

Shepherd Independent School District
Shepherd High School
2019-2020 Campus Improvement Plan



Mission Statement

Inspire students to recognize, understand, and value the opportunities leading them to success.

Vision

Empowering ALL students for future success.

Value Statement

Those we serve deserve our very best

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Shepherd High School is a small, rural school which is increasingly diverse. A large percentage of the student body is considered to be economically disadvantaged. This year, all students received free breakfast and lunch.

Demographics Strengths

- 99% of students are enrolled in CTE courses
- Less than 7.8% of students are enrolled in the ESL program. Of those students, one is a newcomer, and most have advanced to the Advanced or Advanced High rating on TELPAS
- 57 % of teachers have over 10 years of experience
- Campus demographic composition is increasingly diverse with 60.1% White, 29.9% Hispanic, and 8.3% African American
- 13.7 to 1 student to teacher ratio

Problem Statements Identifying Demographics Needs

Problem Statement 1: The demographic composition of the staff does not represent the student demographic. Only 4.6% of teachers are Hispanic. **Root Cause:** Availability of certified teachers limits selectiveness and ability to maintain a demographical balance between students and teachers.

Problem Statement 2: The attendance rate was 94.1%, which is just over 1% less than the district attendance rate and almost 2% less than the state attendance rate. **Root Cause:** Insufficient attendance monitoring/procedures.

Student Achievement

Student Achievement Summary

During the 2018-2019 school year, improvements were seen in the amount of CTE certification offerings, and ACT/SAT scores. More students qualified for Dual Credit courses and completed college hours. SHS was an SAT, ACT, and TSI testing site this year, providing access to this opportunity for students.

Student Achievement Strengths

- ACT/SAT results increased almost 13% from the 2015 to 2016 school year.
- Completion of Dual credit or advanced courses increased by more than 21% from 2017 to the 2018 school year.
- 99.2% of students graduated with a coherent sequence of courses in the 2016 school year
- ELLs were not staged for PBMAS in Algebra 1 for the 2018 school year.
- Students in 9th, 10th, and 11th grade take PSAT
- Students will be taking TSI as 10th graders to inform scheduling and remediation practices
- SHS was a testing sight for TSI, SAT and ACT this school year
- CTE and Advanced academics are steadily improving
- Many students are involved in extracurricular activities
- CTE certifications in OSHA, Texas Beef Quality Assurance, Quality counts, and Certified Nurses Assistant have increased. For this school year, phlebotomy, NCCER, Safe Serve, Health Care Provider CPR, and Forklift Certifications Adobe -- Photoshop & Illustrator, EKG Technician, Microsoft Office Specialist -- Word, Excel & Powerpoint, QuickBooks, Vet Tech were added.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: For English 1 and English 2 EOC, 50% and 53% of students approached grade level for 2017. In addition, In-class support was implemented, but teachers do not always request assistance, and paraprofessionals are often pulled to be substitutes. **Root Cause:** Teachers have indicated that training and support is needed in RtI implementation, including a master schedule that would facilitate RtI structures.

Problem Statement 2: 84.7% of students graduate within 4 years. This completion rate is down almost 2% from the previous year. In addition, 79.6% of students graduate on the foundations with endorsement or recommended state plan. This percentage is decreased from 85.3% the previous year. **Root Cause** : Policies and practices related to graduation rates and drop-out prevention have not been fully explored, designed, and implemented.

Problem Statement 3: 52.63%of parents believe that there is no push for academics on campus, and 57.89% of parents believe they do not get clear

information regarding academic progress. In addition, over 58% of teachers believe that instruction is frequently interrupted. Students who are absent for school activities sometimes have attendance or grade issues. **Root Cause:** Policies and practices are not in place, or are not adequately communicated with stakeholders, that hold students accountable for attendance and academic performance, facilitate academic achievement, or that celebrate student achievement.

