

2016-17 Targeted Improvement Plan Checklist

School: Snyder District Plan

<p><u>Problem Statement #1</u></p>	<p>Index #1 is below the required State Target Score of 60 with a score of 59. Additionally, there are gaps across all student groups and all subject areas with a district wide performance issues in writing assessments and ELA. The lowest scoring groups overall include Hispanic, Special Education, Economically Disadvantaged, African American and English Language Learners.</p>	<p><u>Root Cause:</u> A lack of well-defined unit and lesson planning processes that utilize a comprehensive scope and sequence ensuring all SEs are taught to the level and rigor of the STAAR test exists across the district. Student-focused and sheltered instructional strategies are also not reflected in all classrooms.</p>
<p><u>Problem Statement #2</u></p>	<p>Index #3 is lower than the State Target Score academic performance of 28 with a score of 26. Additionally, the percentage of students scoring at Advanced Performance level averaged 10.75% for the district with the lowest achievement in ELA (high school), social studies, and science.</p>	<p><u>Root Cause:</u> Instruction which is not based upon STAAR rigor level assessment leading to mastery of Readiness, Supporting and Process Student Expectations is evidenced. Additionally, a lack of challenging curriculum to a higher order level of thinking and processing for advanced level academic success seems apparent.</p>
<p><u>Problem Statement #3</u></p>	<p>The performance of Special Education and LEP students on STAAR tests has resulted in multi-year staging in PBMAS due to students' performance in reading, math, and writing assessments. Performance levels range from 0% passing in high school English I and</p>	<p><u>Root Cause:</u> Instruction has not focused on preparing students for understanding on readiness standards at each grade level resulting in students being significantly behind in grade-level performance. Student and teacher expectations for performance are low with students not always being challenged to perform academically in the classroom as well as on STAAR assessments.</p>

	<p>II to 100% passing in other academic areas on campuses for an overall average performance of 26.4%.</p>	
<p><u>Problem Statement #4</u></p>	<p>Campus discipline referrals are very high with ISS, OSS, and DAEP placements resulting in students missing academic instruction due to discipline problems. Discipline referrals range from behaviors that should be addressed in strong classroom management to mandatory DAEP placement offenses.</p>	<p><u>Root Cause:</u> Ineffective and inconsistent discipline strategies focusing more on punitive rather than proactive measures have encouraged students to exhibit inappropriate behavior in the academic environment.</p>
<p><u>TIP Plan Root Cause #1</u> A lack of well-defined unit and lesson planning processes that utilize a comprehensive scope and sequence ensuring all SEs are taught to the level and rigor of the STAAR test exists across the district. Student-focused and sheltered instructional strategies are also not reflected in all classrooms.</p>		<p><u>Annual Goal</u> 100% of the instructional staff will be trained in research based best practices, processes, and procedures in serving high risk students including all students/all groups and unit and lesson planning based upon collaborative efforts and TEKS Resource tools. Targeted Groups will include Hispanic, Special Education, African Americans, Economically Disadvantaged, and ELL student populations. 100% of students will be tracked for academic success in all STARR rigorous assessment content with 70% of all students achieving Level II scores on all STAAR tests.</p>
<p><u>Index # 1</u> <u>CSF:</u> Improve Academic Performance; Use of Quality Data to Drive Instruction <u>Strategy:</u></p>	<p><u>Quarter #1 Goal:</u> Train, mentor and review with 100% of the staff in early assessment and instructional planning to meet standards. Mentor and facilitate 100% of the staff in quantifiable assessment, differentiated instruction and rigorous assessment along with best practices for high-risk</p>	<p><u>Interventions:</u> 1. In the first quarter administrative staff and Region 14 ESC Curriculum Specialist will lead assessment and instructional planning which are identified data needs based with bell to bell instruction, viable curriculum with qualitative instruction and quantitative assessment as a priority. 2. In the first quarter administrative staff and Region 14 ESC Curriculum Specialist will implement and monitor the effectiveness of a district wide RTI program focused on academics and behavior. 3. In the first quarter administrative staff and Region 14 ESC Curriculum Specialist will lead mentoring and facilitating research based model or best practices instruction for all staff targeting academic performance in Reading, Mathematics, Science and Social Studies with all students through support in collaborative unit and lesson planning prior to the beginning of the school year.</p>

