



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).

At Melrose Elementary School, we believe it is the responsibility every staff member & stakeholder to actively support and implement the guidelines outlined in our School-wide Behavior Plan. The students at Melrose Elementary School will work hard and follow the school Guidelines for Success (GFS). Clear behavior expectations and high standards ensure a school climate that maximizes student achievement and safety, which allows staff to handle discipline problems in the best interest of the student. The following guiding principles are:

The student will:

- establish ownership of the problem.
- practice making positive decisions.
- solve the problem with assistance from faculty & staff.
- engage in individualized supports & interventions.
- embody respect and esteem for self, others, and the educational process
- learn from problems.

The Staff will:

- know school guidelines, protocols, policy, procedures and school wide expectations
- be fair, positive and consistent
- keep classrooms orderly and safe
- build positive relationships with students
- foster a culture & climate based upon the foundation of respect

School-wide Rules:

- **Follow the directions of all staff at all times.**
- **Look scholarly at all times.**
 - wear the MES uniform
 - shirts tucked, pants/shorts should be waist level at all times
 - wear shoes that are safe for physical activity
- **Use positive & appropriate language.**
 - no insults or profanity
 - be courteous
 - encourage others
- **Keep hands, feet, and objects to yourself.**
- **Demonstrate scholarly pride in oneself and Melrose Elementary**
 - be proud and take care of our school
 - respect the property of others
 - properly dispose of trash
 - eat in designated areas
 - only water is allowed in the classroom

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?

To ensure that the school-wide expectations transfer to each classroom, we provided professional development to our teachers in which the School-wide behavior plan was shared. Grade level teams collaborated after the professional development to implement their team's behavior plan. Classroom plans were submitted to the Behavior Specialist to ensure alignment with the school-wide plan. To ensure that expectations are implemented equitably, the School-Based Leadership Team reviews referral data and ensures that the plan is followed with fidelity. Teachers needing additional support receives coaching from the Behavior Specialist or participates in Professional Development provided by the district.

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.

Melrose has adopted the C.A.R.E.S. Program:

C.A.R.E.S.

“Cooperation Assertion Responsibility Empathy Self-Controls”

The foundation of Melrose Elementary school-wide behavior plan is The Responsive Classroom approach which offers researched proven strategies to increase scholar engagement and academic progress with fewer discipline problems. During the first six weeks of school and throughout the year, community is built within the classroom through the Responsive Classroom approach to teaching. This instruction emphasizes social, emotional, and academic growth in a safe and caring school community.

C.A.R.E.S (Cooperation, Assertion, Responsibility, Empathy and Self-Control) a key guiding principle in ensuring that there is a balanced approach to learning both academically and socially. All staff and families teach, model and reinforce expected behaviors. Scholars are taught self- management skills in which they feel respected, successful and share a sense of belonging as well as being accountable for their actions in and out of the academic learning environment.

As aligned with the District Initiative of Response to Intervention (RtI), Melrose Elementary is designed in a 3-Tiered model of support or intervention to facilitate student success: Tier1/Core, Tier 2/Supplemental and Tier 3/Intensive. The following is a description of this model: Tier 1/ Core processes are used on a school-wide basis for all students. This Tier is considered “Core” because all students are exposed in the same way, and at the same level, to the intervention. Core strategies include, but are not limited to, using effective teaching practices and curricula, explicitly teaching behavior that is acceptable within the school environment, focusing on ecological arrangement and systems within the school, consistent use of pre-correction procedures, using active supervision of common areas and creating reinforcement systems that are used on a school-wide basis. At Tier 1, all students receive the foundation of School Wide Expectations and Rules, Character Education, GFS tickets awarded for positive behavior in common areas, progress monitoring, school/home communication and a structured classroom behavior management plan for addressing problem behaviors.

Tier 2 /Supplemental interventions involve students who do not respond to the Tier 1 or Core strategies and are at risk for academic failure or behavior problems but are not in need of intensive individual supports. At Tier 2, students continue to receive all the supports provided at Tier1 plus additional or supplemental supports to facilitate success. Interventions at the Tier 2 level often are delivered in smaller groups to maximize time and effort and should be developed with the unique needs of the students within the group. Examples of these interventions include small group instruction, classroom setting with increased staff support, social support such as pull out groups for social skills training (e.g., explicit instruction in skill deficit areas, friendship clubs, anger management group, Check and Connect program) or academic support (i.e., use of research-based intervention programs and tutoring).

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. Tier 3 interventions are intensive and individualized and are the most comprehensive and complex. The interventions within this tier are based on the concept that the complexity and intensity of the intervention plan directly reflects the complexity and intensity of the behaviors. Students within Tier 3 continue involvement in Tier 1 and Tier 2 intervention programs and receive additional supports as well. These supports could include the use of specific prevention strategies, a de-escalation plan for the student, individual counseling, specialized classroom environment/setting or curriculum, specialized reinforcement system and/or modifications to the school-wide behavior plan. A Functional Behavioral Assessment/Positive Behavior Intervention Plan (FBA/PBIP) may be developed and implemented. Although comprehensive services are important for all students, a critical aspect of the three-tiered model is the identification of students who are not responding positively to interventions and to implement strategies to facilitate success.

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?

