



Creating
HIGH SCHOOL
SUCCESS
Through
VISION, CLARITY,
& REFINEMENT

BTP ~ Build Family, Take Care of One Another, and Pursue Excellence!



ANGELA LOONEY

Principal

MEREDITH PAPPAS

Assistant
Principal



LEARNING INTENTION:

We will explore how a shared vision, a focus on clarity, and a commitment to continuous refinement helped launch a purposeful and joyful school culture.

SUCCESS CRITERIA:

We will exchange strategies to inspire momentum and meaningful impact across our campuses.



PARKING LOT



TAKE CARE OF NEEDS



THINK...

02:00





03:00



EXCHANGE

03:00





The journey begins...

**PRINCIPAL
1-ON-1'S**

MAY

JULY

SEPT/ OCT

JUNE

AUG

NOV



MAY

JULY

SEPT/ OCT

JUNE

AUG

NOV

**ADMIN
WORKING
TOGETHER**





STUDENT ACCOUNTABILITY

ELECTRONIC DEVICES District Policy Process: Notify BTP Support if a student refuses to put cell phone and/or earbud(s) away or refuses to turn them into the teacher when asked. Admin will confiscate the phone from the student for the rest of the day and again the next day. Front office provides a list to admin the next morning for day two phone confiscation. Front office staff documents each infraction, obtains student signatures, emails parents, and collects fee(s).	DRESS CODE District Policy Process: Notify BTP Support if a student refuses to correct their dress code violation, is unable to, or when you need admin to address the violation. Staff will work with the student to correct the violation. When the violation cannot be corrected, the student will be in ISS for the rest of the day. Admin Assistant documents each infraction and emails parents.
STUDENT IDS District Policy Process: Temporary IDs are one solid colored wristband. The student's name and date will be required to be on the wristband. Before School: Students needing a temporary ID or a replacement ID can request/purchase one at the School Store each morning from 8:30 to 8:45 am. Educational Associates document each infraction, emails parents at 5th, 10th, & 11th violation, as well as collects replacement fee(s). Advisory: During announcements, teachers will issue temporary IDs to all students without an ID or a temporary ID. Teachers will document the students without IDs in the Temporary ID Google Form.	TARDIES District Policy Process: A student is tardy from bell to 9 min; 10 min student is absent. Within each 9 week period... 3 tardies = student warning slip & parent email 4 tardies = lunch detention & parent email Additional tardies = lunch detention Additional tardies after 3 lunch detentions = pm detention, parent email ISS Teacher runs tardy report at 4pm daily, updates lunch detention list, and daily discipline email. Admin Assistant notifies students and parents beginning at 3 tardies and prepares the lunch detention clipboard for admin.



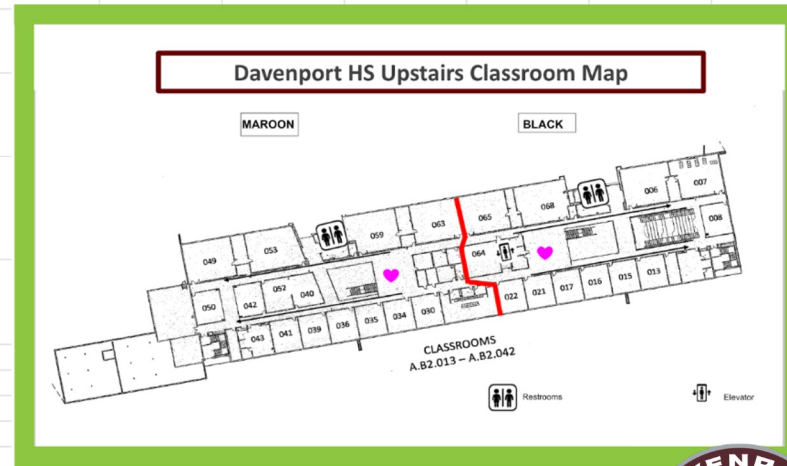
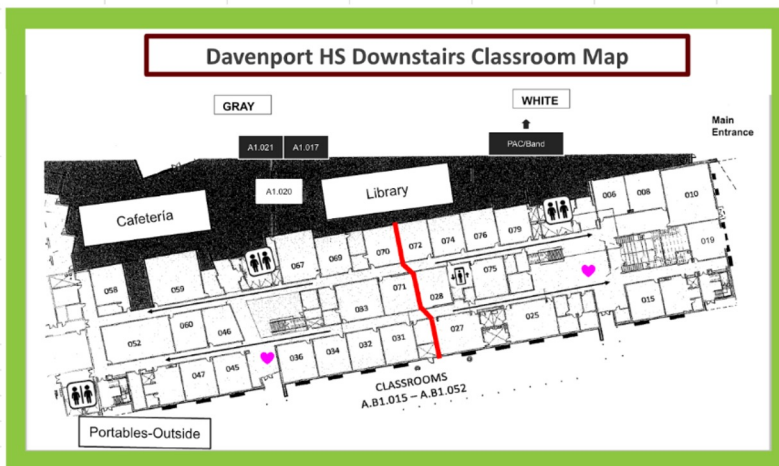
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
9W/2	1/7	1/13	1/21	1/27	2/3	2/10	2/18	2/24	3/3	3/10	3/24	3/31	4/7	4/14
MAROON	LOONEY	LEIHSING	STRACENER	PAPPAS	LOONEY	LEIHSING	STRACENER	PAPPAS	LOONEY	LEIHSING	STRACENER	PAPPAS	LOONEY	LEIHSING
BLACK	LEIHSING	STRACENER	PAPPAS	LOONEY	LEIHSING	STRACENER	PAPPAS	LOONEY	LEIHSING	STRACENER	PAPPAS	LOONEY	LEIHSING	STRACENER
WHITE	STRACENER	PAPPAS	LOONEY	LEIHSING	STRACENER	PAPPAS	LOONEY	LEIHSING	STRACENER	PAPPAS	LOONEY	LEIHSING	STRACENER	PAPPAS
GRAY	PAPPAS	LOONEY	LEIHSING	STRACENER	PAPPAS	LOONEY	LEIHSING	STRACENER	PAPPAS	LOONEY	LEIHSING	STRACENER	PAPPAS	LOONEY

