

**Target:** Decrease the number of reported aggressive and disruptive behaviors in all school settings. Create a more positive environment for learning and teaching.

**Result Statement:** All students and staff will clearly articulate and implement the behavioral expectations in all school settings.

<p><b>Changes in student learning behavior:</b> What will students do to reach the identified result? What new things will they do to learn? What things will they do more of?</p>	<p><b>Changes in Instruction:</b> What will teachers do to ensure students learn and develop learning behaviors identified in the first column?  (Be sure that the instructional practices you identify will address every student learning behavior)</p>	<p><b>Monitoring progress with timelines and adjustments:</b> How will we measure progress towards the changes in learning behavior and teaching that we want? How often will this occur? How will we keep the principal, parents and SIT involved and informed?</p>	<p><b>Collaboration and Support:</b> When will we use the information we get from monitoring to improve learning and teaching? When will we discuss the progress we are making?</p>	<p><b>School and District Support Resources:</b> What supports and resources will the school and district provide in order for us to achieve the results of this action plan?  (List the support and resources below and then use the attached template to finalize this column)</p>	<p><b>Evaluating Results/ Reporting to Families a Community:</b> How will the school know if the students reach the intended result: light of what we have learned, what are our next steps?  <b>Reporting to Families a Community:</b> How will you inform the school community?</p>
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Know and be able to articulate clearly-defined positive behavioral expectations: Respect yourself, all others, and your surroundings</li> <li>• Learn strategies to become socially effective problem-solvers</li> <li>• Learn and be able to utilize various conflict resolution and non-violence strategies</li> </ul>	<p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• Act as role models to ensure positive behavior through the use of praise (six positives for every one negative)</li> <li>• Teach student behavior expectations for all school settings (matrix)</li> <li>• Follow positive PBIS procedures for all infractions, by completing Referral Forms and notifying parents when any infractions occur.</li> <li>• Use positive behavioral incentives to acknowledge appropriate behavior and motivate students</li> <li>• Utilize “tool kits” to support positive student behavior within classroom.</li> <li>• Refer appropriate students to Targetted or</li> </ul>	<p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• Document infractions using behavior report forms for SWIS</li> <li>• Positive behaviors and/or infractions will be reported to parents. Infractions will be reported to parents early in a more systematic manner.</li> </ul> <p><b>Teacher Leaders will:</b></p> <ul style="list-style-type: none"> <li>• Track behavioral patterns using SWIS (School-wide Information System) data base</li> <li>• Examine PBIS data each month to monitor progress</li> <li>• Report statistics monthly to staff at faculty meetings and Job-embedded Professional Development</li> <li>• Train teachers in utilization of classroom “tool kits”</li> </ul> <p><b>Administration will:</b></p> <ul style="list-style-type: none"> <li>• Provide information during the PBIS School Evaluation Tool (SET) visits</li> <li>• Be a member of the PBIS team and attend training</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly student assemblies will be held to teach and re-teach behavioral expectations</li> <li>• Monthly staff PBIS meetings</li> <li>• Monthly SIT meetings</li> <li>• Bi-annual SET visits from Sherlock Center</li> </ul>	<p><b>The school will supply the following support and resources:</b></p> <ul style="list-style-type: none"> <li>• Staff training in PBIS – tier 3</li> <li>• Second-Step (social skills program)</li> <li>• Article 31 resources to cover training for PBIS team</li> </ul> <p><b>The central office will supply the following support and resources:</b></p> <ul style="list-style-type: none"> <li>• Job-Embedded professional development credit for PBIS team to meet monthly and review data</li> </ul>	<p><b>Evaluating Results:</b></p> <ul style="list-style-type: none"> <li>• Analyze SWIS data to baseline data</li> <li>• Analyze SET data fall/spring</li> <li>• SALT data</li> </ul> <p><b>Reporting to Families a Community:</b></p> <ul style="list-style-type: none"> <li>• Handbook</li> <li>• PBIS matrix displayed throughout school setting</li> <li>• PTO meetings</li> <li>• Student recognition awards</li> <li>• Ongoing feedback from school to home, including early, systematic notification of infractions</li> <li>• Newsletters</li> <li>• Report Out Night</li> <li>• School Committee report</li> </ul>

	Tier 3 team	<ul style="list-style-type: none"><li>• Review data at SIT meetings</li><li>• Schedule monthly student assemblies</li></ul>			
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