

SCHOOL WIDE BEHAVIOR PLAN

Due in Area Superintendent's Office by Wednesday, February 21st, 2014

School Name: Melrose Elementary

School Year: 2013-2014

Each school will have a behavior plan that aligns with a positive and proactive approach to behavior, utilizes data and the problem-solving method, and meets the key components listed in the Bradley MOU. The school-wide behavior plan is designed to meet the needs of most students across all subgroups. Data will be reviewed at the school-wide, classroom, grade, ethnicity, disabilities, and other subgroup levels.

1. Benchmarks of Quality Score: $\frac{67}{107} = 62\%$
2. Engagement Data (attendance/suspension/etc):
 - a. https://pbsis.fmhi.usf.edu/users/pbsis_login.aspx
 - b. Use the End of Year data
 - i. Attendance
 - ii. Timeliness
 - iii. Referrals
 - iv. Suspensions (both In- and Out-of-School)
 - v. Other areas as determined by your school-based leadership team (SBLT).

Please see attached

3. Using the data from EDS School-wide Behavior Plan, Portal, and your Benchmarks of Quality results, identify the top 3 goals and strategies you will use to reduce the occurrence of misbehavior at the school. Attach or insert your Action Steps for each.
Be sure to include strategies to decrease the discipline GAP between black/non-black students, disproportionality, and to increase engagement for all students. *

1. Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. It is recommended that teachers actively teach students socially- and behaviorally-appropriate skills to replace problem behaviors using strategies focused on both individual students and the whole classroom. In doing so, teachers help students with behavior problems learn how, when, and where to use these new skills; increase the opportunities that the students have to exhibit appropriate behaviors; preserve a positive classroom climate; and manage consequences to reinforce students' display of positive "replacement" behaviors and adaptive skills.

If students lack the skills to behave appropriately, teachers can help them acquire the skills by providing instruction and reinforcement of new, appropriate replacement behaviors. The replacement behaviors should be just as likely to produce the same consequences sought by the student, such as teacher or peer attention, but less effortful and more socially acceptable than the problem behavior. For example, teachers can help students acquire new skills by teaching them how and when to:

- Gain attention from the teacher or their peers appropriately and respectfully.
- Share, communicate, cooperate, and problem solve in group settings.
- Self-manage their social behavior and completion of academic tasks.
- Develop emotional awareness, responsibility, and self-regulation (for example, how to cool down in an anger-provoking situation, or how to tolerate delays in getting help).

Instructional strategies that can help students apply and maintain their new behavioral skills in different environments and settings are similar to effective academic instructional strategies, and include:

- Explaining the appropriate behavior so that students develop a thorough understanding of school norms.
- Breaking each behavioral skill down into concrete, teachable steps.
- Modeling the skill and providing a variety of examples of its appropriate use (for example, observing other students demonstrating the behavior or reading books with messages about the target behavior).
- Offering opportunities for guided and independent practice and role playing.
- Prompting and cuing the student about the use of the behavioral skill.
- Giving specific feedback about the student's skill performance, being sure to praise successful approximations of the skill and to encourage complete mastery.
- Diminishing gradually the external prompts and rewards for displaying the skill.
- Reinforcing the use of the behavioral skills over time.

Provide student incentives and involvement opportunities.

2. *Modify the classroom learning environment to decrease problem behavior.* Many effective classroom-focused interventions to decrease students' problematic behavior alter or remove factors that trigger them. These triggers can result from a mismatch between the classroom setting or academic demands and students' strengths, preferences, or skills. Teachers can reduce the occurrence of inappropriate behavior by revisiting and reinforcing classroom behavior expectations; rearranging the classroom environment, schedule, or learning activities to meet students' needs; and/or individually adapting instruction to promote high rates of student engagement and on-task behavior.

Teachers who proactively decrease problem behaviors implement classroom management approaches that:

- Establish an orderly and positive classroom environment by teaching and reinforcing rules and routines.
- Reinforce the appropriate behavior of individuals and groups of students.
- Practice instructional principles that incorporate presentation of new materials with modeling and practice.
- Offer a variety of activities and materials at a pace and level of difficulty appropriate to the range of student abilities in the class.
- Encourage collaborative peer support (peer tutoring) as an instructional strategy.