Problem Statement 4: Industry opportunities for certifications continue to grow. **Root Cause:** Increasing amount of technical skills required in industries.

School Culture and Climate

School Culture and Climate Summary

Shepherd High School is a small school environment in which teachers and administrators have a long history of building relationships with students and parents. Many of the teachers have over 10 years of experience, and many have deep connections to both the school and the community.

School Culture and Climate Strengths

- Small school atmosphere ensures that teachers know students.
- Most teachers believe that culture and climate needs to improve
- Many teachers greet students in the hallway, and teachers are visible between classes
- Most teachers have many years of experience
- Shepherd High School is a certified Energy Bus campus

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Staff members believe that student apathy is high in regards to academics. **Root Cause:** Students have historically felt unsuccessful at school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Hiring quality staff continues to be a focus representing all demographics.

Staff Quality, Recruitment, and Retention Strengths

- Participation in job fairs and recruitment efforts continue to be a strength.
- 96% of teacher walk-throughs were scored proficient or above in the content knowledge dimension.
- 91% of teacher walk-throughs scored proficient or above in the classroom culture dimension.
- Teacher mentoring/New Teacher Academy

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is a 13% turn-over rate for teachers. Recruitment and retention of quality staff in specific areas. **Root Cause:** Lack of certified applicant pool in high need areas.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In recent years, technology and resource acquisition and has been a focus on the campus, however more needs to be done to improve student access to devices and 21st-century equipment.

Curriculum, Instruction, and Assessment Strengths

- 87.5% of teachers indicated that they have adequate resources and materials
- More than 98% of teachers reported that they use CBA data to better understand student learning
- A variety of professional development opportunities are available for teachers
- Campus implemented use of checkpoints to assess interventions
- 90% of teacher walk-throughs score proficient or above in the Monitor and Adjust dimension and 92% for the communication dimension.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers need additional support for ELL learners. **Root Cause:** Increased population of ELL students at a rapid pace.

Problem Statement 2: Campus needs additional support for SPED students. **Root Cause:** Increasing SPED population.

Parent and Community Engagement

Parent and Community Engagement Summary

In general, the community is involved in school events that are either traditions or are athletic events. Attendance is low at steering meetings, academic events, and parent meetings, however, offerings for these types of events are low as well.

Parent and Community Engagement Strengths

- 63% of parents reported that grades are updated frequently and that teachers respond to their questions in a timely manner
- Community Events are beloved traditions (ex: Blue and White Christmas, Parade, Shepherd Unite)
- Community participation at football games is high

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a need for more community involvement. **Root Cause:** Language barriers, valuing education, students' age, and poverty.

School Context and Organization

School Context and Organization Summary

In general, teachers are satisfied with instructional feedback and use of time during PLCs.

School Context and Organization Strengths

- 83% of teachers reported that administrators provide valuable feedback
- 100% of teachers who attend team meetings reported that meetings are focused on student data, academic planning, professional development, and student learning.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Negative impacts on instructional time **Root Cause:** Balancing the educational needs through multiple programs/activities.

Technology

Technology Summary

Although acquisitions and updates have been a high priority on the campus this year, additional technology equipment is needed, including 21st century equipment for CTE programs. Students are in need of more access to devices, and technology infrastructure is needed to support student access and testing demand

Technology Strengths

- Campus purchased two new chrome carts and updated lab computers.
- CTE Labs have been updated.

