

Shepherd Independent School District
Shepherd High School
2017-2018 Campus Improvement Plan



Mission Statement

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

Vision

Inspiring success through passion and P.R.I.D.E. (**P**ersonal **R**esponsibility in **D**eveloping **E**xcellence)

Value Statement

Those we serve deserve our very best

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Comprehensive Needs Assessment

Needs Assessment Overview

During the 2016-2017 school year, many new initiatives were implemented that have had, and will have, a positive impact on campus culture, student achievement, and instructional quality. The PSAT test was given to all 10th graders at SHS. Professional development, specifically Fundamental Five, Formative Assessment, and sheltered instruction, was a focus. Additionally, teacher use of technology in instruction and for the purposes of fostering communication with parents was a priority. These initiatives will continue, and will be expanded, for the 2017-2018 school year. In addition, new initiatives, such as poverty awareness and writing across the curriculum will be implemented. Comprehensive student monitoring and incentive programs will be explored and planned for implementation during the 2017-2018 school year.

Demographics

Demographics Summary

Based on the 2015-2016 TAPR report, the student to teacher ratio is ideal (13.3 to 1), and teacher retention is good. Student demographics have shifted slightly from the 2014-2015 school year with an increase in African American and Hispanic students. There was also a slight increase in LEP students (approximately 2%). The average years of experience for teachers is above the state average at 13.8 years. The demographic make-up of the instructional staff does not mirror the demographic make-up of the student enrollment. The percentage of teaching staff holding a master's degree is slightly above state average and significantly above the district average.

Demographic Overview:

Student Population: African American: 9.5%; Hispanic: 25.1%; White: 63.5%; EcoDis: 61.8%

Student Population by Program: CTE: 99.1%, L.E.P.:5.5%; SPED: 8.3%; G.T.: 5.7%; At-Risk: 46.6%

Demographics Strengths

- Low teacher turn-over rate
- More than half of the teaching staff has 11 or more years of teaching experience.
- Low percentage of students in special populations
- High percentage of teachers holding a master's degree
- Teacher/Student ration is below state average.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increased awareness of LEP population, Inclusion of culturally responsive practices, focus on culturally inclusive hiring practices when possible

Student Achievement

Student Achievement Summary

Promotion of students taking advanced courses, participating in PSAT, SAT, and AP exams, as well as students taking advantage of CTE courses for certification has been an on-going endeavor at SHS. This focus will continue into the 2017-2018 school year. Despite moderate increases in the number of students taking advanced courses, increase in performance for AP exams has not been evident. SAT and ACT results took a slight downturn for the class of 2015. According to the 2015-2016 TAPR report, the percentage of students graduating under the recommended HS program is slightly higher than the state percentage at 85.3%. Attendance rate decreased slightly between 2014 and 2015 school year. Eduphoria provides a platform through which data can be disaggregated in a variety of ways and for a variety of purposes. For the 2017 school year, 86% of students approached grade level on the Algebra 1 EOC. Performance on English 1 and English 2 EOC was not as strong with 46% and 51% of students approaching grade level respectively.

Student Achievement Strengths

PSAT performance:

Overall, 40 tenth graders (roughly 30% of the class) met college benchmarks for their grade. Thirty-one 9th graders (roughly 96% of the students tested) met college benchmarks for their grade. Six students who tested in 9th grade met college-ready benchmarks already.

STAAR Performance:

Increase in overall Algebra 1 and US History scores as compared to the 2016 school year.

- College-Ready Graduate percentage (85.3%) is higher than the state average
- Majority of sophomores participated in PSAT in the spring of 2017, as well as freshmen in advanced classes
- Majority of top 25% of junior class participated in PSAT in the Fall of 2016
- CNA program available with certificate track
- Students enrolled in a coherent sequence (80.7%) is almost double the state average
- STAAR Performance in English 2, Algebra 1, and Biology is approaching (within 10 percentage points) of the state average.

