**Duval County Public Schools**

**SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS) PLAN**

**School Year: 2015-16**

Date of Initial Plan Development: 6/29/15 Mid-year Review:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We have used the online SIP to address behavior/discipline goals for 2015-16. If yes, check box.

We have used the Overview

The key to establishing an effective school-wide discipline plan is to have well defined expectations, ensure consistency with enforcement, and possess the ability to develop and emphasize proactive strategies rather than reactive ones along a continuum of positive behavior supports. An emphasis should be placed on utilizing an instructional and inclusionary approach to discipline, as opposed to reinforcing exclusionary disciplinary practices. To this end, the PBIS team will embrace the following key elements:

Establish a positive behavior support plan that is aligned with expected academic and behavioral outcomes.

Recognize students for exhibiting desired behaviors and for improvement of desired outcomes.

Establish classroom management plans that serve to address the needs of the whole child.

Establish a system where minimally intrusive events are managed at the classroom level through counseling with the student and parent.

Beliefs and Purpose

Every school-wide behavior management plan is designed to be an instrument of support and inclusion, rather than removal and isolation, and should enhance the capacity of the system overall. As such, a plan must:

Be clear about expected behaviors and what success should look like.

Be reasonable, consistent, and fair when responding to inappropriate behaviors.

Pre-correct for anticipated behavioral errors. (i.e., teach and model what is expected)

Respect the uniqueness of each student, each incident, and each set of circumstances; look for patterns of causation.

Connections to Academic Outcomes

The Florida Standards describe behaviors that are expected of students so that they can be successful in the learning environment. Student misbehavior interrupts the learning process for all students by challenging the flow and delivery of instruction. To support the development of graduates that are college and career ready, connections between academics and behavior must be clear and strategic. Ultimately, when students take ownership of their own learning and are engaged in the process, desired outcomes can be achieved and undesired behaviors minimized. To the extent necessary, it will be important that the PBIS plan be aligned with the School Improvement Plan, so that focus and supports are affiliated and resources maximized

**Suggested Supporting Documentation and Artifacts for a PBIS team**

**A student handbook:**
The student handbook/student code of conduct clearly defines the disciplinary procedures, expectations and program in a positive and supportive manner. It includes:

The overall statement of belief and purpose

An introduction explaining the process and purpose

The school-wide expectations/Guidelines for Success

Common area policies, procedures and rules

The school-wide positive reward system

**A faculty handbook.**
The faculty handbook offers an outline of the school-wide expectations, resources available to classroom teachers for support with implementing PBS, and procedures for handling positive and negative behaviors. It should include:

The overall statement of belief and purpose

An introduction explaining the process and purpose

Suggestions developed by the PBIS team on how to present the Guidelines for Success to students (i.e., ideas on how to identify and naturally incorporate GFS reinforcement during daily instruction)

Forms to be used in the system – (e.g., universal referral form, behavior contract template, etc.)

Common area policies and procedures

A full description of the school-wide reward/recognition program

**A PBIS Team Interactive Notebook.**

It might include all of the documents in the faculty handbook, plus:

Team roster, meeting schedule, agenda, and meeting notes

Presentations

Effective strategies for common classroom management developed by the PBIS team or designee for teacher use as a compliment to content delivery plans

Data reviews (team determined: might include early warning indicators, academic progress monitoring results, parent involvement data, etc.)

List of classroom-based interventions that are to be used prior to writing an office referral and code of conduct violation when appropriate

Any other documents that reflect the scope and purpose of the PBIS team

**NOTE**: As with all committees and teams established at the school level, please refer to the district’s shared-decision making policies for guidance on membership and timelines as appropriate.

**NOTE**: As plans are developed, please adhere to the language in collective bargaining agreement and teacher availability for professional learning opportunities.

