UNFOLD
YOUR FUTURE
PLANO ISD

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.

Planning Timelines and Meeting Dates

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **July - September 2017**
- Campus teacher data analysis day: **August - September 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): **Tuesday, September 19, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Wednesday, January 24, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Tuesday, May 22, 2018**

2017-2018 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			
1 (CNA)	Comprehensive Needs Assessment	**6 (PI)**	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	**7 (Tran)**	Transition (Elementary schools only)
3 (HQ)	Instruction by State Certified Teachers	**8 (A)**	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	**9 (M)**	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	**10 (Coord)**	Coordination and Integration

TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.			
Goal 1	**Recruit**, **support**, and **retain** Teachers and Principals	**Goal 3**	Connect high school to **career** and **college**
Goal 2	Build a **foundation** of **reading** and **mathematics**	**Goal 4**	**Improve** low-performing schools

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Melanie Lin	Faculty Member	2017-2018	x	x	x
Linda Havins	Faculty Member	2008-2009	x	x	x
Agustin DeLaRosa	Faculty Member	2017-2018	x	x	
Karen Stephens	Faculty Member	2002-2003	x	x	x
Janie Gilkison	Faculty Member	2017-2018	x		x
Yanexy Rodriguez	Faculty Member	2017-2018	x	x	x
Shelby Chesnut	Faculty Member, Special Ed	2009-2010	x	x	x
Jeffrey Banner	Principal	2016-2017	x	x	x
Marcus Miller	District Professional	2017-2018	x	x	x
Jane Clanahan	Campus Professional, Non-teaching	2006-2007	x	x	x
Deborah Heineman	Support Staff Member	2010-2011	x	x	x
Rhonda Snyder	Parent-Selected by PTA	2017-2018	x	x	x
Rose Taper	Parent-Selected by Principal	2017-2018	x	x	x
Shy Aviram	Parent	2017-2018	x	x	x
Jeanine Melby	Parent	2017-2018	x	x	x
Dong Yuan	Parent	2017-2018	x	x	x
Faryal Virk	Parent	2017-2018	x	x	x
Masae Rinkliff	Community Member	2017-2018	x	x	x
Holly Castora	Community Member	2017-2018		x	x
Susan Lorimer	Business Representative	2017-2018	x	x	
John Hart	Business Representative	2015-2016	x	x	x
Saira Iqbal, 10th grade	Student	2016-2017	x	x	x
Andrew Colvert, 9th grade	Student	2017-2018	x	x	x

Information regarding the SBIC Committee, membership, terms, etc. (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 Approaches Grade Level Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
Health, Fitness and Attendance: 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.	**10 (Coordination and Integration)**	**All**
Violence Prevention and Bullying	**10 (Coordination and Integration)**	**All**
Parental Involvement: 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.	**1 (Comprehensive Needs Assessment)** **6 (Strategies to Increase Parental Involvement)** **10 (Coordination and Integration)**	**All**
Transition: The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.	**1 (Comprehensive Needs Assessment)** **7 (Transition)** **10 (Coordination and Integration)**	**All**
State Certified Teachers and Highly Qualified Paraprofessional Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.	**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**

Summary of 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 (P³A School Wide and Classroom Level diagnostic);
- STAAR/EOC GAP Analyses;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Core-Subject Critical Actions
1. Define high-yield instructional strategies and reinforce their use in all classrooms. (School Wide P³A Best Practice #11)
2. Model and promote substantive collaboration to foster a learning community (School Wide P³A Best Practice #9)
3. Teachers will analyze student performance data to better inform team discussions and decisions. (Classroom Level P³A Best Practice #13)
4. Collaborate in teams focused on curriculum, instruction, and assessment. (Classroom Level P³A Best Practice #4)
Critical Actions to Address Missed State Safeguards: • Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17) • Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13) • Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Critical Action 1

Critical Action: Define high-yield instructional strategies and reinforce their use in all classrooms. (School Wide P³A Best Practice #11)

Project Lead:	All Administrators
Staff, Title I Staff:	All teachers
Materials and Resources:	Curriculum resources, AVID Strategies, Walkthrough Form and Data. Leadership team Agendas and Notes

