Plano Independent School District
Campus Improvement Plan

SHEPTON HIGH SCHOOL

5505 Plano Parkway

Plano, TX 75093

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:
- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

Through teamwork in a caring environment, Shepton High School will produce responsible graduates who are able to think critically and function successfully with the integrity and pride in our rapidly changing and highly competitive world.

Campus Information

Administration Team

Principal, Jeffrey Banner

Assistant Principal, Athanasios Icossipentarhos

Assistant Principal, David Jones

Assistant Principal, Nataushe Jordan

Assistant Principal, Ellie Murphy

About Us

Shepton High School has a long history of academic excellence in the Plano community. Shepton is a 9-10 campus with approximately 1500 students. Shepton offers a full range of courses in all academic areas including honors and Advanced Placement. The Shepton Stallions compete in a variety of athletic and academic competitions and offer over 50 clubs to join.

Campus Status

X   Non-Title I Campus

Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/30/2018 08:00 am

Meeting 2: Progress monitoring and review of strategic plan - 01/24/2019 08:00 am

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/16/2019 08:00 am

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.
Objective #2 - Students will be encouraged and challenged to meet their full educational potential.
Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.
Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit**, **support**, and **retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

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/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Elizabeth Barth	Faculty Member	2018-2019	X	X	X
Linda Havins	Faculty Member	2008-2009	X	X	X
Lauren Holloway	Faculty Member	2017-2018	X	X	X
Melanie Lin	Faculty Member	2017-2018	X	X	X
Yanexy Rodriguez	Faculty Member	2017-2018	X	X	X
Shelby Chesnut	Faculty Member, Special Ed	2009-2010	X		X
Jeffrey Banner	Principal	2016-2017	X	X	X
Marcus Miller	District Professional	2017-2018	X	X	X
Deborah Heineman	Campus Professional, Non-teaching	2010-2011	X	X	
Christine Platt	Support Staff Member	2017-2018	X	X	X
Sarmita Misra	Parent-Selected by PTA	2018-2019	X	X	X
Annette Lo	Parent-Selected by Principal	2018-2019	X	X	X
Susan Johnston	Parent	2018-2019		X	X
Rose Taper	Parent	2017-2018	X	X	X
Wendi Klatzky	Parent	2018-2019	X	X	X
Wendy Yue	Parent	2018-2019		X	X
Rhonda Snyder	Community Member	2017-2018	X	X	X
Kimberly DeWeese	Community Member	2018-2019	X	X	X
Susan Lorimer	Business Representative	2017-2018	X	X	X
John Hart	Business Representative	2015-2016	X		X
Andrew Colvert	Student	2017-2018	X	X	X

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Nya Williams	Student	2018-2019	X	X	X
Renee Robbins	Parent	2018-2019	X	X	X
Karen Kohn	Parent	2018-2019		X	
Stella Heidman	Parent	2018-2019	X	X	X
Allison Gryzb	Parent	2018-2019	X	X	X
Shy Aviram	Business Representative	2017-2018	X	X	

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD's compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state's eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	$71,221.02	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Shepton has a wonderfully diverse population. All students are provided with opportunities for growth regardless of socioeconomic status. Shepton has a wide variety of activities in which students can participate.	Intervening with at-risk students more quickly and more frequently Need for more open discussions on differing cultural views - with students and teachers	Work to be more inclusive and provide more support for students new to the campus and/or new to the country
Student Achievement	We measure progress through growth for all students. We de-emphasized standardized testing and focus on student learning.	Looking for ways to bridge gaps in student learning while continuing curriculum Ways to support ELL students in all subject areas	Sheltered instruction training will be provided for all teachers working with ELL students.
School Culture and Climate	New building brings new opportunities. Staff are relatable and are willing to build strong teacher/student relationships.	Continue the SEL movement into application in the classrooms Ensure that the new building can help to ensure physical safety of all students and staff	Social Emotional Learning facilitators for the campus will work to provide training and lessons in order to implement SEL activities on a regular basis in every classroom. Physical safety procedures for staff and students are reviewed and updated

