

School:

Fairmount Park Elementary

School Culture for Learning

District Strategic Plan
Marzano Leadership

Goals 2, 3
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).

The primary method for assisting scholars at Fairmount Park Elementary School with behavior change is the Positive Behavior Support program. This program is a comprehensive systems for behavioral improvement. The positive refers to a change of focus from reactive, constantly pointing out what students did wrong (negatives), to proactive teaching and recognizing what children are doing right (positives). We will be responsive to student needs and will teach and reteach appropriate school behaviors as a part of our daily culture. Our ultimate goal is for scholars to be minimally removed from the classroom for behavioral interventions and to be returned to their learning environment as soon as possible. The PBS approach refers to an overall change in the school climate to a learning environment where students and staff feel appreciated, safe and respected; it is a collaborative, proactive and educative approach.

To represent our school-wide expectations, our Guidelines for Success (GFS) include Be Nice + Work Hard = Achieve Big! The GFS is aligned to our normal school procedures and is implemented in all classrooms.

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?

School-Wide Positive Behavior Support is a set of strategies and systems to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors utilizing:

- Clearly defined outcomes
- Research-validated practices
- Supportive administrative systems
- Use of information for problem solving

Features of School-Wide Positive Behavior Support

- Establish regular, predictable, positive learning & teaching environments.
- Train adults & peers to serve as positive models.
- Teach and model behavioral expectations
- Create systems for providing regular positive feedback.
 - o Acknowledge students when they are "doing the right thing."
 - o Give "What To Do" directions when a scholar is off track.
- Improve social and emotional competence.
- Develop environments that support academic success.

In order to provide consistency and predictability, a set of lesson plans will be provided to all teachers. Teachers will teach the school-wide lesson plans to their classes in the first weeks of school and reteach as necessary. The lessons will focus on school wide expectations in common areas. A Student Culture rubric will also help to teach appropriate behaviors and to help classes set goals for improving their self-discipline.

- **Targeted lessons of school-wide expectations are as follows:**

- *Dismissal*
- *Arrival*
- *Cafe*
- *Restroom*
- *School Grounds*
- *Hallway*
- *School-wide Attention Getting Intervention*
- *Procedures for the Water Fountain*

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.

As aligned with the District Initiative of Response to Intervention (RtI), Fairmount Park 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 school-wide for all scholars. 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 and systematic 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, Falcon Bucks are awarded for positive behavior around the school, Falcon Pride Awards will be shared daily on the Morning News Show, school/home communication and a structured classroom behavior management plan for addressing positives and problem behavior are also in place.

Tier 2 /Supplemental interventions involve scholars 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, scholars 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 scholars 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, guidance group, Check and Connect program) or academic support (i.e., use of research-based intervention programs and tutoring). Tier 2 strategies are meant as a short transitional tier for corrective action with the intention of moving the scholar back to Tier 1 once accelerated, or as an additional support for scholars that can be successful with the additional structure.

Tier 3 /Intensive interventions focus on scholars 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. Scholars 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 scholars, a critical aspect of the three-tiered model is the identification of scholars who are not responding positively to interventions and to implement strategies to facilitate success.

The School-based Intervention Team meets bi-weekly to review all individual Tier II plans, analyze behavior data, determine research-based interventions to be used, and discuss next steps for our scholars.

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?

Scholars who are in need of supplemental or intensive supports participate in weekly social skill groups based to assist them with understanding how to self-regulate their behavior. Students also receive personalized intervention using Check in/out, frequent breaks, positive phone calls, positive reinforcement items, behavior plans, and visits with a teacher of choice, lunch bunch, etc.

All classes implement the Morning Meeting for the first 20 minutes of each day to help establish a positive culture for learning. Included in the daily Morning Meeting are social skills lessons that target specific character education traits we focus on school-wide. Monthly, our school focuses on a different character education trait and teacher/staff select students who have exhibited the trait all month to participate in Citizen of the Month celebration.

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, and Healthy Schools data).