Targeted Area:	☑ School Wide	☐ Reading	☐ Writing	☐ ELA	☐ Mathematics	☐ Science	☐ Social Studies	☐ Other:

Strategies for Accomplishing Critical Action 1:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Provide a common understanding of high-yield instructional strategies. Work collaboratively with campus leadership team to identify a set of high-yield instructional strategies that all teachers will master and use in their classrooms. • Teachers will be provided with information on WICOR strategies. • Teachers will embed WICOR in current team planning. TEA Strategic Priorities Goal #2, #3 and #4	Campus Leadership retreat, 1st Campus Leadership meeting, beginning of the year professional development.	Leadership Team Agendas and notes	Formative Notes: During Leadership team meetings and team planning meetings, our teacher leaders are looking at ways to ensure that some aspect of WICOR is covered two to three times a week. High yield instructional strategies are a regular portion of the Monday Memo, sent out weekly and read by staff. Summative Notes: WICOR has been a focus for instruction throughout the year. It has been highlighted in the Monday Memo, through staff development, and in individual team meetings.
Reinforce the use of high-yield instructional strategies. Work collaboratively with campus leadership team to create a campus walk-through form that will allow observation and data collection of the targeted high-yield instructional strategies in use in all classrooms. • WICOR strategies will be identified on the walk-through form used on campus. • Walk-through data will be used in leadership meetings to identify continued areas of growth. TEA Strategic Priorities Goal #2, #3 and #4	Weekly Campus Leadership Meetings, Weekly team meetings.	Campus Walk-Through Form, Walk-through data	Formative Notes: In collaboration with the administrative team and the Leadership Team, a new campus walk-through form was created identifying and highlighting WICOR strategies. The administrative team does classroom walk-throughs using this collaboratively created form, and will continue to do so throughout the year. This data was used by departments to help drive instruction. Summative Notes: As the Shepton admin. team did walkthroughs in classrooms throughout the year, data was collected about what WICOR strategies are being used in classrooms. The data from the school year will be used

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			in summer planning to make decisions about professional development and goals for the following school year.
Reinforce the use of high-yield instructional strategies. Administrators will identify targeted high-yield instructional strategies during classroom visits using created campus walk-through form. • Administrators will conduct walk-throughs on a weekly basis. • Administrators will conduct a minimum of 200 walk-throughs per administrator throughout the year. TEA Strategic Priorities Goal #2, #3 and #4	Weekly walk-throughs	Campus Walk-Through Form, Walk-through Data	Formative Notes: The administrative team does classroom walk-throughs using this collaboratively created form, and will continue to do so throughout the year. Many teachers have some components of WICOR in their personal T-TESS goals, so these strategies were identified in T-TESS observations and discussed in both pre-conferences and post-conferences. Summative Notes: As T-TESS Summative conferences were held with all teachers on campus, the administrative team discussed what strategies were effective throughout the year, and how teacher learning affected student growth in the classroom. These conversations helped to shape the direction of individual teacher T-TESS goals for the 18-19 school year.
Reinforce the use of high-yield instructional strategies. Reinforce use of targeted high-yield instructional strategies by presenting examples of strategies observed during faculty meetings, and sharing walk-through data with the campus leadership team throughout the year. • Celebrate successes with teams based on data observed in walk-throughs • Continue to focus on areas of WICOR that can be added to each lesson with a tip to begin meetings. TEA Strategic Priorities Goal #2, #3 and #4	Monthly faculty meetings, weekly team meetings	Leadership Team Agendas and notes, Faculty Meeting agendas, Campus Walk-Through Form, Walk-through Data	Formative Notes: As WICOR strategies are observed, the administrative team uses a variety of methods to celebrate successes in the classroom setting. Summative Notes: As the successes are celebrated, teachers have responded positively. As the WICOR tips continue to be sent, there is evidence that teachers are using more of these high-yield strategies.

