



School-Wide Planning, Expectations, Evaluation, and Outcomes:

Beginning-the-School-Year Considerations

A Project ACHIEVE Keynote

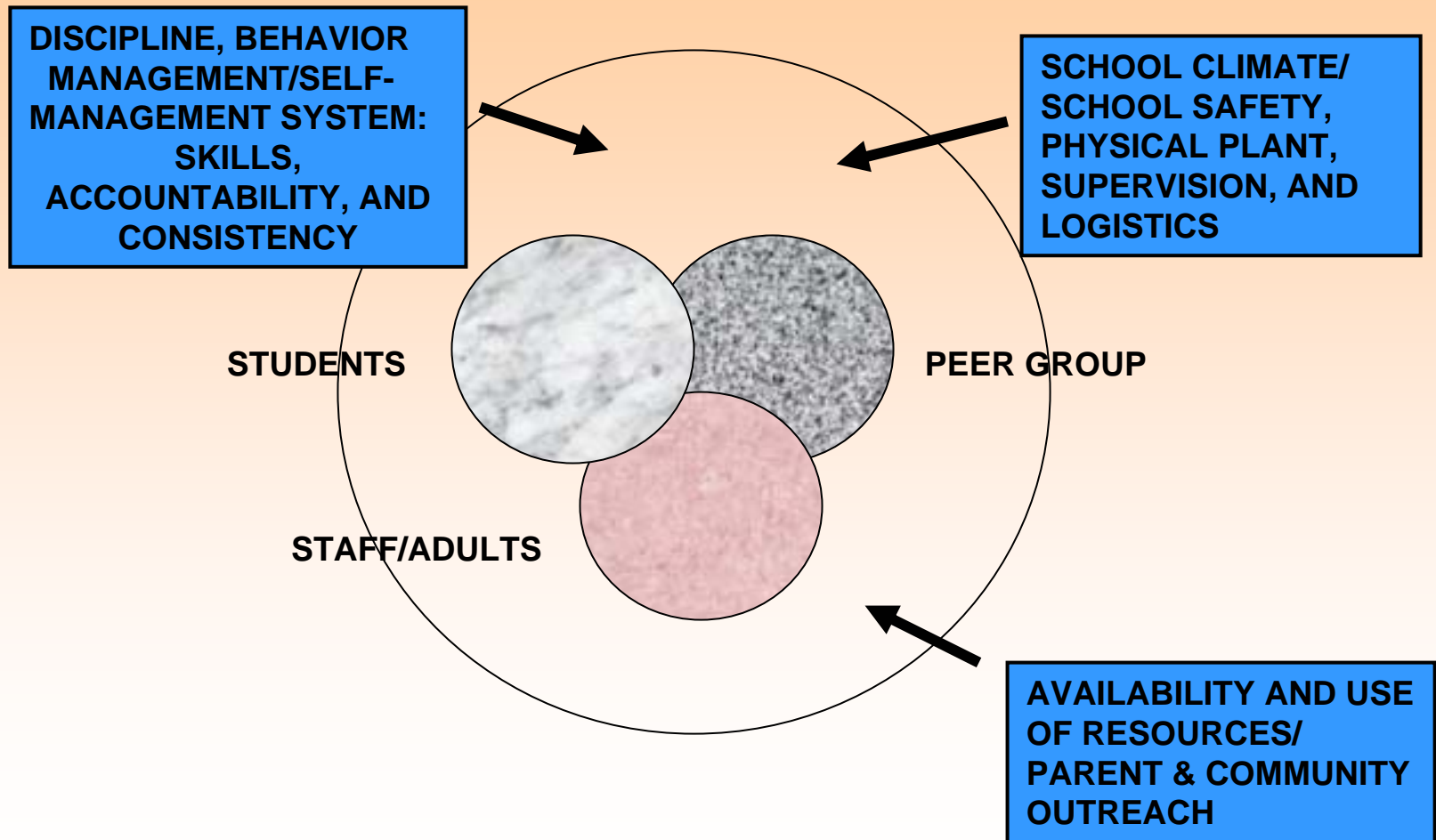
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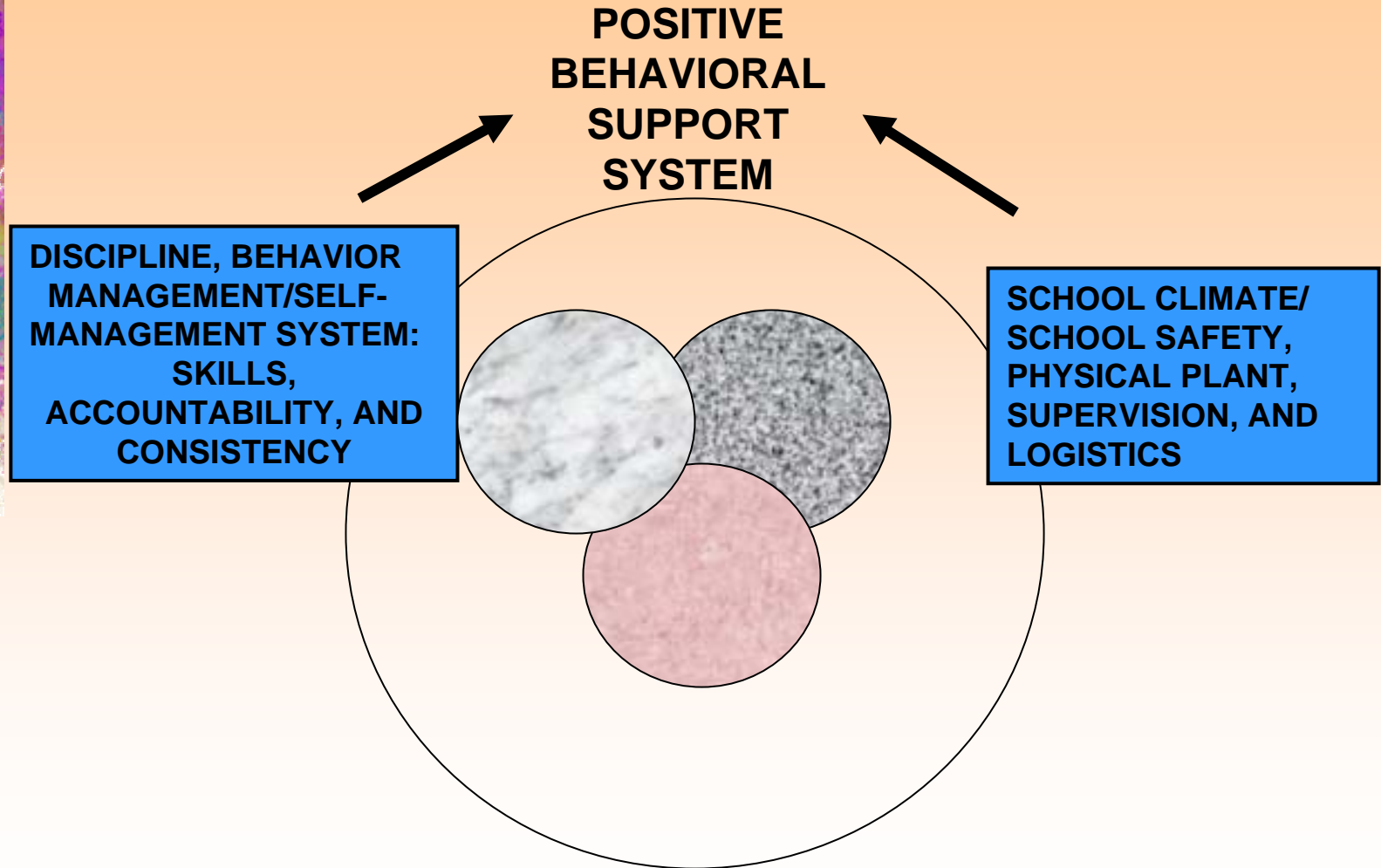
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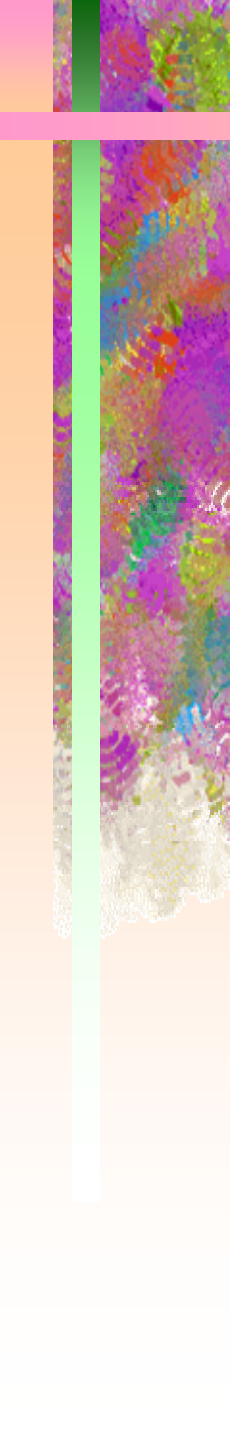
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A Functional Model to Create Positive and Academically Achieving School Environments



