

Shepherd Independent School District
Shepherd High School
2018-2019 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

Comprehensive Needs Assessment

Revised/Approved: May 19, 2018

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 6% of students are enrolled in the ESL program. Of those students, none are newcomers, and most have advanced to the Advanced or Advanced High rating on TELPAS
- Teachers have over 10 years of experience on average
- Campus demographic composition is increasingly diverse with 63% White, 27% Hispanic, and 7% African American
- Class Sizes are under 20 students in core subjects

Problem Statements Identifying Demographics Needs

Problem Statement 1: The demographic composition of the staff does not represent the student demographic. Only 8.4% of teachers are Hispanic. **Root Cause:** There is an overall lack of consideration for the demographic make up of the student population during the hiring process or for the level of cultural proficiency of the campus.

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:** Despite the fact that 60.4% of students are economically disadvantaged, teachers have limited strategies and resources to effectively engage students.

Student Achievement

Student Achievement Summary

During the 2017-2018 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 testing site this year, providing access to this opportunity for students. With increased college-readiness testing comes the need for a testing-specific budget for PSAT, SAT, TSI.

Student Achievement Strengths

- Completion of Dual credit or advanced courses increased by more than 10% from the 2015 to the 2016 school year.
- 81.4% of students graduated with a coherent sequence of courses in the 2016 school year
- ACT/SAT results increased almost 13% from the 2015 to 2016 school year.
- ELLs were not staged 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 site for SAT this school year
- CTE and Advanced academics are steadily improving
- Many students are involved in extracurricular activities
- 63% of parents reported that grades are updated frequently
- 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 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: Students need more options for CTE courses that will result in an industry certification. In addition, Certification tests should be offered in all applicable CTE Courses. **Root Cause:** The CTE program evaluation should align to program goal of graduating more students with industry certifications

School Culture and Climate

School Culture and Climate Summary

Shepherd High School is a small school environment in which teachers and administrators have long built 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 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
- Many teachers have many years of experience

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The belief on campus is that enforcement of rules is not consistent or fair for all. **Root Cause:** Communication between teachers and administrators where student discipline is concerned is lacking, as are consistent and appropriate disciplinary policies for students.

Problem Statement 2: Staff members believe that student apathy is high in regards to academics and discipline. **Root Cause:** Policies and programs on campus (retest policy, ISS, detention) are viewed by staff and students as ineffective in that they contribute to student apathy and do not adequately deter negative behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers at SHS generally have over 10 years of experience and are deeply connected to the school and community. The rural nature of the school, and the district's ability to pay competitive wages contributes to recruitment and retention issues.

Staff Quality, Recruitment, and Retention Strengths

- SHS Keeps It 100 program
- 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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher turn-over rate at the High School is higher than the state average (16%). **Root Cause:** Teacher recognition and incentive programs, new teacher mentor programs, teacher satisfaction regarding student discipline, and differentiated professional development are all lacking, and have been identified as areas of major concern for teachers.

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 do not have adequate time to plan together or to collaborate with each other in order to learn and grow as a professional learning community. In addition, there is limited time for intensive coaching built into the teachers' schedules. **Root Cause:** Teacher schedules and school organization are not conducive to ongoing professional development and collaboration.

Problem Statement 2: Students do not have regular access to instructional technology and 21st century equipment in the classroom. **Root Cause:** Campus-wide, devices are limited, and technology and equipment is in need of updating.

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: Offerings for parent meetings and events are minimal, as is attendance for events that are planned. **Root Cause:** Events are not planned or communicated in a way that would entice parents to attend

School Context and Organization

School Context and Organization Summary

In general, teachers are satisfied with instructional feedback and use of time during PLCs, however, they have voiced frustration with frequent disruption of instructional time and inconsistency with campus discipline.

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: Teachers report that instructional time is frequently interrupted needlessly. **Root Cause:** Policies and practices related to front office procedures are executed in a way that have the potential to disrupt instructional time.

Problem Statement 2: 62.5% of teachers believe that discipline issues are not handled in a timely manner and that consequences are not consistent. **Root Cause:** Campus guidance or standards for administrators related to disciplinary consequences have not been developed, and administrators are not consistent with communicating to teachers about disciplinary actions taken.

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 demands.

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, as well as up-to-date policies for disciplinary issues resulting from increased technology use in the classroom are needed. **Root Cause:** Staff members on campus have differing proficiency and comfort levels regards technology use. Programmatic technology needs are largely driven by these factors.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) 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
- Postsecondary college, career or military-ready graduates data
- 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
- Observation Survey results

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
- 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.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject

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
- Evaluation(s) of professional development implementation and impact
- 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Develop and implement a research-based RTI program on campus, along with teacher training.</p>	2.4, 2.6	Counselor Assistant Principals Principal Teachers	Increased performance on EOC exams			
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>2) Continued use of deep data analysis during PLC to guide and improve instructional design and delivery</p>	2.4, 2.5	Assistant Principals Principal Teachers	Increased performance on STAAR			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Implement frequent, individualized PD for technology integration in the classroom</p>	2.4, 2.5, 2.6	Counselor Assistant Principals Principal Teachers	Increased relevance and student engagement			

Critical Success Factors CSF 1 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					
Critical Success Factors CSF 1 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					
						

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
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Restructure Dual Credit program in order to provide students with a mentor and their own space that is separated from credit recovery.</p>	2.4, 2.5	Counselor Assistant Principals	Increased grades and participation in Dual Credit program.			
<p>Critical Success Factors CSF 1</p> <p>2) Explore options for SAT tutorial sessions to occur at the High School.</p>	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						
<p>3) Explore scheduling options that will allow in-class support teachers to have a set schedule daily.</p>	2.4, 2.5, 2.6	Counselor Assistant Principals Principal	Increased performance for students in special populations			
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Create written guidelines for advanced academics that will address student scheduling, testing, and policies related to Dual Credit and Advanced Placement courses.</p>	2.4, 2.5	Counselor Assistant Principals Principal Advanced Academics Teachers	Increased participation in and increased student success in advanced academics			
<p>5) Analyze CTE certification data to ensure students are earning certifications in courses already on the master schedule.</p>	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			
Critical Success Factors CSF 1 CSF 4 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			
Critical Success Factors CSF 1 CSF 3 CSF 7 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			
Critical Success Factors CSF 1 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						
Critical Success Factors CSF 6 10) Explore the potential and feasibility for adding a cheerleading course.	2.5	Principal Assistant Principal School Counselors	Increase scheduling options for students			
Critical Success Factors CSF 1 CSF 3 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  = Considerable  = Some Progress  = 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
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) Continued professional development that focuses on strategies for economically disadvantaged students and students in special populations</p>	2.4, 2.5, 2.6	Principal Assistant Principals	Increased performance for students in special populations			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>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)</p>	2.4, 2.5	Principal Assistant Principals	Increased Teacher Performance Consistency in grading and instruction among teams			
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>3) Provide professional development on Classroom management, Differentiated Instruction and Collaborative Learning</p>	2.4, 2.5, 2.6	Principal Assistant Principals	Increased student performance Decreased number of discipline referrals			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Differentiate professional learning based on teacher need, proficiency, and content area.</p>	2.4, 2.6	Principals Assistant Principals	Increased teacher knowledge of content-specific strategies			
 = 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	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			
Critical Success Factors CSF 3 CSF 7 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			
Critical Success Factors CSF 1 CSF 2 CSF 7 3) Explore the possibility and feasibility of adding Instructional Coaches for all content areas	2.4, 2.6	Principal Assistant Principals	Increased teacher performance			
						

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
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>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</p>	2.6, 3.1, 3.2	Principal Assistant Principals Counselors	Improved campus climate			
<p>Critical Success Factors CSF 6</p> <p>2) Engage a campus committee for planning community events, including awards ceremonies</p>		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
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Utilize a variety of communication tools to inform parents of events and opportunities on the campus</p>	3.1	Principal Assistant Principal Counselors Office Staff Teachers CTE Coordinator Librarian	Increased parent communication			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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
Critical Success Factors CSF 3 CSF 4 CSF 5 CSF 6 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.			
Critical Success Factors CSF 4 CSF 6 2) Develop programs for positive reinforcement for academics, behavior, attendance	2.6	Principal Assistant Principal	Decreased number of disciplinary referrals.			
Critical Success Factors CSF 4 CSF 6 3) Develop a campus-wide cell phone policy	2.5	Principal Assistant Principal	Decreased number of disciplinary referrals.			
Critical Success Factors CSF 4 CSF 6 4) Explore the possibility and feasibility for instituting uniforms.	2.5	Principal Assistant Principal	Decreased number of disciplinary referrals.			
						

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
Critical Success Factors CSF 4 CSF 6 1) Explore alternatives to ISS that might be more effective	2.5, 2.6	Principal Assistant Principal Counselors ISS Teachers Teachers	Fewer disciplinary referrals			
Critical Success Factors CSF 3 CSF 6 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 5: SHS will promote a culture of high expectations.

Performance Objective 1: Each nine weeks SHS will review data in order to monitor, implement, and improve program participation and effectiveness in order to allow students and staff to move beyond cultural limitations.

Evaluation Data Source(s) 1: Program Data

Attendance Rate






Failure Rate

Discipline Data

Students Performance Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
<p>Critical Success Factors CSF 1</p> <p>1) Develop a plan for implementation of concurrent course for senior English and advanced math in partnership with a local community college</p>	2.4, 2.5, 2.6	Counselors Assistant Principals Principal	Increased percentage of college-ready graduates			
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Review standing policies and procedures related to student graduation plans and drop out prevention in order to explore potential improvements to policy and practice.</p>	2.4, 2.5, 2.6, 3.1	Counselors Assistant Principals Principal	Fewer dropouts Fewer graduated on Foundations only graduation plan			
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>3) Strategies, programs, processes for increasing attendance rate. Focus on intrinsic motivation to come to school and underlying factors for absences, not just punishment.</p>	2.4, 2.5, 2.6	Counselors Assistant Principals Principal	Increased attendance rate			
<p>Critical Success Factors CSF 3 CSF 6</p> <p>4) Consider the implementation of Growth Mindset Training</p>	2.6	Counselors Assistant Principals Principal	Improve campus climate			
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>5) Develop and implement a policies and practices that will limit disruption of instructional time</p>	2.4, 2.5	Counselors Assistant Principals Principal	Improve campus climate Increase Instructional time			






<p align="center">Critical Success Factors CSF 1</p> <p>6) Explore the potential for reinstating semester exams.</p>	<p align="center">2.4</p>	<p>Counselors Assistant Principals Principal Teachers</p>	<p>Increase Instructional time</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: SHS will 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: Facility audit
Teacher and Parent Survey Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Apr
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Work with district maintenance personnel to prioritize repairs and renovations that are needed on campus, including HVAC system, interior paint, landscaping, additions to the building.</p>		Principal Director of Maintenance	Increase in campus climate			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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