**2017-2018**

**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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| We create this sense of safety by using a wide range of activities. We implement a 5:1 ratio of positive to negative interactions to encourage appropriate behavior and to help each student to feel respected and valued.  During school wide announcements from the principal, we stress the “Shark” motto which includes kinship, treating students like family. We also provide school-wide incentives, “Shark Shillings” to students who display exemplar kinship behaviors.  We also employ the strategies embedded in CHAMPS and Restorative Practices to focus positive respectful student-student and teacher-student relationships. Systemically it is also our school’s expectation that the principal and teacher greets each student every morning by standing outside of their doors and creating appropriate teacher-student relationships. Teachers are expected to know about their student's extracurricular activities and home environments. Our fulltime School Social Worker, Guidance Counselor and Psychologist also support us in this task.  After school we offer several clubs that help our students to feel valued and encourage appropriate behavior. Among these are “Girls on the Run”, Arts and Crafts, Yearbook, Lego Club and The STEM club. We will implement "5000 Role Models and Girlfriends" and assign a mentor teacher to low performing students and students with other warning indicators, such as discipline, attendance and tardiness. |

**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?

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| During preplanning, grade-level expectations for PBIS and Champs were established. Teachers were tasked with reviewing PBIS and CHAMPS and identifying grade appropriate modifications to support their students.  Evidence-based research from Gay and AVID support the use of student created culturally responsive practices and its connect to student behaviors and classroom climates. As a result, teachers were also tasked to create AVID-based classroom “chants” and “call-backs” with their students.  Authentic callbacks and chants allow for student collaboration and community. During informal walkthroughs, actionable feedback is offered to all staff and relates to the use of CHAMP, PBIS and class culture and community.  School administration along with the School counselor ensure equitable handling of student behavior. Before administration addresses discipline, teachers must first document attempts to address the behavior and record parent communication in FOCUS under parent contacts. An identified member of the SBLT will observe the classroom for evidence of appropriate conditions for learning that might impact student behavior. After classroom and specialist supports and interventions are offered, the administration addresses student behavior. It is our practice to invite parents to parent conferences with the teacher and student to create appropriate incentives and interventions for a student-centered solution to behavioral infractions. When needed the school Social Worker and Psychologist will support. |

**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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| Our full-time MTSS coach identifies students with the following warning indicators, FSA level 1 and 2, SAT 1-3, 3+ absences,5+ tardiness and 1+ discipline infractions. In addition to teacher recommendation, the MTSS coach along with the school intervention specialist design and offer academic pull-out interventions using IRLA, BECK and LLI.  Schoolwide, teachers employ AVID classroom collaborative strategies to ensure students engage with rigorous content in student-centered formats.  Our school also has a Pass Executive Partnership with Clothes to Kids, which allows our families free clothing.  The Pack-a-Sack program is available to allow our students free food and we are partners with the Big Brothers Big Sisters program, which further supports our students.  We will offer teacher mentors for all students; which will address the following areas that impact the  social and emotional needs of students: academic and attendance. |

**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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| Bi-weekly meetings are conducted with the School Leadership Team to address student need. During the meetings, we create “quick-wins” to address individual student and teacher need. This system of on-going progress monitoring assist us in identifying early warning indicators that impact the social- emotional needs and provide a level of accountability for all instructional support personnel.  Tier 2 and 3 students receive additional individual supports in the classroom; i.e. behavior charts and incentives. Some students have individualized behavior charts on their desk. Many are allowed to create daily personal behavior goals. If they earn their behavior goals, they receive daily incentives.  Additionally, all tier 3 behavior students are assigned a teacher outside of the classroom teacher. The teacher “checks-in” with them on a daily basis to motivate them to continue to follow school and classroom procedures.  Monitoring occurs during informal classroom observations. Also, CST meetings center on providing solutions for students with behavioral, attendance and tardiness concerns. |

**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).

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| Bi-weekly meetings are conducted with the School Leadership Team to address student need. During the meetings, we create “quick-wins” to address individual student and teacher need. This system of on-going progress monitoring assist us in identifying early warning indicators that impact the social- emotional needs and provide a level of accountability for all instructional support personnel.  Also our CST meetings center around providing solutions for students with attendance and tardiness concerns.  We monitor, Jan Richardson’s Running Records, Transformation Zone’s math biweekly assessments, I-station, ST-Math, attendance data; and the NWEA/MAP assessment. |

**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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| Our teachers employ a site-specific version of the Transformation Zone’s Instructional Script for lesson planning. The deliberate and intentional lesson planning occurs during Monday-Wednesday’s professional learning communities with support from the full-time literacy, math, science, gifted and MTSS coaches.  Teachers collaboratively create rigorous lesson plans that intentionally embed Marzano’s high-efficiency strategies along with student stations/centers to allow for differentiation of the rigorous learning targets.  Teachers receive feedback on their submitted lesson plans by the principal. The principal provides informal actionable feedback to teacher during the week. |

**School Culture, Climate / SWBP / Key Goals and Strategies**

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| **Goal 1:** What is your primary goal and strategy to improve the overall culture and climate at your school? | |
| Goal: Increase the number of school-wide “culture-building” activities that are student-centered and facilitated by May 2018. | |
| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
| Assign school-wide family engagement activities to teams to plan, coordinate and deliver. Students will work with their teachers to create engagement activities that they plan and facilitate.  Incorporate student-centered schoolwide activities to encourage culture and increase student accountability towards their peers. | Melanie Dedert; Assistant Principal. |
| **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: Currently 55% of students are African-American; by May 2018, our goal is to decrease referral in this population by 25%. | |
| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
| Intentionally coordinate intervention support to underachieving black students.  Conduct individual behavior and academic goal-setting meetings with all African-American students by Oct 01, 2017.  Students will review their MAP assessment data with their teachers and discuss the impact behavior on their academics. They will then create a goal to increase their progress on subsequent MAP assessments. Incentives will be offered for students who meet their goals. Charms will be offered to students who have no discipline referrals or incidents throughout the year. | Amy Silver; Reading Coach and Marcy Bennett; Intervention Specialist. |