

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
SCHOOL IMPROVEMENT PLAN
2011 – 2014**

School Name: Catherine Kolnaski Magnet School

School District: Groton Public Schools

Name of Principal: Christine Dauphinais

Current School Year: 2011-2012

Please check all applicable boxes below:

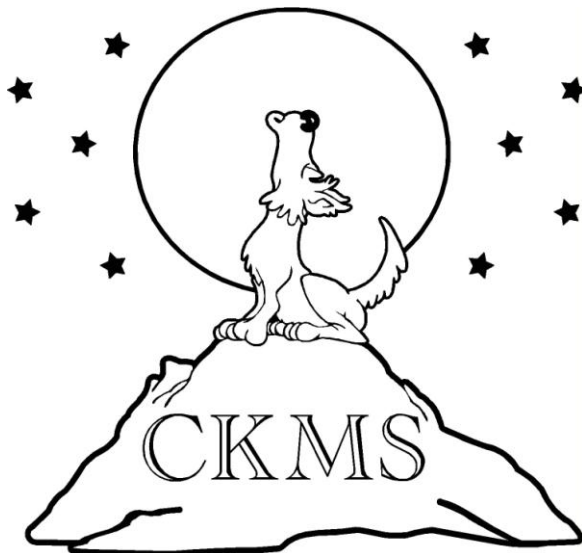
Needs Improvement: Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Year 7 Year 8

Whole School: Reading Mathematics Participation

Subgroup Reading: Students with Disabilities English Language Learners Black Hispanic Economically Disadvantaged White

Subgroup Mathematics: Students with Disabilities English Language Learners Black Hispanic Economically Disadvantaged White

Title I: Schoolwide Program Targeted Assistance



CKMS Core Values & Beliefs

The Catherine Kolnaski Magnet School is a collaborative learning community that promotes high achievement by integrating the arts and technology throughout the curriculum.

CKMS supports the health and wellness of the whole child, facilitates family involvement, and strengthens community partnerships.

The school data team authored this plan and will be the body ultimately responsible for the implementation and monitoring of the School Improvement Plan. Its members include:

School Administration & Staff

Christine Dauphinais, Principal
Mark Masterjoseph, Assistant Principal
Jennifer Anthony, Kindergarten Teacher
Nicole Maxwell, Grade 1 Teacher
Paula Brulotte-Kirsch, Grade 2 Teacher
Gail Dion, Grade 3 Teacher
Benjamin Moon, Grade 4 Teacher
Amy Hainline, Grade 5 Teacher
Maria Lozano, English Language Learners Teacher
Celeste Duffy, Special Education Teacher
Donna Pombrio, Reading Coach
Kate Comment, Reading Interventionist
Linda Pendleton, Math Interventionist

SCHOOL GOALS:

GOAL #1 (READING): The percentage of students receiving free and reduced meals who score goal and higher in reading will increase from 33% to 51% over a 3 year period as measured by CMT while accelerating student achievement for all subgroups at a rate comparable to our full price students.

GOAL #2 (MATH): The percentage of students receiving free and reduced meals who score goal and higher in mathematics will increase from 35% to 51% over a 3 year period as measured by CMT while accelerating student achievement for all subgroups at a rate comparable to our full price students.

GOAL #3 (CLIMATE): As one indicator of improved school climate, the percentage of students referred to administration for discipline will be reduced by 50 percentage points over a 3 year period as measured by school discipline data.

CATHERINE KOLNASKI MAGNET SCHOOL IMPROVEMENT PLAN

2011 – 2014

GOAL #1 (READING): The percentage of students receiving free and reduced meals who score goal and higher in reading will increase from 33% to 51% over a 3 year period as measured by CMT while accelerating student achievement for all subgroups at a rate comparable to our full price students.

