

**Birdville Independent School District**

**Shannon High School**

**2022-2023 Formative Review**



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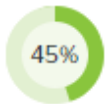




Goal 3: All students and staff will learn and work in a safe and responsive environment. 11

# 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.







**Evaluation Data Sources:** Secondary: Lexile levels and classroom formative assessment

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 1.1.1 Facilitate instructional processes that customize a literacy plan in a Blended/personalized setting for Shannon 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>Title I:</b> 2.4 - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Campus Personnel - 199 - General Funds: SCE - \$421,000	Formative			Summative
	Nov	Jan	Mar	June
				
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 Renaissance 360 Reading data to increase students Lexile levels. <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	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**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:** Close achievement gaps that exist for all under-performing groups in all EOC testing areas as measured by STAAR/EOC and TEA Interim assessments.

**Evaluation Data Sources:** STAAR EOC scores, TEA Interim scores







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	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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 display dispositions indicative of high levels of social-emotional development as measured by a district-administered survey of student perceptions.

**High Priority**


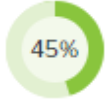
**Evaluation Data Sources:** District & Campus surveys. Campus created surveys will be used. We plan to survey each of the 4 quarters. Campus Crisis Counselor will be visiting mentoring classrooms with SEL lessons and support.







Strategy 1 Details	Reviews			
<b>Strategy 1: 1.3.1</b> 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>Funding Sources:</b> Student Assistance Counselor - 199 - General Funds: SCE - \$90,000	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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:** Reduce the number of students assigned to behavior RtI tiers 2 and 3.

**Evaluation Data Sources:** Skyward Discipline Reports

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) Train campus staff to implement the behavior RtI/MTSS plan b) Implement the strategies, specific to the program (SHS & District SPED Programs) c) Conduct quarterly evaluations of each program's implementation d) 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	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	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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:** Close achievement gaps that exist for all under-performing groups as measured by Student Success Status.

**High Priority**

**Evaluation Data Sources:** STAAR/EOC performance data




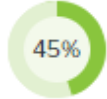




Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will disaggregate a variety of assessments to identify which special population(s) demonstrate(s) underperformance when compared with other populations. <b>Actions:</b> Teachers will design instruction that addresses the deficiencies found from the disaggregated data. <b>Staff Responsible for Monitoring:</b> Teachers, Dean of Instruction  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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:** Close achievement gaps that exist for all under-performing groups as measured by through Student Quality Status.

## High Priority

**Evaluation Data Sources:** STAAR Accountability







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Business teachers will identify, recruit, and prepare students to earn industry certifications. <b>Actions:</b> Business teachers will collaborate with CTE Coordinator to assist in identifying and providing instruction for our students to earn new industry certifications. <b>Staff Responsible for Monitoring:</b> CTE Coordinator, Business teachers, Dean of Instruction, Principal  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools -	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase the number of students attending classes at the BCTAL <b>Actions:</b> The Academic Counselor is identifying students who can benefit from BCTAL courses. <b>Staff Responsible for Monitoring:</b> Academic Counselor, Shannon CTE teachers  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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:** To address the special learning needs from 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.

## High Priority

**Evaluation Data Sources:** STAAR/EOC performance, classroom formative and summative data







Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<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. <b>Actions:</b> Identify specific TEKs deficiencies and learning gaps necessary to design instruction. (Lowest SE's) <b>Staff Responsible for Monitoring:</b> Teachers, Dean, 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>Funding Sources:</b> Campus Personnel - 199 - General Funds: SCE - \$303,317				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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 8:** Identified students will receive 30 hours of targeted tutorial support to address learning gaps as required in HB 4545

#### High Priority

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







Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 1:</b> Shannon teachers will serve as HB 4545 tutors for all our 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 4545 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>Funding Sources:</b> ESSER Tutors - ESSER - \$2,050				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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 9:** The English Language Proficiency Status target measure set by the state for the TELPAS progress is 38%. In 2018-2019 Shannon High School was not rated as there were fewer than 20 students enrolled. In 2020-2021 Shannon High School met the target with a TELPAS progress rate of 45%.

**Evaluation Data Sources:** TELPAS data







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	Formative			Summative
	Nov	Jan	Mar	June
	 5%	 50%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**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.

**High Priority**



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







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	Formative			Summative
	Nov	Jan	Mar	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 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

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>	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, Skyward, 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>	Formative			Summative
	Nov	Jan	Mar	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 3:** Teachers have created Professional Goals & Student Learning Objectives to focus on key personal/professional and student needs.

**High Priority**

**Evaluation Data Sources:** T-TESS process & student formative performance







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Using the updated T-TESS template, teachers and principal/appraiser will meet throughout the year to check progress <b>Actions:</b> Informal walkthroughs and one-on-one meetings <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
 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.

**High Priority**

**Evaluation Data Sources:** District Survey, Campus survey (Campus Climate Survey) & Youth Truth)







Strategy 1 Details	Reviews			
<b>Strategy 1: 3.1.1A</b> 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>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 2:** Students and staff will maintain a heightened and purposeful state of attentiveness to identify and report/respond to any possible threat to the safety of this building and its occupants.

**High Priority**

**Evaluation Data Sources:** Student surveys, anecdotal data

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 (2022-2023). <b>Staff Responsible for Monitoring:</b> Principal, staff, students  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				