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
			regularly with a focus on supervision and practice.
	Administration and counseling teams that are supportive and approachable. SHS Standards that are consistent throughout every classroom. PBIS/SEL	Students have a hard time seeing "the end game" because of the separation with Plano West Continue to work toward the idea of mutual respect between/among students, staff Work to find ways for more students to get involved in school.	
Staff Quality/ Professional Development	Shepton has a family atmosphere where everyone is approachable and helpful. HIghly effective new teacher mentoring program	Staff development needs to be flexible and pertinent to each staff member. More consistent guidelines for mentoring program - for first year and beyond.	The New Teacher Mentoring program will continue to expand to support teachers beyond their first year on campus.
Curriculum, Instruction, Assessment	Curriculum correlates with TEKS and builds 21st century skills (collaboration, communication etc.) Data helps to guide curricular decisions as teachers have the freedom to meet the needs of student learning in the classrooms. Technology makes curriculum and data accessible (curriculum planner, edugence).	Students need to see the relevance and real world application to the skills/topics/content that they are learning. There is a lack of communicated differentiation strategies in the curriculum. There never seems to be enough time to plan and implement real-world application of the skills and content.	Implementation of Collaborative team planning processes using standard set of questions, meeting notes - focusing on data and evidence. Training team leaders and department heads on how to more effectively lead collaborative team meetings focused on student achievement.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Family and Community Involvement	Our school is made up of wonderful, caring people who work to support all student and families, and the teachers who work with them daily.	We need more resources to help with translation into a variety of languages. It would be good to have a stronger vertical connection with Plano West.	We will continue to look for ways to ensure that all parents and students can be involved, despite any language barrier.
School Context and Organization	High levels of teacher autonomy Positive feedback from the community about perception of the school. Working to be innovative with time during the school day (i.e. block lunch)	Need for more unified policies between departments (testing schedule, re-take policy, make-up work policy.) Desire for more voice on formal assessments, policies etc.	The campus leadership team has met and come to decisions to define school wide policies to be implemented this school year. The campus leadership team will work to communicate the decision making processes with their departments and seek more input.
Technology	Chromebooks in classrooms provide many opportunities Teachers are excited and willing to learn ways to better incorporate technology. Teachers are utilizing Google Classroom for student assignments, which has led to clearer communication. Teachers have access to GoGuardian to monitor student technology use.	Need more technology instruction on a variety of levels in order to use the technology in the classroom in the most efficient ways. Wi-fi issues in the building make technology use difficult. Some students are not using the available technology for academic purposes. Lack of integration between new technology and existing technology can cause issues.	We will work to off more professional development opportunities in the area of technology for a variety of proficiency levels. We will continue to work with the district to fix some of the technology integration issues.

Critical Action #1

Problem Statement	The collaborative teams at Shepton HS are operating at varying levels of autonomy compared to the "Collaborative Teams that Transform" PLC process (policies and practices).
Root Cause and Strategy	Shepton team leaders have not been provided with training and support in the PLC process.
Goal	Teacher teams and collaborative groups at Shepton HS will regularly interact to address common issues, based on data, regarding curriculum, assessment, instruction and the achievement of all students.
Project Lead	Principal, Assistant Principals
Staff, Title I Staff	Shepton Department Chairs and Team Leaders
Materials and Resources	HRS Data, PLC training, Edugence, Various texts on HRS and PLC processes