MAROON
Upstairs
(Cafeteria Side)

BLACK
Upstairs
(Learning
Staircase Side)

WHITE
(Downstairs
Learning
Staircase Side &
Fine Arts)

GRAY
(Downstairs
Cafeteria Side &
Portables)





WOLF PACK 24-25 QUICK LINKS



Harris - 210-393-9102

- [Test Training Dates](#)
- [AP Testing Dates](#)

School Information

- [DHS Faculty/Staff Handbook](#)
- [DHS Directory](#)
-
- Vision and Mission - under construction
- [Master Schedule](#)
- [Testing Dates - State](#)
- [Master Bell Schedule](#)
- [Calendar of Events](#)
- [Red X Days Testing Dates - Local Phone Extensions](#)
- [Morning Announcements Form](#)
- [Duty Stations/Schedule](#)
- [Evacuation Routes](#)
- [Raptor Drill Overview](#)
- [CTC, ARDs, 504 Meetings](#)
- [Clubs & Organizations](#)
- [Door Info Template](#)

Systems & Structures

- [DHS Standards*](#)
- [DHS Teacher Expectations](#)
- [DHS Priorities](#)
- [DHS Student Accountability *](#)
- [Tardy Policy *](#)
- [Cell Phone Policy *](#)
- [Student ID Policy *](#)
- [Dress Code Policy*](#)
- [Grading Guidelines](#)
- [Grade Reporting & Eligibility Calendar](#)
- [Advisory Expectations *](#)
- [ISS Procedures](#)
- [Admin Team Duties *](#)
- [Office Team Duties](#)

School Forms

- [Temporary ID Google Form](#)
- [Field Trip Request Information](#)
- [Field Trip/Athletic Trip Guidelines](#)
- [School Related Absence Form](#)
- [Student Infraction Form* \(SIF\) & BTP Support & BTP Support Dos/Don'ts *](#)
- [Parent Contact Template](#)

- [Furniture Needs](#)
- [Fundraising Calendar/Requests](#)
- [Booster Clubs & PTA Forms](#)
- [Pack Paws](#)

District Forms & Useful Links

- [Academic Calendar](#)
- [Absence Management \(Red Rover\)](#)
- [Discretionary Leave Request Form](#)
- [ClassLink](#)
- [Comal ISD Acronyms](#)
- [Unit Assessment Calendar](#)
- [DCA Assessment Calendar](#)
- [STAAR Assessment Dates](#)
- [How to/Resources Skyward](#)
- [Unit Maps](#)
- [Secondary Literature Reserved Titles](#)
- [Talent ED \(T-TESS\)](#)
- [Grading Guidelines](#)
- [Technology Help Desk](#)
- [T-TESS Refresher](#)
- [T-Tess Initial](#)
- [T-TESS Appraiser](#)
- [T-TESS Rubric](#)
- [Movie/Video Approval Form](#)

CTC Information

- [Unit Calendar Template \(LONG\)](#)
- [Agenda Template](#)
- [Course Description Page Template](#)
- [Pacing Calendar](#)
- [Instructional Strategy Playlist](#)
- [PSAT/SAT Resources](#)
- [Examples of LIs and SCs](#)

Advisory Information

- 9th Grade Calendar
- 10th Grade Calendar
- 11th Grade Calendar
- 12th Grade Calendar



PACK Paws 2024-2025

Take this opportunity to praise your colleagues for their hard work and dedication to our campus and our kids!

meredith.pappas@g.comalisd.org [Switch account](#)

Not shared

* Indicates required question

DHS Staff Recipient's Name *

Your answer

Give a **brief** description of why he/she deserves a PACK Paw: *



Your answer

Submit

Clear form



**DEPARTMENT
CHAIR
MEETING**

MAY

JULY

SEPT/ OCT

JUNE

AUG

NOV





03:00





03:00



EXCHANGE

03:00



MAY

JULY

SEPT/ OCT

JUNE

AUG

NOV



**LAUNCH OF
MTSS-
BEHAVIOR**





Creating the Tier 1 Behavior Operating Procedures

- The purpose of this resource is to document campus Tier 1 behavior system practices and processes in a single source to support communication and training for stakeholders.
- Throughout the initial Tier 1 Ground Work training, the campus team will discuss and edit/complete each of the slides in this deck.
- The team may add visuals or graphics to the slide deck to personalize the campus plan.
- The team may add additional slides or link pre-existing documents so the slide deck includes all relevant information for the Tier 1 behavior system.
- The campus plan is a living document and should be updated as the system is refined, and at minimum annually.
- Once finalized, the slide deck should be accessible to all staff members and stakeholders to help and support implementation.



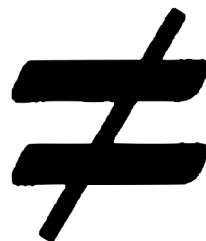
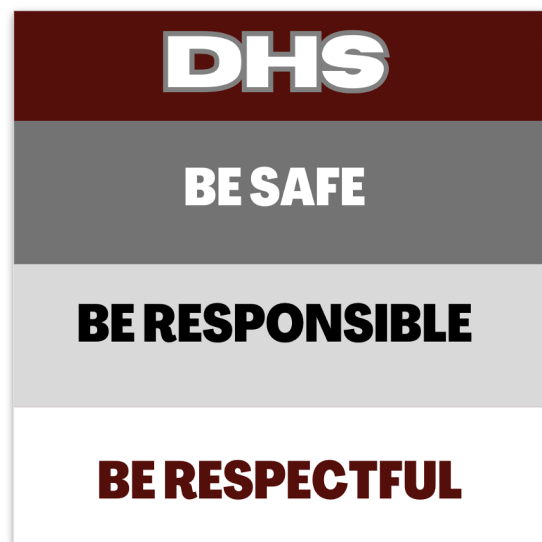


