Plano Independent School District

Shepard Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

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

Vision



Value Statement



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Comprehensive Needs Assessment

Demographics

Summary

Shepard Elementary is a diverse learning community serving a student population that is predominantly White (61.42%), followed by Hispanic (15.23%), Asian (10.66%), multiracial (6.00%), African American (5.84%), and American Indian (less than 1%), with a gender distribution of 43.91% female and 56.09% male. Approximately 23% of students are identified as at risk, and 21.3% are economically disadvantaged. The campus provides targeted support through a variety of programs, including special education (21.83%), Gifted and Talented (13.2%), dyslexia services (7.87%), Emergent Bilingual services (7.36%), English as a Second Language (ESL) services (6.09%), and Section 504 accommodations (5.58%). These programs are designed to address the diverse academic, linguistic, and learning needs of students and ensure that all learners have access to meaningful support and opportunities for success.

Strengths

Shepard Elementary demonstrates notable strengths in its comprehensive, inclusive support systems, providing tailored interventions and specialized programs that effectively serve diverse learners, including robust special education, Gifted and Talented, and a focus on language development. The campus maintains a strong academic reputation for high student achievement and growth in core subjects like reading and math. Furthermore, Shepard excels by fostering a collaborative community culture where teachers, staff, families, and local partners actively work together to ensure that every student reaches their full potential.

Student Learning

Summary

Shepard Elementary students demonstrate positive academic growth and continued progress across the campus. Overall, student achievement is stronger in Reading than in Math. MAP assessment data show that students are making expected or greater-than-expected growth across grade levels, particularly in Math. The campus is committed to building on these results while closing achievement gaps between student groups through data-driven instruction, targeted support, and enrichment opportunities that promote continued academic progress for all students.

Strengths

Shepard Elementary students demonstrate positive academic growth and continued progress across grade levels. MAP assessment data shows that all grade levels exceeded projected growth in Math, demonstrating strong progress in students' mathematical learning. Reading continues to be an area of strength across the campus, with students demonstrating positive achievement and growth. Overall, students are making meaningful academic gains and progressing toward grade-level expectations. The campus will continue to build on these strengths through data-driven instructional planning, targeted support, and enrichment opportunities to promote continued growth for all students.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	STAAR Math performance is lower than Reading across all performance levels. Math is 10 percentage points lower than Reading at Approaches Grade Level (78% vs. 88%), 10 points lower at Meets (59% vs. 69%), and 6 points lower at Masters (36% vs. 42%).	Continued refinement of Tier 1 instruction focused on essential math concepts and skills is needed to strengthen students' mathematical understanding and support consistent, high-quality math instruction across grade levels.
2 ★	A performance gap exists between the "All Students" group and the Hispanic, Two or More Races, and High Focus student groups in math, as evidenced by Domain 3, Closing the Gaps data.	Continued refinement of Tier 1 instruction focused on essential math concepts and skills is needed to strengthen students' mathematical understanding and support consistent, high-quality math instruction across grade levels.
3 ★	Campus data indicates that 32% of Shepard teachers reported experiencing classroom disruptions, compared to the district average of 21%.	Inconsistent implementation of campus-wide expectations and practices across grade levels and from classroom to classroom, along with a need to strengthen teacher capacity in classroom management.
4 ★	27 out of 41 (65.9%) Reading and Math students who received accelerated instruction did not grow one performance level, maintaining a "Did Not Meet" status this year.	Continued refinement of accelerated instruction is needed to ensure dedicated support time is used effectively to address specific grade-level standards and skills.
5 ★	41% of students receiving special education services compared to 73% of "all students" are meeting grade level expectations in reading according to EOY MAP	Continued refinement of special education instructional support is needed to ensure students receive targeted support to address individual reading needs while maintaining consistent access to grade-level content and instruction.

6 ★	An achievement gap exists between Emergent Bilingual (EB) students and the "All Students" group, with EB students underperforming by 32 percentage points in math (39% vs. 71%) and 12 percentage points in reading (61% vs. 73%). The TELPAS interim progress target was not met.	Root Cause: Increased opportunities for Emergent Bilingual students to develop and apply academic language through reading, writing, listening, and speaking across content areas are needed to strengthen language development and access to grade-level learning.
7 ★	Shepard attendance rate for the 25-26 school year was 95.9%, compared to the campus and district goal of 96%.	Continued family communication and engagement is needed to strengthen understanding of the impact of regular school attendance on student learning and academic success.

