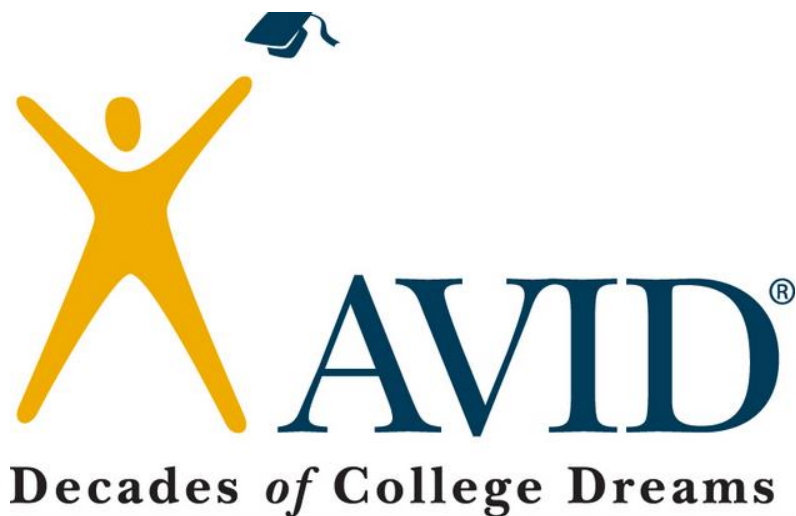




EQUITY AND EXCELLENCE FOR ALL



Demographics

- Enrollment: 589
 - 10% Hispanic/Latino
 - 2.2% American Indian/Alaskan Native
 - 4.2% Asian
 - 33.3% Black/African American
 - 2.5% Native Hawaiian/Other Pacific Islander
 - 44.7% White
 - 3% Two or more Races
- 69% Free or Reduced Lunch
- 19.1% Special Education

Bobcat Pillars

RESPECTFUL

RESPONSIBLE

COMPASSIONATE

SAFE

We are AVID

Advancement

Via

Individual

Determination

**Focused on being high school, college
and career ready.**

Build Your Whole Child Initiative Teams

TWCI Team (Year 1)

- Principal/Assistant Principal
- 8-10 Teachers

Tier 2 Intervention Team (Year 2)

- Principal/Assistant Principal
- School Psychologist
- Counselors
- Interventionists
- Attendance Secretary

Have a Meeting Protocol

- Data is presented at monthly meetings.
- Use a data protocol:
 - Here's What. So What? Now What? Data Discussion Protocol
 - Here's what.: Factual Statements (10 minutes)
 - So What?: Interpretation of the data. (10 minutes)
 - Now What? Plan of action including relevant questions. (10 minutes)
- Problem area's discussed.
- Lesson plans developed to support students and the pillars.
- Continue this cycle monthly.

INITIAL PILLARS LESSON PLAN AND FOCUS AREAS

<p>Do Now</p> <p>10 minutes</p> <p>O, I, C</p>	<p>Number students off 1-4 and pass out the half sheets of paper. Students will then choose the term that matches the number they were given.</p> <p>#1 Respect #2 Responsibility #3 Compassion #4 Safety</p> <p>On the half sheets, students will quickly provide:</p> <ul style="list-style-type: none"> • One synonym • One antonym • A Sketch that illustrates the meaning <p>If time allows, have students share with a partner or with the class.</p>
<p>Common Core Standard</p>	<p>CCSS.ELA-Literacy.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p>
<p>Learning Target</p>	<p>I will know the Bobcat traits and expectations, as demonstrated by walk-throughs and word sorts.</p>
<p>Tools & Activities</p> <p>15 Minutes/ Station</p> <p>W,I,C,O,R</p>	<p>1. Do Now</p> <p>Station #1: Hallway “Mystery Walker”</p> <p>On the whiteboard ask students to summarize the expectations in a quick “Looks Like/Sounds Like Chart.”</p> <p>Without telling your students, pick a “Mystery Walker.” Escort your class around the building, picking a route that includes stairwells. You can make it as long or as short as you need for timing.</p> <p>When you return to your class, the activity only ends if the mystery</p>