Critical Action 2

Critical Action: Model and promote substantive collaboration to foster a learning community (School Wide P³A Best Practice #9)

Project Lead:	All Campus administrators, All Campus Department chairs
Staff, Title I Staff:	All Teachers
Materials and Resources:	District Curriculum, Substitute Teachers, Edugence, Classroom Data

Targeted Area:	☑ School Wide	☐ Reading	☐ Writing	☑ ELA	☐ Mathematics	☑ Science	☑ Social Studies	☑ Other: LOTE

Strategies for Accomplishing Critical Action 2:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Promote collaboration through structured peer classroom visits. 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. • Social Studies – Teachers will observe each other teaching, and will reflect on their observations. • English – Teachers will partner with teachers from the department and will observe other teachers on campus during their conference period two times per semester. Each team will reflect on the peer visits in team meetings after each visit. • Science - – Teachers will partner with teachers from the department and will observe other teachers in the department during their conference period two times per semester. Each team will reflect on the peer visits in team meetings after each visit. • LOTE - Teachers will observe each other teaching, and will reflect on their observations. • New teachers will observe with their mentor teachers once per semester, and then reflect on these peer visits in the monthly new teacher meeting.	Two times per semester for the ELA, Science and Social Studies departments, one time per semester for the new teachers and mentor teachers.	Observation Notes, De-brief Notes, Observation schedules	Formative Notes and Summative Notes: Social Studies – F: Teachers are planning to attend 2 observations this semester, and will then reflect in team meetings about their observations. S: Teachers felt that this experience gave them a better vertical concept of what skills are used in both geography and history, and the best way to prepare students. Teachers also were able to find a variety of strategies, specifically in wrap-up activities, that they could use in their own classrooms. English – – F: In teams of two, English teachers observed other classrooms. The overall feeling was that is has been very beneficial to see other teachers' style, their delivery of content, and classroom management. Some of the practices that stood out the most were establishing routines, holding relevant high interest discussions, and posting helpful information all around the classroom. This semester, we may visit some Special Needs classrooms in order to gain a better understanding of the entire spectrum of learners at our school. S: This semester, we visited a mixture of classrooms from all different levels, including some classrooms with special needs. It was interesting to note the slight differences in redirection and classroom management

TEA Strategic Priorities Goal #1			among the different levels of classes. This practice also brought up some ideas of how we might be able to incorporate some ideas and practices across multiple subject areas. Science - The science department is observing teachers in departments other than our own, during our conference. New teachers have been observing other teachers periodically this year as well to help identify instructional strategies that are effective in the science classroom. S: The new teachers in science observed other teachers and reflected on the visits during team meetings and with their mentor teachers. Instructional strategies including group collaboration management, nearpod lessons, and google applications were identified and teams are beginning to use them LOTE – F: The LOTE department has done some peer observations, with plans to do more this semester. The experience has been very positive and has provided all teachers an opportunity to see the curriculum in action as an observer, not just a teacher. Peer feedback has also been very valuable. S: The overall experience provided teachers with valuable ideas and feedback that made a large difference in the classrooms. Levels of student engagement were higher when teachers tried new strategies that had been observed. Teachers felt that peer feedback was beneficial and was used more frequently during the second semester. New teachers – F: Teachers who are new to our campus have worked with their mentor teacher to identify instructional strategies that are effective in the classroom. S: During the second semester, the new teachers continued to meet with and observe their mentor teachers, as well as other teachers in their departments. This allowed for the sharing of strategies, both in curriculum and student management.

Build teachers' capacity for collaboration 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. • New teachers and mentor teachers will meet once monthly to discuss topics that are applicable for daily classroom use. • New teachers and mentor teachers will meet once monthly for a team-building activity. • New teachers and mentor teachers will attend one [professional development session at SMU as provided by the district. TEA Strategic Priorities Goal #1	Monthly beginning in August	Orientation Agenda, Mentor Program Calendar, Observation Instrument, De-brief Notes	Formative Notes: SHS New Teacher Mentor Program: New Teacher Orientation held on 8/7/18: Teachers new to Shepton received professional learning on best instructional practices and were familiarized with campus guidelines and procedures. Monthly meetings covered engagement, student management, and classroom culture, and allowed new teachers a chance to collaborate with each other and their mentor teachers. Summative Notes: New teachers had the opportunity to observe their mentor teacher in the classroom, and reflect with them on their learning from the experience. In addition, new teacher and their mentors attended a professional development session together at SMU. In addition to receiving support in the classroom, the new teachers had then opportunity to attend some team-building events to help them feel part of the Shepton family.
Participate actively in team meetings Collaboration in team meetings and department meetings, with all support admin., about best practices and successful strategies, using multiple data sources. • Teacher teams will meet weekly to discuss student data and performance in the classroom. • Support admin. will meet with the teacher teams. TEA Strategic Priorities Goal #1 and #2	Weekly team meetings beginning in August	Team Meeting Notes, Agendas, Calendars	Formative Notes: Teachers meet weekly to discuss student data and performance in the classroom. In addition to these weekly meetings, departments have been given a full day to meet with the entire department, including Special Education and ESL in content areas, as well as curriculum instructional specialists to discuss team planning and develop team meeting norms and goals. Each subject team then spent several hours debriefing and developing specific plans and activities for improving performance. Summative Notes: During team and department planning, teachers use this time to discuss what strategies are working with the variety of students in the classrooms, and look at the data to support the teacher observations. Teachers use this time to look for remediation opportunities, share

