**School Culture for Learning**

Connections: **District Strategic Plan** **Goals 2, 3**

**Marzano Leadership** **Domain 5**

**School-wide Behavior Plan**

**1.** Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

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| School-wide expectations are communicated through the Belleair Elementary Guidelines for success or Bellear’s B.E.S.T.: Be Responsible, Exhibit Kindness and Respect, ­Show Trustworthy Behavior, Try your Best. The behavior expectations in support of the Guidelines for Success are displayed on posters in the hallways, media center, cafeteria and front office. Expectations, procedures and processes are developed and explicitly taught and re-taught for each area. Students are praised and may receive “Tiger Bucks,” when they meet and/or exceed expectations. “Tiger Bucks” are used as currency at the school store and to attend monthly celebrations as part of PBIS.  During the first two weeks of school, Guidelines for Success, as well as classroom and common area expectations are modeled and taught by administrators at grade levels during lunch. Expectations are re-taught and modelled for the students at monthly assemblies.  In addition, each week every classroom teacher selects a “Tiger Roar” student who is meeting the Guidelines for Success. The student meets with an administrator and is praised and receives a small gift. The expectation is that each student receives a minimum of two “Tiger Roars” in a school year.  Monthly character traits that are also shared on the school-wide morning news and reviewed in character lessons given by the classroom teachers and Guidance Counselor. A student from each class who exhibits the character trait in a particular month, is recognized at a monthly school-wide assembly. |

**2.** What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

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| Classroom expectations are posted in each classroom as well as all common areas and explicitly taught to students.  Classroom procedures, processes and expectations are taught and re-taught with special emphasis given during the first 10 days of school.  Classroom behavior data is tracked and demographic trends are reviewed by the student services team monthly. In addition, demographic data for students receiving Tiger Roars and attending monthly PBS celebrations is collected. Student access to the PBIS program tracked so if a student is having behavioral challenges, the student services team knows if the student has accessed the PBIS program. |

**3.** What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

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| Class meetings are scheduled and held in each classroom on a daily basis. Through these meetings, procedures for communication are taught and a positive class culture and community are established. Each class has a behavior plan whereby processes are explicitly taught and behavior is monitored.  Teachers and staff received professional development in Restorative Practices and Culturally Responsive Practices. Members of the Leadership and Student Services Teams also made home-visits to help to establish positive relationships with students and families.  The student services team reviews classroom behavior data and PBIS implementation data monthly to ensure the core is meeting the needs of at least 80% of students across all demographics. The School Based Leadership Team (SBLT) reviews both academic as well as behavior data together to ensure that students needing supplemental supports are viewed holistically with the primary focus being the academic core.  As the school transitions to a more Restorative Practices model, students do not always receive an Office Discipline Referral (ODR) when a behavior problem occurs, a restorative meeting is held and a decision is made as to what the next action will be. |

**Data-Based Problem Solving**

**4.** Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

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| The Student Services Team meets bi-weekly to discuss students who are in need of supplemental support. The team determines next course of action based upon the needs of the student. Interventions are discussed and implemented. There is follow-up at the subsequent meetings where effectiveness is monitored and changes may be made. |

**5.** Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

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| A “Behavior Gradebook” is utilized to collect classroom behavior data and determine the effectiveness of core behavior program and determine what students are in need of additional support. Behavior data is also monitored through the “School Profiles” window and compared to demographic trends |

**High Expectations for All**

**6.** How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

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| Class and school-wide data is collected, disaggregated by demographics, shared, and then actions are taken to improve the demographic parity in the data. |

**School Culture / SWBP / Key Strategies**

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| **Goal 1:** What is your primary goal and strategy to improve the overall culture, climate at your school? | |
| **Goal 1**: The goal is to increase the quality of the relationships between teachers and students as well as students with each other as indicated by a 50% reduction in the number of Office Discipline Referrals (ODR) from the number of ODRs in the 2016-17 school year. There were 115 ODRs given during the 2016-17 school year. The goal for this year is no more than 57 ODRs. | |
| What is the key strategy that you will implement to accomplish this goal?  The key strategy is the effective implementation of restorative practices. As part of this, class meetings are taking place, Culturally Responsive Practices are implemented, and teachers are being coached and monitored in their use of Universal Design Learning to help ensure student needs are being met. | Name of person(s) responsible Classroom  teachers and Ryan Thompson |
| **Goal 2:** What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.  **Goal 2:** The goal is to reduce the discipline and learning gaps between Black and Non-Black students. During the 2016-17 school year black students represented 27% of the population and 47% of the ODRs. The discipline gap goal is for the percentage of ODRs given to black students to match the percentage of black students enrolled. Black students make up 27% of the population and will make up 27% of ODRs for the 2017-18 school year. On the 2016-17 ELA FSA assessment, black students were only 27% proficient while the schoolwide average was 32% proficient. The goal for black students is to achieve at the same proficiency level as their non-black peers. |  |
| What is the key strategy that you will implement to accomplish this goal?  The key strategy is the implementation of restorative practices. As part of this, class meetings are taking place, Culturally Responsive Practices are implemented, and teachers are being coached and monitored in their use of Universal Design Learning to help ensure student needs are being met. | Name of person(s) responsible Classroom  teachers and Ryan Thompson |
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