last year. **Root Cause:** High rated school.

Student Learning

Student Learning Summary

Sheppard Elementary Summary Report

Overall Score

A94 out of 100

[Student Achievement](#)

A91 out of 100

[School Progress](#)

B89 out of 100

[Closing the Gaps](#)

A100 out of 100

Performance Domain Summary

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Domain 1 - Student Achievement	91				
Domain 2A - Academic Growth	89	89	91	70%	63.7
Domain 2B - Relative Performance	82				
Domain 3 - Closing the Gaps	100			30%	30
Overall Score					94
Projected Rating					A

Other Tasks

[Print Accountability Report](#)

[Enter Additional Data](#)

Student Learning Strengths

Reading	3rd Grade	Advanced	4th Grade	Advanced	5th Grade	Advanced	6th Grade	Advanced
2013-14 STAAR	76%	11%	78%	25%	93%	20%	94%	21%
2014-15 STAAR	78%	33%	74%	18%	95%	24%	84%	21%
2015-16 STAAR	94%	29.00%	92.00%	31.00%	84.00%	12.00%	94.00%	36.00%
2016-17 STAAR	94%	47.00%	91.00%	40.00%	91.00%	31.00%	87.00%	27.00%
2017-18 STAAR	93%	29.00%	90.00%	62.00%	100%	36.00%	84.00%	24.00%
2018-19 STAAR	97%	45%	88%	24%	98%	52.00%	100.00%	33.00%

Reading	3rd Grade	Advanced	4th Grade	Advanced	5th Grade	Advanced	6th Grade	Advanced
Math	3rd Grade	Advanced	4th Grade	Advanced	5th Grade	Advanced	6th Grade	Advanced
2013-14 STAAR	81%	22%	62%	12%	66%	3%	95%	15%
2014-15 STAAR	78%	33%	87%	10%	68%	13%	94%	21%
2015-16 STAAR	84%	19.00%	70.00%	15.00%	85.00%	10.00%	88.00%	31.00%
2016-17 STAAR	91.00%	44.00%	86.00%	23.00%	84%	28%	93.00%	13.00%
2017-18 STAAR	82.00%	25.00%	93.00%	34.00%	100%	33%	92.00%	24.00%
2018-19 STAAR	88%	24%	71%	21%	100%	54.00%	100.00%	27.00%
Writing	4th Grade	Advanced			Science		5th Grade	Advanced
2013-14 STAAR	81%	6%			2013-14 STAAR		83%	9%
2014-15 STAAR	69%	3%			2014-15 STAAR		73%	22%
2015-16 STAAR	78%	19.00%			2015-16 STAAR		95.00%	5.00%
2016-17 STAAR	94.00%	20%			2016-17 STAAR		90.00%	16.00%
2017-18 STAAR	90.00%	17%			2017-18 STAAR		90.00%	17 %
2018-19 STAAR	74.00%	26%			2018-19 STAAR		97.00%	41%

Student Advanced scores continue to increase. 100% of academic gaps were closed.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 4th grade writing and math scores dropped in percentage passing. **Root Cause:** This was the first year both teachers taught this grade level and subject.

School Processes & Programs

School Processes & Programs Summary

Sheppard recruits high quality staff and hires a lot of Military spouses, but turnover last year was good. One staff member was hired on another campus as a Curriculum Coach and one Para was terminated. We hold quarterly New Teacher PLCs and assign mentors to new teachers to our campus. We cover classes while teachers go see other great teachers and attend professional development. With the amount of technology on our campus, we provide opportunities for the most updated technology training.

We also provide opportunities for teachers to attend Professional Development Training in their core teaching areas. Many of our teachers recently received their ESL Certification.

Safety & Health

To promote safety our campus regularly practices drills, all visitors and staff wear name badges, and outside doors are kept locked.

Anti-Bullying policies are followed and reports are investigated by the Principal.

The fulltime Nurse teaches clean hygiene and safety.

