*JERICHO ELEMENTARY ACTION PLAN*

|  |
| --- |
| ***Classroom Behavior Practice Coaching Action Plan and School-Wide Action Plan Template*** |

**Updated** June 2017

**School-Wide Leadership Team Members**

|  |  |
| --- | --- |
| Kristi/Tim(behavior practice coach)  Tim (school-wide PBIS coach)  Lily (1stGrade)  Nancy (K Grade) | Sarah(Special Education)  Aimee(4th Grade)  Vicki (Administrator)  Kim (Librarian) |

**Regular Meeting Times and Locations**

2:40 every other Tuesday in Tim’s room

**Meeting Expectations**

Discuss the growth of teachers using PCBS

Discuss the effectiveness of data & results of data

Discuss systems supports: How can we continue to support teachers?

Discuss the implementation of coaching methods

**School-Wide Behavioral Purpose Statement**

All children will succeed at Jericho Elementary School. We as the adults (educators) will provide supports, practices and interventions to ensure the success of all students. It is our job and our responsibility to change our behaviors to meet each student’s strengths and needs. Our relationship with students makes a difference

**Summary of Current Performance in Key Areas (Based on Data)**

1. Use the CWPBIS self assessment in August prior to teacher training
2. Use the CWPBIS self assessment in January 2018 (post test)
3. ADD

**Outcomes (Corresponding to Current Performance Areas)**

1. As a result in participating in PCBS practices, 80% of JES teachers will be using these practices based on teacher’s self-assessment checklists. OR
2. As a result of participating in PCBS practices, 80% of JES teachers will be using PROMPTS once a minute, using SPECIFIC POSITIVE STUDENT FEEDBACK 1-2 per minute and using 2-3 OTR’s (OPPORTUNITIES TO RESPOND)per minute based on teacher’s self assessment checklists.

**Systems to Support Teachers’ Classroom Practices: Action Plan**

**Plan to Support School-Wide Foundations (Priority, Resources, and Alignment):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Who** | When | **Notes** |
| meeting with PBIS team asap next meeting mid-may | Pbis team | asap in May 2017 | how to present PCBS to Pbis team? Discuss support/resources needed from team perhaps define supporting roles for each PBIS member |
| Meet 1:1 with principal | vicki and myself | asap in May 2017 | describe support/resources needed and determine timeline and level of staff involvement initially for next year 2017 |
| 2nd meeting with principal | vicki and myself | asap in May 2017 | to determine how (if possible) to roll out PCBS with new staff initiatives coming out in the fall |
| Meet with curriculum committees | me and committee | asap | to discuss how PCBS practices can be integrated in new initiatives |

*Add more rows as needed.*

**Plan to Provide Explicit Training to Staff on Empirically Supported Classroom Practices:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Who** | When | **Notes** |
| Pre-test Teacher self-assessment checklist | all teachers - PBIS team members | August 2017 | explain rationale to staff...how to analyze the results? |
| ½ day training in the fall for all staff | me & PBIS team members | August 2017 | clearly define critical features of targeted practices and provide rationale for each |
| ask principal for 5/20 min follow up trainings during pre-existing faculty meetings | me and PBIS team members | 2017-18 school year | on going coaching with involved staff |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*Add more rows as needed.*

**Plan to Provide Teachers Coaching Supports (may be provided by coach, peer, or self)**:

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Who** | When | **Notes** |
| Provide prompts and reminders to educators related to targeted strategy implementation | Me/coach/ mentor | bi-weekly | this will be me so this is the coach/mentor support |
| Self-assessment checklists by educators or pick a practice use a clicker | Educators | daily with clicker for 15 mins initially | educators share results with me |
| email educators | me | daily initially then weekly |  |
| Have educators embed practices within the curriculum | me with teachers | when needed | important to merge practices with on-going teaching content |
|  |  |  |  |

*Add more rows as needed.*

**Plan to Provide Teachers Performance Feedback (may be provided by coach, peer, or self)**:

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Who** | When | **Notes** |
| Use of clickers to keep track of performance by educators | educators | bi-weekly | I check in and collect data from teachers bi-weekly |
| Observe educators: coach mentor | me | monthly | provide educators with data results |
|  |  |  |  |
|  |  |  |  |

*Add more rows as needed.*

**Plan to Monitor Teachers’ Implementation of Classroom Practices**:

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Who** | When | **Notes** |
| Self-Assessment checklists - educators can identify examples of each measured practice/skill | educators | weekly | staff has been trained identifying examples of each measured skill |
| Observer checklists - ensure opportunities for shared reflection and problem solving | educators & me maybe PBIS team member | weekly | staff has been trained identifying examples of each measured skill |
| Tools for measuring discrete skills, practices or strategies | educators set specific goals for improvement of targeted skills | weekly | staff has been trained identifying examples of each measured skill |
|  |  |  |  |

*Add more rows as needed.*

**Future Plan to Differentiate Supports** **Based on Data**:

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Who** | When | **Notes** |
| Universal Support - all educators | School and/or district..me | when needed | Review of training content provided. PLC’s to support implementation. Basic resources and materials to implement PCBS |
| Supplemental Support | me and PBIS team members | when needed | Revisit practices and importance of school climate with selected staff or interested staff |
| Individualized support | educators, me | as needed | Provide additional individualized coaching within the classroom setting. Provide resources that match the needs of the educator based on skills, motivation, adaptability, and technical concerns |

*Add more rows as needed.*