

Wichita Falls Independent School District
Sheppard Elementary
2023-2024 Campus Improvement Plan



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

Revised/Approved: August 15, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

The Site Base Team collaborated on August 9, 2023. We will focus on STAAR scores by scheduling school-wide activities so every grade level is advancing . We will create a goal for math and reading goals in each grade level to increase all levels. We will view NWEA/MAPS BOY, MOY scores to track growth and provide interventions for those who are not making the accurate projected growth.

Tutors will help with this and teachers will track students in RTI/MTSS for appropriate interventions.

Demographics

Demographics Summary

Attendance Rate 97.1%
Total Enrollment = 334

Pre-K = 38

Kinder = 56

1st = 56

2nd = 48

3rd = 43

4th = 34

5th = 36

6th = 23

African American = 7.7%

Hispanic = 17.8%

White = 57.9%

American Indian = 0.6%

Asian = 2.9%

Pacific Islander = .5%

Eco. Disadvantage = 20.6%

At Risk = 38.8%

SPED = 5.2%

ELL = 6.3%

Mobility = 16.5%

Professional Staff = 25.3

Educational Aides = 5

ESSER Paras = 1

Administrator = 1.5

Demographics Strengths

86/2% = Non-Disadvantaged Students

Student Learning

Student Learning Summary

Sheppard Elementary Summary Report

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Texas Education Agency
 2022 Accountability Ratings Overall Summary
 SHEPPARD AFB EL (243905123) - WICHITA FALLS ISD - WICHITA COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		94	A
Student Achievement		91	A
STAAR Performance	62	91	
College, Career and Military Readiness			
Graduation Rate			
School Progress		89	B
Academic Growth	81	89	B
Relative Performance (Eco Dis: 20.6%)	62	74	C
Closing the Gaps	100	100	A

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

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%	100%	52.00%	100.00%	33.00%
2020-21 STAAR	88%	19%	69%	17%	94%	45.00%	95.00%	30.00%
2021-22 STAAR	89%	47%	93%	32%	100%	43.00%	91.00%	41.00%
Math	3rd Grade	Advanced	4th Grade	Advanced	5th Grade	Advanced	6th Grade	Advanced

Reading	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%
2020-21 STAAR	83%	21%	61%	23%	76%	48.00%	90.00%	35.00%
2021-22 STAAR	81%	34%	83%	34%	84%	35.00%	91.00%	36.00%
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%
2020-21 STAAR	63%	6%			2020-21 STAAR		88.00%	21.00%
2021-22 STAAR	N/A	N/A			2021-22 STAAR		81.00%	30.00%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our "Closing the Gaps" score dropped from 100% to 82%. **Root Cause:** The gap was large after Covid and we were able to catch students up so the gap this year was truly reflective of students academics.

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
7. Extracurricular activities: 60 minutes of physical activity on a daily basis will have a positive effect on the academic performance and musculoskeletal development of children.
8. In-class curriculum and instruction supports: Classroom health education will complement physical activity by giving students the knowledge and self-management skills needed to maintain a physically active lifestyle.

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 funds, we are able to provide extra tutorials, UIL and after school clubs that all enhance learning.

We earned the National Academic School from Imagine Learning for our Math Program.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Not eligible for Title I funds so we have very limited WFISD funds for resources to help academic growth and teacher growth, therefore our DoDEA Grants and SCE funds supplement for this. **Root Cause:** We do not meet Title I eligibility.

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.

Imagine Math National Academic Award

Ranked #1 School in Region 9

Ranked 9 out 10 in Great Schools

Priority Problem Statements

Problem Statement 1: Our "Closing the Gaps" score dropped from 100% to 82%.

Root Cause 1: The gap was large after Covid and we were able to catch students up so the gap this year was truly reflective of students academics.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Not eligible for Title I funds so we have very limited WFISD funds for resources to help academic growth and teacher growth, therefore our DoDEA Grants and SCE funds supplement for this.

Root Cause 2: We do not meet Title I eligibility.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement 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
- Enrollment trends

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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

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

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
- Other additional data

Goals

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

Performance Objective 1: The Campus will provide Professional Development opportunities for teachers.






Evaluation Data Sources: Self reflections on teacher observations.

Strategy 1 Details	Formative Reviews		
<p>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</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Travel for professional development will be utilized when necessary by teachers and administrators. DoDEA Director and Campus administrators will attend all DoDEA meetings, following grant funding requirements of attendance. Implementation of strategies learned will be completed upon return to campus. Funding Sources: - DoDEA</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

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

Performance Objective 2: Support the social/emotional needs of teachers.




Evaluation Data Sources: Teacher Surveys






Strategy 1 Details	Formative Reviews		
Strategy 1: Through DoDEA funds, we will improve teacher workspaces inside and outside the classroom. We will build in collaboration time with teachers and instructional coaches to utilize these workspaces.	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 3 points for the 2023-24 school year.

Evaluation Data Sources: STAAR Data Results






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: In-class supports, such as substitutes/tutors and student-centered learning spaces for indoor and outdoor use, will be utilized to ensure student success.</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</p> <p>Staff Responsible for Monitoring: Teachers Principal</p> <p>TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Funding Sources: - DoDEA</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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.</p> <p>Staff Responsible for Monitoring: Teachers, tutors, Admin</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use DoDEA Funds to Provide Instructional Online Programs to enhance learning in all core subjects, which may include Imagine Math, Education Galaxy, Flocabulary, Seesaw, and Vocabulary A-Z.</p> <p>Strategy's Expected Result/Impact: Students will use these programs at school and home to enhance academic learning.</p> <p>Staff Responsible for Monitoring: Donna Hale, Lauryn Taylor, Cindy Waddell</p> <p>Funding Sources: DoDEA - DoDEA</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will provide engaging learning opportunities in every classroom through the use of 1:1 devices, hands-on games, and classroom supplies, as needed.</p> <p>Funding Sources: - DoDEA</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Connect high school to career and college.

Performance Objective 1: Increase Mastered Level Scores by 3 points from 2023-24.






Evaluation Data Sources: STAAR Data Results.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: DoDEA funds will be used for extracurricular activities, such as college and career-centered field trips, family learning nights, and enrichment clubs taught by staff members and contracted professionals.</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		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: Improve low performing schools

Performance Objective 1: Increase Cumulative Mastered Level on STAAR by 3 points in Grades 3-6 in Reading, Math and Science from 2023-24.





Evaluation Data Sources: STAAR Data Results.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize Capturing Kids Hearts to help address the social and emotional needs of our military students. Teachers will be trained to implement the strategies within their classrooms.</p> <p>Funding Sources: - DoDEA</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Improve low performing schools

Performance Objective 2: Improve Healthy Fitness Zone outcomes of military-connected elementary students on the Fitnessgram assessment during the grant cycle from 2020-2025.

Evaluation Data Sources: Fitnessgram assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will be provided with 60 minutes of scheduled daily physical activity to improve student health. Physical education curriculum will be integrated into core classroom to achieve this. Physical education supplies, such as a rock climbing wall, gymnastics mats, jump ropes, etc. will be purchased to help facilitate fun learning opportunities for all students.</p> <p>Strategy's Expected Result/Impact: Students will be provided with 60 minutes of schedules daily physical activity to improve student health.</p> <p>Funding Sources: - DoDEA</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Sheppard Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0.754

Brief Description of SCE Services and/or Programs

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Personnel for Sheppard Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Pierce, Kristen	Aide	0.218
Ponto, Elizabeth	Aide	0.218
Taylor, Lauryn	Curriculum Facilitator	0.218
VanBockel, Jessica	Curriculum Facilitator	0.1