

**Birdville Independent School District**  
**Bob E. Griggs High School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

*In a caring, safe, and respectful environment, we at Griggs High School empower students through innovative instruction, support, and leadership, to achieve real world success.*

## Core Beliefs



- **Action step:** Promote a growth mindset to cultivate grit, perseverance, personal accountability, and consistency.
- **Action step:** Teach and model for students how to set goals and manage their time effectively.
- **Action step:** We will praise effort and growth, not just results.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Please see the Multiple Measures of Data section

# Demographics

## Demographics Summary

Bob E Griggs (formally Shannon) High School is the Alternative Education Campus for Birdville ISD, serving our community's most at-risk population, 100%. Bob E Griggs has a mobility rate of 98%. The attendance rate is 79%.

School Population (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)	Count	Percent
<b>Student Total</b>	<b>132</b>	<b>100%</b>
9th Grade	21	15.91%
10th Grade	40	30.30%
11th Grade	22	16.67%
12th Grade	49	37.12%

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)	Count	Percent
<b>Gender</b>		
Female	66	50.00%
Male	66	50.00%
<b>Ethnicity</b>		
Hispanic-Latino	76	57.58%
<b>Race</b>		
American Indian - Alaskan Native	0	0.00%
Asian	0	0.00%
Black - African American	7	5.30%
Native Hawaiian - Pacific Islander	0	0.00%
White	49	37.12%
Two-or-More	0	0.00%

Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 1/19/2023)	Count	Percent
Dyslexia	<u>20</u>	15.15%
Gifted and Talented	<u>1</u>	0.76%

Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 1/19/2023)	Count	Percent
Regional Day School Program for the Deaf	0	0.00%
Section 504	<a href="#">38</a>	28.79%
Special Education (SPED)	<a href="#">14</a>	10.61%
Bilingual/ESL		
Emergent Bilingual (EB)	<a href="#">26</a>	19.70%
Bilingual	0	0.00%
English as a Second Language (ESL)	<a href="#">25</a>	18.94%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	<a href="#">3</a>	2.27%
Neglected	0	0.00%

Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 1/19/2023)	Count	Percent
At-Risk	<a href="#">132</a>	100.00%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	0	0.00%
Intervention Indicator	<a href="#">45</a>	34.09%
Migrant	0	0.00%
Military Connected	<a href="#">1</a>	0.76%
Transfer In Students	0	0%
Unschoolered Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	<a href="#">100</a>	75.76%
Free Meals	<a href="#">95</a>	71.97%
Reduced-Price Meals	<a href="#">5</a>	3.79%

Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 1/19/2023)	Count	Percent
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	<u>5</u>	3.79%
Shelter	0	0.00%
Doubled Up	<u>5</u>	3.79%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	<u>2</u>	1.52%
Is Unaccompanied Youth	<u>3</u>	2.27%

Special Education Services (2022 - 2023 Preliminary Fall PEIMS file loaded 1/19/2023)	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	<u>1</u>	7.14%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	0	0.00%
Emotional disturbance	<u>6</u>	42.86%
Learning disability	<u>3</u>	21.43%
Speech impairment	0	0.00%
Autism	<u>4</u>	28.57%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	0	0.00%
Homebound	0	0.00%
Hospital Class	0	0.00%

Special Education Services (2022 - 2023 Preliminary Fall PEIMS file loaded 1/19/2023)	Count	Percent
Mainstream	<u>5</u>	35.71%
Resource Room	0	0.00%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	<u>9</u>	64.29%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Staff Information (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)	Count	Percent
Administrative Support	<u>21</u>	31.34%
Teacher	<u>37</u>	55.22%
Educational Aide	<u>9</u>	13.43%
Auxiliary	0	0.00%

## Demographics Strengths

### Demographics Strengths:

Although Bob E Griggs High School's mobility rate is 90% and well above the district and state mobility rate, the increase in attendance from 86.3% in 2018 to 88.4% in 2023 shows a statistically significant improvement. The students share a characteristic that indicates the need for a smaller, more supportive environment, especially post-Covid. Our diversity continues to add value to our campus climate. Our students support one another academically and emotionally.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 100% of our students are at-risk. **Root Cause:** Our students are facing the consequences of low performance over many years. This perpetual state of being behind their grade level peers led to a firmly entrenched state of hopelessness and apathy.



