

School: Snyder Junior High
Targeted Improvement Plan

<u>Problem Statement #1</u>	The low socio-economic population sub-population has a 47% pass rate on all tests.	<u>Root Cause:</u> Expectations for teachers' effective use of instructional strategies and student achievement are not defined or monitored resulting in instructional strategies which target the needs of all students not being fully implemented in all classrooms. Parent engagement and involvement is at a minimum for the campus.	
<u>Problem Statement #2</u>	The Special Education sub-population has an overall 14% pass rate on STAAR assessments.	<u>Root Cause:</u> Resources, training, and designated special education staff are being allocated to other areas or not implemented in the classrooms/on the campus.	
<u>Problem Statement #3</u>	Less than 10% of the junior high students achieved Level III advanced performance on the 2016 STAAR assessments.	<u>Root Cause:</u> The campus needs to continue to implement the use of instructional strategies to target higher level thinking skills in the highly motivated student population.	
<u>Problem Statement #4</u>	Student achievement has been negatively impacted by a inconsistency in the teaching staff with high turnover for the past 3 years.	<u>Root Cause:</u> Classroom management and an inexperienced teaching staff have led to a lack of quality instructional opportunities for students.	
<u>TIP Plan Problem Statement #1</u> The low socio-economic population sub-population has a 47% pass rate on all tests.		<u>Annual Goal</u> The low socio-economic sub-population will achieve a 70% passing rate on 2017 STAAR tests.	
<u>Quarter #1 Goal:</u> 100% of teachers will incorporate effective, research-based instructional strategies on lesson plans and as observed through peer classroom monitoring and will assess all students for baseline data and identification of SEs for instruction. The campus will commit to on-going parent involvement activities as part of the district and campus turnaround efforts.		<u>Interventions:</u> 1. Redesign walk-through form 2. Utilizing unit and lesson plans to monitor instructional strategies based on the IFD 3. Curriculum, resources, and assessment will be aligned for each 6-week grading period and student achievement on individual SEs will be tracked via a data room and student data notebooks.	<u>STATUS:</u> Intervention 1 <ul style="list-style-type: none"> ● TTESS walkthrough being used in DMAC ● TTESS walkthrough being used starting 9/9 Interventions 2 & 3 <ul style="list-style-type: none"> ● Benchmark taken the Week of Sept 5th

	<ol style="list-style-type: none"> 4. Structure PLCs to provide on-going professional development. 5. Chief Academic Officer, Director of Instruction, and ESC14 personnel will provide extra classroom support and lesson-planning assistance. 6. Department heads and mentor teachers to observe research-based strategies in classrooms. 7. Identify the target group for increased student performance with all levels of students being tracked in a Rtl model. 8. Launch data room and data notebooks for students. 9. The campus will plan one parent engagement activity each 6-weeks as defined in their communications plan as part of the campus improvement and district improvement plans through partnerships with ACE and Communities in School. 10. 100% of teachers will send a positive postcard to 100% of their students each semester. 11. 100% of teachers will have a teacher page with contact information, photo, and classes taught by end of first semester. 12. All parent meetings will have a translator present. 13. All written communications from the campus will be in Spanish and English. 14. Tutorials assigned to the student group based upon performance on benchmark and common assessments. 	<ul style="list-style-type: none"> ● Benchmark Data implement in DMAC 9/13 ● Going over the Benchmark data on 9/15 & 9/16 ● Training on for TTESS on 9/6 & 9/7 ● District Training on IFD the week of Aug 8 through August 12th. ● Campus training with IFD with Mr. Mendez the week of Aug 8 through 12th. <p>Intervention 4</p> <ul style="list-style-type: none"> ● Aug 22nd District New teacher bootbcamp 8/23 ● Aug 29th Cornell Notes 8/30 ● Sept 5th TTESS Teacher Goal setting 9/6 ● Sept 12th PD for understanding 4 questions of discipline and Time Management Audience teachers that are need in PD for classroom mangament 9/1 <p>Intervention 5</p> <ul style="list-style-type: none"> ● All Lesson plans are turn in to Admin through Google Classroom. Each Dept. has a classroom set up for this. <p>Intervention 6</p> <ul style="list-style-type: none"> ● Walkthrough done weekly starting Aug 23 from History DH Mrs Simms and Math DH Mrs. Botts