★ = Priority

School Processes & Programs

Summary

At Shepard Elementary, core curriculum and instructional practices are supported through structured collaboration and professional growth models, including collaborative Instructional Rounds to observe aligned teaching strategies and a Teacher Mentorship program that onboards and supports educators. To ensure high-quality learning across all grade levels, the campus utilizes a schoolwide intervention model designed to deliver targeted Tier 2 and Tier 3 academic support to struggling learners and students performing above grade level. Additionally, decision-making and continuous student improvement are driven by dedicated Student Support Services teams, where educators, interventionists, and campus leadership meet regularly to evaluate data, track student progress, and determine appropriate instructional interventions and referral pathways.

Strengths

Shepard Elementary has strong systems in place to support instruction, student success, and a positive school culture. Collaborative Instructional Rounds, teacher mentorship, and targeted intervention systems support instructional growth and student needs. A dedicated data team regularly analyzes student and campus data to identify needs and adjust systems, while schoolwide behavior expectations provide consistency for students and staff. The AVID Site Team and other campus committees such as the Student Advisory Committee, Leadership Team, and PBIS team further strengthen collaboration, school culture, and community.

Perceptions

Summary

HRS survey results indicate positive perceptions of Shepard Elementary as a safe, orderly, and collaborative school environment. Staff, students, and parents report positive perceptions of the school environment, and staff recognize strong collaboration and shared decision-making. The campus will continue building structures that foster collaboration, strengthen partnerships, and ensure stakeholders feel informed, valued, and connected to the work of the school.

Strengths

Perception data reflects a strong sense of safety, collaboration, and positive school culture across the Shepard community. Faculty, staff, students, and parents generally perceive the campus as a safe and orderly environment, and teacher teams regularly collaborate around curriculum, instruction, assessment, and student achievement. The campus also values the role of families and community members in supporting student success and recognizes the PTA as an important partner in creating meaningful opportunities for family involvement, connection, and support. Shepard will continue to build on these strengths by fostering strong relationships with families, community partners, and staff while expanding opportunities for stakeholder voice and participation.

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	STAAR Math performance is lower than Reading across all performance levels. Math is 10 percentage points lower than Reading at Approaches Grade Level (78% vs. 88%), 10 points lower at Meets (59% vs. 69%), and 6 points lower at Masters (36% vs. 42%).	Continued refinement of Tier 1 instruction focused on essential math concepts and skills is needed to strengthen students' mathematical understanding and support consistent, high-quality math instruction across grade levels.
2 ★	Campus data indicates that 32% of Shepard teachers reported experiencing classroom disruptions, compared to the district average of 21%.	Inconsistent implementation of campus-wide expectations and practices across grade levels and from classroom to classroom, along with a need to strengthen teacher capacity in classroom management.
3 ★	A performance gap exists between the "All Students" group and the Hispanic, Two or More Races, and High Focus student groups in math, as evidenced by Domain 3, Closing the Gaps data.	Continued refinement of Tier 1 instruction focused on essential math concepts and skills is needed to strengthen students' mathematical understanding and support consistent, high-quality math instruction across grade levels.
4 ★	41% of students receiving special education services compared to 73% of "all students" are meeting grade level expectations in reading according to EOY MAP	Continued refinement of special education instructional support is needed to ensure students receive targeted support to address individual reading needs while maintaining consistent access to grade-level content and instruction.
5 ★	An achievement gap exists between Emergent Bilingual (EB) students and the "All Students" group, with EB students underperforming by 32 percentage points in math (39% vs. 71%) and 12 percentage points in reading (61% vs. 73%). The TELPAS interim progress target was not met.	Root Cause: Increased opportunities for Emergent Bilingual students to develop and apply academic language through reading, writing, listening, and speaking across content areas are needed to strengthen language development and access to grade-level learning.
6 ★	27 out of 41 (65.9%) Reading and Math students who received accelerated instruction did not grow one performance level, maintaining a "Did Not Meet" status this year.	Continued refinement of accelerated instruction is needed to ensure dedicated support time is used effectively to address specific grade-level standards and skills.

7

Shepard attendance rate for the 25-26 school year was 95.9%, compared to the campus and district goal of 96%.

Continued family communication and engagement is needed to strengthen understanding of the impact of regular school attendance on student learning and academic success.

★ = Priority

Priorities

Priority 1

1.2 Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators, and district office leaders to ensure engaging, high-level learning for all students.

Goal 1

By the end of the 2026-2027 school year, we will strengthen math Tier 1 instruction and ensure high-quality teaching in every classroom measured by achievement and observation data.

Performance Target: We will narrow the Grades 3-5 STAAR achievement gap between Reading and Math from 10% to 5% by increasing student performance at the Approaches and Meets levels in Math.

50% of our HB1416 students will increase a performance level on the math STAAR assessment.

Expected Result: Students will make at least one year's growth and achievement gaps will narrow as teachers strengthen instructional practices.

Strategy 1

Implement student goal setting using MAP data to help students understand their current performance, set individualized growth goals, and monitor their progress toward increased achievement.