# Student Learning

## Student Learning Summary

Bob E Griggs High School met the Alternative Standard under the new A-F Accountability System. We received an overall score of an 84 in Domain 1 and were not scored in Domain 2. However, in Domain 3 (Closing the Gaps) the Federal Accountability standards require a higher threshold to meet minimum standards. This requirement to at least demonstrate "Meets" resulted in Bob E Griggs earning only 4 points out of 30. It is significant to note that we did receive all 4 possible points towards graduation.

## Student Learning Strengths

Bob E Griggs High School students performed very well in Domain 1 (Student Achievement). This domain is further broken down into three subheadings. They are:

1. STAAR Performance
2. College, Career, & Military Readiness, and
3. Graduation Rate

Out of the three components, Students Performance was a relative strength, in terms of solid growth, for Shannon students, scoring an 84 out of 100. Our graduation rate, as indicated in both Domain 3 demonstrated significant growth; so much so that we earned all 4 possible points for Graduation in Domain 3.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Our students continue to struggle with earning "Meets" **Root Cause:** Our students start with us at least two grade levels below their grade level standard in math and reading. We continuously learn that our students have taken their respective EOC exams multiple times without ever realizing success at even the "Approaches" level.

# School Processes & Programs

## School Processes & Programs Summary

Bob E Griggs High School operates a Flex Blended model of instruction. Data analysis drives every instructional decision in our classrooms. Our teachers create student-centered classrooms that give students voice and choice over how they demonstrate mastery of their learning. We provide a daily, 45 minute mentoring period to determine and ensure our students social and emotional needs are being addressed. Our faculty is committed to designing rigorous, relevant, and authentically engaging instruction to create an intrinsic level of motivation in our students. Our campus is blessed to have an incredibly gifted Dean of Instruction who works with our teachers daily, leading data analysis, collegial coaching, and collaborative conversations that challenge our teachers to operate at their highest instructional levels.

## School Processes & Programs Strengths

Bob E Griggs teachers understand and embrace the challenges faced by our at-risk population. The principal and Dean work hard to support the efforts our teachers so that they are empowered to create and deliver outstanding instruction and support to their students. Our small class size, an extended, 85-minute class period, and 4 quarter master schedule model provide our students with the tools and structure they need to realize academic success.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Students new to Bob E Griggs bring significant credit deficiencies with them. As such, the first challenge we face is to rebuild their self-confidence in believing that they can catch up and that they will graduate. **Root Cause:** Numerous factors present insurmountable challenges to our students long before they considered attending Bob E Griggs. These facts require that a great deal of social and emotional attention and intervention is provided, on a daily basis, to ensure our students are in the right place to achieve. This is achieved through our mentoring class and a full time Student Assistance/Crisis Counselor.

# Perceptions

## Perceptions Summary

Bob E Griggs High School is proud to graduate large number of students every year who, with our interventions and support, would likely have dropped out of school. The culture we have established is one that encourages, affirms, and celebrates every success our students experience. We are a campus of family members who give all we have to demonstrate an authentic and sincere care for our students' success. We support one another, fight for one another, and refuse to give up on one another. We believe that our students have the potential to be successful if we provide the unyielding commitment to doing whatever it takes to challenge and support our students resulting in not only earning their diploma, but providing them with real-world skills to ensure they are not only college, career, and/or work-place ready, but future ready.