CAMPUS IMPLEMENTATION MAP

Tier 1
Framework

	System Support	Skill Building	Connection	Acknowledgment	Correction	Data Informed
Sustain	6. Extend campus Tier 1 team to include community and student representatives as appropriate. 5. Train additional staff such as substitutes, bus drivers, school resources officers and extended school community in the Tier 1 plan. 4. Identify personnel to provide direct coaching of Tier 1 practices. 3. Provide refresher training of Tier 1 behavior standards of practices for all staff annually. 2. Review and update the campus Tier 1 Behavior Operating Procedures annually. 1. Align all social, emotional, and behavior practices within the MTSS-B tray framework.	7. Identify and document exemplars to train, model, and coach the skill-building standards of practice. 6. Onboard new staff to the core values matrix and the teaching plan standards of practice. 5. Share the core value matrix with families and community members at least yearly. 4. Use core value language across all areas of campus including non-instructional staff and locations. 3. Review and update teaching plan and instructional visual format annually. 2. Review core values matrix annually and adjust as needed. 1. Use instructional visuals throughout the year to address ongoing behavior skill development.	6. Identify and document exemplars to train, model, and coach the Reach + Respond standards of practice. 5. Onboard new staff to the Reach + Respond standards of practice. 4. Use the Reach + Respond routine for multiple connections throughout the day. 3. Use data on unfavorable responses to identify areas in the classroom in need of reteaching or change in routine. 2. Use data on unfavorable response data to identify students in need of intervention or follow up. 1. Collect data for Reach + Respond routine through Tier 1 classroom observations and share with team.	5. Identify and document exemplars to train, model, and coach the acknowledgment tool standards of practice. 4. Onboard new staff to the acknowledgment tool standards of practice. 3. Integrate the campus acknowledgment tool into all areas of the school. 2. Include acknowledgment data when reviewing school-wide trends for decision-making (discipline, classroom fidelity, attendance). 1. Collect acknowledgment data through Tier 1 classroom observations.	5. Identify and document exemplars to train, model, and coach the corrective actions standards of practice. 4. Onboard new staff to the Corrective Response Guide (Quadrants and Flow Charts) standards of practice. 3. Determine coaching process to support teachers over-relying or creating escalation through corrective practices. 2. Integrate corrective action strategies for all areas of the campus. 1. Collect corrective feedback data through Tier 1 classroom observations.	3. Solicit feedback from students and family/community groups annually to inform and evaluate the Tier 1 behavior system. 2. Conduct an annual review of Tier 1 system and use to inform and evaluate continuous improvement plans. 1. Include goals directly related to Tier 1 behavior in the Campus Improvement Plan.
Scale	4. Train all staff members in all components of the campus Tier 1 Behavior Operating Procedures. 3. Hold campus Tier 1 team meetings as scheduled, guided by a clear agenda. 2. Establish communication method and rhythm for sharing information and soliciting feedback from representative teams. 1. Share the campus Tier 1 Behavior Operating Procedures and resources for implementation with all staff.	4. Create a plan for introducing core values to new students, staff and substitutes. 3. Use core value language across all classrooms and common areas. 2. Display instructional visual containing behavior expectations connected to core values in all classrooms. 1. Implement core value teaching plan with all students.	3. Respond to student feedback, both favorable and unfavorable across all staff. 2. Implement the Reach + Respond routine across all staff. 1. Post visuals in all classrooms as necessary.	5. Create staff acknowledgment tool linked to use of the Tier 1 system. 4. Utilize acknowledgment tools to determine and address sprint goals. 3. Complete acknowledgment tool with a frequency that results in schoolwide celebrations quarterly. 2. Use classwide acknowledgment for group contingency across all staff. 1. Use individual acknowledgments for explicit feedback connected to core values across all staff.	5. Train teachers in responses for individual and group persistent misbehaviors with all staff. 4. Train and practice the selection and implementation of a neutralizing routine with all staff. 3. Train and practice the selection and implementation of minor disruptive corrective actions with all staff. 2. Train and practice the selection and implementation of minor non-disruptive corrective actions with all staff. 1. Update and apply the Administrative Decision Flow Chart for major behaviors.	4. Share Tier 1 behavior system data with staff at least 2x year. 3. Solicit staff feedback through focus groups or surveys and use to inform team decisions. 2. Review at least one data source at every Tier 1 meeting (sprint goal, unfavorable patterns, etc.). 1. Use a universal screening tool to identify campus trends, staff needs, and student risk.
Pilot	3. Clarify the integration or discontinuation of previous behavior practices in the campus Tier 1 Behavior Operating Procedures document. 2. Identify Tier 1 team members and co-chairs and define roles and responsibilities. 1. Schedule monthly team meetings.	3. Review and refine core values matrix with input from campus staff. 2. Display instructional visual containing behavior expectations connected to core values with selected pilot staff. 1. Implement core value teaching plan with selected pilot staff.	3. Respond to student feedback, both favorable and unfavorable with selected pilot staff. 2. Clarify flexible and required components for all staff implementing Reach + Respond based on pilot feedback. 1. Implement planned Reach + Respond practices with selected pilot staff.	3. Create plan for tracking acknowledgment tool completion across all staff. 2. Complete acknowledgment tool with a frequency that results in class celebrations monthly with selected pilot staff. 1. Implement planned acknowledgment tool practices with selected pilot staff.	4. Train and practice the selection and implementation of a neutralizing routine with selected pilot staff. 3. Train and practice the selection and implementation of minor disruptive corrective actions with selected pilot staff. 2. Train and practice the selection and implementation of minor non-disruptive corrective actions with selected pilot staff. 1. Eliminate use of public punitive practices through team training and written guidance.	3. Solicit pilot group feedback through focus group or surveys. 2. Conduct fidelity checks for piloted components of the framework implementation. 1. Establish analysis process to review data from connections and acknowledgment components.
Design	3. Complete an initial draft of the campus Tier 1 Behavior Operating Procedures. 2. Ensure a campus administrator is an active participant on the team. 1. Identify a campus Tier 1 behavior team with representation from all campus groups.	5. Design instructional visual to be used with students in each classroom to teach core values. 4. Create core values aligned teaching plan for initial instruction and after longer breaks. 3. Create core values visual cue to prompt expectations for common areas. 2. Create core values matrix of specific expectations for all areas of the campus. 1. Establish campus core values.	4. Create visuals as needed. 3. Define the campus connections routine including all elements of Reach. 2. Define the campus connections routine including all elements of Reach. 1. Use the lens of INSTRUCTIONAL APPROACH to differentiate between the purpose of a greeting routine and Reach + Respond (which includes an assessment of readiness to learn).	5. Align all components to support individual, classwide and campus data collection. 4. Design a school wide component to track implementation fidelity. 3. Design a classroom component to integrate group contingency. 2. Design an individual component for increasing 3:1 feedback ratio. 1. Use the lens of INSTRUCTIONAL APPROACH to differentiate between the purpose of a reward system and an acknowledgment tool (which includes feedback on use of appropriate skills).	3. Update and apply the Corrective Response Guide including strategies for responding to behavior across all quadrants. 2. Organize behaviors by core values then group in quadrants by response category. 1. Use the lens of the INSTRUCTIONAL APPROACH to differentiate between the purpose of punishment and corrective actions (which includes feedback to improve behavioral errors).	4. Determine process for patterns of unfavorable responses following Reach + Respond routine. 3. Integrate all expected practices into Tier 1 classroom fidelity checklists. 2. Review and analyze campus discipline data to determine trends. 1. Connect current behavioral data sources to components of the tray framework.





ALIGNING SYSTEMS



How?



MAY

JUNE

JULY

AUG

SEPT/ OCT

NOV

**PILOT
TEAM**



PHASES OF IMPLEMENTATION



DESIGN

1

Articulate the
**Standard of
Practice**
for your campus.



PILOT

2

Implement the
**Standard of
Practice**
by a small, select
group of staff.



SCALE

3

Implement the
**Standard of
Practice**
across all staff.



SUSTAIN

4

Maintain
implementation
with onboarding
plans and fidelity
measures.

PG11



TIERED BEHAVIOR SYSTEMS TRAY OF SUPPORTS

ACKNOWLEDGE



SKILL
BUILDING



CORRECTION



SYSTEM
SUPPORT



CONNECTIONS



DATA
INFORMED



www.emergenttree.com



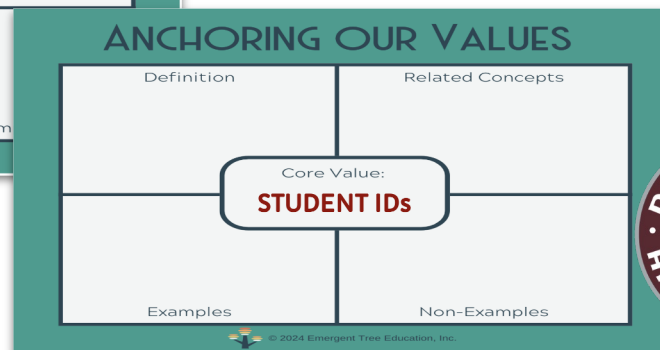
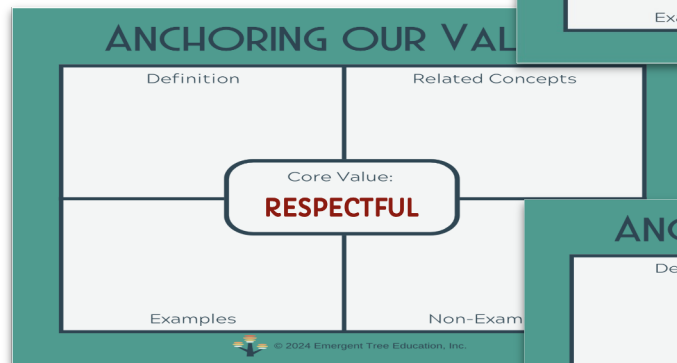
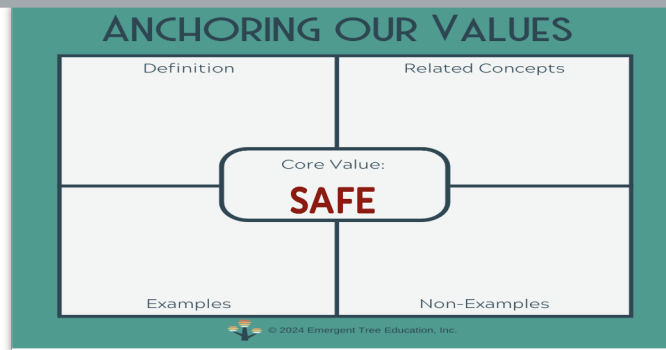