			strategies, and learn from each other to ensure that high quality instruction is taking place every day in every classroom.
Build teachers' capacity for collaboration 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. • Two campus professional development days were provided in EdCamp format in July for teachers. • Teacher Institutes are held monthly both before and after school. TEA Strategic Priorities Goal #1	EdCamps held prior to contract days, Monthly Teacher Institutes.	Professional development Calendar, T-TESS Reports, PD Survey	Formative Notes: Many teachers attended the EdCamp professional development sessions in July. Teachers also both attend and help to lead the teacher Institute sessions that happen monthly both before and after school. In addition, teachers were able to participate in the district-wide EdCamp on a Saturday, February 20th. Summative Notes: Teachers had the opportunity to both attend and help to lead the teacher Institute sessions that happen monthly both before and after school. In addition, many outside professional development options were offered. Teachers had 7.5 campus hours to complete with learning that was tied to Campus goals as well as 7.5 hours of professional development with learning ties to their personal T-TESS goals.

Critical Action 3

Critical Action: Teachers will analyze student performance data to better inform team discussions and decisions. (Classroom Level P³A Best Practice #13)

Project Lead:	Mathematics Department Chair, Mathematics Team Leaders
Staff, Title I Staff:	All Mathematics Staff
Materials and Resources:	Formative Assessments(previous and current), Summative Assessments(previous and current), Curriculum Planner, Edugence

Targeted Area:	☐ School Wide	☐ Reading	☐ Writing	☐ ELA	☑ Mathematics	☐ Science	☐ Social Studies	☐ Other:

Strategies for Accomplishing Critical Action 3:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Use student performance data to identify best practices 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. • Compile data from each class period and bring to weekly team meetings • Study student data in weekly team meetings • Identify strategies that are successful and work to implement these strategies in the next week. TEA Strategic Priorities Goal #2	After every assessment, weekly team meetings	Assessments, Edugence data, team meeting notes	Formative Notes: During team meetings, team members examine data from all tests and content checks. The results of these assessments drive our discussion about what strategies are working and what needs to be changed to better help our students. Summative Notes: Data drove discussion more so in the first semester, though we still did check points throughout the year. The team began to see trends and would try to be proactive about assessments rather than reactive.
Analyze student performance data to adjust instructional strategies Discuss the common assessment measures as they are administered throughout the unit during team meetings • Bring examples of strategies to check for understanding that are working in the classroom to share at the team meeting. TEA Strategic Priorities Goal #2	Weekly Team meetings	Assessments, Edugence data, team meeting notes	Formative Notes: All test results are analyzed and discussed to determine if any concepts need to be re-taught and any future assessments need to be adjusted. Summative Notes: Accuracy content checks allowed for the team to analyze student performance during the unit.
Share student performance results as a team In team meetings, teachers will ask questions based on data, and celebrate successes.	Weekly team meetings	Assessments, Edugence data, team meeting notes	Formative Notes: In meetings, both formal and informal, we share all strategies that prove successful in our classrooms. This allows all members of the team to contribute and

