Body – Mind – Soul
Structure is Everything!
Demographics

Enrollment 963
Free and Reduced Lunch 66%
African American 2%
Latino 90%
White 8%
Native American 0%
Multi Racial 0%
English Learners 8%
Students With Disabilities 10%
“Educating the Mind Without Educating the Heart is No Education At All”

Aristotle
# 2014-2015 Bell Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Description</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>8:30-9:25</td>
<td>Class Time</td>
<td>7/8</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>9:28-10:13</td>
<td>Class Time</td>
<td>7/8</td>
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<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>10:16-11:01</td>
<td>Class Time</td>
<td>7/8</td>
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<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>11:04-11:34</td>
<td>Lunch</td>
<td>7</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>11:04-12:00</td>
<td>Advisory/CE*</td>
<td>8</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>11:37-12:33</td>
<td>Advisory/CE*</td>
<td>7</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>12:03-12:33</td>
<td>Lunch</td>
<td>8</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>12:36-1:21</td>
<td>Class Time</td>
<td>7/8</td>
</tr>
<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>1:24-2:09</td>
<td>Class Time</td>
<td>7/8</td>
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<tr>
<td>8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>2:12-2:57</td>
<td>Class Time</td>
<td>7/8</td>
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<tr>
<td>9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>3:00-3:45</td>
<td>Class Time</td>
<td>7/8</td>
</tr>
</tbody>
</table>

*CE – Curriculum Enrichment*
Core Department
Grade Level Meetings

- Two Times Per Week
  - Data Teams
  - Collaborative Planning
Core Academic Team Meetings

• Three Times Per Week
  ◦ Wednesday Rotation
    • Counseling Joint Conference (CJC)
    • Administrators (3 Week Grades)
    • Technology Cadre Support
  ◦ Pyramid Of Prevention and Academic Intervention
  ◦ Discipline Pyramid
Successful Academic Teaming

- Allow for efficient and effective use of team time using structured weekly agendas
- Provide an opportunity to
  - Monitor students
  - Implement interventions
  - Meet holistic needs of ALL students
Academic Team Roles

- Successful Academic Teaming requires contribution from EVERYONE!
- Each member has a role with specific responsibilities
  - Team Leader
  - Record Keeper
  - Parent Contact Coordinator
  - Intervention / Detention Liaison
Pyramid of Intervention
Tier One
Teacher Tier

Parent Contact / Conference
Supplemental Tutoring by Content / Academic Team
FINO Success packet in Advisory / Curriculum Enrichment
EMS Agenda Check Daily*
EMS PRECISION SCHEDULING WILL BE IMPLEMENTED FOR ALL STUDENTS

*Physical possession check daily in Advisory Content
check daily in Advocacy
Pyramid of Intervention

Tier Two

Academic Team Tier

V.I.S.A. Cards Every 9 Weeks
(for those who ARE performing academically)

Student Contract Review (Phase 2)
*Refer To Phase 2 Flow Chart

Individual Grade Speed Progress Report Weekly
(by Advisory Teacher)

Agenda Signed Daily by Parent

Student Contract (Phase 1)  *Refer to Phase 1 Flow Chart

Free Dress Day (for those who ARE performing academically)

Grades Reviewed Every Three Weeks
Pyramid of Intervention

Tier Three
Administrative Tier

- Parent Shadowing
- Review Student Schedule
  (possible intervention changes)
- SAC Assignment
- After School Detention (3 weeks)
- Lunch Detention (3 weeks)
- Activate Parent Notification Triggers
- Academic Referral
  (with documentation of all interventions)
Pyramid of Intervention

Tier Three
RTI Team Tier

Data-Based Recommendations
Progress Monitoring
(Research-Based Strategies)
Review Student Schedule
(Possible intervention changes)
CUM Folder Review
FINO Folder Review
Active Parent Notification Triggers
RTI Referral
(with all required documentation)
Extended Monday Rotation

- Faculty Meeting
- Department Meeting
- Grade Level Meeting
- Technology Meeting
Team Leader / Department Chair Meetings

- Meets One Time Per Month (4:00 – 6:30)
- Administrative Team
- Counselors
- All Department Chairs
- All Academic Team Leaders
Personal Commitment Statement

“I have come to the frightening conclusion that I am the decisive element in my classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. I possess tremendous power to make a person’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or honor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated with a person humanized or dehumanized.”

- Adapted from Haim Ginott
CONTACT INFORMATION

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