**Ground Work Campus Plan & Procedures**

**Campus Name: *Emergent Tree Elementary* School Year: *2020-2021***

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| **Team Purpose Statement** |
| *DIRECTIONS: Following the purpose statement training activity record your campus purpose statement for MTSS behavior support.* |
| **Team Commitment*** Be present physically & mentally.
* Serve as a voice for the representative group- provide honest feedback about concerns or needs.
* Be willing to implement all features of the Tier 1 system.
* Participate in sub-committees and share the workload.
* Be solution-seeking, bring a solution for each barrier or concern.
 |
| **Role** | **Representative** | **Name** |
| Co-Chair (Systems lead) | *i.e. first grade team* | *i.e. Sara Gonzales* |
| Co-Chair (Data lead) |  |  |
| Administrator |  |  |
| Skill Building Lead |  |  |
| Connections Lead |  |  |
| Acknowledgments Lead |  |  |
| Corrections Lead |  |  |
| Campus Member |  |  |
| Campus Member |  |  |
| Campus Member |  |  |
| District Representative |  |  |
| Parent/Community |  |  |
| Student Representative |  |  |

**Tier 1 Features**

**SKILL-BUILDING**

**ACKNOWLEDGMENTS**

**CORRECTIONS**

**SYSTEM SUPPORT**

**CONNECTIONS**

**DATA INFORMED**

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| **Feature** | **Purpose (Why?)** |
| **Connections** | When a foundation of connectedness is established in the school environment, instruction and interventions for students have a greater impact and likelihood for success. |
| **Skill Building** | An instructional approach is necessary for students to master social, emotional and behavioral skills. Common core values become an anchor for all other skills and expectations. |
| **Acknowledgments** | Students need a 3:1 acknowledgment to correction ratio in order to learn and thrive, and teachers need a system to help meet that standard. |
| **Corrections** | In an instructional approach, correction procedures are not about payback for wrong-doing but ways to build skills for future success. |
| **System Support** | Quality implementation and maintenance over time. |
| **Data Informed** | To make intentional improvements to enhance the quality of supports for students and staff. |

**Connections**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Purpose**  | **Process** | **Practice** |
| **School to Students** | Increase the connectedness between students and staff and feeling of belonging in the school setting. | Greet each student intentionally every day and solicit feedback on how they are feeling. | 1. Teacher meets student at the doorway.
2. Teacher greets student verbally and hold fist out.
3. Student bumps the teacher's fist to indicate their feelings: on top for “good”, in the middle for “okay”, and on the bottom “not-so-good”
4. Teacher follows up with students that bump on the bottom to determine needs for additional support.
 |
| **School** **to Home** | Increase the connectedness and partnership between staff and student’s home network.  | Intentional and regularly scheduled communication and opportunities for parent involvement. |  |
| **Student to Student** | Increase the connectedness among students so they develop healthy relationships with peers.  | Regular classroom meetings or circles to promote dialog and discussion among students to increase understanding, tolerance and empathy. |  |
| **Home to Student** | Increase the connectedness between students and their home network in regard to their learning and progress in school. | Facilitated opportunities for students to share learning goals, products and achievements with their home network. |  |

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| **Our Campus Core Values** |
| Be Safe | Be Respectful | Be Responsible |
| *How we use our body and our space.* | *How we use our words and our minds.* | *How we use our materials and our time.* |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Purpose**  | **Process** | **Practice** |
| **Core****Values Matrix** | Align and anchor language for social emotional and behavioral support for all staff. | State specific observable/measurable expectations for each of the core values across categories or settings. | Utilize the core values and specific expectations to guide social, emotional and behavioral instruction and feedback for students.  |
| **Core****Values Cues** | Tools to remind and prompt staff to utilize the language of core values during interactions with students. | Create cues for use in a variety of media (anchor charts for the wall, screen savers for computers, audio and video announcements, etc.) | Post and provide cues in areas in which staff are most likely to see and use them for reference.  |

