**Shepherd High School**



**Campus Improvement Plan**

**2012-2013**

Shepherd ISD does not discriminate on the basis of race, religion, color, national, origin, sex, age, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as mended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

**Shepherd ISD Mission**

Through the shared responsibility of teachers, students, parents, and community, Shepherd ISD will empower students with the academic, career, and social skills needed to succeed in a competitive and ever-changing society.

**Shepherd ISD Motto**

 **Personally**

**Responsible**

**In**

**Developing**

**Excellence**

**Some campuses in Shepherd ISD are designated School wide Title I campuses. When possible, Shepherd ISD coordinates all of its Federal, State, and Local resources, including State Compensatory funds, to accomplish the goals of each campus in impacting the quality of instruction provided to all students.**

**Shepherd High School Improvement Team Members 2012-2013**

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**Shepherd High School Campus Improvement Plan Team Members 2012-2013**

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| **Goal 4. MAINTAIN A SAFE AND SECURE**  **ENVIRONMENT CONDUCIVE TO**  **STUDENT LEARNING** | **Committee Members:** Samantha Keith, Mark Meng, Andy Brown, Ginger Batey,  Amber Jolley, Jeff Sparks, Donna Turner, Chip Keel |
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| **Goal 5. MAINTAIN AND IMPROVE DISTRICT**  **FACILITIES** | **Committee Members:** Jimmy Meekins, Michelle Reeves, Renee Chreene, Miles Robison  Lisa Courvelle, Barry Truelove, Mark Bickham, Ramona  Christopher, Josh Jackson, |
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**NCLB Performance Goals, Performance Indicators, and Performance Targets**

The No Child Left Behind Act of 2001, which amends the Elementary and Secondary Education Act of 1965 (ESEA), recognized that all children can achieve the same high standards and must be provided the education they need to reach those standards. Successful student academic performance depends upon the opportunity to attend schools that:

* Provide instruction to all students that, based on the findings of solid research, will lead to gains in achievement for all students.
* Have highly qualified teachers and principals.
* Provide a learning environment that is safe and drug free, and conducive to learning; and
* Are accountable to the public for results.

**Performance Goals and Performance Indicators**

To facilitate the implementation of the No Child Left Behind Act, the U.S. Department identified five performance goals that focus on student achievement. The five goals address levels of academic proficiency that all students would meet the special needs of certain populations of students, and factors such as qualified teachers and school safety that are critical to improved teaching and learning. Underlying the five goals is the presumption that all State, local, and federal educational resources will be integrate and coordinated to reach the overarching goals of improved student achievement. These five goals were required to be adopted in the submittal of the consolidated state application to receive funds under the No Child Left Behind Act.

The Department of Education also identified a core set of performance indicators for these five performance goals and required that they be adopted in the submittal of the consolidated state application. Following is a listing of the performance goals and performance indicators as required by the Department of Education in the submittal of the consolidated state application for funds under the No Child Left Behind Act..

**NCLB Goals and Indicators**

**Performance Goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

* 1. Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading on the State’s assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section 1111(h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)
  2. Performance Indicator: The percentage of students in the aggregate and in each subgroup, who are at above the proficient level in mathematics on the State’s assessment. (Note: These subgroups are those for which the EESEA requires state reporting as identified in section 111(h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)
  3. Performance Indicator: The percentage of Title I schools that make adequate yearly progress.

**Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2.1 Performance Indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in Reading/Language Arts on the State’s assessment, as reported for performance indicator 1.1

2.3 Performance Indicator: The percentage of limited English proficient students are at or above the proficient level in Mathematics on the State’s assessment, as reported for performance indicator 1.2

**Performance Goal 3:** By 2005-2006, all students will be taught by highly qualified teachers.

3.1 Performance Indicator: The percentage of classes being taught by “highly qualified” teachers (as the term is defined in Section 9101(23) of the ESEA, in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 Performance Indicator: The percentage of teachers receiving high-quality professional development [as the term “professional development” is defined in section 9101 (34)].

3.3 Performance Indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

**Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 Performance Indicator: The number of persistently dangerous schools, as defined by the State.

**Performance Goal 5**: All students will graduate from high school.

5.1 Performance Indicator: The percentage of students who graduate from high school, with a regular diploma, -disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged:-calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance Indicator: The percentage of students who drop out of school,-disaggregated by race, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;-calculated in the same manner as used in national Center for Education Statistics reports on Common Core of Data.

**Shepherd High School Goals and Objectives**

**Goal 1. IMPROVE STUDENT ACHIEVEMENT**

* Objective 1.1 By May 2013, 50% of all students participating in Reading, Math, Writing, and Science TAKS assessment will meet or exceed expectations.
* Objective 1.2 All students in special programs will attain 40% mastery of academic expectations on all state tests.
* Objective 1.3 Administration will take an active role in daily classroom interaction.
* Objective 1.4 All SISD students will graduate with cohorts/increase recommended diplomas/Reduce Dropouts
* Objective 1.5 SHS will increase number of students enrolling in institutions of higher learning.
* Objective 1.6 SHS will meet or exceed AYP standards.
* Objective 1.7 All classroom teachers will integrate technology to enhance instruction.
* Objective 1.8 SHS will increase student attendance, student motivation and student involvement

**Goal 2. NURTURE AND DEVELOP TEACHERS AND OTHER EMPLOYEES**

* **Objective 2.1** All teachers and paraprofessionals will be highly qualified.
* **Objective 2.2** All teachers and staff will attend professional development to help increase student achievement.
* **Objective 2.3** SHS will retain 90% highly qualified personnel.

**Goal 3. EARN AND MAINTAIN COMMUNITY TRUST AND SUPPORT**

* **Objective 3.1** SHS will increase parent and community involvement by 5% in academic and extracurricular activities.

**Goal 4. MAINTAIN A SAFE AND SECURE ENVIRONMENT CONDUCIVE TO STUDENT LEARNING**

* **Objective 4.1** District will have security devices and utilize personal identification systems (School Check-In) within all facilities.
* **Objective 4.2** Zero incidents involving drugs/weapons and accidents will decrease by 5%
* **Objective 4.3** District will adopt all policies/goals/objectives mandated by law for health and wellness of students

**Goal 5. MAINTAIN AND IMPROVE DISTRICT FACILITIES**

* **Objective 5.1** Planned facility updates will be monitored and completed

**Shepherd High School**

**Comprehensive Needs Assessment**

When Shepherd High School conducted the Needs Assessment for the 2012-2013 school year, data from the following areas was examined and recommendations/needs were identified:

* Demographics Goal 1 of Campus Plan
* Student Achievement Goal 1 of Campus Plan
* School Culture and Climate Goal 4 of Campus Plan
* Staff Quality, Recruitment and Retention Goal 2 of Campus Plan
* Curriculum, Instruction, and Assessment Goal 1 of Campus Plan
* Family and Community Involvement Goal 3 of Campus Plan
* School Organization Goal 4 of Campus Plan
* Technology Goal 1 of Campus Plan

Committees made up of campus principals, teachers, paraprofessionals, parents and community members were formed to look at each individual area above. Each committee examined and discussed data and then made a prioritized list of needs for their area on two dates: **June 1, 2012** and **August 23 ,2012** All committees came together and presented their lists of needs to the members of the campus site-based decision making committee who then assisted the principal in summarizing the needs and in writing the Comprehensive Needs Assessment on August 23, 2012.

**Data Sources for Comprehensive Needs Assessment**

STAAR-EOC/TAKS Data Attendance Records Staff Meeting Minutes

AEIS Report PEIMS 425 Report Student Registration Information

AYP Report PBMAS Report Master Schedule/Class Rosters

PEIMS Reports AP/Dual Credit Exam Reports Parent, Staff and Student Survey Data

Program Evaluation Data ACT/SAT Scores Staff Training Certificates

TELPAS DATA

**Campus Needs Assessment**

**1. Demographics**

**Enrollment Projections:** At the end of the 2010-2011 school year, Shepherd ISD served 1906 students. Last year, Shepherd ISD served 1,850 students. This year, SISD is serving over one thousand eight hundred thirty seven (1,837) students district wide. Shepherd High School presently serves 523 students grades 9-12. This population has varied from 500 to 535 over the past two years. Difficult economic times and lack of housing in the area has limited the growth of our community. We are located close in proximity to the Houston-Metroplex area. Some families have moved closer to this urban area for jobs and housing. Recently, the Texas Department of Transportation has constructed an expansion of Highway 59 corridor which provides access to the Shepherd Independent School District. We anticipate that this highway expansion will provide easier access to the local area and could bring growth here as the economic climate improves in our area with addition of possible jobs and new housing options.

