



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

## Shepton High School

Principal: Jeffrey Banner

**Mission Statement:** The Shepton community promotes relevant and engaging experiences that foster individual growth and ownership of learning within a safe and caring atmosphere.



Approved by DBIC on November 14, 2016

## Verification Page

### Planning Timelines

- Analysis of Critical Actions, and STAAR 2015-2016 Gap Analyses: **August 2016**
- Needs analysis, goal setting and strategic planning: **July - September 2016**
- Campus teacher data analysis day: **August - September , 2016**
- SBIC Plan due for DBIC review: **October 12, 2016**

### Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Tuesday, September 20, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Wednesday, January 25, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Wednesday, May 24, 2017**

### 2016-2017 Campus Status

Check all that apply

Title III English Language Learner Campus

Non-Title I Campus

Title I School-wide Campus

### Title I Information

Title I Components			
<b>1 (CNA)</b>	Comprehensive Needs Assessment	<b>6 (PI)</b>	Strategies to Increase Parental Involvement
<b>2 (RS)</b>	Reform Strategies	<b>7 (Tran)</b>	Transition (Elementary schools only)
<b>3 (HQ)</b>	Instruction by State Certified Staff	<b>8 (A)</b>	Teacher Decision-Making Regarding Assessments
<b>4 (PD)</b>	High-Quality Professional Development	<b>9 (M)</b>	Effective and Timely Assistance to Students
<b>5 (R/R)</b>	Strategies to Attract State Certified Teachers	<b>10 (Coord)</b>	Coordination and Integration
Program Funding			
<b>Staffing</b>	i.e. Teacher		
<b>Parental Engagement</b>	i.e. Parent programs, RAMP up for Kindergarten Program		
<b>Student and Campus Capacity Building</b>	i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities		

**SBIC Committee**

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Crystal Gaddie	Faculty Member	2012-2013	x	x	x
Karen Stephens	Faculty Member	2002-2003	x	x	x
Linda Havins	Faculty Member	2008-2009	x	x	x
Lisa Snyder	Faculty Member	2008-2009	x	x	x
Rachel Fulton	Faculty Member	2011-2012	x	x	x
Shelby Chestnut	Faculty Member, Special Education	2009-2010	x	x	
Jeffrey Banner	Principal	2016-2017	x		x
Ashley Helms, PISD Director of Prof. Dev.	District Professional	2016-2017		x	x
Ellie Murphy, Assistant Principal	Campus Professional, Non-teaching	2012-2013	x	x	x
Nataushe Sibbaluca, Assistant Principal	Campus Professional, Non-teaching	2012-2013	x	x	x
Tawn King, Assistant Principal	Campus Professional, Non-teaching	2016-2017	x		x
David Jones, Administrative Intern	Campus Professional, Non-teaching	2016-2017	x	x	x
Deborah Heineman	Support Staff Member	2010-2011	x	x	x
Penny Chapman	Parent-Selected by PTA	2016-2017	x	x	x
Michael Motes	Parent-Selected by Principal	2015-2016	x	x	x
Natasha Nickson	Parent	2016-2017	x		
Dana Freed	Parent	2016-2017	x		x
Marilee Soloman	Parent	2015-2016		x	x
Rosolayn Johnson	Community Member	2015-2016	x	x	
John Hart	Business Representative	2015-2016	x	x	x
Jack Barrows, Sophomore	Student	2015-2016	x	x	x
Victoria Ardelean, Sophomore	Student	2016-2017		x	x
Saira Iqbal, Freshman	Student	2016-2017	x	x	x
Carrington Hemphill, Freshman	Student	2016-2017	x	x	x

Information regarding the SBIC Committee (BQB Local) may be accessed here: <http://pol.tasb.org/Policy/Code/312?filter=BQB>

## District-Wide Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.
2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.
3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.
4. Increase the percentage of students meeting STAAR Advanced performance rates.
5. Increase high school graduation rates and ensure students are on track to graduate.
6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.
7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (60% meet the Level II Satisfactory Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
<p><b>Health, Fitness and Attendance:</b> The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.</p>	10 (Coordination and Integration)	All
<p><b>Violence Prevention and Bullying</b></p>	10 (Coordination and Integration)	All
<p><b>Parental Involvement:</b> The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.</p>	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
<p><b>Highly Qualified Staff:</b> The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)	All
<p><b>Transition of Pre-KN Students:</b> The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)</p>	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	Title I only

