

School:

Campbell Park Elementary

School Culture for Learning

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. Include how you ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

RAYS for GFS expectations.

Respect: Earn the respect of others by treating them how you want to be treated

Act responsibly: Do your Job. Prepare to work and learn

Your Best is Expected: Even when it is hard (grit)

Self Control: Stay Calm and make positive choices.

Posters of these expectations are placed around the school.

CPE staff members use MVPt (movement, voice, participation, time) for all directions. These very specific directions help eliminate gray areas and ensure more compliance.

The whole school is using a 1-5 behavior point system. This system is posted and used in all classrooms. Student start the day on a three and move up or down based on their choices. Each day a point is sent home with parents in the agenda. While students make poor choices at one time or another the CPE system allows for all students to make better choices and move up in the clip system. Students are also rewarded when making good choices earning a clip move up.

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?

All school wide expectations are taught to the staff at the beginning of the year. Teachers practice certain expectations during preschool so teachers are ready for implementation when student arrive on day one. A monitoring form was created and used by the leadership team to ensure teachers are meeting those expectation throughout the school year. Once the school year has started teachers needing help in implementing expectations receive coaching 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.

The cornerstone of our social/emotional support for all student in the reintroduction school wide of morning meeting. Every morning each class participates in a morning which is being constantly monitored by the school leadership team. We also have calm down corners in every class as an alternative to a timeout area. Student are given the option of going to the calm down corner if they are feeling upset. Student needing more support in this area are identifies through our RTI and team and receive services specifically tailored to them such as a counseling group, individual counseling, a mentor, and a behavior plan.

Our academic plan in similar to the one above in that a core instruction is provided to student school wide including, IRLA reading, Wit & Wisdom, Eureka math, and Pinellas County science curriculum. From this basis students are placed in small groups or given individual instruction to fill gaps with in the class setting. Students needing more intensive services receive ESE support in they qualify.

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?

When the need for supplemental or intensive services arises teachers fill out the Instructional Behavior Support (IBS) form and gives to the school counselor. The school counselor presents each IBS form to the school RTI team, which meets every two weeks. Based on data provided by the teacher the RTI team assigns supports for individual students and determines who administers those additional supports. The RTI team consists of members of student services, administration, and the behavior team.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (e.g., school dashboard, disparity gap, Healthy Schools data).

Campbell Park regularly looks at data sources in out CST, RTI, and SBLT meetings to determine the need for supports to increase student outcomes. Sources for data used, include FOCUS, behavior call logs, attendance records, behavior monitoring tools, observational data, referral data, and call logs.

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?

The CPE school leadership monitors and gives feedback on teacher instruction in order to ensure students have rigorous and equitable learning opportunities. For instance, a leveling blitz just occurs where leadership team members went into classes to make sure all students were being taught at their right IRLA reading level.

School Culture/SWBP/Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Implement a school wide system that recognizes students for academic & behavioral excellence.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We are implementing the school wide use of brag tags. Brag tags will be handing in the classes every Friday during morning meeting for student academic and behavioral accomplishments. Students will then wear their tags all day Friday. Tags can be earned for specific scores on tests, attendance, and attributes such as perseverance.	School Leadership Team, Teachers
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: Our current consequence system is quick to include a call to the behavior team which results in students being taken out of class. This has resulted in many of our black students missing significant portions of class time and receiving consequences.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will retool our discipline team and flow of consequences to allow for all students to be in class more before the behavior team is called to remove a student.	Behavior Team

Early Warning System – School Goal(s)

SMART Discipline Goal, based on Early Warning System Data (Specific, Measurable, Achievable, Realistic, Time-bound)	
Actions/Activities in Support of Discipline Goal	Evidence to Measure Success
As needed: SMART Discipline Goal, based on Early Warning System Data (Specific, Measurable, Achievable, Realistic, Time-bound)	
Actions/Activities in Support of Discipline Goal	Evidence to Measure Success