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

**Updated** 6/20/18

**School-Wide Leadership Team Members**

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| Rebecca Lallier (Targeted Head)Lanni Luce West (4th gr./Universal Head/Coach)Judy Houde-Hardy (Intensive Head/ Spec. Ed) | April Thorburn(Title Teacher)Claire Stai (Specialist)Rick Dustin-Eichler (Administrator)Chelsea Gray (Teacher) |
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**Regular Meeting Times and Locations**

Monthly Staff Meetings

**Meeting Expectations**

Team will come prepared to discuss activity across tiers.

Team will review data and effectiveness of coaching.

Team will review structures and routines to help improve school setting.

Team will review structures in place to support teachers.

**School-Wide Behavioral Purpose Statement**

The Dothan Brook School uses continual teaching, modeling, recognizing and rewarding of positive student behavior to reduce unnecessary discipline and promote a climate of greater productivity, safety, and learning.

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

1. Self Assessment May of 2018
2. Self Assessment May of 2019

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

1. *85% of DBS teachers will be using positive instructional practices based on teacher’s self-assessment checklists.*
2. Student Support Forms will decrease based on increased positive instructional practices in teachers’ classrooms.

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

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

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| **Action** | **Who** | When | **Notes** | **Reflection 2019** |
| Meet with team at BEST to plan overall Universal focus for 2018-2019 | Lanni, Rick, Rebecca, members of staff | June 25-28th | Present initial plan created by Universal Team, schedule August in-service time, and discuss resources needed from team throughout the year. | Team met at BEST 2018 and worked diligently to plan for Universal changes for the 2018-2019 school year. |
| Meet to plan opening introduction and professional development on PBIS | Lanni and Beth | Summer 2018 | Create powerpoint, plan first staff meetings and roll out, develop [overall system for year](https://docs.google.com/document/d/1VEAXgW6IoE55xy9lIxKIfQVrPPPLA9StS8tKd6vgzn0/edit) | Beth and Lanni met over the summer and planned the roll out for universal focus. |
| Schedule next year’s staff meetings for professional development | Lanni, Beth, and Rick | Before end of school year | Have staff calendar, and any known initiatives, already scheduled inservice requirements. Make these a priority | Beth and Lanni met over the summer and planned the entire year’s staff meetings monthly focus. |
| Set PBIS Leadership group  | Lanni, Beth, Rick | ASAP (before end of year) | We assume it is going to be Rick, Judy(intensive), Rebecca(targeted), Lanni(Universal), Beth(coach)...and who else? Anyone else needed (specials?) | PBIS leadership group was set at the end of the 2018 school year. |

*Add more rows as needed.*

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

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| **Action** | **Who** | When | **Notes** | **Reflection 2019** |
| August in-service time | Lanni and Beth | August 2018 (dependent on district schedule) | How long can we have realistically Rick? | Inservice time- During PBIS roll out Beth and Lanni gave presentation about the upcoming year’s focus on instructional practices. We introduced the Google Folder and supporting documents |
| 20 minutes at the beginning of each hour and a half staff meeting | Dependent on skill- Staff members | 2018-2019 school year | First 10 minutes Grade level clusters (k-1, 2-3, 4-5, specials could join and rotate through)or vertical groups, etc. to discuss data collected through previous month. Second 10 minutes is introduction to new focus | Each first staff meeting of the month, we reflected on our previous focus and then introduced the new monthly focus. This was done in various ways including small circles, large group circles, and group discussion. |
| Post Self-Assessment | Lanni and Beth | May of 2019 | Use similar self assessment as we used in May 2018 to reassess classroom management behavioral practices | Post Assessment was given on May 7th. All staff members reported positive influences of discussions. 5 out of 22 reported making no changes to practices.  |

