

Kerrville Independent School District



Tivy High School

Accountability Rating: B

2025-2026 Campus Improvement Plan

Mission Statement

*As we enter Tivy with dreams,
Let us grow with honor;
As we go forth,
Let it be with excellence.*

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Comprehensive Needs Assessment

Lever 1: Strong School Leadership & Planning

Summary

At Tivy High School, we prioritize the continuous improvement of our educational practices through structured Weekly Instructional Leadership meetings. These gatherings serve as a platform for our leadership team to collaboratively analyze instructional strategies, share insights, and develop action plans that enhance the learning experience for our students. By fostering an environment of open communication and shared goals, we ensure that our leadership is aligned and focused on driving academic excellence.

Our commitment to professional learning communities (PLCs) is evident in our weekly meetings with leaders, which are meticulously organized with detailed norms, agendas, and minutes. This structured approach allows us to maintain a clear focus on our objectives, ensuring that every meeting is productive and contributes to our overarching mission of educational excellence. The detailed documentation of these meetings also provides a valuable resource for reflection and continuous improvement.

Each member of our leadership team is equipped with clearly defined roles and responsibilities, which are essential for the smooth operation of our school. This clarity ensures that all leaders are aware of their specific contributions to our collective goals, fostering a sense of accountability and purpose. By delineating these roles, we empower our leaders to take ownership of their areas of expertise and drive meaningful change within our school community.

Our weekly calendars, walkthrough schedules, and leadership meeting schedules are meticulously planned to ensure that all aspects of our school's operations are running efficiently. These tools allow us to maintain a consistent focus on our priorities and ensure that our leadership team is always prepared to address the needs of our students and staff. By maintaining a well-organized schedule, we can maximize our impact and ensure that our efforts are aligned with our strategic goals.

Administrators at Tivy High School are dedicated to supporting our teachers in their professional growth by meeting with them regularly to review their TTESS goals according to a set timeline. This process allows us to provide personalized feedback and guidance, helping teachers to refine their instructional practices and achieve their professional objectives. By aligning teacher goals with our school's mission, we create a cohesive and supportive environment that fosters continuous improvement.

Our monthly team walkthroughs, conducted by the PLC team, are an integral part of our commitment to maintaining high standards of instruction. These walkthroughs provide an opportunity for collaborative observation and feedback, allowing us to identify areas of strength and opportunities for growth within our classrooms. By engaging in this reflective practice, we ensure that our instructional strategies are effective and aligned with best practices.

Professional development at Tivy High School is designed to model best practices and support the growth of all instructional settings. We are committed to providing our educators with the tools and resources they need to excel in their roles, fostering a culture of lifelong learning and professional excellence. Through targeted professional development opportunities, we empower our teachers to implement innovative strategies that enhance student learning and achievement.

Strengths

At Tivy High School, we take immense pride in our identified Professional Learning Community (PLC) leaders who are at the forefront of driving educational excellence. These leaders are instrumental in fostering a collaborative environment where teachers and staff can share best practices, engage in meaningful dialogue, and work collectively towards enhancing student outcomes. Their leadership is pivotal in ensuring that our PLC initiatives are effectively implemented and continuously improved.

Our ongoing PLC training, led by our dedicated guiding coalition, is a testament to our commitment to professional development. This coalition is composed of experienced educators who are passionate about facilitating growth and learning among their peers. Through these training sessions, we aim to equip our staff with the latest educational strategies and tools, ensuring that they are well-prepared to meet the diverse needs of our students.

We have established clear roles and responsibilities for our administrators, department chairs, and team leads, which are crucial for maintaining an organized and efficient school environment. By delineating these roles, we ensure that each member of our team understands their specific duties and how they contribute to the overall success of our school. This clarity fosters accountability and empowers our staff to take initiative in their respective areas.

Our commitment to effective communication is reflected in our weekly calendars and updates to schedules and data meetings. These tools are essential for keeping our staff informed and aligned with our school's goals. By regularly reviewing data and adjusting our strategies accordingly, we are able to make informed decisions that drive student achievement and school improvement.

At Tivy High School, we emphasize the importance of SMART goals, a growth mindset, and student growth. By setting Specific, Measurable, Achievable, Relevant, and Time-bound goals, we provide our students and staff with clear targets to strive towards. Encouraging a growth mindset allows us to cultivate a culture of resilience and perseverance, where challenges are viewed as opportunities for learning and development.