<p>Train all staff to meet student group and individual basic academic needs through data based driven instruction.</p> <p>Planned Impact: Index, Safeguards and PBMAS Scores will increase significantly once basic and extended instruction and assessments meet STAAR rigor level assessment.</p>	<p>students with targeted student interventions.</p>	<ol style="list-style-type: none"> 4. In the first quarter administrative staff and Region 14 ESC Curriculum Specialist will lead mentoring and facilitating research based process and procedures to meet the scheduling and academic needs of BE/ESL, Special Education, and all other high risk students in academic success and extended and related services. 5. Implement a district-wide communication plan designed to increase parent engagement with a minimum of one parent activity on each campus each 6-weeks. 6. 100% of the parent communications will be presented in both English and Spanish to increase parent engagement. 7. Data notebooks will be used district wide to allow students to establish ownership of their own academic performance. Each campus will establish a data room to view and monitor overall performance of student expectations (SEs). 8. The district communication plan and expectations for campuses will be fully implemented. <p>Data to be Collected in Monitoring:</p> <ol style="list-style-type: none"> 1. PLC and training schedule, minutes from planning sessions, attendance at training and mentoring sessions, classroom walk-throughs. 2. RTI documented process and procedures documented in DMAC. Records of referrals, student assessment, and documentation of accommodations identified for individual students. 3. Records of ELL training, mentoring in classroom practices, walk-throughs, and review of ELL students' academic performance in tracking model. 4. Administrative walk-throughs, review of special education student plans, student scheduling for inclusive instruction. Tracking of all high risk of failure students' academic performance. Records of interventions planned and implemented for students not regularly meeting the academic targets in STAAR rigor level assessments. 5. Review of all sub-populations for correct PEIMS identification and analysis of data trends. 6. 100% of at-risk population will be tracked regarding their common assessment performance. 7. Establish formats and expectations for unit and lesson plans district wide with student-focused unit plans covering the TEKS as determined by the scope & sequence. 8. Use STAAR Camp week to identify and address targeted SEs for student academic performance. 9. Continue implementation a district-wide communication plan designed in increase parent engagement with a minimum of one parent activity on each campus each 6-weeks.
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	<p><u>Quarter #2 Goal:</u> Monitor, mentor and facilitate 100% of the staff in quantifiable assessment, differentiated and rigorous instruction along with model program best practices for high-risk students to targeted student intervention. Track 100% of students to facilitate interventions for those who are struggling and record mastery to meet a goal of 60% of the students meeting an overall mastery level.</p>	<p>10. 100% of the parent communications will be presented in both English and Spanish to increase parent engagement.</p> <p><u>Interventions:</u></p> <ol style="list-style-type: none"> 1. Second Quarter Administrator/Mentor walk-through of 100% of classrooms analyzing qualitative and with quantitatively measured model instruction through assessment for all students. 2. Second Quarter Mentoring of new staff by administrators/mentors ensuring viable rigorous curriculum and assessments with student mastery is measured and reported. 3. Second Quarter tracking of 100% of at-risk students' academic mastery across all core content and all student high-risk groups is reported for designated interventions addressing individual student academic needs. 4. Second Quarter implementing assessment database and needed interventions, which are differentiated, based upon core academic needs of all students. Monitored achievement through individual student academic planning in their own folders for documenting needs and mastery. 5. Continue development of collaboratively designed unit and lesson plans with 100% of the SEs being covered as determined by the TEKSResource scope & sequence. 6. Implement a district-wide communication plan designed in increase parent engagement with a minimum of one parent activity on each campus each 6-weeks. 7. 100% of the parent communications will be presented in both English and Spanish to increase parent engagement. <p><u>Data to be Collected in Monitoring:</u></p> <ol style="list-style-type: none"> 1. Documentation of all classroom walk-throughs maintained by campus administrators/mentors maintained by the campus instructional leader. Provide immediate feedback to staff where instructional implementation process goals are not presented in regular instruction. 2. Records of monitoring to mentoring staff regarding model process goals implementation where qualitative instruction and student assessment is lacking. Plan and document the actions to improve instruction and assessment immediately. 3. The teachers and caseload workers will monitor student performance at three weeks, six weeks and semester to document immediately needed action to intervene in individual student failure through campus interventions through DMAC dashboards.