Shepherd High School was constructed in 1999 and has had three phases of expansion within the last four years which includes a new science wing, gym reconstruction after Hurricane Ike, a cafeteria expansion, flooring upgrades in classrooms and expansion of the Band Hall. Shepherd High School has been a TEA Recognized Campus for the 2009-2010 school year and the 2010-2011 school year. Currently, Shepherd High School is an Acceptable Campus rating which will remain for the next two years with the phasing in of the STAAR Testing program.

Shepherd High School graduated approximately 108 students but is gaining a new ninth grade group of approximately 160 students. Along with expected growth with newly enrolled students, we anticipate having an enrollment of around 530 students which is an increase in our present population by 30 students. The student population is approximately 72.3% White, 18.1 % Hispanic, 6.5% African-American and 1% Other. Program wise the population is represented by 55% Economically Disadvantaged, 83.5% Career and Technology Education, 11.7% Special Education, 1.2% Bilingual/ESL Education, and 6.9% Gifted and Talented Education.

After reviewing the multi-year history for Shepherd High School by ethnic groups (2003-2012), the data shows that the campus student composition has changed very little. The African-American student percentage reduced from 10.7% to 6.5%; White students reduced from 72.8% to 72.3%; Hispanic students greatly increased from 13.6% to 18.1% and Economically Disadvantaged students increased from 55.1% to 62.1% due to the economic downturn.

There are presently 45 teachers, 8 para-professionals, four support professionals, three administrators and two counselors serving students. The teacher/student ratio is 12 to 1 on this campus. Class sizes by academic areas are: English 14 :1 Mathematics 14 :1, Science 16 :1, Social Studies 18:1. There are two teachers and one para-professional who is fluent in Spanish. There are presently 9 ESL certified teachers at this campus.

**Summary of Identified Needs:**

1. **Academic assistance needed for African-American, Hispanic and Economically Disadvantaged students in all core academic areas.**
2. **Growing population of high school students will need more teachers in the near future to keep the class sizes manageable.**
3. **More teachers fluent in Spanish will be needed in the future as well as more ESL certified teachers.**
4. **All English Teachers-certified in ESL but plans to expand certification for all core academic teachers.**

**Attendance Rate**

Based on five years of consecutive data, Shepherd High School has seen a decline in the attendance rate at 94.7%. The state and regional percentage averages have been 95.5%. We are working to implement incentives and rewards for excellent attendance. Additionally, the district police officer and juvenile probation officer will work closely with attendance personnel, school administrators and the local judge to enforce school policy and the law for mandatory attendance in public schools to improve our attendance rate this school year.

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| **Shepherd High School** | **2008 Attendance Rate** | **2009 Attendance Rate** | **2010 Attendance 2010 Attendance 2011 Attendance**  **Rate Rate Rate** |
| **All Students** | **94.4%** | **95.1%** | **94.1% 95.2% 94.7%** |
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**Campus Needs Assessment**

**2. Student Achievement**

Shepherd High School has accomplished much during the 2008-2009, 2009-2010 and 2010-2011 school years. In regards to student achievement, instructional emphasis was placed on the Science and Mathematics areas to increase student performance through improved curriculum using C-SCOPE materials, improved instruction with experienced teachers utilizing motivating techniques, teachers analyzing six week benchmarking of student progress and creative interventions to help improve student performance.

Student assessment results have improved dramatically in Science and Mathematics areas and Shepherd High School has been a TEA Recognized Campus for the past two years and presently holds an “Acceptable” rating. Science has experienced 1 to 10% percentage improvements in all subgroups while Mathematics has experienced smaller upward gains of 1-8% this past year. Our campus noted that the Hispanic students appear to have the most difficulty in ELA (87% to 78%), Math (67% to 66%) and Social Studies (87% to 78%). Hispanic students increased in Science (71% to 79%). We also noted that African Americans, although a small group, had a small decline in ELA test results (80% to 78%) but increased in Math (67% to 75%), Science (76% to 86%) and Social Studies (88% to 93%). Economically Disadvantaged students had a slight decrease in ELA (88% to 86%) and Social Studies (88% to 86%) but had an increase in Mathematics (66% to 70%) and stayed the same in Science with 79%.We will be focusing on how to monitor and adjust our instruction for these two subgroups throughout the year.

Also noted was the data showing the Gifted and Talented identified students were not scoring in the commended range on their standardized tests indicating that we need more academic rigor in the Pre-AP and AP classes to challenge these students to perform better on these tests.

The staff identified some other findings that we feel should be addressed which is decline in daily attendance rate of all students, limited number of students taking the ACT and SAT tests, limited numbers of students applying for scholarships and going to colleges and growing number of overage students not graduating with cohort groups.

**State Standard Accountability System:** Shepherd High School earned a Recognized rating for the second year in a row. Presently, the rating has dropped to Acceptable rating. When looking at the data the following conclusions can be made:

* ELA/Reading/Writing (70%): All students, including all subgroups, scored above the state standard. Shepherd High School scored at 88% for all students. Hispanic students scored at 78% and Economically Disadvantaged students scored at 86%.
* Math (65%): All students, including all subgroups, scored above the state standard. Over the past 3 years, the district data shows that in this subject area, small gains have been made with the African-American,Hispanic , White, and Economically Disadvantaged subgroups. The African American students have made significant gains (10%) but we have concerns with our Hispanic students declining 2%. Economically Disadvantaged students improved 2% this year.

We continue to find innovative ways to help these students improve at the same rate our other students are improving. All Students improved 1% in Math and White students improved 1%.

* Science (60%): All students, including all subgroups, scored at or above the state standard. Over the past 3 years, these scores have rose and dropped for all groups. In 2008, dramatic gains in Science for all groups were noted. In 2009, a slight decrease in all subgroups was documented. In 2009-2010, we have dramatic gains with all sub groups. For All Students we scored 83% which is a 17% increase from two years ago.. The most dramatic gains were made with the Hispanic students scoring 79%, a 8% gain and African American students scoring 86%m a 10% increase.
* Social Studies (70%): All students, including all subgroups, scored above the state standard but showed a slight decline in scores this year. African American students showed a 5% gain (88% to 93%0. All other groups showed a slight decline due to larger classes of students. Hispanic students showed the largest decline of 9% (87% to 78%).
* For the 2011-2012 school year, performance targets have been set for each subject area and for each subgroup. Shepherd High School has set a goal for all students and all subgroups to score 75% on all testing area to earn a district Recognized rating.

**Adequate Yearly Progress (AYP)**: During the 2008-2009 school year, Shepherd ISD missed AYP in Reading and Mathematics performance, with the Special Education subgroup. The Reading/ELA AYP target was 67%- Special Education scoring 50%. The Mathematics AYP target was 58%-Special Education scoring 40%. The number of students who were proficient on an Alternative assessment was over the federal cap (Cap= 27; SISD ELA= 45, SISD Math= 42). This placed SISD, as a district, into School Improvement Stage 1: Reading and Math. In 2009-2010, Shepherd ISD did meet requirements for AYP by scoring

Low in the Special Education Mathematics area and Career and Tech students not passing TAKS.

For the 2008-2009 school year, Shepherd High School had a Special Education subgroup with a 33% passing rate for ELA (60% TPM)and a 7% passing rate for Math (7% TPM). We were not cited for AYP because we did not meet minimum size criteria (50 & 10%);Without a cap ELA 33% (60%); Math 7% (7% TPM). Presently, Shepherd High School had a Special Education subgroup with a 55% passing rate for ELA and a 40% passing rate for Math for grade 10 students. We continued to be not cited for AYP because we did not meet minimum size criteria.

**Performance Based Monitoring Analysis System (PBMAS):** Based on 2008, Special Education was cited on Indicator 1 (TAKS passing rate for Math and Science), Indicator 3 (TAKS Participation), Indicator 7 (LRE 6-11 year old), Indicator 12 (SPED representation), and Indicator 17 (SPED discretionary placements to ISS).

**TELPAS:** Reports of TELPAS student performance data provide information about the ELL student’s second language development in grades K-12 in the areas of listening, speaking, reading, and writing. There are two areas that are reviewed to determine a student’s language development level: progress and attainment. Based on March 2010 data, Grades 9-12 demonstrated 58% (+6) of students reaching or exceeding the target for the 2009-2010 school year. We presently have 17 students being served by our LEP/ESL program; 5 students are 9th graders, 9 students are 10th graders, and 3 student are 11th graders.