Advanced Placement/Dual Credit Participation and Performance Data:

Percentages for all subjects except Science increased from the 2014 school year to the 2015 school year, but the percentages are still well below state averages. Performance on English AP exams increased slightly. Nineteen students participated in Dual credit, earning credit for 31 college course in the 2015-2016 school year. More students took the TSI exam for Dual credit inclusion.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Curriculum for all programs, high expectations for students in regards to course grades, increase number of technology devices and student access, programs for students in need of remediation as well as for high achieving students.

School Culture and Climate

School Culture and Climate Summary

Participation in campus committees has increased, although some committees are not as active as others. Overall, teachers and parents feel that the school is welcoming and safe. Only roughly half of teachers believe that student discipline issues are handled in a timely manner, with consistent consequences.

School Culture and Climate Strengths

- 92% of teachers responding to the teacher survey feel the campus is positive and welcoming.
- 96% of teachers responding to the teacher survey feel the campus is safe
- Success is valued and communicated through the district's vision: P.R.I.D.E.
- Implemented staff and student of the month program
- Implemented a Pirate Gallery in the cafeteria for Perfect Attendance, Honor Roll, and Student/Teacher of the Month.
- Sponsors of organizations monitor grades of students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Increased communication where student discipline is concerned between teachers and administrators, consistent disciplinary policies for students,

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Continued efforts for hiring, retaining, and developing staff will be in effect for the 2017-2018 school year through thoughtful and purposeful professional development and intentional focus on campus culture and climate. Common Conference for on-going professional development has been established, but is not frequently utilized for planning or professional development. Teacher induction program has not been established, but a meeting was held to generate ideas for what an induction program might include.

Staff Quality, Recruitment, and Retention Strengths

- 2016-2017 100% of teachers were Highly Qualified Teachers at SHS
- Interviews for new staff members are conducted via panel
- Common Conference for on-going professional development has been established

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: New teacher induction program, Administrators model respect in interactions and conversations with staff

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Professional development efforts will continue for the 2017-2018 school year that will center around technology, differentiation, increased awareness of students in special populations, increased content area knowledge, and effective strategies for instructional best-practice and data disaggregation. In addition, teachers responding to the teacher survey indicated a need for professional development about teaching students of poverty. This will be a district initiative for this school year.

Curriculum, Instruction, and Assessment Strengths

Data talks conducted after CBA and Mock STAAR administrations have increased communication and understanding of student data. Only 12% of teachers responding to the survey do not use TEKS resource system. 96% of teachers taking the teacher survey report that administrators are frequently in classrooms for observations and that administrators provide valuable feedback through walkthroughs.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Instructional support for teachers of special education students, increased access to technology and 21st century tools for the classroom as well as professional development for teachers, department-specific professional development

Family and Community Involvement

Family and Community Involvement Summary

Opportunities for parents to share their opinions about campus needs have increased with the inclusion of parents at CIT meetings and CTE advisory. An 8th grade parent meeting is planned for the 2017-2018 school year.

Family and Community Involvement Strengths

- Use of Call-out system
- Parent friendly/welcoming environment
- Opportunities for Parents to participate and/or attend various types of events.
- Booster clubs are active on campus
- Several committees are inclusive of parents
- Staff members support organizations

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Strategies to increase family involvement, strategies to solicit community voice in decisions

School Context and Organization

School Context and Organization Summary

Several school committees have been formed that have led to increased teacher voice in decisions being made. Participation and utilization of those committees will increase for the 2017-2018 school year. Administrator and counselor duties are often not clearly delineated. Staff would benefit from being familiar with specific roles of key personnel in leadership on campus.

School Context and Organization Strengths

- Tutorials are available for students
- Community is respectful of district/school efforts
- Options are available for students in both academics and career

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Increase teacher voice in decisions being made, team building activities for staff, strategies that support a culture of high expectations for staff and students, strategies that support a sense of pride in the school among staff and students

Technology

Technology Summary

For the 2017-2018 school year, a general focus on technology is needed through continued implementation of instructional technology practices, modeling of and professional development efforts for technology use by campus administrators, and school-wide implementation of systems and strategies to support the use of instructional technology for students and teachers.

