

Shepherd Independent School District
Shepherd Middle School
2018-2019 Campus Improvement Plan



Mission Statement

Through the shared responsibilities of educators, students, parents, and community, Shepherd ISD empowers all students with skills needed to be successful in a competitive and ever changing society.

Shepherd ISD does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Vision

Inspiring success through passion and Personally

Responsible

In

Developing

Excellence

Comprehensive Needs Assessment

Demographics

Demographics Summary

Based upon the 2016-2017 Texas Academic Performance (TAPR) Report, Shepherd Middle School houses 6th, 7th and 8th grade, and serves approximately 420 students. There are 34 professional staff members on campus, all of who meet the highly qualified requirements. There are 4 paraprofessionals that assist teachers in the classroom and 33% of the teaching staff has eleven or more years of experience, with 66% that has one to ten year experience; 3% are first-year teachers. The demographic make-up of our teaching staff is 86% white, with 10% African American, 3% Hispanic, and 73% female to 26% male. Over the last four years, the campus population has seen a consistent increase in the Hispanic population. The demographic for this school year is African Americans at 4.5% (which is a .5% decrease from the last TAPR Report), Hispanics at 30% (which is a 1% decrease from the last TAPR Report), Whites at 62% (which is a 1% decrease from the last TAPR Report), American Indian at .7%, Two or More Races is at 2.1%, and the Asian/Pacific Islanders at 0%. Student information in the TAPR Report also shows that 75.2% of students are economically disadvantaged, 12.1% of students are ELL learners, 70% of students are at risk and the mobility rate is 14.3%, 10.2% being White.

Demographics Strengths

- Students come to school because of their strong relationships with faculty on campus.
- Students seem happy.
- Student teacher ratio is 14:1
- Average years of teaching experience is 9 years
- Decrease in economically disadvantaged by 4% (75%)
- Decrease in SpED by 7 to 31 students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: More Highly Qualified male teachers.

Problem Statement 2: Student voice in school decision making.

Problem Statement 3: Highly qualified bilingual staff.

Student Academic Achievement

Student Academic Achievement Summary

Based upon STAAR, 2016- 2017 TAPR, Discipline Action PEIMS Data, and Student Attendance and Contact Hours by Date Range and WAR ROOM analyses, the following needs have been identified. The Shepherd Middle School STAAR 2017 report is as follows: Percent at Approaches Grade Level or Above for 6th grade Reading is 44%, Math, 46%; Percent at Approaches Grade Level or Above for 7th grade Reading is 70%, Math 58% and Writing, 65%; Percent at Approaches Grade Level or Above for 8th grade Reading is 84%, Math 87%, Science, 78% and Social Studies, 67%. STAAR Percent at Approaches Grade Level or Above for the End of Course, Algebra I exam is 100%. For the following sub-populations in 6th grade Reading, the scores were as follows: Hispanics, 33%, White 51%, Economically Disadvantaged, 37%, ELL, 25%. For the following sub-populations in 6th grade Mathematics, the scores were as follows: African American, 56%, Hispanics, 38%, White 49%, Economically Disadvantaged, 39%. For the following sub-populations in 7th grade Reading, the scores were as follows: Hispanic 73%, White 69% and Economically Disadvantaged, 68%. For the following sub-populations in 7th grade Mathematics, the scores were as follows: Hispanics, 66%, White 56%, Economically Disadvantaged, 58%. For the following sub-populations in 7th grade Writing, the scores were as follows: Hispanics, 68%, White 66%, Economically Disadvantaged, 60%. For the following sub-populations in 8th grade Reading, the scores were as follows: African American, 83%, Hispanic 78%, White 87% and Economically Disadvantaged, 80% and ELL, 59%. For the following sub-populations in 8th grade Mathematics, the scores were as follows: African American, 100%, Hispanic 79%, White 89% and Economically Disadvantaged, 84% and ELL, 71%. For the following sub-populations in 8th grade Science, the scores were as follows: Hispanic 56%, White 89% and Economically Disadvantaged, 74% and ELL, 29%. For the following sub-populations in 8th grade Social Studies, the scores were as follows: African American 83%, Hispanic 54%, White 71% and Economically Disadvantaged, 63% and ELL, 29%.

Student Academic Achievement Strengths

- Attendance can be as high as 97%
- 100% pass the Algebra 1 STAAR
- 15% growth in all grades for Meets Grade Level in Social Studies

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Attendance constancy at 97% with 1 degree variance.

Problem Statement 2: Behavior Modification Program that focuses on self-awareness and problem solving, not removal from General Ed setting (PASS Program)

Problem Statement 3: Recover grades of 'zero' before there are more than 2 entries.

Problem Statement 4: Create Mindfulness experiences inside classrooms.

Problem Statement 5: PBIS Store

Problem Statement 6: There is a need for supplemental materials to support the core curriculum in Social Studies, ELAR, Math and Science. **Root Cause:** Tier 1 instruction needs improvement.

Problem Statement 7: Professional Development is needed for support in developing the core teachings of Math, Science, ELAR and Social Studies, **Root Cause:** Some teachers are Alternatively certified.

School Processes & Programs

School Processes & Programs Summary

Campus staff utilized the master schedule, DAEP placement, Leadership Team Minutes, Duty Schedule, School Map, Physical Environment and data collected from Professional Learning Communities minutes/agendas, to identify needs of the campus. During the 2018-2019 school year, Shepherd Middle School will utilize an 8 period day which allows for flexibility in scheduling. All students in grades 6-8 will have the opportunity for interventions and/or enrichment courses as appropriate. The school day will be from 7:50- 3:40. The Leadership Team has Administrators, Teachers, Instructional Coaches, Para Educator and a Counselor serving and making decisions for Shepherd Middle School. There is also a Principal Counsel, comprised of grade level student representatives from all 3 grade levels. Shepherd Middle School is a 1 to 1 campus. SISD is now on a technology replacement cycle in which the newest technology will be replacing earlier units, campus wide. This school year, room assignments will change, so as to provide a safer hallway transition period. Students will not be confined within a 4 room area. Students will remain being grouped together by grade level. Teacher planning periods will remain consistent. PLC's will be held according to Core content. We would also like to have a three period lunch schedule to accommodate grade level meetings with student groups. To assist in Positive Behavior Intervention Supports, we will be using ID badges loaded with QR codes to award behaviors that are positive and of character. We will also have teachers participate. An Intervention Store will be available to shop in on campus, whereby students and teachers can use their points in exchange for goods (chosen by the 2017-2018 Principal Council) or admittance into a game/eat outside, for example.

School Processes & Programs Strengths

- Representation of elective, para, IC's, Counselor and AP on Leadership Team.
- 'A Team' Meetings daily: Principal, Asst. Principal and Counselor
- Revision made to Inclement Weather evacuation to buses/Admin. Building and J Building.
- Grade Level Conference Periods
- Core Content PLC time

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Greater Supervision in the hallways between transitions (lunch)

Problem Statement 2: Calendar organization at the beginning of the year

Problem Statement 3: Less punitive consequences and more Restorative Discipline practices

Problem Statement 4: PASS Program

Problem Statement 5: Greater Mentor Program for Teachers and Students

Problem Statement 6: Grade Level Lunches

Problem Statement 7: A period and a 1/2 for Math

Perceptions

Perceptions Summary

The administration at SMS fosters positive relationships with its staff members and students. The Administrative Team promotes an environment that is conducive to learning and believes One Team, One Focus with the growth of all stakeholders in the forefront of their minds. The environment is one of 'family'. Teachers know the names of their students. Areas of concern are as follows: parental involvement, character development, additional role models/mentors vested in the students who can assist educationally. The practice of Restorative Discipline has been implemented. We currently use an app called StopIt, in an effort to stop bullying. Using the current 2016-2017 Teacher Survey, 100% of teachers felt that administrators regularly visited classrooms to observe instruction. The majority of the faculty understand the Principal's expectations. This past school year, teachers and staff were celebrated monthly and weekly. Students were celebrated effectively and academically through monthly incentive team tournaments.

