

Birdville Independent School District

Shannon High School

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

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

Vision

Through meaningful work in an alternative setting we engage and encourage students to reach their full abilities academically, emotionally, socially, and physically.

Value Statement

We believe every student needs to feel safe and secure in the school environment.

We believe every student should be made to feel significant to self and others in the school environment.

We believe all students should be given every opportunity to build competency in their academic endeavors.

We believe all students should be encouraged to develop a sense of awareness about their present situation and possibilities for their future success.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Demographics	4
Student by Program	4
Other Student Information	5
Special Services	5
Staff Information	6
Student Achievement	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	11
Goal 1 : Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.	11
Goal 2 : The system will utilize efficient and effective operations to support and improve the learning organization.	14
Goal 3 : All students and staff will learn and work in a safe and responsive environment.	16
Addendums	18

Comprehensive Needs Assessment

Demographics

Demographics Summary

Shannon high school is BISD's alternative campus serving our community's most at-risk population, 74.38%. Shannon high school has a mobility rate of 66%. The attendance rate is 84%.

Student Demographics	Count	Percent
Gender		
Female	63	44.37%
Male	79	55.63%
Ethnicity		
Hispanic-Latino	57	40.14%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	2	1.41%
Black - African American	11	7.75%
Native Hawaiian - Pacific Islander	0	0.00%
White	68	47.89%
Two-or-More	4	2.82%

Student by Program	Count	Percent
Bilingual	0	0.00%
English as a Second Language (ESL)	17	11.97%
Career and Technical Education (CTE)	64	45.07%

Student by Program	Count	Percent
Free Lunch Participation	<u>77</u>	54.23%
Reduced Lunch Participation	<u>7</u>	4.93%
Other Economically Disadvantaged	0	0.00%
Gifted and Talented	<u>2</u>	1.41%
Special Education (SPED)	<u>41</u>	28.87%
Title I Participation	<u>6</u>	4.23%
Dyslexia	<u>19</u>	13.38%
Homeless Statuses		
Homeless Status Total	<u>8</u>	5.63%
Shelter	0	0.00%
Doubled Up	<u>7</u>	4.93%
Unsheltered	<u>1</u>	0.70%
Hotel/Motel	0	0.00%

Other Student Information	Count	Percent
At-Risk	<u>119</u>	83.80%
Economically Disadvantaged	<u>84</u>	59.15%
Title I Homeless	<u>6</u>	4.23%
Immigrant	0	0.00%
Limited English Proficient (LEP)	<u>17</u>	11.97%
Migrant	0	0.00%
Military Connected	<u>2</u>	1.41%
Foster Care	<u>1</u>	0.70%
CTE Single Parent/Pregnant Teen	<u>2</u>	1.41%
Section 504	<u>25</u>	17.61%
Intervention Indicator	<u>6</u>	4.23%
IEP Continuer	<u>18</u>	12.68%

Special Services	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%

Special Services	Count	Percent
Other health impairment	3	7.32%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	8	19.51%
Emotional disturbance	11	26.83%
Learning disability	8	19.51%
Speech impairment	0	0.00%
Autism	10	24.39%
Developmental delay	0	0.00%
Traumatic brain injury	1	2.44%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	0	0.00%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	10	24.39%
Resource Room	1	2.44%
VAC	13	31.71%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	17	41.46%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School		

Staff Information	Count	Percent
Administrative Support	10	22.73%
Teacher	26	59.09%

Staff Information	Count	Percent
Educational Aide	<u>8</u>	18.18%
Auxiliary	0	0.00%

Demographics Strengths

Demographics Strengths:

Although Shannon high school's mobility rate is 66% and well above the district and state mobility rate, the increase in attendance from 82.% in 2015 to 86.3% in 2018 shows a statistically significant improvement. In fall 2019, the attendance rate dropped from 86.3% to 84%. In the spring 2020, the country went on lockdown due to the pandemic and students worked remotely from home for the rest of the 2019-2020 school year making it difficult to accurately take attendance.

Problem Statements Identifying Demographics Needs

Problem Statement 1: In the spring of 2020, the country went on lockdown due to a COVID pandemic. Beginning the 2020-2021 school year, poses a great challenge as we have begun the year with both in-person and remote learners. **Root Cause:** The drop in attendance may be contributing to the high dropout rate.