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
All Department Chairs and Team Leaders will be trained in the PLC process, on norming, and on the expectations for collaborative team meetings. While this is taking place, all teachers will also be trained on their role in collaborative meetings.	Training Materials			Will take place during Campus Professional development time in August 2018	Collaborative team meeting notes template, Norming activities, Improvement Cycles, Shared Team Meeting folders	All Collaborative teams at Shepton will have a clearer understanding of the expectations for weekly team meetings.	Significant Progress Training for Department Chairs and Team leaders took place in August, while a concurrent training session took place for all other teachers on campus. These trainings highlighted the PLC process, defining the roles of all members of collaborative team members.	Significant Progress Training for Department Chairs and Team leaders took place in August, while a concurrent training session took place for all other teachers on campus. These trainings highlighted the PLC process, defining the roles of all members of collaborative team members. Looking at this training going forward, there will need to be a stronger focus on what steps need to be taken to ensure that teams continue to collaborate at the highest levels.	Significant Progress There has been ongoing training on the PLC process throughout the year, in leadership meetings, staff meetings, and in team/department meetings. There is evidence that there is a greater understanding of the roles on a team, what a team meeting should look like, and how the entire PLPC improvement cycle can benefit our students. This action step will be one that continues, as training on the PLC process should be ongoing.
Team Leaders and Department Chairs will have on-going training				Once per 9 weeks and as the need arises.	Meeting agendas, Support strategies	Team leaders and Department Chairs will continue to grow	Some Progress The Department Chairs meet with the	Significant Progress Team Leaders had a "check-in" in	Significant Progress In addition to the training earlier in the

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
and support throughout the school year/						in the leadership of their teams, while having a safe place to discuss and share.	Leadership Team twice monthly. During these meetings, data, department goals, assessment strategies and campus goals are discussed.	November to assess where each team is functioning, and to ask for where additional support and training is needed. Based on the feedback collected at the November check-in, team leaders were provided a day of additional training using extended planning codes. Department Heads and Team Leaders were also given training by Dr. Lisa Thibodeaux regarding how the collaborative team planning process fits with district curriculum.	year, all team leaders met in April to look at the new Improvement cycle for the PLC process that was rolled out by the district. There will be additional training as we move into the 19-20 school year to extend the learning and the role of the team leader and department chair in the PLC process.
All administrators will collect and have continuous access to all collaborative team meeting notes, norms, and planning documents for each team that they support. They will check in with the team leaders and department head of the subjects that they support on a regular basis.				Weekly and as the need arises.	Collaborative team meeting notes, Norming activities, Improvement Cycles, Shared Team Meeting folders, data discussed in team meetings	Teachers and administrators will have access to the same data and evidence, and will use this to work together to improve student achievement.	Some Progress All teams are using the Collaborative Meeting Note Template to record their weekly meeting notes. These notes are shared with their department heads and support administrator via Google drive. Administrators have access to meeting notes prior to, during and after the meetings, and can use these notes to inform their walkthroughs. Support administrators meet	Some Progress Support administrators have set meetings with their team leaders and department heads to discuss collaborative team meeting process. In these meetings, administrators look at data, schedules, discuss progress and upcoming meetings.	Significant Progress Support administrators continue to have meetings with their team leaders and department heads to discuss collaborative team meeting process. In these meetings, administrators look at data, schedules, discuss progress and upcoming meetings. These "check-in" meetings have been important in solidifying the roles on the teams, as well as allowing the leadership of each

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
							with department heads and team leaders at varying degrees of frequency.		department to gauge how each department is doing.
Collaborative teams will meet regularly, focusing solely on student learning and achievement, using data and the "4 questions" to drive instruction.				Weekly and as the need arises.	Collaborative team meeting notes, student achievement data, formative and summative assessments	Instruction in every classroom will be student-centered and focus on growth for all students.	Some Progress Meetings are taking place once a week with team leaders focusing on the 4 questions. Team leaders are working to change discussions from task to focusing on student learning.	Some Progress Collaborative teams are consistently meeting weekly, and with some clarifications made to the process and the collaborative team meeting note templates. During the team leader extended planning day, additional learning was presented having to do with leading meetings, and with helping look at data to document student progress and progress toward department goals. Through this training time and the feedback from the pullout day, additional training on accessing and use of data is needed.	Significant Progress Collaborative teams are continuing to consistently meet weekly, and are using some form of the meeting note templates. After gathering feedback from the pullout day, additional training on accessing and use of data is needed. As the district rolls out the PISD improvement cycle, there will need to be training on how each phase of the cycle will look, and how the 5 questions tie into the analysis and implementation of the district curriculum.

