

Plano Independent School District
Shepton High School
2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

Mission Statement

As a part of our Plano ISD learning community, we will educate, inspire, and empower every student to activate their unique potential in a dynamic world.

Vision

We are....

PASSIONATE PROFESSIONALS

We will keep all students at the heart of every decision.

We will be passionate about our service to our community and students every day.

We will maintain professionalism in all communication.

We will show respect to all.

We will lead by example and take pride in what we do.

That create a...

POSITIVE AND COLLABORATIVE CULTURE

We will foster a caring, safe, and welcoming environment.

We will focus on the social, emotional, and academic needs for all.

We will develop meaningful relationships in order to support our school community.

We will seek support when needed and lend a hand when others are in need.

We will create an environment that allows students to take academic risks.

We will openly collaborate with others to maximize our effectiveness.

To provide...

RIGOROUS, RELEVANT, AND RESPONSIVE LEARNING

We will remember that relationships are the foundation to all learning.

We will be a dynamic professional learning community.

We will all be resilient and resourceful life-long learners.

We will provide consistent expectations that challenge all learners to be high achieving.

We will be responsive and attentive to the changing needs of all students.

We will create real world applications to bring relevance and rigor to our learning.

We will never give up on and will grow individuals.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Priority Problem Statements	6
Comprehensive Needs Assessment Data Documentation	7
Goals	9
Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2022 to 2023.	10
Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2023.	12
Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 to 2023.	15
Goal 4: Increase campus attendance rates for Shepton High School: 9th grade 86% in 2023 to 96% in 2024, 10th grade 84% in 2023 to 96% in 2024, and all students 85% in 2023 to 96% in 2024.	17
Goal 5: Increase the understanding and promotion of College, Career, and Military Readiness programs on campus, so that students and families are knowledgeable of future career and educational opportunities.	20
State Compensatory	22
Budget for Shepton High School	23
Campus Funding Summary	23
Addendums	25

Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus numbers and subpopulations:

- Campus student population of 1394
- 680 - 9th graders
- 714 - 10th graders
- 12% - Special Ed
- 10% - 504
- 25% - ESL
- 16% - GT

Demographic Breakdown:

- 39% - Hispanic
- 29% - White
- 18% - African American
- 10% - Asian
- 4% - Two or More

Gender Breakdown:

* 52% - Males

* 48% -Females

Demographics Strengths

- Campus diversity
- Increased effort for inclusion in all academic areas
- Strong support and leadership in all areas of campus largest needs (ESL, SPED, 504, GT)
- ESL Community Nights with resources
- Community Partnerships with St. Andrews Church
- School pride

Problem Statements Identifying Demographics Needs

Problem Statement 1: Shepton has experienced a significant increase in our EB population. **Root Cause:** Due to the District's matrix for staffing, Shepton has experienced a decrease in certified staff to support our increasing EB population.

Priority Problem Statements

Problem Statement 1: ALGEBRA I: The percent of students performing at Approaches (74%), Meets (30%), and Masters (13%) is lower than the district.

Root Cause 1: The Root Cause is that teachers need more time in collaborative team planning to focus on understanding the curriculum, spiraling skills where deficits appear, and providing supports instructional supports (particularly for our EBs).

Problem Statement 1 Areas: Student Learning

Problem Statement 2: ENGLISH I : The percent of students performing at Approaches (78%), Meets (66%), and Masters (24%) is lower than the district.

Root Cause 2: The Root Cause is that teachers need more time during their collaborative team to focus on guiding students through writing (SCR/ECR), interpreting text, and providing more reading and language supports (particularly for our SpEd and EBs).

Problem Statement 2 Areas: Student Learning

Problem Statement 3: BIOLOGY: The percent of students performing at Masters (37%) is lower than the district.

Root Cause 3: The Root Cause is that teachers need more time to focus on questioning strategies to challenge and to raise the level of thinking about science concepts.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 8, 2023

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2022 to 2023.

Performance Objective 1: The percent of Shepton students that score Meets grade level or above on STAAR EOC English I from 78% in 2023 to 80% in June 2024 and Shepton students that score Meets grade level or above on STAAR EOC English II from 85% in 2023 to 87% in June 2024. The Special Education student group performance will increase from 31% in 2023 to 34% in 2024. The English Learner student group performance will increase from 31% in 2023 to 33% in 2024.