Student Achievement

Student Achievement Summary

Shannon High School met the Alternative Standard under the new A-F Accountability System. Overall, Shannon received a 60 out of 100. In Domain 1: Student Achievement, Shannon met standard with a 80 out of 100. In Domain 2: School Progress, Improvement is required with a 52 out of 100. In Domain 3, Closing the Gaps, Improvement is Required with a 30 out of 100. Domain 3 indicated a failure to realize Federal standards with Student Performance, CCMR, and Graduation Rate. Student Performance must demonstrate a passing score of at least "Meets" or "Masters (not Approaches) to qualify. CCMR requires a greater emphasis on preparing student to be future ready, and the standard for an acceptable graduation rate disallows any graduate over 4 years.

Student Achievement Strengths

Shannon High School students performed very well in Domain 1. 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, College, Career, and Military Readiness was a strength for Shannon students, scoring an 83 out of 100. This specific domain did not include any data from Newcomers, further indicating the statistical anomaly the Newcomers presented to our overall performance.

Priority Problem Statements

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
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data

Goals





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: All students will make at least one year's progress in reading between the beginning and end of the year.

Targeted or ESF High Priority

Evaluation Data Sources: Secondary: Lexile levels

Summative Evaluation: None





Strategy 1: 1.1.1 Facilitate instructional processes that customize a literacy plan in a Blended/personalized setting for Shannon students	
Actions: 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 Staff Responsible for Monitoring: Principal, Dean Title I Schoolwide Elements: 2.4 TEA Priorities: None ESF Levers: Lever 5: Effective Instruction Comprehensive Support Strategy	Formative
	Nov
	Jan
	Mar
	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by STAAR/EOC and TEA Interim assessments.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR EOC scores



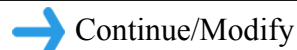

Summative Evaluation: None

Strategy 1: 1.2.1 Implement a collaborative process that requires the monitoring of student progress on a regular and consistent basis	
Actions: 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 Staff Responsible for Monitoring: Principal, Dean, Academic Counselor, Teachers	Formative
	Nov
	Jan
	Mar
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: Lever 5: Effective Instruction Comprehensive Support Strategy	Summative
Problem Statements: None Funding Sources: None	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered survey of student perceptions.

Evaluation Data Sources: Campus created survey





Summative Evaluation: None

Strategy 1: 1.3.1 Identify and deploy a district-approved program that teaches social-emotional skills	
Actions: a) Teachers received training regarding a new curriculum for social-emotional (Character Strong) b) Teachers will implement the new Character Strong SEL lessons during the designated mentoring period c) Implement strategies from Trauma-Informed Classroom training <hr/> Staff Responsible for Monitoring: Principal, Dean, SAC, Mentor Teachers <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: None <hr/> ESF Levers: Lever 3: Positive School Culture <hr/> Comprehensive Support Strategy	Formative
	Nov
	Jan
	Mar
	Summative
	June
   	

Performance Objective 4: Reduce the number of students assigned to behavior RtI tiers 2 and 3.

Evaluation Data Sources: Skyward Discipline Reports

Summative Evaluation: None

Strategy 1: 1.4.1 Implement the behavioral RtI plan with fidelity	
<p>Actions: a) Train campus staff to implement the behavior RtI plan b) Implement the strategies, specific to the program, (SHS & District SPED Programs) c) Conduct quarterly evaluations of each program's implementation d) Monitor the assignment of students sent to DAEP and their subsequent behavioral progress</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: Lever 3: Positive School Culture None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	





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) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Targeted or ESF High Priority

Evaluation Data Sources: Daily attendance and graduation rate





Summative Evaluation: None

Strategy 1: 2.1.1 Develop and implement a district-wide program that incentivizes student and staff attendance.	
<p>Actions: 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 six-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</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
Summative	
June	
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: Use formal and informal staff meetings, (ie., PLC, SLT, Suggestion committee, SAB, etc.) to identify and improve operations and outcomes in every department.





Evaluation Data Sources: Meeting minutes & session notes and feedback

Summative Evaluation: None

Strategy 1: 2.2.1 Develop and deploy continuous improvement processes	
Actions: 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 Staff Responsible for Monitoring: Principal and Dean	Formative
	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

Strategy 1: 3.1.1 Review perception data from students, staff and parents to identify strategies to improve campus safety.		
Actions: a) Increase the visibility of school counselors, SRO, and administrators advisory council meetings	b) Conduct monthly principals	Formative
c) Add a suggestion box for staff		Nov
Staff Responsible for Monitoring: Principal		Jan
Title I Schoolwide Elements: None	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Addendums