CRITICAL ELEMENT CROSSWALK

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PBIS Critical Element** | **Topic** | **BOQ** | **CAST Teacher** | **CAST Dean** | **CAST** | **4 Pillars** |
| **Benchmark** | **Administrator** |
|   |   |
| A | PBIS Team | 1,2,15 | 4d | 1e,2b,2d,2f,3a,3b,3d |   | 2 |
| B | Faculty Commitment | 4,5,6,16 | 4d | 1e,2b,2d,2f,3b,3d | Components 1,2,3,4,5 | 2 |
| C | Effective Procedures for Dealing with Discipline | 7,8,9,10,11.12 | 2d | 1a,1b,1c,1d,1e,2a,2b, | Components 1,2,4,5 | 2,3,4 |
| 2c,3c3d |
| D | Data Analysis & Evaluation Plan | 12 | 1c,2a,2b,2c,2d,2e | 2a,2f,3d | Components 1,2,5 |   |
| E | Expectations/Guidelines for Success | 17,18,19,20 | 1d,1e3e,4d | 1b,1e,2b,2d,2f,3a,3b,3c | Component 1,2,3,4,5 | 2,3,4 |
| F | Reward/Recognition Program | 23,24,25,27,28 | 2a,2b,2c,2d | 1a,1b,1c,1e,2b,2c,2d | Components 1,2,3,4,5 | 2,3,4 |
| G | Lesson Plans for Teaching Expectations | 29,30,31,32,33,34 | 1b,1c,1d,1e,1f | 1a,1e,2b,2c,2d | Components 1,2,3 | 1,2,4 |
| H | Implementation of the PBIS Plan | 35,36,37,38,39,40,41 | 4e | 1a,1b,1c,1d,1e, | Components 1,2, 3,4,5 | 1,2,3,4 |
| I | Classroom Management Systems | 42,43,44,45,46,47,48 | 2a,2b,2c,2d,2e | 1a,1e,2b,2c,2d,3d | Components 1,2,3,4 | 0 |

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| **Critical Element A: PBIS Team**  |
| Every school-based PBIS team should include a school administrator so that resource decisions, when necessary, can be made quickly based on identified needs. Ideally, the team should also include a representation of all school-level stakeholders, including faculty representation, school counseling, discipline, and security. While there is no mandate on the number of members this team should have or its constellation, the most effective teams tend to have five to eight members representing all school-based stakeholder groups. This might look like – Administrator, Dean, ISSP Teacher, School Counselor, Security Guard, Teacher (Regular Ed), Teacher (Regular Ed), Teacher (ESE), and para-professional. Administrator/s should play an active role in the PBIS process, actively communicate commitment, provide continuous support and attend meeting regularly. *NOTE: The PBIS team and its membership should not be confused with the Disciplinary Committee as defined in the teacher contract. As with all school-based committees, please adhere to contract language regarding availability and planning time when making PBIS Team membership decisions.* |
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| **Administration Support** |
| **Benchmark** | **Target** |
| Admin Attendance to Monthly Meetings  | Percentage of time attending meetings  |
| (90, 75, 50, <50) ADMIN TO ATTEND 90% OF THE MEETINGS |
|   | Plan to communicate to stakeholders and when |
|  | COMMUNICATE TO STAKEHOLDERS DURING SHARED DECISION MEETING AS WELL AS FOUNDATIONS TEAM MEETING. |
|  |   |
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| **School-wide PBIS Team** |
| **Name** | **Title (e.g., principal, teacher, Dean, etc.)** |
| **CARIN WHITE** | ASST PRINCIPAL |
| **JANET SUMMERS** | GUIDANCE COUNSELOR |
| **SARAH FARMER** | ESE LEAD TEACHER |
| **TERESA CARTER** | GRADE 2 TEACHER |
| **SUZANNE KANE** | GRADE 3 TEACHER |
| **MARILYN STANTON** | GRADE 4 TEACHER |
| **PEANUTT LARSON** | GRADE 5 TEACHER |
| **AUTUMN VEAHMAN** | GRADE 4/5 SLA TEACHER |
| **DEBORAH MENENDEZ-HOLLOWAY** | GRADE 3 TEACHER |
| **BARBARA KUTERKA** | ART TEACHER |
| **CYNTHIA HARRIS** | GRADE 1 TEACHER |
| **Meeting Schedule** |
| (e.g., every other Tuesday from 2:00 p.m. – 4:00 p.m.) **Target:** (9) 1 hour meetings per school year including data analysis and graphic representation.  |
| **Day/Date** | **Time** |
| FRIDAY, SEPTEMBER 18 | 3:30-4:30 IN ROOM 22 |
| WEDNESDAY, OCTOBER 28 |  |
| WEDNESDAY, DECEMBER 9 |   |
| WEDNESDAY, JANUARY 20 |   |
| WEDNESDAY, FEBRUARY 17 |   |
| WEDNESDAY, MARCH 16 |   |
| WEDNESDAY, APRIL 20 |   |
| WEDNESDAY, MAY 25 |   |
|   |   |
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| **Behavioral Mission Statement** |
| *THE FACULTY WILL WORK TO SUPPORT STUDENTS AT LOVE GROVE IN MAKING POSITIVE BEHAVIOR CHOICES* |