Critical Action #2

Problem Statement	The percentage of students meeting the Approaches, Meets and Masters EOC standard is below the district average for all students on the the Algebra 1 EOC, Biology EOC, English 1 EOC and English 2 EOC.
Root Cause and Strategy	The school lacks a systemic process that leverages multiple sources of student achievement data to inform instruction to allow growth for all students in every curricular area.
Goal	By the end of the school year, we will ensure growth in student achievement for all students, and work to reduce the achievement gap in all areas, using campus, district, state and national indicators to document improved learning.
Project Lead	Principal, Assistant Principals
Staff, Title I Staff	All Teachers
Materials and Resources	TEKS, PISD Curriculum, Edugence, Student Achievement Data, Master Schedule, Block Lunch Master Schedule

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Collaborative teams will meet on a regular basis and use multiple data sources to inform instruction.				Weekly, and as the need arises	Collaborative Team meeting notes, Formative and Summative assessment data, Walkthrough data	Classroom instruction will be student-centered and clearly tied to the needs of the students in the class.	Some Progress Meetings are taking place once a week with team leaders focusing on the 4 questions. Team leaders are working to change discussions from task to focusing on student learning.	Some Progress Collaborative teams are consistently meeting weekly, and with some clarifications made to the process and the collaborative team meeting note templates. After talking to team leaders and department chairs, additional training on accessing and use of data is needed.	Significant Progress Collaborative teams are continuing to consistently meet weekly, and are using some form of the meeting note templates. The teams are using a variety of data sources, including formative and summative assessments, Edugence data, EOC data and anecdotal evidence.
Tutorials and STAAR EOC remediation will take place during the instructional day, allowing all students access to needed				Weekly, and as the need arises.	Block Lunch Tutorial Schedule, EOC remediation data, EOC remediation	Students will attend assigned tutorials and remediation sessions to receive targeted instruction	Some Progress EOC remediation tutorials were planned and began in the end of	Some Progress Many teachers on campus are using their Block Lunch flex day to add an	Significant Progress Many teachers on campus are using their Block Lunch flex day to add an

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
additional instruction/interventions.					schedule, Block Lunch Duty Schedule	based on their individual needs in the given curricular area.	September during Block Lunch. Students received reminders of their tutorial attendance in their 4th period class on the day of the mandatory tutorial day.	additional tutorial session for their students. The re-test process has boosted the attendance rates at tutorial sessions across departments. If students are missing EOC remediation tutorials, student support administrators are meeting with students. In addition, students who are in Stay Put for Block Lunch are permitted to attend tutorials if it is arranged through the academic specialist.	additional tutorial session for their students. The re-test process has boosted the attendance rates at tutorial sessions across departments. If students are assigned to Stay Put for either academic or discipline reasons, they are meeting with the academic specialist and have the opportunity to attend tutorials during their assigned detention time.
In order to support students who did not Approach Standard on the 8th grade Reading STAAR and the English 1 EOC, a new Academic Literacy class, focusing on strengths with a peer tutoring model, will be piloted at Shepton to offer more targeted instruction to the students who have been assigned to this class.				Course approved in 17-18 School Year, Curriculum written in Summer 18 Instruction given in class daily	enrollment data, multiple student achievement data sources	Students in enrolled in this course will show measurable growth in the areas of Reading and Writing.	Some Progress All students who did not Approach Standard on the 8th grade STAAR or English 1 EOC were enrolled in the class. There are 8 sections of this new class. Students are building positive relationships with their teachers, and are showing growth in a variety of areas.	Some Progress 58 students took the December retake of the English 1 EOC. Of these students, 28 of them met the Approaching Standard measure, and 8 students missed the Approaching standard by less than 50 points (1-2 questions). Of the 58 students, all but 5 showed growth from the previous administration of the EOC, even if they did not meet the approaching standard at this time,	Significant Progress All students who were identified at the beginning of the 18-19 school year continued in the Academic Literacy class for the entire school year. After the re-test was completed in December, student who had met the Approaching Standard measure continued to work on the skills needed for their English 2 EOC. In addition to the growth in the EOC, students report that their reading skills and their confidence in English