Technology Strengths

- Increasing/developing access to technology on campus
- Increased/developing use of technology in instructional applications
- Increased use of Google Applications

Problem Statements Identifying Technology Needs

Problem Statement 1: increased access to devices and wifi, increased and differentiated professional development for instructional technology

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

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
- PBMAS data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education 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

Student Data: Behavior and Other Indicators

- Attendance data
- 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 department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices

Goals

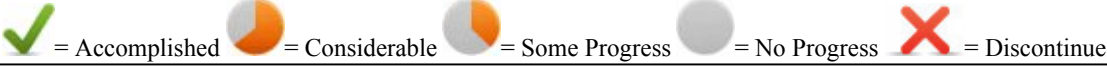
Goal 1: SHS will ensure that instructional focus is the priority.

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

- Evaluation Data Source(s) 1:**
1. All teachers will use high-yield strategies highlighted in PLC or professional development at least one time per week, as evidenced by classroom walk-through documentation and lesson plans.
 2. Applicable teachers will use the TEKS resource system and post lesson plans in Eduphoria weekly.
 3. All teachers will analyze student data on a regular basis in order to fine-tune lesson plans and instructional strategies, as evidenced by CBA reflection tools, student data reports, instructional planning, and walkthroughs.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Targeted Professional Development with a focus on differentiation; sheltered instruction for ELLs and Low SES students; high-yield instructional strategies.</p>	Campus Administration	<p>The use of high-yield strategies and instructional best practices in instruction as evidenced by:</p> <p>Walk-through data Lesson Plans Teacher Reflections/Evaluations</p>			
Funding Sources: 199 - High School Allotment - PIC 31 - 0.00, 199 - Bilingual Allotment - PIC 25 & 35 - 0.00					
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Targeted Review schedule differentiated by student need using Lead4ward Relevant Review for STAAR EOCs and partnering with Region 6 for intervention lesson development.</p>	Campus Administration EOC subject teachers	Percentage of students meeting standard on EOC			
Funding Sources: 199 - SCE - PIC 24, 26, 28, 30, 34 - 0.00					
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) Using resources available through Lead Forward and the TEKS resource system, teachers will use specific student data to drive instruction and plan lessons.</p>	Campus Administration	<p>The use of data to drive instruction and the use of resources as evidenced by:</p> <p>Walk-through data Lesson Plans Teacher Reflections/Evaluations</p>			

Critical Success Factors CSF 1 CSF 7 4) Targeted and Individualized professional development through the use of Carl D. Perkins funds which focuses on supporting knowledge of relevant and coherent sequences of CTE courses and curriculum	Campus Administration CTE Teachers CTE Coordinator	The use of data to drive instruction and the use of resources as evidenced by: Walk-through data Lesson Plans Teacher Reflections/Evaluations			
	Funding Sources: 244 - Career & Technical - PIC 22 - 0.00				
5) Professional development for newly adopted textbook and online resources	Administrators				
					

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






Performance Objective 2: SHS will incorporate systems and strategies by which the academic and social-emotional proficiency of students in various student groups will be analyzed and addressed.