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| **Critical Element B: Faculty Commitment** |
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| Describe the methods in which school-wide faculty and staff will be involved in establishing commitment to PBIS initiatives. |
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| **Faculty awareness of behavior problems across campus through data sharing (minimum of 8 times per year)** | **Faculty involvement in establishing and reviewing goals** | **Faculty feedback is obtained throughout the year** | **Faculty is presented discipline data monthly** |
|  | **(Most (80%) faculty participate)** | **(Nothing is implemented without the majority (80%) of faculty approval)** |
| *ONCE MONTHLY DURING EARLY RELEASE TRAINING/FACULTY MEETING**DATA WILL BE PRESENTED (PREDETERMINED BY TEAM) AND FACULTY WILL PROVIDE FEEDBACK.* |  |  | *NOVEMBER 4* |
| *OBSERVATION OF COMMON AREAS* |  |  | *JANUARY 6* |
|  |  |  | *JANUARY 27* |
|  |  |  | *FEBRUARY 24* |
|  |  |  | *APRIL 13* |
|  |  |  | *APRIL 27* |
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| **Critical Element C: Effective Procedures for Dealing with Discipline**  |
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| **Clear expectations for discipline procedures are necessary for a school to function smoothly. Clarity for actions regarding student behavior will support teachers and administration. The PBIS team should defer to the Student Code of Conduct when determining infractions and consequences.** |
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| **What are the clear written procedures for handling office-managed and classroom managed behavioral incidents?**  |   |   |   |
| *Referrals are input into Focus. Admin process within 24 hours and notify teacher of consequence. Classroom managed behavioral incidents will be documented by the teacher in a log within the classroom or documented on a Notice of Misbehavior form. If teachers have used the classroom management system properly and need administrative support, they may call the front office and assistance will be provided to them as soon as administration is available. At times, admin may sit in classroom with student and other times admin may choose to remove student from the classroom.*  |
|  |  |  |  |
| **What is the documentation procedures for tracking office managed and classroom managed behavioral incidents?** |   |   |   |
| *Classroom behavior log will be kept by the teacher in Focus or on paper. Admin will keep documentation of behaviors handled in FOCUS and Excel.*  |
|  |  |  |  |
| **Are faculty members submitting referrals able to provide objective, descriptive narratives of student behavior that are useful in decision making?** |
| *Faculty have the opportunity to give their own narrative on FOCUS when inputting a referral.* |
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| **How will the PBIS team facilitate the staff in identifying and defining problem student behaviors?** **Cite specific written evidence.**  |
| *Support will be provided by way of monthly ERT meetings with teachers and paras; observation of common areas; surveys; feedback forms*  |