Expectations should be conveyed daily through explicit teaching strategies, modeling positive behavior, and building positive relationships among students and adults. Students need concrete, positively-stated guidelines on how to conduct themselves in a variety of situations, including:

- Arriving at and leaving the classroom.
- Distributing materials and turning in assignments.
- Requesting help from the teacher.
- Transitioning to new activities or settings.
- Experiencing interruptions in routines, such as fire drills or substitute teachers.
- Working independently and in groups.
- Returning from recess or another class (art, music, or P.E.).

3. *Draw on relationships with professional colleagues and students' families for continued guidance and support.* Social relationships and collaborative opportunities can play a critical role in supporting teachers in managing disruptive behavior in their classrooms. We recommend that teachers draw on these relationships in finding ways to address the behavior problems of individual students and consider parents, school personnel, community mentors and behavioral experts as allies who can provide new insights, strategies, and support.

- Collaborate with other teachers for continued guidance and support.
- Build collaborative partnerships with school, district, and community behavior experts who can consult with teachers when problems are serious enough to warrant help from outside the classroom.
- Encourage parents and other family members to participate as active partners in teaching and reinforcing appropriate behavior.

The goal is to lower the number of calls to the office and suspension rate among our black male students. The plan is to train and support teachers in ways of showing our black students how to improve their attitudes or reduce their misbehaviors. Currently we have 401 students 351 being black which equates to 88% of our population. Of that 52% are male students and 48% are female.

There are community mentors on campus daily to meet with students in grades 3-5, male and female students. There are 18 students assigned to a mentor. The teachers that have students meeting with the mentors have expressed a significant positive change in behavior in those students.

Girlfriends of Pinellas County- 12 students currently involved. The students have served lunch at a local nursing home in the community.

5000 Role Models of Excellence- 19 students currently involved. 5000 role models are in charge of managing the community garden on campus. Future endeavors include: beautification project on campus and several community programs for the spring session.

4. Attach or insert your School-wide Guidelines for Success/Expectations:

Safe, Respectful and Responsible

5. Attach or insert your Common Area Expectations/Rules:

Common Area	Safe	Respectful	Responsible
All Common Areas	<ul style="list-style-type: none"> • Walk facing forward. • Keep hands, feet and objects to yourself. • Be alert and watch out for others. • Use equipment & materials as they are meant to be used. 	<ul style="list-style-type: none"> • Use kind words and actions. • Wait for your turn. • Clean up after yourself. • Follow adult directions the first time. 	<ul style="list-style-type: none"> • Follow school rules. • Politely remind others to follow school rules. • Take proper care of all personal items and school equipment. • Be honest.
Cafeteria	<ul style="list-style-type: none"> • Sit with feet on floor, bottom on bench, and facing table. • Keep all food to yourself. • Clean up after yourself. 	<ul style="list-style-type: none"> • Allow anyone to sit next to you. • Use level 1 conversation. • Use good table manners. 	<ul style="list-style-type: none"> • Follow the traffic pattern • Get all utensils, milk, etc., when first going through the line. • Stay seated with tray & trash until table is dismissed.
Playground/ P.E. Field	<ul style="list-style-type: none"> • Stay within assigned areas. • Be aware of games & activities going on and walk around them. 	<ul style="list-style-type: none"> • Play fairly. • Include everyone. • Use the proper equipment for the area. • Play by established game rules. 	<ul style="list-style-type: none"> • Hold play equipment when walking to assigned areas. • Return all equipment to its proper place.
Passing Areas, Halls, Walkways	<ul style="list-style-type: none"> • Walk in a straight line, directly behind, but not touching, the person in front of you. • Stay to the right. • Allow others to pass. • You must have a pass if you are not with your class 	<ul style="list-style-type: none"> • Hold the door open for the person behind you. • Respect others' personal space. • Voice level 0 	<ul style="list-style-type: none"> • Stay on walkways.
Bathrooms	<ul style="list-style-type: none"> • Use bathrooms only for appropriate needs. • Wash hands. • Keep feet on floor. • Keep water in sink. • Put towels only in garbage cans. 	<ul style="list-style-type: none"> • Give people privacy • Level 1 conversation 	<ul style="list-style-type: none"> • Flush toilet after use. • Wait for your buddy, and then return to class promptly.

Arrival and Dismissal for Manatee Café

Classes arriving at the Manatee Café are expected to arrive in a straight line led by their teacher. **The MES PBS Team is asking that ALL classes have an assigned line order.** Classes should enter the cafeteria in the last door on the right. Once in the cafeteria teachers are expected to lead their class to their starting position in the lunch line. We are asking that teachers exit the cafeteria only after they have assured their class is waiting in line appropriately and safely.