1. Student fitness assessment data
2. Student academic performance data
3. Student attendance rates
4. The percentage of students who are educationally disadvantaged
5. The use and success of any method to ensure that students participate in moderate to vigorous physical activity
6. Any other indicator recommended by the local school health advisory council

Sheppard Elementary has many activities for students to participate in including clubs, UIL, choir, and student council.

Sheppard Elementary will continue to strive to improve using Fundamental five, technology skills, Balanced Literacy, and Guided Math.

We have a positive behavior program and character education to increase appropriate behavior and reduce the threat of bullying, as well as grade level discipline plans with set consequences for inappropriate behavior. Occasionally, disciplinary removals happen due to severe disruptions in the classroom and serious inappropriate interactions between students.

Instructional Facilitators provided instructional support for all teachers at Sheppard Elementary. All teachers are also provided Professional learning opportunities are provided through campus professional learning communities, teacher observations and core staff development opportunities.

All new teachers paired with experienced, skilled teachers.

School Processes & Programs Strengths

With the funding from our DoDEA Grant, we are able to provide extra tutorials, UIL and after school clubs that all enhance learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Technology continues to have to be updated and chromebooks replaced. **Root Cause:** Technology continues to change and daily ware and tear on computers.

Perceptions

Perceptions Summary

Sheppard Elementary staff will provide a safe and secure environment for all students. The focus will be on improving student achievement and student academic success. Our campus provides opportunities for students to become involved through UIL and after-school enrichment clubs. Sheppard provides a friendly and nurturing learning environment for all students. Our goal is to empower students to become lifelong learners. All teachers will provide students with data-driven instruction.

The staff at Sheppard will continue to have high standards for students. Common Assessments will be administered. Assessment scores will be disaggregated to determine strengths and areas in need of improvement. Targeted instruction will take place based on assessment results. Student Support Team meetings will be held every six weeks. Daily Response to Intervention time will be scheduled and utilized. All interventions will be targeted and skill based. Sheppard staff is committed to improved student academic achievement.

Technology will be used in every classroom by teachers for instructional purposes. Our DoDEA Grants provide the funding for the equipment and the training for technology on our campus.

Perceptions Strengths

1 to one Chromebooks for all students and staff. Over 50% of staff are Google Certified.

Priority Problem Statements

Problem Statement 1: Student enrollment has increased by 40 students from last year.

Root Cause 1: High rated school.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 4th grade writing and math scores dropped in percentage passing.

Root Cause 2: This was the first year both teachers taught this grade level and subject.

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

Goals

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 1: The Campus will increase Professional Development opportunities for teachers to observe other teachers from 10 teachers in 2020 to 15 teachers in 2021.

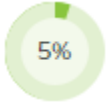




Evaluation Data Sources: Self reflections on teacher observations.

Strategy 1: Ongoing Professional development through DoDEA Grant funding. Strategy's Expected Result/Impact: enhance Staff Dev. Staff Responsible for Monitoring: DoDEA Principal TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - DoDEA	Formative Reviews		
	Nov	Feb	May
	 5%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: STAAR percent in grades 3-6 for the "Meets Grade Level" and "Advanced" testing for math and reading will increase by 5 points for the 2020-21 school year.


Evaluation Data Sources: STAAR Data Results


<p>Strategy 1: Tutorials will be provided with DoDEA funds will be used for tutorials.</p> <p>Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams.</p> <p>Strategy's Expected Result/Impact: Student Growth Staff Responsible for Monitoring: Teachers Principal TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Funding Sources: - DoDEA</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Weekly PLC meetings will provide time for administrators and teachers to review data and assist struggling students.</p> <p>Strategy's Expected Result/Impact: Track and monitor all students for success. Staff Responsible for Monitoring: Teachers, tutors, Admin</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: Provide Technology Programs to enhance learning. (Imagine Math, Education Galaxy, Flocabulary, Spelling City)</p> <p>Strategy's Expected Result/Impact: Students will use these programs at school and home to enhance academic learning.</p>	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			


Goal 3: Connect high school to career and college.