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	<p>15. STAAR camp activities will focus on academic supports for students not achieving success in 15-16.</p> <p>16. Campus will use AVID strategies in STEM program and begin integration of AVID into other classes throughout the year.</p> <p>17. Communication plan for the campus created and attached to CIP</p> <p>18. AVID strategies implemented campus-wide with Cornell Notes being the first year with continued development through the year.</p> <p>19. Communities in Schools will be launched on the campus with the case load worker carrying 80+ Tier III students and offering Tier II interventions for larger group support.</p> <p><u>Data to be Collected in Monitoring:</u></p> <ol style="list-style-type: none"> 1. Walk-through data 2. Peer- monitoring data 3. Lesson plans created in Eduphoria 4. Feedback submitted from ESC14 personnel 5. PLC agendas and sign-in sheets 6. Professional development certificates 7. RTI referrals and program model 8. CIS data and roster 9. Unit plans 	<ul style="list-style-type: none"> ● Unofficial walkthroughs done weekly with a minimum of 8 from each principal on campus through email, focusing on classroom management <p>Intervention 7</p> <ul style="list-style-type: none"> ● Mrs Crawford identify and created a schedule to do a math pullout starting Sept 12 ● Community in School identify students and has handed parent permission slips out <p>Intervention 8</p> <ul style="list-style-type: none"> ● Benchmark taken the Week of Sept 5th ● Benchmark Data implement in DMAC 9/13 ● Going over the Benchmark data on 9/15 & 9/16 <p>Intervention 9</p> <ul style="list-style-type: none"> ● 100% of teachers will send a positive postcard was told on August 18. First one to turn in documentation will receive a 20 dollar gift card. <p>Intervention 10</p> <ul style="list-style-type: none"> ● Complication with Technology due to the movement and opening of a new JH has prevented us from getting started to get 100% of teachers to have a webpage with contact
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<p><u>Quarter#2: Goal:</u> The SED sub-population will achieve a 55% passing rate on targeted SEs as determined by the core areas' Scope and</p>	<p><u>Interventions:</u> 1. Continuing interventions from quarter 1</p>	<p>information, photo, and classes taught by end of first semester.</p> <p>Intervention 12</p> <ul style="list-style-type: none"> ● First Parent meeting Sept 13th STEM night <p>Intervention 14.</p> <ul style="list-style-type: none"> ● Going over the Benchmark data on 9/15 & 9/16 to determine Tutorials <p>Intervention 15.</p> <ul style="list-style-type: none"> ● STAAR camp, Campus did small group intervention for two days <p>Intervention 16 & 18</p> <ul style="list-style-type: none"> ● Training on Cornel Notes done on Aug 30th by Stacy Elkins- She is a ELA teacher on campus and has been on a campus that had implemented AVID Training ● Every Subject is implementing AVID cornel notes and interative notebook starting Sept 6th. <p>Intervention 17.</p> <ul style="list-style-type: none"> ● Documenting Communication ● Set up Parent feedback from the communication each month <p>Intervention19.</p> <ul style="list-style-type: none"> ● Community in School identify students and has handed parent permission slips out
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<p>Sequence document and as evaluated on common assessments generated from the DMAC for the unit assessments.</p> <p><u>Quarter #3 Goal:</u> The SED sub-population will achieve a 70% passing rate on state assessments as determined by the spring STAAR assessment data.</p>	<ol style="list-style-type: none"> 2. Tutorials assigned to the student group based upon performance on benchmark and common assessments. 3. Data reviewed in PLCs to determine individual student performance on identified SEs. 4. Student data sheets will be reviewed following each common assessment for student ownership of performance with increased of passing standards. 5. Teacher webpages finalized 6. Evaluation of semester 1 parent engagement activities and determine adjustments as needed for spring 7. Behavior RtI Campus Team will continually monitor discipline data and adjust campus model to impact student achievement. <p><u>Data to be Collected in Monitoring:</u></p> <ol style="list-style-type: none"> 1. Tutorial rosters 2. PLC Agendas and Sign-in Sheets 3. Lesson plans 4. Student data notebooks 5. Scope and Sequence Documents 6. Aligned Common Assessments <p><u>Interventions:</u></p> <ol style="list-style-type: none"> 1. Targeted tutorials based upon individual student achievement on the identified SEs. <ol style="list-style-type: none"> a. reviewed all individual interventions b. re-evaluate targeted student groups based on January benchmarking 	