**Special Education**: Based on the Needs Assessment (May 2010), results show a need for professional development in dropout prevention, increasing student motivation and achievement, improving student behavior (Positive Behavior Support), effective teaching strategies for reading and math, and inclusion/co-teaching/collaboration with general/special education partners. During this school year, Shepherd High School will utilize Special Education/ARRA funds to ensure teachers/paraprofessionals will receive high quality professional development. Shepherd High School presently has **69** students in Special Education. We continue to use Response to Intervention to decrease this number. As our population grows, we are concerned about the large number of 9th grade students coming to the high school who are classified as special education. Presently, we have 18 9th graders, 28 10th graders, 15 11th graders and 8 12th graders for a total of 69 students representing 11.7%. This represents a 3% decrease from last year.

**Gifted and Talented**: Shepherd High School continues to nominate, test, and identify students to be placed into the gifted and talented program. Students in grades nine through twelve are served in their content area classes, including Pre-AP, AP, and Dual Credit courses. Identified students are also served through enrichment activities throughout the six weeks. Identified gifted and talented students continue to score at or above standard and achieve commended performance on district level benchmarks and state assessments. Shepherd High School has 35 students or 6.9% of our students identified as Gifted and Talented at Shepherd High School. In reviewing the number of students with Commended Performance, it is noted that for all tests our campus has 7% (up 2 %) receiving commended performance compared to 16% state wide. We continue to challenge and prepare our students to increase this measure by 5% annually.

**ESL/Bilingual**: Shepherd High School’s ESL population continues to grow with approximately 94 Hispanic students on campus. The largest group is the 9th and 10th grade groups representing 41 of these students. At the campus level, we will continue to monitor our ESL student numbers to determine the implementation of a Bilingual program. At the present time, ESL students are instructed by certified ESL teachers at each grade level/content area. They are provided strong support through tutorial and technology interventions as well as, a fluent para-professional who assists and provides assistance on a daily basis for ESL students. Based on 2009-2010 TAKS data, ESL students will need to be provided strong support and interventions in the areas of ELA/Writing, scores being 78%, Math (66%) our lowest area and Science (79%)due to student scores. Title III monies will also need to be used to provide instructional materials in classrooms to support student learning and district adopted curriculum (CSCOPE). The use of a bilingual para-professional in the Enrichment Lab and assistance in classrooms with assigned students has added an additional means of academic support for our ESL students.

**State Compensatory Education**: During the 2011-2012 school year, State Compensatory monies will continue to be utilized to provide highly qualified teachers and paraprofessionals to SISD campuses. These monies will also be used to purchase yearly technology licensures for Shepherd High School to provide intervention and credit recovery through the E2020 program.

**Career and Technical Education:** Based on 2009-2010 teacher/parent/student surveys, SHS students and staff would like to see additional courses added to the High School pathway of courses. During the 2010-2011 school year, SHS maintained its current course offerings due to recent changes in CTE TEKS. One course was added to High School which is Ready, Set, Teach in which we have 11 students currently enrolled. Other courses that have been very successful at SHS are Culinary Arts classes with 14 students, and three new courses: Animation with 19 students, Graphic Design with 14 students and Audio Visual Technologies with 20 students enrolled. SHS will utilize local and Carl Perkins grant monies to pay for highly qualified staff, purchase course supplies, and travel/registration for teachers and students. Based on Performance Based Monitoring Analysis System (PBMAS), SHS CTE TAKS Passing Rates are above state percentages. CTE students (All Students) continue to excel overall in all subjects areas. Over a 3 year period, significant CTE gains have been made in the areas of lowering dropout rates and graduation rates (91.8%), which is higher than the state rate (70%). Shepherd High School will continue to explore new and innovative courses to offer students as they move into 21st century workforce.

**Homeless:** During the 2011-2012 school year, 2 high school students were identified homeless based on information gathered on the Student Residency Questionnaire. A percentage of Title I funding is set aside to assist homeless students in the areas of instructional supplies.

**Dyslexia**: Within Shepherd ISD, grades K-8 campuses have a certified, trained Dyslexia Specialist to provide prescriptive, intense interventions to identified students. These specialists use a variety of research-based strategies to ensure success for all students identified with dyslexic tendencies. Title I monies are used to pay for highly qualified specialists’ salaries, professional development, and instructional supplies. Efforts are focused on grades 1-8 and other accommodations and monitoring is provided for these students once they reach the high school level. The district trained Dyslexia Specialist continues to monitor student progress and suggest methods to improve these students’ performance and documents parent/teacher conferences held when students have difficulties or to review testing results at least annually on each student.

**College Readiness Indicators:** Based on information from the 2010-2011 Academic Excellence Indicator System (AEIS), Shepherd ISD is below the state and regional percentages in several areas such as advanced course/dual enrollment completion **(11.2%),** DAP graduates (**59.3%**), SAT/ACT results- % tested (**50.8),** and college ready graduates in English/Language Arts and Math **(47%).** During the 2011-2012 school year, SISD will continue to partnership with Angelina Community College, stateu.com and surrounding colleges to provide guidance, dual credit classes and opportunities for high school graduates as they move toward a college/workforce career. We do acknowledge that funds for some of these dual-credit offerings are difficult for some of our students to afford although we continually strive for creative ways to fund these opportunities for our students.

**Completion Rate/Dropout Rate**

**Completion Rate**: When reviewing data over the past four years, Shepherd High School has seen a decline in completion/student status rate in grades 9-12 for 2006 & 2007 but showed a large increase in 2008 and 2009. In 2010**, 96.6%** of students graduated. In 2008, **92.7%** of students graduated compared to **86.3%** in 2006. When focusing on subgroups, an increase in completion rate can be noted especially in the Hispanic and White students increasing by 7% and 5.5% respectively. In 2008,2009, and 2010 all groups have increased with the Hispanic students making the most dramatic increase.

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| **Subgroup** | **2006 Completion Percentage** | **2007 Completion Percentage** | **2008 Completion Percentage** | **2009 Completion Percentage** | **2010 Completion Percentage** |
| All Students | 86.3 | 79.3 | 92.7 | 97.9 | 96.6 |
| African American | 81.3 | 87.5 | 100 | 100 | 91.7 |
| Hispanic | 86.7 | 68.8 | 92.3 | 100 | 100 |
| White | 86.9 | 80.4 | 91.5 | 97 | 96.6 |
| Economically Disadvantaged | 81.6 | 77.4 | 95.7 | 97.9 | 96.2 |
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With the implementation of instructional technology and support services, SISD will continue to move forward to raise the completion percentages. Shepherd High School has implemented a plan to increase enrollment in institutions of higher learning. Working with the College and Career Readiness Initiatives Division of TEA, we are increasing the number of students enrolling in institutions of higher education by encouraging dual-credit course enrollment, increasing the number of students taking college entrance exams or are exempt, encouraging students to complete FAFSA applications, College Fairs held at school and visits to college campuses will be planned four times per year.

Shepherd High School submitted a formal plan to the College and Career Readiness Initiatives Division of TEA on October 27, 2009 which if a five year plan. The Goal of this plan is to increase the number of seniors who enroll in an institution of higher education. There are three objectives included in this plan which are:

1. Increase the number of students graduating from high school with a Recommended or Advanced High Diploma

2. Increase the number of students enrolled in high school course to gain college credit

3. Increase the number of students taking the SAT or ACT tests

There are 5 measures we review yearly to document our improvement which include:

1. Students graduating from Shepherd High School.
2. Students enrolled in a course for which they may earn college credit
3. Students enrolled in courses that meet the requirements for Recommended or Advanced High Diplomas.
4. Students who have taken the college entrance examinations and the average scores of these.
5. Students who are exempt from administration of the Texas Success Initiative based on SAT, ACT or TAKS results.

**Dropout Rate**: When compared to state (2.4%) and regional (.6%) data from 2009-2010, Shepherd High School continues to be at a lower percentage (0.4%). Shepherd High School will continue to providing strong interventions and support services to retain students in the school setting.