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	<p><u>Quarter #3 Goal:</u> Monitor, mentor and facilitate 100% of the staff in quantifiable assessment and differentiated and rigorous instruction along with best practices for high-risk students to targeted student intervention. Track 100% of at-risk students to facilitate interventions for those who are struggling and record mastery to meet a goal of 70% of the students meeting an overall mastery level.</p>	<ol style="list-style-type: none"> 4. Documented plan of assessment calendar from baseline data through sequential processing at grading intervals. Reported results to students and academic counseling individually for those failing content. Academic counseling recorded as well as students' own planning documents in folders to target their goals for mastery of content. 5. Parent communications and engagement events documented with sign-in sheets and samples. <p><u>Interventions:</u></p> <ol style="list-style-type: none"> 1. Third Quarter Administrator/Mentor walk-through of 100% of classrooms analyzing qualitative and with quantitatively measured model instruction through assessment for all students. 2. Third Quarter mentoring of new staff by administrators/mentors ensuring viable rigorous curriculum and assessments with student mastery is measured and reported. 3. Third Quarter tracking of 100% of at-risk students' academic mastery across all core content and all student high-risk groups is reported for designated interventions addressing individual student academic needs. 4. Third Quarter implementing assessment database needs interventions, which are differentiated, based upon core academic needs of all students. Monitored achievement through individual student academic planning in their own folders for documenting needs and mastery. <p><u>Data to be Collected in Monitoring:</u></p> <ol style="list-style-type: none"> 1. Documentation of all classroom walk-through maintained by campus administrators/mentors maintained by the campus instructional leader. Provide immediate feedback to staff where instructional implementation process goals are not presented in regular instruction. 2. Records of monitoring to mentoring staff regarding model process goals implementation where qualitative instruction and student assessment is lacking. Plan and document the actions to improve instruction and assessment immediately. 3. The teachers and caseload workers will monitor student performance at three weeks, six weeks and semester to document immediately needed action to intervene in individual student failure through campus interventions through DMAC dashboards. 4. Documented plan of assessment calendar from baseline data through sequential processing at grading intervals. Reported results to students and academic counseling individually for those failing content. Academic counseling recorded as well as students own planning documents in their folders to target their goals for mastery of content.
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	<p><u>Quarter #4 Goal:</u> TBD</p>	<p><u>Interventions:</u> TBD</p> <p><u>Data to be Collected in Monitoring:</u> TBD</p>
<p><u>TIP Root Cause #2</u> Instruction that is not based upon STAAR rigor level assessment leading to mastery of Readiness, Supporting and Process Student Expectations is evidenced. Additionally, a lack of challenging curriculum to a higher order level of thinking and processing for advanced level academic success seems apparent.</p>		<p><u>Annual Goal</u> 100% of the instructional staff will be trained in STAAR rigor level instructional planning and assessment leading to mastery of Readiness, Supporting and Process Student Expectations and to provide higher order thinking and processing for Advanced Level III academic performance. Targeted Groups will include all student groups and 10% of the tested student population on each campus will be identified and tracked for Level III performance for an overall goal of 20% of the student body testing at Level III on spring STAAR Assessments.</p>
<p><u>Index # 1, 3</u></p> <p><u>CSF:</u> Improve Academic Performance; Use of Quality Data to Drive Instruction</p> <p><u>Strategy:</u> Ranking of all students' STAAR testing performance while identifying high achieving students with</p>	<p><u>Quarter #1 Goal:</u> Train, mentor and review with 100% of the staff in early assessment and instructional planning to meet Advanced Level III standards. Mentor and facilitate 100% of the staff in quantifiable assessment, differentiated instruction and rigorous assessment along with model or best practices for potential high scoring students with targeted student interventions to challenge their accelerated learning and achievement. Introduce PBL strategies to the district to impact student achievement.</p>	<p><u>Interventions:</u></p> <ol style="list-style-type: none"> 1. In the first quarter administrative staff and Region 14 ESC Curriculum Specialists will lead assessment and instructional planning which are identified data needs based with bell to bell instruction, viable curriculum with qualitative instruction and quantitative assessment as a priority. Interventions for high achieving students will be planned. 2. In the first quarter administrative staff and Region 14 ESC Curriculum Specialists will lead mentoring of use of a viable curriculum and effective accommodations with interventions for potentially high scoring individual students. 3. In the first quarter administrative staff and Region 14 ESC Curriculum Specialists will lead mentoring and facilitating research based model or best practices instruction for all staff targeting Advanced Level III mastery of academic performance in reading, mathematics, science and social studies with all students. 4. In the first quarter administrative staff and Region 14 ESC Curriculum Specialists will lead mentoring and facilitating research based processes and procedures to meet the scheduling and academic needs of high achieving BE/ESL, Special Education, and all other highly successful students in academic mastery and extended or related services.