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<p>Quarter #4 Goal: 100% of the incoming 6th, 7th, and 8th graders in the SED sub-population will be reviewed for academic performance to determine the most effective support system to be in place for the 2017-18 school year.</p>	<ol style="list-style-type: none"> 2. Data reviewed in PLCs to monitor individual student performance. Additional interventions will be determined for students as needed. see above 3. Parent and student conferences to increase family support for the assigned tutorials. 4. Spring Benchmark scenario completed 5. Student self-monitoring of SE understanding and goals needed for successful performance on STAAR assessments. ongoing 6. Review of testing plans to achieve the optimal testing environment for the campus 100% <p><u>Data to be Collected in Monitoring:</u></p> <ol style="list-style-type: none"> 1. PLC agendas and sign-in sheets 2. Tutorial rosters and attendance 3. Parent/Student Conference Information 4. Student data notebooks 5. Campus testing plan <p><u>Interventions:</u></p> <ol style="list-style-type: none"> 1. TBD <p><u>Data to be Collected in Monitoring:</u></p> <ol style="list-style-type: none"> 1. TBD 	
<p>TIP Plan Root Cause #2 Resources, training, and designated special education staff are being allocated to other areas or not implemented in the classrooms/on the campus.</p>	<p>Annual Goal The special education population will demonstrate an overall 25% mastery in all STAAR assessments.</p>	
<p>Quarter #1 Goal:</p>	<p>Interventions:</p>	<p>STATUS:</p>

<p>Analyze the benchmark data for identification of readiness SEs for a mastery level less than 40%. By the end of Quarter One, the special education student sub-population will show a 15% overall growth in common assessments as compared to the baseline data in the identified SEs.</p>	<ol style="list-style-type: none"> 1. All students will take benchmark assessments in core content areas and complete SE item analysis to identify targeted areas. 2. Align resources and staff to support student achievement in readiness standards. 3. Professional development targeted towards improving instructional strategies impacting special education students on a weekly basis. 4. The Director of Special Programs will make weekly visits to campus to monitor special education procedures and instruction. 5. Utilize ESC14 personnel to train staff on use of STAAR and effective use of classroom accommodations. 6. Move to an inclusion model with resource classes to increase student support. Resource classes will follow the IFD and unit planning from the other core subjects with resource students following the same instruction as the classroom with added support. 7. Train all Special Ed teachers on the use of IFD and VAD for increased support for special education students. 8. 100% of special education staff and inclusion teachers will participate in an online book study with ESC14. 9. Special education students and teachers will follow the same guidelines and expectations as the campus for common assessments 	<p>Intervention 1</p> <ul style="list-style-type: none"> ● Benchmark taken the Week of Sept 5th ● Benchmark Data implement in DMAC 9/13 ● Going over the Benchmark data on 9/15 & 9/16 <p>Intervention 2</p> <ul style="list-style-type: none"> ● Community in School identify students and has handed parent permission slips out ● Mrs Crawford identify and created a schedule to do a math pullout starting Sept 12 ● Sept 13 Inclusion Schedule set for Mrs. Jeffery and Mrs. Durst <p>Intervention 3</p> <ul style="list-style-type: none"> ● Campus training with IFD with Special ED Director Mrs. McJimpsey the week of Aug 8 through 12th. ● Aug 22nd District New teacher bootcamp 8/23 ● Aug 29th Cornell Notes 8/30 ● Sept 5th TTESS Teacher Goal setting 9/6 ● Sept 14th PD for understanding 4 questions of discipline and Time Management Audience teachers that are need in PD for classroom mangament 9/14