A Functional Model to Create Positive and Academically Achieving School Environments





**Seven Things
YOU CAN DO
to Create Positive and
Academically Achieving
School Environments
on Day 1 of the
New School Year**



Remember:

The New School Year

Begins in APRIL

the YEAR BEFORE

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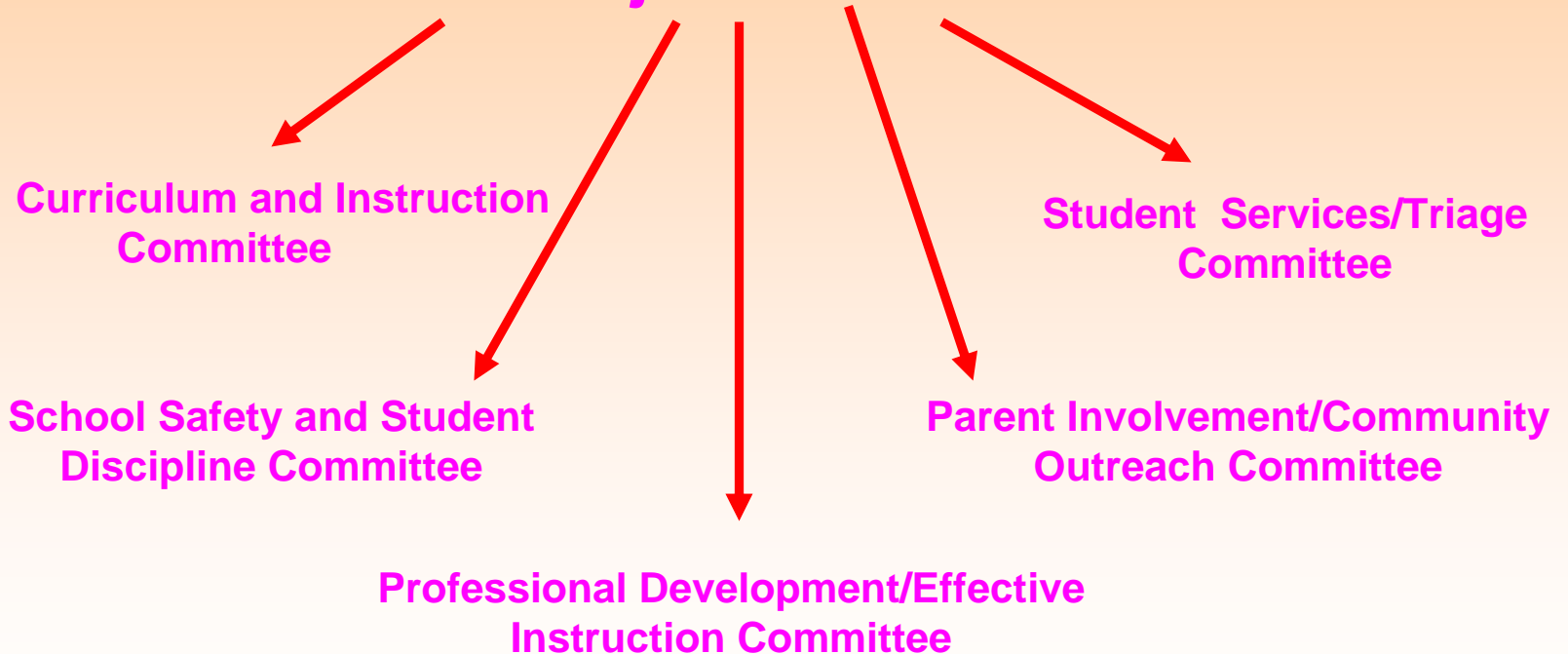
SEVEN STEPS Toward Positive and ACHIEVE-ing Schools