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
									is higher than it has been in previous years.
The Social Emotional Learning and Equity committees will actively work with teachers to build strong relationships with all students, and look for ways to encourage all students to persevere as they work in their courses, including their Pre-AP and AP courses.				Monthly, and as the need arises	Mentor/Mentee List, Middle School AP presentation, Course Drop Policy, Enrollment data	Identified students will enroll in and remain enrolled in AP and Pre-AP classes.	Some Progress All teachers spent the first 2 days of school beginning to get to know their students. This 'First Two Days" initiative allows teachers to set curriculum aside and focus on building relationships with students.	Some Progress As students return from the Winter Holidays, teachers use a variety of Advisory lessons to renew the relationships built during the first semester. In addition, in order to encourage all students to challenge themselves in AP courses, the 9th grade AP teachers spent a full day at each feeder middle school to share successes of previous students who have challenged themselves with an AP class. Counselors will meet with all 10th grade students and their parents to help encourage them to continue to grow and challenge themselves as they continue on to Plano West.	Significant Progress Teachers spent a great deal of time and energy building positive relationships with their students, and using these relationships to encourage students to persevere through difficulty, advocate for themselves, and challenge themselves to grow daily. In addition, AVID and AP teachers partnered together to encourage students to take and stay in AP classes.
Students will receive instruction and support in Social Emotional Learning in all of their classes.				Every two weeks, and as the need arises	SEL facilitator notes, Teacher survey results	Social Emotional learning will be an integral part of the classroom culture in each classroom.	Some Progress Teachers are provided with training and curriculum for implementing community building circles and other SEL activities in their classrooms.	Some Progress Throughout the first semester, many teachers found creative ways to implement community building circles into class, with success. SEL facilitators trained teachers during the	Some Progress SEL strategies were implemented in classrooms in a variety of ways and on varying levels. Some classrooms implemented community building circles, while other classrooms have

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
								first day of the semester on additional SEL strategies. There have been and will continue to be monthly SEL topics with sub-topics assigned to each department.	their SEL learning embedded into activities and content. As we move into next year, we are looking for additional ways for all students to receive more SEL support and instruction.

Violence Prevention and Bullying

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)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	August 2018, and as the need arises	Admin. identify high risk areas	Admin identify and monitor high risk areas
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	High risk areas are monitored daily	Duty Schedule for staff, admin, SRO, counselors	Staff follow the duty schedule for staff, admin, SRO, counselors
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Communicated to Staff in August 2018, monitored regularly, and addressed as the need arises	Staff and admin follow and implement all rules.	Staff and admin follow model, and implement all rules at all times.

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	All staff will complete SafeSchools training modules by December 20.	All staff completed their required SafeSchools training modules by December 20.	All staff completed their required SafeSchools training modules by December 20, and were provided with any

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					additional training as needed throughout the year.
Review referral process.	Principal or designee	Campus referral plan	Administrators review process with teachers during campus PD before school starts, and with students during expectation talks during the first 2 weeks of school.	SEL committee highlighted and rewarded positive behaviors; Stallion Standards adopted and displayed.	The campus SEL committee highlighted and rewarded positive behaviors with monthly drawings for students who were recognized for positive behavior; Stallion Standards adopted and displayed throughout the campus.

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Review every 9 weeks.	Staff follows the campus discipline management plan.	Staff follows the campus discipline management plan, and worked proactively to establish positive relationships with their students

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
					using SEL strategies.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	As the need arises.	All staff participate in monitoring, referring incidents.	All staff participate in monitoring, referring incidents, and receive feedback from the referrals that were submitted.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	As the need arises.	Consequences are assigned, and review of student placement if/when necessary due to severity or frequency of incidents occurs.	Consequences are assigned, and review of student placement if/when necessary due to severity or frequency of incidents occurs. There was a focus on building positive relationships in the classrooms and the school to proactively minimize discipline situations.