Identified Needs:

CMT 2011 Reading Whole School	CMT 2011 Reading Econ. Disadvantaged	CMT 2011 Reading Black or African Am.	CMT 2011 Reading Hispanic/Latino	CMT 2011 Reading White
% Prof or Above/% Goal or Above	% Prof or Above/% Goal or Above	% Prof or Above/% Goal or Above	% Prof or Above/% Goal or Above	% Prof or Above/% Goal or Above
Gr. 3 – 65/37	Gr. 3 – 59/27	Gr. 3 – 65/37	Gr. 3 – 60/13	Gr. 3 – 64/48
Gr. 4 – 66/60	Gr. 4 – 48/40	Gr. 4 – 58/42	Gr. 4 – 39/39	Gr. 4 – 86/82
Gr. 5 – 61/50	Gr. 5 – 46/32	Gr. 5 – 56/33	Gr. 5 – 40/30	Gr. 5 – 70/63
Combined – 64%/49%	Combined – 50%/33%	Combined – 62%/40%	Combined – 47%/28%	Combined – 73%/65%
		*Note: 83% Black population tested is also Econ. Dis.	*Note: 88% Hispanic population tested is also Econ. Dis.	*Note: 40% White population tested is also Econ. Dis.

Adult Action Indicators	School Action Strategies	Person/s Responsible, Implementation Actions & Results Indicators	Additional Skills, Knowledge and Support (Professional Development)
<p>Adult Actions: School Data Team (SDT) will review school data and write School Improvement Plan to reflect district goals and specific school needs.</p>	<p>New Strategies: Establish School Data Team membership that is representative of all grade levels and departments.</p>	<p>Principal/Designee: Ensure SDT membership includes all key areas.</p> <p>Facilitate SDT meetings.</p> <p>Teachers: Represent grade level/department on the SDT.</p> <p>Share SDT information with teams.</p> <p>Results Indicators: SDT is proficient on the SDE's Standards for School Data Teams.</p>	<p>Provide Prof. Dev. In and For: School Data Team members will receive professional development embedded in the SDT process to enable members to effectively analyze data and monitor progress. Additional professional development will be sought as needs are identified.</p>

Adult Action Indicators	School Action Strategies	Person/s Responsible, Implementation Actions & Results Indicators	Additional Skills, Knowledge and Support (Professional Development)
<p>Adult Actions: Teachers will plan and implement lessons that are aligned with the Connecticut Common Core State Standards and focus on the key components of reading instruction.</p>	<p>New Strategies: K-2 implementation of Foundations to provide direct, explicit instruction in phonemic awareness, phonics, and spelling Gr. 3-5 implementation of Lead 21 reading program. All classroom teachers will provide ninety minutes of uninterrupted Tier 1 language arts instruction.</p>	<p>SDT notes are electronically stored in SharePoint folders.</p> <p>Principal/Designee: Ensure all teachers have the resources needed to implement new instructional programs. Conduct classroom walkthroughs and provide feedback on instruction.</p> <p>Teacher: Implement district programs with fidelity. Provide explicit instruction and opportunities for all students to review and practice all components of reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Continued team development of common formative assessments.</p> <p>Results Indicators: District Assessment Data including Foundations, DIBELS, F&P, Lead 21 & MAP Reading and Language Usage.</p>	<p>Provide Prof. Dev. In and For: Foundations implementation including coaching site visits for K-2. Lead 21 implementation for Gr. 3-5. New district Language Arts curriculum including crosswalk with new Common Core State Standards for all teachers.</p>

Adult Action Indicators	School Action Strategies	Person/s Responsible, Implementation Actions & Results Indicators	Additional Skills, Knowledge and Support (Professional Development)
<p>Adult Actions: Teachers will plan and implement lessons that are culturally relevant and differentiated to accommodate the individual needs of diverse learners.</p>	<p>New Strategies: Increased use of theme-based units that relate to student lives and offer opportunities to develop/use background knowledge.</p> <p>Use differentiation strategies, interest inventories and learning style surveys to inform decisions regarding unit development and lesson implementation.</p> <p>Identify and share culturally relevant resources to integrate across disciplines.</p> <p>Implementation of strategies to support ELL students in accessing content while developing language acquisition skills.</p>	<p>Principal/Designee: Seek out and organize opportunities for professional development.</p> <p>Support acquisition of resources needed to support culturally relevant instruction, differentiation and enrichment.</p> <p>Provide teachers with language acquisition levels of ELL students.</p> <p>Monitor use of culturally relevant Effective Teaching Strategies and Effective Teaching Strategies for English Language Learners</p> <p>Teacher: Collaborate to develop theme-based units.</p> <p>Use pre-assessments, interest inventories and/or learning style surveys to inform decisions regarding differentiation.</p> <p>Differentiate content, process and product as appropriate to meet student needs.</p> <p>Modify lessons and instruction using best practices for ELL students, as needed.</p>	<p>Provide Prof. Dev. In and For: Best practice for working with ELL students for classroom, special education & intervention teachers.</p> <p>Differentiated Instruction for all classroom teachers.</p> <p>Culturally relevant/responsive instruction for all teachers.</p>