Step 1: Use Your Teams, Committee, and Organization

- Positive and Achieving Schools-- have committees and/or teams that support their professional development, curriculum and instruction, and parent and community outreach activities and school goals.
- Positive and Achieving Schools-- also have **STUDENT COMMITTEES** and/or **TEAMS** that support students' successful attainment of specific academic and social, emotional, and behavioral goals.

Building-Level Committee Infrastructure

School Improvement Team Project ACHIEVE





A Recommended Grade-Level Committee Structure for an Effective School

Each Grade, House, or Department:

Teacher 1: Lead Teacher

Teacher 2: Curriculum Committee

Teacher 3: Student Discipline Committee

Teacher 4: Professional Development/
Committee

Teacher 5: Outreach Committee

A Recommended Staffing Pattern for an Effective School's Committee Structure

Example: School Discipline/Safety Team

To Start

House 1, 4, 7: 4 years

House 2, 5, Specials: 3 years

House 3, 6, SpeEd: 2 years

Thereafter

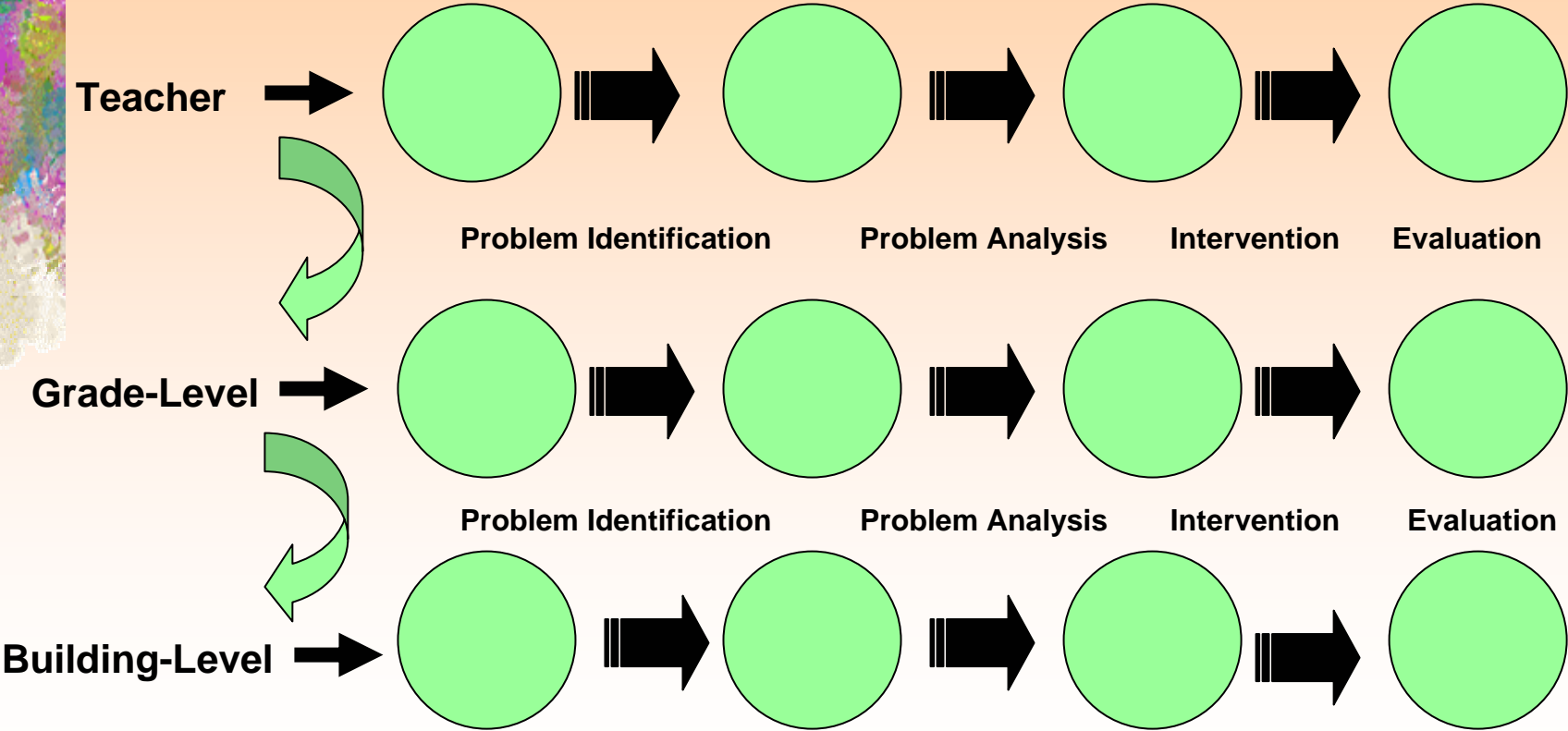
3 years: Cohort 1

3 years: Cohort 2

3 years: Cohort 3

Others: Administrator, Counselor, School
Resource Officer

The “Continuum of Consultation” Teachers, Grade-Level, and Building-Level Instruction and Intervention Teams



**You May Want to Stop the DVD Here
to Discuss the Content in the
Previous Section**



**“Building Strong Schools
to Strengthen Student Outcomes”**



SEVEN STEPS Toward Positive and ACHIEVE-ing Schools

Step 2: Align and Focus on the Curriculum

- Positive and Achieving Schools-- have an accessible and public document that outlines the scope and sequence of all goals and objectives in all curricular areas taught in the school.
- In Positive and Achieving Schools-- this scope and sequence document is cross-referenced with state standards and benchmarks and it is used as a formative evaluation tool to track student progress.
- In ALL courses, students' progress and mastery is tracked and available to students on an ongoing basis.