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|  **Procedures for Dealing with Discipline** |
| **Problem behaviors** | **Determine if behavior mild, moderate, severe** |  **Determine if classroom managed or office managed** |
|  Disruption in classroom | Mild, Moderate and Severe | Classroom managed until all steps of behavior plan have been followed and unsuccessful. |
|  Failure to follow directions | Mild, Moderate and Severe | Classroom managed until all steps of behavior plan have been followed and unsuccessful. |
|  Striking another student | Severe | Office managed |
|   |   |   |
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| **Describe the array of appropriate responses to office managed problem behaviors in the chart below. It should include any Restorative Justice practices implemented on campus.**  |
| **Strategy: Check In Check Out, Counseling, Mentoring by adult staff member** |
| **Action Step(s) –** Each identified strategy will require different number of steps to implement |
| **What** will be done? | **When** will it happen? | **Evidence of Completion** |
| **1.       Student will check in with office staff before he/she goes to homeroom. At the end of the day, he/she will check out and determine points earned** | **Before and After School** | **Check In/Check Out plan for students** |
| **2.       Student will meet weekly with the guidance counselor to discuss behavior and strategies for dealing with behavioral issues in the classroom.**  | **Weekly during lunch, before school or after school** | **Guidance counselor log** |
| **3.       Teachers who volunteer will mentor students with chronic behavior issues** | **During the teachers’ lunch, planning, before or after school** | **Teacher/Mentor logs** |
|  |  |  |
| **How will the PBIS Team ensure that The Code of Student Conduct and other expectations are reviewed with all staff and students, including new staff and students as the year progresses**  |
| *A log will be kept of all new staff and when they were given the code of conduct and had expectations reviewed. Parents are asked to sign school-based behavior plan acknowledgement form. Teachers’ lesson plans on rituals and routines; Code of Conduct assembly with PBIS embedded.* |

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| **School Name: Love Grove Elementary** |  |  |  |  |
| **Data Elements** | **Actual** | **Actual** | **Target Improvement** | **Targets 15-16** |
|  | **13-14** | **14-15** | **Type your % in this column** |
|  End of Year Student Enrollment (SE) | 494 | 433 |
| *Code of Student Conduct Infractions* |
| # of infractions | 56 | 107 | 2% | 105 |
| Average # of infractions per student (= #Infractions/#students enrolled) | 0.1 | 0.2 | 2% | 0.2 |
| # of students with infraction(s) | 30 | 35 | 2% | 36 |
| % of students with infraction(s) | 6.1% | 8.1% | 2% | 7.9% |
| *Top 5 Code of Student Conduct Infractions for school year 14-15 (consider using these under Critical Element F for providing student incentives)* | **2014-15 Infractions** | **2014-15 Offenders** |  |
| **1) 207 - Intentionally Striking Another Student** | 23 | 14 | 2% | 14 |
| **2) 201 - Failure to follow directions** | 17 | 8 | 2% | 8 |
| **3) 101 - Disruption in Class** | 14 | 10 | 2% | 10 |
| **4) 206 - Intentional Threat on a Student** | 9 | 7 | 2% | 7 |
| **5) 103 - Disorder Outside of Class** | 9 | 6 | 2% | 6 |
| *In-School Suspensions (ISSP)* |
| # of ISSP events | 0 | 23 | 2% | 23 |
| Average ISSP events per student (= #ISS/#students enrolled) | 0.0 | 0.1 | 2% | 0.1 |
| # of students with ISSP Event(s) | 0 | 14 | 2% | 14 |
| % of students with ISSP events(s) enrolled | 0.0% | 3.2% | 2% | 3.2% |
| *Out-of-School Suspensions (OSS)* |
| # of OSS events | 28 | 27 | 2% | 26 |
| Average OSS events per student (= #OSS/#SE) | 0.1 | 0.1 | 2% | 0.1 |
| # of students with OSS Event(s) | 22 | 15 | 2% | 15 |
| % of students with OSS events(s) enrolled | 4.5% | 3.5% | 2% | 3.4% |
| *Alternative-To-Truancy & Out-Of-School Suspension (ATOSS)* |
| # of ATOSS events | 0 | 0 | 2% | 0 |
| Average ATOSS events per student  | 0.0 | 0.0 | 2% | 0.0 |
| # of students with ATOSS Event(s) | 0 | 0 | 2% | 0 |
| % of students with ATOSS events(s) enrolled | 0.0% | 0.0% | 2% | 0.0% |
| *Attendance* |
| Average Daily Attendance rate (%) | 93.2% | 93.3% | 2% | 95.1% |
| # of students chronically absent\*\* | 138 | 126 | 2% | 123 |
| % of students chronically absent\*\* | 27.9% | 29.1% | 2% | 28.5% |
| \*\**Chronic absenteeism is defined as missing 10% or more of school for any reason.* |   |   |   |   |
|  **School Surveys** |
| ***Gallup-Student Results*** | **13-14Score** | **14-15 Score** | **Number Change** | **Percent Change** |
|  |  |  |   |  |
| **1) HOPE** | 4.35 | 4.58 | 0.23  | 5.0% |
| **2) Well Being** | 8.15 | 8.55 | 0.40  | 4.7% |
| **3) Engagement** | 3.87 | 4.38 | 0.51  | 11.6% |