- Classes will be dismissed from their tables according to the process noted on the **Cafeteria Dismissal Poster**. Once classes have lined up safely and appropriately they will remain in line patiently until their teachers arrives to retrieve them.
- Manatee Café Reward System
- When eating in the Manatee Café each class will have an opportunity to earn Manatee Money. The amount of Manatee Money each class earns will be dependent on the color of their cone once they are dismissed, as well as their line behavior. The value of each cone color is explained below:
 - GREEN CONE (\$2) - The class did a great job of displaying CHAMPS cafeteria expectations.
 - YELLOW CONE (\$1) - The class had several warnings regarding CHAMPS cafeteria expectations for the duration of the lunch period.
 - RED CONE (\$0) - The class had multiple issues and challenges which prohibited them from earning a GREEN or YELLOW cone.
- Once classes line up they have an opportunity to earn \$1 of Manatee Money if they line up according to the CHAMPS expectations for a straight line with uniform shirts tucked in.

Cone color earned will be recorded on a chart in the cafeteria.

- Teachers should remind their classes that Manatee Money earned in the cafeteria adds to their overall class money total and gives them a better chance of reaching the set money goal.

Silver Spoon Award (*Weekly Incentive*)

These awards will be given on a weekly basis to each of the 4 designated lunch periods grades k-5 who demonstrate exceptional cafeteria manners and earn the most Manatee Money for the week.

In case of a tie, the Cafeteria Staff will make the final decision.

On Friday afternoons, the cafeteria staff will submit the names of the classes earning the “Silver Spoon” Award for that week. The winning classes will be announced on the Monday morning MEL TV. The winners of the “Silver Spoon” award will eat lunch at the “Executive Table” in the cafeteria on Monday. The executive table will have a nice table cloth and centerpiece. The executive table will be located off to the side of the cafeteria.

Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.

Commitment to Character Lessons

It is suggested that commitment to character lessons are taught during the first 10 days of school and as needed throughout the school year. Below are examples of lessons that you might consider

Lesson Plans for “RESPECT”

Day One: Expectation (Concept): Respect

DEFINITION: To show concern or consideration: Behaviors that help people feel calmer, safer, friendlier, and more cooperative

Examples:

Listen during lessons

Hold the door open

Ask before touching things that belong to others

Non-examples:

Grab materials

Call people names

Make noises during lessons

Activities for Day Two through Five:

Teacher has the class turn and talk about what you want to do. Teacher whispers anything (i.e. “Stand up if you want treasure”). Do it again with no one talking. Ask students which way do they think is more respectful, talking or no talking? Teacher states how students can’t hear if they are talking. Ask students why it is important to be respectful when the speaker is talking.

Have students write/draw examples of what respectful looks like.

Use examples from Day one of Respect. Students will sort which actions are respectful or disrespectful.

Create gesture for Respect. Teacher lists examples and non-examples. Students will give different examples and students respond with a gesture.

Teacher has big construction paper heart. Students give examples of when their feelings were hurt. As each example is given, the teacher folds the heart. Once all students have given an example, the students all describe the folded up heart (i.e. small, crumpled). Students give examples of when someone made

them feel good about themselves. As examples are given, the teacher unfolds the heart. Then students describe the heart again (i.e. same size but creases in it). Teacher describes how it is important that students treat each other with respect because those disrespectful memories are not forgotten.

Use glue to write on bright-colored paper a few statements that respectful people would say to put a smile on someone else's face. Now carefully sprinkle the letters with glitter. You've made Sparkle Statements!

Make a list of people you think are respectful and why you added them to your list.

Students list ten things they like about themselves. For younger students, student will fold the paper in quarters, then draw four pictures of what they like about themselves. After activity completed, teacher will discuss how it is important to be respectful to others and ourselves.

Lesson Plans for "RESPONSIBILITY"

Day One: Definition: To be accountable in words and deeds; able to choose for one's self between right and wrong

What does it look like and what does it not look like to be responsible:

1) Be reliable and dependable; when you agree to do something, do it!

Example: You agree to walk a sick student to the office.

+ : You take the student to the office and you come back immediately.

-: You decide to visit with your friends in the hallway. You decide to use the restroom by the office or just walk around campus.

2) Take care of your own business. Don't make others do what YOU are supposed to do.

Example: You borrow an item from another student and promise to give it right back.

+ : You give the item right back when you are done.