High Priority

Evaluation Data Sources: Minutes from collaborative team meetings
Minutes from extended planning meetings
Walkthrough data
Advisory period intervention data
Assessment data
2024 English I and II EOC

Strategy 1 Details	Reviews		
<p>Strategy 1: Utilize adult temps and substitutes for accelerated instruction. 8 groups of students (10 students per group or less) will each meet for 15 hours of Accelerated Instruction .</p> <p>2 Adult temps will be compensated \$25 per hour (\$28 including budget expenses) = \$2,912 (26 Days- Every Monday/Tuesday for 2 hours per day). 2 Adult temps will be compensated 25 per hour (\$28 including budget expenses) = \$2,912 (26 Days- Every Monday for 2 hours per day).</p> <p>\$5,824.00 will be used to fund accelerated instruction in this way.</p> <p>Strategy's Expected Result/Impact: Improved STAAR EOC performance Support EBs with skill and language acquisition</p> <p>Staff Responsible for Monitoring: Administrators Department Chair Content Team Leader</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 282 ESSER III - \$5,824</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Collaborative teams will participate in extended planning meetings to implement effective planning protocols, unpack the curriculum as it correlates to the essential standards, use student data, engage in professional development opportunities, develop formative assessments, etc. , so that teachers can provide authentic learning and assessment opportunities. An ESSER III substitute is a person serving in place of a teacher that is conducting specialized tutoring that aligns with the requirements of House Bill 1416 or a teacher conducting an activity directly mitigating and/or responding to student learning gaps. - Rate of pay is \$110 for full day, \$55 for half day 11 substitute codes for English Department Extended planning 11 x \$110 (\$121 with Budget expenses) = \$1,331.</p> <p>Strategy's Expected Result/Impact: Improved performance on STAAR EOC in English I and II Improved instructional practices</p> <p>Staff Responsible for Monitoring: Administrators Department Chair Content Team Leader</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 282 ESSER III - \$1,331</p>	Formative		Summative
	Nov	Feb	June

Strategy 3 Details	Reviews		
<p>Strategy 3: Collaborative teams will implement team planning protocols with fidelity (i.e. following the SHS/PISD Instructional Model) focusing on instructional delivery, data analysis, RtI, and/or enrichment activities, so that teachers can provide authentic learning and assessment opportunities.</p> <p>Strategy's Expected Result/Impact: Improved performance on STAAR EOC in English I and II Improved instructional practices</p> <p>Staff Responsible for Monitoring: Administrators Department Chair Content Team Leader</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		Summative
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: ENGLISH I : The percent of students performing at Approaches (78%), Meets (66%), and Masters (24%) is lower than the district. Root Cause: The Root Cause is that teachers need more time during their collaborative team to focus on guiding students through writing (SCR/ECR), interpreting text, and providing more reading and language supports (particularly for our SpEd and EBs).</p>

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2023.

Performance Objective 1: The percent of Shepton students that score Meets grade level or above on STAAR EOC Algebra I will increase from 35% in 2023 to 30% by June 2024. The Special Education student group performance will increase from 22% in 2023 to 25% in 2025. The Economically Disadvantaged student group performance will increase from 21% in 2023 to 23% in 2024.


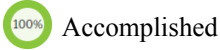
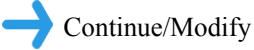

High Priority

Evaluation Data Sources: Minutes from collaborative team meetings
 Minutes from extended planning meetings
 Walkthrough data
 Advisory period intervention data
 Assessment data
 2024 Algebra I EOC

Strategy 1 Details	Reviews		
<p>Strategy 1: Utilize adult temps and substitutes for accelerated instruction. 8 groups of students (10 students per group or less) will each meet for 15 hours of Accelerated Instruction .</p> <p>2 Adult temps will be compensated \$25 per hour (\$28 including budget expenses) = \$2,912 (26 Days- Every Monday/Tuesday for 2 hours per day). 2 Adult temps will be compensated 25 per hour (\$28 including budget expenses) = \$2,912 (26 Days- Every Monday for 2 hours per day).</p> <p>\$5,824.00 will be used to fund accelerated instruction in this way.</p> <p>Strategy's Expected Result/Impact: Improved STAAR EOC performance Support EBs with skill and language acquisition</p> <p>Staff Responsible for Monitoring: Administrators Department Chair Content Team Leader</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 282 ESSER III - \$5,824</p>	Formative		Summative
	Nov	Feb	June