*Add more rows as needed.*

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

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| **Action** | **Who** | When | **Notes** | **Reflection 2019** |
| Include a reminder statement on weekly PBIS Standing O emails | Lanni | Every Thursday | This would be a one liner added to the email that is already sent to the staff. That message would be a simple statement that would prompt and remind staff about the focus. | Lanni wrote weekly emails that reminded teachers of the monthly focus. She also included different strategies or articles to read as reminders. |
| Staff Clickers | Rick | Dependent on practice and need | Clickers will be purchased by Rick and handed out to every teacher to have in their classroom. Clickers will be used for self assessment and immediate feedback on skill. | Clickers were purchased and distributed to the staff in early September 2018 |
| Coordinate peer to peer observation and conversations | Lanni and Beth | As needed | As we see need, or as teachers express need, we will pair them with [“experts”](https://docs.google.com/document/d/1-mZtGsgWIAHjg_WMC6_S-kLdNeUjQIzjJ3Eqd4EpKaU/edit) in our school to help strategize around specific classroom management practices. | Lanni and Beth both worked with 1 teacher who needed basic help in understanding instructional practices. |
| [Protocol for Data review](https://docs.google.com/document/d/1lOVB3IcJFXiET7GFvO8ZsRVY0h5uAc17cbpWPgaYYa4/edit) | Lanni and beth | This summer create | Create protocol to use for data collection conversation | Protocol was created in summer of 2018. We did not end up using it as our discussions took the form of circle conversations. |

*Add more rows as needed.*

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

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| **Action** | **Who** | When | **Notes** | **Reflection 2019** |
| Staff meeting Grade Cluster data review | School- grade level teams | At hour and a half staff meetings (once a month) | GL Clusters will review and discuss data from previous month. Beth (and Lanni as available) will rotate through groups. | Groups did reflect on data, but were sometimes done in the large group circle, or in large group discussions. |
| [Peer to peer observation feedback form](https://docs.google.com/document/d/1ISSDRaS04tEoJtcTMgKUDIF2hrfInRxAm3E4dmsMOEY/edit)  | Lanni and Beth will create and make available on PBIS Universal Folder | Created prior to the 2018/2019 school year | This form would be available for teachers to use to collect data during peer to peer observations. Then can be immediately shared with each other. | Form was created in summer of 2018. Teachers were free to use it as they saw fit. We did not collect so have no data on how much it was used. |
| [Clicker Data Form](https://docs.google.com/document/d/1YWu4stSCw4Re43C2GVwZwBPfezITsQhR1IFIQoJT4P8/edit) | Lanni and Beth will create and make available on PBIS Universal Folder | Created prior to the 2018/2019 school year | This form would be available for teachers to use to collect data while using clickers for self assessment. Then can be shared at GL Cluster meetings. | Form was created in summer of 2018. Teachers were free to use it as they saw fit. We did not collect so have no data on how much it was used. |
| [Video Analysis Form](https://docs.google.com/document/d/1GaLEHtWbcuK_nDTSZoZMXu_dEnChgsIpynDnJAWAO6E/edit)  | Lanni and Beth will create and make available on PBIS Universal Folder | Created prior to the 2018/2019 school year | This form would be available for teachers to record themselves and then reflect on their teaching by collecting data. This form can then be shared at GL Cluster meetings. | Form was created in summer of 2018. Teachers were free to use it as they saw fit. We did not collect so have no data on how much it was used. |

*Add more rows as needed.*

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

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| **Action** | **Who** | When | **Notes** | **Reflection 2019** |
| Self assessment- clicker document | Teachers | Monthly | To be shared at monthly cluster meetings  | Form was created in summer of 2018. Teachers were free to use it as they saw fit. We did not collect so have no data on how much it was used. |
| Observation document | Teacher to teacher | Monthly | To be shared at monthly cluster meetings | Form was created in summer of 2018. Teachers were free to use it as they saw fit. We did not collect so have no data on how much it was used. |
| Monthly check-ins | Teachers | Monthly | Cluster meetings where teachers reflect and monitor progress of skills. | Groups did reflect on data, but were sometimes done in the large group circle, or in large group discussions. |

*Add more rows as needed.*

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

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| **Action** | **Who** | When | **Notes** |  |
| Tier 1 Supports- universal | All Staff | Monthly staff meeting trainings, weekly emails |  | Monthly staff meetings, weekly emails happened throughout the year. |
| Tier 2 Supports- Targeted | Lanni, Beth, Expert teachers | As needed | Revisit practices, offer additional resources, make time for classroom observations for particular teacher to see others in action | Classroom observations and additional resources were offered to the one teacher who was identified as really needing assistance. |
| Tier 3 Supports-Intensive | Lanni, Beth, Expert teachers | As needed | 1:1 coaching sessions on a more frequent basis, additional resources, team to wrap around teacher to help | One teacher was in need of tier 3 supports, however, was not open nor was time available in her schedule to allow for this to happen. |

*Add more rows as needed.*