## Perceptions Strengths

Our students are given endless opportunities to realize success and graduate. 100% of our instructional and support staff are dedicated to ensuring that our environment is ripe with multiple opportunities for students to flourish. Our students demonstrate a willingness to take risks due to the safe environment we create in our classrooms. Bob E Griggs High School is highly attentive, not only to academics, but to the social and emotional needs of our students.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Our students exhibit significant apathy, resulting in a lack of motivation and engagement in their learning. **Root Cause:** A long history of academic failure at their traditional campuses, feelings of neglect regarding their social and emotional needs, and having little to no support away from school, has led to them being disengaged at school.

# Priority Problem Statements

**Problem Statement 1:** 100% of our students are at-risk.

**Root Cause 1:** Our students are facing the consequences of low performance over many years. This perpetual state of being behind their grade level peers led to a firmly entrenched state of hopelessness and apathy.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Our students continue to struggle with earning "Meets"

**Root Cause 2:** Our students start with us at least two grade levels below their grade level standard in math and reading. We continuously learn that our students have taken their respective EOC exams multiple times without ever realizing success at even the "Approaches" level.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Students new to Bob E Griggs bring significant credit deficiencies with them. As such, the first challenge we face is to rebuild their self-confidence in believing that they can catch up and that they will graduate.

**Root Cause 3:** Numerous factors present insurmountable challenges to our students long before they considered attending Bob E Griggs. These facts require that a great deal of social and emotional attention and intervention is provided, on a daily basis, to ensure our students are in the right place to achieve. This is achieved through our mentoring class and a full time Student Assistance/Crisis Counselor.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Our students exhibit significant apathy, resulting in a lack of motivation and engagement in their learning.

**Root Cause 4:** A long history of academic failure at their traditional campuses, feelings of neglect regarding their social and emotional needs, and having little to no support away from school, has led to them being disengaged at school.

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## **Student Data: Assessments**

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

## **Student Data: Student Groups**

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data

## **Student Data: Behavior and Other Indicators**

- Annual dropout rate data
- Attendance data

## **Employee Data**

- Teacher/Student Ratio

# Goals

Revised/Approved: June 3, 2024



**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.





**Performance Objective 1:** Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments. The target goal for Math is 32% and for Reading the target goal is 21%







## High Priority

**Evaluation Data Sources:** Teachers' reading/writing rubrics, District ELAR strategy utilized in each classroom, WICOR strategies training/use in classrooms

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1: 1.1.1</b> Facilitate instructional processes that customize a literacy plan in a personalized setting for Griggs students <b>Actions:</b> a) Focused, data-driven intervention class  b) Teachers implement reading, writing, thinking and discussion strategies in all content areas c) Implement the district literacy plan <b>Staff Responsible for Monitoring:</b> Principal, Dean  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 1 <b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE - \$166,796	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 40%		

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The reading interventionist supports the English teachers in order to improve English I and English II EOCs. <b>Actions:</b> Reviews Lexia and Power Up tests <b>Staff Responsible for Monitoring:</b> Reading interventionist  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All campus teachers will utilize WICOR strategies in their classrooms to support student learning and growth in reading and writing <b>Actions:</b> District staff will train teachers on WICOR strategies in August 2024. Teachers will have additional training in PLCs based on their content area. Administration will consistently monitor teacher growth and use of strategies in the classroom. <b>Staff Responsible for Monitoring:</b> Principal, Dean, ELAR and AVID district staff.  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> All retesting Algebra I students will work on personalized learning plans based on Aware generated assessments and student-created goals as evidenced by 5% growth on the December EOC. From August to December we will use the Aware assessment 3 times: beginning, middle and end of the semester. By December students who tested with GHS in the spring of 2024 will earn 10% growth on the Algebra I EOC test. <b>Actions:</b> Students assess in Aware, create goals and track their progress in their individual data folder. Teachers will help students in her Algebra I classes understand the importance of each operation and how it applies to their overall understanding of Algebra I needs. <b>Staff Responsible for Monitoring:</b> Math teachers, academic Dean, Principal  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