On a monthly basis, we track the number behavior support classroom calls to office for assistance. The front office records this information that contains teacher/student names, date, and infraction type. At the end of the month, we communicate this information to teachers and scholars to inform how we are progressing toward our school goals. Bi-weekly the School-based Intervention Team meets and reviews behavior support class data to determine improvements and next steps. The team strategizes to determine what behaviors to target and necessary interventions needed to address Tier I (Core Instruction). The team also uses this data to identify students who need individualized behavior support plans (Tier II). Additionally, Tier III behavior data is reviewed to determine if current interventions are effective in efforts to determine next steps.

The School-based Intervention Team also meets bi-weekly to review all Tier II & III individualized behavior support plans. The team reviews data collected by teachers, graphs, anecdotal notes, observations, and teacher recommendations/referrals for support.

Office Referral data is reviewed during the School-based Leadership Team meetings. The team reviews most predominant infraction types, number of referrals, and interventions used.

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 School-based Leadership Team reviews classroom management plans to ensure they are equitable and provide all students opportunities to be successful in the learning environment. Profession Development is conducted with teachers to provide strategies to use in the classroom that target specific types of behavior. Based on classroom walkthroughs and observation, administrator provide supportive feedback to teachers regarding ways to improve the learning environment for all students.

The Behavior Specialist engages teachers in coaching cycles that target specific areas teachers feel they need support. The Behavior Specialists observes, listens, coaches, and provides strategies and feedback on the progress of the teachers regarding collaborative plans.

School Culture/SWBP/Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: By using a positive and proactive approach will increase time on task by providing scholars with opportunities to engage in rigorous content that challenges all learners to grow and become leaders beyond the classroom.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Assist teachers with planning for rigorous core instruction and pairing content with high-yield strategies that increase student engagement and achievement.	<ul style="list-style-type: none"> School-based Leadership Team (Principal, Assistant Principal, Social Worker, Psychologist, Behavior Specialist, and School Counselor, and Content-area Coaches).
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black scholars in your school? You may also address other related subgroups if needed.	
Goal: Using a positive and proactive approach to behavior management, we will decrease the number of out-of-suspensions received by our African American or Black subgroup by 20% based on 2015-16 disciplinary report.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<ul style="list-style-type: none"> Using restorative practices (restorative justice) to foster a healthy school environment for all learners that help them learn from mistakes. The goal is recognize the value of relationships and focus on repairing relationships that have been injured. 	<ul style="list-style-type: none"> School-based Leadership Team (Principal, Assistant Principal, Social Worker, Psychologist, Behavior Specialist, and School Counselor, and Content-area Coaches).

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
Assist teachers with planning for rigorous instruction and pairing content with high-yield strategies that increase scholar engagement and achievement.	<p>Weekly PLC's and instructional planning with content-areas coaches</p> <p>Timeline-Ongoing</p>
Data Collection/Monitoring-will be used to determine effectiveness of programs and determine next steps.	<p>SBIT Agendas, feedback from members, Tier II & III discipline data, office referral data</p> <p>Timeline-Ongoing</p>
Monthly PBS meetings	<p>PBS Agenda and notes</p> <p>Timeline- Ongoing</p>
Implement positive reinforcement programs that teach and celebrate students for meeting school-wide expectations.	<p>Monitor student participation in positive reinforcement programs.</p> <p>Timeline- Ongoing</p>
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

Behavior Coaching cycle tailored to the needs of the classroom teacher.	Observable improvements to the learning environment based on walkthroughs, observations, and feedback between teachers and the Behavior Specialist and/or administrator(s).
Classroom Management Professional Development	Observable improvements to the learning environment based on walkthroughs, observations, and feedback between teachers and the Behavior Specialist and/or administrator(s).
Social Skills Lessons	Observable improvements in student behavior for specific students
Monthly Guidance Lessons-School Counselor	Observable improvements to the learning environment based on walkthroughs, observations, and feedback between teachers and the Behavior Specialist and/or administrator(s).
Daily Morning Meetings	Morning Meeting fidelity checks