Staff Responsible for Monitoring: Classroom Teachers, Leadership Team, Administration

Problem Statements: Student Learning 1, 2, 4, 6

Formative Reviews

November	February	June

Strategy 2

Utilize student data to create strategic, flexible student groups for campus-wide intervention and enrichment, ensuring instruction is targeted to individual student needs and supports accelerated growth.

Staff Responsible for Monitoring: Classroom Teachers, Leadership Team, Administration

Problem Statements: Student Learning 1, 2, 4, 6

Formative Reviews

November	February	June

Strategy 3

Strengthen math instruction by explicitly identifying and teaching academic vocabulary within learning targets, providing students with opportunities to use mathematical language in meaningful ways to deepen understanding of grade-level concepts.

Staff Responsible for Monitoring: Classroom Teachers, Leadership Team, Administration

Problem Statements: Student Learning 1, 2, 4, 6

Formative Reviews

November	February	June

Strategy 4

Utilize the Amplify Desmos math curriculum with fidelity by consistently applying its instructional practices, leveraging embedded resources, and differentiating instruction based on student needs to strengthen Tier 1 instruction.

Staff Responsible for Monitoring: Teachers, Leadership Team, Administrators

Problem Statements: Student Learning 1, 2, 4, 6

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	STAAR Math performance is lower than Reading across all performance levels. Math is 10 percentage points lower than Reading at Approaches Grade Level (78% vs. 88%), 10 points lower at Meets (59% vs. 69%), and 6 points lower at Masters (36% vs. 42%).	Continued refinement of Tier 1 instruction focused on essential math concepts and skills is needed to strengthen students' mathematical understanding and support consistent, high-quality math instruction across grade levels.
2	A performance gap exists between the "All Students" group and the Hispanic, Two or More Races, and High Focus student groups in math, as evidenced by Domain 3, Closing the Gaps data.	Continued refinement of Tier 1 instruction focused on essential math concepts and skills is needed to strengthen students' mathematical understanding and support consistent, high-quality math instruction across grade levels.
4	27 out of 41 (65.9%) Reading and Math students who received accelerated instruction did not grow one performance level, maintaining a "Did Not Meet" status this year.	Continued refinement of accelerated instruction is needed to ensure dedicated support time is used effectively to address specific grade-level standards and skills.
6	An achievement gap exists between Emergent Bilingual (EB) students and the "All Students" group, with EB students underperforming by 32 percentage points in math (39% vs. 71%) and 12 percentage points in reading (61% vs. 73%). The TELPAS interim progress target was not met.	Root Cause: Increased opportunities for Emergent Bilingual students to develop and apply academic language through reading, writing, listening, and speaking across content areas are needed to strengthen language development and access to grade-level learning.

Goal 2

By the end of the 2026-2027 school year, Shepard will strengthen instructional systems and supports to improve reading achievement and growth for students receiving special education services and reduce the achievement gap.

Performance Target: The percentage of students in the Special Education student group performing at the "Meets Grade Level" or above in reading will increase from 36% to at least 41% by the end of the 2026-2027 school year.

The percentage of students in the Special Education student group meeting or exceeding their NWEA MAP reading growth targets will increase from 41% to at least 46% by the end of the 2026-2027 school year.

Expected Result: Students receiving special education services will demonstrate increased reading growth and achievement, resulting in narrowed achievement gaps between students receiving special education services

and all students..

Strategy 1

Strengthen reading instruction by explicitly identifying and teaching academic vocabulary within learning targets and providing students with opportunities to use new vocabulary in meaningful ways to deepen their understanding of grade-level content.

Staff Responsible for Monitoring: Teachers, Leadership Team, Administration

Problem Statements: Student Learning 4, 5

Formative Reviews

November	February	June

Strategy 2

Develop and clarify expectations for inclusion practices and strengthen collaboration between special education and general education teachers to better align supports and instruction for special education students.

Staff Responsible for Monitoring: Teachers, Administration, Leadership Team

Problem Statements: Student Learning 4, 5

Formative Reviews

November	February	June

Strategy 3

Implement student goal setting using MAP data to help students understand their current performance, set individualized growth goals, and monitor their progress toward increased achievement.

Staff Responsible for Monitoring: Teachers, Leadership Team, Administrators

Problem Statements: Student Learning 4, 5

Formative Reviews

November	February	June

Strategy 4

Utilize student data to create strategic, flexible student groups for campus-wide intervention and enrichment, ensuring instruction is targeted to individual student needs and supports accelerated growth.