-: You allow another student to use the item. You give the item to another student to return for you.

3) Take responsibility for your actions; don't make excuses!

Example: You borrow a book from another student and lose the book.

+ : You let the student know that you lost the book and will replace it.

-: You say that you returned the book and you don't know what happened to it.

4) Use your brain; think before you act; imagine the consequences.

Example: Your teacher sends you on an errand. You know that you are supposed to

walk but your partner decides to run.

+ : You walk anyway because you know that it is the right thing to do.

- : You run with your friend and get hurt.

Day Two through Day Five:

(Pick four to five Activities)

Select one situation per day from the list below. Read the situation to the class, discuss it as a group, and record the student's thoughts on chart paper.

- A group of kids who you think are really cool are picking on another kid. They want you to join them, and they say you're a nerd if you don't. You don't want to be left out, but you think picking on the other kid is unfair. What do you do?
- You're walking home from school, and you're really hungry. You pass by a fruit stand, and the fruit looks so good you can almost taste it. "They'll never miss just one apple," you think to yourself. And no one is looking. What do you do?
- Your best friend asks you to help him cheat on a test. He's never done it before and he promises he'll never do it again. What do you do?

Discuss the following questions. Some of these questions may take more than a day to complete.

- Have you ever heard of the golden rule? (Do unto others as you would have them do unto you.) What does this mean to you?
- Ask the students how often do you think about whether something is right or wrong before you decide to do it?
- Why do people sometimes do the right thing even when it's not as easy or as much fun as something else?
- When you're faced with a choice between right and wrong, what influences your decision?
- What would happen if nobody cared about doing the right thing?
- How do you know when something you might do is right or wrong?

Literature on RESPONSIBILITY

Lesson Plans for “SAFETY”

Definition: Safe- free or secure from danger, harm or loss

Examples: Keep hands, feet, and objects to yourself, walk in the hallways, flush and wash hands.

Non Examples: Touching others, running in the hallways, swinging arms in line.

Activities

Day 1:

Discuss what safety is and why it is important. Have students give examples of unsafe behavior they have seen in the school. Make a list/chart on the board of the unsafe behavior (use stickys, t-chart, poster, etc.)

Other activities for the week:

- Role play situations in which not using extreme safety can cause accidents:
- Running in the hall, student may slip and fall.
- Student forgets to stop at stop sign and look when rounding the corner and runs into a student
- While walking in line you are swinging your arms about and hit the student behind you.
- Students break up into 4 groups and make a poster about being safe in that area. One group will create a poster for the bathroom, cafeteria, hallway, and classroom.
- Teacher creates a list of scenarios that are safe and unsafe. Students will give a “thumbs up” if the scenario is safe and a “thumbs down” if the scenario is unsafe. Examples: sitting feet first, swinging your arms in the hallways, sitting criss-cross on the carpet, walking in line with your hands tucked, etc.
- Primary- draw a picture of being safe and unsafe.
- Intermediate- write a letter to a primary classroom explaining how to be safe in school.
- Create a rap, skit, or power point on how to be safe in school.
- Cause and effect discussion- teacher could create an effect and the students can come up with a cause for each effect. Example: effect- Student falls in the hallway, cause-student was running.

6. Attach or insert the planned and/or established Reward/Recognition System:

10 Point Behavior Scale for classroom management

- Rationale
 - Designed to “catch ‘em being good”
 - Provides encouragement
 - Directly related to rules and expectations
 - Earn only versus losing, taking away points
- Procedures
 - 10 point system used throughout the day
 - Suggested time frames related to instructional blocks
 - 1 point for on-time arrival
 - 1 point for teacher discretion to be used to shape a specific behavior
 - Points are earned only
 - Students track their own behavior daily. (Primary with teacher help)
 - Visual boards in primary grades, No visual in Intermediate Levels (Data Folders)
 - Students are either available/eligible to earn points (following class rules/expectations) or not available/eligible to earn points (not following directions, absent, ISS, or OSS)
- Options
 - Can directly relate to Class Dojo as the “visual” as long as “earn only”

Points are used towards the purchase of items in the Manatee Mall. Lowest item is valued at 25 points and high as 500 points. Students that earn 50 points for a complete week names are put into a drawing. The drawing will be held at the end of the year for larger grand prizes.

We started the 10 point scale in conjunction with the Manatee Mall on January 27th 2014. We have experienced an immediate positive impact on the students and classroom behaviors. The plan has been well received by the teachers and feedback has been positive. As of March 2014, 100% of the students at Melrose have shopped at the Manatee Mall.