<p>potential to score Advanced Performance Level III for targeted interventions will significantly increase Index #3 student performance.</p> <p><u>Planned Impact:</u> High achieving students and those who score close to Advanced Level III scores need a plan for individual student acceleration of mastery to above Advanced performance. Planning for this success with implementation of individual plans with campus based challenging</p>	<p><u>Quarter #2 Goal:</u> Monitor, mentor and facilitate 100% of the staff in quantifiable assessment and differentiated and rigorous instruction along with model program best practices to meet Advanced Level III standards. Design targeted student interventions and accommodations. Track 100% of targeted students to facilitate interventions for those who are near advanced levels and record mastery to meet a goal of 60% of the students meeting an overall</p>	<p>5. Data notebooks will be used district wide to allow students to establish ownership of their own academic performance. Each campus will establish a data room to view and monitor overall performance of SEs.</p> <p><u>Data to be Collected in Monitoring:</u></p> <ol style="list-style-type: none"> 1. PLC and training schedule, minutes from planning sessions, attendance at training and mentoring sessions, classroom walk-throughs. 2. Documented process and procedures with records of high student potential, student assessment mastery, and documentation of accommodations and interventions identified for individual students to master Advanced Level III. 3. Records of planning or training for advanced students, mentoring in classroom practices, walk-throughs, and review of all students’ academic performance in tracking model. 4. Administrative walk-throughs, review of individual student academic achievement plans, student scheduling for challenging instruction. 5. Tracking of all Advanced potential students’ academic performance. Records of interventions planned and implemented for students striving to meet Advanced performance academic targets in STAAR rigor level assessments. <p><u>Interventions:</u></p> <ol style="list-style-type: none"> 1. Second Quarter Administrator/Mentor walk-through of 100% of classrooms analyzing qualitative and with quantitatively measured model instruction through assessment for all students. Focused analysis on differentiated instruction for Advanced Level students. 2. Second Quarter mentoring of new staff by administrators with mentors ensuring viable rigorous curriculum and assessments with student mastery being measured and reported for high achieving students. 3. Second Quarter tracking of 100% of students’ academic mastery across all core content and all student high potential groups being reported for designated interventions addressing individual student challenging academic needs. 4. Second Quarter implementing assessment database need interventions, which are differentiated, based upon core academic targets for all students. Monitored achievement through individual student academic planning in folders for documenting needs and mastery. <p><u>Data to be Collected in Monitoring:</u></p>
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<p>interventions will impact higher scoring levels.</p>	<p>mastery level of 70% on all STAAR rigor level assessment.</p> <p><u>Quarter #3 Goal:</u> Monitor, mentor and facilitate 100% of the staff in quantifiable assessment and differentiated and rigorous instruction along with model program best practices to meet Advanced Level III standards. Design targeted student interventions and accommodations. Track 100% of targeted students to facilitate interventions for those who are near advanced levels and record mastery to meet a goal of 70% of the students meeting an overall mastery level of 80% on all STAAR rigor level assessment.</p>	<ol style="list-style-type: none"> 1. Documentation of all classroom walk-through maintained by campus administrators/mentors maintained by the campus instructional leader. Provide immediate feedback to staff where instructional implementation process goals are not presented in regular instruction. 2. Records of monitoring to mentoring staff regarding model process goals implementation where qualitative instruction and student assessment is lacking. Plan documented for action to improve instruction and assessment immediately. 3. Student tracking reports at three weeks, six weeks and semester to document immediately needed action to intervene in individual student failure through campus interventions. 4. Documented plan of assessment calendar from baseline data through sequential processing at grading intervals. Report results to students and academic counseling individually for those failing content. Academic counseling recorded as well as students own planning documents in their folders to target goals for mastery of content. <p><u>Interventions:</u></p> <ol style="list-style-type: none"> 1. Third Quarter Administrator/Mentor walk-through of 100% of classrooms analyzing qualitative and with quantitatively measured model instruction through assessment for all students. Focused analysis on differentiated instruction for Advanced Level students. 