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
• Which teacher on the team had the greatest success with students who started far below grade level? - • Which teacher on the team had the greatest success with the strongest learners? • Which teacher showed the greatest overall gains? TEA Strategic Priorities Goal #2			constantly look for ways to continue helping students succeed. Summative Notes: Teachers worked with students on scheduling for tutorials and retesting purposes. Students could also work with another teacher on the team during tutorials.
Analyze student performance data to adjust instructional strategies Use teacher and student data to identify and implement instructional practices in the classroom, focusing on strategies that have been identified as successful with students at varied levels. • Teachers will share strategies that are successful with students that are struggling with mastery of concepts. • Teachers will share strategies that are successful with students that are mastering concepts quickly and may need some learning extensions. TEA Strategic Priorities Goal #2	Weekly team meetings	Team meeting notes, curriculum planner	Formative Notes: In order to ensure that we are helping every student to be successful, we discuss what is not working in each classroom and look for ways to help or new strategies to implement in order to help all of our students succeed. Summative Notes: Information was always shared between teams in order to benefit the students. Once chrome books were available, teachers shared online resources for the students to use in class as well.

Critical Action 4

Critical Action 4: Collaborate in teams focused on curriculum, instruction, and assessment. (Classroom Level P³A Best Practice #4)

Project Lead:	Shelby Chesnut, Ted McKown, Dan Sinnes
Staff, Title I Staff:	All Special Education teachers
Materials and Resources:	Review IEP goals, data, VP MAP, Equals, RTR, STAAR Alt 2

Targeted Area:	☐ School Wide	☐ Reading	☐ Writing	☐ ELA	☐ Mathematics	☐ Science	☐ Social Studies	☑ Other: Special Education

Strategies for Accomplishing Critical Action 4:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Analyze learning objectives as a team. All resource and inclusion teachers collaborate with the teachers of the core subject area that is being taught or supported on a regular basis to ensure alignment of objectives and teaching strategies. • Special Education teachers will attend team meetings of the content area team a minimum of 2 times a month. TEA Strategic Priorities Goal #2	Weekly team meetings	Team meeting agendas, Collaborative Meeting notes	Formative Notes: Strategists attended Department Planning days/meetings with their corresponding departments in order to align more effectively. Summative Notes: As the strategists met with the curricular teams, the alignment of TEKS and teaching was discussed. This allowed all students to receive the highest level of instruction possible.
Study student work or assessment results as a team Structured Special Education teachers will collaborate with the teachers in their vertical teams to discuss students level of preparation • Teachers will request information from following teachers about the skill levels of the students they promoted • Teachers will meet weekly to discuss student performance and behavior in all academic area. TEA Strategic Priorities Goal #2	Weekly team meetings	Vertical Team meeting agendas, Collaborative Meeting notes	Formative Notes: All Special Education teachers have requested access to the feeder schools to facilitate vertical teaming and coordination of services for students coming to our campus next year. Summative Notes: Data of current students was reviewed and changes recommended if teachers feel that students are inappropriately placed. Data of current students was reviewed for recommendations for placement next school year.

Collaborate with vertical teams Special Education leadership will meet with Department Heads of feeder schools prior to beginning of middle school ARDs. - Before making ARD decisions, the leadership team will discuss current student performance - Structured teachers will review proposed goals of students for the structured classrooms to insure the goals are sufficiently vertical and can be implemented as written to help each student be successful. - Structured teachers will visit the feeder campus to observe students and review goals and strategies with student's current teachers TEA Strategic Priorities Goal #2	ARD meetings for transition begin in April – meet prior to any ARD meetings	IEP Goals, Vertical Team meeting agendas, Collaborative Meeting notes	Formative Notes: ARD meetings are ongoing throughout the school year. The Department Head at Shepton has met with the middle school counterparts in October for all over planning. IEP's are reviewed for students coming to Shepton next school year and feedback is given so the services will transition well. Summative Notes: A Shepton SpEd staff member attended all middle school ARD meetings to answer questions from students and parents coming to Shepton next year and discuss transition in detail.