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	First 2 weeks of school and then as the need arises.	Expectation talks are held at the beginning of the year with each grade level through English; Student Code of Conduct is available through website.	Expectation talks are held at the beginning of the year with each grade level through English; Student Code of Conduct is available through website. The Code of Conduct is reviewed with students as necessary.
Monitor high risk areas.	All staff	Schedule (if necessary)	High risk areas are monitored daily.	Duty Schedule for Morning, Block Lunch is created; admin. team monitors compliance.	Duty Schedule for Morning, Block Lunch is created; admin. team monitors compliance, and add additional presence in areas that are determined to need extra presence.

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	First 2 weeks of school and then as the need arises.	The discipline management plan is shared with staff at beginning of year w/staff and through staff handbook. It is also shared at New Teacher Orientation.	The discipline management plan is shared with staff at beginning of year w/staff and through staff handbook. It is also shared at New Teacher Orientation. As the need arose throughout the year, the process was revisited and reminders were sent to staff.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Campus discipline guidelines; levels of discipline	As the need arises.	Teachers implement classroom discipline-apply a levels system to determine intervention; have ability to assign lunch detention, and	Teachers implement classroom discipline-apply a levels system to determine intervention; have ability to assign lunch detention, and

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
				mandatory tutorials.	mandatory tutorials. There was a focus on building positive relationships in the classrooms and the school to proactively minimize discipline situations.
Employ discipline interventions.	Designated staff	Lunch detention, Saturday School, assistant principals, all faculty/staff	As the need arises.	Block lunch a helpful behavior incentive; Stay Put (Block Lunch detention) is an effective tool for individual behaviors.	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. Tardy sweeps were also effective in reinforcing behavior.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Counseling resources, SRO, SpEd staff (as necessary)	As the need arises.	There are a number of programs that we	There are a number of programs that we

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
				are using to support students - CMIT, Counseling; SafetyNet referrals; Boys & Girls Club involvement; academic interventions in Stay Put	are using to support students - CMIT, Counseling; SafetyNet referrals; Boys & Girls Club involvement; academic interventions in Stay Put, positive behavior reinforcements with the Horseshoe program
Conference with parents/students.	Teachers or other staff	Principal, assistant principals	As the need arises.	Collaboration with parents to address serious and/or ongoing behavior issues	Assistant principals and counselors have regular collaboration with parents to address serious and/or ongoing behavior issues.

Parent 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.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information.	Counselors	Principal, Assistant Principals, Counseling Secretary, Registrar	August 2018, and as the need arises	Most parents have access to Parent Portal, and complete registration through the computer program.	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	Principal, Assistant Principals, Counseling Secretary, Registrar	August 2018, and as the need arises	Paper copies offered to parents during schedule pickup who could not access the portal.	Parents who register after the school year starts can use chromebooks in the counseling office to access the needed information.
Upgrade and maintain the campus website for easy access and increased communication with the community.	Librarian	Principal, Assistant Principals, Librarian	Weekly Updates, Google Calendar	Website updated regularly.	Website updated regularly and teacher information pages will be added to the website to provide more accessibility for

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
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					parents and the community.
Communicate information through eNews and through hard copies when internet access Is not available.	Principal, Assistant Principals, Counselors, Librarian, Library Paraprofessional	Principal, Assistant Principals, Counselors	Weekly or Bi-Weekly, throughout the school year	Occurring weekly, Special eNews going out when needed.	Occurring weekly, Special eNews going out when needed. In event of an emergency, the callout system is used as well.
Utilize social media to keep parents and community informed.	Principal, Assistant Principals, Teachers	Shepton Social Media Accounts, SHS teacher accounts	Weekly or Bi-Weekly, throughout the school year, and as the need arises	Teachers use Remind 101 to communicate with students, and many teachers have active Google classrooms where they keep assignments and schedules.	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	PTA Board Meeting Schedules	Monthly	Mr. Banner and Mr. Jones meet monthly with both the PTSA and the PTSA board.	This is ongoing. Mr. Banner and Mr. Jones meet monthly with both the PTSA and the PTSA board. These

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
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					meetings ensure that communication is clear between the school and families.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…).	Principal, Assistant Principals, Counselors	Principal, Assistant Principals, Counselors, PTA Board	Monthly meetings, presentations 3 times a year	PTSA provided funding for the red Ribbon Week speaker that was seen by all students on campus.	Programs happen throughout the year, both academic and social, to meet the specific needs of the community.