#### Performance Objective 1 Problem Statements:







Demographics
<b>Problem Statement 1:</b> 100% of our students are at-risk. <b>Root Cause:</b> Our students are facing the consequences of low performance over many years. This perpetual state of being behind their grade level peers led to a firmly entrenched state of hopelessness and apathy.
Student Learning
<b>Problem Statement 1:</b> Our students continue to struggle with earning "Meets" <b>Root Cause:</b> Our students start with us at least two grade levels below their grade level standard in math and reading. We continuously learn that our students have taken their respective EOC exams multiple times without ever realizing success at even the "Approaches" level.



**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 2:** Minimize achievement gaps that exist for all under-performing groups by 3%in all EOC testing areas as measured by STAAR/EOC and TEA Interim assessments.

- Evaluation Data Sources:** STAAR EOC scores, TEA Interim scores
- Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 1.2.1 Implement a collaborative process that requires the monitoring of student progress on a regular and consistent basis <b>Actions:</b> a) PLCs conduct data digs on multiple data sets b) Teachers use data to design instructional pathways c) Progress monitor frequently and provide feedback to students d) Students will have conversations about their data by creating digital or hard copy data folders <b>Staff Responsible for Monitoring:</b> Principal, Dean, Academic Counselor, Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> 100% of our students are at-risk. <b>Root Cause:</b> Our students are facing the consequences of low performance over many years. This perpetual state of being behind their grade level peers led to a firmly entrenched state of hopelessness and apathy.
Student Learning
<b>Problem Statement 1:</b> Our students continue to struggle with earning "Meets" <b>Root Cause:</b> Our students start with us at least two grade levels below their grade level standard in math and reading. We continuously learn that our students have taken their respective EOC exams multiple times without ever realizing success at even the "Approaches" level.

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 3:** Students will score 10% higher on the SE development questions with at least an "agree" rating on the EOY student climate survey as compared to the BOY data.

- High Priority**
- Evaluation Data Sources:** Campus student survey BOY - EOY.
- Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 1.3.1 Identify and deploy a district-approved program that teaches social-emotional skills <b>Actions:</b> a) Teachers received training regarding a new curriculum for social-emotional b) Teachers will implement the new Character Strong SEL lessons during the designated mentoring period c) Implement strategies from Trauma-Informed Classroom training d) Teachers and Opportunity Now presenters will provide SEL lessons during mentoring <b>Staff Responsible for Monitoring:</b> Principal, Dean, SAC, Mentor Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1 <b>Funding Sources:</b> Student Assistance Counselor - 199 - General Funds: SCE - \$90,000, Crisis Intervention Counselor - 199 - General Funds: SCE		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Students new to Bob E Griggs bring significant credit deficiencies with them. As such, the first challenge we face is to rebuild their self-confidence in believing that they can catch up and that they will graduate. <b>Root Cause:</b> Numerous factors present insurmountable challenges to our students long before they considered attending Bob E Griggs. These facts require that a great deal of social and emotional attention and intervention is provided, on a daily basis, to ensure our students are in the right place to achieve. This is achieved through our mentoring class and a full time Student Assistance/Crisis Counselor.

## Perceptions









**Problem Statement 1:** Our students exhibit significant apathy, resulting in a lack of motivation and engagement in their learning. **Root Cause:** A long history of academic failure at their traditional campuses, feelings of neglect regarding their social and emotional needs, and having little to no support away from school, has led to them being disengaged at school.

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 4:** Assess the effectiveness of the use of the behavior RtI interventions by reducing by 3% the number of students assigned to tier 2 and 3.