**Skill Building**

**Elementary Core Values Matrix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Classroom** | **Hallway** | **Restrooms** | **Cafeteria** | **Playground** |
| **Safe** | *- Raise hands to talk**- Listen when others talk**- Use inside voices and school language* | *- Silent voices* *- Wave or smile at friends* | *- Listen to and follow directions from monitors**- Inform a monitor if there is a problem* | *- Knock on stall door before entering**- Use inside voices and school language* | *- Talk only to those at your table**- Use inside voices and school language**- Wait your turn* |
| **Respectful** | *- Bring all needed supplies**- Complete your class and homework* | *- Hold on to your belongings**- Keep outside doors closed* | *- Use play equipment as intended**- Return equipment**- Dress for the weather* | *- Throw all hand towels, toilet paper and other trash in the receptacle* | *- Eat your own food* *- Clean your area**- Keep food, trays and utensils on the table* |
| **Responsible** | *- Keep hands feet and objects to self**- Use materials as intended**-Walk in the classroom* | *- Walk single file**- Walk on the right side of the hall* | *- Keep hands feet and objects to self**- Leave items on the ground* | *- Wash hands**- Keep hands, feet and objects to self* | *- Stay seated until dismissed**- Keep hands, feet and objects to self* |

**Secondary Core Values Matrix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Professional**  | **Technology** | **Common Areas** | **Social Settings** | **Transportation** |
| **Safe** | *- Use materials as intended or directed**-Report concerns**- Keep hands feet and objects to self* | *- Know who you are communicating with**-Protect your personal information**-Report concerns* | *- Walk inside the building* *- Stay in designated student areas**-Keep outside doors closed* | *- Remain with the group or chaperones**- Report concerns* | *- Obey right of way, speed limit, and traffic laws* *- Enter and leave in an orderly manner* |
| **Respectful** | *- Wait your turn to share**- Listen to others**- Use a conversational voice and professional word choice* | *-Use professional word choice**-Think before posting* | *- Wait your turn**- Use a conversational voice and professional word choice* | *-Use professional word choice**-Show good sportsmanship**- Speak your opinions but listen to others* | *-Use professional word choice**-Make room for others to sit or pass by* |
| **Responsible** | *-Complete assigned tasks**-Be on time with materials** *Fulfill commitments*

*-Dress for success* | *- Use electronics as directed in each setting**-Turn off sounds/ringers or use headphones* | *- Keep track of your belongings**- Clean up after yourself* | *-Dress for success**-Use equipment as intended**-Keep track of your belongings* | *- Park or wait in designated areas only* |

**Core Values & Expectations Instruction Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Instruction Type** | **Purpose (Why)** | **Process (How)** | **Practice (What)** |
| **Core Values Introduction & Critical Skills** | Initial teaching of the behavior expectations. Introduce core values and expectations to all students. |  |  |
| **On-going****Social Emotional Learning** | Regular schedule of proactive instruction for behavior, social & emotional skills. |  |  |
| **Planned Review of Core Values** | Refresh expectations after an extended period of time away from school.  | **Fall:** | **Fall:** |
| **Winter:**  | **Winter:**  |
| **Spring:** | **Spring:** |
| **New Students** | Introduce core values to new students not present for beginning of year instruction. |  |  |

**Elementary Acknowledgment Procedures**

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| --- | --- | --- | --- |
|  | **Purpose** | **Process** | **Practice** |
| **Individual**  | A tool to prompt teachers to provide more frequent and explicit instructional feedback on student display of core values. | Teachers deliver apple coupons in classroom and common areas to students displaying core values.  | Each teacher aims to deliver at least 3 apples to each student per day. Individual celebration is provided with verbal praise and/or notes home in folder. |
| **Class-Wide** | A strategy to build a classroom community based on mutual benefit (group-contingency) of display of core values. | Individual student apples are added to a classroom tree. The class may also earn an apple on the tree for whole-class behavior.  | The classroom goal is to collect 50 apples to fill the tree. After reaching the goal, the class-wide celebration will be decided at teacher discretion (use sidewalk chalk at recess, 5 minutes of fun, etc.). |
| **School-Wide** | Maintenance of core value acknowledgements throughout the year by repetitive focus and ongoing measurement of acknowledgement. | Each time a class reaches their goal a part is added to the school-wide tree posted in a common area.  | The school-wide goal is reached when the school tree is filled. School-wide celebration is decided at team discretion (“dinner and a movie” at lunch times, etc.). |