## Improvement Plan Critical Actions

The areas for school-wide and/or targeted core-subject Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P<sup>3</sup>A School Wide and Classroom Level);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

### School Wide and/or Targeted Grade Level Critical Actions

1. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum.
2. Model and promote substantive collaboration to foster a learning community.
3. Teachers will continually evaluate their student's progress so that students can attain mastery by self-evaluating and utilizing the resources available to them.
4. Provide proven interventions to assist each student in mastering grade-level learning objectives.

### Critical Action 1

**Critical Action:** Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum.

<b>Project Lead:</b>	Crystal Gaddie, Lisa Snyder, Linda Havins, Karen Stephens, Nataushe Sibbaluca, Ellie Murphy, Tawn King, David Jones							
<b>Staff:</b>	All Classroom Teachers: ELA, Math, Science							
<b>Materials and Resources:</b>	Textbook Website, Khan Academy, Block Lunch Schedule, Edugence Data							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

#### Strategies for Accomplishing Critical Action 1:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p><b>ENGLISH:</b> Teachers will hold mandatory tutorials, at various times (before/after school, lunch), for students not passing class, small-group tutorials during block lunch for students not passing EOC, with an interventionist, to address missed state safeguard for students served by Special Education in English, and available tutorials, at various times (before/after school, lunch), for students needing support to reach level III success.</p>	October 2016-May 2017	Master Schedule, STAAR Data, tutorial attendance logs, tutorial rosters	<p><b>Formative Notes:</b> Teachers met with students in tutorials. There was mixed success. When students attended regularly, there was progress. This semester, the requirements for mandatory tutorial attendance have been changed in order to encourage more students to attend regularly. EOC tutorials will be with the student’s own ELA teacher with the interventionist providing remediation materials.</p> <p><b>Summative Notes:</b> All ELA teachers held Block Lunch tutorials with their students. The success was directly proportional to the number of times the student attended. When students did not attend, the intervention teacher contacted parents and encouraged attendance.</p>
<p><b>SOCIAL STUDIES:</b> Provide mandatory tutorials to students who were not successful in a nine weeks. Teachers will issue letters informing student when and where the tutorials are. Students will be required to attend once weekly until they have mastered the learning objectives.</p>	October 2016-May 2017	Master Schedule, STAAR Data, tutorial attendance logs, tutorial rosters	<p><b>Formative Notes:</b> All teachers are holding mandatory tutorials for students failing their classes during block lunch. This practice has helped our students be more successful during the first semester.</p> <p><b>Summative Notes:</b> We have seen a dramatic rise in the number of students attending our lunch tutorials. We believe our student test grades have improved as a</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			result of these tutorials.
<p><b>MATH:</b> Teachers will hold mandatory tutorials, at various times (before/after school, lunch), for students not passing class, small-group tutorials during block lunch for students not passing EOC, with an interventionist, to address missed state safeguard for students served by Special Education in Math, and available tutorials, at various times (before/after school, lunch), for students needing support to reach level III success.</p>	October 2016-May 2017	Master Schedule, STAAR Data, tutorial attendance logs, tutorial rosters	<p><b>Formative Notes:</b> All teachers are holding mandatory tutorials for students failing their classes during block lunch. Anthony Barron spent Wednesdays and Thursdays remediating students who had failed the Algebra 1 EOC and those students were retested in December. Plans are being made to begin remediation and pre-remediation for the spring administration.</p> <p><b>Summative Notes:</b> Spring remediation went as planned, however there were still many students who refused to attend these intervention tutorials. Parents were contacted in these cases.</p>
<p><b>SCIENCE:</b> Teachers will hold mandatory tutorials, at various times (before/after school, lunch), for students not passing class, small-group tutorials during block lunch for students not passing EOC, to address missed state safeguard for students served by Special Education in Science, and available tutorials, at various times (before/after school, lunch), for students needing support to reach level III success.</p>	October 2016-May 2017	Master Schedule, STAAR Data, tutorial attendance logs, tutorial rosters	<p><b>Formative Notes:</b> Chemistry is tracking mandatory tutorial attendance using a QR code scan to sign in. Honors chemistry is logging attendance via sign in sheets. Discussion and evaluation of attendance patterns and impact on assessment performance during team meetings is ongoing. IPC is using specific curricular modifications according to each student's IEP for individualized tutoring. Biology is providing EOC support tutorials for students identified as at risk of failing 2016-2017 Biology EOC.</p> <p><b>Summative Notes:</b> Biology provided EOC remediation support for students retaking the Biology STAAR. Tutorial attendance for honors chemistry has been successful in improving student grading period averages. Honors chemistry students are attending when they are struggling and are assigned mandatory tutorials. Many students attend the review tutorials before each test.</p>