The significance of PLC communities and trainings cannot be overstated, as they are integral to our school's success. These communities provide a platform for educators to collaborate, share insights, and support one another in their professional journeys. We are proud to be sending our fourth cohort of teachers to PLC training, further reinforcing our dedication to continuous learning and improvement. This initiative ensures that our educators are equipped with the skills and knowledge necessary to inspire and educate our students effectively.

Problem Statements Identifying Lever 1: Strong School Leadership & Planning Needs

Problem Statement	Root Cause
1 While campus administrators participate in district calibration, Campus leadership needs to calibrate as a administrative team	We have new team members that may have different training or perspectives.
2 PLC teams will participate in peer walkthroughs at least once per semester	Gain professional insight across all disciplines to encourage growth of instruction
3 As a campus, implement Capturing kids hearts and behavior solutions as a main classroom management resource.	Much needed campus resource for classroom management and behavioral improvement strategies.

★ = Priority

Lever 2: Strategic Staffing

Summary

As a school committed to fostering the growth and development of our educators, we provide mentors for new teachers to ensure they receive the guidance and support necessary to thrive in their roles. These mentors are experienced educators who offer insights, share best practices, and provide a listening ear, helping new teachers navigate the challenges of their first years in the classroom.

Our new teachers also benefit from participating in the new teacher orientation and Inspire Academy. These programs are designed to equip them with the foundational skills and knowledge they need to succeed, while also inspiring them to bring creativity and passion to their teaching practices.

To further support our educators, we have identified PLC team leads for each core area. These leaders play a crucial role in facilitating professional learning communities, where teachers can collaborate, share resources, and engage in continuous professional development to enhance their instructional strategies.

In addition, we encourage all upcoming teachers to participate in the Ignite Academy. This initiative provides them with opportunities to engage in innovative teaching practices and develop their skills in a supportive and dynamic environment, preparing them for future challenges and successes in their careers.

Maintaining high levels of morale and a positive campus climate is a priority for us. We strive to create an environment where teachers feel valued, supported, and motivated, which in turn fosters a positive learning atmosphere for our students.

We are dedicated to providing a safe and nurturing environment that breeds a high culture and esteem. Our school is a place where both students and teachers can feel secure, respected, and empowered to reach their full potential.

For teachers interested in the Teacher Incentive Allotment, we ensure they receive the necessary support to pursue this opportunity. We provide guidance and resources to help them meet the criteria and achieve their professional goals.

Finally, we offer grade level and content area support through the use of department leads. These leaders are instrumental in providing targeted assistance and resources, ensuring that teachers have the tools they need to deliver effective and engaging instruction to their students.

Strengths

Tivy High School stands out for its strong commitment to the growth and development of its educators. New teachers are supported from day one through experienced mentors who provide valuable guidance, share best practices, and offer a supportive ear, helping them confidently navigate the early challenges of teaching. The school also offers comprehensive onboarding through the new teacher orientation and Inspire Academy, programs that equip newcomers with essential skills and inspire creativity and passion in their teaching. Beyond this, PLC team leads in each core subject area foster collaboration and continuous professional learning, ensuring teachers have ongoing opportunities to refine their instructional strategies.

Upcoming teachers are encouraged to join the Ignite Academy, immersing themselves in innovative teaching practices within a dynamic, supportive environment that prepares them for future success. Tivy High School prioritizes maintaining high morale and a positive campus climate, cultivating a space where educators feel valued, motivated, and empowered—creating the perfect atmosphere for student learning.

Safety and respect are foundational here, as the school nurtures a culture of high esteem where both teachers and students can thrive securely and confidently. For educators pursuing the Teacher Incentive Allotment, Tivy provides dedicated resources and guidance to help them achieve their professional goals. Finally, grade level and content area department leads offer targeted support and resources, ensuring teachers are well-equipped to deliver engaging and effective instruction. Together, these strengths make Tivy High School a supportive, innovative, and empowering place for educators to grow and succeed.



Problem Statements Identifying Lever 2: Strategic Staffing Needs

Problem Statement		Root Cause
1	Team leaders need additional training in specific leadership qualities that ensure proper management of teams.	Varied levels of comfort within PLC team establishing team norms and consistency in meeting expectations
2	increase participation of staff in development of curriculum for all courses, Including year at a glance, assessments, and unit design. This is based on student need from year to year.	Ongoing process and have been adding courses yearly while revising and updating current plans and curriculum.

