**Fair Haven Grade School**

**Action Plan**

**2018-2019**

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Who** | **When** | **Notes** |
| **Goal:**  **Implement PBIS at universal level with emphasis on positive classroom behavioral support practices in order to reduce the number of office discipline referrals and increase the time students are in the classroom** | New hires | All year | Effectiveness will be assessed through staff self-assessment surveys, clicker data/peer observation/coach observation and the PBIS evaluation tools (Benchmarks of Quality, Tiered Fidelity Inventory) |
| -Implement tier-one social emotional curriculum (Mind Up/Second Step) | Teachers  (PreK-8) | Weekly | Teacher schedule weekly and share feedback with your respective grade cluster team’s monthly |
| -Classroom Teachers develop lesson plans for teaching expectations (Respect, Responsibility & Safety) across environments (considering the various environments/routines/ transitions in the classroom i.e. literacy stations, whole group instruction, small group instruction, independent work time, lining up, etc.) | New hires | FHGS opening inservice (PM) | As grade/content teams develop a plan for instructing expectations in your classrooms. Consistency is important and being able to collaborate and share the load is helpful |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Who** | **When** | **Notes** |
| -Faculty PLC to explicitly define problematic behavior based upon SWIS data (currently defiant and disruptive) based upon developmental levels (primary, intermediate, and middle school aged students).  Faculty will also define solution Actions (e.g., Prevent, Teach, Prompt, Reward, Corrective consequence) | New hires | Monthly meetings | This will support the consistency in our definitions and responses to problematic behaviors. |
| -Provide training on an overview of PCBS (Positive Classroom Behavior Support), with specific explicit training in the foundations (setting, routine, expectations). | New hires by Christina Wheeler | Monthly meeting September | Given our school-wide data indicating majority of infractions are from the classroom, it is important to focus on the use of consistent research based strategies. |
| -Provide training on PCBS (Positive Classroom Behavior Support), with specific explicit training in prompting | New hires by Christina Wheeler | Monthly meeting October | Given our school-wide data indicating majority of infractions are from the classroom, it is important to focus on the use of consistent research based strategies. |
| -Provide training on PCBS (Positive Classroom Behavior Support), with specific explicit training in positive specific praise | New hires by Christina Wheeler | Monthly meeting November | Given our school-wide data indicating majority of infractions are from the classroom, it is important to focus on the use of consistent research based strategies. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Who** | **When** | **Notes** |
| -Provide training on PCBS (Positive Classroom Behavior Support), with specific explicit training in opportunities to respond. | New hires by Christina Wheeler | Monthly meeting December | Given our school-wide data indicating majority of infractions are from the classroom, it is important to focus on the use of consistent research based strategies. |
| -Provide coaching support through emailing resources, observational feedback, consultation | New hires by Christina Wheeler | Throughout the year | Given research indicates training without coaching is ineffective in producing long-term change in practice. |
| -Invite teachers to visit other teachers classrooms for management ideas, student specific strategies, etc. | All teachers | All year | Given research indicates peer support (peer to peer observation, sharing and feedback) is an effective strategy to producing long-term change in practice. |