**Secondary Acknowledgment Procedures**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Purpose** | **Process** | **Practice** |
| **Individual**  | A tool to prompt teachers to provide more frequent and explicit instructional feedback on student display of core values. | Brag board charts are posted in classrooms and coupons are distributed in common areas. Students sign the board or receive a coupon for displaying the core values.  | Each teacher aims to have all their students sign the board at least once each week. |
| **Class-Wide** | A strategy to build a classroom community based on mutual benefit (group-contingency) of display of core values. | The brag board is collective for all the teachers’ class periods. A class may also earn a filled spot on the board for whole-class behavior.  | The classroom goal is to fill the brag board (100 spaces). After reaching the goal, the class-wide celebration will be decided at teacher discretion (music at work time, option to choose seats, etc.). |
| **School-Wide** | Maintenance of core value acknowledgements throughout the year by repetitive focus and ongoing measurement of acknowledgement. | Each time a teacher fills their board a part is added to the school initials or the mascot display.  | The school-wide goal is reached when one of the initials (or a mascot) is filled. School-wide celebration is decided at team discretion (spirit day, lunchtime privilege, etc.). |

**Sample Celebrations**

|  |  |
| --- | --- |
| **Class-wide** | **School-wide** |
| Dance to a favorite song | Dinner & a movie at lunchtime |
| Picnic at lunchtime | Choose seats in the cafeteria |
| Choose your own seats for an activity or the day | Chalk party |
| Shoes off in the classroom | Spirit days |
| Music during work time | Music over the intercom |
| Class-wide game | Student vs. Staff event at pep rally or assembly |
| Short movie clip | Administrators in a silly costume |
| Class outdoors | Increased electronics privilege |
| 30 second “talent show” | Administrator or teacher “dare” |
|  |  |
|  |  |

|  |  |  |
| --- | --- | --- |
|  | **Minor: Staff Managed** | **Major: Administrator Managed** |
| **Non-Disruptive** | **Disruptive** | **Escalated** | **Crisis** |
| **Safe** |  |  |  |  |
| **Respectful** |  |  |  |  |
| **Responsible** |  |  |  |  |

**Corrective Responses: Defining Minor vs. Major Behaviors**

**Corrective Responses: Classroom Decisions Flow Chart**

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| *Is the behavior minor or major?* |
| Minor | Major |
| Proceed to next question | **Follow procedures for escalated or crisis behavior** |
| *Is the behavior disrupting instruction for students?* |
| No 80% of class is on-task | Yes 20% or more off-task  |
| Do not break the flow of instruction. Choose one of the following responses for Non-disruptive behavior:* Factual Statements
* Proximity
* Non-Verbal Cues
* Praising Peers
 | Assign the class a task then address the behavior in a private manner. Choose one of the following responses for Disruptive behavior: * Response Cost
* Private Conversations
* Take a Redo
* Speak and Spin
 |
| *Did behavior improve?* |
| No | Yes |
| Reteach to the skill or performance gap ORTry a different response. | **Provide immediate specific acknowledgment for the desired behavior** |
| *Did behavior improve?* |
| No | Yes |
| Repeat options above ORProceed to the next question | **Provide immediate specific acknowledgment for the desired behavior** |
| *Is persistent behavior a group or individual issue?* |
| Class-wide/GroupIndicates need for group instruction.  | IndividualIndicates need for individual instruction |
| * Teach a lesson to address the concern.
* Seek support from a teacher mentor or instructional coach.
* Reconsider classroom environmental factors such as routines that may support students in following the core values.
 | * Problem-solve with team and parents.
* Refer student for consideration for intervention support.
* If applicable, review student’s safety plan, FBA/BIP/IEP.
* Seek support from case manager, etc.
 |

**MTSS Request for Behavior Intervention & Support**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Name:** |  | **Referring Teacher(s):**  |  |
| **Current Date:**  |  | **Current Grade:**  |  |

**Describe the Behaviors of Concern:**

|  |  |  |
| --- | --- | --- |
| **Safety:** | **Respect:** | **Responsible:** |

**Describe the Strategies Previously Implemented:**

|  |  |  |
| --- | --- | --- |
| **Date(s)** | **Strategy** | **Results/Outcomes** |
|  |  |  |
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| --- | --- |
| Referring Teacher Conference Time |  |
| Best Time(s) for Classroom Observation |  |