★ = Priority

Lever 3: Positive School Culture

Summary

As the principal of our school, I am proud to share the positive climate and culture that we have cultivated within our educational community. Our school is a place where students feel safe, respected, and motivated to learn. This positive environment is the result of our collective efforts to create a welcoming and inclusive atmosphere for all students, staff, and families. We prioritize open communication, mutual respect, and a shared commitment to excellence, which are the cornerstones of our school culture.

Our school systems are designed to promote positive student behavior through clear and effective structures. We have implemented a comprehensive approach that includes proactive strategies, consistent expectations, and supportive interventions. This ensures that students understand the importance of their actions and are encouraged to make positive choices. Our systems are not only about maintaining order but also about fostering a sense of responsibility and community among our students.

A clear student code of conduct is in place to guide our students' behavior and decision-making. This code is communicated to students, parents, and staff, ensuring that everyone is aware of the expectations and consequences. By having a well-defined code of conduct, we provide a framework that supports students in developing self-discipline and accountability, which are essential skills for their future success.

The administrative team at our school has cultivated strong relationships with teachers, which is vital for creating a cohesive and supportive educational environment. We work collaboratively with our teachers, valuing their input and expertise, to ensure that our school is a place where both students and staff can thrive. These strong relationships are built on trust, respect, and a shared commitment to our students' success.

All staff members are well-versed in our district's vision of a profile of a leader and instructional standards. This alignment ensures that our educational practices are consistent and focused on developing students who are not only academically proficient but also equipped with the skills and attributes necessary to be effective leaders in their communities. Our staff's understanding of these standards is reflected in their teaching and interactions with students.

We have implemented Seidlitz strategies to enhance our instructional practices and support our diverse student population. These strategies are designed to improve language acquisition and content understanding, particularly for English language learners. By incorporating these strategies into our teaching, we are able to provide a more inclusive and effective learning experience for all students.

Our mission and vision are clearly posted in every classroom, serving as a constant reminder of our shared goals and aspirations. This visibility reinforces our commitment to providing a high-quality education and preparing our students for future success. It also ensures that everyone in our school community is aligned with our purpose and direction.

Finally, we administer a climate survey yearly and diligently review the data to inform our practices and policies. This survey provides valuable insights into the perceptions and experiences of our students, staff, and families. By analyzing this data, we are able to identify areas of strength and opportunities for improvement, allowing us to continuously enhance our school climate and culture.

Strengths

Our school has consistently received positive climate survey data, with an impressive rating above 90% in terms of campus climate and culture. This reflects the strong sense of community and mutual respect that permeates our school environment, fostering a supportive and inclusive atmosphere for both students and staff. Such a positive climate is crucial for effective learning and personal growth, as it encourages students to engage actively and feel valued within the school community.

We maintain high expectations for college and career readiness, ensuring that our students are well-prepared for their future endeavors. Our dedicated teachers are committed to working closely with individual students to help them achieve their College, Career, and Military Readiness (CCMR) goals. This personalized approach allows us to address the unique needs and aspirations of each student, providing them with the guidance and support necessary to succeed beyond the classroom.

Our teachers consistently refer to the profile of a graduate when designing curriculum, ensuring that our educational programs align with the skills and competencies required for success in the modern world. By integrating these essential attributes into our curriculum, we equip our students with the critical thinking, communication, and problem-solving skills they need to thrive in their future academic and professional pursuits.

We have also seen an increase in our attendance rate, which is a testament to the engaging and supportive learning environment we have cultivated. High attendance rates are indicative of students' eagerness to participate in school activities and their commitment to their education. This positive trend not only enhances academic performance but also strengthens the overall school community, as students are more likely to form meaningful connections with their peers and teachers.

Problem Statements Identifying Lever 3: Positive School Culture Needs

	Problem Statement	Root Cause
1	Increased needs of recruitment of parent and community involvement	Our PTO in constant decline and opportunities for parent voice in low
2	District needs and alignment will provide opportunity for implementation of "Capturing kids hearts"	While discipline and behavior issues are a strength of the campus, CKH will provide district alignment with other campuses within the district
3	Character counts initiative will be implemented on a weekly basis	Through our new 30 minute intervention time, student code of conduct, character counts and CKH strategies will be addressed in order to promote positive school culture, positive student behavior and increased school climate.