Strategy 2 Details	Reviews		
<p>Strategy 2: The Algebra I team will utilize IXL, in conjunction with NWEA data, to target and individualize each student's needed skill support in an effort to enrich the learning process.</p> <p>Strategy's Expected Result/Impact: Monitor growth and provide additional instruction/data for the Algebra 1 Teachers Improved performance on STAAR EOC in Algebra I</p> <p>Staff Responsible for Monitoring: Administrators Department Chair Content Team Leader</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Collaborative teams will participate in extended planning meetings to implement effective planning protocols, unpack the curriculum as it correlates to the essential standards, use student data, engage in professional development opportunities, develop formative assessments, etc. , so that teachers can provide authentic learning and assessment opportunities. An ESSER III substitute is a person serving in place of a teacher that is conducting specialized tutoring that aligns with the requirements of House Bill 1416 OR a teacher conducting an activity directly mitigating and/or responding to student learning gaps. - Rate of pay is \$110 for full day, \$55 for half day 11 substitute codes for Math Department Extended planning 11 x \$110 (\$121 with Budget expenses) = \$1,331.</p> <p>Strategy's Expected Result/Impact: Improved STAAR Algebra I EOC performance Improved instructional practices</p> <p>Staff Responsible for Monitoring: Administrators Department Chair Content Team Leader</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 282 ESSER III - \$1,331</p>	Formative		Summative
	Nov	Feb	June

Strategy 4 Details	Reviews		
<p>Strategy 4: Collaborative teams will implement team planning protocols with fidelity (i.e. following the SHS/PISD Instructional Model) focusing on instructional delivery, data analysis, RtI, and/or enrichment activities, so that teachers can provide authentic learning and assessment opportunities.</p> <p>Strategy's Expected Result/Impact: Improved STAAR Algebra I EOC performance Improved instructional practices</p> <p>Staff Responsible for Monitoring: Administrators Department Chair Content Team Leader</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		Summative
	Nov	Feb	June

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: ALGEBRA I: The percent of students performing at Approaches (74%), Meets (30%), and Masters (13%) is lower than the district. Root Cause: The Root Cause is that teachers need more time in collaborative team planning to focus on understanding the curriculum, spiraling skills where deficits appear, and providing supports instructional supports (particularly for our EBs).</p>

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 to 2023.

Performance Objective 1: The percent of Shepton students that score Meets grade level or above on STAAR EOC Biology I will increase from 71% in 2023 to 72% by June 2024. The Special Education student group performance will increase from 32% in 2023 to 35% in 2024. The English Learner student group performance will increase from 40% in 2023 to 43% in 2024.

High Priority

Evaluation Data Sources: Minutes from collaborative team meetings
 Minutes from extended planning meetings
 Walkthrough data
 Assessment data
 2024 Biology I EOC

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide extended planning to interpret formative assessment and unit assessment data to plan/adjust Tier 1 instruction. An ESSER III substitute is a person serving in place of a teacher that is conducting specialized tutoring that aligns with the requirements of House Bill 4545 OR a teacher conducting an activity directly mitigating and/or responding to student learning loss due to the COVID-19 pandemic. - Rate of pay is \$110 for full day, \$55 for half day 11 substitute codes for English Department Extended planning 11 x \$110 (\$121 with Budget expenses) = \$1,331</p> <p>Strategy's Expected Result/Impact: Improved STAAR EOC performance Improved instructional practices</p> <p>Staff Responsible for Monitoring: Administrators Department Chair Content Team Leader</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - 282 ESSER III - \$1,331</p>	Formative		Summative
	Nov	Feb	June

Strategy 2 Details	Reviews		
<p>Strategy 2: Collaborative teams will implement team planning protocols with fidelity (i.e. following the SHS/PISD Instructional Model) focusing on instructional delivery, data analysis, RtI, and/or enrichment activities, so that teachers can provide authentic learning and assessment opportunities.</p> <p>Strategy's Expected Result/Impact: Improved STAAR EOC performance Improved instructional practices</p> <p>Staff Responsible for Monitoring: Administrators Department Chair Content Team Leader</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	Formative		Summative
	Nov	Feb	June






Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: BIOLOGY: The percent of students performing at Masters (37%) is lower than the district. Root Cause: The Root Cause is that teachers need more time to focus on questioning strategies to challenge and to raise the level of thinking about science concepts.</p>

Goal 4: Increase campus attendance rates for Shepton High School: 9th grade 86% in 2023 to 96% in 2024, 10th grade 84% in 2023 to 96% in 2024, and all students 85% in 2023 to 96% in 2024.