**Summary of Identified Needs:**

1. **Increase the number of HQ Bilingual teachers in Science and Mathematics to assist Hispanic students with academic needs**
2. **Provide additional means for students to get assistance with Mathematics and Science (Math/Science Lab with Skilled teachers providing tutorials before and after school with DATE grant and regular tutorial monies.)**
3. **Increase the support and instruction for African-American/Bilingual/Economically Disadvantaged students in Science, Mathematics and ESL Instruction/English with the use of para-professional working with ESL certified teachers and assigned teachers monitoring individually assigned at-risk students.**
4. **Need for increased academic rigor in Pre-AP and AP classes for Gifted and Talented students to ensure more students score in commended range for all standardized testing.**
5. **Continue to work with overage students using Credit Recovery and Credit by Exam efforts to keep students with cohort graduation groups.**

**Campus Needs Assessment**

**3. School Culture and Climate**

Shepherd High School has a welcoming and friendly culture. Most parents feel comfortable and valued while at our campus. The staff has identified some strengths of the campus such as students feel comfortable sharing concerns with most teachers, there is adequate disaster drill and safety trainings provided for the staff and students, ID’s are being checked for visitors on the campus and the administrative team is supportive with discipline concerns. Recent parent surveys indicate that parents feel that the school environment is safe and secure in regards to their students being able to learn and gain a quality education.

There are still areas of concern that could enhance the overall culture and climate of the school. Expansion of the outside lighting of the school and security cameras added to newer hallways would help with overall safety of students. More visibility of district police officer on campus would deter problems on campus. Teachers feel that more interventions for tardy students and practicing lock-down procedures would enhance our building safety and security.

**Discipline**

Based on 2009-2010 Student Disciplinary Action Summary/PEIMS records, Shepherd High School had a total of **671** recorded discipline incidents for the school year. Of the incidents, **243** were in school suspension (ISS**), 22** were on/off campus DAEP placement, and 1 was a DAEP placement based on a transfer from another school district. Other offenses included: 236 Excessive Tardies, 109 Insubordination, Out of location 73, Disruptive behavior 38, Inappropriate Language/Gestures 35, Fighting 30, Public of Affection 25, Bus Rule Violations 24.

**Staff and Parent Surveys Results**

Based on 2009-2010 staff and parent surveys, communication was a top priority, both at the district and campus levels. As a district goal, Shepherd ISD is committed to provide staff, parents, students, and the community with clear and timely communication this school year. To assist in the implementation of this goal, Shepherd ISD will utilize its district Global Connect telephone call out system, update and utilize the district website to deliver information, install a new electronic marquee located on a main highway in front of the high school and send home parent newsletters as needed.

**Safe and Drug Free Schools**: Based on the 425 PEIMS Report, SISD has zero drug incidents to report for the 2008-2009 school year. During the 2008-2009 school year District Emergency Procedures were put into place for the district. This year Title IV/Safe and Drug Free monies will be used to bring in effective speakers and programs to focus on drug, violence, and bullying prevention including the assistance of new police officer with many skills in these areas and to maintain School Check-In systems on each campus for security purposes.

**Summary of Identified Needs:**

**1. Expansion of outside lighting of the campus (Back of school & side of the gym)**

**2. Add security cameras to new hallways.**

**3. Bullying (Physically and Cyber-Bullying) Concerns for students**

**4. Frequent tardy lock down procedures & consequences for infractions.**

**5. Practice building lock-down procedures with entire campus.**

**6. Parents should not be allowed to call and get students out of class without coming inside school building to sign them out.**

**Campus Needs Assessment**

**4. Staff Quality, Recruitment and Retention**

Shepherd High School presently has 48 teachers, 6 para-professionals, 2 counselors, 3 support personnel(Diagnostician, Transition Specialist, Librarian, Special Needs Teacher) and 2 administrators representing the staff. Teachers have an average of 14.7 years of experience in teaching and 6.4 years of experience in this district. 40% of the High School staff has more than 20 years of experience, 29% of staff has 6-20 years experience and 29% of the staff has 1-5 years of experience. While an experienced staff is a positive attribute, it is concerning about attrition over the next three to five years and securing replacements for teachers leaving these positions for retirement.

In the past two years we have had less than 2% turnover each year which indicates teachers are motivated to stay at Shepherd High School. We also have a student teacher program through Sam Houston State University that frequently places student teachers within our school. We are also implementing a Ready, Set, Teach program this year at the high school to encourage students to pursue teaching as a career choice from the local student body. We feel that if we promote local students to these career choices, the teachers will stay with the district.

**Summary of Identified Needs:**

1. **Explore ways to attract quality teachers to Shepherd High School through outreach methods.**
2. **Encourage students who reside in the community to pursue teaching as a career pathway**. (Ready, Set, Teach classes)

**Campus Needs Assessment**

**5. Curriculum, Instruction and Assessment**

**Curriculum:** An aligned curriculum continues for the second year to be adopted and utilized throughout the district. Implementation of CSCOPE, a product generated and developed through the state’s regional education center collaborative has been authorized in grades Nine through Twelve in the four core content areas. With the second year of implementation, and based on administrative/teacher surveys, administrators and teachers must be provided training to fully understand the technology involved with CSCOPE and how to navigate throughout the program for full curriculum implementation. SHS has to continue to accommodate the need for staff development and planning throughout the year. Independent planning sessions or with a facilitator have been provided depending on campus administrators’ needs and input from the staff. Time for planning and securing materials has been a tremendous challenge in the implementation of the curriculum. Staff Development efforts will allow teachers to plan a six week period several times during the school year as well as department meetings held twice per month by the department chairperson. Documentation of these meetings is ongoing by the department chairperson. (Copies from prior years notes are included as part of data collection)

**Summary of Identified Needs:**

1. **C-SCOPE will continue to be utilized in all four core academic areas as the district curriculum with six week benchmarks through DMAC. Data will be reviewed and student achievement closely monitored.**
2. **Departmental meetings will need to continue to be ongoing at least twice monthly to plan for instruction.**
3. **Staff development for teachers will be needed throughout the school year.**
4. **Administrators will ensure that good quality instruction is ongoing in every classroom as documented with walk-through data emphasizing specific observations on the data form.**

**Campus Needs Assessment**

6.**Family and Community Involvement**

Based on surveys of Spring 2010 ,the engagement of active parental involvement is a key to success for any student. Working together with teachers and administrators, the heart of any student’s success is more productive when parents are partners. Typically, elementary and intermediate levels often spotlight a higher degree of parental involvement. At secondary levels, it is often noted that parents are involved but more from a spectator position.

**Community Involvement:** Like parental involvement, the involvement of the community in the education of its students is critical and certainly worthy of cultivation. Public schools must form a financial partnership with their communities in order to have efficient instructional programs and modern, efficient facilities. At this time, the community of Shepherd receives support to the school district in the form of donations and/or incentives from local businesses, churches, and organizations that recognize the importance of a sound educational system.

Throughout this school year, it is important to keep the community informed of the campuses’ needs and the plans to address those needs in manageable increments. It is also imperative that effective communication is put into place to build better contacts with area businesses so that the career concentrations offered to students can better coordinate with the employment opportunities of the area.

At Shepherd High School, families and community have numerous avenues to become involved in activities of the high school. There are numerous booster clubs, clubs and organizations that provide avenues for parents, families and community members to contribute to our overall school program. There are some difficulties with parents who have no transportation or have limited education themselves. This particular group of parents are the group we need to reach out to and try new methods of bringing them to the school if at all possible to support student learning. Our Hispanic parents are rarely involved in activities because of the language barrier and cultural views regarding school not the focus of Hispanic parents. We need to explore ways to draw this cultural group to the school and provide translators to help them overcome the language barrier to help their children learn.

**Parental Involvement**

With the change in student demographics, SISD has recognized the need for creative efforts in working and communicating with parents of various educational backgrounds and language acquisitions skills. Services for translation at meetings, notes sent home, policies and procedures are critical challenges for campuses to address. Nevertheless, SISD must work collaboratively with parents and community members to help provide information in a timely and efficient manner. Parental involvement is the active engagement in pursing and extending life learned lessons that promote a more responsive and productive society. Consequently, SISD has pledged to focus not only on the educational needs of students but also families by providing day and night family opportunities in addition to individualized performance events.

In compliance with NCLB requirements under Title I Part A, SISD maintains a district Parent Involvement Policy and has set aside Title I Part A monies to finance and enhance parental involvement at the campuses that are considered Title I School wide programs-Primary, Intermediate, and Middle schools. Shepherd High School has numerous clubs, organizations and activities that parents are involved in as well as parent informational nights, college readiness training/College Fair Day, Freshman Orientation, Senior/Parent Night, and Showcase Shepherd which is a district wide information night. A survey conducted this past spring provided helpful insight to the needs of parents and show attendance could be increased depending on evening or daytime schedules and parent concerns about their students.