Please see inserts for additional information.

Student Recognition: CLASSROOM REWARDS

The following rewards can be used to reinforce positive student behavior through one of these methods for doing things such as earning Manatee Money, modeling classroom rules, or following the 3 Guidelines for Success expectations.

Academic Activities

Go to the library to select a book

Help the teacher to present a lesson (e.g., by completing sample math problem on board,
reading a section of text aloud, assisting cooperative learning groups on an activity)

Invite an adult “reading buddy” of student’s choice to classroom to read with student

Play academic computer games

Read a book of his/her choice

Read a story aloud to younger children

Read aloud to the class

Select a class learning activity from a list of choices

Select a friend as a “study buddy” on an in-class work assignment

Select friends to sit with to complete a cooperative learning activity

Spend time (with appropriate supervision) on the Internet at academic sites

Helping Roles

‘Adopt’ a younger student and earn (through good behavior) visits to check in with that student as an older mentor

Be appointed timekeeper for an activity: announce a 5-minute warning near end of activity and announce when activity is over.

Be given responsibility for assigning other students in the class to helping roles, chores, or tasks

Complete chores or helpful activities around the classroom

Deliver school-wide announcements

Help the custodian

Help the library media specialist

Help a specials teacher (e.g., art, music, gym)

Take a note to the main office

Praise/Recognition

Be praised on school-wide announcements for good behavior or caring attitude- Mighty Manatees

Be praised privately by the teacher or other adult

Design or post work on a class or hall bulletin board

Get a silent “thumbs up” or other sign from teacher indicating praise and approval

Have the teacher call the student’s parent/guardian to give positive feedback about the student

Have the teacher write a positive note to the student’s parent/guardian

Post drawings or other artwork in a public place

Post writings in a public place

Receive a “good job” note from the teacher

Prizes/Privileges/Rewards

Allow student to call parent(s)

Be allowed to sit, stand, or lie down anywhere in the classroom (short of distracting others children during story time or independent seat work)

Be permitted to sit in a reserved section of the lunchroom

Draw a prize from the class ‘prize box’

Earn behavior-points or -tokens to be redeemed for prizes or privileges

Have first choice in selecting work materials (e.g., scissors, crayons, paper) and/or seating assignments

Have lunch in the classroom with the teacher

IOU redeemable for credit on one wrong item on a future in-class quiz or homework assignment

Receive a coupon to be redeemed at a later time for a preferred activity

Receive a sticker

Receive pass to “Get out of one homework assignment of your choice”

Select a class fun activity from a list of choices

Sit near the teacher

Take the lead position in line

Recreation

Be selected by the teacher to accompany another student to a fun activity

Get extra P.E., Art or Music time with another class

Listen to music

Play a game with a friend

Select fun activity from “Activity Shelf” (stocked with play materials, games)

Computer time

Citizen of the Month Lunches

Each month, classroom teachers will choose one child in their classroom who has demonstrated the Commitment to Character trait of the month.

- August – Respect
- September – Responsibility
- October – Cooperation
- November – Citizenship
- December - Kindness
- January – Self-Motivation
- February – Tolerance
- March – Honesty
- April – Self Confidence
- May – Caring

Names will be submitted to Mrs. Grasso on the last Monday of the month.

Each child will join Mrs. Grasso on the First Monday of the following month for a Luncheon to celebrate their award. Each child will receive a “Citizen of the Month” T-shirt, certificate and prizes.

Mighty Manatee Awards (*Daily Incentive*)

“Mighty Manatees” will be given out to classes who are caught exhibiting one of the Commitments to Character Traits during a school day. All staff members are encouraged to give out “Mighty Manatees” for (not an exhaustive list of examples):

- Quiet transition line
- Class patiently waiting while their teacher is speaking with another adult
- Greeting classroom visitors
- Excellent lunchroom behavior
- Other 😊

Individual Students may also earn “Mighty Manatees” for their class by exhibiting good citizenship by (not an exhaustive list of examples):

- Helping a friend
- Picking up trash around the school
- Helping in the cafeteria
- Reading with a friend or adult
- Turning in lost items
- Other 😊

When a class/student earns a “Mighty Manatee” they will bring the “Manatee” to the office and place it in the Melrose container on the counter. At the end of the day, Mrs. Grasso will pull out the “Manatees” and read off the class/student and what the manatee was earned for. The “Manatees” will be replaced in the appropriate teacher’s mailbox.