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	<p>procedures and IEPs will be followed for all students.</p> <ol style="list-style-type: none"> 10. Review of students data for performance on STAAR and determine through ARD the most effective format for testing in formative and summative settings. 11. Special ed teachers will be in all PLCs. 12. Family Engagement Specialist will be used to increase support for special education students, facilitating the referral process, attending ARDS to assist with parent support. 13. By the end of the second 6 weeks, the classroom teachers and special ed teachers will make recommendations to be shared with the campus diagnosticians and the principals for testing format. <p><u>Data to be Collected in Monitoring:</u></p> <ol style="list-style-type: none"> 1. Special Education Director and campus administration will conduct weekly walk-throughs in special education classrooms with a focus on the strategy of the week. 2. Lesson plans will reflect focus on standards as determined by SE item analysis. 3. Content mastery room will be staffed during all periods of the school day. 4. Lesson plans will reflect plans for support of special education students based upon IEPs. 	<p>Intervention 4</p> <ul style="list-style-type: none"> ● On The Director of Special Programs will make weekly visits to campus to monitor special education procedures and instruction. <p>Intervention 5</p> <ul style="list-style-type: none"> ● Has not been scheduled <p>Intervention 6</p> <ul style="list-style-type: none"> ● Sept 13 Inclusion Schedule set for Mrs. Jeffery and Mrs. Durst <p>Intervention 7</p> <ul style="list-style-type: none"> ● Campus training with IFD with Special ED Director Mrs. McJimpsey the week of Aug 8 through 12th. <p>Intervention 8</p> <ul style="list-style-type: none"> ● 100% of special education staff and inclusion teachers will participate in an online book study with ESC14. <p>Intervention 13</p> <ul style="list-style-type: none"> ● Benchmark Data implement in DMAC 9/13 ● Going over the Benchmark data on 9/15 & 9/16 <p>Intervention 11</p> <ul style="list-style-type: none"> ● Special Ed teachers attend ELA and Math PLC's ● Special Ed teachers use lesson plans from Math and ELA teachers and adjust according
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<p><u>Quarter #2 Goal:</u> By the end of Quarter Two, the special education student sub-population will show a 40% overall growth in common assessments as compared to the baseline data in the identified SEs.</p>	<p><u>Interventions:</u></p> <ol style="list-style-type: none"> 1. Professional development targeted towards improving instructional strategies impacting special education students during PLCs. 2. Monitor individual student performance and determine and implement individualized interventions including after school tutorials. 3. The Director of Special Programs will make weekly visits to campus to monitor special education procedures and instruction. 4. Student ARD committees will be convened as needed for IEP adjustments as needed. 5. Identify students who will be successful on STAAR A and implement and practice use of STAAR A-like assessments in the classroom and for common assessments. 6. 100% of the special education students will be tracked by case workers to determine academic needs and supports. 	<ul style="list-style-type: none"> ● Family Engagement Specialist will be used to increase support for special education students, facilitating the referral process, attending ARDS to assist with parent support. <p>Intervention 13</p> <ul style="list-style-type: none"> ● We have not arrived to the end of the grading period.
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<p><u>Quarter #3 Goal:</u> Special education students will demonstrate an overall mastery at a 40% level on the STAAR Benchmark on readiness standards for an overall goal of 25% mastery on STAAR assessments.</p> <p><u>Quarter #4 Goal:</u> 100% of the incoming 6th, 7th, and 8th graders in the Special Education sub-population will be reviewed for academic performance to determine the most effective support system to be in place for the 2016-17 school year.</p>	<p><u>Data to be Collected in Monitoring:</u></p> <ol style="list-style-type: none"> 1. Walk-through data 2. Unit assessment performance 3. Lesson plans 4. Student data notebooks 5. Student IEPs <p><u>Interventions:</u></p> <ol style="list-style-type: none"> 1. Professional development targeted towards improving instructional strategies impacting special education students on a weekly basis. 2. Monitor individual student performance and determine and implement individualized interventions including after school tutorials. 3. Readjustment of schedules of targeted students based upon benchmark performance. 4. Review of testing plans to achieve the optimal testing environment for the campus. <p><u>Data to be Collected in Monitoring:</u></p> <ol style="list-style-type: none"> 1. Walk-through data 2. Benchmark assessment performance 3. Lesson plans 4. Campus testing plan <p><u>Interventions:</u></p> <ol style="list-style-type: none"> 1. TBD <p><u>Data to be Collected in Monitoring:</u></p> <ol style="list-style-type: none"> 1. TBD 	
TIP Plan Root Cause #3	Annual Goal	