Staff Responsible for Monitoring: Teachers, Leadership Team, Administrators

Problem Statements: Student Learning 4, 5

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	27 out of 41 (65.9%) Reading and Math students who received accelerated instruction did not grow one performance level, maintaining a "Did Not Meet" status this year.	Continued refinement of accelerated instruction is needed to ensure dedicated support time is used effectively to address specific grade-level standards and skills.
5	41% of students receiving special education services compared to 73% of "all students" are meeting grade level expectations in reading according to EOY MAP	Continued refinement of special education instructional support is needed to ensure students receive targeted support to address individual reading needs while maintaining consistent access to grade-level content and instruction.

Priority 2

2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K trhough 12th grade)

Goal 1

By the end of the 2026-2027 school year, teachers will consistently design and implement instruction that addresses the language and academic needs of Emergent Bilingual (EB) students, ensuring they have meaningful access to grade-level content across all content areas.

Performance Target: The Emergent Bilingual student group will meet or exceed the 42% TELPAS interim target for the 26-27 school year.

Expected Result: Emergent Bilingual students will demonstrate increased language proficiency and improved academic achievement, resulting in a reduction in achievement gaps.

Strategy 1

Incorporate research-based language strategies into PLC planning and classroom instruction to support student language development and academic achievement.

Problem Statements: Student Learning 2, 6

Formative Reviews

November	February	June

Strategy 2

Provide Emergent Bilingual students with explicit, meaningful, and interactive opportunities to learn, practice, and use academic vocabulary connected to learning targets and grade-level content.

Staff Responsible for Monitoring: Classroom teachers and administration

Problem Statements: Student Learning 2, 6

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	A performance gap exists between the "All Students" group and the Hispanic, Two or More Races, and High Focus student groups in math, as evidenced by Domain 3, Closing the Gaps data.	Continued refinement of Tier 1 instruction focused on essential math concepts and skills is needed to strengthen students' mathematical understanding and support consistent, high-quality math instruction across grade levels.
6	An achievement gap exists between Emergent Bilingual (EB) students and the "All Students" group, with EB students underperforming by 32 percentage points in math (39% vs. 71%) and 12 percentage points in reading (61% vs. 73%). The TELPAS interim progress target was not met.	Root Cause: Increased opportunities for Emergent Bilingual students to develop and apply academic language through reading, writing, listening, and speaking across content areas are needed to strengthen language development and access to grade-level learning.

Priority 3

4.2 Implement interventions and systems of support to ensure a safe, orderly, and respectful learning environment.

Goal 1

By the end of the 2026-2027 school year, we will cultivate a safe, orderly, and respectful learning environment by decreasing classroom disruptions as measured by Review 360 data.

Performance Target: By the end of the 2026-2027 school year, we will strengthen positive classroom environments and reduce classroom disruptions to meet the district average (21%), supporting increased instructional time, student engagement, and learning for all students.

Expected Result: Increase in student engagement and learning as measured by classroom walkthrough data, TTESS, and MAP.

Strategy 1

Create a campus-wide "Responding to Behavior" document to calibrate and establish consistent expectations, align staff responses to student behavior, and provide teachers with proactive strategies and best practices to prevent and effectively respond to behavior disruptions.

Staff Responsible for Monitoring: Administration, Classroom Teachers

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Strategy 2

Continue to strengthen PBIS practices by proactively teaching and reinforcing behavioral expectations and procedures, using positive reinforcement to promote appropriate student behavior and reduce disruptions.

Staff Responsible for Monitoring: Classroom Teachers

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Campus data indicates that 32% of Shepard teachers reported experiencing classroom disruptions, compared to the district average of 21%.	Inconsistent implementation of campus-wide expectations and practices across grade levels and from classroom to classroom, along with a need to strengthen teacher capacity in classroom management.

Goal 2

For the 2026-2027 school year, we will maintain a student attendance rate of at least 96% during every six-week period as measured by district attendance records.

Performance Target: By the end of the 2026-2027 school year, we will increase the campus attendance rate to at least 96%, ensuring students have consistent access to instruction.

Expected Result: Access to consistent instruction resulting in increased student growth as measured by MAP data.

Strategy 1

Utilize the campus-wide attendance tracking system to monitor daily attendance, identify trends, and proactively identify students who are at risk of chronic absenteeism, and communicate with families to identify and address barriers to regular attendance.

Staff Responsible for Monitoring: Office Staff, Admininstration, Classroom Teachers

Problem Statements: Student Learning 7

Formative Reviews

November	February	June

Strategy 2

Provide individual and grade level student attendance incentives to recognize students and grade levels who demonstrate consistent attendance and improvement to build a positive culture around consistent school attendance.

Problem Statements: Student Learning 7

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	Shepard attendance rate for the 25-26 school year was 95.9%, compared to the campus and district goal of 96%.	Continued family communication and engagement is needed to strengthen understanding of the impact of regular school attendance on student learning and academic success.