Performance Objective 1: MTSS team track and implement attendance action plans for all students with excessive absences.

Evaluation Data Sources: Attendance Reports
MTSS Meeting Minutes

Goal 4: Increase campus attendance rates for Shepton High School: 9th grade 86% in 2023 to 96% in 2024, 10th grade 84% in 2023 to 96% in 2024, and all students 85% in 2023 to 96% in 2024.

Performance Objective 2: Actively use the Plano ISD PARB system to address students with excessive absences.

Evaluation Data Sources: Attendance Reports
MTSS Attendance Plans

Goal 4: Increase campus attendance rates for Shepton High School: 9th grade 86% in 2023 to 96% in 2024, 10th grade 84% in 2023 to 96% in 2024, and all students 85% in 2023 to 96% in 2024.

Performance Objective 3: Use PBIS systems to incentivize school attendance.

Evaluation Data Sources: Attendance Reports
PBIS Structures, Funds

Goal 5: Increase the understanding and promotion of College, Career, and Military Readiness programs on campus, so that students and families are knowledgeable of future career and educational opportunities.

Performance Objective 1: Host CCMR Fairs for the students and families in the community.

Evaluation Data Sources: Fair Attendance Reports

Goal 5: Increase the understanding and promotion of College, Career, and Military Readiness programs on campus, so that students and families are knowledgeable of future career and educational opportunities.

Performance Objective 2: Increase CCMR correspondence to families to inform of programmatic opportunities.

Evaluation Data Sources: Newsletters
Social Media
Website

State Compensatory

Budget for Shepton High School

Total SCE Funds: \$5,140.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

--

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,140.00
+/- Difference					\$5,140.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,548.00
+/- Difference					\$1,548.00
199 State Comp Ed, PreKindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
199 State Bilingual/ESL/ELL PreKindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$5,824.00
1	1	2			\$1,331.00
2	1	1			\$5,824.00
2	1	3			\$1,331.00
3	1	1			\$1,331.00
Sub-Total					\$15,641.00
Budgeted Fund Source Amount					\$62,205.00
+/- Difference					\$46,564.00
Grand Total Budgeted					\$68,893.00
Grand Total Spent					\$15,641.00
+/- Difference					\$53,252.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Shepton

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	259	348	454	6	162	1	134	436	26	201	928	359	1287
2022	57	52	85	50	93	100	31	55	77	31	77	57	71
2023	59	54	86	51	94	100	34	57	78	33	78	58	72
2024	61	56	86	52	94	100	37	59	78	35	78	60	72
2025	63	58	87	53	95	100	41	61	79	38	79	62	73
2026	67	62	89	54	97	100	47	65	81	42	81	65	75
2027	71	66	90	56	98	100	54	69	82	47	82	68	76

HB3 Campus Goals - All Grades STAAR at Meets Standard

Shepton

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	150	191	129	4	27	0	105	242	13	137	331	191	522
2022	23	19	41	0	52		22	21	31	18	30	26	28
2023	26	21	42	1	53		25	23	32	20	31	28	29
2024	29	24	44	3	55		28	26	34	22	33	30	31
2025	32	28	46	5	57		32	30	36	25	35	33	33
2026	38	32	48	7	59		37	34	38	29	37	37	35
2027	44	38	51	10	62		44	40	41	34	40	42	38

HB3 Campus Goals - All Grades STAAR at Meets Standard

Shepton

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Biology

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	150	206	239	3	73	0	74	247	17	136	477	225	702
2022	55	50	87	100	96		32	54	71	40	74	63	70
2023	57	52	88	100	97		35	56	72	43	75	65	71
2024	59	55	89	100	98		39	59	73	46	76	67	72
2025	62	58	90	100	99		43	62	75	51	77	69	73
2026	66	63	92	100	100		50	66	77	57	79	72	75
2027	71	68	94	100	100		57	71	79	64	81	76	77

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Principal, Executive Director for Student & Family Services	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● Apply classroom interventions 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. Campus Wellness Plan ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> ● K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal, Human Resources	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● 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. ● Funding source: State and Local 	ESSA	
Principal, Executive Director for Student and Family Services	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local 		

	<ul style="list-style-type: none">● Utilize social media to keep parents and community informed. Funding source: State and Local● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		
--	--	--	--