Critical Action Addressing Missed State Safeguards

Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Project Lead:	Shelby Chesnut, Agustin DeLaRosa, Jennifer DuBose, Linda Havins, Lauren Holloway, Melanie Lin, Karen Stephens, Nataushe Sibbaluca, Ellie Murphy, Tawn King, David Jones
Staff, Title I Staff:	All classroom teachers
Materials and Resources:	STAAR Data, Block Lunch Schedule, Khan Academy, Textbook resources, Curriculum resources, Master Schedule

Targeted Area:	☑ School Wide	☐ Reading	☐ Writing	☑ ELA	☑ Mathematics	☑ Science	☐ Social Studies	☑ Other: Special Education, ESL

Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
SW #17 - Proactively develop intervention plans for students performing below grade level 1. Create remediation opportunities in the master schedule for targeted intervention, identify and train teachers for these classes 2. Create and implement remediation plans, based on data, for students who did not meet the Level 2 standard on the STAAR EOC exams in the 2016-2017 school year. These plans can and will include BLAST, Academic Literacy and Mandatory Block lunch tutorials TEA Strategic Priorities Goal #3 and #4	1. Summer 2017 2. August – September 2017	1. Multiple support classes for students 2. Remediation student list and schedule, rosters for BLAST and Ac. Lit.	1. In ELAR, two teachers have a period during the school day to work on targeted intervention. In Math, one teacher has a period during the school day to work on targeted intervention. 2. During the first semester, students were provided with remediation, based on their targeted areas of growth. These students attended BLAST, Academic Literacy, or Mandatory tutorials, or a combination of all of the strategies.
SW #17 - Provide proactive support for students performing below grade level 1. All teachers will access prior knowledge and review content before introducing new material. Teams will meet to determine how this will look in each content area, and the optimum way to help the students transfer their prior knowledge. 2. All teachers will offer tutorials to all students during block lunch, as well as before or after school. In these tutorial	1. Ongoing throughout the 2017-2018 school year 2. Ongoing throughout the 2017-	1. Lesson plans, team meeting notes, classroom observations 2. Tutorial schedules, observations	1. Teachers have access to all student data in Edugence and use his data to help plan learning experiences for their students in targeted areas. 2. All teachers offer a minimum of one before or after school tutorial, and a minimum of one Block Lunch tutorials. These tutorials are open to all students.

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
sessions, teachers can help with closing skill gaps, current content, or content extension, based upon the need of the student. TEA Strategic Priorities Goal #3 and #4	2018 school year		
SW #17 - Provide academic support aligned with the district curriculum 1. Analyze student data in teams and departments to determine academic objectives that are consistently being missed, and identify ways areas of district curriculum that can help re-teach the missed objectives to some students and re-inforce new learning with others. 2. Utilize RTI process to work with students on a more individual basis on their curricular areas of need. TEA Strategic Priorities Goal #2, #3 and #4	1. Ongoing throughout the 2017-2018 school year 2. Ongoing throughout the 2017-2018 school year	1. Team and department Meeting notes 2. CMIT Meeting notes	1. In meetings, both formal and informal, teachers share all classroom data, as well as strategies that prove successful in our classrooms. This allows all members of each team to contribute and constantly look for ways to continue helping students succeed. In addition, all test results are analyzed and discussed to determine if any concepts need to be re-taught and any future assessments need to be adjusted. 2. Students work through RTI Tiered instruction, and the campus success team meets regularly to discuss how the RTI process is working, and which students need additional support.
SW #17 - Evaluate the effectiveness of student interventions 1. Teachers and Administrators will meet in team and department meetings to look at student data TEA Strategic Priorities Goal #2, #3 and #4	1. Ongoing throughout the 2017-2018 school year	1. Edugence data, STAAR data	1. Support administrators met with the teachers designated to provide remediation to discuss student data and create plans for targeting the areas of need. In addition, during team meetings, all team members examine data from all assessments, both formative and summative. The results of these assessments drive the discussion about what strategies are working and what needs to change to better help all students.