**Evaluation Data Sources:** Focus Discipline Reports, MTSS data in Focus

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1: 1.4.1</b> Implement the district's Behavioral RtI/MTSS plan with fidelity <b>Actions:</b> a) Implement the strategies, specific to the program b) Conduct quarterly evaluations of each program's implementation c) Invite the district coordinator to collaboration meetings <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Analyze the data from each survey <b>Actions:</b> Students/staff will collaborate during their mentoring period/PLC time, discussing the overall climate in the building. Students and staff will offer suggestions as to what SHS might do differently, to decrease the number of Tier 2 & 3 behaviors in our building. <b>Staff Responsible for Monitoring:</b> Principal, Faculty & Staff, students  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

## Performance Objective 4 Problem Statements:

School Processes & Programs
<b>Problem Statement 1:</b> Students new to Bob E Griggs bring significant credit deficiencies with them. As such, the first challenge we face is to rebuild their self-confidence in believing that they can catch up and that they will graduate. <b>Root Cause:</b> Numerous factors present insurmountable challenges to our students long before they considered attending Bob E Griggs. These facts require that a great deal of social and emotional attention and intervention is provided, on a daily basis, to ensure our students are in the right place to achieve. This is achieved through our mentoring class and a full time Student Assistance/Crisis Counselor.
Perceptions
<b>Problem Statement 1:</b> Our students exhibit significant apathy, resulting in a lack of motivation and engagement in their learning. <b>Root Cause:</b> A long history of academic failure at their traditional campuses, feelings of neglect regarding their social and emotional needs, and having little to no support away from school, has led to them being disengaged at school.

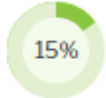





**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 5:** To address the special learning needs of our Hispanic, White, and Economically Disadvantaged student populations, as indicated in our Closing the Gaps from Domain 3; teachers will create data-driven and targeted instruction as indicated on the PLC Continuum Rubric with 100% of the PLCs and teachers scoring as proficient by the end of the year on their PLC Continuum rubric.

**High Priority**

**Evaluation Data Sources:** STAAR/EOC performance, classroom formative and summative data, PLC Continuum BOY/EOY surveys

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Teachers will disaggregate data to design personalized instruction. This disaggregation of data will occur during PLC time, and monitored weekly by our Dean of Instruction.</p> <p><b>Actions:</b> Identify specific TEKs deficiencies and learning gaps necessary to design instruction. (Lowest SE's)</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Dean, Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p> <p><b>Funding Sources:</b> Campus Personnel - 199 - General Funds: SCE - \$303,317</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 5 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Students new to Bob E Griggs bring significant credit deficiencies with them. As such, the first challenge we face is to rebuild their self-confidence in believing that they can catch up and that they will graduate. <b>Root Cause:</b> Numerous factors present insurmountable challenges to our students long before they considered attending Bob E Griggs. These facts require that a great deal of social and emotional attention and intervention is provided, on a daily basis, to ensure our students are in the right place to achieve. This is achieved through our mentoring class and a full time Student Assistance/Crisis Counselor.</p>

## Perceptions

**Problem Statement 1:** Our students exhibit significant apathy, resulting in a lack of motivation and engagement in their learning. **Root Cause:** A long history of academic failure at their traditional campuses, feelings of neglect regarding their social and emotional needs, and having little to no support away from school, has led to them being disengaged at school.

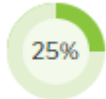





**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 6:** At the conclusion of the school year, identified students will receive 30 hours of targeted tutorial support to address learning gaps as required in HB1416

**High Priority**

**Evaluation Data Sources:** AI tutorials through EOC prep classes, before and after school tutorials, and Saturday School tutorials.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Shannon teachers will serve as HB 1416 tutors for all AI students. <b>Actions:</b> Teachers will analyze prior performance data to create personalized lessons that address learning gaps. Identified students are provided with AI tutoring through our locally-developed EOC Prep classes. <b>Staff Responsible for Monitoring:</b> HB 1416 tutors (SHS core teachers), Dean of Instruction, Principal  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1 <b>Funding Sources:</b> Dean - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 6 Problem Statements:**