<p>The campus needs to continue to implement the use of instructional strategies to target higher level thinking skills in the highly motivated student population.</p>	<p>The campus will have 20% of the student population achieve Level III performance.</p>	
<p>Quarter #1 Goal: Identify students who have performed at a 70% or higher on past administrations of STAAR assessments and/or benchmark data. By the end of Quarter One, the identified student group will show a Level II Performance on common assessments.</p>	<p>Interventions:</p> <ol style="list-style-type: none"> 1. Identify the target group for increased student performance. 2. Student-tracked data for performance with a focus on understanding requirements for Level III Advanced. 3. AVID-focused tutorials and ACE-funded STEA2M-initiatives focusing on Level III performance 4. PBL Instruction through STEA2M Academy 5. Emphasis on higher-level thinking skills are planned and used in all advanced classes 6. PD for all teachers to increase use of higher level thinking skills through the collaborative unit and lesson planning process <p>Data to be Collected in Monitoring:</p> <ol style="list-style-type: none"> 1. Targeted student list with past STAAR performance and/or benchmark performance indicated 2. Student data notebooks 3. AVID tutorial schedule 4. Lesson plans from STEAM Academy 5. STEA2M afterschool rosters and activities 	<p>STATUS:</p> <p>Intervention 1</p> <ul style="list-style-type: none"> ● Students identified before August 22nd <p>Intervention 2</p> <ul style="list-style-type: none"> ● Benchmark taken the Week of Sept 5th ● Benchmark Data implement in DMAC 9/13 ● Going over the Benchmark data on 9/15 & 9/16 <p>Intervention 3</p> <ul style="list-style-type: none"> ● AVID-focused tutorials done every Tuesday during class ● AVID-focused tutorials done every morning from 6:45 am to 7:45 in the Library ● Difficulty finding AVID tutors <p>Intervention 4</p> <ul style="list-style-type: none"> ● 1st PBL Instruction Develeping, creating and presentation to the parents on STEAM parent night the over all program of STEAM and how AVID is connected. <p>Intervention 5</p> <ul style="list-style-type: none"> ● Aug 29th Cornell Notes 8/30 ● Sept 6th Cornell Notes starting on campus <p>Intervention 6</p>

<p>Quarter #4 Goal: 100% of the incoming 6th graders will be reviewed for academic performance to determine the most effective support system to be in place for the 2017-18 school year to determine an identified population of students with Level III potential. A review of current 6th and 7th graders will also be conducted to identify a 10% population who can achieve Level III performance.</p>	<ol style="list-style-type: none"> 1. Campus testing plan 2. Benchmark testing data 3. Testing training sign-in sheets <p>Interventions</p> <ol style="list-style-type: none"> 1. TBD <p>Data to be Collected in Monitoring:</p> <ol style="list-style-type: none"> 1. TBD 	
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<p>TIP Plan Root Cause #4 Student achievement has been negatively impacted by a inconsistency in the teaching staff with high turnover for the past 3 years.</p>	<p>Annual Goal 100% of the teaching staff will be trained in expectations of classroom management through professional development, lesson planning, and data evaluations. Discipline referrals will be decreased by 20% through implementation of a Rtl Behavior management system resulting in an increase in overall student achievement by 16%.</p>	
<p>Quarter One: 100% of the new teaching staff will be trained in the campus expectations under the Rtl behavior model, CHAMPS, and instructional focus activites. An Rtl Behavior program in place and clearly articulated to all students and teachers as indicated by 100% of student and staff responses when randomly questioned regarding the Rtl program.</p>	<p>Interventions:</p> <ol style="list-style-type: none"> 1. All new teachers will attend Building Strong Teachers Boot Camp at ESC14 2. 100% teachers will be trained by the Rtl Campus Behavior Team 3. 100% teachers will be trained in the use of IFD and TEKSResource tools 4. The campus administration will conduct walk-throughs in all 100% of all teachers with emphasis on new teachers to monitor instruction. 5. Director of Instruction will move to JH as home campus 	<p>STATUS:</p> <p>Intervention 1</p> <ul style="list-style-type: none"> ● All new teachers attend Building Strong Teachers Boot Camp at ESC14 the week of Aug 1 to Aug 5th <p>Intervention 2</p> <ul style="list-style-type: none"> ● 100% teachers will be trained by the Rtl Campus Behavior Team on August 18 <p>Intervention 3</p> <ul style="list-style-type: none"> ● 100% teachers attended District Training on IFD the week of Aug 8 through August 12th.

