**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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| The school wide Essential Agreements include We are principled, We are caring and We are inquirers. The school wide behavior plan includes a PBIS with focus on the implementation of CHAMPS and Restorative Practices. |

**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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| The school wide Essential Agreements are posted throughout the campus and consistently monitored for understanding. Essential Agreements were also created for specific locations within the school. Individual classrooms have Essential Agreements based on the school wide Guidelines for Success. Morning meetings are beginning in each classroom to provide review of expectations and provide a proactive approach to behavior. Restorative circles were implemented with each grade level during the first two days of school with each grade level to define essentials agreements and schoolwide expectations. |

**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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| An integrated system combines the framework and philosophy of the IB PYP Programme with character education and Restorative Practices. All students are provided tier 1 support through monthly/bimonthly classroom guidance lessons, monthly IB Learner Profile engagements, and support through Restorative Practices with Morning Meetings. |

**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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| Students in need of supplemental and intensive supports are identified by SBLT through classroom behavior data as well as office discipline referrals. Teachers may also submit a referral for student assistance as a preventative measure in conjunction with parent input and/or request. Small groups are being created to address specific student needs such as anger management, anxiety/stress management and prosocial skills. |

**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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| Discipline data is reviewed biweekly with the SBLT and shared monthly with the staff. Disparities are addressed as both subgroups and high frequency students and are discussed with problem solving plans developed to provide necessary supports and interventions. Tier 2 students are provided support through small group counseling, Check and Connect and individualized behavior plans. |

**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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**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: : Decrease the number of Out of School Suspensions by 10% in 2017-18 school year as compared to 2016-17. | |
| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
| Implement the use of the IB Learner Profile as a core component in social skills instruction and implement the use of Restorative Practices. | S. Brennan, K. Dennison |
| **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. | |
| Increase use of positive behavioral supports including Restorative Practices, Culturally Responsive Classrooms, Check and Connect, and research based instructional routines and practices that foster positive relationships with African American students and adults by 10% in the 2017-18 school year as compared to 2016-17. | |
| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
| Increase use of Restorative Practices and onsite Mentoring (Lunch Pals) to build relationships and increase the number of adults working with African American students on both academic and social skills. | S. Brennan, M. DeOliveira |