- Evaluation Data Source(s) 2:** 1. All students will show growth relative to individual performance on CBAs, state assessments, course grades, and performance-based assessments, fitness gram.
 2. Staff members will take ownership of student success in all areas relative to the student.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Awareness of special population students (ELLs, 504, SPED): 1) Quarterly rounding with teachers of students in special populations regarding student progress monitoring. 2) Staff Professional Development for Special population students: SPED, ESL, 504 3) Staffing meetings for critical needs SPED, ESL, and 504 students</p>	Campus Administrators	<p>Increased performance on academic measures of students in special populations</p> <p>The use of high-yield strategies and academic/linguistic accommodations appropriate for students in special populations as evidenced by:</p> <p>Walk-through data Lesson Plans Teacher Reflections/Evaluations</p> <p>Increased teacher and administrator knowledge of students in special populations, including strategies for emotional, social, and academic success.</p>			
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>2) Explore targeted alternatives to P.R.I.D.E. Advisory, through which students are encouraged and motivated to take ownership of learning and academics, and are provided a mentor for success.</p>	Campus Administrators PRIDE Advisory Committee	<p>Committee Meeting Agendas and Minutes</p> <p>Plan for implementation of targeted advisory program for the 2018-2019 school year</p>			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) Improve attendance rate through 1) the continuance of continual monitoring, 2) timely counseling of students with attendance issues.</p>	Campus Administrators	Increased school attendance rate			

<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>4) Increase intervention opportunities for students: 1) Teachers available for tutorials both before and after school. 2) Advanced Academics Tutoring - SAT, TSI - using workbooks and computer programs that are aligned to these assessments. 3) Explore tutoring component in an advisory setting. 4) EOC intervention using principles identified in Lead4ward Relevant Review on an ongoing basis. 5) Provide student with resources to review for critical exams (KHAN Academy, Accuplacer)</p>	<p>Campus Administrators PRIDE Advisory Committee Cite-Based Decision Making Committee Classroom Teachers</p>	<p>Increased attendance at tutoring Increased course grades Increased performance on EOCs, TSI, PSAT</p>			
<p>Funding Sources: 199 - High School Allotment - PIC 31 - 0.00, 199 - SCE - PIC 24, 26, 28, 30, 34 - 0.00</p>					
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>5) Develop and implement program and procedures for outreach of students at-risk of not graduating due to credits, absenteeism, or performance on STAAR EOCs (Mentor/Case Manager program for identified students)</p>	<p>Campus Administrators Cite-Based Decision Making Committee Classroom Teachers Counselors DAEP, ISS, Credit Recovery Teachers</p>	<p>Increased attendance rate Increased course grades Increased performance on EOC Increased number of credits earned Committee Meeting Minutes and Agendas Case Manager Notes or Contact Logs for identified students</p>			
<p>6) Illicit the support of community agencies to provide information to students, parents, and staff members on anti-bullying, dating violence, and other health and safety issues. Implement a district reporting system for bullying issues.</p>	<p>Administrators Counselors Teacher Student groups</p>	<p>Lesson Plans Meeting/Event Agendas</p>			
<p>Funding Sources: 199 - High School Allotment - PIC 31 - 0.00</p>					
<p>7) Explore the possibilities of double-blocking English EOC and Math EOC courses for targeted students.</p>	<p>Campus Administrators Counselors</p>	<p>Performance on Algebra 1 and English EOCs</p>			
<p>8) Explore/Implementation-class support for students in special programs who are in need of instructional support that will not exclude students from the instructional setting. Provide professional development and job-embedded training for teachers and paraprofessionals to provide accommodations to students</p>	<p>Campus Administrators District Special Education and CIA Departments Classroom Teachers Campus Paraprofessionals</p>	<p>Increased performance for students in special programs</p>			
<p>9) Utilize a specialized Reading course to give struggling students expand time in English Language Arts content.</p>	<p>Teaching Staff Dean of Instruction</p>	<p>Lesson Plans English 1 and English 2 EOC scores</p>			
<p>10) Explore programs that will encourage students to turn in assignments on a consistent basis.</p>	<p>Dean of Instruction Campus Improvement Team</p>	<p>Plan for implementation during the 2018-2019 school year.</p>			
<p>11) Explore programs that would increase teacher proficiency in building positive relationships and classroom culture</p>	<p>Dean of Instruction Assistant Principal Campus Improvement Team</p>	<p>Plan for implementation during the 2018-2019 school year.</p>			
<p>Funding Sources: 199 - General Fund - 0.00</p>					


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

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

Performance Objective 3: Using a "whole-child" approach, SHS will continually strive to offer programming that will prepare all students for post-secondary education and/or career success.