	<ol style="list-style-type: none"> 6. New Teacher Academy will be held once per month with administration team 7. Department heads will commit to meet with new teachers once per week 8. RtI Behavior Team will discipline data each month to identify trends and issues 9. 100% of staff trained in T-TESS model 10. 100% of the administrators will attend ESC14 Discipline Coordinator training 11. Staff luncheons throughout the year to incorporate new teachers to the staff 12. RtI Behavior team teacher, SJHS Social committee, and Partners-In-Education recognition program will be implemented to increase the connections between staff. 13. Department heads will coordinate activities to increase staff engagement including focus on staff celebrations for success in their classrooms and personal lives (Capturing Kids Hearts model) 14. Pennants program for student recognition implemented 15. Based upon walk-throughs in the first 2 weeks of school, new teachers will be ranked based upon need with targeted professional development based on their needs. <p><u>Data to be collected:</u></p> <ol style="list-style-type: none"> 1. Boot camp rosters 2. CAR week documentation and unit plans 3. RtI behavior documentation 	<ul style="list-style-type: none"> ● Campus training with IFD with Mr. Mendez the week of Aug 8 through 12th. <p>Intervention 4</p> <ul style="list-style-type: none"> ● Walkthrough done weekly starting Aug 23 from History DH Mrs Simms and Math DH Mrs. Botts ● Unofficial walkthroughs done weekly with a minimum of 8 from each principal on campus through email, focusing on classroom management ● TTESS walkthough being used in DMAC ● TTESS walkthough being used starting 9/9. <p>Intervention 5</p> <ul style="list-style-type: none"> ● Director of Instruction has a office in the Front of the offices of JH <p>Intervention 6</p> <ul style="list-style-type: none"> ● Aug 22nd District New teacher bootbcamp 8/23 <p>Intervention 7</p> <ul style="list-style-type: none"> ● Walkthrough done weekly starting Aug 23 from History DH Mrs Simms and Math DH Mrs. Botts <p>Intervetion 8</p> <ul style="list-style-type: none"> ● RtI Behavior Team meet on Sept 7th
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		<ul style="list-style-type: none"> ● Finding- Students still dont know common area procedures ● Increase of dress code voilation <ul style="list-style-type: none"> ○ Many are 6th grades leaning the new ropes ● Increase of Fights on campus <ul style="list-style-type: none"> ○ Fights are happening where there are no adults around. ○ Place a person in the back restroom to monitor ○ Relying on students and parents to inform us when fights are happening <p>Intervention 9</p> <ul style="list-style-type: none"> ● Training on for TTESS on 9/6 & 9/7 ● TTESS walkthoug being used in DMAC ● TTESS walkthoug being used starting 9/9. <p>Intervention 10</p> <ul style="list-style-type: none"> ● 100% of the administrators will attend ESC14 Discipline Coordinator training on August 3 <p>Intervention 11</p> <ul style="list-style-type: none"> ● Staff luncheons are in the process of getting scheduled <p>Intervention 13</p> <ul style="list-style-type: none"> ● Department heads will coordinate activities to increase staff engagement including focus on staff celebrations for success in
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<p><u>Quarter Two:</u> Ninety percent of all classroom walk-throughs will show bell-to-bell instruction with students engaged in an effective learning environment.</p> <p><u>Quarter Three:</u> Ninety percent of all classroom walk-throughs will show bell-to-bell instruction with students engaged in an effective learning environment.</p>	<p><u>Interventions:</u></p> <ol style="list-style-type: none"> 1. Discipline audit conducted by ESC14 to determine effectiveness of the Rtl model 2. On-going interventions with adjustments as needed by the Rtl Behavior Team 3. On-going interventions for the year <p><u>Data to be Collected:</u></p> <ol style="list-style-type: none"> 1. Discipline audit data 2. Rtl Behavior data 3. Board of Trustees presentations <p><u>Interventions:</u></p> <ol style="list-style-type: none"> 1. CHAMPS training for all new and struggling teachers provided by ESC14 staff on January 4. 	<p>their classrooms and personal lives (Capturing Kids Hearts model)</p> <p>Intervention 14</p> <ul style="list-style-type: none"> ● Pennants program for student recognition implemented on August 31 <p>Intervention 15</p> <ul style="list-style-type: none"> ● Based upon walk-throughs in the first 2 weeks of school, new teachers ranked based and shared with Dr. McClain and Mrs. Mebane. ● Targeted professional development based on their needs. Sept 14th PD for understanding 4 questions of discipline and Time Management Audience teachers that are need in PD for classroom mangament 9/14
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<p><u>Quarter Four:</u> District-wide discipline program will be implemented with Tier II and III development during the summer</p>	<ol style="list-style-type: none"> 2. Campus principal will conduct campus-wide faculty meeting on January 4 to introduce Behavioral RtI process. 3. Uniform and improved signage, videos, announcements to communicate consistent expectations to the students regarding classroom and hallway procedures as provided by PBIS Team by the start of spring semester followed by complete implementation by February. 4. PBIS implementation calendar for spring semester as determined by the PBIS committee. <p><u>Data to be Collected:</u></p> <ol style="list-style-type: none"> 1. CHAMPS training agenda and PLC sign-in 2. January 4th agenda and sign-in 3. Campus signage, videos, displays 4. PBIS calendar <p><u>Interventions:</u></p> <ol style="list-style-type: none"> 1. TBD 	
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