Perceptions Strengths

Using the current 2016-2017 Teacher Survey, 100% of teachers felt that administrators regularly visited classrooms to observe instruction. The majority of the faculty understand the Principal's expectations. This past school year, teachers and staff were celebrated monthly and weekly. Students were celebrated effectively and academically through monthly incentive team tournaments.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement

Problem Statement 2: Character Education

Problem Statement 3: Increase teacher attendance/PBIS Teacher Incentives

Problem Statement 4: Continued Safety Training

Comprehensive Needs Assessment Data Documentation

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 plans
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Critical Success Factor(s) 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
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback

Employee Data

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

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

Goals


Goal 1: SMS will ensure that an instructional focus is the priority.

Performance Objective 1: Each nine weeks, SMS will implement, monitor and evaluate an aligned curriculum and assessment program that is rigorous, data-driven and supported by professional development.

Evaluation Data Source(s) 1: Local Assessment Data, iStation Data

STATE DATA: STAAR/EOC, TAPR, PBMAS

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|-----------------------------------|-------------------|-----|-----|
| | | | | Nov | Jan | Apr |
| 1) SMS Core Content teachers, will provide one tutoring session before or after school. | 2.4, 2.5, 2.6 | Principal, Assistant Principal Teacher | Sign in sheets | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) SMS will use Academic Recovery as a way to capture students learning who have 2 or more zeroes in the Gradebook. | 2.4, 2.5, 2.6 | Principal, Assistant Principal, Instructional Coach, Teacher | Progress Reports/Gradebook | | | |
| | Funding Sources: 211 - Title I, Part A - 0.00 | | | | | |
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Goal 1: SMS will ensure that an instructional focus is the priority.

Performance Objective 2: All students will show a minimum of one year's growth on state assessments each year as measured by Domain: Student Growth on STAAR. SMS will progress monitor the growth of students each nine weeks. Students are expected to grow by 5% points to 10% percentage points on every local assessment taken.

Evaluation Data Source(s) 2: Local Assessment Data, iStation Data

STATE DATA: STAAR/EOC, TAPR, PBMAS

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------------|---------------------------------|-----------------------------------|-------------------|-----|-----|
| | | | | Nov | Jan | Apr |
| Critical Success Factors CSF 1 CSF 2 1) The analysis of data will be done each nine weeks and inputted onto student data cards and tracked. | 2.4, 2.6 | Principal | WAR ROOM cards, Data Talks | | | |
| Funding Sources: 199 - General Fund - 300.00 | | | | | | |
| Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 2) Students will set goals with their teacher in their Core Academic Classes for their academic improvement. | 2.4, 2.5, 2.6 | Instructional Coach, Teacher | Goal Setting Sheets, Lesson Plans | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
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Goal 1: SMS will ensure that an instructional focus is the priority.

Performance Objective 3: Supplemental materials will need to be purchased to support the core curriculum in Social Studies, Math, ELAR and Science.

Evaluation Data Source(s) 3: Local Assessment Data

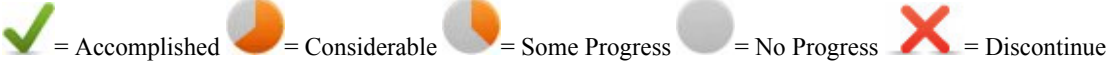
Summative Evaluation 3:

Goal 2: SMS will recruit, hire and retain highly qualified staff.

Performance Objective 1: Core content teachers will plan weekly with their Instructional Coaches using the Backwards Design Model. Student growth on quizzes, Unit Tests and CBA's are expected to be in the range of 5-10%.