Adult Action Indicators	School Action Strategies	Person/s Responsible, Implementation Actions & Results Indicators	Additional Skills, Knowledge and Support (Professional Development)
<p>Adult Actions: Instructional Data Teams (IDTs) will meet at least twice a week and use the district's established data team process to guide instructional decisions, determine differentiation strategies and identify students needing additional intervention.</p>	<p>New Strategies: Implement district schedule which allows common plan time for grade level data team meetings to meet twice a week</p> <p>Implement district protocols for data team meetings, including protocols for identifying students in need of Tier 2 and Tier 3 interventions.</p>	<p>Results Indicators: Increased differentiation, culturally relevant instruction and ELL instructional strategies are observed in walkthroughs and instructional rounds.</p> <p>Principal/Designee: Regularly review grade level data team meeting minutes.</p> <p>Attend and participate in grade level data team meetings on a rotating basis.</p> <p>Attend/facilitate weekly intervention meetings at each grade level.</p> <p>Teacher: Administer, collect and analyze common formative assessments.</p> <p>Use data to set short term learning goals (2 to 4 weeks) and related instructional plans.</p> <p>Participate in grade level data team meetings twice a week to review student achievement data.</p> <p>Results Indicators: Data team notes reflect an</p>	<p>Provide Prof. Dev. In and For: Instructional Data Teams for all grade levels.</p> <p>Data Driven Decision Making for all data teams.</p> <p>Decision Making for Results for all data teams.</p> <p>Engaging Classroom Assessments for all classroom teachers.</p>

Adult Action Indicators	School Action Strategies	Person/s Responsible, Implementation Actions & Results Indicators	Additional Skills, Knowledge and Support (Professional Development)
<p>Adult Actions: Specific and targeted scientifically research-based interventions will be implemented with students making limited progress in reading.</p>	<p>New Strategies: Implement district schedule which provides SRBI instructional time to accelerate the learning of all students including providing specific and targeted instruction to students needing Tier 2 and Tier 3 interventions.</p> <p>Identify and implement effective intervention and enrichment strategies.</p>	<p>understanding of the process</p> <p>Instructional strategies implemented connect to data analysis.</p> <p>IDT notes are electronically stored in SharePoint folders.</p> <p>Principal/Designee: Support and facilitate opportunities to pilot and/or acquire effective intervention strategies.</p> <p>Facilitate SST meetings to identify targeted, specific goals and monitor student progress.</p> <p>Teacher: Request and attend SST meetings for students making limited academic progress despite differentiation and reteaching.</p> <p>Provide instructional opportunities to enrich and/or accelerate learning of students not receiving tiered interventions.</p> <p>Results Indicators: Schedules of SRBI interventions and the results of progress monitoring.</p>	<p>Provide Prof. Dev. In and For: Progress Monitoring for all classroom teachers and interventionists.</p>

Adult Action Indicators	School Action Strategies	Person/s Responsible, Implementation Actions & Results Indicators	Additional Skills, Knowledge and Support (Professional Development)
<p>Adult Actions: Outreach programs for parent education, home-school connections and after-school support will be identified, researched, implemented and/or enhanced.</p>	<p>New Strategies: Explore methods to provide increased access to reading materials for our economically disadvantaged families.</p> <p>Explore after-school opportunities for all students including homework assistance, wellness, technology time and arts enrichment.</p> <p>Research and implement best practices for fostering family-school connections.</p>	<p>Data Team notes include enrichment strategies/activities for students not receiving tiered interventions.</p> <p>Principal/Designee: Support and facilitate after school opportunities for students.</p> <p>Work with HES to implement programs & provide resources for families.</p> <p>Develop outreach systems and programs to engage families.</p> <p>Promote increased communication by identifying existing methods parents utilize and exploring new methods.</p> <p>Teacher: Utilize multiple methods of communication with families.</p> <p>Support/facilitate after-school opportunities for students.</p> <p>Results Indicators: Increased family involvement and communication.</p>	<p>Provide Prof. Dev. In and For: Family-School Connections for all staff.</p>