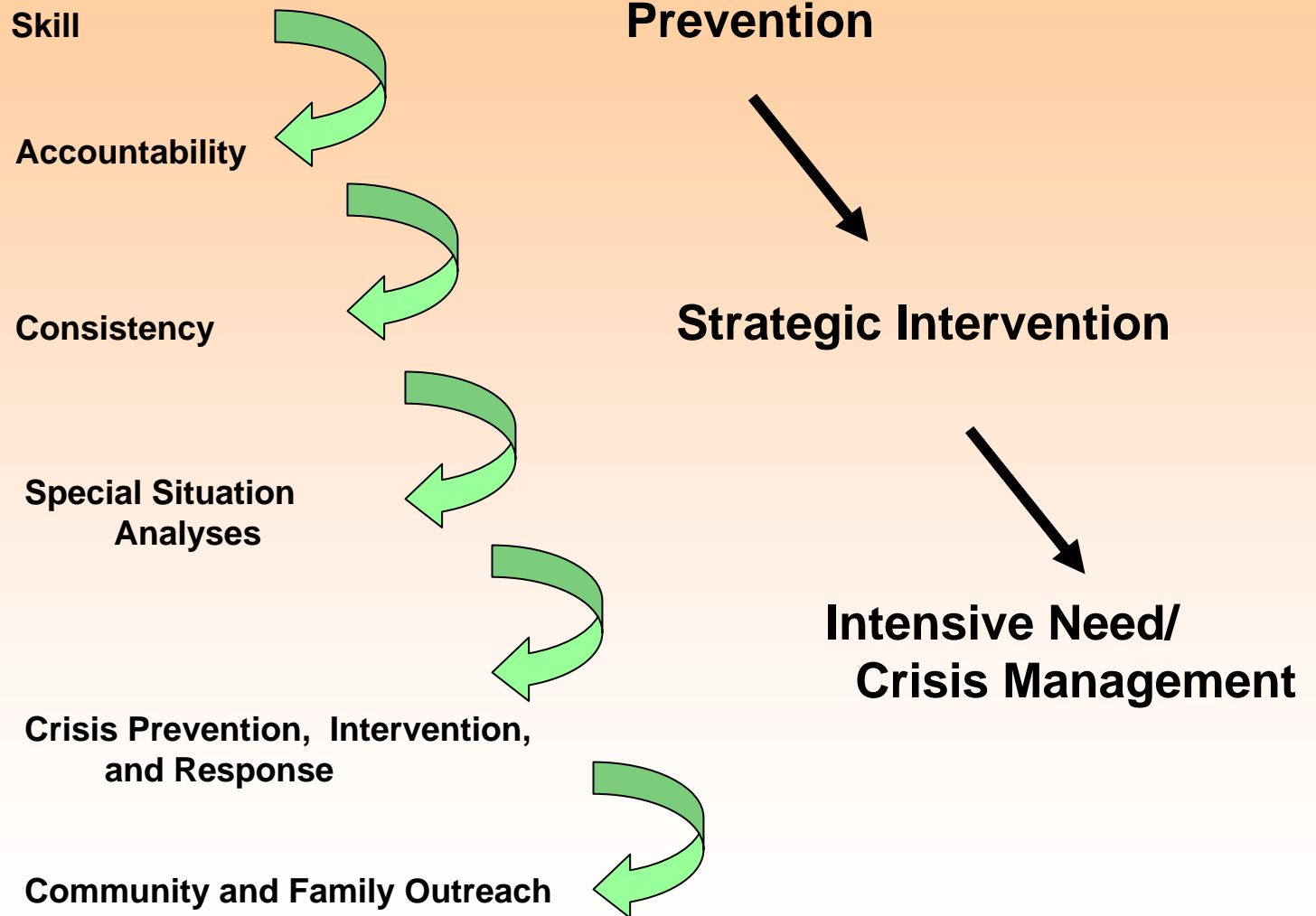


SEVEN STEPS Toward Positive and ACHIEVE-ing Schools

Step 3: Establish Effective Classroom Management Routines

- Staff in Positive and Achieving Schools— create, reinforce, and maintain positive, productive, safe, caring, and fun classrooms that maximize students' time on task and their achievement.
- Staff in Positive and Achieving Schools-- use effective and flexible grouping patterns for their students to maximize learning outcomes.

Project ACHIEVE's Discipline, Behavior Management, and Safe Schools Component





Characteristics of an Effective Prosocial, Behavior Management Program:

Identifying Expected Behaviors Connected with Meaningful Student Incentives and Consequences

Grade _____

Expected Behaviors

Positive Responses, Incentives, and Reinforcers

Sources:

Social Skills

Replacement Behaviors from Identified Problem Behaviors

“Common Sense” Expectations

Characteristics of an Effective Prosocial, Behavior Management Program:

Identifying Expected Behaviors Connected with Meaningful Student Incentives and Consequences

Grade _____

Inappropriate Behaviors

Negative Responses or Consequences

Intensity I- Annoying Behaviors:

Behavior problems in the classroom that teachers handle with a minimum of interaction or intervention (e.g., using physical proximity, a social skills prompt, reinforcing other students' appropriate behavior, giving a non-verbal cue to the student).

Intensity II- Disruptive or Interfering Behaviors

Behavior problems in the classroom that teachers handle with a more directed intervention (loss of student points or privileges, a classroom time-out, a note or call home, completion by the student of a behavior action plan).