**Summary of Identified Needs:**

**1. Explore more ways to draw parents to school for academic reasons to help their students.**

**2. Provide more connections with Spanish speaking parents and community to be involved in school program and translate all communication in English and Spanish for these parents.**

**Campus Needs Assessment**

**7. School Organization**

Shepherd High School has many positive aspects in regards to School Organization such as administration with an “open door” policy, a true shared decision making among staff and administration and a positive and caring staff overall. Parents feel comfortable coming to the school but feel more communication is needed from the school to parents. Shepherd High School strives to use our district and campus websites, Global Connect phone messages and a new electronic marquee to enhance our communication with families.

Teachers and staff have identified several School Organization areas that deter learning.

**Summary of Identified Needs:**

1. **Too many classroom interruptions with announcements and taking students out of class.**
2. **Cell phones and electronic devices disrupt learning.**
3. **Schedule changes are made too frequently for students.**

**Campus Needs Assessment**

**8. Technology**

**Technology:** The vision for technology is that Shepherd students become active engaged learners and leaders in a technical advancing society. Effective use of technology requires planning, coordinating, and goal setting in utilizing existing technology and merging with advancing technologies. Aligned with Texas Education Agency’s Long Range Plan for Technology, Shepherd High School’s plan addresses areas of infrastructure, teacher preparation, teaching and learning administrative support system along with classroom integration. Teachers and administrator have completed the STaR charts- School Technology and Readiness surveys as well as the TIRI survey to analyze the effectiveness and utilization of existing technology components. As required for technology and e-rate funding, a new three year plan for technology was filed during the 2008-2009 school year but continues to be monitored and revised as needed.

Moving into the 2011-2012 school year, 100 percent of SHS’ classrooms house one or more computers for staff and student use. There are a total of 3 open access labs for students and staff to utilize and one mobile computer lab with laptops that can be used by students. With grant, state, and local monies, Shepherd High School continues to prioritize and promote the use of technology for both administrative and instructional purposes by purchasing technologies such as Elmos, SMART boards, laptop carts, and In-Focus projectors. Through the use of Title I ARRA funds, the district has hired an Instructional Technology Specialist to assist teachers in the utilization of technologies in classrooms and intervention computer labs**.** To ensure that all administration and teachers have met the International Standards for Technology (ISTE) and SBEC Technology Standards, staff will be required to complete 12 hours of training to demonstrate technological competency according to ISTE and SBEC this school year.

Shepherd High School presently has implemented the use of Education 2020 software to assist with credit recovery efforts and credit by examination testing for students. This program has been highly successful as it allows for flexibility in student scheduling and even working at home when necessary if students have high-speed internet. Shepherd High School also has one credit recovery computer lab, two open access labs for teachers to bring students and one (COW) Computer on Wheels Laptop Unit which allows teachers to bring the lab to their classrooms to assist with computer access. Our Library/Media Center is upgrading computers to be used within the media center for improved student access to needed technology.

Teachers are also making strides to sharpen their technology skills within their academic disciplines through trainings with the district Technology Specialist and modeling technologically savvy techniques for the classroom is ongoing throughout the year. Teachers each have a webpage but these need to be updated and improved each year.

**Summary of Identified Needs:**

**1. Teachers need to complete 12 hours of technology competency or place out of competency test by demonstrating skills.**

**2. Teachers need to maintain and update websites for students/parent information and communication with school.**

**3. Instructional specialist will provide variety of technology trainings that can be utilized within the classroom.**

**4. All teachers will be observed integrating technology in lessons on a weekly basis.**

**Shepherd High School Improvement Plan**

**2012-2013**

**Goal 1: IMPROVE STUDENT ACHIEVEMENT**

**NCLB Goal: 1**

**Objective 1.1: By June, 2013, 50% of all students participating in Reading, Writing, Math, Science, and Social Studies STAAR EOC/ TAKS assessment will meet or exceed**

**expectations.**

**Summative Evaluation: STAAR, TAKS, AEIS, AYP, PBMAS**

**Committee Members: Sharon Dietz, Mike Wilson, Vicki Anderson, Kari Rhodes, Cindy Dillon**

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| **Strategy** | **Person Responsible** | **Resources** | **Timeline** | **Formative Evaluation** |
| **CSCOPE will be used by all core subject teachers** | **Teacher, Principal, Asst. Supt. Of Curr/Sp. Prog. , Superintendent** | **Local Funds** | **Each Six Weeks** | **Lesson Plans, CSCOPE Reports, Walkthroughs** |
| **Eduphoria will be used to disaggregate data and assist teachers to design instruction and tutorial sessions** | **Teacher, Prinicpal, Asst. Supt. Of Curr/Sp. Prog. , Superintendent** | **Local Funds** | **Each Six Weeks** | **Lesson Plans, Benchmark data, Tutorial lists** |
| **Response to Intervention will continue to be a priority** | **Teacher, Principal** | **Local Funds, Title I Funds, Title I ARRA** | **Each Six Weeks** | **6 Weeks Grades, Benchmark data, Assessment data** |
| **Teachers will administer 6 week benchmarks to monitor instruction and student progress** | **Teacher, Principal** | **Local Funds** | **Each Six Weeks** | **Benchmark data** |
| **Teachers will use research-based, higher level teaching strategies in four core areas in all classrooms** | **Teacher, Principal** | **Local Funds, Title I Funds** | **Each Six Weeks** | **Lesson Plans, CSCOPE Lessons** |
| **STAAR/TAKS Classes will be scheduled at the High School campus** | **Teacher, Principal** | **Local Funds, SCE/SFSF Funds (See Appendix)** | **Each Six Weeks** | **6 Weeks Grades, Benchmark data, TAKS data, Assessment data** |
| **Math focused training and observations will be scheduled** | **Teachers, Principals, Asst. Supt. Of**  **Curriculum/Special Programs,** | **Local, Title I Funds** | **Each Six Weeks** | **Lesson Plans, CSCOPE Lessons, Benchmark Tests, Meeting Agendas** |
| **Strategy** | **Person Responsible** | **Resources** | **Timeline** | **Formative Evaluation** |
| **Special Education Teachers will model differentiated strategies in regular education classrooms** | **Special Education Teachers, Regular Education Teachers, Principals, Special Education Director** | **Special Education Funds** | **Each Six Weeks** | **Lesson Plans, CSCOPE Lessons, Walkthrough Observations** |
| **Utilization of District Technology Specialist on all campuses** | **Teachers, Principals, Asst. Supt. Of Curr/Sp. Prog.** | **Title I ARRA Funds, Local Funds, SCE Funds** | **Both Semesters** | **Lesson Plans, District Technology Specialist Schedule, Professional Development Sign In Sheets** |
| **Inclusion Teaching Model implemented at all levels** | **Teachers, Principals, Special Education Director** | **Special Education Funds, Local Funds** | **Each Semester** | **Lesson Plans, CSCOPE Lessons, Principal Observations,** |
| **Summer School will be offered to identified students** | **Teachers, Principals** | **OEYP Funds, Local Funds, Title I Funds, SCE Funds** | **June-July** | **Core Team Meeting Minutes, End of Year Grades, TAKS Scores, Benchmark data, Summer School Attendance Logs** |