Evaluation Data Source(s) 1: Local assessment data, Google Classroom for Lesson Plan input

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|-----------------------------------|-------------------|-----|-----|
| | | | | Nov | Jan | Apr |
| Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) The Principal and/Assistant Principal will attend planning sessions when on campus. Instructional Coaches will plan weekly with core academic teachers. | 2.4, 2.5, 2.6 | Principal, Assistant Principal, Instructional Coaches | Planning minutes | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
| 2) The PASS teacher will monitor classrooms and work with behavior modification of students in need of support based on data. | 2.4, 2.5, 2.6 | Principal | Daily Journal kept by teacher | | | |
| | Funding Sources: 211 - Title I, Part A - 0.00 | | | | | |
|  | | | | | | |

Goal 2: SMS will recruit, hire and retain highly qualified staff.

Performance Objective 2: Professional development is needed to support the four core academics: Math, Science, ELAR and Social Studies.

Evaluation Data Source(s) 2: Local assessment data, Google Classroom for Lesson Plan input

Summative Evaluation 2:






Goal 3: SMS will encourage parental involvement at all campuses.

Performance Objective 1: SMS will increase parental involvement by 5%

Evaluation Data Source(s) 1: Parent Surveys & Parent Involvement Activity Sign In Sheets

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------|---|---|-------------------|-----|-----|
| | | | | Nov | Jan | Apr |
| <p>PBMAS Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) SMS will provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, email announcements, district call out system, campus meetings, and other sources. All communication should be shared in both English and Spanish.</p> | 3.1, 3.2 | Parent Volunteer Coordinator, Counselor, Principal | Record of campus communication, website information, sign-in sheets | | | |
| Funding Sources: 211 - Title I, Part A - 1000.00 | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Parent input will be collected through surveys, committee meetings phone calls and an open door to the campus.</p> | 3.1, 3.2 | Parent Volunteer Coordinator, Counselor, Principal | Record of campus communication, sign-in sheets | | | |
| Funding Sources: 211 - Title I, Part A - 0.00 | | | | | | |
| <p>PBMAS Critical Success Factors CSF 5</p> <p>3) SMS will offer adult learning opportunities for parents and community.</p> | 2.5, 2.6, 3.2 | Principal, Assistant Principal, Instructional Coaches | Record of campus communication, website information, sign-in sheets | | | |
| Funding Sources: 199 - General Fund - 666.00 | | | | | | |

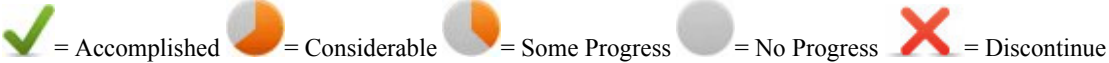
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 3: SMS will encourage parental involvement at all campuses.

Performance Objective 2: SMS will create an open environment, bring awareness to cultural diversity, and provide adult learning opportunities as a support to the community.

Evaluation Data Source(s) 2: Parent Surveys, Parent Involvement Activity Sign In Sheets, Announcements, Multicultural, bulletin boards.

Summative Evaluation 2:

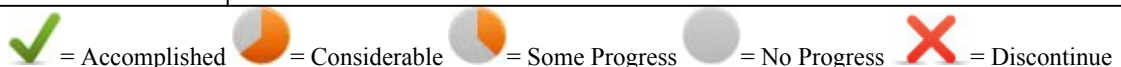
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|---|-------------------|-----|-----|
| | | | | Nov | Jan | Apr |
| 1) SMS will offer adult learning opportunities for parents and community. | 2.5, 2.6, 3.2 | Principal, Assistant Principal, Instructional Coaches | Record of campus communication, website information, sign-in sheets | | | |
| | Funding Sources: 211 - Title I, Part A - 0.00 | | | | | |
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Goal 4: SMS will provide a safe and secure learning environment.

Performance Objective 1: SMS will adopt policies mandated by law and practice monthly drills pertaining to the safety and security of all staff/students.