<b>Action Step</b>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
			Chemistry students are not attending tutorials very often. The chemistry mandatory tutorials during block lunch are not well attended despite parent notification and repeated teacher referrals.



## Critical Action 2

**Critical Action:** Model and promote substantive collaboration to foster a learning community.

<b>Project Lead:</b>	Linda Havins, Lisa Snyder, Karen Stephens, Crystal Gaddie, Nataushe Sibbaluca, Tawn King, David Jones, Ellie Murphy							
<b>Staff:</b>	All Teachers							
<b>Materials and Resources:</b>	District Curriculum, Substitute Teachers, Edugence, Classroom Data							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

### Strategies for Accomplishing Critical Action 2:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
1. Teachers will observe other teachers both in and out of their departments to see how other teachers successfully integrate district curriculum and maintain student engagement in the classroom.	October 2016- May 2017	Observation Notes, De-brief Notes, Observation schedules	<p><b>Formative Notes:</b> ELA – Teachers new to the campus will have a chance to do peer observations this semester. Social Studies – We have completed our first round of partner observations and debriefing sessions, and will begin round 2 in February.</p> <p><b>Summative Notes:</b> ELA – Teachers new to the campus will had the opportunity to do peer observations this semester, and de-briefed about their learning in team meetings. This is a practice that the department would like to continue in the future, as it had an impact on teaching and student learning.</p> <p>Social Studies – We completed our partner observations and discussions of our classroom techniques. While we did not get the camera we were hoping to help us in this, we were able to critique and evaluate our best practices with the videos we made.</p>
2. New Teacher Program will support new teachers on campus through the use of mentor teachers, peer classroom observation, team-building opportunities and informative discussions, to promote on-going professional learning to impact professional practice and student learning throughout the year.	August 2016- May 2017	Orientation Agenda, Mentor Program Calendar, Observation	<p><b>Formative Notes:</b> This program has been a success in allowing mentor/mentee teachers to have an opportunity to share questions and experiences.</p> <p><b>Summative Notes:</b> This program has been a success in allowing mentor/mentee teachers to have an opportunity to share questions and experiences. The</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
		Instrument, De-brief Notes	experiences that were planned were both learning and team building. The new teachers expressed that they felt supported and “a part” of Shepton.
3. Collaboration in team meetings and department meetings, with all support admin., about best practices and successful strategies, using multiple data sources.	August 2016-May 2017	Team Meeting Notes, Agendas, Calendars	<p><b>Formative Notes:</b> During our team and dept. mtgs. we have had good success with collaboration. It has helped the teachers support our students more effectively, with more students showing mastery of subjects.</p> <p><b>Summative Notes:</b> During our team and dept. mtgs. Collaboration has helped all teachers support our students more effectively, with more students showing mastery of subjects. Data review, from multiple sources, takes places on a regular basis.</p>
4. Professional development will be offered, both on campus and through outside sources, to provide teachers with opportunities to build capacity to collaborate using standards and data.	August 2016-May 2017	Professional development Calendar, T-TESS Reports, PD Survey	<p><b>Formative Notes:</b> We have held Teacher Institute workshops both before and after school over a variety of subjects. These are not mandatory but count toward the 7.5 campus provided professional development hours that each teacher is required to complete. In addition, we have offered district and online trainings.</p> <p><b>Summative Notes:</b> Teachers attended Teacher Institute workshops both before and after school over a variety of subjects. These are not mandatory but counted toward the 7.5 campus provided professional development hours that each teacher is required to complete. In addition, we have offered district and online trainings to help with the 7.5 personal professional development requirement as well.</p>

### Critical Action 3

**Critical Action:** Teachers will continually evaluate their student’s progress so that students can attain mastery by self-evaluating and utilizing the resources available to them.

<b>Project Lead:</b>		Crystal Gaddie, Tawn King						
<b>Staff:</b>		All Math Teachers						
<b>Materials and Resources:</b>		Unit Rubrics, surveys						
<b>Targeted Area:</b>	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

#### Strategies for Accomplishing Critical Action 3:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
1. Teachers will collect formative assessment data during the unit of study and test data after every unit test, and discuss the results as a team to make intervention plans for students.	All year beginning September 2016	Formative assessment data, meeting minutes, test data	<p><b>Formative Notes:</b> Teachers are meeting every week in their teams and after each test, teachers look at class averages and means to gauge how to proceed with students.</p> <p><b>Summative Notes:</b> Teachers are also discussing how students are performing on mid-unit content checks to see how to remediate before the test.</p>
2. Teachers will make students aware of the various internet resources available to them such as Khan Academy, Google classroom, YouTube, their textbook website, etc.	August 2016	Google Classroom data	<p><b>Formative Notes:</b> Teachers have made students aware of this information using google classroom and on their calendars that are given out.</p> <p><b>Summative Notes:</b> Mrs. Gaddie has created a google document that is hyperlinked to all course documents, videos, etc. for PreCalculus and plans on sharing this with the department as a possible goal/improvement for next year.</p>
3. Teachers will use rubrics for students to self-assess their knowledge shown on their unit test.	All year beginning September 2016	Rubrics	<p><b>Formative Notes:</b> This was done in the fall by the geometry department, however students did not seem to feel this was helpful to them. Right now, this process has been discontinued so that we can find a way for this to be better and helpful to students.</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p><b>Summative Notes:</b> This topic needs further discussion as a team to see if we can make this standard practice through all math courses and to see if we can get more student buy in.</p>
<p>4. Teachers will have students sign in for tutorials using a google form where students will fill out a survey about what concepts they are working on in tutorials.</p>	<p>All year beginning in August 2016</p>	<p>Results from the Google Form</p>	<p><b>Formative Notes:</b> All teachers have the same link for students to sign in for tutorials. This way any teacher can look at any time to see if their students are attending tutorials.</p> <p><b>Summative Notes:</b> This practice has worked well this year and will continue.</p>

### Critical Action 4

**Critical Action:** Provide proven interventions to assist each student in mastering grade-level learning objectives.

<b>Project Lead:</b> Karen Stephens	
<b>Staff:</b> All Science Teachers	
<b>Materials and Resources:</b> District Curriculum, Tutorial schedule	
<b>Targeted Area:</b>	<input type="checkbox"/> School-wide <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Other:

#### Strategies for Accomplishing Critical Action 4:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<b>Science:</b> 1. Provide tutorials that target specific objectives <ul style="list-style-type: none"> <li>a. Examine the use of tutorials</li> <li>b. Analyze tutorial practices</li> <li>c. Discuss tutoring prior to new learning to address prerequisite skills</li> </ul>	September 2016-May 2017	Remediation List, Deficiency List generated by teachers	<p><b>Formative Notes:</b> Chemistry is using online quiz information to diagnose target areas for individual tutoring.</p> <p><b>Summative Notes:</b> Biology provides morning, afternoon, and block lunch tutorials. We provide semester exam review tutorials. We have noticed that the students who need tutoring the most do not attend/utilize the tutorial opportunities we provide to them.</p> <p>Chemistry has used online quizzes to help students assess their understanding of concepts and provide feedback. Teachers are able to see quickly how mastery of each concept is progressing among their classes via the spreadsheet data and then are able to adjust re-teaching strategies before each test.</p>
2. Train and use peer tutors to support student learning <ul style="list-style-type: none"> <li>a. Train new teachers on the use of peer tutors</li> <li>b. Discuss how to increase peer tutoring use</li> </ul>	September 2016-May 2017	Block Lunch tutorial schedule	<p><b>Formative Notes:</b> Peer tutorials are being incorporated during practice classwork for review before chemistry assessments.</p> <p><b>Summative Notes:</b> Biology and chemistry students have opportunities to peer tutor through class time collaborative group work. Peer tutoring is popular and successful during honors chemistry review times.</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
3. Reflect on strategies that can be used across all classrooms <ol style="list-style-type: none"> <li>a. Rotate highly structured tutorial sessions after school to address specific learning deficiencies for all students</li> </ol>	September 2016-May 2017	Meeting notes, De-brief notes, Semester Exam reviews	<p><b>Formative Notes:</b> Chemistry is using the targets checklist provided in the district curriculum student learning guide to help students track their learning and mastery in order to improve tutorial effectiveness.</p> <p><b>Summative Notes:</b> Biology and chemistry use a target checklist for students to self-assess their learning and review for each unit test.</p>
4. Work collectively to challenge students who demonstrate early mastery <ol style="list-style-type: none"> <li>a. Examine how we currently collaborate to assist students who demonstrate early mastery</li> <li>b. Use high –yielding instructional strategies that are creative and interesting applications, to motivate and extend learning via online resources.</li> </ol>	September 2016-May 2017	Non-verbal linguistic representations, online quizzes, meeting notes	<p><b>Formative Notes:</b> Independent research projects provide an opportunity for motivating learning beyond the core curriculum in the honors chemistry classes. District performance assessments have opportunities for creative and interesting challenges in the chemistry and biology curricula.</p> <p><b>Summative Notes:</b> The honors biology and honors chemistry Independent Research Projects provide the opportunity for students to pick a topic of interest, and investigate that topic at a higher level.</p>
5. Extend learning for students who demonstrate early mastery to maximize learning opportunities. <ol style="list-style-type: none"> <li>a. Establish how it is determined a student has shown early mastery</li> <li>b. Investigate approaches taken to help students extend their thinking for any objective</li> </ol>	September 2016-May 2017	Online quizzes and discussion forums, meeting notes	<p><b>Formative Notes:</b> Discussions, in chemistry team meetings, are ongoing to develop formative assessments that will challenge students to attempt higher level practice when they show mastery of more basic levels. Kahoot quizzes and google forms are currently being implemented.</p> <p><b>Summative Notes:</b> Biology uses formative assessment strategies to help identify early mastery, as well as, challenge students with high level questioning. We have discussed and implemented a number of different formative assessment strategies throughout the school year.</p> <p>Chemistry has used online quizzes to help students assess their understanding of concepts and provide feedback. Teachers are able to see quickly how mastery of each concept is progressing among their classes via</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			the spreadsheet data and then are able to adjust re-teaching strategies before each test.

## Violence Prevention and Bullying

### Critical Action:

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (HB 283)

### Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
<b>Staff</b>	<b>PREVENTION:</b>			
	Identify high risk areas. <b>(Required)</b>	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Admin identify high risk areas
	Monitor high risk areas. <b>(Required)</b>	Assistant principals, faculty, staff, SRO	Staff assignments/duty schedule, Expectation Talks	Duty Schedule for staff, admin, SRO, counselors
	Follow Campus Rules/Expectations. <b>(Required)</b>	Principal, assistant principals, faculty/staff, SRO	Code of Conduct, District Handbook Campus Handbook	Staff and admin follow and implement
<b>Staff</b>	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b>	Principal, all faculty/staff	Handouts/PowerPoint	All staff completed SafeSchools training modules by December 16.
	Review referral process. <b>(Required)</b>	Principal/assistant principals, leadership team	Campus referral plan, Expectations Talks	PBIS committee highlight and reward positive behaviors; Stallion Standards adopted and displayed
<b>Staff</b>	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus. <b>(Required)</b>	Principal, assistant principals, faculty/staff	Discipline Management Plan	Staff follow discipline management plan
	Implement campus referral plan. <b>(Required)</b>	Principal, assistant principals, faculty/staff	Campus Referral Plan	All staff participate in monitoring, referring incidents
	Utilize Discipline Management strategies. <b>(Required)</b>	Principal, assistant principals, faculty/staff	Discipline Management Plan	Consequences assigned, review of student placement if/when necessary due to severity or frequency of incidents