 = Priority

Lever 4: High-Quality Instructional Materials and Assessments

Summary

At Tivy, we are committed to providing a high-quality education by utilizing all state and district-approved materials. This ensures that our curriculum is not only comprehensive but also adheres to the standards set forth by educational authorities, providing our students with the best possible resources for their learning journey.

We prioritize the professional growth of our teachers by allocating dedicated development time for them to plan instructional units that are aligned with the Texas Essential Knowledge and Skills (TEKS). This planning time is crucial for teachers to design lessons that meet state standards and cater to the diverse learning needs of our students.

Data meetings play a vital role in our approach to education, as they allow us to assess student achievement and ensure alignment within content areas. By regularly reviewing data, we can identify areas of strength and opportunities for improvement, enabling us to tailor our instructional strategies to better support student success.

Our commitment to consistency and fairness in evaluation is reflected in the implementation of common assessments across all content areas. These assessments provide a uniform measure of student understanding and progress, allowing us to maintain high standards of academic excellence.

Professional Learning Communities (PLCs) are instrumental in our school's efforts to align assessments. By working collaboratively, teachers can analyze the same data and identify trends, which informs their instructional practices and helps us to continuously improve our educational offerings. This collaborative approach ensures that we are meeting the needs of all students and fostering an environment of shared responsibility for student achievement.

Strengths

We place a strong emphasis on the professional growth of our teachers by allocating dedicated development time specifically for planning instructional units that align with the Texas Essential Knowledge and Skills (TEKS). This commitment ensures that our educators are well-prepared to deliver high-quality instruction that meets state standards and addresses the diverse learning needs of our students.

We conduct regular data meetings to assess student achievement and ensure alignment across content areas. These meetings provide valuable insights that allow us to make targeted instructional improvements, ensuring that our teaching strategies are effective and responsive to student performance data.

To maintain consistency and fairness in evaluating student progress, we have implemented common assessments across all content areas. This approach provides a uniform measure of student achievement, enabling us to accurately track progress and identify areas for improvement.

Our school fosters active Professional Learning Communities (PLCs) where teachers collaborate to analyze assessment data, identify trends, and refine instructional practices. This collaborative environment promotes continuous improvement and professional development, ultimately enhancing the quality of education we provide.

We have cultivated a strong culture of shared responsibility among our educators, which is crucial in meeting the diverse needs of our students and promoting academic excellence. This culture encourages teamwork and a collective

commitment to student success.

Our master schedule includes embedded professional learning days and weekly PLC meetings, ensuring that professional development is an integral part of our school routine. This structure supports ongoing learning and collaboration among our staff.

Finally, our teams are empowered to create norms and expectations that guide their work. This autonomy fosters a sense of ownership and accountability, allowing teams to function effectively and contribute to the overall success of our school.

Problem Statements Identifying Lever 4: High-Quality Instructional Materials and Assessments Needs

Problem Statement	Root Cause
1 Continued focus of CCMR readiness standards and how those can be incorporated within instruction	Maintain and increase level of awareness of the importance of CCMR to the success of our students and of district accountability.
2 In Alg, US History, and ENG 1 and 2 master level achievement level has decreased.	Increase focus on meets level students and greater data analysis during PLC in order to identify student needs and provide appropriate instruction.
3 Algebra has had significant decline in approaches on STAAR	greater alignment of PLC data analysis and alignment of strategies. as well as specific intervention strategy focus.

★ = Priority

Lever 5: Effective Instruction

Summary

Our master schedule is meticulously designed to ensure that all teachers have dedicated daily planning time, which is crucial for effective lesson preparation and reflection. Additionally, we have incorporated a weekly team planning session, allowing teachers to collaborate, share insights, and align their instructional strategies to enhance student learning outcomes.

Our Professional Learning Communities (PLCs) have been instrumental in fostering a collaborative culture among our educators. They have developed comprehensive agendas and established norms that guide their meetings, ensuring that discussions are focused, productive, and aligned with our educational goals.

To effectively unpack and understand the standards, we utilize Year at a Glance documents. These resources provide a comprehensive overview of the curriculum, enabling teachers to plan their instruction strategically throughout the academic year.

Teachers are equipped with planning documents that serve as essential tools for crafting detailed and effective lesson plans. These documents help ensure that lessons are aligned with standards and tailored to meet the diverse needs of our students.

Data meetings are systematically held following all common assessments. These meetings are critical for analyzing student performance data, identifying trends, and making informed decisions to improve instructional practices and student achievement.