Problem Statements Identifying Technology Needs

Problem Statement 1: Current demands, both in CTE and in traditional academic settings, require additional and more advanced devices and equipment. Moreover, individualized professional development regarding technology implementation. **Root Cause:** Changing industry requirements due to technological advances.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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 six 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
1) Develop and implement a research-based RTI program on campus, along with teacher training.	2.4, 2.6	Counselor Assistant Principals Principal Teachers	Increased performance on EOC exams			
Comprehensive Support Strategy 2) Continued use of deep data analysis during PLC to guide and improve instructional design and delivery	2.4, 2.5	Assistant Principals Principal Teachers	Increased performance on STAAR			
3) Implement frequent, individualized PD for technology integration in the classroom	2.4, 2.5, 2.6	Counselor Assistant Principals Principal Teachers	Increased relevance and student engagement			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
4) Purchase instructional resources and materials including textbooks, workbooks, and/or online resources for CTE courses (Ready, Set, Teach and Phlebotomy), Glasgow Spanish Magazines for Spanish classes, modern and multicultural literature and nonfiction titles for English and other core classes.	2.4, 2.5	Principal Assistant Principal CTE Coordinator	Increased student engagement and relevance in the classroom.			
	Funding Sources: 244 - Career & Technical - PIC 22 - 0.00, IMA Funds - 0.00, 199 - General Fund - 0.00					
5) Purchase technology devices including chromebooks, calculators, presentation clickers, frontrow devices, document cameras.	2.5	Principal Assistant Principal Teachers	Increased use of technology and student engagement			
	Funding Sources: 199 - High School Allotment - PIC 31 - 0.00, 199 - General Fund - 0.00					
6) Remediate all students for all assessments		admin/counselor	students will receive targeted remediation prior to testing			
7) Offer Incentives for outstanding attendance and academic achievements		admin	increased attendance to 95% and academic gains as noted through accountability data			
 = Accomplished  = No Progress  = Discontinue						

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




Performance Objective 2: 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.

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.

Evaluation Data Source(s) 2: Student Performance Data
Program-specific Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
1) Restructure Dual Credit program in order to provide students with a mentor and their own space that is separated from credit recovery.	2.4, 2.5	Counselor Assistant Principals	Increased grades and participation in Dual Credit program.			
2) Explore options for SAT tutorial sessions to occur at the High School.	2.4, 2.5, 2.6	Counselor Assistant Principals Principal	Increased participation and performance on SAT			
Funding Sources: 199 - High School Allotment - PIC 31 - 0.00						
3) Explore scheduling options that will allow in-class support teachers to have a set schedule daily.	2.4, 2.5, 2.6	Counselor Assistant Principals Principal	Increased performance for students in special populations			
4) Create written guidelines for advanced academics that will address student scheduling, testing, and policies related to Dual Credit and Advanced Placement courses.	2.4, 2.5	Counselor Assistant Principals Principal Advanced Academics Teachers	Increased participation in and increased student success in advanced academics			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
5) Analyze CTE certification data to ensure students are earning certifications in courses already on the master schedule.	2.5	Counselor Assistant Principals Principal CTE Coordinator	Increased participation in CTE certification programs			
6) Explore adding additional CTE Certification options, such as cosmetology, auto-mechanics, criminal justice		Counselor Assistant Principals Principal CTE Coordinator	Increased participation in CTE certification programs			
7) Explore the possibility of providing more time for 9th and 10th grade students for English instruction, including changes to the master or bell schedule	2.4	Counselor Assistant Principals Principal Teachers	Increased performance on EOC exams			
8) Create a budget that is specifically for technology acquisitions and upgrade in order to give students more access to devices, equipment, and tools.	2.4, 2.5, 2.6	Principal Assistant Principal	Increased access to technology			
9) As an integrated project, create an outdoor STEM lab which utilizes 21-century equipment.	2.4, 2.5	Principal Assistant Principals Teachers CTE Coordinator	Increased access to 21-century learning environments			
Funding Sources: 244 - Career & Technical - PIC 22 - 0.00, 199 - High School Allotment - PIC 31 - 0.00						
10) Explore the potential and feasibility for adding a cheerleading course.	2.5	Principal Assistant Principal School Counselors	Increase scheduling options for students			
11) Review campus budget to secure funds for campus testing and testing review including TSI, PSAT, SAT.	2.4, 2.5, 2.6	Principal	Increase in students taking college-readiness tests and scoring college ready.			
Funding Sources: 199 - High School Allotment - PIC 31 - 11345.00						
 = Accomplished  = No Progress  = Discontinue						

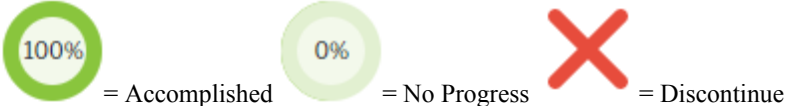
Goal 2: SHS will recruit, hire and retain highly qualified staff.

