



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).

Gulfport Elementary has three school-wide incentives in place to motivate students. First, PAWS prints can be earned by students when they demonstrate positive attitudes, appreciate the world around them, walk quietly and respectfully, and show respect for themselves as well as others. Students place these prints in a grade-labeled box and are randomly chosen to receive certificates, prizes, and air on the school news show. Secondly, Bulldog Bucks are also given to students for exhibiting appropriate behaviors. It is based on a money system that allows students to cash in their bucks for prizes. Thirdly, one student from each classroom can earn Citizen of the Month. This is based on the student who displays specific character traits (i.e. respect, responsibility, honesty, etc. A celebration ceremony takes place each month and each parent is invited to attend to celebrate their child’s success.

In addition, Gulfport Elementary has Guidelines for Success based on the P.R.I.D.E. acronym that students are expected to abide by at all times

- P--Persevere
- R--Respect yourself, others, and property
- I—Improve everyday
- D—Do your best
- E—Exhibit self-control

Furthermore, commercial signs will be mounted at each common area to remind students and teachers of the common area expectations and Guidelines for Success.

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

Before the school year started, we had a behavior training camp that informed teachers of the school-wide expectations, processes, and procedures. This week, we are collaborating with grade level teams to have some deeper discussions about those expectations that were discussed earlier. We will be providing at least two professional development opportunities that will focus on classroom management

This fall we will host fifth annual parent university to inform parents about Title 1, Connect for Success, and our school-wide behavior program.

STOIC walkthroughs will be conducted to ensure every classroom has structure, adequate teaching, observation, positive interactions, and appropriate corrections of student behavior.

- S—Structure—guidelines for success, classroom rules, evident routines, management system
- T—Teaching—smooth transitions, multiple teaching styles, cooperative groups
- O—Observation—teacher circulates, scans, progress monitors behavior
- I—Interactions—10:1 ratio of positive to negative interactions
- C—Corrections—calm, brief, consistent, consequences match level of behavior

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.

Tier I: Universal Interventions (80-90%)

-All Settings, all students (CHAMPS, Project Achieve, School-wide incentives, etc.)

-Preventive, proactive

Data is collected on School-wide Behavior Checklist

SBLT or teacher identifies Student(s) with behavior need (Based on behavior data)

If requested by teacher, Completed Behavior Request Form is submitted

SBLT Member(s) meet with classroom teacher to review data and/ or Behavior Request Form

Based on data, the SBLT decides if TIER 2 support should be added

Staff providing intervention implements behavior strategies with integrity and fidelity (continue to collect data)

SBLT or teacher still acknowledges behavior concern(s) (Based on multiple data points)

Tier II: Targeted Group Interventions (5-10%)

-Some students at-risk (Small Group Counseling, Check-In/ Check-Out, Behavior Contracts, Etc.)

-High efficiency

Data is still collected on School-Wide Behavior Checklist

SBLT Member(s) meet with teacher. TIER2 Interventions implemented with fidelity. Teacher will continue to collect data using the school-wide behavior checklist

SBLT or teacher still acknowledges behavior concerns (using behavior data) SBLT Member(s) meet with teacher.

Tier III: Intensive Interventions (1-5%)

-Individual students (Individual counseling, FBA, PBIP, Individual Behavior Contract, Etc.)

-Intense, durable procedures

Based on data and team decision, FBA /PBIP initiated by SBLT (consent obtained from parent)

The SBLT continues to review interventions and offer support for the teacher, student, and the classroom. Review data regularly at FBA/PBIP meetings.

Academics--Problem solving worksheet meeting. PSW is ongoing. There is also weekly progress monitoring. There are 6-8 week review on the student data and norm reference trend line to see how students are progressing based on their goal. After two forms of intervention changes either increasing time or changing intervention, then fill out request for evaluation. Each student will get observed by the tier 3

For behavior, at the Tier I Level, we concentrate on equipping teachers with professional development that ensures a healthy core. There are opportunities for trainings such as CHAMPS and STOIC. Universal Interventions and schoolwide incentives keep students engaged. This seems to work for about 80-90% of our students. At the Tier II Level, targeted

group interventions such as Check-In/Check-Out, small group counseling, behavior contracts, etc. are utilized. About 5-10% of our students are Tier II. At the Tier III level, intensive group interventions are provided. Individual behavior plans are written. Individual group counseling is provided; individual behavior contracts and intense, durable procedures are delivered.