**Corrective Responses: Administrator Decisions Flow Chart**

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| *Is the behavior minor or major?* |
| Minor | Major |
| **Review responses for non-disruptive or disruptive behaviors with referring teacher. Review Tier 1 data.** | Proceed to the next question |
| *Is the behavior escalated or crisis?*  |
| Escalated | Crisis |
| Proceed to the next question | **Follow campus process for crisis behavior. Debrief with crisis team after behavior is deescalated. Plan for prevention.** |
| *Was behavior a conduct violation with a mandatory response per state/local code?* |
| No | Yes |
| Proceed to the next question | **Follow student code of conduct policy.** |
| *Did the behavior cause harm or distress to others?* |
| No | Yes |
| *Is it a skill gap or performance gap?*  | Respond with actions to repair/restore the student to reintegrate into the school community, such as restorative discipline activities or student/parent/teacher conference.  |
| Skill:  | Performance: |
| Reteach/practice skill | Teach coping strategies  |
| Communicate skill/strategies to referring teacher and/or their role in restorative actions.  |
| *Did behavior improve?* |
| No | Yes |
| Repeat response or try a different response for escalated behavior. | **Acknowledge student for desired behavior** |
| *Did behavior improve?* |
| No | Yes |
| Proceed to next question | **Acknowledge student for desired behavior** |
| *Is persistent behavior a whole class or individual issue?* |
| Class-wide/Group | Individual |
| **Conduct Tier 1 fidelity check in the referring classroom. Conference w/ teacher & consider support from a mentor or instructional coach.** | **Refer student for consideration for behavior intervention support.** |

**System Supports**

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| --- | --- | --- | --- |
|  | **Purpose** | **Process** | **Practice** |
| **Team Implementation** | Quality implementation and maintenance over time of behavior systems. | A Ground Work team, representative of the campus is formed. Clear roles & responsibilities are established for each member. | Team meets monthly to review data, identify barriers, brainstorm solutions, plan for revisions and training staff. |
| **Campus Routines** | Increase the likelihood that students will follow and demonstrate the core values and behavior expectations. | Efficient and effective procedures for transitioning students through common areas and in more crowded environments. | Specific procedures for activities such as: Arrival, Cafeteria, Assemblies, & Dismissal. Routines specify student and staff behaviors for these activities.  |
| **Training Protocols** | Insure fidelity of the Tier 1 system across all staff. | Schedule, plan and deliver training for all staff. | Utilize staff training agendas, campus handbook, and video modeling tools to train all staff at the beginning of the school year and provide refreshers periodically throughout the year.  |

**Campus Routines**

|  |  |  |
| --- | --- | --- |
|  | **Students** | **Staff** |
| **Arrival** |  |  |
| **Cafeteria** |  |  |
| **Assembly** |  |  |
| **Dismissal** |  |  |

**Teacher Expectations**

|  |  |
| --- | --- |
| **Connections** | **Skill-Building** |
| * Greet students utilizing the Reach & Respond routine as they enter the classroom or are encountered in common areas throughout the day.
* Actively encourage and invite students to take part in activities on campus.
* Intentionally seek out students who struggle with school expectations and strive to positively connect with them.
 | * Intentionally teach the school-wide expectations to students at the beginning of the school year and after breaks.
* Review expectations with students before transitioning to new activities.
* Utilize core value verbiage in all campus settings including the classroom.
 |
| **Acknowledge & Correct** | **System Support**  |
| * Frequently acknowledge displays of the core values and behavior expectations.
* Strive to meet a 3:1 ratio of acknowledgment to correction for behavior.
* Respond to student misbehavior using a professional tone, non-confrontational stance and using the core value verbiage.
* Correct misbehavior in a way that maintains student dignity and provides instruction for future behavior.
 | * Be on time for all supervision responsibilities.
* Utilize proximity when possible to discourage minor misbehaviors.
* Continuously scan and move throughout the area.
* Follow handbook guidance for responding to challenging behaviors.
 |