Our instruction coaches play a vital role in supporting our teachers. They provide targeted assistance in refining instructional techniques and developing actionable plans to address specific areas of need, thereby enhancing the overall quality of teaching and learning.

We are grateful for the district's support in providing comprehensive data reports after common assessments. These reports are invaluable in helping us understand student performance at a deeper level, allowing us to make data-driven decisions that drive continuous improvement in our educational practices.

Strengths

Our campus demonstrates several key strengths that support effective teaching and learning. The master schedule is thoughtfully crafted to provide all teachers with daily dedicated planning time, essential for lesson preparation and reflection, complemented by weekly team planning sessions that foster collaboration and alignment of instructional strategies. Professional Learning Communities (PLCs) are highly effective, guided by well-developed agendas and established norms that keep meetings focused and productive, promoting a strong collaborative culture among educators. Teachers utilize Year at a Glance documents to strategically unpack and understand standards throughout the year, while planning documents serve as vital tools to create detailed, standards-aligned lessons tailored to diverse student needs. Teachers regularly use the Eduphoria program to analyze data and set individualized student progress goals, fostering student ownership and engagement in their learning. Systematic data meetings follow every common assessment, enabling thorough analysis of student performance, trend identification, and informed instructional adjustments. Instructional coaches provide targeted support to refine teaching practices and develop actionable plans addressing specific needs, elevating the quality of instruction. Additionally, the district's comprehensive data reports after common assessments offer valuable insights that empower our staff to make data-driven decisions, continuously enhancing educational outcomes.

Problem Statements Identifying Lever 5: Effective Instruction Needs

	Problem Statement	Root Cause
1	Implementation of MTSS process that focuses on student achievement and behaviors	Process of gathering feedback for individual students by gathering data and sharing by all staff to increase student support.
2	All teachers need CBLI training in order to ensure intentional language instruction by all students.	CBLI needed for all staff to ensure alignment of district goals as well as a refresher of seidlitz trainings.
3	PLC involvement of all support staff including ESL and Special education teachers	Master scheduling constraints create limited access for special education teachers to involve within planning and data conversations within the learning team.

★ = Priority



Goals

Goal 1

Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

Performance Objective 1

Increase the STAAR performance E.O.C Biology for our E.B population from the meets criteria from 12% to 30% by the end of the 2025-2026 academic year.

Evaluation Data Source: Biology STAAR data in aware

Strategy 1

PLC data meetings weekly

Strategy's Expected Result/Impact: Consistent and collaborative effort by all stakeholders to plan, implement and assess STAAR related insruction for all E.B students

Staff Responsible for Monitoring: Biology team lead and administration

Formative Reviews

September

January

April

June

Strategy 2

Provide refresher training to seidlitz 7 steps as well as CBLI, as available

Staff Responsible for Monitoring: Administration and Instruction coaches

Formative Reviews

September

January

April

June

Performance Objective 2

Increase meets and master outcomes for E.B students at least 10% growth in both areas.

Evaluation Data Source: STAAR data in aware 25-26

Performance Objective 3

Increase STAAR EOC passing rate for Algebra 1 for Sped population from 55.3% to the state 65% by the end of 25-26 year.

Evaluation Data Source: STAAR DATA in Aware 2025-2026

Strategy 1

Increase training and planning of sped inclusion staff to incorporate new strategies to assist SPED population.

Strategy's Expected Result/Impact: individualized assistance of SPED algebra students

Staff Responsible for Monitoring: SPED director and Administration

Formative Reviews

September January April June

Performance Objective 4

Increase STAAR EOC passing rate for Eng 1 and 2 for SPED population from 36.8% to at least 50%% by the end of 25-26 year

Evaluation Data Source: STAAR data in aware 2025-2026

Strategy 1

Increase training and planning of sped inclusion staff to incorporate new strategies to assist SPED population.

Staff Responsible for Monitoring: SPED director and administration

Formative Reviews

September January April June

Performance Objective 5

Full district wide implementation of PLC systems from 9/25 to 5/26 will result in improved meets level performance.

Strategy 1

Standardized implementation by requiring creation and implementation of schedule, agenda and documentation of meetings and minutes

Staff Responsible for Monitoring: Administration and department chairs

Formative Reviews

September January April June

Strategy 2

PLC will develop annual team goals with broad objectives to be monitored every grading period

Staff Responsible for Monitoring: Administration and department chairs

Formative Reviews

September January April June

Strategy 3

Establish collaborative practices that include data analysis, strategy sharing, and target efforts to improve student performance.