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

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
1) Continued professional development that focuses on strategies for economically disadvantaged students and students in special populations	2.4, 2.5, 2.6	Principal Assistant Principals	Increased performance for students in special populations			
2) Explore options for providing more time for teacher collaboration and job-embedded professional development, including a variety of teams (Vertical teams, Horizontal teams, content teams, and new teachers)	2.4, 2.5	Principal Assistant Principals	Increased Teacher Performance Consistency in grading and instruction among teams			
3) Provide professional development on Classroom management, Differentiated Instruction and Collaborative Learning	2.4, 2.5, 2.6	Principal Assistant Principals	Increased student performance Decreased number of discipline referrals			
4) Differentiate professional learning based on teacher need, proficiency, and content area.	2.4, 2.6	Principals Assistant Principals	Increased teacher knowledge of content-specific strategies			








100% = Accomplished
 0% = No Progress
 X = 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:

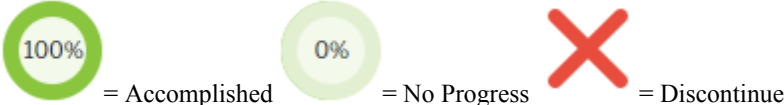
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
1) Review of hiring practices in order to have staff composition that represents student demographics		Principal	Increased staff diversity			
2) Strengthen new teacher mentor program to include training for mentors in order to retain quality staff		Principal Assistant Principal	Increased quality and retention of new staff			
3) Retain Alternative Certification Staff through testing assistance	2.4, 2.6	Principal Assistant Principals	Increased teacher performance			
4) Improve campus culture toward a disciplined focus on college and career readiness		Admin	Improved retention of staff			
 = Accomplished  = 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
1) Develop a new student/new teacher program or event in order to welcome new staff, parents, and students to the community and to the school	2.6, 3.1, 3.2	Principal Assistant Principals Counselors	Improved campus climate			
2) Engage a campus committee for planning community events, including awards ceremonies		Principal Assistant Principals Counselors Teachers	Improved campus climate			
						

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: Teachers' grade book

Phone logs

Parent Survey

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
1) Utilize a variety of communication tools to inform parents of events and opportunities on the campus	3.1	Principal Assistant Principal Counselors Office Staff Teachers CTE Coordinator Librarian	Increased parent communication			
2) Increased utilization of Facebook		Principal Librarian	Weekly postings to FB concerning High School Events			
3) Encourage Teachers to make positive phone contacts		Admin	Teachers will make 5 positive parent contacts utilizing "Happy Gram" Mail Outs or by phone			
 = Accomplished  = No Progress  = Discontinue						

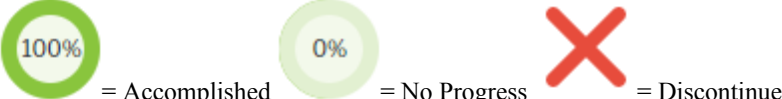
Goal 4: SHS will provide a safe and secure learning environment.

Performance Objective 1: SHS will implement a positive approach to student discipline campus-wide which focuses on consistency and fairness of disciplinary consequences.