Teacher expectations for supervision and behavior support are described below

**Data Informed**

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| --- | --- | --- | --- |
|  | **Purpose** | **Process** | **Practice** |
| **Universal** **Screener** | Identify students in need of intervention and respond to campus trends. | Screen all students at the beginning, middle and end of each school year.  | Teachers screen their assigned group of students utilizing the Treehouse Tools Progress Monitor. Results are downloaded and discussed in the Ground Work team meeting. |
| **Discipline** **Data** | Identify and respond to campus trends. | Gather Office Discipline Referral (ODR) data on a periodic basis. Data should be sortable by grade, teacher, ethnicity, infraction, location, and time of day.  | Administrator collects ODR data each month or grading period. Ground Work team analyzes this data together and makes revisions to the Tier 1 system accordingly. |
| **Acknowledgement Data** | Identify and respond to campus trends. | Gather acknowledgment tool usage on a periodic basis. Data should be sortable by grade, teacher, and acknowledgment category (SRR). | Team Data Lead (one of the co-chairs) receives data from the Administrator and prepares it for analysis. Team reviews data together and makes revisions to the Tier 1 system accordingly. |
| **Stakeholder Feedback** | Inform the buy-in and satisfaction for the Tier 1 system. Generate ideas for the Ground Work team to consider. | Solicit anonymous feedback from stakeholder groups (teachers, parents, students) on an annual basis. | Send out the Stakeholder Feedback Survey annually. Team reviews the data to determine satisfaction and usage of the Tier 1 System practices by all staff.  |
| **Fidelity**  | Inform the level/percentage to which the system has been implemented. | Check Tier 1 classroom fidelity and school-wide fidelity through snapshots several times each year.  | Utilize the School-Wide Fidelity and Tier 1 Classroom Fidelity tools to assess fidelity of Tier 1 systems.  |

**Tier 1 School-Wide Fidelity Checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Feature** | **Present** | **Partial** | **Absent** | **Notes** |
| Specific practices are implemented by all staff to develop positive connections between and among staff, students, and families.  |  |  |  |  |
| Clear School-Wide Expectations (SWE) or core values are established and utilized campus wide (recommended: safe, respectful, responsible). |  |  |  |  |
| SWE or core values are specifically defined and posted in common areas and classrooms as visual cues. |  |  |  |  |
| SWE or core values are explicitly taught to all students on an annual basis and reviewed after school breaks. |  |  |  |  |
| All students are provided with instruction to develop age-appropriate social, emotional, and behavioral skills on at least a weekly basis. |  |  |  |  |
| An acknowledgement system for display of SWE or core values is established and utilized by all staff.  |  |  |  |  |
| Staff respond to challenging behavior with consistency in language and action. |  |  |  |  |
| Responses to challenging behavior are primarily instructional and focus on teaching expectations and repairing harm. |  |  |  |  |
| A campus team exists and meets regularly to review the effectiveness of Tier 1 behavior systems. |  |  |  |  |
| A campus team(s) meets regularly to review individual student needs for intervention. |  |  |  |  |
| The components of the Tier 1 system listed above are being implemented campus wide with at least 80% fidelity. |  |  |  |  |
| ***Totals*** |  |  |  |  |

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| --- | --- |
| **9-11 Present** | Tier 1 foundation is solid, Tier 2 implementation should begin.  |
| **6-8 Present** | Efforts to improve the Tier 1 foundation should take place simultaneous with Tier 2 implementation.  |
| **0-5 Present** | Tier 2 implementation may be hindered by the weakness of Tier 1 systems. Consider addressing features of Tier 1 before proceeding with Tier 2. |

**Tier 1 Classroom Fidelity Checklist**

|  |  |
| --- | --- |
| **Feature** | **Fidelity Level** |
| **Complete (2 pts)** | **Partial (1 pt.)** | **Limited (0 pts)** |
| Teacher intentionally greets and interacts positively with each student at the start of instruction. |  |  |  |
| Visual cues for the school-wide expectations or core values are posted and used as a reference tool. |  |  |  |
| Direct teaching of expected behaviors takes place before new activities or transitions. |  |  |  |
| Student behaviors are acknowledged at a 3:1 ratio.  |  |  |  |
| Individual and Class-wide acknowledgement systems are evident and utilized in the classroom. |  |  |  |
| Teacher utilizes instructional procedures to correct behavior violations while maintaining student dignity. |  |  |  |
| Teacher maintains a calm, supportive demeanor, tone & word choice when correcting behavior.  |  |  |  |
| Maximum activity time is limited to student age plus 2 mins (ex. 9 mins for 1st grade). |  |  |  |
| Transitions between activities are quick and efficient. |  |  |  |
| A consistent attention signal utilized by the teacher and followed by students. |  |  |  |
| Lesson materials and activities are prepped and organized. |  |  |  |
| Classroom routines are clearly established and evident in practice (i.e.: restroom, accessing supplies, etc.). |  |  |  |
| Class-wide engagement is at 80% or above throughout instruction.  |  |  |  |
| **Observer Feedback** |
|  |

**Information on Tier 2 and Tier 3 Intervention Systems**

*(Link information for behavior interventions)*