Adult Action Indicators	School Action Strategies	Person/s Responsible, Implementation Actions & Results Indicators	Additional Skills, Knowledge and Support (Professional Development)
<p>Adult Actions: Identify, research, and implement creative approaches to student grouping, instructional strategies and resources.</p>	<p>New Strategies: Research looping, multiage, integrated and other grouping strategies and encourage the use of those with evidence of improving student achievement.</p> <p>Research the use of ITouch, iPad, Kindle and other technologies to engage students and enhance instructional opportunities.</p> <p>Research and implement school wide activities and programs that reinforce student effort and provide recognition for student achievement.</p>	<p>Principal/Designee: Support and encourage alternate grouping strategies.</p> <p>Support/facilitate acquisition of new technologies to enhance instruction.</p> <p>Support/facilitate school wide activities and programs.</p> <p>Teacher: Take part in alternate grouping strategies or support peers who do.</p> <p>Utilize new technologies as they become available.</p> <p>Support/facilitate school wide activities and programs.</p> <p>Results Indicators: Increased opportunities for looping or other alternate student grouping methods.</p> <p>Increased use of new technologies in the classroom.</p> <p>School climate that encourages, supports and recognizes student achievement.</p>	<p>Provide Prof. Dev. In and For: As methods are determined</p> <p>IPads in the Classroom</p>

Adult Action Indicators	School Action Strategies	Person/s Responsible, Implementation Actions & Results Indicators	Additional Skills, Knowledge and Support (Professional Development)
	<p>Continuation Strategies: Implement Effective Teaching Strategies, with an emphasis on differentiation.</p> <p>Student Study Team meetings to identify targeted intervention needs and monitor student progress with identified interventions.</p> <p>Use of common formative assessments to guide instructional decisions.</p> <p>Parent education opportunities in reading and literacy skills.</p> <p>HES outreach programs.</p> <p>Use of AYP Tutors to support SRBI time.</p>	<p>Teacher: Vary instructional grouping (whole, small, partner, etc) to meet the needs of students.</p>	

CATHERINE KOLNASKI MAGNET SCHOOL IMPROVEMENT PLAN

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GOAL #2 (MATH): The percentage of students receiving free and reduced meals who score goal and higher in mathematics will increase from 35% to 51% over a 3 year period as measured by CMT while accelerating student achievement for all subgroups at a rate comparable to our full price students.

Identified Needs:

<p>CMT 2011 Math Whole School % Prof or Above/% Goal or Above Gr. 3 – 61/36 Gr. 4 – 77/53 Gr. 5 – 80/64 Combined – 73%/51%</p>	<p>CMT 2011 Math Econ. Disadvantaged % Prof or Above/% Goal or Above Gr. 3 – 59/24 Gr. 4 – 63/35 Gr. 5 – 68/46 Combined – 64%/35%</p>	<p>CMT 2011 Math Black or African Am. % Prof or Above/% Goal or Above Gr. 3 – 80/40 Gr. 4 – 74/42 Gr. 5 – 67/39 Combined – 73%/40%</p> <p><small>*Note: 83% Black population tested is also Econ. Dis.</small></p>	<p>CMT 2011 Math Hispanic/Latino % Prof or Above/% Goal or Above Gr. 3 – 33/7 Gr. 4 – 56/39 Gr. 5 – 50/50 Combined – 47%/30%</p> <p><small>*Note: 88% Hispanic population tested is also Econ. Dis.</small></p>
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Adult Action Indicators	School Action Strategies	Person/s Responsible, Implementation Actions & Results Indicators	Additional Skills, Knowledge and Support (Professional Development)
<p>Adult Actions: Teachers will plan and implement lessons that are aligned with the Connecticut Common Core State Standards and focus on the appropriate domains (K-5) of mathematics instruction.</p>	<p>New Strategies: All classroom teachers will provide sixty minutes of uninterrupted Tier 1 mathematics instruction.</p> <p>Set short term learning goals for math in all grade level data teams</p>	<p>Principal/Designee: Ensure all teachers have the resources needed to implement mathematics program.</p> <p>Conduct classroom walkthroughs and provide feedback on instruction.</p> <p>Teacher: Provide explicit instruction and opportunities for all students to review and practice all appropriate domains of math.</p> <p>Results Indicators: District Assessment Data</p>	<p>Provide Prof. Dev. In and For: New Common Core State Standards for Mathematics for all teachers.</p>

