



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).

To align individual classroom management systems with school-wide initiatives. Teachers are to create and turn in Classroom Management Plan that includes a school-wide set of classroom rules.

During the first 10 days, teachers will be explicitly teaching lessons for expectations of classroom routines and processes as well as the GFS. During this time, teachers are building relationships with students and developing a positive learning culture and community. Teachers are expected to build in follow-up classroom management lessons. To facilitate ongoing instruction, teachers will engage students in a daily Morning Meeting routines. Morning Meeting routines include use of a common attention signal and other processes/routines utilizing an instructional (gradual release) approach. Teachers will place an emphasis on the use of positive to negative ratio of interactions.

Guidelines for Success:

Lakewood Elementary Guidelines for Success are:

Exhibit Self-Control

Be Tolerant

Respect Yourself and Others

Be Responsible

Persevere

They are posted in the classrooms and throughout the school where they are reviewed daily throughout the school by all staff members. They are also reviewed daily on the morning news show. Teachers set classroom expectations aligned to the Guidelines for Success.

Meet and Greet Routine: Meet and Greet Routine mindset is built at arrival when students are greeted at the gate in addition to/upon entering the classroom. Greeted by teacher at their classroom door. Encourage students to start their day on a positive note.

Restorative Practice: Classroom debrief meetings, a return from out of classroom reflection debrief meeting, and behavior call scripts are used and followed by teachers, administrators and student support service personnel. Restorative questions and "foggers" (statements to deescalate) are used to respond to challenging behavior and help those that have been harmed by others actions. A response to major/minor behavior teaching intervention guide is used by teachers. Teachers will use the first 10 days to build relationships and a positive culture within the classroom which include getting to know you activities, team building activities where students work together to build a specific task or goal. Teachers will set aside time to build positive relationships with students.

A school wide positive behavior reward program will take place monthly to acknowledge students who are exhibiting model behaviors in alignment with our guidelines for success and school rules.

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?

The Behavior Specialist and School Counselor trains the staff on PBIS and its systems during pre-school. This includes staff receiving a behavior handbook, a matrix of expectations and a menu for responding to classroom behavior. Teachers create and submit their own classroom management plan that is reviewed and approved by the assistant principal and Behavior Specialist to ensure alignment to the Guidelines for Success (GFS).

Ongoing PD (beginning in pre-school) will be provided from the The American Education Company to implement our Schoolwide Behavior Plan.

The PBIS Team will conduct proactive walkthroughs to complete ongoing Tier 1 fidelity checks to ensure that students can state the GFS and school rules. The School Counselor will also check that appropriate signage (rules, consequences, rewards, and GFS) is posted in high traffic areas throughout the school and in every classroom. (data will be shared at SBLT)

PBIS Team will conduct ongoing fidelity walkthroughs to monitor the Meet and Greet Routine expectation.

Teachers will maintain a log of student participation in the monthly positive behavior reward program. Behavior Specialist will collect the data. (Classroom and grade level participation data will be shared at SBLT)

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 1 - Core: All students are taught the Guidelines for Success and school rules. First 10 day lessons of expectations are taught and reviewed by classroom teacher as needed and before/after breaks. 5 Key Character Education lessons will be taught by the student services team in the first month of school. The guidance counselor will provide monthly character education lessons throughout the year with a posted calendar. Teachers have a structured behavior classroom management plan to include constant home-school communication. Teachers will provide a Meet and Greet Routine process by greeting students upon entering the classroom daily. Morning Meetings will take place to encourage students to start their day on a positive note.

Tier 2 – Supplemental: Teachers who submit request for Tier 2 support will receive a classroom observation from Student Services Team member with a follow-up conference. Based on incident and referral data students who are identified will be moved to supplemental support. Interventions determined by the team at the Tier 2 level, will be provided by the classroom teacher and/or a member of the student services team. In cases where needed, small group lessons will be provided by student services personnel. Social/Emotional support such as pull out groups for social skills training (e.g., explicit instruction in skill deficit areas, friendship clubs, anger management group). All interventions will be monitored for fidelity by student services personnel. Students will be partnered with a staff member to receive check-in and check-out. Students who are identified as struggling academically/behaviorally with the core, based on data, receive small group research based intervention(s) based on their needs and are progressed monitored bi-weekly.