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
CL #13 - Provide tutorials that target specific objectives 1. Each intervention teacher will work with students, either individually or in small groups, on specific objectives that were missed on the EOC Exam or are being consistently missed in class or remediation time. 2. All teachers will work with students on specific objectives based on the student questions or gaps, determined by a variety of data sources. TEA Strategic Priorities Goal #2, #3 and #4	1. Ongoing throughout the 2017-2018 school year 2. Ongoing throughout the 2017-2018 school year	1. STAAR data, Edugence data, student observation **2.** STAAR data, Edugence data, student observation, student survey	1. Support administrators met with the teachers designated to provide remediation to discuss student data and create plans for targeting the areas of need. 2. During team meetings, all team members examine data from all assessments, both formative and summative. The results of these assessments drive the discussion about what strategies are working and what needs to change to better help all students.
CL #13 - Train and use peer tutors to support student 1. Through the BLAST curriculum, 10th grade BLAST leaders will peer tutor the 9th grade BLAST scholars using the BLAST curriculum, and support provided by the BLAST teachers. TEA Strategic Priorities Goal #2, #3 and #4	1. Ongoing throughout the 2017-2018 school year	1. BLAST Curriculum, Classroom Observation	1. BLAST tutorials happen two times a week during class time. Students, both leaders and scholars, have responded positively to this practice.
CL #14 - Seek support from team members to assist students performing below grade level 1. Teams will meet together at least once weekly to review student performance data, discuss strategies for re-teaching missed objectives, and review curriculum areas that will be taught in the coming week or weeks. 2. Departments will meet together at least once monthly to review student performance data, and look for ways to vertically align curriculum to more effectively help students show growth and mastery. TEA Strategic Priorities Goal #2, #3 and #4	1. Ongoing throughout the 2017-2018 school year, weekly 2. Ongoing throughout the 2017-2018 school year, monthly	1. Team meeting notes 2. Department meeting notes	1. During team meetings, all team members examine data from all assessments, both formative and summative, data from class discussion and other sources. The results of these data sources drive the discussion about what strategies are working and what needs to change to better help all students, focusing on the students who are performing below grade level. 2. Departments meet monthly to ensure that curriculum is aligning, and to discuss student growth. In addition to these monthly meetings, departments have had a full planning day, with sub codes provided, to meet as a department to plan.

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
CL #14 - Seek support from multiple staff members 1. Teachers will communicate with Special Education and ESL teachers, as well as the 504 coordinator to seek specific support and strategies for students needing additional support. 2. Teachers will communicate with support administrators and counselors when looking at specific student needs. TEA Strategic Priorities Goal #2, #3 and #4	1. Ongoing throughout the 2017-2018 school year 2. Ongoing throughout the 2017-2018 school year	1. Monitor teacher logs, CMIT meeting agendas and notes 2. CMIT agenda, block lunch tutorial plans	1. Special Education strategists and ESL teachers have attended Department Planning days/meetings with their corresponding departments in order to align more effectively. 2. Teachers communicate regularly with campus administrators, counselors and academic specialist to discuss specific student needs and challenges. Counselors, administrators and the academic specialist meet a minimum of twice a month to discuss all students – behavior, attendance, RTI, CMIT, 504, SpEd.
CL #14 - Seek support from parents 1. Parents will be notified by mail that student has been identified for remediation in a given subject area. 2. Parents will be notified by email if their student does not attend a mandatory tutorial session. 3. Parents will be notified by phone if their student does not attend more than one mandatory tutorial session. 4. Parents will be invited to attend ARD meetings, 504 meetings, parent/teacher conference day, as well as communicate with teachers via phone or email on a regular basis. TEA Strategic Priorities Goal #2, #3 and #4	1-4. Ongoing throughout the 2017-2018 school year	1. Letter sent for each remediation area 2. Emails to parents 3. Parent Communication Logs 4. Invitations, Enews, Classroom Remind	Parent communication happens on a regular basis in a variety of ways. Teachers communicate about academic and behavior issues. Counselors work with students on a variety of subjects, including schedules, failures, STAAR results, need for remediation, and emotional support, and parent communication is a vital component to these areas. Parents are invited to attend ARD and 504 meetings. There was a parent-teacher conference day in October, and Open House in early September and one in March for incoming parents and students.

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. (Required Action Steps per 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)
Staff	**PREVENTION:**			
	Identify high risk areas.	Principal/Asst. Principal/SRO	Staff feedback/ survey	Admin identify high risk areas
	Monitor high risk areas.	Assistant principals, faculty, staff, SRO, Portable monitor	Staff assignments/ duty schedules/Expectation Talks	Duty Schedule for staff, admin, SRO, counselors
	Follow Campus Rules/Expectations.	Principal, assistant principals, faculty/staff, SRO	Code of Conduct, District Handbook Campus Handbook	Staff and admin follow and implement
Staff	**EDUCATION:**			
	Participate in annual staff training on bullying/sexual harassment.	Principal, all faculty/staff	Handouts/PowerPoint	All staff completed SafeSchools training modules by December 21.
	Review referral process.	Principal/assistant principals, leadership team	Campus referral plan/Expectation Talks	PBIS committee highlight and reward positive behaviors; Stallion Standards adopted and displayed
Staff	**INTERVENTION:**			
	Establish recommended intervention strategies for classroom/campus.	Principal, assistant principals, faculty/staff	Discipline Management Plan	Staff follow discipline management plan
	Implement campus referral plan.	Principal, assistant principals, faculty/staff	Campus Referral Plan	All staff participate in monitoring, referring incidents
	Utilize Discipline Management strategies.	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)
All Students	**PREVENTION:**			
	Clearly state student expectations/campus rules/citizenship.	Principal/Asst. Principal/SRO	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.	All staff	Duty Schedule	Duty Schedule for Morning, Block Lunch; admin. team monitors compliance
All Students	**EDUCATION:**			
	Explain referral process/contacts.	All teachers	Referral Plan	Plan shared with staff at beginning of year w/staff and through staff handbook; New Teacher Orientation
All Students	**INTERVENTION:**		(Please complete cells below)	
	Apply classroom interventions.	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.	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.	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.	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 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 other electronic information.	Principal/assistant principals	August 2017, and as the need arises	Most parents have access to Parent Portal; there are still accessibility issues being worked through portal@pisd.edu.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.	Principal/assistant principals/counselors	August 2017, 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	Weekly updates, Google calendar	Website updated regularly
Communicate information through eNews and through hard copies when internet access is not available.	Principal/assistant principals/counselors	Weekly or Bi-Weekly, throughout the school year	Occurring weekly, Special eNews going out when needed.
Utilize social media to keep parents and community informed.	Principal/assistant principals/teachers	Weekly or Bi-Weekly, throughout the school year	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	Monthly	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/counselors	Monthly meetings, presentations 3 times a year	Programs happen throughout the year, both academic and social, to meet the specific needs of the community.

Transition

Critical Action Step: The campus will assist students in making a successful transition between high school (grades 9 and 10) to senior high school (grades 11-12).

Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Academic Conferences - Counselors meet with parents and students to monitor academic progress and work with students to achieve academic goals.	Counselors/Counseling Secretary	Begin in January 2018-Complete in April 2018, and schedule as the need arises throughout the year	Shepton Counselors met with 9th grade classes to assist them with the enrollment process, and had an academic conference with each 10th grade student. Counselors are also available by appointment to meet with students regarding classes, and academic goals, and meet with students on a regular basis.
The campus guidance program includes the college admission process, college entrance exams, letters of recommendation, college financial planning nights, and other post-secondary plans.	Counselors/teachers	Training through classes 2 times a year, by appointment with counselors	Counselors help with the dual credit enrollment process, as students test and enroll in Collin College.
The campus will provide website links and offer hard copies for: PISD's University Ready Program; Naviance; and the College Board Website.	Counselors/Librarian	Available as needed in the counseling office and library, updated as new information comes in.	There are many resources available in the new counseling suite.
The campus will provide information to Career Path Classes and certification information to students and parents.	Counselors/teachers	Throughout the year as opportunities arise	Per the district catalog, multiple classes are offered, including business, medical science and engineering classes.
The campus guidance program will include both parent and student programs that address the pressure and stress students face at school and at home. (i.e. suicide prevention)	Counselors	Training through classes 2 times a year, by appointment with counselors	Throughout the year, the counseling department supports the students with evening programs, programs during class and seminars and groups during lunch that deal with the pressures and stressors that students deal with on a regular basis.

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.

Project Lead:	Plano ISD HR Employee Recruitment & Retention Department
Staff, Title I Staff:	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
Materials and Resources:	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 2017 to May 2018	Campus administrators and teacher leaders participated in Plano ISD Recruitment Open House on April 21, 2018
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly Bilingual Stipends, July 2017 to June 2018	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 2017 to May 2018	Shepton hosted both student teachers and student observers during the 2017-18 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 2017 to June 2018	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 2017 to June 2018	100% of Shepton teachers are highly qualified in their respective areas of instruction.