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| **Critical Element E: Expectations/Guidelines for Success** |
| This section should highlight what the school membership most desires of its students and staff at all times as they represent the school on and off campus. They are often associated with the school name and mascot; creativity usually helps to inspire engagement of the goals! The Guidelines for Success are part of the CHAMPS model of classroom management. |
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| **Expectations/Guidelines for Success** |
| **Guidelines for Success (Develop 3 to 5 positively stated guidelines)** | **Develop rules that aligned to GFS** | **Identified problematic areas of school to post GFS and rules (minimum of 3 common areas)** | **% and method of Staff involvement in providing feedback on GFS** |
| Be Polite | Treat others with respect | Cafeteria; Multipurpose Room | 90% during grade level meetings or ERT |
|  Act Responsibly | Make the Right Choice | Hallways; Resource; Cafeteria |  90% during grade level meetings or ERT |
| Show Intelligence | Keep trying | Computer Lab; Classroom |  90% during grade level meetings or ERT |
| Be Dependable | Follow directions consistently | Classroom; Hallways; Common Areas |  90% during grade level meetings or ERT |
| Strive for Excellence | Always do your best work | Classrooms |  90% during grade level meetings or ERT |
|  |  |  |  |
| **How will your school introduce the school-wide expectations/Guidelines for Success to all students and staff?** |
| *Shared Decision Team meeting will be the platform for presenting the GFS; Assembly; Morning Announcements* |
|  |
| **During the school year, what activities will your school implement to encourage ongoing explicit reinforcement of the school-wide expectations & Guidelines for Success in their interactions with students?** |
| *Periodic activities will be implemented within the classroom by each teacher as they see fit, depending on the behavior of their class. News in the morning via TV; Assembly twice a year* |
| **How will the team support teachers as they embed the school-wide expectations & Guidelines for Success into their daily interaction with students?** |
| *There will be one designee per grade level. Each week, as the grade level meets to discuss lesson planning and data, that designee will be the support for the PBIS portion of the discussion. Teachers on each grade level will consult with that person for support throughout the year as well. Teachers throughout the school will mentor at-risk students from other teachers’ classrooms.* |
|  |
| **How do you plan to provide a midyear refresher of school-wide expectations & Guidelines for Success to staff and students?** |
| *After Winter break, all students and staff will attend behavior assemblies to be refreshed on the expectations.* |
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| **How do you plan to address school-wide expectations & Guidelines for Success with NEW students and staff?** |
| *New students and staff will be given a tutorial on the GFS within the first month of their arrival at LGE* |