2. Third Quarter mentoring of new staff by administrators with mentors ensuring viable rigorous curriculum and assessments with student mastery being measured and reported for high achieving students. 3. Third Quarter tracking of 100% of students' academic mastery across all core content and all student high potential groups being reported for designated interventions addressing individual student challenging academic needs. 4. Third Quarter implementing assessment database, need interventions, which are differentiated, based upon core academic targets for all students. Monitored achievement through individual student academic planning in their own folders for documenting needs and mastery. <p><u>Data to be Collected in Monitoring:</u></p> <ol style="list-style-type: none"> 1. Documentation of all classroom walk-throughs maintained by campus administrators/mentors maintained by the campus instructional leader. Provide immediate feedback to staff where instructional implementation process goals are not presented in regular instruction.
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	<p><u>Quarter #4 Goal:</u> TBD</p>	<p>2. Records of monitoring to mentoring staff regarding model process goals implementation where qualitative instruction and student assessment is lacking. Plan documented for action to improve instruction and assessment immediately.</p> <p>3. Student tracking reports at three weeks, six weeks and semester to document immediately needed action to intervene in individual student failure through campus interventions.</p> <p>4. Documented plan of assessment calendar from baseline data through sequential processing at grading intervals. Reported results to students and academic counseling, individually for those failing content. Academic counseling recorded as well as students own planning documents in their folders to target their goals for mastery of content.</p> <p><u>Interventions:</u> TBD</p> <p><u>Data to be Collected in Monitoring:</u> TBD</p>
<p><u>TIP Root Cause #3</u> Instruction has not focused on preparing students for understanding on readiness standards at each grade level resulting in students being significantly behind in grade-level performance. Student and teacher expectations for performance are low with students not always being challenged to perform academically in the classroom as well as on STAAR assessments.</p>		<p><u>Annual Goal</u> The special education will achieve a 50% success rate and LEP will achieve a 50% success rate on STAAR assessments in all content areas resulting in an improvement in the PBMAS ratings in 2017 to move the district to a Stage 2 or better.</p>
<p><u>Index 1, PBMAS</u> <u>CSF:</u> Data-driven instruction, teacher quality, school climate</p>	<p><u>Quarter# 1 Goal:</u> Baseline data will be gathered for all special education and LEP students in grade 3 through 10 and by the end of quarter one, the special education and LEP population will show a 20%</p>	<p><u>Interventions:</u></p> <ol style="list-style-type: none"> 1. All identified program teachers will track student performance using Skyward and DMAC to monitor classroom achievement and student understanding of readiness standards with specific emphasis at each grade level from 3 through 8 in Reading and Mathematics, Algebra I, 4th and 7th Writing, and 5th and 8th Science assessments. 2. The campus principals and the Director of Special Programs will monitor special education classrooms and students to ensure the fidelity of implementation of the students' IEPs via

<p><u>Strategy:</u> Focus on individual student achievement will allow for case-load managers to facilitate better learning environments for all special education students with ARD meetings focusing on the best options for insuring student success in the classroom and with effective targeted supports.</p> <p><u>Planned Impact:</u> Special Education student performance will match the state-level student</p>	<p>improvement in performance on understanding of readiness standards from baseline data.</p> <p><u>Quarter # 2 Goal:</u> Teachers will identify student needs and abilities and align</p>	<p>walk-throughs, common planning, PLCs, and targeted professional development. The Director of Special Program will provide initial training to 100% of the teachers on each campus for inclusion and differentiation strategies along with monthly tips provided to principals for delivery in PLC.</p> <ol style="list-style-type: none"> 3. The campus principals and special programs coordinator will monitor classrooms and identified student populations to ensure the fidelity of implementation of the program’s best practices via monitoring walk-throughs, common planning, PLCs, and targeted professional development. SIOP training will be provided to all teachers and on-going Gomez & Gomez training will be provided to bilingual teachers. 4. PLCs will be attended by Special Programs staff to allow for collaborative planning in the units for better special programs support of core curriculum. 5. 100% special programs staff will be trained on using the TEKSResource tools including IFD, VAD, and the YAG. 6. Parent engagement specialist will make contact with identified special education parents increasing communication and monitoring with family support. 7. The family engagement center will be promoted as a community resource for special populations. 8. District will apply for piloting the redesigned 2017 TELPAS listening and speaking test with Director of Instruction and Special Programs Coordinator leading the initiative. 9. LPAC administrators have agendas and checklist for use during LPAC meeting to insure all required actions and documentation is complete. 10. Parent Liaison to contact Parent Reps for LPACs. 11. Dual language staff and academic staff to receive training from Gomez & Gomez regarding the lesson planning cycle and sheltered instructional strategies. <p><u>Data to be monitored:</u></p> <ol style="list-style-type: none"> 1. Data submissions, IFM tracking sheets, DMAC data 2. Walk-through data, Director of Special Education notes, PLC agendas, PD sign-in sheets, Administrative Meeting sign-in sheets and agendas 3. Unit plans <p><u>Interventions:</u></p> <ol style="list-style-type: none"> 1. The campus principals and the Director of Special Programs will monitor special education classrooms and students to ensure the fidelity of implementation of the students’ IEPs via
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<p>achievement rate by targeting on the importance of readiness standards at each grade level.</p>	<p>instruction which reflects the most effective strategies to ensure that the special education and LEP students from grades 3 through 10 show a 30% increase in baseline data performance readiness standards as measured on common assessments for all academic areas which are tested subjects. LEP students will focus on readiness and supporting standards.</p> <p><u>Quarter # 3 Goal:</u> Teachers will identify student needs and abilities and align instruction which reflects the most effective strategies to ensure that the special education students from grades 3 through 10 show a 40% increase from baseline data in performance readiness standards as measured on common assessments for all academic areas</p>	<p>walk-throughs, common planning, PLCs, and targeted professional development. The Director of Special Education will provide differentiation strategies along with monthly tips provided to principals for delivery in PLC throughout.</p> <ol style="list-style-type: none"> 2. All special education teachers will attend PLC's and planning with teachers during school when possible, but before or afterschool as needed to insure students' needs are being met and reinforced with implementation beginning in November. Each special education teacher will continue to monitor student classroom grades and common assessment scores and visit with academic teachers to assist in needs for the students in the academic classrooms. Students will be referred to tutorials for increased understanding of the readiness standards for each grade and content area. A special education teacher will be added to each CLT prior to the November meetings. 3. The Director of Special Programs will work with staff to insure IEP Goals are written based on Present Levels of Academic Achievement and Functional Performance (PLAAFPS). PLAAFPs will be more accurately assessed through the Brigance testing of all special education students by the end of November. Baseline data in combination with tracked academic and common assessment performance will be used to evaluate students' abilities. <p><u>Documentation:</u></p> <ol style="list-style-type: none"> 1. Special education staff meetings agendas, sign-in sheets, minutes 2. Walk-through data, DMAC data, Director of Special Education notes 3. PLC sign-in sheets, common planned lessons with differentiation/inclusion strategies noted 4. Administrative agendas, sign-in sheets, notes on outcomes and changes <p><u>Interventions:</u></p> <ol style="list-style-type: none"> 1. Additional campus tutorials for special education students will be offered as needed to insure student performance and understanding on readiness standard by case manager and core content teachers beginning in January. Students will be identified based upon performance to date on readiness standards for common assessments. Each case manager will develop a study plan for the students to ensure success. 2. ESC14 staff will provide PLAAFP training to all core teachers during campus staff meetings on January 3. Each campus will identify a targeted group of special education and LEP students for additional tutorials starting in January focusing on readiness standards as the basis for instruction. <p><u>Documentation:</u></p>