For students who are in need of supplemental or intensive supports, we implement Tier 2 and Tier 3 of our 3 Tiered model of support.

Tier 2 /Supplemental interventions involve students who do not respond to the Tier 1 or Core strategies and are at risk for academic failure or behavior problems but are not in need of intensive individual supports. At Tier 2, students continue to receive all the supports provided at Tier1 plus additional or supplemental supports to facilitate success. Interventions at the Tier 2 level often are delivered in smaller groups to maximize time and effort and should be developed with the unique needs of the students within the group. Examples of these interventions include small group instruction, classroom setting with increased staff support, social support such as pull out groups for social skills training (e.g., explicit instruction in skill deficit areas, friendship clubs, anger management group, Check and Connect program) or academic support (i.e., use of research-based intervention programs and tutoring)

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. Tier 3 interventions are intensive and individualized and are the most comprehensive and complex. The interventions within this tier are based on the concept that the complexity and intensity of the intervention plan directly reflects the complexity and intensity of the behaviors. Students within Tier 3 continue involvement in Tier 1 and Tier 2 intervention programs and receive additional supports as well. These supports could include the use of specific prevention strategies, a de-escalation plan for the student, individual counseling, specialized classroom environment/setting or curriculum, specialized reinforcement system and/or modifications to the school-wide behavior plan. A Functional Behavioral Assessment/Positive Behavior Intervention Plan (FBA/PBIP) may be developed and implemented. Although comprehensive services are important for all students, a critical aspect of the three-tiered model is the identification of students who are not responding positively to interventions and to implement strategies to facilitate success.

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).

The School-based leadership team tracks discipline incidents through a google doc in which all calls for service are documented, including students name, time, classroom, incident, and intervention/disposition. The student services team monitors/review this document as well as referral documents that are in focus. The team meets to discuss individual students and the supports that will be put in place to ensure the success of all students.

The student services team has developed the Success Squad. The Success Squad serves as our Tier 2 behavioral intervention design addressing scholars who are needing direct instruction and support to increase the positive behaviors we like to see at Melrose.

Scholars are divided into four teams: Team Green (Shinique Brown, School Psychologist), Team Yellow (Rangelo Richards, School Social Worker), Team Blue (Aaron Nettles, Behavior Specialist/Coach), and Team Red (Tessia Carter, School Guidance Counselor). Scholars received a wrist band with their team color to enhance their “team spirit.” These are collected and dispersed daily by the “coaches.”

Team leaders (psychologist, social worker, behavior specialist, & counselor) will meet with each scholar to create a behavior contract addressing their target behaviors. Teacher input is gathered by asking teachers to identify target behaviors. Once the contracts are developed with scholars, team leaders will meet daily for an AM/PM check-in/check-out for each scholar. This will consist of addressing their mood on a mood chart, reminding them of their goals, and action steps to do so. Students will graph their own data each week to note their progress on a summary form kept by the “team leader.” We will also connect goals with the classroom behavior clip-chart point system. Each “team lead” will create a reinforcement/incentive plan for their team and we will have Success Squad parties/pep rallies for each term.

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?

To ensure that all staff members have high expectations for the success of all students, our leadership team frequently conducts walkthroughs/observational rounds in which we are in classrooms observing the implementation of our school-wide behavior plan. Teachers are provided with specific feedback on instruction as well as classroom processes and procedures. The student services team provides professional development, when necessary, to our staff or grade level teams. Teachers are required to document in their lesson plans, their morning meeting (social studies) routines.

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 implementing responsive classroom (An approach to teaching emphasizes academic, social, and emotional growth in a strong school community) and Positive Behavioral Interventions and Supports (PBIS) along with MTSS (multi-tiered systems of support) with fidelity and integrity during 2017-2018 school year, we will reduce our disciplinary referrals from 33% to 23%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
1. Provide teachers with embedded on monthly professional development. 2. Personalize staff professional development support (SWBP) 3. All instructional staff will be encouraged to complete CPI training 4. All student services staff will complete CPI training.	All Faculty & Staff Members
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.	
During the 2016-2017 school year, black students generated 92% of the student behavior and represent 87% of the total student population. The goal is to reduce the number of behavior students generated by black students from 92% to 82% or less by May 2018 as measured by referral data.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide staff with PBIS (Positive Behavior Intervention & Supports) training on our new SWBP and implementing MTSS (Multi-tiered Systems & Supports) for All subgroups that have significant cognitive disabilities,	Aaron Nettles Behavior Specialist/Coach, Tessia Carter (Guidance Counselor), Shinique Brown

behavior challenges and emerging communication skills which impacts their academic achievement	(Psychologist), Rangelo Richards (Social Worker)
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
Increase in number of C.A.R.E.S. cards issued daily to scholars displaying C.A.R.E.S. traits.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Scholars may receive C.A.R.E.S. daily for displaying any or all C.A.R.E.S. traits Cooperation, Assertiveness, Responsibility, Empathy, & Self Control (C.A.R.E.S. Cards) We pull cards daily 1 per grade level during our school-wide morning announcements. Scholars whose names are pulled receive positive reinforcement incentives.	Aaron Nettles (Behavior Specialist), Tessia Carter (Guidance Counselor), Shinique Brown (Psychologist), Rangelo Richards (Social Worker)