Adult Action Indicators	School Action Strategies	Person/s Responsible, Implementation Actions & Results Indicators	Additional Skills, Knowledge and Support (Professional Development)
<p>Adult Actions: Teachers will plan and implement lessons that are culturally relevant and differentiated to accommodate the individual needs of diverse learners.</p>	<p>New Strategies: Use differentiation strategies, interest inventories and learning style surveys to inform decisions regarding unit development and lesson implementation.</p> <p>Identify and share culturally relevant resources to integrate across disciplines.</p> <p>Implementation of strategies to support ELL students in accessing content while developing language acquisition skills.</p>	<p>Principal/Designee: Seek out and organize opportunities for professional development.</p> <p>Support acquisition of resources needed to support culturally relevant instruction, differentiation and enrichment.</p> <p>Provide teachers with language acquisition levels of ELL students.</p> <p>Monitor use of culturally relevant Effective Teaching Strategies and Effective Teaching Strategies for English Language Learners</p> <p>Teacher: Use pre-assessments, interest inventories and/or learning style surveys to inform decisions regarding differentiation.</p> <p>Differentiate content, process and product as appropriate to meet student needs.</p> <p>Modify lessons and instruction using best practices for ELL students, as needed.</p>	<p>Provide Prof. Dev. In and For: Best practice for working with ELL students for classroom, special education & intervention teachers.</p> <p>Differentiated Instruction for all classroom teachers.</p> <p>Culturally relevant instruction for all teachers.</p>

Adult Action Indicators	School Action Strategies	Person/s Responsible, Implementation Actions & Results Indicators	Additional Skills, Knowledge and Support (Professional Development)
<p>Adult Actions: Instructional Data Teams (IDTs) will meet at least twice a week and use the district's established data team process to guide instructional decisions, determine differentiation strategies and identify students needing additional intervention.</p>	<p>New Strategies: Implement district schedule which allows common plan time for grade level data team meetings to meet twice a week</p> <p>Implement district protocols for data team meetings, including protocols for identifying students in need of Tier 2 and Tier 3 interventions.</p>	<p>Results Indicators: Increased differentiation, culturally relevant instruction and ELL instructional strategies are observed in walkthroughs and instructional rounds.</p> <p>Principal/Designee: Regularly review grade level data team meeting minutes.</p> <p>Attend and participate in grade level data team meetings on a rotating basis.</p> <p>Attend/facilitate weekly intervention meetings at each grade level.</p> <p>Teacher: Administer, collect and analyze common formative assessments.</p> <p>Use data to set short term learning goals (2 to 4 weeks) and related instructional plans.</p> <p>Participate in grade level data team meetings twice a week to review student achievement data.</p> <p>Results Indicators: Data team notes reflect an understanding of the process.</p>	<p>Provide Prof. Dev. In and For: Instructional Data Teams for all grade levels.</p> <p>Data Driven Decision Making for all data teams.</p> <p>Decision Making for Results for all data teams.</p> <p>Engaging Classroom Assessments for all classroom teachers.</p>

Adult Action Indicators	School Action Strategies	Person/s Responsible, Implementation Actions & Results Indicators	Additional Skills, Knowledge and Support (Professional Development)
<p>Adult Actions: Specific and targeted scientifically research-based interventions will be implemented with students making limited progress in math.</p>	<p>New Strategies: Implement district schedule which provides SRBI instructional time to accelerate the learning of all students including providing specific and targeted instruction to students needing Tier 2 and Tier 3 interventions.</p> <p>Identify and implement effective intervention and enrichment strategies.</p> <p>Deconstruct common math assessments to identify missing foundational skills necessary for success with a skill.</p>	<p>Instructional strategies implemented connect to data analysis.</p> <p>IDT notes are electronically stored in SharePoint folders.</p> <p>Principal/Designee: Support and facilitate opportunities to pilot and/or acquire effective intervention strategies.</p> <p>Facilitate SST meetings to identify targeted, specific goals and monitor student progress.</p> <p>Facilitate visits to schools implementing effective math intervention programs.</p> <p>Teacher: Request and attend SST meetings for students making limited academic progress despite differentiation and reteaching.</p> <p>Provide instructional opportunities to enrich and/or accelerate learning of students not receiving tiered interventions.</p> <p>Results Indicators: Schedules of SRBI interventions and the results of progress monitoring.</p>	<p>Provide Prof. Dev. In and For: Progress Monitoring for all classroom teachers and interventionists.</p> <p>Deconstruction and item analysis for classroom teachers and interventionists.</p>

Adult Action Indicators	School Action Strategies	Person/s Responsible, Implementation Actions & Results Indicators	Additional Skills, Knowledge and Support (Professional Development)
<p>Adult Actions: Increase real-world connections with math concepts taught—STEM guest speakers, performance & application assessments.</p>	<p>New Strategies: Plan “career day” visit focused on STEM careers to connect math concepts to real life jobs.</p> <p>Locate, create and implement performance based math assessments that make real world application of math concepts.</p>	<p>Data Team notes include enrichment strategies/activities for students not receiving tiered interventions.</p> <p>Principal/Designee: Support and facilitate community connections to implement STEM career day visits.</p> <p>Provide resources needed to create and implement performance assessments.</p> <p>Teacher: Support and assist with STEM career day visits by making connections with parents and community & providing class time.</p> <p>Collaborate with team to create and administer one or two additional performance assessments each year, addressing different math domains.</p> <p>Results Indicators: Increased use of performance assessments in mathematics.</p> <p>STEM career day held annually.</p>	<p>Provide Prof. Dev. In and For: Performance-based assessments for classroom teachers as needed.</p>

Adult Action Indicators	School Action Strategies	Person/s Responsible, Implementation Actions & Results Indicators	Additional Skills, Knowledge and Support (Professional Development)
<p>Adult Actions: Work to create a culture that supports and celebrates academic success.</p>	<p>New Strategies: Implement “Math Masters” or similar program to increase math fluency.</p> <p>Hold monthly celebrations to share and recognize student achievements.</p>	<p>Principal/Designee: Contact PV to learn details of Math Masters.</p> <p>Schedule and facilitate monthly academic celebrations.</p> <p>Teacher: Administer assessments necessary for math fluency program.</p> <p>Share class academic achievements at school celebrations.</p> <p>Share ideas for new ways to celebrate academic success.</p> <p>Results Indicators: Successful math fluency program implemented.</p> <p>Monthly school celebrations of academic success.</p> <p>Culture of pride in academic success.</p>	<p>Provide Prof. Dev. In and For: Math Masters for all teachers involved in mathematics instruction.</p>
<p>Adult Actions: Outreach programs for parent education, home-school connections and after-school support will be researched, identified, implemented and enhanced.</p>	<p>New Strategies: Explore extended learning opportunities before/after school.</p> <p>Provide parent education in today’s math instruction and homework help strategies.</p>	<p>Principal/Designee: Support and facilitate after school opportunities for students.</p> <p>Work with HES to implement programs & provide resources for families.</p>	<p>Provide Prof. Dev. In and For:</p>

Adult Action Indicators	School Action Strategies	Person/s Responsible, Implementation Actions & Results Indicators	Additional Skills, Knowledge and Support (Professional Development)
	<p>Develop bank of appropriate websites for math practice students can access from home.</p> <p>Continuation Strategies: Use of Math Expressions K-5 for daily math instruction.</p> <p>Regular use of FasttMath and other fluency tools to support fact</p>	<p>Support and facilitate organization of parent education for math.</p> <p>Create prominent space on website for family access to math websites for practice.</p> <p>Teacher: Support/facilitate after-school opportunities for students.</p> <p>Support/facilitate parent education in today's math instruction and homework help strategies.</p> <p>Share appropriate websites.</p> <p>Results Indicators: Increase in extended day opportunities for students.</p> <p>Implementation of parent education in math.</p> <p>Math support website bank available on school website.</p>	

Adult Action Indicators	School Action Strategies	Person/s Responsible, Implementation Actions & Results Indicators	Additional Skills, Knowledge and Support (Professional Development)
	<p>memorization.</p> <p>Use of math word walls to support math vocabulary.</p> <p>Use of manipulatives and representational drawings to support concept acquisition.</p> <p>Use of math talk to support development of mathematical thinking & communication.</p> <p>Implement Effective Teaching Strategies, with an emphasis on differentiation.</p> <p>Student Study Team meetings to identify targeted intervention needs and monitor student progress with identified interventions.</p> <p>Use of common formative assessments to guide instructional decisions.</p> <p>Use of AYP Tutors to support SRBI time.</p>		

CATHERINE KOLNASKI MAGNET SCHOOL IMPROVEMENT PLAN

2011 – 2014

GOAL #3 (CLIMATE): As one indicator of improved school climate, the percentage of students referred to administration for discipline will be reduced by 50 percentage points over a 3 year period as measured by school discipline data.