**Shepherd High School Improvement Plan**

**2012-2013**

**Goal 1: IMPROVE STUDENT ACHIEVEMENT**

**NCLB Goal: 1, 2**

**Objective 1.2: All students in special programs will meet or exceed on all state tests.**

**Summative Evaluation: STAAR, TAKS, AEIS, AYP, TELPAS, PBMAS**

**Committee Members: Sharon Dietz, Mike Wilson, Vicki Anderson, Kari Rhodes, Cindy Dillon**

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| **Strategy** | **Person Responsible** | **Resources** | **Timeline** | **Formative Evaluation** |
| **Assistive Technology Training will be provided for Teachers to support Inclusion students** | **Special Education Director, Region VI Service Center, Teachers, Principals** | **Special Education Funds** | **Each Six Weeks** | **Certificate of Completion, Sign In Sheets** |
|  |  |  |  | **Lesson Plans, Walkthrough data** |
| **Update and Refresh Training in Crisis Prevention Institute (CPI)** | **Special Education Director, Teachers, Principals** | **Special Education Funds** | **First/Second Six Weeks** | **Certificate of Completion, Sign In Sheets** |
| **Provide training for Teachers and Principals on Inclusion Instructional Model at all levels ;Include Co-Teaching Training and use model at all levels .** | **Special Education Director, Teachers, Principals** | **Special Education Funds** | **Each Six Weeks** | **Certificate of Completion, Sign In Sheets** |
| **Gifted and Talented teachers will teach identified students within the regular education classroom (Pre-AP & AP classes) and pull out identified students for advanced academic lessons** | **GT Certified Teachers, Principals, Asst. Supt. Of Curr/Sp. Prog.** | **GT Local Funds** | **Each Six Weeks** | **Class Rosters, Teacher Records, Teacher Schedules** |
| **Strategy** | **Person Responsible** | **Resources** | **Timeline** | **Formative Evaluation** |
| **LEP Students will be served by ESL Certified Teachers and assisted by bilingual pare-professional; Students will be closely monitored for difficulties in progress.** | **ESL Certified Teachers, Principals, Asst. Supt. Of Curr/Sp. Prog.** | **Local Funds, Title II Funds, Title III Funds** | **Each Six Weeks** | **Class Rosters, Teacher Records, Teacher Schedules** |
| **LPAC Meetings will be held annually/as needed for LEP students** | **ESL Certified Teachers, Principals, ESL Parent** | **Local Funds, Title I Funds** | **Each Six Weeks/As Needed** | **LPAC Meeting Agenda, LPAC Sign In Sheets, LPAC Parent Meeting Invitation** |
| **Parents will be encouraged to attend LPAC meetings** | **ESL Certified Teachers, Principals, ESL Parent** | **Local Funds, Title I Funds** | **Each Six Weeks/As Needed** | **LPAC Meeting Agenda, LPAC Sign In Sheets, LPAC Parent Meeting Invitation** |
| **Tutorials will be available for all identified special program students before, during, or after school** | **Teachers, Principals** | **Title I Funds, Local Funds** | **Each Six Weeks** | **Core Team Minutes, 6 Weeks Grades, Benchmark data, Assessment data** |
| **Enrichment Lab will provide assistance and support for ELL students/teachers daily.** | **High School Principal, Fluent Spanish speaking pare-professional** | **Local Funds** | **Daily** | **Core Team Minutes, 6 Weeks Grades, Benchmark data, Assessment data; Enrichment Lab Sign in sheets** |
| **Dyslexic students will be served after being identified following district procedures** | **Dyslexia Specialist, Principals, Asst. Supt. Of Curr/Sp. Prog.** | **Title I Funds, Local Funds** | **Each Six Weeks** | **Core Team Meeting Minutes, Dyslexia Specialist Class Roster, Dyslexia Assessment Records** |
| **Core Team will be utilized to screen students prior to referral/assessment** | **Teachers, Principals, Campus Core Team Members** | **Title I Funds, Local Funds** | **Each Six Weeks/As Needed** | **Core Team Meeting Minutes, 6 Weeks Grades, Benchmark data, Assessment data** |
| **CTE Teachers will work in collaboration with regular education teachers to maximize student academic success** | **CTE Teachers, Regular Education Teachers, Principals** | **Local Funds, Carl Perkins Funds** | **Each Six Weeks** | **Student Schedules, Campus Team Meeting Agendas/Sign In Sheets** |

**Shepherd High School Improvement Plan**

**2012-2013**

**Goal 1: IMPROVE STUDENT ACHIEVEMENT**

**NCLB Goal: 1,2**

**Objective 1.3: Administration will take an active role in daily classroom interaction**

**Summative Evaluation: STAAR, TAKS, AEIS, AYP, TELPAS,**

**Committee Members: Sharon Dietz, Mike Wilson, Vicki Anderson, Kari Rhodes, Cindy Dillon**

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| **Strategy** | **Person Responsible** | **Resources** | **Timeline** | **Formative Evaluation** |
| **Administrators will conduct classroom walkthroughs using data forms.** | **Central Office/Campus Administration** | **Local Funds, Title VI Funds** | **Twice monthly in each classroom** | **Walkthrough Data Forms** |
| **CSCOPE Reports will be generated and evaluated regularly** | **Central Office/Campus Administration** | **Local Funds** | **Each Six Weeks** | **CSCOPE Reports, Teacher Lesson Plans** |
| **Evaluate effective utilization of curriculum by observing alignment between lesson plans, grades, and assessments** | **Central Office/Campus Administration** | **Local Funds, Title VI Funds** | **Each Six Weeks** | **CSCOPE Reports, Teacher Lesson Plans, eSembler Reports, Assessments** |
| **Generate DMAC Reports to monitor student academic progress** | **Central Office/Campus Administration** | **Local Funds** | **Each Six Weeks** | **DMAC Reports** |

**Shepherd High School Improvement Plan**

**2012-2013**

**Goal 1: IMPROVE STUDENT ACHIEVEMENT**

**NCLB Goal: 5**

**Objective 1.4: All SISD students will graduate with cohorts/ Increase Recommended Diplomas/Reduce Dropouts**

**Summative Evaluation: Graduation Rates/ Percentage of Students attending Institutions of Higher Learning**

**Committee Members: Clodia Jett, Robert Peden, India Peden, Adella Havard, Peter Gallmeier, Anne Gallmeier, Lauren McGinnis,**

**Susan Schlagel**

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| **Strategy** | **Person Responsible** | **Resources** | **Timeline** | **Formative Evaluation** |
| **SISD will expand AP/Dual Credit options offered at the High School level. (Angelina, online, distance learning)** | **High School Counselors, High School Principals, High School Teachers, Asst. Supt. Of Curr/Sp. Prog.** | **Local Funds** | **Each Six Weeks** | **High School Course Catalog, Partnership Agreement with Angelina Community College, Student Schedules/Transcripts** |
| **SHS will offer Credit Recovery classes at the High School campus (e2020 Technology) during school day and after hours at school and at home(if technology is available)** | **High School Counselors, High Principals, High School Teachers, Asst. Supt. Of Curr/Sp. Prog.** | **Local Funds, SCE Funds** | **Each Six Weeks** | **High School Course Catalog, e2020 Technology Reports, Student Schedules/Transcripts** |
| **SHS will offer tutorials to all students before, during, or after school** | **Teachers, Principals** | **Local Funds, Title I Funds** | **Each Six Weeks** | **Core Team Minutes, 6 Weeks Grades, Benchmark data, Assessment data** |
| **SHS will offer credit by exam at no cost for students needing to recover/accelerate credit through e2020 technology** | **Teachers, High School Counselors, Principals** | **Local Funds, SCE Funds** | **3 times per year**  **August/January/May** | **Total number of credits received on student transcripts.** |

**Shepherd High School Improvement Plan**

**2012-2013**

**Goal 1 . IMPROVE STUDENT ACHIEVEMENT**

**NCLB Goal: 5**

**Objective 1.5: SHS will increase the number of students enrolling in institutions of higher learning.**

**Summative Evaluation: Graduation Rates/ Percentage of Students attending Institutions of Higher Learning**

**Committee Members: Clodia Jett, Robert Peden, India Peden, Adella Havard, Peter Gallmeier, Anne Gallmeier, Lauren McGinnis,**

**Susan Schlagel**

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| **Strategy** | | **Person Responsible** | | **Resources** | | **Timeline** | | **Evaluation** | |
| **College and Trade School Fair** | **High School Counselors. Principals** | | **Local Funds** | | **October each year** | | **Sign-in sheets of colleges;**  **Students college planning worksheet** | |
| **ASVAB Testing** | **High School Counselors. Principals** | | **Local Recruiters** | | **November each year** | | **List of students who took ASFAB; Reports to students** | |
| **PSAT Testing** | **High School Counselors. Principals** | | **Local Funds, Students Pay for Test** | | **October each year** | | **Students who signed up to take test; Reports to students** | |
| **Visits to surrounding college campuses or virtual tours online.** | **High School Counselors. Principals** | | **Local Funds** | | **4 times per year** | | **List of students who visited campuses; Student reflections after visit.** | |