Transition

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Academic Conferences - Counselors meet with parents and students to monitor academic progress and work with students to achieve academic goals.	Lead Counselor	Counselors, Counseling Secretary	Begin in January 2019 - Complete in April 2019, and schedule as the need arises throughout the year	Conferences have begun for the 2018-2019 school year. Parents are registering with their alpha-assigned counselor through Naviance.	Every 10th grader met with their parent(s) and their counselor to discuss their classes for Plano West, AP and dual credit options, and endorsement pathway. This meeting takes place in the spring of the school year. In addition, counselors meet with 9th grade students through classes to assist them in choosing their courses for 10th grade.
The campus guidance program includes the college admission process, college entrance exams, letters of recommendation, college financial planning nights, and other post-secondary plans.	Lead Counselor	Counselors, Teachers	Training through classes 2 times a year, by appointment with counselors	Counselors have been in classrooms with all students to work with the	Counselors provide information in academic conferences, and

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
				Naviance program. 10th graders met with PWSH counselors, as well.	assist students in enrolling in Collin College for dual credit classes. The counseling department, in conjunction with the PTSA, hosted Marilyn Kaufman to discuss college pathways.
The campus will provide website links and offer hard copies for: PISD's University Ready Program; Naviance; and the College Board Website.	Counseling Secretary	College Information in Counseling Office, Library	Available as needed in the counseling office and library, updated as new information comes in.	Information is updated on a weekly basis, and counselors communicate with parents through the Naviance program.	Information is updated on a weekly basis, and counselors communicate with parents through the Naviance program. Counselors provide information in academic conferences, and assist students in enrolling in Collin College for dual credit classes.
The campus will provide information to Career Path Classes and certification information to students and parents.	Counselors	Counselors, Teachers, CTE Department Chair	Throughout the year as opportunities arise	CTE students went to both Renner MS and Frankford MS to	CTE teachers met with parents at the Shepton Spring Open

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
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				promote CTE classes. Plano West students from the Clinical Rotation program have visited classes at Shepton. Parents will have the opportunity to explore more in this area at the Shepton Spring Open House.	House. In academic conferences, all students create and update their 4 year plan to look at endorsements, and the career path CTE courses that are needed for their endorsement. In addition, as the master schedule is created, consideration of endorsements in considered so that student have the opportunity to take CTE classes in their desired pathway each year.
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)	Lead Counselor	Counselors, District Guidance curriculum	Training through classes 2 times a year, by appointment with counselors	Counselors have used class time to meet with all students regarding stress. Counselors also meet with students on an	Counselors have done guidance lessons in classes throughout the year covering a variety of topics ranging from suicide

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
				as-needed basis daily.	prevention to dealing with stress. In addition, the counselors also meet with students on a daily basis, both for academics and for any emotional needs.

State Certified Teachers and Highly Qualified Paraprofessionals

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the **Title I Component 4 and 5 Funding source: State and Local**	Professional Learning Department, Curriculum Department, and Campus Administrators	Principal, Assistant Principals, Teachers, Staff surveys, T-TESS Goal meetings	Once a month, and more as opportunities present themselves, or as the need arises.	Teachers had the opportunity to attend the Shepton Summer Institute, and can attend Shepton teacher Institutes for continued personal professional development. Teachers also are working to earn professional development hours toward their personal T-TESS goal.	All staff were required to complete 15 professional development hours - 7.5 campus hours and 7.5 personal hours. These professional development hours were directly related to both our campus goals, and each teacher's T-TESS professional goal. In each teacher's summative meeting, they had the opportunity to discuss what summer learning opportunities they would be pursuing towards next year's goal.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
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					In addition, teachers will have access to the district summer learning calendar with multiple offerings for learning based on personal, campus or district goals.