- Evaluation Data Source(s) 3:**
1. Increased number of students earning college credit.
 2. Increased number of students earning CTE Certifications.
 3. Increased number of students taking SAT/ACT.
 4. Increased performance on SAT/ACT/TSI exams.
 5. Increased numbers of students participating in school-sponsored activities and school leadership roles.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
1) Increase student leadership and student voice with inclusion of students in campus committees	Campus Administrators	Students participating in decisions affecting the school.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> 2) Continue with current level of PSAT participation, but incorporate methods and systems for SAT preparation and intervention. Increase Participation and performance on SAT or ACT	Campus Administrators Counselors AP/PreAP Teachers	Increased number of students taking the PSAT Increased performance on the PSAT Increased performance on the SAT Identification of students for PreAP, AP, and Dual Credit courses			
Funding Sources: 397 - Advanced Placement G/T Fund - PIC 21 - 0.00					
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> 3) Support CTE career opportunities for students through relevant coherent sequences and industry certifications by reviewing specific program data and goal setting with teachers and students.	Campus Administrators Counselors CTE Coordinator	Increased number of students participating in CTE certification track course Increased number of students earning CTE certifications			
Funding Sources: 244 - Career & Technical - PIC 22 - 0.00					
					

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


Performance Objective 4: SHS will promote the use of technology for instructional purposes and for efficient operations.

Evaluation Data Source(s) 4: 1. Teachers will utilize classroom technology tools on a weekly basis, as evidenced by reviewing lesson plans and classroom walkthroughs.

2. Increased student use of personal and school technology for instructional applications.

3. Increased use of available technology for everyday operations.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Utilize Campus Technology Committee to guide campus technology needs to support the achievement of student in academics and CTE programs) and professional development needs in regards to technology.</p>	Campus Administrators	Meeting Agendas and Minutes			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Provide differentiated professional development for teachers on technology applications and using technology in the classroom.</p>	Campus Administrators Technology Committee	Teacher/Student Use of Technology for Instructional Purposes			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Administrative Staff and technologically proficient teachers will model technology use in everyday operations (Google applications) and in professional development.</p>	Campus Administrators Teachers	Admin/Teacher/Students Use of Technology for Instructional Purposes			
					






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

Performance Objective 1: Based on data collected through classroom monitoring, SHS will implement staff development to improve the quality of instruction on a weekly basis.

Evaluation Data Source(s) 1: Teachers will be exposed to job-embedded professional development that is pertinent to their individual needs each week via PLC, common conference, individual planning, and/or independent study.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Targeted and individualized Professional Development with a focus on differentiation; sheltered instruction for ELLs and Low SES students; high-yield instructional strategies, cultural responsiveness, and poverty awareness</p>	Campus Administration	<p>The use of high-yield strategies and instructional best practices in instruction as evidenced by:</p> <p>Walk-through data Lesson Plans Teacher Reflections/Evaluations</p>			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Continued campus emphasis on best practices through the modeling of strategies during professional development and by monitoring the use of modeled strategies in lesson plans and classroom walkthroughs.</p>	Campus Administration	<p>The use of formative assessments to drive instruction as evidenced by:</p> <p>Walk-through data Lesson Plans Teacher Reflections/Evaluations</p>			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) Using resources available through Lead Forward and the TEKS resource system, teachers will use specific student data to drive instruction and plan lessons.</p>	Campus Administration	<p>The use of data to drive instruction and the use of resources as evidenced by:</p> <p>Walk-through data Lesson Plans Teacher Reflections/Evaluations</p>			
<p>4) Implement checkpoints in tested areas to assess in-class interventions.</p>	Content Area Teachers Dean of Instruction	<p>Performance on EOCs and CBAs Teacher proficiency in analyzing student data</p>			
<p>5) Implement a structure for on-going data analysis and intervention/enrichment within the English Language Arts Department.</p>	English Teachers Dean of Instruction Instructional Media Specialist	<p>Performance on English 1 and 2 EOC Performance on TSI, PSAT, SAT, AP tests % of students reaching "masters grade level" on EOC</p>			

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

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

Performance Objective 2: SHS will retain 90% highly qualified personnel annually.