Performance Objective 1: Increase Mastered Level Scores by 5 points from 2019- 2021.


Evaluation Data Sources: STAAR Data Results.

<p>Strategy 1: Enrichment Clubs will provide students will differentiated learning opportunities to increase student achievement in all academic areas.</p> <p>Strategy's Expected Result/Impact: Student academic growth</p> <p>Staff Responsible for Monitoring: DoDEA Director Principal Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: - DoDEA</p>	Formative Reviews		
	Nov	Feb	May
	 10%		

 0% No Progress

 100% Accomplished

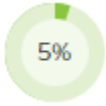
 Continue/Modify


 Discontinue


Goal 4: Improve low performing schools


Performance Objective 1: Increase Cumulative Mastered Level on STAAR by 5 points in Grades 3-6 in Reading, Math, Writing and Science from 2019 to 2021.


Evaluation Data Sources: STAAR Data Results.

Strategy 1: Incorporate higher order thinking questions into lessons Strategy's Expected Result/Impact: Increased scores from 2019-2020 Staff Responsible for Monitoring: Principal Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative Reviews		
	Nov	Feb	May
	 5%		


0% No Progress


100% Accomplished







Continue/Modify


Discontinue

Goal 4: Improve low performing schools

Performance Objective 2: Build a new Media Library with a Maker Space, Leveled Library and STEM focus by the end of the 2020-2021 school year.

Evaluation Data Sources: DoDEA Report


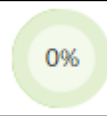






<p>Strategy 1: Build a new Media Library with a Maker Space, Leveled Library and STEM focus. Strategy's Expected Result/Impact: Allow all students to advance learning. Staff Responsible for Monitoring: DoDEA Director Principal Funding Sources: - DoDEA</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Safety Procedures during Covid-19.

Performance Objective 1: We will provide Covid Paras to provide time for teachers to provide virtual learning for students.

Targeted or ESF High Priority

Evaluation Data Sources: Master Schedule will reflect the virtual times for each teacher.

<p>Strategy 1: Assign Covid Paras to cover classes for a 45 minute period daily to allow teachers the virtual time needed to support students at home.</p> <p>Strategy's Expected Result/Impact: Success for virtual students academically.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, teachers</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Build a daily time in schedules for social/emotional support and discuss the future.</p> <p>Strategy's Expected Result/Impact: Support for students and allow them to share and discuss issues like Covid and Deployments.</p> <p>Staff Responsible for Monitoring: MFLC, Principal, Teachers</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Personnel for Sheppard Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Clark, Kyle	Aide	School Wide	.38
Conrad, Nichole	Aide	COVID CARE	.50
Graven, Catherine	Curriculum Facilitator	School Wide	.38
Taylor, Lauryn	Curriculum Facilitator	School Wide	.38
White, Lillian	Aide	COVID CARE	.50
Youngblood, Jessica	Aide	School Wide	.38

Campus Funding Summary

DoDEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
2	1	1			\$0.00
3	1	1			\$0.00
4	2	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

Account Level							2020-21	September 2020-21	2020-21	Encumbered	Unencumbered	
FND	T	FC	OBJ	SO	ORG	F PI	Description	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance - YTD Act
199	E	11	6112	00	123	0 24 000	Substitutes					
199	E	11	6118	67	123	0 24 000	Extra Duty-prof-tutorials	1,000.00				1,000.00
199	E	11	6239	00	123	0 24 000	Svcs From Regional Esc					
199	E	11	6297	00	123	0 24 000	Print Shop Services	900.00		18.00		882.00
199	E	11	6397	00	123	0 24 000	Software/lic <5000					
--- E -- ---- -- 123 - - - ---								1,900.00		18.00		1,882.00
-----								=====	=====	=====	=====	=====
--- - - - ---- -- 123 - - - ---								-1,900.00		-18.00		-1,882.00
Grand Expense Totals								1,900.00		18.00		1,882.00

Number of Accounts: 5

***** End of report *****