DHS

BE SAFE

BE RESPONSIBLE

BE RESPECTFUL



TIERED BEHAVIOR SYSTEMS TRAY OF SUPPORTS



ACKNOWLEDGE

SKILL
BUILDING



CORRECTION



SYSTEM
SUPPORT



CONNECTIONS



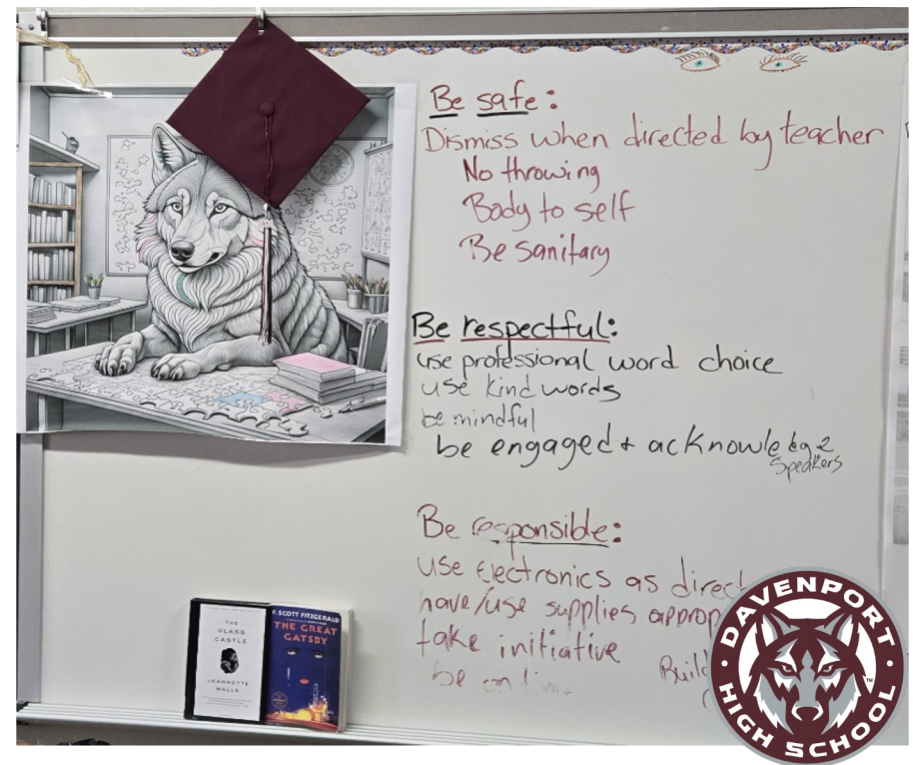
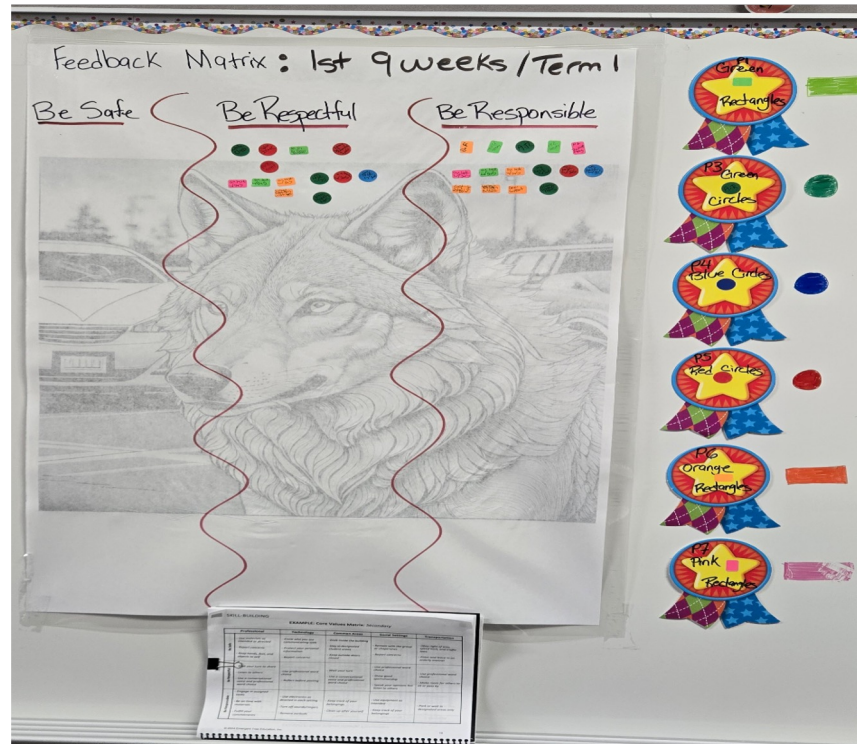
DATA
INFORMED



www.emergenttree.com



Class Recognition Board for Evidence of Core Behaviors Being Practiced



MAY

JULY

SEPT/ OCT

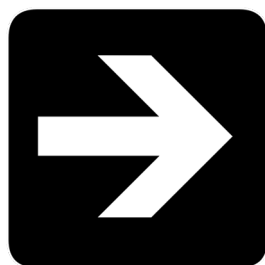
JUNE

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**LAST TEAM
MEETING**







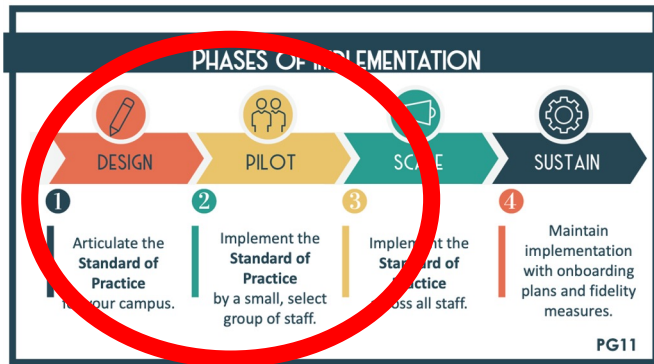
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CAMPUS IMPLEMENTATION