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	<p>which are tested subjects with an overall goal of a minimum of 50% of the special education students achieving Level II performance on STAAR assessments and a minimum of 50% of the LEP students achieving Level II performance on STAAR assessments.</p> <p><u>Quarter #4 Goal:</u> TBD</p>	<p>1. Tutorial rosters and IEPs for students</p> <p><u>Interventions:</u> 1. TBD</p>
<p><u>TIP Root Cause #4</u> Ineffective and inconsistent discipline strategies focusing more on punitive rather than proactive measures have encouraged students to exhibit inappropriate behavior in the academic environment.</p>		<p><u>Annual Goal 4</u> The district and each campus will implement a RtI Behavior program with clearly designed Tier I and Tier II interventions based upon research-based discipline strategies with greatest impact on student populations with high levels of at-risk behaviors. Discipline data will be monitored each 6-weeks at the campus level and analyzed at the district level by campus and district leadership teams with the overall result of a 20% decrease in discipline referrals district-wide.</p>
<p><u>Indexes 1, 3, 4</u> <u>PBMAS</u></p> <p><u>CSF:</u> Data-driven instruction, teacher quality, school climate</p> <p><u>Strategy:</u> Support Tier I and Tier II discipline</p>	<p><u>Quarter #1 Goal:</u> SISD will establish a district-wide program with 100% of the campuses establishing a Tier 1 RtI behavior system and 100% of the campus staff members will be trained in the procedures and expectations.</p>	<p><u>Interventions:</u></p> <ol style="list-style-type: none"> 1. ESC14 will conduct a series of coach and team trainings to facilitate the creation of the Tier 1 expectations. 2. Campus teams will establish procedures for classroom and common areas and define the referral process. 3. Discipline data will be monitored each 6 weeks by the campus teams and reported to the district leadership team. 4. Campus data will be presented to the board each month for on-going monitoring of discipline efforts. 5. All new teachers will be trained in CHAMPS for classroom management. 6. Each campus will launch a positive rewards/incentive system to encourage attendance, grades, and behavior.

<p>expectations to create a proactive environment in order to reduce overall discipline referrals.</p> <p><u>Planned Impact:</u> Increased student achievement due to the high expectations created by improved campus culture.</p>	<p><u>Quarter #2 Goal:</u> SISD will establish a district-wide program with 100% of the campuses establishing a Tier 2 RtI behavior system and 100% of the campus staff members will be trained in the procedures and expectations.</p> <p><u>Quarter #3 Goal:</u> SISD will see a 20% decrease in discipline referrals for 2017 compared to the same time period from 2016.</p>	<ol style="list-style-type: none"> 7. A comprehensive drug and alcohol program will be launched with board policy reflecting the change to procedures. 8. DAEP policies and procedures will be adjusted to reflect a defined process across the district. <p><u>Data to be Collected:</u></p> <ol style="list-style-type: none"> 1. Campus discipline data and referral numbers 2. Professional development hours and documentation 3. Campus Tier I plans 4. Board policy changes <p><u>Interventions:</u></p> <ol style="list-style-type: none"> 1. The district leadership team will review campus data and establish goals for the district regarding overall discipline program. 2. Tier 2 training in restorative and proactive discipline strategies will be attended by a campus representative. 3. Tiered students will be identified for targeted interventions to prevent actions requiring punitive measures to the greatest extent possible. 4. The district leadership team will complete a PBIS grant application for funding for additional professional development across the district. 5. Campus actions and discipline data will continue to be reviewed every 6 weeks by campus teams and district leadership teams with monthly presentations to the Board of Trustees. <p><u>Data to be Collected:</u></p> <ol style="list-style-type: none"> 1. Tier 2 training documentation 2. Tier 2 interventions and tracking data 3. Campus discipline data and referral numbers <p><u>Interventions:</u></p> <ol style="list-style-type: none"> 1. Campus actions and discipline data will continue to be reviewed every 6 weeks by campus teams and district leadership teams with monthly presentations to the Board of Trustees. 2. Teams will identify professional development needed during the summer to continue the implementation of the RtI Behavior System.
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	<u>Quarter #4 Goal:</u> TBD	<u>Interventions:</u> TBD
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