Evaluation Data Source(s) 2: 90% of highly qualified personnel will remain employed within the school for the 2017-2018 school year.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) Outreach to local and online universities offering advanced degree programs to raise awareness of programs among teachers.</p>	<p>Campus Administrators Counselors Cite-Based Decision Making Committee</p>	<p>Continuing Education Event Agenda/Sign-In Sheets or email correspondence from universities to staff</p>			
<p>Critical Success Factors CSF 6</p> <p>2) Regularly Implement team building and ice-breaker activities at meetings.</p>	<p>Various School Committees Campus Administrators</p>	<p>Meeting Agendas</p>			
<p>Critical Success Factors CSF 6</p> <p>3) Increase teacher voice in decision making through timely participation in various established committees.</p>	<p>Members of school committees Campus Administrators</p>	<p>Increased staff participation in various committees</p>			
<p>Critical Success Factors CSF 6</p> <p>4) Develop a campus culture committee to explore ways to increase positive celebrations and implement programs to highlight teachers and students who go above and beyond.</p>	<p>Campus-Based Decision Making Committee Campus Administrators</p>	<p>Increased Campus Climate and Culture</p>			
<p>Funding Sources: 199 - General Fund - 0.00</p>					
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>5) Develop/Implement Teacher Induction Program or a new teacher mentor program on the campus level</p>	<p>Campus Administrators Identified Teachers</p>	<p>Increased retention of new teachers Increased Job Satisfaction for new teachers</p>			
<p>6) Campus administrators will participate in targeted professional development in areas such as leadership, crucial conversations, data analysis, poverty awareness, instructional best practices in order to model professionalism and high proficiency as instructional leaders and practitioners.</p>	<p>Campus Administrators</p>	<p>Increased Leadership Proficiency Increased retention of teachers Increased Job Satisfaction for teachers Increased student performance and improvement in student discipline Improvement in campus climate</p>			
<p>Funding Sources: 199 - General Fund - 0.00</p>					

7) Increase timely communication among staff and administrators through use of technology.	Campus Administrators	Increased communication Increased Leadership Proficiency Increased retention of teachers Increased Job Satisfaction for teachers Improvement in campus climate			
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: SHS will encourage parental involvement.

Performance Objective 1: SHS will increase parent attendance and community involvement in academic and extracurricular activities or events.

Evaluation Data Source(s) 1: 1) Parent involvement in meetings, activities, and events will increase from the previous school year.
 2) Campus will develop a system by which base-line data of parental participation can be determined.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) Increased use of the call-out system; overall Increased and advanced parent notice for upcoming events; use of Remind 101, district website, and social media.</p>	Campus Administrators Counselors Teachers	Increased Parent Communication			
<p>Critical Success Factors CSF 3 CSF 5</p> <p>2) Communicate specific volunteer and participation needs to parents in a timely manner.</p>	Campus Administrators Counselors Teachers	Increased Parent Participation			

Goal 3: SHS will encourage parental involvement.






Performance Objective 2: SHS will increase communication with parents regarding opportunities to volunteer, upcoming events, student progress, and community resources.

Evaluation Data Source(s) 2: 100% of teachers keep grades up to date for students and parents to view.

Teachers and Administrators make positive phone calls to parents on a regular basis.

Regular emails and phone calls sent regarding campus information and volunteer opportunities.