Student Learning
<b>Problem Statement 1:</b> Our students continue to struggle with earning "Meets" <b>Root Cause:</b> Our students start with us at least two grade levels below their grade level standard in math and reading. We continuously learn that our students have taken their respective EOC exams multiple times without ever realizing success at even the "Approaches" level.
School Processes & Programs
<b>Problem Statement 1:</b> Students new to Bob E Griggs bring significant credit deficiencies with them. As such, the first challenge we face is to rebuild their self-confidence in believing that they can catch up and that they will graduate. <b>Root Cause:</b> Numerous factors present insurmountable challenges to our students long before they considered attending Bob E Griggs. These facts require that a great deal of social and emotional attention and intervention is provided, on a daily basis, to ensure our students are in the right place to achieve. This is achieved through our mentoring class and a full time Student Assistance/Crisis Counselor.



**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 7:** By the conclusion of the school year, Shannon High School will meet or exceed the English Language Proficiency Status target measure set by the state for the TELPAS progress rate of 38% through the use of SIOP strategies in all core content classes.

- Evaluation Data Sources:** TELPAS data, classroom walks
- Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will continue to use SIOP and other Best Practice, research-based strategies to improve student performance for Emergent Bilinguals/English Learners <b>Actions:</b> Teachers will use listening, speaking, reading, writing, and thinking strategies, through our campus-wide Zero Excuses Literacy program across all content areas. Teachers will use SIOP strategies to help make content comprehensible. <b>Staff Responsible for Monitoring:</b> Teachers, Dean of Instruction, Principal  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 7 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> 100% of our students are at-risk. <b>Root Cause:</b> Our students are facing the consequences of low performance over many years. This perpetual state of being behind their grade level peers led to a firmly entrenched state of hopelessness and apathy.
Student Learning
<b>Problem Statement 1:</b> Our students continue to struggle with earning "Meets" <b>Root Cause:</b> Our students start with us at least two grade levels below their grade level standard in math and reading. We continuously learn that our students have taken their respective EOC exams multiple times without ever realizing success at even the "Approaches" level.







**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) by 3% as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

**High Priority**

**Evaluation Data Sources:** Daily attendance and graduation rate

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1: 2.1.1</b> Develop and implement a district-wide program that incentivizes student and staff attendance. <b>Actions:</b> a) Communicate requirements for developing campus plans to incentivize improved student and staff attendance b) Collect and review campus plans against district-designed criteria c) Develop and implement a system to track student attendance and review progress with principals on a nine-weeks basis d) Reward students with perfect attendance e) Review attendance and communicate with the graduation coach and counselor for a plan to keep students focused on graduation <b>Staff Responsible for Monitoring:</b> Principal  <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1 <b>Funding Sources:</b> Attendance Officer - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Students new to Bob E Griggs bring significant credit deficiencies with them. As such, the first challenge we face is to rebuild their self-confidence in believing that they can catch up and that they will graduate. <b>Root Cause:</b> Numerous factors present insurmountable challenges to our students long before they considered attending Bob E Griggs. These facts require that a great deal of social and emotional attention and intervention is provided, on a daily basis, to ensure our students are in the right place to achieve. This is achieved through our mentoring class and a full time Student Assistance/Crisis Counselor.

## Perceptions





**Problem Statement 1:** Our students exhibit significant apathy, resulting in a lack of motivation and engagement in their learning. **Root Cause:** A long history of academic failure at their traditional campuses, feelings of neglect regarding their social and emotional needs, and having little to no support away from school, has led to them being disengaged at school.

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** Through the staff survey administered each quarter, 90% of the teachers will rate questions tied to improving the operations of the campus at a 4 or higher on the EOY as compared to the BOY.

**Evaluation Data Sources:** Meeting minutes, session notes and feedback, Use formal and informal staff meetings, (ie., PLC, SLT, PBIS, etc.)