	<p>walker followed all expectations (or if you run out of time).</p> <p>Station #2: Cafeteria Scenario</p> <p>Pass out the lunchroom scenarios. Once everyone has their role, escort students to the cafeteria and tell them to act out their scenario.</p> <p>Ms. Brandt will quickly address the cafeteria and then excuse you back to your room.</p> <p>Station #3: Expectation Sort</p> <p>Pair up partners and have them cut up the two columns titled (“Hallway/Stairwell” and “Cafeteria”). Allow the partners to sort these into what trait they feel that expectation belongs. For example, “Go directly to class, be on time” would go in the box “Responsible.”</p> <p>When students think they have them sorted, discuss their choices and show the “official” matrix.</p>
<p>Practice</p>	<p>Share the Bobcat traits and expectations with your family and practice them around Jason Lee.</p>

REVISIT PILLARS THROUGHOUT THE YEAR TO REMIND/REFOCUS STUDENTS

Do Now Introduction	Give an example of when you showed compassion towards someone and when someone showed compassion towards you.
Learning Target	<ul style="list-style-type: none"> • What is the difference between empathy and compassion? • What are the benefits of being a compassionate person? • How can I be a more compassionate person?
Success Criteria	<ul style="list-style-type: none"> • I can define empathy and compassion and describe the relationship between the two concepts. • I can describe how I can become a more compassionate person and how being a more compassionate person would benefit me.
Strategies/ Materials	<u>Powerpoint</u>
Lesson Outline	<ol style="list-style-type: none"> 1. Do Now 2. Learning Targets and Success Criteria 3. What is empathy? 4. What is compassion? 5. What is one strategy to practice compassion? 6. Benefits of Compassion 7. Practice 8. Compassion is empathy in action 9. Reflection
	<ul style="list-style-type: none"> • What can I do to be a more compassionate person?

Do Now Introduction	Yesterday, we learned that compassion is empathy in action. How can we be more compassionate in the hallways and stairwells?
Learning Target	<ul style="list-style-type: none"> • What are the examples of compassion in today's film? • How would this film be different if it were filmed at Jason Lee using our hallway/stairwell expectations?
Success Criteria	<ul style="list-style-type: none"> • I can identify all of the examples of compassion in today's film and explain why they are examples of compassion. • I can use multiple hallway/stairwell expectations to rewrite today's film.
Strategies/ Materials	<u>Powerpoint</u>
Lesson Outline	<ol style="list-style-type: none"> 1. Do Now 2. Learning Targets and Success Criteria 3. Video 4. Hallway Expectations: Students will use expectations to rewrite today's film as if it were filmed at Jason Lee.
Debrief Exit Task Reflection	NA

Communicate & Celebrate with students

- **Share data**
- **Bobcat Scholar Quarterly Assemblies Celebrating Students:**
 - Bobcat Advisory student of the month
 - Consistently represents the Bobcat Pillars in their actions at school
 - Attendance, Academic and Behavior recognition
 - The students met the SRI challenge of reaching the 70% or higher goal, students will receive a non-uniform day next Friday.
 - Non-uniform day for no Red Slips

Give Students Voice

- Survey them about their learning needs and share with staff.
- For professional development with staff allow students to showcase teacher and why the strategy they used worked for them.
- Implement Raising Student Voice and Participation (RSVP) Summits led by students to get feedback about your community and school and allow students to problem solve and make change in their schools.
- Allow students to be mentors to other students.

Identifying intervention needs for students.

- Data based
- Develop Tiered interventions for:
 - Academics
 - Attendance
 - Behavior

Academic Support

Tier 1

Quality Core Instruction:

- Link to CCSS
- High student engagement

Phone call home

- Entered on communication log

Teacher tutoring:

- Before/After School
- During Lunch
- IXL & TTM support

Tier 2

Strategies/Intervention in the classroom:

- School/home communication notes, homework signed
- Accommodating assignments
- Accommodating movement of student
- Sentence starters, glue in, pre-teaching support

Assigned ELO

- Teacher contact parent to communicate need for the additional support.
- Contact Sharice Madison for letter to give to student(s).
- IXL & TTM support

Check & Connect

- Identify student & teacher
- Teacher meets with student during planning once a week to check on progress.

Tier 3

Staffing Request

- Significant academic concern
- Contact counselor to set up parent meeting
- Identify strategies/intervention implemented

ELO, IXL & TTM Support

504/Sped referral

Attendance Support

Tier 1

1 full day unexcused absence = 3 or more consecutive periods missed.

2 full days a month
-Advisory teacher connections:
phone/letter/email

2 periods missed a week for one specific class
-Teacher connection to home: phone/letter/email logged into communication log

Tier 2

Check & Connect
-Identify student & teacher
-Teacher meets with student during planning once a week to check on progress.