Identified Needs	Adult Action Indicators	School Action Strategies	Person/s Responsible, Implementation Actions & Results Indicators	Additional Skills, Knowledge and Support (Professional Development)
<p>Baseline 2010-2011 SWIS data for PBIS:</p> <p>785 Office Discipline Referrals</p> <ul style="list-style-type: none"> • 524 minors • 261 majors • 89 ISS • 16 OSS 	<p>Adult Actions: All faculty and staff will participate in the school wide positive behavior support program.</p>	<p>New Strategies: Implementation of Check-In/Check Out buddies for tier 2 students.</p> <p>Implementation of Initial Line of Inquiry (simple Functional Behavior Analysis) for tier 3 students.</p> <p>Explore connections between wellness/diet and behavior.</p> <p>Review transitions in school and develop transition strategies for problem areas.</p> <p>Implementation of structured recess.</p>	<p>Principal/Designee: Participate on the PBIS/Climate Committee.</p> <p>Support the implementation of PBIS strategies.</p> <p>Facilitate SST meetings for tier 2/3 students, including facilitation of Initial Line of Inquiry.</p> <p>Support structured recess and changes to transition times.</p> <p>Teachers will: Implement PBIS, teach expectations, reteach as necessary and manage classroom disciplinary issues.</p> <p>Interventions as needed using our Check-in/Check-out system.</p>	<p>Provide Prof. Dev. In and For: Ongoing PBIS training for all faculty and staff.</p> <p>Behavior management training for paraprofessionals.</p>

Identified Needs	Adult Action Indicators	School Action Strategies	Person/s Responsible, Implementation Actions & Results Indicators	Additional Skills, Knowledge and Support (Professional Development)
	<p>Adult Actions: Training in the Olweus Anti-Bullying Program.</p>	<p>New Strategies: Implementation of Anti-Bullying program school wide.</p>	<p>Implement Tier 2 Assist in monitoring all students' behavior in all school environments.</p> <p>Results Indicators: Decrease in office discipline referrals.</p> <p>Principal/Designee: Plan training in Olweus Anti-Bullying Program with district trainer.</p> <p>Support and facilitate implementation of Anti-Bullying program in school.</p> <p>Teachers will: Attend Anti-Bullying training.</p> <p>Implement strategies learned.</p> <p>Results Indicators: Decrease in bullying behavior as evidenced in SWIS data and reports of bullying.</p>	<p>Provide Prof. Dev. In and For: Olweus Anti-Bullying training for all teachers.</p>

Identified Needs	Adult Action Indicators	School Action Strategies	Person/s Responsible, Implementation Actions & Results Indicators	Additional Skills, Knowledge and Support (Professional Development)
	<p>Adult Actions: Identify and implement conflict resolution system in the upper grades (4-5).</p>	<p>New Strategies: Pilot conflict resolution program in grades 4-5.</p> <p>Continuation Strategies: PBIS implementation—students will be taught expectations, expectations will be posted in all areas, reteaching strategies will be utilized, and all staff is responsible for active supervision.</p> <p>Continue “shout-outs” on morning announcements for positive behavior.</p>	<p>Principal/Designee: Support the acquisition conflict resolution materials.</p> <p>Support and facilitate the pilot of system and assist with data gathering.</p> <p>Teachers will: Selected teachers will pilot system and collect data.</p> <p>Results Indicators: Decrease in conflict-involved office discipline referrals.</p>	<p>Provide Prof. Dev. In and For: Conflict resolution training as appropriate for pilot staff.</p>

Identified Needs	Adult Action Indicators	School Action Strategies	Person/s Responsible, Implementation Actions & Results Indicators	Additional Skills, Knowledge and Support (Professional Development)
		<p>Continue Wellness Exercise schedule four days week to promote healthy lifestyle.</p> <p>PBIS/Climate committee will meet twice monthly to review student behavior data and plan for tier 2/3 students and school needs.</p>		