	Skill Building	Connection	Acknowledgment
Sustain	- Identify and document exemplars to train, model, and coach the skill-building standards of practice. - Onboard new staff to the core values matrix and the teaching plan standards of practice. - Share the core value matrix with families and community members at least yearly. - Use core value language across all areas of campus including non-instructional staff and locations. - Review and update teaching plan and instructional visual format annually. - Review core values matrix annually and adjust as needed. - Use instructional visuals throughout the year to address ongoing behavior skill development.	- Identify and document exemplars to train, model, and coach the Reach + Respond standards of practice. - Onboard new staff to the Reach + Respond standards of practice. - Use the Reach + Respond routine for multiple connections throughout the day. - Use data on unfavorable responses to identify areas in the classroom in need of reteaching or change in routine. - Use data on unfavorable response data to identify students in need of intervention or follow up. - Collect data for Reach + Respond routine through Tier 1 classroom observations and share with team.	- Identify and document exemplars to train, model, and coach the acknowledgment tool standards of practice. - Onboard new staff to the acknowledgment tool standards of practice. - Integrate the campus acknowledgment tool into all areas of the school. - Include acknowledgment data when reviewing school-wide trends for decision-making (discipline, classroom fidelity, attendance). - Collect acknowledgment data through Tier 1 classroom observations.
Scale	- Create a plan for introducing core values to new students, staff and substitutes. - Use core value language across all classrooms and common areas. - Display instructional visual containing behavior expectations connected to core values in all classrooms. - Implement core value teaching plan with all students.	- Respond to student feedback, both favorable and unfavorable across all staff. - Implement the Reach + Respond routine across all staff. - Post visuals in all classrooms as necessary.	- Create staff acknowledgment tool linked to use of the Tier 1 system. - Utilize acknowledgment tools to determine and address sprint goals. - Complete acknowledgment tool with a frequency that results in schoolwide celebrations quarterly. - Use classwide acknowledgment for group contingency across all staff. - Use individual acknowledgment documents for explicit feedback connected to core values across all staff.
Pilot	- Review and refine core values matrix with input from campus staff. - Display instructional visual containing behavior expectations connected to core values with selected pilot staff. - Implement core value teaching plan with selected pilot staff.	- Respond to student feedback, both favorable and unfavorable with selected pilot staff. - Clarify flexible and required components for all staff implementing Reach + Respond based on pilot feedback. - Implement planned Reach + Respond practices with selected pilot staff.	- Create plan for tracking acknowledgment tool completion across all staff. - Complete acknowledgment tool with a frequency that results in class celebrations monthly with selected pilot staff. - Implement planned acknowledgment tool practices with selected pilot staff.
Design	- Design instructional visual to be used with students in each classroom to teach core values. - Create core values aligned teaching plan for initial instruction and after longer breaks. - Create core values visual cue to prompt expectations for common areas. - Create core values matrix of specific expectations for all areas of the campus. - Establish campus core values.	- Create visuals as needed. - Define the campus connections routine including all elements of Respond. - Define the campus connections routine including all elements of Reach. - Use the lens of INSTRUCTIONAL APPROACH to differentiate between the purpose of a greeting routine and Reach + Respond (which includes an assessment of readiness to learn).	- Align all components to support individual, classwide and campus data collection. - Design a school wide component to track implementation fidelity. - Design a classroom component to integrate group contingency. - Design an individual component for increasing 3:1 feedback ratio. - Use the lens of INSTRUCTIONAL APPROACH to differentiate between the purpose of a reward system and an acknowledgment tool (which includes feedback on use of appropriate skills).



Skill Building

Pilot

1. Implement core value teaching plan with selected pilot staff.
2. Display instructional visual containing behavior expectations connected to core values with selected pilot staff.
3. Review and refine core values matrix with input from campus staff.

Design

1. Establish campus core values.
2. Create core values matrix of specific expectations for all areas of the campus.
3. Create core values visual cue to prompt expectations for common areas.
4. Create core values aligned teaching plan for initial instruction and after longer breaks.
5. Design instructional visual to be used with students in each classroom to teach core values.



[illegible][illegible]

	Virtual Coaching Session w/ MTSS Team	Determined Action Steps Click Link View Feedback	  
01.08.25	Acknowledgement Tool (Monday, Tuesday & Class, Thursday, Homework, Outing) 	How does acknowledgement (in a 51 acknowledgement) to complete a task or behavior the behavior you want in the classroom? - Acknowledgement in the classroom. - Acknowledgement ratio. - Acknowledgement tool.	Meet again - 3 weeks.
01.16.25	Core Values Mini Feedback (Superintendent Advisory Group (SAG) & Others Class) 	Purpose of Acting Under Advisory Class student request feedback in which SAG looks the the Activity Areas & Classroom. Feedback is given to the student, the student is given the feedback.	

[illegible]

Instructional Feedback on Behavior Skills		To receive behavior instruction, students need a clear focus on a behavior skill. They also need to know a specific, measurable, observable, and measurable behavior. Students can receive appropriate, on-the-spot feedback on the behavior.
DEFINED	Students know the skill and the behavior that is the focus of the instruction. They know the skill and the behavior that is the focus of the instruction. Does a positive behavior exist after the instruction? What's up?	Students are instructed on the behavior. They know the skill and the behavior that is the focus of the instruction. Expected vs. actual behavior Behavior What's up?
GENERAL	Does the student know the skill and the behavior that is the focus of the instruction? What's up for today?	Does the student know the skill and the behavior that is the focus of the instruction? What's up for today?
EXPLORE	Students know the skill and the behavior that is the focus of the instruction. They know the skill and the behavior that is the focus of the instruction. Does the student know the skill and the behavior that is the focus of the instruction? What's up for today?	Does the student know the skill and the behavior that is the focus of the instruction? What's up for today?
CONNECTED	Students know the skill and the behavior that is the focus of the instruction. They know the skill and the behavior that is the focus of the instruction. Does the student know the skill and the behavior that is the focus of the instruction? What's up for today?	Does the student know the skill and the behavior that is the focus of the instruction? What's up for today?

Take to DeLane's classes to up-do the posters:



02.11.25 SRR WORKSHOP

DeLane's 2nd period creating PSAs connecting to SRR w/ a workshop provided to teach the skills for better understanding.

S = Safe, R = Respectful, Re = Responsible

- Re - Technology Distractions (phones in-class, etc.)
- R - Being on time for class
- Re - Restroom Upkeep
- Being safe...around campus (IDs, locked doors, see something/say something, etc.)
- R - "Drama" (on screen and IRL)
- Re - Turning in work/assignments on time
- Being responsible (trash, items, etc.)
- S/Re - Making good choices (vaping, looking out for each other, etc.)

BRAINSTORMING:		
	30-sec version	15-sec version
Who is your target audience?	High School students who think their bad (: Troubled high school students	High School students who think their bad (:
What is going to be your primary persuasion technique?	Showing the effects and consequences of not making good choices.	Showing the effects and consequences of not making good choices.
What are some storylines or ideas that you can show in your PSA?	Getting in trouble for vaping and the effect it has on your body. Showing what happens when you're not doing what you're supposed to like getting ISS and OSS. How making good choices benefits you and your education.	Basically the same thing, but sped up and less talkative.

PLANNING:		
	30-sec version	15-sec version
Name your PSA	Making bad choices, the consequences	Consequences
Who are your "characters" or actors?	Comic people that we will create	Maybe less comic characters, getting to the point faster
What is the problem?	Problem- Bad choices(vaping)	Problem- Bad choices(vaping)

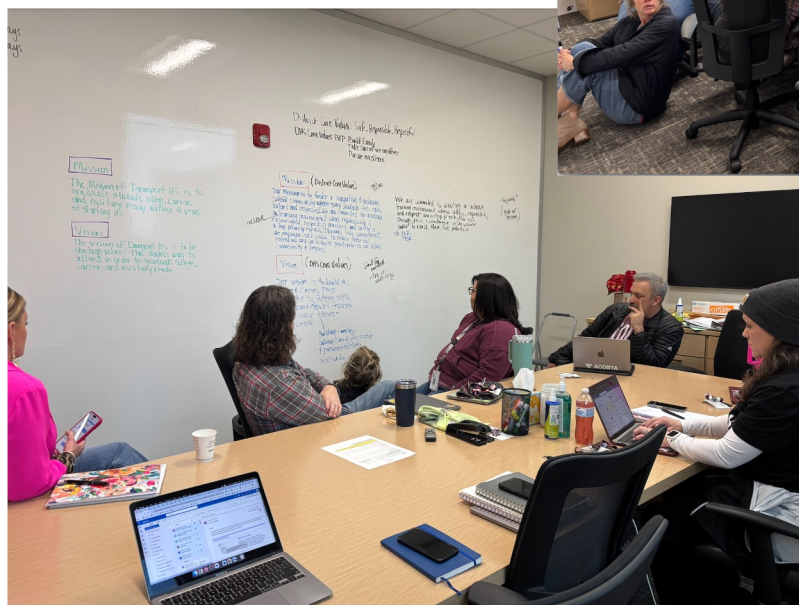
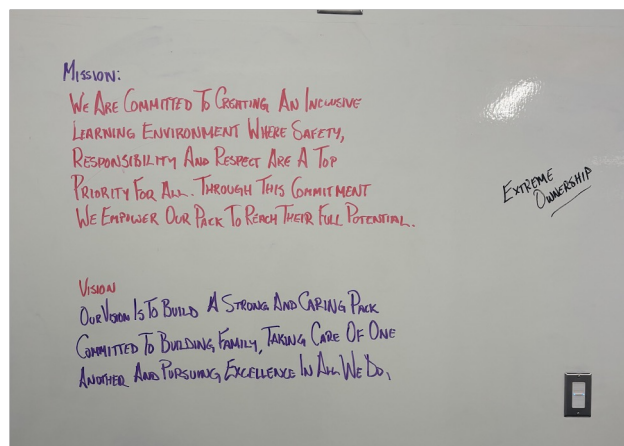
	30-sec version	15-sec version
PLANNING:		
Name your PSA	Making bad choices, the consequences	Consequences
Who are your "characters" or actors?	Comic people that we will create	Maybe less comic characters, getting to the point faster
What is the "climax"/problem/conflict of your PSA?	Problem- Bad choices(vaping, bullying, etc.) Climax-the consequences	Problem- Bad choices(vaping, bullying, etc.) Climax-the consequences
What effects or other things (like music, scene transitions, etc.) would you add?	Definitely music, just cause it's more attractive and easier to watch. Zoom in and cut to the next scene[maybe.	Shorter scenes and more cuts and transitions.



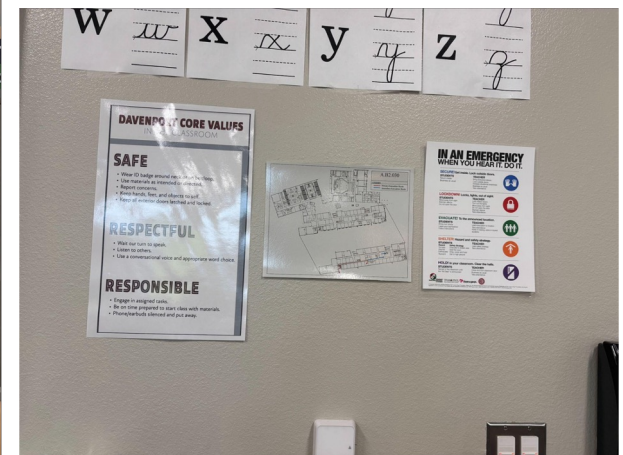
PITCH:		
	30-sec version	15-sec version
List the names of your characters and any additional information that needs to be known about them.	• Bad kid (Liam) • Good kid (Olivia) • Main character (Mr. Cade)	• Bad kid (Liam) • Good kid (Olivia) • Main character (Mr. Cade)
List the conflict that is happening in the PSA:	• Guy bullying girl into vaping the the teacher sees and the boy gets consequences	• Guy bullying girl into vaping the the teacher sees and the boy gets consequences
What is the resolution to the conflict (if any)?	•	
How does your PSA investigate the MTSS model and DHS "core values" (Safe, Respectful, Responsible)?		
How have you considered engaging your target audience with your PSA?		
How will you SHOW and TELL your audience about your PSA topic? (EDUCATIONAL VALUE)		
Where are you planning to shoot this in DHS (e.g., in the library, outside, inside, etc.)?		



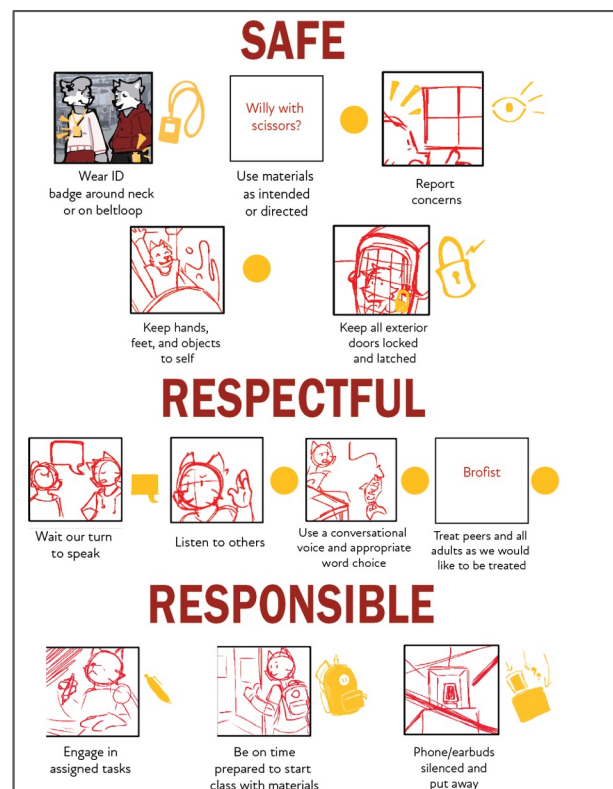
02.14.25 VISION / MISSION REVISITED W/ DEPARTMENT CHAIRS



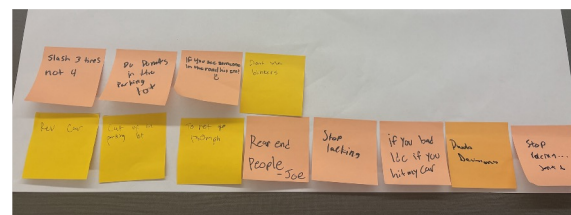
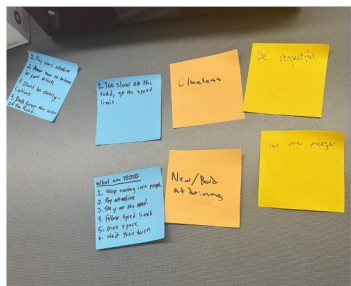
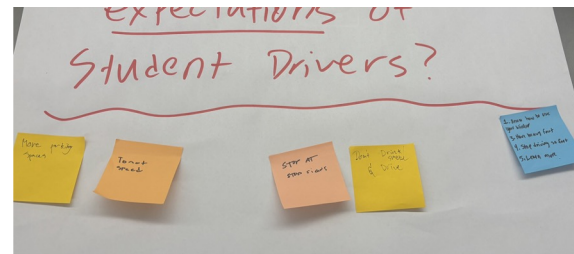
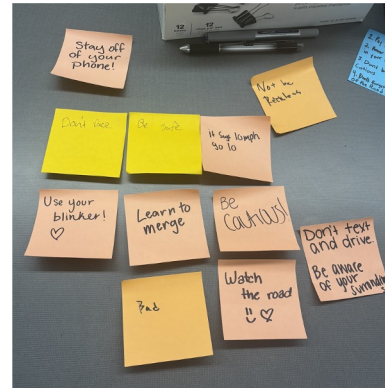
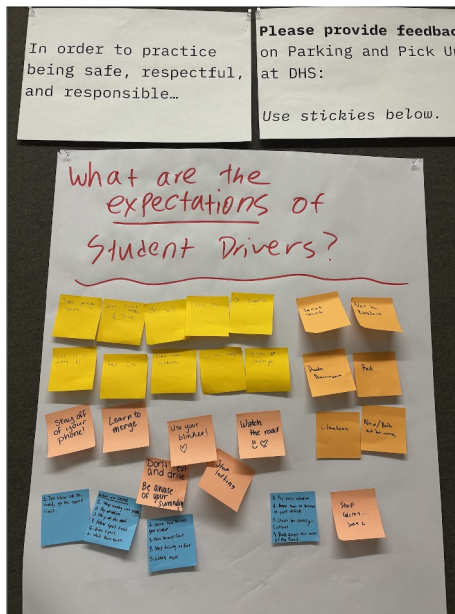
DISPLAYED: COMMON AREAS & CLASSROOM



GRAPHIC DESIGN STUDENT IDEA TO ILLUSTRATE SRR:



STUDENT INPUT FOR PARKING LOT CRITERIA.



CONNECTIONS: REACH & RESPOND ROUTINE



How are you
feeling today?



Ready to Learn!



Kinda, sorta.



Today isn't it.





UTILIZING DATA & BUILDING CAPACITY



RESULTS?



**PRINCIPAL
1-ON-1'S**

MAY

**DEPARTMENT
CHAIR
MEETING**

JULY

**PILOT
TEAM**

SEPT/ OCT

JUNE

**ADMIN
WORKING
TOGETHER**

AUG

**LAUNCH OF
MTSS-
BEHAVIOR**

NOV

**LAST TEAM
MEETING**



MAY '24

What were teacher's saying?

SUMMER '24

What systems & structures were needed?

FALL '24

What role will MTSS-Behavior play in our campus success?

SPRING '25

How do we engage high school students & teachers?



03:00





03:00



EXCHANGE

03:00



CALL TO ACTION!



LOOKING AHEAD

What are our next steps for year 2 roll out?



THIS IS DAVENPORT...



Pack Press @dhs_PackPress · 4/25/25
GOLF IS HEADING TO STATE! Best of luck to the boy's and girls' teams at the state competition!

@dhs_looney @MeLoPappas @jeffstracener
@KristinLehsin1

#BTP



Angela Looney @dhs_looney · 4/8/25
DHS is a better place because of this incredible educator! Ms. Nosal thank you for all you do. We are blessed to call you...DHS Teacher of the Year ❤️ #BTP



↳ Pack Press reposted



Davenport HS Cheer & Mascot @dhs_w... · 3/28/25
STATE BOUND COLORGUARD featuring the one and only! STRACENER! Good Luck!!!! @jeffstracener @dhs_looney



Pack Press @dhs_PackPress · 4/22/25
FFA MADE IT TO STATE! Congrats to members of FFA on making it to state competition!

#BTP