Golden Garbage Can Awards (*Weekly Incentive*)

These awards will be given on a weekly basis to the classroom, which demonstrates the responsibility of keeping their classroom neat and clean during the week. One award will be given to one classroom in each of the 3 areas of the school: main building downstairs, main building upstairs, portables.

Each Friday, the custodial staff members responsible for cleaning each of the areas will submit the name of one classroom which has earned the “Golden Garbage Can” for that week.

The winning classes will be recognized on the morning news on Monday.

The “Golden Garbage Cans” will contain a treat for each of the classes.

Treats may consist of:

- Pencils
- Erasers
- Candy treats
- Homework passes
- Other...

PBS STAFF RECOGNITION & REWARDS

- Perfect Attendance Reward – Monthly
- Marvelous Manatee Bulletin Board
- MEL TV Spotlight for Staff Members
- Written positive notes
- “2 truths and a lie protocol”- during faculty meeting

7. Attach or insert the plan to align classroom management systems with the school-wide behavior plan.

Commitment to Character Guidance Lessons

Monthly in-class guidance lessons will be designed around the Commitment to Character Traits:

- August – Respect
- September – Responsibility
- October – Cooperation
- November – Citizenship
- December – Kindness
- January – Self-Motivation
- February – Tolerance
- March – Honesty
- April – Self Confidence

Teachers will sign up for a monthly guidance lesson during a day/time which best fits his/her class.

8. Attach or insert a copy of your plan addressing the process for responding to problem behavior. This may include the referral process flowchart, minor/major behavioral definitions, and responses to misbehaviors (consequence

hierarchy).

MES Misbehavior Menu & Discipline Process

The MES Misbehavior Menu is a guide to help MES staff in their approach to Level 1 Misbehaviors (minor), Level 2 Misbehaviors (moderate), and Level 3 Misbehaviors (severe). Knowing what level a behavior is allows staff to determine the “next steps” as it relates to classroom consequences, the infraction form, or an office referral.

Level 1 Misbehaviors

- minor misbehaviors that can be adequately corrected at the time they occur. They do not require documentation. A staff member observing a Level 1 infraction corrects the student in the setting.

Level 2 Misbehaviors (MES Infraction Form)

- misbehaviors that do not require immediate administrative involvement, but do require documentation because:
 - the reporting staff member wants/needs Behavioral input (e.g., a teasing incident that might be harassment); and/or
 - the reporting staff member feels administration should be aware and/or have a record of the situation (e.g., a Level 1 misbehavior such as rudeness to adults become chronic.)
 - A staff member observing a Level 2 infraction corrects the student at the time and /or assigns the student a school-wide correction, and completes an “incident report” that goes in Behavior Specialist’s mailbox.

Level 3 Misbehaviors (Office Referral)

- are serious misbehaviors that require immediate administrative involvement and written documentation.
- They include misbehaviors that are illegal or are so severe that the misbehaving student’s continued presence in a setting poses a threat to physical safety or to adult authority (i.e.; if the student were to stay in the setting, the adult could lose control of the situation.)
- A staff member observing a Level 3 infraction calls the office, and a Hub member will respond to the classroom or location. The observing staff member will complete a Discipline Referral and turn it in to an administrator or behavior specialist.

9. Attach or insert your data analysis plan that includes how often data are entered, reviewed, the types of data examined regularly, how the SBLT communicates the data patterns to faculty, staff and students.

See attached document for office call data collection. Office call & referral data are reviewed monthly. Data is analyzed from Portal, EDS and Office call data. Data is shared with the staff on a monthly basis in Grade Level Behavior Data Chats. Once per month the admin teams meets with the students per grade level (3-5) to share the data.

List of Projected Staff Training and follow-up coaching to promote an understanding and implementation of positive & proactive multi-tiered systems of support for 2012-2013. Include specific professional development aligned to improving social behavior at the school-wide, classroom, and subgroup levels.

1. CPI (Pre-School)
2. “Star Teacher” Haberman... Book Study
3. PLC’s – Guided Planning – Champs Training – What I love about Melrose protocols – Susan Schultz assistance

Evaluation/PDSA

Please provide a statement describing the status of the school's goals at the following intervals, and forward a copy to your Area Superintendent.

Mid-year: February 21, 2014

End of Year: June 20, 2014

Principal Signature _____ Date _____