Tier 3 – Intensive: Interventions focus on students who display persistent patterns of disciplinary problems or academic deficiencies who have not responded to Tier 1 or Tier 2 interventions. A Positive Behavior

Intervention Plan or Functional Behavioral Assessment (FBA/PBIP) is developed, implemented, reviewed and modified as needed for students who have not had a positive response to Tier 2 behavior support. Replacement behaviors will be taught and reinforced by the classroom teachers and/or student support services. Students in need of academic support will receive more intensive interventions and be progress monitored weekly through the Problem Solving Worksheet (PSW) facilitated by the school Psychologist and/or Educational Diagnostician. The PSW is developed and reviewed by the team where modifications are made as needed.

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?

Student support services conduct an observation of the student in the classroom. The observer looks for usage of the Guidelines for Success, classroom rules, 5:1 positive interactions and a positive classroom environment.

The observer meets with the teacher to discuss what was observed. A plan for interventions is created to document and track student behavior for the intervention being implemented.

Fidelity checks of the intervention(s) are conducted by student services personnel.

If the intervention does not have a positive trend and the intervention(s) have been implemented with fidelity, a meeting is scheduled with a team to create a more intensive plan. The team includes the classroom teacher, parent (guardian) and student services personnel. The plan is developed, implemented, reviewed and modified as needed based on the student's need.

Counseling is provided by the school psychologist, school social worker or the school counselor based on needs.

Outside community resources provided to identified students during school hours and include mental health counseling and mentoring by various organizations. Community resources for identified families are provided to parents to assist with various needs that impact the success of their students in school.

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).

At MTSS Behavior Data Meetings, the team looks at and analyzes incident and behavior data based on school locations and classrooms. Fidelity walk-throughs are conducted by the PBIS team based on MTSS meeting data. The observations are shared with the teacher and a plan is created to improve based on the data. A log is used to ensure accountability of the coaching support. Follow-up observations and meetings are also scheduled with the teacher.

Behavior Call, incident, and referral data is analyzed by the MTSS/SBLT Team to determine disparities

SBLT reviews the data from the MTSS behavior meeting once a month

The data sources that are used for the above meetings are:

Focus/Portal reports

School Profile reports

An incident spreadsheet maintained by the Behavior Specialist

Early Warning System Reports

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?

During the interview process, questions were developed in alignment with the specific needs of the students and our established ways of work to ensure a strengths based approach for our student population. This helps ensure the hiring of highly qualified teachers aligned to our vision/mission.

Teachers receive embedded PD (backwards design, culturally responsive instruction/6Ms, PBIS) and actionable feedback from Administration and the Leadership Team to ensure high student expectations are in place for all students. Coaches facilitate PLCs based around a common task and student work samples. Teachers collaborate and align instruction based on the data. PLC and Collaborative Planning notes are shared Office 365 for Administrative/Leadership review. Coaches provide individualized coaching cycles based on walk-through and assessment data.

Administrators/Leadership conduct walk-throughs and provide actionable feedback aligned to the Marzano Instructional tool.

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?	
Teachers will implement the Tier 1 Behavior plan with fidelity so that referrals and incidents will decrease by 40% by the close of the 2017-2018 school year. Focus on relationship building with students, explicit teaching of expectations for routines with fidelity and consistency, building positive classroom environments.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Ongoing PD in culturally relevant/responsive and engaging instruction, PBIS, and restorative practices.	Walker Nellenbach Dawkins Harrison Jacobsen Miles
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.	
Decrease the gap in ELA for black students by an average of 10% on the FSA	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Incorporate a structured intervention hour to differentiate the delivery of ELA strategies through the use of Guided Reading, LLI, and Istation. Provide guided ELA instructional planning with an ELA Coach to ensure student centered lessons with rigor accompanied by standard aligned activities. Incorporate culturally relevant/responsive PD into ELA planning (6 M's).	Gayden Miles Nellenbach
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