**Shepherd High School Improvement Plan**

**2012-2013**

**Goal 1 . IMPROVE STUDENT ACHIEVEMENT**

**NCLB Goal: 1,2,5**

**Objective 1.6: All campuses will meet or exceed AYP standards**

**Summative Evaluation: AYP, STAAR, TAKS, PBMAS reports**

**Committee Members: Sharon Dietz, Mike Wilson, Vicki Anderson, Kari Rhodes, Cindy Dillon**

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| **Strategy** | **Person Responsible** | **Resources** | **Timeline** | **Evaluation** |
| **Identification of critical areas in AYP report that are deficits – ELA/Math passing rates for SHS students.** | **Special Education Director, Teachers, Principals** | **Special Education Funds** | **Each Six Weeks** | **Certificate of Completion, Sign In Sheets** |
| **Targeted interventions for low performing students and benchmark testing each six week period to document improvement.** | **Special Education Teachers, Special Education Director, Campus Administrators** | **Special Education Funds** | **Each Six Weeks** | **DMAC Reports on student performance.** |
| **Core Academic Teachers will visit ISS/DAEP settings** | **Special Education Director, Teachers, Principals** | **Special Education Funds** | **Each Six Weeks** | **Sign In Sheets of dates visited** |
| **Core Academic Teachers will identify academic vocabulary that will be shared with all CTE & Fine Arts teachers** | **Special Education Teachers, Special Education Director, Campus Administrators** | **Special Education Funds** | **Second Semester** | **Vocabulary Lists from all academic areas** |

**Shepherd High School Improvement Plan**

**2012-2013**

**Goal 1 . IMPROVE STUDENT ACHIEVEMENT**

**NCLB Goal: 6**

**Objective 1.7: All classroom teachers will integrate technology to enhance instruction**

**Summative Evaluation: All Teachers will complete 12 hour Technology Competency Test**

**Committee Members: Sharon Dietz, Mike Wilson, Vicki Anderson, Kari Rhodes, Cindy Dillon**

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| **Strategy** | **Person Responsible** | **Resources** | **Timeline** | **Evaluation** |
| **All teachers will submit a technology goals sheet to campus administrator, technology coordinator in 1st six week period./Re-evaluate in May, 2011** | **Campus Administrator, Technology Coordinator** | **Local Funds** | **November, 2012-**  **July, 2013** | **Individual teacher reports with all required training completed.** |
| **Monthly training sessions offered for more teacher training with technology** | **Technology Coordinator** | **Local Funds** | **Monthly publicized technology training sessions** | **Sign-in sheets and list of all trainings offered and attended** |

**Shepherd High School Improvement Plan**

**2012-2013**

**Goal 1 . IMPROVE STUDENT ACHIEVEMENT**

**NCLB Goal: 5**

**Objective 1.8: SHS will increase student attendance, motivation to complete school and increase student involvement**

**Summative Evaluation: Attendance Report – End of Year/ Failure Rates – Six Week Periods/ Numbers of students participating in clubs,**

**organizations.**

**Committee Members: Sammie Enloe, Melanie Basham, Cedric White, Karen Lantron, Judy Tatom, Jana Smith**

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| **Strategy** | **Person Responsible** | **Resources** | **Timeline** | **Evaluation** |
| **Recognize students for perfect attendance and good grades** | **High School Attendance Committee** | **Local Funds** | **Each six weeks** | **Improved attendance records; Decrease in failure rate each six weeks** |
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**Shepherd High School Improvement Plan**

**2012-2013**

**Goal 2: NURTURE AND DEVELOP TEACHERS AND OTHER EMPLOYEES**

**NCLB Goal: 3**

**Objective 2.1: Teachers and paraprofessionals will be highly qualified.**

**Summative Evaluation: Highly Qualified Report, Personnel Folders**

**Committee Members: Judy Davis, Mike Holt, Patrick Durochez, Mariah Embry, Charles Lewis,**

**Shana Lewis, Linda Banks, Gary Turner, Kevin Anderson, LuAnna Price**

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| **Strategy** | **Person Responsible** | **Resources** | **Timeline** | **Formative Evaluation** |
| **SHS will conduct high quality professional development specific to content areas** | **Personnel Director** | **Title II, Part A Funds** | **Fall and Spring** | **Sign In Sheets, Teacher Certifications** |
| **Beginning teachers will be assigned a highly qualified teacher mentor** | **Personnel Director, Campus Principals** | **Title II, Part A Funds, Local Funds** | **Each Six Weeks** | **Mentor Meeting Minutes, Teacher Certifications** |
| **Beginning teachers and mentors will attend monthly meeting with principals to assist in challenges and to give needed assistance.** | **Campus Principals** | **Title II, Part A Funds, Local Funds** | **Monthly** | **Mentor Meeting Minutes, Sign-in Sheets with agenda** |

**Shepherd High School Improvement Plan**

**2012-2013**

**Goal 2: NURTURE AND DEVELOP TEACHERS AND OTHER EMPLOYEES**

**NCLB Goal: 3**

**Objective 2.2: All teachers and staff will attend professional development to help increase student achievement**

**Committee Members: Judy Davis, Mike Holt, Patrick Durochez, Mariah Embry, Charles Lewis,**

**Shana Lewis, Linda Banks, Gary Turner, Kevin Anderson, LuAnna Price**

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| **Strategy** | **Person Responsible** | **Resources** | **Timeline** | **Evaluation** |
| **CSCOPE Trainings provided** | **Teachers, Principals, Asst. Supt. Of Curr/Sp. Prog. , Special Education Director** | **Title I ARRA Funds, Title I Funds** | **Each Six Weeks** | **Certificate of Completion, Sign In Sheets, Personnel Folders, College Credit** |
| **DMAC Training provided by Region VI** | **Teachers, Principals, Asst. Supt. Of Curr/Sp. Prog., Special Education Director** | **Title I ARRA Funds, Title I Funds** | **Each Six Weeks** | **Certificate of Completion, Sign In Sheets, Personnel Folders, College Credit** |
| **Provide training for Teachers and Principals on Inclusion Instructional Model at all levels** | **Special Education Director, Teachers, Principals** | **Special Education Funds** | **Each Six Weeks** | **Certificate of Completion, Sign In Sheets** |
| **Complete technology training modules to demonstrate technology competencies;** | **District Administrative Team, District Technology Specialist, Teachers** | **Title I ARRA Funds, Title IV Funds** | **Each Six Weeks**  **2 Wednesday morning trainings during the first 3 Weeks of School** | **Certificates of Completion, Atomic Learning Utilization Records**  **Sign-in Sheets** |
| **Region VI Revised ELA/Science TEKS Training provided** | **ELA/Science Teachers, Principals, Asst. Supt. of Curr/Sp. Prog.** | **Title I ARRA Funds, Title I Funds** | **Fall Semester/Spring Semester** | **Certificate of Completion, Sign In Sheets, Personnel Folders** |
| **Provide training on Revised CTE TEKS through Region VI** | **CTE Teachers, Asst. Supt. Of Curr/Sp. Prog.** | **Carl Perkins Funds, Local Funds** | **Spring Semester** | **Certificate of Completion, Sign In Sheets, Personnel Folders** |
| **Teachers will obtain the required Gifted and Talented initial/update training** | **Asst. Supt. Of Curr./Sp. Prog., Principals, Teachers, ESC VI Staff** | **Local Funds** | **Summer** | **Certificate of Completion, Sign In Sheets, Personnel Folders** |

**Shepherd High School Improvement Plan**

**2012-2013**

**Goal 2: NURTURE AND DEVELOP TEACHERS AND OTHER EMPLOYEES**

**NCLB Goal: 3**

**Objective 2.3 SISD will retain 90% highly qualified personnel.**

**Summative Evaluation: Percent of Highly Qualified Teachers Retained**

**Committee Members: Judy Davis, Mike Holt, Patrick Durochez, Mariah Embry, Charles Lewis,**

**Shana Lewis, Linda Banks, Gary Turner, Kevin Anderson, LuAnna Price**

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| **Strategy** | **Person Responsible** | **Resources** | **Timeline** | **Formative Evaluation** |
| **Hold End of Year Awards Celebration** | **District Administrative Team, Principals, Teachers, Paraprofessionals** | **Local Funds, Title II-Part A Funds** | **June 2013** | **Sign In Sheets** |
| **Pay above state average pay grade step** | **Superintendent, School Board** | **Local Funds, Title I Funds, Title II-Part A Funds, SCE/SFSF Funds** | **Yearly** | **District Pay Scale** |
| **Utilize Website for Job Postings/Recruitment** | **District Technology Specialist, Personnel Director** | **Local Funds** | **Each Six Weeks** | **Website (www. Shepherdisd.net)** |
| **Attendance Initiatives given by campus**  **Gift Card Drawing/Recognition at Faculty Meeting** | **Principals** | **Local Funds** | **Each Six Weeks** | **Attendance Records** |