Evaluation Data Source(s) 1: Security System Reports, School Check-In Reports

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--|---|-------------------|-----|-----|
| | | | | Nov | Jan | Apr |
| Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 1) SMS will provide training and programs for staff/students for anti-bullying, sexual abuse, dangers of drugs/alcohol/tobacco, character development, conflict resolution, peer mediation, and life coping skills. | 2.4, 2.5, 2.6 | Principal, Assistant Principal, Counselor, Teacher | In-service agendas, PLC minutes, Character Education Agendas/Lesson plans | | | |
| | Funding Sources: 199 - General Fund - 4000.00 | | | | | |
| 2) Campus staff will receive training about school safety: hazardous materials, blood-borne pathogen, sexual harassment, and disaster, fire, lock-down, evacuation drills. | 2.4, 2.5, 2.6 | Principal, Assistant Principal, Campus Police Officer, Teacher | Sign-in sheets, data collected from drills | | | |
| | Funding Sources: 199 - General Fund - 0.00 | | | | | |
|  | | | | | | |

Goal 4: SMS will provide a safe and secure learning environment.

Performance Objective 2: SISD will place a police officer on campus to ensure student safety.

Evaluation Data Source(s) 2: Time Clock logs


Summative Evaluation 2:

Goal 4: SMS will provide a safe and secure learning environment.

Performance Objective 3: SMS will implement PBIS Rewards for teachers and students promotion of positive school culture.

Evaluation Data Source(s) 3: PBIS Rewards data logs

Summative Evaluation 3:


| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|-------------------|-----|-----|
| | | | | Nov | Jan | Apr |
| Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 1) 1) Develop a PBIS Committee to determine what actions warrant a point to be used in the PBIS store. | 2.4 | Assistant Principal, Counselor, Teacher | Increased academic growth to one year. Decrease in office referrals by 10%. | | | |
| | Funding Sources: 199 - General Fund - 2500.00 | | | | | |
|  | | | | | | |

Goal 5: SMS will provide and maintain quality facilities.

Performance Objective 1: Monthly facility walks regarding maintenance will be monitored and completed

Evaluation Data Source(s) 1: Maintenance Reports, Facilities Upkeep checklists

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|--------------------------------|---|-------------------|-----|-----|
| | | | | Nov | Jan | Apr |
| <p>Critical Success Factors CSF 6</p> <p>1) SMS Administration will conduct facility walks monthly to assess campus repairs and safety.</p> | | Principal, Assistant Principal | Maintenance Reports, Facilities Upkeep checklists | | | |
| Funding Sources: 199 - General Fund - 0.00 | | | | | | |
|  | | | | | | |

Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 2 | 2 | Students will set goals with their teacher in their Core Academic Classes for their academic improvement. |
| 2 | 1 | 1 | The Principal and/Assistant Principal will attend planning sessions when on campus. Instructional Coaches will plan weekly with core academic teachers. |
| 4 | 1 | 1 | SMS will provide training and programs for staff/students for anti-bullying, sexual abuse, dangers of drugs/alcohol/tobacco, character development, conflict resolution, peer mediation, and life coping skills. |
| 4 | 3 | 1 | 1) Develop a PBIS Committee to determine what actions warrant a point to be used in the PBIS store. |

Campus Funding Summary

| 199 - General Fund | | | | | |
|------------------------------|-----------|----------|--|--------------|-------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | | | \$0.00 |
| 1 | 2 | 1 | | | \$300.00 |
| 1 | 2 | 2 | | | \$0.00 |
| 2 | 1 | 1 | | | \$0.00 |
| 3 | 1 | 3 | After School Paid person to assist with use of computer/lab/library. | | \$666.00 |
| 4 | 1 | 1 | The Great 8 Speaker or another PD | | \$4,000.00 |
| 4 | 1 | 2 | | | \$0.00 |
| 4 | 3 | 1 | | | \$2,500.00 |
| 5 | 4 | 1 | TASB Checklists | | \$0.00 |
| Sub-Total | | | | | \$7,466.00 |
| 211 - Title I, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | | | \$0.00 |
| 2 | 1 | 2 | | | \$0.00 |
| 3 | 1 | 1 | | | \$1,000.00 |
| 3 | 1 | 2 | | | \$0.00 |
| 3 | 2 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$1,000.00 |
| Grand Total | | | | | \$8,466.00 |