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?

Mentoring, Guidance, the school social worker, and the school psychologist are available for students and families. As a leadership team, we meet weekly to determine which students need physical, social, or emotional support. We determine if the need is supplemental or intensive based on various form of data. We then discuss which leadership member will carry out the support and to which degree the support will take place. The following questions are asked and answered in each leadership meeting. There is always a follow-up meeting the next week.

Topics—What was covered?

Process—How will it happen?

Notes—What happened?

Next Steps—Who will...What will, When Will?

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

For behavior, our school monitors Portal to determine if additional supports are needed to improve student outcomes. We monitor office referrals, out-of-school suspensions, and in-school suspensions. Our school also uses an in-house data-base to identify trends, predict outcomes, and put needed interventions in place to improve the behavior core, processes, and procedures. In some cases, data is collected on groups of students or on individual students to monitor their progress. The data measures the frequency, intensity, and duration of behaviors. Data is disaggregated and graphed to make effective decisions.

Academics:

--I station and biweekly using the I station probes

--2-5 vocab/com

--1 letter sounds/vocab

--K letter naming

--Monitor student using I station overall class performance and tiers and cross check RR

--Jan Richardson using the assessment summary charts

--Progressing: using RR levels after each RR cycle teachers fill out assessment summary charts

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?

The school leadership believes that high expectations equals high performers. The school leadership ensures that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable by using specific principles that lead to student achievement.

The first principle focuses on teaching students the standards, using assessments, and using data in order to drive instruction.

The second principle focuses on teacher education that includes knowledge and skills. This principle is geared to improving student performance.

The third principle focuses on standards. Within this principle, teachers use strategies to help teach the standards.

The fourth principle focuses on professional learning communities (PLC's). Teachers collaborate and use data to make important decisions about learning.

The fifth principle focuses on teacher leadership. Teachers are encouraged to take on active roles in leadership whether it is mentoring, developing instruction, or planning for areas that are in need of improvement.

The sixth principle focuses on linking standards to all areas of decisions. These standards continue to be at the forefront of all decisions.

Finally, principle seven focuses on the continued improvement of the experiences of professional development. Again the goal is student improvement. Staff members are encouraged to find ways to achieve this goal.

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?

By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 4 out of 6 Assessment Modules	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s)	Jessley Hathaway
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 (Bradley MOU)? You may also address other related subgroups if needed.	
<p>A--If Gulfport continues to improve on its school wide welcoming environment, and outreach to it's stakeholders then the percentage of referrals and suspensions will decrease by 30% and students attending less than 90% will also decrease by 30%.</p> <p>B--We will place an instructional and extra-curricular focus on our African American students so that achievement on classroom post tests and state achievement tests will increase by at least 20% over 2015-2016 achievement levels, resulting in a narrowing of the gap between black and non-black students</p> <p>C--If students are engaged with rigorous task and assignments across all content on grade level aligned to Florida core state standards then growth in all areas will be above the 70th percentile</p> <p>D--If we identify each of our students with their level of performance in all academic subject areas, then the growth percentile rank of our lowest performing students in all subject areas and subgroups will be higher than the 60th percentile.</p> <p>E--If students will use evidence to explain their reasoning and thinking across all subject areas, then student performance growth will be above the 70th percentile in all academic areas.</p>	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<p>A. Consistent implementation of behavior plans. Schoolwide, classroom, and individual. Schoolwide trainings on the positive behavior supports in place for Tier 1 behavior</p> <p>B. Pre/post test data, I-ready, ST Math, FSA achievement data.</p> <p>C. Instructional Coaches: Professional Development, Common Planning Time, Core Connections, District Wide Training, Marzano Pilot, Lesson Study</p> <p>D. LLI Program, Title 1 Hourlies, Promise Time, Extended Learning Program, Data Collection</p> <p>E. Journals, Instructional Coaches, Core Connections, Title 1 Hourlies, Professional Development. ELA Pre-and Post-Tests, Journal Rubrics, Written Response to Learning Task</p>	<p>A. Lamar Washington</p> <p>B. Jessley Hathaway</p> <p>C. Jessley Hathaway</p> <p>D. Neala Jackson</p> <p>E. Jessley Hathaway</p>
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible