

			provide feedback during coffee connections, PTA, or Site council or parent support.		
1.4 Teaching Expectations 5μΕυΌτ 1 Δικ ςι ί μζΕ βřε'E I μşēđ* ž	2	<p>Schedule for teaching and reteaching common expectations are kept and maintained by classroom teachers. Initial scheduling occurs in the first week of school. This year, teachers were responsible for teaching common area expectations, so that they would be able to reteach as needed. This was a solution created by the climate and equity teams this past summer (2017).</p> <p>Parent communicated with about school wide expectations and SUN school uses the same language.</p> <p>Current Statuses: 9/26/18 TOSA walkthrough shows that 93% of staff know the 3 core values. 86% of students know the 3 core values.</p> <p>Teachers have lessons for hallways and restrooms. Leadership does recess and cafeteria</p> <p>Next Steps: Spring walkthrough by Climate TOSA showed that student and staff know the core values.</p>	Climate Team Erin (School Climate TOSA)	Spring 2019	
1.5 Problem Behavior Definitions 5μΕυΌτ 1 Δικ ςι I μşēđ* ž { βΕΔΥ Εβ' ΕΕ - f'Eβ' Εγφ 5Uflşgt fųş ! řçşēm b EgE	2	Parent feedback gained during the coffee connections, PTA and incorporated into the climate plan. School climate team and equity teams met this past summer (2017) to revise the current discipline plan. This plan includes problem behavior definition.	Blake	Oct 2018	

		<p>Current Status: Staff has been presented flowchart office managed/staff managed behaviors and behavior definitions.</p> <p>Next Steps:</p> <p>Climate team including parent input was provided during summer of 2018.</p> <p>Get parent survey out soon.</p>		
	<p>1.6 Discipline Policies</p> <p>5μΕϋΘτ τ ΕΚ ςι I μϛēđ ž 5UWfğt fϋϛ {E- fa μEg' {E gēβfg {Eϋ t 5 μřgšēμE</p>	<p>1</p> <p>Promote more consistent use of these proactive procedures and interventions (next step is to film morning meetings.) PD on restorative practice was in fall of 2016 Community feedback was given in December 2016 and Summer of 2017 and used in climate plan. The equity team has provided PD in running restorative circles at the beginning of the year and during late openings. Morning meetings with community circles are held during for all K-5 classrooms and advisory utilizes community circles as well (6th - 8th)</p> <p>Current status: Staff is currently using stage 1 reports into teacher view on synergy. Teachers receive notification of receipt of stage 2/3 and follow up on consequences and next steps. Discipline plan includes restorative process as a response.</p> <p>Teachers have time in the day for community circles. Response to student behavior includes a restorative step. Teachers receive opportunity for student conversation (1:1) upon student re-entry to the classroom.</p> <p>Teachers have reported that consequences are not provided consistently.</p>	Climate Team	Nov 2018

			<p>RJ for student conflict includes student agreements.</p> <p>Next Steps: If this, then this chart for student behaviors and adult response</p> <p>Determine the consistency, track consequences and their violations.</p> <p>Develop a classroom re-entry protocol that has restorative steps included within it. Work with RJ coordinator Arthur to develop.</p> <p>Have a RJ system for sharing and monitoring student agreements. Review referral data with teachers to determine appropriate interventions for patterns of behavior.</p>		
1.7 Professional Development	2	<p>Beginning of the year PD included, facilitate whole staff PD about acknowledging positive behaviors (Use of Leopard Awards, Popcorn Friday, Monthly Character Traits), and and correcting behaviors (referral system, tier 1 interventions, and office response). Staff have been given additional opportunities to request and give feedback to other staff members in the area of positive behavior intervention. PD has also included zones of regulation, another tier 1 prevention (Social emotional learning).</p> <p>Next steps: Develop next PD based on feedback from survey and team.</p>	Blake and Team	Ongoing	
1.8 Classroom Procedures	2	<p>Successful school survey will capture more parent input beyond the PTA and coffee connections on Tier 1 interventions.</p>	Climate Team	Ongoing	

	<p>91 gEKĒg /fūĒĒ S t'μEKĒjE 5 EBS gšEEUt 5 /μfgšĕm' Dp t'μEKĒjEĒ gē s'fĒg hd'g ĒμK s' E gēβĒgĒ EμĒĒ S/ μEKĒjEĒgĒdμĒ</p>		<p>Effective Classroom Practice Plans (ie. Classroom management plans) have been collected for all teachers and CHAMPSing of activities continues. Inclusive practices include CHAMPS, Restorative Practices, and classroom level interventions.</p> <p>Successful school survey for students will show data on if students feel welcomed and valued in classrooms. We can also do an individual school level survey mid-year to gauge similar questions as the SSS is every other year.</p> <p>Climate team parent member feels that her class is there to learn. Hasn't always been the case. Focus is on the learning this year. Not seeing too much from Friday folder.</p> <p>Next steps: Continue to support teacher communication about classroom expectations and the focus on academics.</p>		
	<p>1.9 Feedback and Acknowledgment</p> <p>5μEμĒĒ T' EμK s'j í μĒĒĒ βĒt b' E...</p>	<p>2</p>	<p>Beginning of the year PD was provided on the PTA is involved with awards and acknowledgements. Walkthrough shows that many K-5 students receive awards, but MS might need support. -Develop the acknowledgement system to have ongoing instruction throughout the year for character traits</p> <p>The TFI Walkthrough showed 100% of staff and more than 90% of students (exact number) knew and had used / received the formal system for acknowledging student behavior. Teachers, administrators and staff members employ individual student Leopard Awards and we also acknowledge whole groups with class Leopard Awards used for whole class incentives. We also acknowledge students at monthly assemblies around character traits and adhering to specific behaviors.</p>	<p>Robertson/ Chris</p>	<p>Ongoing</p>

			<p>9/26/18 TOSA walkthrough shows that 93% of staff know the 3 core values. 86% of students know the 3 core values.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> - Maintain system of acknowledgements, assemblies, individual rewards, and track with walkthroughs as well. 		
<p>1.10 Faculty Involvement</p> <p>5μΕυΌβτ τ ΕμΚ ςι {βS S g' /fS μΕg t fμs s Uř Cuff { IC' gřg' μf O s E g s E 'g' 'E U T ' S μK ς a' s E f p { U g 7 β s E U ... Ö C g g e d μ E z E μ s i B ' E g p ς C g ' .. μ s e K T g g e d μ E z</p>	2	<p>Feedback from staff was supplied during the returning PD days in August 2018.</p> <p>Create document to share discipline data throughout year.</p> <p>Share discipline data at end of quarter 1</p> <p>Disaggregated data is consulted more than 4 x per year, and teachers have provided feedback on Tier 1 practices within the past 12 months (in addition to Tier 2 and 3).</p> <p>Next Steps:</p> <ul style="list-style-type: none"> - Climate team meets to score TFI - Review of the data for stage 1 and stage 2/3 to determine how the change - 	Blake Robertson	Fall 2018	
<p>1.11 Student/Family/Community Involvement</p> <p>5μΕυΌβτ τ ΕμΚ ςι {βS S g' fμs s Uř ς g g K s ř { U g E β s E U ... Ö</p>	2	<p>Parents involved in LSAC and school climate team. Feedback to climate plan given at coffee connections and PTA meetings.</p> <p>Changes made to school climate plan. Translated Surveys given to all families.</p> <p>Next steps include analysis of data and decision making. Also, need documentation of changes from student input.</p> <p>-Survey to be released about uniforms for upcoming year (2017-2018)</p>	School Climate Team	Fall 2018	