**Strategies for Accomplishing Violence Prevention and Bullying Critical Action:**

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
<b>All Students</b>	<b>PREVENTION:</b>			
	Clearly state student expectations/campus rules/citizenship. <b>(Required)</b>	Principal/assistant principals	Code of Conduct/ Student-Parent Handbook	Expectation talks held at the beginning of the year with each grade level through English; Student Code of Conduct available through website
	Monitor high risk areas. <b>(Required)</b>	All staff	Duty Schedule	Duty Schedule for Morning, Block Lunch; admin. team monitors compliance
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts. <b>(Required)</b>	All teachers	Referral Plan	Plan shared with staff at beginning of year w/staff and through staff handbook; New Teacher Orientation
<b>All Students</b>	<b>INTERVENTION:</b> (Please complete cells below)			
	Apply classroom interventions: <b>(Required)</b>	All teachers	Campus discipline guidelines; levels of discipline	Teachers implement classroom discipline-apply a levels system to determine intervention; have ability to assign lunch detention, and Sat. School
	Employ discipline interventions: <b>(Required)</b>	Designated staff	Lunch detention, Saturday School, assistant principals, all faculty/staff	Block lunch a helpful behavior incentive; Stay Put (Block Lunch detention) is an effective tool for individual behaviors. When Block Lunch was pulled for the entire campus, it was an effective in changing campus behaviors.
	Use other intervention strategies as necessary/appropriate. <b>(Required)</b>	Administrative staff or counselors	Counseling resources, SRO, SpEd staff (as necessary)	CMIT, Counseling; SafetyNet referrals; Boys & Girls Club involvement; academic interventions in Stay Put
	Conference with parents/students. <b>(Required)</b>	Teachers or other staff	Principal, assistant principals	Collaboration with parents to address serious and/or ongoing behavior issues

## Parent Involvement

### Critical Action:

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

### Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information.	Principal/assistant principals	August 2016, and as the need arises	Most parents have access to Parent Portal; there are still accessibility issues being worked through <a href="mailto:portal@pisd.edu">portal@pisd.edu</a> .
Identify parents without computer/internet access to offer hard copies of school information.	Principal/assistant principals/counselors	August 2016, and as the need arises	Paper copies offered to parents during schedule pickup who could not access the portal
Upgrade and maintain the campus website for easy access and increased communication with the community.	Principal/assistant principals/Librarian	August 2016-June 2017	Website updated regularly
Communicate information through eNews.	Principal/assistant principals	Weekly or Biweekly, August 2016-June 2017	Occurs weekly, Special eNews going out when needed.
Utilize social media to keep parents and community informed.	Principal/assistant principals/teachers	August 2016-June 2017	Many teachers use Twitter and Google classroom to inform parents and the community about what is taking place in the classroom. There is a Shepton HS Twitter account and a Shepton HS Community Remind 101 account.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Principal/assistant principals	August 2016- May 2017	Ongoing; Mr. Banner meets monthly with PTSA Board.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Principal/assistant principals/teachers	September 2016-May 2017	Programs happen throughout the year, both academic and social, to meet the specific needs of the community.

## State Certified Teachers and Highly Qualified Paraprofessionals

### Critical Action:

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

<b>Project Lead:</b>	Plano ISD HR Employee Recruitment & Retention Department
<b>Staff, Title I Staff:</b>	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
<b>Materials and Resources:</b>	Operating Fund, HR Budget, Campus/Curriculum Budget

### Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD.	August 2016 to May 2017	Campus administrators and teacher leaders participated in Plano ISD Recruitment Open House on April 22, 2017
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly Bilingual Stipends, July 2016 to June 2017	N/A
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.	August 2016 to May 2017	Shepton hosted both student teachers and student observers during the 2016-17 school year.
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators.	July 2016 to June 2017	New Teacher Mentor Program, Staff Favorites, Recognition Board
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards.	July 2016 to June 2017	100% of Shepton teachers are highly qualified in their respective areas of instruction.