**Shepherd High School Improvement Plan**

**2012-2013**

**Goal 3: EARN AND MAINTAIN COMMUNITY TRUST AND SUPPORT**

**NCLB Goal: 3**

**Objective 3.1: SISD will increase parent and community involvement by 5% in academic and extracurricular activities**

**Summative Evaluation: Parent Surveys, Parent Involvement Activity Sign In Sheets**

**Committee Members: Cortney Clark, Cheryl Rudolph, Diana Busteed, Glen Wilkinson, Holly Harrison, Sandra Barrow, Lee Knight,**

**Gwen Patterson, Michelle Faircloth**

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| **Strategy** | **Person Responsible** | **Resources** | **Timeline** | **Evaluation** |
|  |  |  |  | **Parent Sign In Sheets** |
| **Meet the Teacher Nights will be held on all campuses** | **Principals, Teachers, Paraprofessionals** | **Local Funds, Title I Funds** | **August-September 2012** | **Parent Sign In Sheets** |
| **Booster Club Meetings held** | **Booster Club Representatives, Teachers, Parents, Students** | **Booster Club Funds** | **Each Six Weeks** | **Parent Sign In Sheets** |
| **Parent Newsletters distributed in English and Spanish** | **Campus Principals, Teachers, Asst. Supt. Of Curr/Sp. Prog.** | **Title I Funds** | **Each Six Weeks** | **Copies of Parent Newsletters Distributed** |
| **Offering of Community Technology Classes** | **District Instructional Technology Specialist** | **Title I Funds, Title I ARRA Funds** | **Each Six Weeks** | **Parent Sign In Sheets, Newspaper Notices, Website Postings** |
| **Encourage parents/community to attend extra-curricular activities in the district** | **Campus Principals, Teachers, Paraprofessionals, Superintendent** | **Local Funds, Booster Club Funds** | **Each Six Weeks** | **Parent Sign In Sheets, Newspaper Notices, Website Postings** |
| **Utilize SHS Digital Marquee for information to Community** | **Principals, Technology Director** | **Local Funds/Contributions** | **Weekly Updated** | **Log of Postings** |
| **Utilize Global Connect Call Out Communication System** | **Superintendent, Asst. Supt. Of Curr./Sp. Prog., Tech. Coordinator, Principals** | **Title VI** | **Each Six Weeks** | **Recorded Messages on Global Connect Call Log** |

**Shepherd High School Improvement Plan**

**2012-2013**

**Goal 4: MAINTAIN A SAFE AND SECURE ENVIRONMENT CONDUCIVE TO STUDENT LEARNING**

**NCLB Goal: 4**

**Objective 4.1: District will have security devices and School Check-In within all facilities**

**Summative Evaluation: Security System Reports, School Check-In Reports**

**Committee Members: Samantha Keith, Mark Meng, Andy Brown, Ginger Batey,**

**Jeff Sparks, Donna Turner**

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| **Strategy** | **Person Responsible** | **Resources** | **Timeline** | **Evaluation** |
| **Utilization of Campus Security Cameras and Systems** | **Superintendent, District Technology Coordinator, Principals** | **Title IV Funds, Local Funds** | **Each Six Weeks** | **Security System Reports** |
| **Scanning of Driver’s License at each campus using School Check-In System** | **Campus Principals, Campus Office Staff** | **Title IV Funds, Local Funds** | **Daily** | **School Check-In Reports** |
| **Continue to utilize District Police Officer at all district activities and afterschool functions** | **District Officer** | **Local Funds** | **Daily** | **District Activity Calendars** |
| **Evaluate district campuses to ensure that sufficient outdoor lighting is placed on all campuses** | **Coordinator of Auxiliary Services, Superintendent** | **Local Funds** | **Fall/Spring Semester** | **Evaluation Records, Campus Building Plans** |
| **Staff will be required to wear district ID badges during the school day and/or school events** | **Superintendent, Asst. Supt. Of Curr/Sp.Prog, Principals, SISD Staff Students** | **Local Funds** | **Daily** | **ID Badges, Discipline Records, Safety Audit Records, Walkthrough Safety Walk Records** |

**Shepherd High School Improvement Plan**

**2012-2013**

**Goal 4: MAINTAIN A SAFE AND SECURE ENVIRONMENT CONDUCIVE TO STUDENT LEARNING**

**NCLB Goal: 4**

**Objective 4.2: Incidents involving drugs & weapons and accidents will decrease by 5%**

**Summative Evaluation: PEIMS 425 Report, Nurse’s Report**

**Committee Members: Samantha Keith, Mark Meng, Andy Brown, Ginger Batey,**

**Jeff Sparks, Donna Turner**

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| **Strategy** | **Person Responsible** | **Resources** | **Timeline** | **Evaluation** |
| **District/Campus Programs to Prevent Bullying** | **Campus Principals, Campus Counselors, Teachers** | **Title IV Funds, Local Funds** | **Each Six Weeks** | **School Check In System Reports, Campus Activity Calendars** |
| **District/Campus Anti-Violence Programs** | **Campus Principals, Campus Counselors, Teachers** | **Title IV Funds, Local Funds** | **Each Six Weeks** | **School Check In System Reports, Campus Activity Calendars** |
| **Each Campus will celebrate Red Ribbon Week to promote drug prevention** | **Campus Principals, Campus Counselors, Teachers** | **Title IV Funds, Local Funds** | **Each Six Weeks** | **School Check In System Reports, Campus Activity Calendars** |
| **District Safety Committee will meet 6 times per year/3 times per semester** | **Asst. Supt. Of Curr./Sp. Prog., District Safety Committee Members** | **Title IV Funds, Local Funds** | **6 times per year** | **Sign In Sheets, Meeting Agendas/Minutes** |

**Shepherd High School Improvement Plan**

**2012-2013**

**Goal 4: MAINTAIN A SAFE AND SECURE ENVIRONMENT CONDUCIVE TO STUDENT LEARNING**

**NCLB Goal: 4**

**Objective 4.3:                District will adopt all policies/goals/objectives mandated by law for health and wellness of students**

**Summative Evaluation: School District Local Policy**

**Committee Members: Samantha Keith, Mark Meng, Andy Brown, Ginger Batey,**

**Jeff Sparks, Donna Turner**

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| **Strategy** | **Person Responsible** | **Resources** | **Timeline** | **Evaluation** |
| **Sexual Abuse Policy will be developed.** | District Administrative Team | Title IV Funds, Local Funds | Beginning of School Year | Shepherd ISD Local Policy |
| **Implementation  and Required Meetings of SHAC Committee**  **(Shepherd Health Advisory Council)** | School Nurse, Director of Personnel, Campus Principals | Title IV Funds, Local Funds | 4 Times per Year | Agenda, Sign In Sheets, Meeting Minutes |
| **Fitness Gram will be administered to all PK-12 students** | Physical Education Teachers, Campus Principals, Asst. Superintendent of Curriculum/Sp. Programs | Title IV Funds, Local Funds | Fall Semester | Campus Fitness Gram Report |

**Shepherd High School Improvement Plan**

**2012-2013**

**Goal 5: MAINTAIN AND IMPROVE DISTRICT FACILITIES**

**NCLB Goal: 4**

**Objective 5.1: Planned facility updates will be monitored and completed**

**Summative Evaluation: List of completed projects and upgraded facilities.**

**Committee Members: Jimmy Meekins, Pat Murphy, Chuck Banks, Renee Chreene, Kathy Story, Sue Nell Loggins, Cindy Dillon, Chip Keel**

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| **Strategy** | **Person Responsible** | **Resources** | **Timeline** | **Evaluation** |
| **Complete the last phase of the construction projects on high school campus (band hall, flooring, other improvements)** | **District Construction Manager, Superintendent,**  **High School Principal** | **Local Designated Funds** | **August, 2011 – July, 2012** | **Documentation of completed punch lists** |
| **Improvements and upgrades will be completed** | **District Construction Manager, Superintendent,**  **High School Principal** | **Local Designated Funds** | **August, 2012** | **Work Orders, Plans for Improvements** |
| **Custodians and Maintenance staff will work together to maintain all improvements to the campus.** | **District Construction Manager, Superintendent,**  **High School Principal** | **Local Designated Funds** | **August, 2012-June, 2013** | **Work Orders,**  **Cleaning Schedules** |