3 periods missed a week for one specific class
-Teacher, counselor and student conference logged into communication log

3 unexcused absences in a row or 5 unexcused absences in a month
-Generates BECCA letter

Tier 1

Phone call home
-Entered on communication log

Stop & Think

Red Slips

Behavioral Support

Tier 2

Strategies/Intervention in the classroom:

- School/home communication notes
- Behavior contract between teacher and student
- Student tracks behavior for self-monitoring
- Track interventions to be used on Functional Behavior Assessment

Repeated Level 1 infractions

- Refer student to counselor via email
- Student will complete "Make it Right" intervention with referring staff members.

Check & Connect

- Identify student & teacher
- Teacher meets with student during planning once a week to check on progress.

Big Brother Big Sister Referral

Tier 3

Complete Functional Behavior Assessment Report

- Behavior analysis after initial interventions

Staffing Request

- Contact counselor to set up parent meeting and develop positive behavior plan.

EDGE referral

Comprehensive life referral

Schedule Change

504/Sped referral

Monthly Data Tracking and Interventions

StudentID	Gender	Grade	FedRac	Sped	Mon	Tue	Wed	Thur	Fri	All_Tot	Tier	Interventions					
												Phone	Letter H	C&C Ac	Edge	SumAc	Contract
3021989	M	7	White	SE	0	1	2	0	0	3	Tier 3 (less than 85%)						
3014061	M	7	African Am	SE	1.17	1.17	1.5	2	1	6.84	Tier 3 (less than 85%)					X	
2035920	M	7	American Indian		2.66	2.17	3.5	1.84	2.67	12.84	Tier 3 (less than 85%)						X
3010003	M	7	White	SE	0.5	0	1.34	1.66	0.83	4.33	Tier 3 (less than 85%)						
2034383	F	7	African American		0	0.17	0.17	1.66	1.33	3.33	Tier 3 (less than 85%)						
2063806	M	7	Hispanic		0.17	0.5	1	1.5	0.5	3.67	Tier 3 (less than 85%)			X			
2031109	M	7	African Am	SE	1.17	1.34	1.34	1.17	3.33	8.35	Tier 3 (less than 85%)						
3002769	M	7	Other/Mul	SE	1	0.5	1.33	1.16	0.17	4.16	Tier 3 (less than 85%)						
2039781	M	7	African Am	SE	0.17	0	1	1.83	0	3	Tier 3 (less than 85%)					X	
2026696	F	7	Hispanic		2.67	0.33	1.83	1.33	2	8.16	Tier 3 (less than 85%)						
2036454	M	7	African American		0.83	1.5	1.84	1.66	1.84	7.67	Tier 3 (less than 85%)			X	X		
2056112	F	7	White		0.33	1.33	1	2	1	5.66	Tier 3 (less than 85%)						
2017508	M	7	White		1	1.67	1.34	1.17	1.34	6.52	Tier 3 (less than 85%)						
2030202	M	7	African Am	SE	1.67	1.67	1.5	1.83	1.34	8.01	Tier 3 (less than 85%)						
2039165	F	7	White		1	1	1	1.83	0.5	5.33	Tier 3 (less than 85%)						
2028805	F	7	White		0	2	0.33	1.5	1.5	5.33	Tier 3 (less than 85%)					X	
3023796	M	7	African Am	SE	1.17	0	0	1.67	0.17	3.01	Tier 3 (less than 85%)						
2038882	M	7	White	SE	1.17	0	1.5	2.33	1	6	Tier 3 (less than 85%)					X	
3020839	F	7	White		1	1	1.33	1.5	1.33	6.16	Tier 3 (less than 85%)						
2040559	F	7	White	SE	0.17	0.83	0.33	0.83	1.49	3.65	Tier 3 (less than 85%)						
3023654	F	7	Other/Multiracial		0.33	1	1.33	1.33	0	3.99	Tier 3 (less than 85%)						
2038857	F	7	Asian		0.5	0	0.17	1.5	1.17	3.34	Tier 3 (less than 85%)					X	
2064249	F	7	African Am	SE	0.33	0.83	1.01	1.5	1	4.67	Tier 3 (less than 85%)						
2047706	F	7	White		1	0.33	1	1	1	4.33	Tier 3 (less than 85%)						
2032948	F	7	African Am	SE	0.84	0.83	0.17	0.83	0.83	3.5	Tier 3 (less than 85%)						