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| **Critical Element G: Lesson Plans for Teaching Expectations**  |
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| Develop lessons plans to teach Guidelines for Success and rule alignment.  |
| Lesson plans developed complied will be behavioral curriculum which includes Guidelines for Success. |
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| **Lesson plans** | **Evidence examples and non-examples** | **Various teaching strategies/embedded in other subject areas** | **Faculty/students involved in development** |
|  Teaching fire drill procedures | Walking in line quietly; no laughing and playing in line | Teach, model, practice | All |
|  Teaching bathroom procedures | Do your business and leave; do not climb over stalls or play around | Teach, model, practice | All |
| Teaching cafeteria procedures | Walk in quietly and choose food; Have a seat and stay; No talking loudly or playing around | Teach, model, practice | All |
| Teaching common area procedures | Walk carefully; Be quiet; Listen to adults; Do not play, run or ignore adult directions | Teach, model, practice | All |
|   |   |  |  |
|   |
| **Develop strategies to share with families/community members.** |
| At home behavior charts; Rewards and consequences in line with what happens at school (referencing planners); Seek counseling services through FSS; Attend parent/teacher conferences on a regular basis. Planners, emails, home-school notes, FSS counseling, Advise parents in parent/teacher conferences |
| Planners, emails, home-school notes, FSS counseling, Advise parents in parent/teacher conferences |
| **What are the school’s identified common areas and their associated policies and procedures?** |
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|  | **Classroom** | **Hallway** | **Cafeteria** |
| **I am Respectful** | * Use only positive and appropriate language
* Listen politely and speak respectfully
* Respect school property
* Keep classroom neat and clean
* Follow adult directions at all times
 | * Use only positive and appropriate language
* Keep hallways neat and clean
* Use Level 1 voice
 | * Speak in a Level 2 voice only
* Use only positive and appropriate language
* Stay in your spot in line
* Keep eating area clean
 |
| **I am Responsible** | * Arrive on time, prepared to work
* Complete daily objectives and assignments
* Accept consequences without arguing
 | * Walk directly to class
* Walk to the right in the hallway
* Follow directions given by all adults
* Accept consequences without arguing
 | * Bring lunch and lunch money to cafeteria
* Follow direction given by adult(s) in charge
* Accept consequences without arguing
 |
| **I am Safe** | * Keep hands, feet, and objects to myself
* Stay in assigned seat
* Follow safety procedures
	+ Special areas
	+ Exiting for emergencies
 | * Avoid physical contact
* Walking only
 | * Remain seated once food is purchased and you are seated at your table
* Avoid physical contact
* Raise your hand if you need something
 |
|  | **Restroom** | **Media/Computer Lab** | **Buses** |
| **I am Respectful** | * Keep bathrooms neat and clean
* Respect privacy of others
* Respect school property
 | * Use conversational tones at all times
* Respect school property
* Listen to others and work cooperatively
 | * Respect property of the bus and other students
* Use only positive and appropriate language
* Use Level 1 speaking voice
 |
| **I am Responsible** | * Follow directions of all adults and bathroom monitor
* Sign out and in when leaving to use the restroom
* Accept consequences without arguing
* Report messes to adult/office immediately
* Use bathrooms in an appropriate and timely manner
 | * Follow directions of all adults
* Accept consequences without arguing
* Use school property appropriately
* Use internet for educational and academic purposes
* Return materials on time
 | * Follow directions of staff
* Accept consequences without arguing
* Arrive to bus on time
* Keep track of your own belongings
 |
| **I am Safe** | * Flush and wash hands
* Avoid physical contact and playful behavior
 | * Avoid physical contact
* Use equipment appropriately
 | * Remain seated at all times
* Avoid physical contact
* Report problems immediately to bus driver or adult at school
* Keep hands and objects to yourself and inside the bus
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|  | **Assemblies** | **Neighborhood** |
| **I am Respectful** | * Listen attentively
* Clap and cheer appropriately
* Recite the Pledge of Allegiance with respect
 | * Respect property of others
* Be respectful of community members
* Use polite and appropriate language
 |
| **I am Responsible** | * Follow directions given by all adults
* Accept consequences without arguing
* Avoid physical contact
 | * Inform parents of problem situations
* Use public walkways at all times
 |
| **I am Safe** | * Walk in a single file line
* Remain seated with assigned class
* Exit with assigned class in an orderly manner
 | * Cross at intersections
* Obey traffic signals
* Observe traffic patterns
* Use visible, supervised walkways
* Bike riders wear a helmet
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| **How will the PBIS team initially teach and then reinforce understanding of common-area policies and procedures to students and staff?** |
| These expectations will be taught to students by their teachers within the first few weeks of rituals and routines being established. Assemblies and Morning News |
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| **How will the PBIS team progress monitor and support use of common-area policies and procedures?** |
| Team meetings with grade level input and review of FOCUS referral data; Observe common areas; Surveys |