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Strengthened and on-going parent communication from teachers</p>	Campus Administrators Counselors Teachers	Increased Parent Participation			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) Strengthen relationships with community members through resource organizations and various campus committees including CTE advisory committee in order to help align educational opportunities with workforce development.</p>	Campus Administrators Counselors Teachers	Increased Student Access to Community Resources Increased Community Support for School Functions/needs			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>3) Encourage parents to utilize Parent Portal, and provide training and directions for parents to use the program during community events</p>	Campus Administrators Counselors Teachers	Increased Parent Participation Increased Parent Communication			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>4) Create guidelines for parent communication, including reporting of grades, parent contact for failing grades and disciplinary issues, and monitor adherence to those guidelines.</p>	Campus Administrators Counselors Teachers	Teacher Call Logs Teacher Gradebooks Increased Parent Participation Increased Parent Communication			
<p>5) Explore communication tools and strategies including weekly email blasts, redesign of campus website, creation of social media site, school app</p>	Campus Administrators Technology Committee Campus Improvement Committee	Increased Parent Participation Increased Parent Communication			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 1: SHS will implement a positive approach to student discipline campus-wide

- Evaluation Data Source(s) 1:** 1. Student discipline referrals and administrative-assigned discipline consequences will decrease by 5%.
2. Teachers will use classroom-based management strategies to increase instructional time.

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Expand the focus of the established Discipline Committee to include the creation of guidelines for teacher use of Positive Behavior Intervention Strategies, classroom-based discipline consequences, administrator-assigned consequences, counseling protocols.</p>	Campus Administrators Teachers Counselors	Meeting Agendas and Minutes			
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Implement Discipline in Secondary Classrooms strategies for major campus events and classroom routines with intensive and early professional development for teachers struggling in this area.</p>	Campus Administrators Teachers Counselors	Decreased number of discipline issues school-wide			
<p>3) Applicable administrators and counselors will be provided professional development focused on conflict resolution and crucial conversations.</p>	Campus Administrators Counselors	Implementation of strategies to resolve conflicts.			
Funding Sources: 199 - General Fund - 0.00					
					

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

Performance Objective 2: SHS will decrease the incidents involving drugs, weapons, and accidents by five percent annually.

Evaluation Data Source(s) 2: 5% decrease in major safety and disciplinary issues from the previous year.

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Develop/Maintain relationships with community resources that can provide ongoing student and parent education and support.</p>	<p>Campus Administrators Counselors Teachers</p>	<p>Increased Student Access to Community Resources Increased Community Support for School Functions/needs</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

Goal 5: SHS will provide and maintain quality facilities.

Performance Objective 1: SHS will use the annual facility audit to make facility updates that will be monitored and completed.

Evaluation Data Source(s) 1: SHS will utilize employee feedback to prioritize updates indicated in the annual facilities audit.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Teacher and Community feedback will be elicited to inform facilities needs, including options to maintain industry standard in CTE environments.</p>	Campus Administrators Teachers Counselors	Community and Teacher Surveys			
<p>2) Conduct ongoing facilities studies to inform proposals for roof, plumbing, AC repairs, campus beautification, furniture needs, and facilities improvement including CTE equipment to ensure industry standards an safe operations.</p>					
<p>3) Facilitate the completion of updates to culinary arts facilities and renovation of the building roof.</p>					
Funding Sources: 244 - Career & Technical - PIC 22 - 0.00					
					

Goal 6: SHS will promote a culture of high expectations.

Performance Objective 1: Each nine weeks SHS will review participation data to implement programs, which academically, socially and emotionally allow students to move beyond cultural limitations.

Evaluation Data Source(s) 1: Increased student participation in activities.






Increased attendance rate.

Reduced failure rate.

