Birdville Independent School District

Shannon High School

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Shannon high school is BISD's alternative campus serving our community's most at-risk population, 99.25%. Shannon high school has a mobility rate of 70%. The attendance rate is 79%.

Student Demographics (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)	Count	Percent
Gender		
Female	59	44.36%
Male	74	55.64%
Ethnicity		
Hispanic-Latino	72	54.14%
Race		
American Indian - Alaskan Native	1	0.75%
Asian	1	0.75%
Black - African American	12	9.02%
Native Hawaiian - Pacific Islander	1	0.75%
White	42	31.58%
Two-or-More	4	3.01%

Student Programs (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)	Count	Percent
Dyslexia	13	9.77%
Gifted and Talented	4	3.01%
Regional Day School Program for the Deaf	0	0.00%
Section 504	27	20.30%
Special Education (SPED)	15	11.28%
Bilingual/ESL		
Emergent Bilingual (EB)	19	14.29%
Bilingual	0	0.00%
English as a Second Language (ESL)	19	14.29%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%

Student Programs (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)	Count	Percent
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	7	5.26%
Neglected	0	0.00%

Student Indicators (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)	Count	Percent
At-Risk	132	99.25%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	1	0.75%
Intervention Indicator	34	25.56%
Migrant	0	0.00%
Military Connected	1	0.75%
Transfer In Students	1	0.7519%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	85	63.91%
Free Meals	76	57.14%
Reduced-Price Meals	9	6.77%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	7	5.26%
Shelter	0	0.00%
Doubled Up	6	4.51%
Unsheltered	0	0.00%
Hotel/Motel	1	0.75%
Not Unaccompanied Youth	2	1.50%
Is Unaccompanied Youth	5	3.76%

Special Education Services (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)	Count	Percent
Primary Disabilities		

Special Education Services (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)	Count	Percent
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	1	6.67%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	0	0.00%
Emotional disturbance	6	40.00%
Learning disability	4	26.67%
Speech impairment	0	0.00%
Autism	4	26.67%
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%
Mainstream	10	66.67%
Resource Room	1	6.67%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	4	26.67%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Demographics Strengths

Demographics Strengths:

Although Shannon high school's mobility rate is 70% 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. During the 2020-2021 school year, students had the option of remaining remote learners or return to a face to face setting. The majority of our students returned to campus, but still struggled due to our status as 100% at-risk populated campus. Shannon students share a characteristic that indicates the need for a smaller, more supportive environment. 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: 100% of Shannon 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

Shannon High School met the Alternative Standard under the new A-F Accountability System. Overall, Shannon received an overall rating of an 84 in domain 1 and was not scored in Domain 2. In domain 3, however, the Federal Accountability standards required a higher threshold to meet minimum standards. This requirement to at least demonstrate "Meets" resulted in Shannon 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

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, 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 Shannon earned all 4 possible points for Graduation in Domain 3.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Shannon students continue to struggle with earning "Meets" **Root Cause:** Shannon 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

Shannon 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

Shannon 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: Students new to Shannon 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 Shannon. 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

Shannon 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

Shannon 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. Shannon 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: Shannon students bring with them a well developed sense of student apathy. They are unmotivated and disengaged. **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

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

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			
	Formative			Summative
	Nov	Jan	Mar	June
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:** 2.4 **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Campus Personnel - 199 - General Funds: SCE - $421,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The reading interventionist supports the English teachers in order to improve English I and English II EOCs. **Actions:** Reviews Renaissance 360 Reading data to increase students Lexile levels. **Staff Responsible for Monitoring:** Reading interventionist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

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 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			
	Formative			Summative
	Nov	Jan	Mar	June
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 **ESF Levers:** Lever 5: Effective Instruction				

 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			
	Formative			Summative
	Nov	Jan	Mar	June
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 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 **Staff Responsible for Monitoring:** Principal, Dean, SAC, Mentor Teachers **ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Funding Sources:** Student Assistance Counselor - 199 - General Funds: SCE - $90,000				

 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1.4.1 Implement the district's Behavioral RtI/MTSS plan with fidelity **Actions:** 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 **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Analyze the data from each survey **Actions:** 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. **Staff Responsible for Monitoring:** Principal, Faculty & Staff, students **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will disaggregate a variety of assessments to identify which special population(s) demonstrate(s) underperformance when compared with other populations. **Actions:** Teachers will design instruction that addresses the deficiencies found from the disaggregated data. **Staff Responsible for Monitoring:** Teachers, Dean of Instruction **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Business teachers will identify, recruit, and prepare students to earn industry certifications. **Actions:** Business teachers will collaborate with CTE Coordinator to assist in identifying and providing instruction for our students to earn new industry certifications. **Staff Responsible for Monitoring:** CTE Coordinator, Business teachers, Dean of Instruction, Principal **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase the number of students attending classes at the BCTAL **Actions:** The Academic Counselor is identifying students who can benefit from BCTAL courses. **Staff Responsible for Monitoring:** Academic Counselor, Shannon CTE teachers **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				

0% No Progress 100% 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
Strategy 1: 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. **Actions:** Identify specific TEKs deficiencies and learning gaps necessary to design instruction. (Lowest SE's) **Staff Responsible for Monitoring:** Teachers, Dean, Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** 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
Strategy 1: Shannon teachers will serve as HB 4545 tutors for all our AI students. **Actions:** 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. **Staff Responsible for Monitoring:** HB 4545 tutors (SHS core teachers), Dean of Instruction, Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will continue to use SIOP and other Best Practice, research-based strategies to improve student performance for Emergent Bilinguals/English Learners **Actions:** 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. **Staff Responsible for Monitoring:** Teachers, Dean of Instruction, Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 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.

High Priority

Evaluation Data Sources: Daily attendance and graduation rate

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 2.1.1 Develop and implement a district-wide program that incentivizes student and staff attendance. **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 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 **Staff Responsible for Monitoring:** Principal				

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			
	Formative			Summative
	Nov	Jan	Mar	June
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 **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 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. **Actions:** Ensure that Lever codes are properly identified and the graduation rate is accurately calculated and reported in PEIMS, Skyward, and OnDataSuite software. **Staff Responsible for Monitoring:** Principal, Professional Counselor, PEIMS clerk, attendance clerk **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy**				

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

 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 3.1.1A 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 b) Conduct monthly principal's advisory council meetings c) Addition of a new school security officer **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy**				

0% No Progress 100% 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Staff and students will wear ID's at all times when they are in the building. **Actions:** Exterior and classroom doors are closed and locked. Security officer is providing additional security for our building this year (2022-2023). **Staff Responsible for Monitoring:** Principal, staff, students **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Shannon High School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for Shannon High School

Name	Position	FTE
Melissa Orman	Student Assistance Counselor	1

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Campus Personnel		$421,000.00
1	3	1	Student Assistance Counselor		$90,000.00
1	7	1	Campus Personnel		$303,317.00
				Sub-Total	$814,317.00
				Budgeted Fund Source Amount	$814,317.00
				+/- Difference	$0.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	8	1	ESSER Tutors		$2,050.00
				Sub-Total	$2,050.00
				Budgeted Fund Source Amount	$2,050.00
				+/- Difference	$0.00
				Grand Total Budgeted	$816,367.00
				Grand Total Spent	$816,367.00
				+/- Difference	$0.00