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| **Critical Element H: Implementation of the PBIS Plan** |
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| **Use the action planning table below to reflect relevant steps for developing and implementing a plan to effectively communicate the Student Code of Conduct.** |
| **Strategy: Communicate to primary and intermediate grades as a group; Work within the classrooms with small groups** |
| **Action Step(s) –** Each identified strategy will require different number of steps to implement |
| **What** will be done | **Who** will do it | **When** will it happen | **Evidence of Completion** | **Mid-Year Review Status** |
| **1.       School-wide behavior assemblies will be held with primary and intermediate grades to communicate code of conduct** | **Assistant Principal/Guidance Counselor** | **September 8, 2015** | **Documentation on calendar/PPT** |  |
| **2.       Teachers will reinforce communication of the code of conduct within their classrooms during the teaching of rituals and routines** | **Teachers** | **First 2-3 weeks of school** | **Lesson Plans** |  |
|  |  |  |  |  |
| **Develop a plan to teach staff and students the procedures for dealing with discipline.** |
|  |  |  |  |  |
| **Training Dates/Topics for staff (Procedures for dealing with discipline, GFS, Reward/Recognition system, CA procedures)** | **Training Dates/Topics for students (Procedures for dealing with discipline, GFS, Reward/Recognition system, CA procedures** | **Booster Session dates for training staff/students** | **Sessions for Rewards/** | **Plans for incoming new staff and students** |
| **Incentives** |
|  |
|  9/9/15 School Wide Discipline/Code of Conduct | 9/8/15 Code of Conduct Presentation | 1/5/16 |   | As needed, in small groups or one-on-one |
|   |   |   |   |   |
|   |   |   |   |   |
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| **Critical Element I: Classroom Management Systems**  |
| **How are teachers trained and supported in classroom-based proactive strategies to manage minor behavior? (Examples of strategies include proximity control, signals and non-verbal cues, pre-correction, gentle verbal reprimand, discussion, restitution, providing choice, family contact, etc.)** |
| *All teachers have been or will be trained in CHAMPS behavior management. These strategies will be supported by coaches and administration.*  |
|  |  |  |  |  |
| **How will teachers be trained and supported with effective classroom-based corrective strategies for minor rule violations/offenses? (Examples of strategies include time-owed, time-out in class, other class time-out, restitution, loss of points, behavior improvement form, etc.)** |
| **Strategy: Throughout the year, at ERD trainings, strategies will be spotlighted and modeled. Each grade level’s designee will be the support for their grade level in these strategies as well.** |
| **Action Step(s) –** Each identified strategy will require different number of steps to implement |
| **What** will be done | **Who** will do it | **When** will it happen | **Evidence of Completion** | **Mid-Year Review Status** |
| **1.       ERD Spotlights on minor rule violations and response to them** | **Asst Principal; PBIS Team** | **6X per year** | **ERD Agenda; PPTs; Calendar** |  |
| **2.** |  |  |  |  |
| **3.** |  |  |  |  |
| **4.** |  |  |  |  |