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1: 2.2.1</b> Develop and deploy continuous improvement processes <b>Actions:</b> a) Require every department to establish a SMART goal to improve efficiency and/or effectiveness of at least one department process b) Develop and deliver continuous improvement training for department leaders c) Daily PLC to review and ensure data-driven instruction and continuous improvement protocols are present in every lesson design <b>Staff Responsible for Monitoring:</b> Principal and Dean  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase the graduation rate for 4-year, 5-year, and 6-year students and properly calculate the graduation rate for each of the graduating cohorts. <b>Actions:</b> Ensure that Lever codes are properly identified and the graduation rate is accurately calculated and reported in PEIMS, Focus, and OnDataSuite software. <b>Staff Responsible for Monitoring:</b> Principal, Professional Counselor, PEIMS clerk, attendance clerk  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:****Demographics**

**Problem Statement 1:** 100% of our students are at-risk. **Root Cause:** Our students are facing the consequences of low performance over many years. This perpetual state of being behind their grade level peers led to a firmly entrenched state of hopelessness and apathy.

**Student Learning**

**Problem Statement 1:** Our students continue to struggle with earning "Meets" **Root Cause:** Our students start with us at least two grade levels below their grade level standard in math and reading. We continuously learn that our students have taken their respective EOC exams multiple times without ever realizing success at even the "Approaches" level.

**School Processes & Programs**

**Problem Statement 1:** Students new to Bob E Griggs bring significant credit deficiencies with them. As such, the first challenge we face is to rebuild their self-confidence in believing that they can catch up and that they will graduate. **Root Cause:** Numerous factors present insurmountable challenges to our students long before they considered attending Bob E Griggs. These facts require that a great deal of social and emotional attention and intervention is provided, on a daily basis, to ensure our students are in the right place to achieve. This is achieved through our mentoring class and a full time Student Assistance/Crisis Counselor.






**Perceptions**

**Problem Statement 1:** Our students exhibit significant apathy, resulting in a lack of motivation and engagement in their learning. **Root Cause:** A long history of academic failure at their traditional campuses, feelings of neglect regarding their social and emotional needs, and having little to no support away from school, has led to them being disengaged at school.

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** On the quarterly staff and student campus-developed survey, a plan will be developed to address concerns if 100% do not report feeling safe at school.

**Evaluation Data Sources:** District Survey, staff: Campus survey (Campus Climate Survey)  
**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 3.1.1A Review perception data from students, staff and parents to identify strategies to improve campus safety. <b>Actions:</b> a) Increase the visibility of school counselors, SRO, and administrators b) Conduct monthly principal's advisory council meetings c) Addition of a new school security officer <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> 100% of our students are at-risk. <b>Root Cause:</b> Our students are facing the consequences of low performance over many years. This perpetual state of being behind their grade level peers led to a firmly entrenched state of hopelessness and apathy.
Student Learning
<b>Problem Statement 1:</b> Our students continue to struggle with earning "Meets" <b>Root Cause:</b> Our students start with us at least two grade levels below their grade level standard in math and reading. We continuously learn that our students have taken their respective EOC exams multiple times without ever realizing success at even the "Approaches" level.

### School Processes & Programs

**Problem Statement 1:** Students new to Bob E Griggs bring significant credit deficiencies with them. As such, the first challenge we face is to rebuild their self-confidence in believing that they can catch up and that they will graduate. **Root Cause:** Numerous factors present insurmountable challenges to our students long before they considered attending Bob E Griggs. These facts require that a great deal of social and emotional attention and intervention is provided, on a daily basis, to ensure our students are in the right place to achieve. This is achieved through our mentoring class and a full time Student Assistance/Crisis Counselor.

### Perceptions

**Problem Statement 1:** Our students exhibit significant apathy, resulting in a lack of motivation and engagement in their learning. **Root Cause:** A long history of academic failure at their traditional campuses, feelings of neglect regarding their social and emotional needs, and having little to no support away from school, has led to them being disengaged at school.

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Staff use of Navigate 360 for emergency drills and the weekly door audit check will result in 100% proficiency for each drill and weekly audit.