Staff Responsible for Monitoring: Administration and department chairs

Formative Reviews

September January April June

Goal 2

Develop future-ready students and build a strong academic foundation in literacy and math by working to have all students reading on grade level by grade 3 and by preparing all students to successfully complete algebra coursework.

Performance Objective 1

Campus PLCs will analyze longitudinal STAAR data to identify consistently low scoring TEKS, and will adjust instructional practices accordingly. Progress will be measured by 2% to 5% increase in targeted TEKS scores

Evaluation Data Source: STAAR data in aware

Strategy 1

Provide teachers with Longitudinal TEKS Data

Staff Responsible for Monitoring: Administration and district level data reports

Formative Reviews

September

January

April

June

Strategy 2

Campus leadership will maintain longitudinal TEKS data using aware

Staff Responsible for Monitoring: Administration and district level reports

Formative Reviews

September

January

April

June

Strategy 3

PLC will plan and revise instructional practices to match content and rigor of how identified TEKS are assessed.

Staff Responsible for Monitoring: Administration and department chairs

Formative Reviews

September

January

April

June

Goal 3

Empower all students to identify post-secondary pathways and provide personalized support for college, career, and military readiness through Science, Technology, Engineering, Arts & Math (STEAM), Career and Technology Education (CTE), workforce certification, college credit, Advanced Placement and other program opportunities.

Performance Objective 1

100% of secondary students will identify post secondary path leading to College and Career readiness

Evaluation Data Source: CCMR tracker, Career plans

Strategy 1

perform data driven using CCMR tracking data every grading period to guide interventions.

Staff Responsible for Monitoring: Counseling department, Administration, Department chairs

Formative Reviews

September

January

April

June

Strategy 2

Identify availability of appropriate IBC for all current pathways.

Staff Responsible for Monitoring: Counseling office, Administration, CTE department

Formative Reviews

September

January

April

June

Strategy 3

Within core subjects, provide increased guidance for TSI and SAT preparation.

Staff Responsible for Monitoring: Administration, Department chairs, testing coordinator

Formative Reviews

September January April June

Performance Objective 2

Achieve 5%- 8% increase in freshmen enrollment in advance courses

Evaluation Data Source: current enrollment, course calendar, newsletters

Strategy 1

Enhanced communication to inform students and parents of benefits and expectation of advance academics.

Staff Responsible for Monitoring: Testing coordinator, Administration

Formative Reviews

September January April June

Strategy 2

Provide PD designed to strengthen curriculum alignment through PLCs

Staff Responsible for Monitoring: Administration, Department chairs

Formative Reviews

September January April June

Goal 4

Recruit, develop, and retain employees that are student-centered, focused on professional learning and improvement, passionate, innovative, collaborative, goal-oriented, and ethical.

Goal 5

Maintain sound fiscal management of district budgets by aligning resources to improve student learning, ensure future-ready students and meet district goals while continuously advocating for an adequate and equitable Texas public school finance system.

Goal 6

Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning; this includes both physical safety and freedom from victimization.

Performance Objective 1

Use of screeners tool and processes provided by district level to assess student well being, emotional and psychological and will enable detection of at risk students and allow for timely support, targeted interventions , and appropriate referrals.

Evaluation Data Source: universal screener data

Strategy 1

Ensure appropriate staff are trained and able to implement tools and strategies.

Staff Responsible for Monitoring: Administration, Counseling office, district

Formative Reviews

September

January

April

June

Performance Objective 2

Will implement strategies to bring 2024 RDA SPED disciplinary removal rate from 37.7% down to alignment with state cut point rate of 19%

Strategy 1

Implement tier 1 behavioral support systems that establish campus wide behavior expectations and norms

Staff Responsible for Monitoring: Administration

Formative Reviews

September

January

April

June

Strategy 2

Provide PD for all staff in behavior management and intervention strategies.

Staff Responsible for Monitoring: Administration

Formative Reviews

September

January

April

June

Strategy 3

Communicate behavior expectations through 30 minute intervention time

Staff Responsible for Monitoring: Administration

Formative Reviews

September

January

April

June

Strategy 4

Use CKH and behavior solutions to build positive school culture.

Staff Responsible for Monitoring: Administration

Formative Reviews

September

January

April

June