- 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
1) Create a clear system for applying behavior consequences, and notify teachers of action taken	2.5, 2.6	Principal Assistant Principal	Improved communication between teaching staff and administration. Decreased number of disciplinary referrals.			
2) Develop programs for positive reinforcement for academics, behavior, attendance	2.6	Principal Assistant Principal	Decreased number of disciplinary referrals.			
3) Develop a campus-wide cell phone policy	2.5	Principal Assistant Principal	Decreased number of disciplinary referrals.			
4) Explore the possibility and feasibility for instituting uniforms.	2.5	Principal Assistant Principal	Decreased number of disciplinary referrals.			



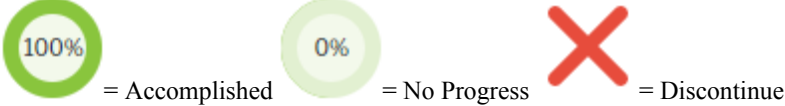
100% = Accomplished 0% = No Progress X = Discontinue

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

Performance Objective 2: SHS will decrease the incidents involving drugs, weapons, violence, 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:




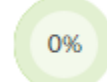





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
1) Explore alternatives to ISS that might be more effective	2.5, 2.6	Principal Assistant Principal Counselors ISS Teachers Teachers	Fewer disciplinary referrals			
2) Increase admin visibility in the hallways between classes, and increase law enforcement visibility in parking lots and around the building.	2.6	Principal Assistant Principal	Fewer disciplinary referrals			
						

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

Performance Objective 3: SHS will ensure that building security is a priority

Evaluation Data Source(s) 3: fewer incidents of unauthorized personnel in the building

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
1) Upgrade locks on exterior facility doors			eliminate security breaches			
2) Ensure security drills are conducted monthly		Assistant Principal	Improved security of staff and students through repetition and planning			
3) Change locks to keyed locks for staff only restrooms		Principals	fewer discipline incidents			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 5: SHS will implement and monitor well-designed processes including long-range planning and budgeting to address changing student needs and the maintenance of effective and efficient operations.

Performance Objective 1: SHS will maintain quality facilities

Evaluation Data Source(s) 1: SHS will conduct an annual facilities audit






Summative Evaluation 1:

Goal 5: SHS will implement and monitor well-designed processes including long-range planning and budgeting to address changing student needs and the maintenance of effective and efficient operations.

Performance Objective 2: SHS will ensure students have access to current technologies

Evaluation Data Source(s) 2: technology attrition plan will be

Summative Evaluation 2:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
1) Technology acquisition will be scheduled through the district attrition plan. Additionally, CTE will provide an attrition plan within the department.		Principal/Tech Director	SHS staff and students will have access to industry level technologies			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Goal 5: SHS will implement and monitor well-designed processes including long-range planning and budgeting to address changing student needs and the maintenance of effective and efficient operations.

Performance Objective 3: SHS will ensure the staff has the ability to conduct purchases in a timely manner.

Evaluation Data Source(s) 3: Purchasing/Vendor request will be submitted with 95% accuracy

Summative Evaluation 3:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
1) Employee and train appropriate personnel		Principal	reduced effort allotted to finance for instructional staff			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 5: SHS will implement and monitor well-designed processes including long-range planning and budgeting to address changing student needs and the maintenance of effective and efficient operations.

Performance Objective 4: Facilities Maintenance Planning

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
1) Summer Maintenance Request		Campus Admin	Repainting of facilities interior (blue to white halls)			
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Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Continued use of deep data analysis during PLC to guide and improve instructional design and delivery

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

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	5			\$0.00
Sub-Total					\$0.00
244 - Career & Technical - PIC 22					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	2	9			\$0.00
Sub-Total					\$0.00
199 - High School Allotment - PIC 31					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	2	2			\$0.00
1	2	9			\$0.00
1	2	11	PSAT		\$1,155.00
1	2	11	TSI		\$1,600.00
1	2	11	SAT		\$3,460.00
1	2	11	AP Exams		\$4,380.00
1	2	11	Testing Supplies		\$750.00
Sub-Total					\$11,345.00

IMA Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
Sub-Total					\$0.00
Grand Total					\$11,345.00