			<p>Current status: Successful school survey has been given to parents. Team will awaiting the results.</p> <p>2 - Evidence of input on Tier 1 foundations within the past 12 months, but not input from all types of stakeholders including parent survey and coffee connections work</p> <p>Next steps</p> <ul style="list-style-type: none"> - School parent survey- October 2018 - Ongoing work of sharing the tier 1 features 		
Eval	<p>1.12 Discipline Data</p> <p>5μΕϋΌτ Τ ΕϋΚ ςι</p> <p>hşŮ Ůř Ē βřt 5μĒđ' μ'ě</p>	2	<p>From dashboard, School Climate facilitator shares behavior referrals with the school climate team.</p> <p>Current status: Team will continue to use dashboard and synergy data.</p> <p>Team uses Synergy and Dashboard data</p> <p>Next steps:</p> <ul style="list-style-type: none"> - Share common area data to climate team for stage 1 and stage 2/ 3 discipline data. - Make adjustments to the pd based on data 	Blake Robertson	Next climate meeting
Evaluation	<p>1.13 Data-based Decision Making</p> <p>5μΕϋΌτ Τ ΕϋΚ ςι</p> <p>hşŮ Ůř ěβ'Ůř /fŮ μĒg μşě</p> <p>{LĒgμş Ş ggKşř'E</p>		<p>Regularly (monthly) identify trends, successes, and action plans during meeting based on data.</p> <p>Current status: Team will continue to use dashboard and synergy data during team meeting.</p> <p>SIT And Climate teams continue to use dashboard data during team meetings</p> <p>Next steps:</p>		Each School Climate Team Meeting

			Continue to meet bi-monthly- share agenda prior to meetings. Pull data prior to each meeting from the dashboard and share with team.		
	1.14 Fidelity Data 5μΕυΌτ Τ ΕΚ ςι	2	Update staff handbook. Current Status: Team will continue to use the TFI to determine next steps Next Steps: Team scores TFI scoring (Done)		Spring 2018
	1.15 Annual Evaluation 5μΕυΌτ Τ ΕΚ ςι {βΕΔΥΕβ{Ε- fΕ β Ξορ W E ς [gg Y5 μr y{β Ξορ	2	Rephrase questions from TFI walkthrough tool. *Survey results to parents, review of documents, reach out to parents to attend meetings. Watch DOGS survey, (determine what these questions will be) Current status: Successful school survey has been given to parents. Team will awaiting the results. The Successful Schools Framework was given out in Spring 2017. We will do a follow-up survey in Spring 2018 with some exact questions, although not all questions, to see growth in Tier 1 supports and responses from families and students. Next steps: Determine the questions needed in order to support the development of climate.		May 2018

Tier II					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	2.1 Team Composition	2	Current Status: Have all roles defined with expertise in all tier 2 core areas, attendance might be at or above 80%, but notes currently do not reflect this.	Blake	Next meeting (DONE)

	2.11 Student Performance Data	1	Currently data is tracked. Next steps: No data decision rules are kept that determine whether to intensify or face tier 2 supports.	Team	Spring 2018
	2.12 Fidelity Data	1	Fidelity data are not currently kept. Next steps: Determine what fidelity data to keep. CICO fidelity data kept with several interventions and some teachers, but not all and not more than self reporting	TOSA	SIT PD
	2.13 Annual Evaluation	1	No data based evaluation takes place Next steps: Evaluation to occur at end of year with efficient strategies, fidelity, interventions available, and proportionality of outcomes for all students. Evaluation occurred on 6/12, but did not develop tier 2 systems.	TOSA	Spring 2018

Tier III					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	3.1 Team Composition				
	3.2 Team Operating Procedures				
	3.3 Screening				
	3.4 Student Support Team				

Resources	3.5 Staffing				
	3.6 Student/Family/Community Involvement				
	3.7 Professional Development				
Support Plans	3.8 Quality of Life Indicators				
	3.9 Academic, Social, and Physical Indicators				
	3.10 Hypothesis Statement				
	3.11 Comprehensive Support				
	3.12 Formal and Natural Supports				
	3.13 Access to Tier I and Tier II Supports				
Evaluation	3.14 Data System				
	3.15 Data-based Decision Making				
	3.16 Level of Use				
	3.17 Annual Evaluation				