Increased student voice in major campus decisions.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Apr
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Increase opportunities for students to be involved in various extracurricular activities, clubs, and leadership roles.</p>	<p>Campus Administrators Counselors Teachers Activity Adviser PRIDE Advisory Committee</p>	<p>Increased Student Participation in Activities/Clubs Student Surveys</p>			
<p>2) Increase participation in and performance on SAT/ACT and in advanced academics by increasing participation in PSAT and implementing PSAT/TSI intervention/preparation strategies.</p>	<p>Campus Administrators Counselors AP and PreAP teachers</p>	<p>Increase in Student Scores Increase in number of students taking SAT, ACT, PSAT.</p>			
Funding Sources: 397 - Advanced Placement G/T Fund - PIC 21 - 0.00					
<p>3) Increase opportunities for industry recognized certification and licenses through the CTE program and ensure equitable access to CTE programs among all subgroups of students</p>	<p>Campus Administrators Counselors CTE Coordinator CTE Teachers</p>	<p>Increase in CTE Certification tracks offered Increase in students earning CTE certifications.</p>			
Funding Sources: 244 - Career & Technical - PIC 22 - 0.00					
<p>4) Increase number and performance of students participating in UIL academics contests</p>	<p>Campus Administrators Counselors Teachers/UIL Sponsors</p>	<p>Increase number of students participating in Academic UIL competitions</p>			
Funding Sources: 199 - General Fund - 0.00					
<p>5) Develop/Implement an advanced academics program for incoming freshman that will build capacity of students and parents toward college admission.</p>	<p>Counselors Dean of Instruction</p>	<p>Increased knowledge among parents and students regarding pathways to college.</p>			
Funding Sources: 397 - Advanced Placement G/T Fund - PIC 21 - 0.00, 199 - General Fund - 0.00					
<p>6) Explore the development and implementation of a policy that will provide guidance for students moving to the foundations only plan.</p>	<p>Counselors Dean of Instruction</p>	<p>Plan for implementation during the 2018-2019 school year</p>			

7) Increase participation and recognition for staff and students of the month.	Counselors Dean of Instruction Teachers Paraprofessionals	Increased school climate			
	Funding Sources: 199 - General Fund - 0.00				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Targeted Professional Development with a focus on differentiation; sheltered instruction for ELLs and Low SES students; high-yield instructional strategies.
1	1	2	Targeted Review schedule differentiated by student need using Lead4ward Relevant Review for STAAR EOCs and partnering with Region 6 for intervention lesson development.
1	1	3	Using resources available through Lead Forward and the TEKS resource system, teachers will use specific student data to drive instruction and plan lessons.
1	2	1	Awareness of special population students (ELLs, 504, SPED): 1) Quarterly rounding with teachers of students in special populations regarding student progress monitoring. 2) Staff Professional Development for Special population students: SPED, ESL, 504 3) Staffing meetings for critical needs SPED, ESL, and 504 students
1	2	3	Improve attendance rate through 1) the continuance of continual monitoring, 2) timely counseling of students with attendance issues.
1	2	4	Increase intervention opportunities for students: 1) Teachers available for tutorials both before and after school. 2) Advanced Academics Tutoring - SAT, TSI - using workbooks and computer programs that are aligned to these assessments. 3) Explore tutoring component in an advisory setting. 4) EOC intervention using principles identified in Lead4ward Relevant Review on an ongoing basis. 5) Provide student with resources to review for critical exams (KHAN Academy, Accuplacer)
1	2	5	Develop and implement program and procedures for outreach of students at-risk of not graduating due to credits, absenteeism, or performance on STAAR EOCs (Mentor/Case Manager program for identified students)
2	1	1	Targeted and individualized Professional Development with a focus on differentiation; sheltered instruction for ELLs and Low SES students; high-yield instructional strategies, cultural responsiveness, and poverty awareness
2	1	2	Continued campus emphasis on best practices through the modeling of strategies during professional development and by monitoring the use of modeled strategies in lesson plans and classroom walkthroughs.
2	1	3	Using resources available through Lead Forward and the TEKS resource system, teachers will use specific student data to drive instruction and plan lessons.

State Compensatory

Budget for Shepherd High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6200 Professional and Contracted Services		
199-11-6299.00-001-8310CO	6299 Miscellaneous Contracted Services	\$15,500.00
	6200 Subtotal:	\$15,500.00