- Evaluation Data Sources:** Navigate 360, door audit,
- Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Staff and students will wear ID's at all times when they are in the building. <b>Actions:</b> Exterior and classroom doors are closed and locked. Security officer is providing additional security for our building this year (2024-2025). <b>Staff Responsible for Monitoring:</b> Principal, staff, students  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	N/A	<div><div></div></div> 50%		
<div><div><div></div></div>0% No Progress</div> <div><div><div></div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> 100% of our students are at-risk. <b>Root Cause:</b> Our students are facing the consequences of low performance over many years. This perpetual state of being behind their grade level peers led to a firmly entrenched state of hopelessness and apathy.
School Processes & Programs
<b>Problem Statement 1:</b> Students new to Bob E Griggs bring significant credit deficiencies with them. As such, the first challenge we face is to rebuild their self-confidence in believing that they can catch up and that they will graduate. <b>Root Cause:</b> Numerous factors present insurmountable challenges to our students long before they considered attending Bob E Griggs. These facts require that a great deal of social and emotional attention and intervention is provided, on a daily basis, to ensure our students are in the right place to achieve. This is achieved through our mentoring class and a full time Student Assistance/Crisis Counselor.
Perceptions
<b>Problem Statement 1:</b> Our students exhibit significant apathy, resulting in a lack of motivation and engagement in their learning. <b>Root Cause:</b> A long history of academic failure at their traditional campuses, feelings of neglect regarding their social and emotional needs, and having little to no support away from school, has led to them being disengaged at school.



## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	All campus teachers will utilize WICOR strategies in their classrooms to support student learning and growth in reading and writing
1	1	4	All retesting Algebra I students will work on personalized learning plans based on Aware generated assessments and student-created goals as evidenced by 5% growth on the December EOC. From August to December we will use the Aware assessment 3 times: beginning, middle and end of the semester. By December students who tested with GHS in the spring of 2024 will earn 10% growth on the Algebra I EOC test.
1	3	1	1.3.1 Identify and deploy a district-approved program that teaches social-emotional skills
2	2	1	2.2.1 Develop and deploy continuous improvement processes
2	2	2	Increase the graduation rate for 4-year, 5-year, and 6-year students and properly calculate the graduation rate for each of the graduating cohorts.
3	1	1	3.1.1A Review perception data from students, staff and parents to identify strategies to improve campus safety.

# State Compensatory

## Budget for Bob E. Griggs High School

**Total SCE Funds:** \$166,796.00

**Total FTEs Funded by SCE:** 2

**Brief Description of SCE Services and/or Programs**

Funds are used to pay for additional personnel to serve students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment.

## Personnel for Bob E. Griggs High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Karen Lopez	Academic Dean (FLEX)	1
Melissa Orman	Student Assistance Counselor	1

# 2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Allyson Shamp	Teacher
Community Representative	Chris Bess	Branch Manager, ABC Roofing Supply
Classroom Teacher	Cliff Moran	Science Teacher
Student	Elexus Gonzalez	Student
District-level Professional	Elisha Vega	District English Coordinator
Classroom Teacher	John Shaddox	English Teacher
Admin	Karen Lopez	Academic Dean
Administrator	Liz Pena	Principal

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SCE Campus Personnel		\$166,796.00
1	1	2	SCE Campus Personnel		\$0.00
1	3	1	Crisis Intervention Counselor		\$0.00
1	3	1	Student Assistance Counselor		\$90,000.00
1	5	1	Campus Personnel		\$303,317.00
1	6	1	Dean		\$0.00
2	1	1	Attendance Officer		\$0.00
Sub-Total					\$560,113.00
Budgeted Fund Source Amount					\$166,796.00
+/- Difference					-\$393,317.00
Grand Total Budgeted					\$166,796.00
Grand Total Spent					\$560,113.00
+/- Difference					-\$393,317.00