Characteristics of an Effective Prosocial, Behavior Management Program:

Identifying Expected Behaviors Connected with Meaningful Student Incentives and Consequences

Grade _____

Inappropriate Behaviors

Consequences and Interventions

Intensity III- Persistent or Antisocial Behaviors

Behavior problems in the classroom that are so significant or so persistent that they require some type of out-of-classroom intervention (e.g., a referral to the office or in-school suspension room) and some type of systematic problem solving and classroom-based intervention after the out-of-classroom consequence.

Intensity IV- Severe or Dangerous Behaviors

Very severe behavior problems that are usually addressed in a District's Code of Conduct and that usually require some type of student suspension from school.

Characteristics of an Effective Prosocial, Behavior Management Program:

Identifying Expected Behaviors Connected with Meaningful Student Incentives and Consequences

Example: Grade 4/5 Intensive I Behaviors

Inappropriate Behaviors

Passive off-task behavior (e.g., head on desk, staring out the window)
Not listening/not paying attention
Leaving seat without permission
Not being in a designated area
Talking out of turn
Making noises that disrupt the class
Distracting others
Calling/Shouting/blurting out answers
Not following directions

Negative and Corrective Responses

Teacher visual, non-verbal, or physical prompt
Teacher proximity
Teacher redirect
Teacher “Stop & Think” prompt
Teacher warning
Name on the blackboard
Moving student’s seat
Student makes public apology
Loss of recess/privilege

The Stop & Think Social Skills Calendar

Date of Skills to be

Social Skill and Skill Steps

Implementation

Reinforced

Classroom Introduction to the Stop & Think Process

Skill 1: Listening

1. Turn your body and Look at the person who is talking
2. Think about what is being said.
(Focus)
3. Ask a question if needed.
4. Say what you want (need) to say.

Roleplays to Teach this Skill

Application Activities

Infusion Activities



The Stop & Think Social Skills Calendar Classroom and Building Routines

Week 1 Classroom/Building Routine Skills

Building Routines:

- Day 1: Line/Hallway Walking
Lunchroom behavior (behavior in line, busing trays after lunch, getting to the Playground—release behavior)
Getting on the Bus to get home
- Day 2: Getting off the bus and to class in the morning
Bathroom behavior
- Day 3: Recess behavior (Especially getting into line and returning to the classroom)
- Day 4/5: Reinforcement of all routines above



The Stop & Think Social Skills Calendar Classroom and Building Routines

Week 1 Classroom/Building Routine Skills Classroom Routines:

- Entering class
- Bringing materials to class
- Hanging coats and backpacks
- Lining up to leave school
- Walking in line
- Dismissal skill
- Bathroom behavior
- Walking in the hall
- Getting on the bus
- Riding on the bus

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**“Building Strong Schools
to Strengthen Student Outcomes”**



SEVEN STEPS Toward Positive and ACHIEVE-ing Schools

Step 4: Use and Celebrate Professional Development

- Staff in Positive and Achieving Schools—

Embrace Professional development—Knowledge,
Skills, and Confidence

Practice in “Teaching Hospitals”

Recognize that: “If you are not actively improving,
you are falling behind.”



Developing and Implementing Positive, Supportive, and Effective Classrooms

- **Teacher Attitudes and Beliefs:**

Are you dedicated to every student in your classroom (and school)?

Do you have high and realistic expectations— academically and behaviorally?

Do you focus on your students' strengths and not just their weaknesses; Do you try to decrease or minimize students' weaknesses by enhancing their strengths?

Are you willing to give individual students and the peer group as a whole responsibility and autonomy as developmentally appropriate?

Are you willing to reach out to colleagues, parents, and community partners and resources?

Can you recognize that change sometimes comes slowly; Are you willing to tolerate some negative behavior as long as it decreases over time?



Developing and Implementing Positive, Supportive, and Effective Classrooms

* Teacher Professional Skills and Practices:

Instructional Planning

Positive Classroom Climate/Environment

Teacher Expectations

Cognitive Emphasis

Motivational Strategies

Instructional Presentation

Prompts for Student Understanding

Relevant Practice

Academic Engaged Time

Informed Feedback

Adaptive Instruction

Progress Monitoring and Evaluation

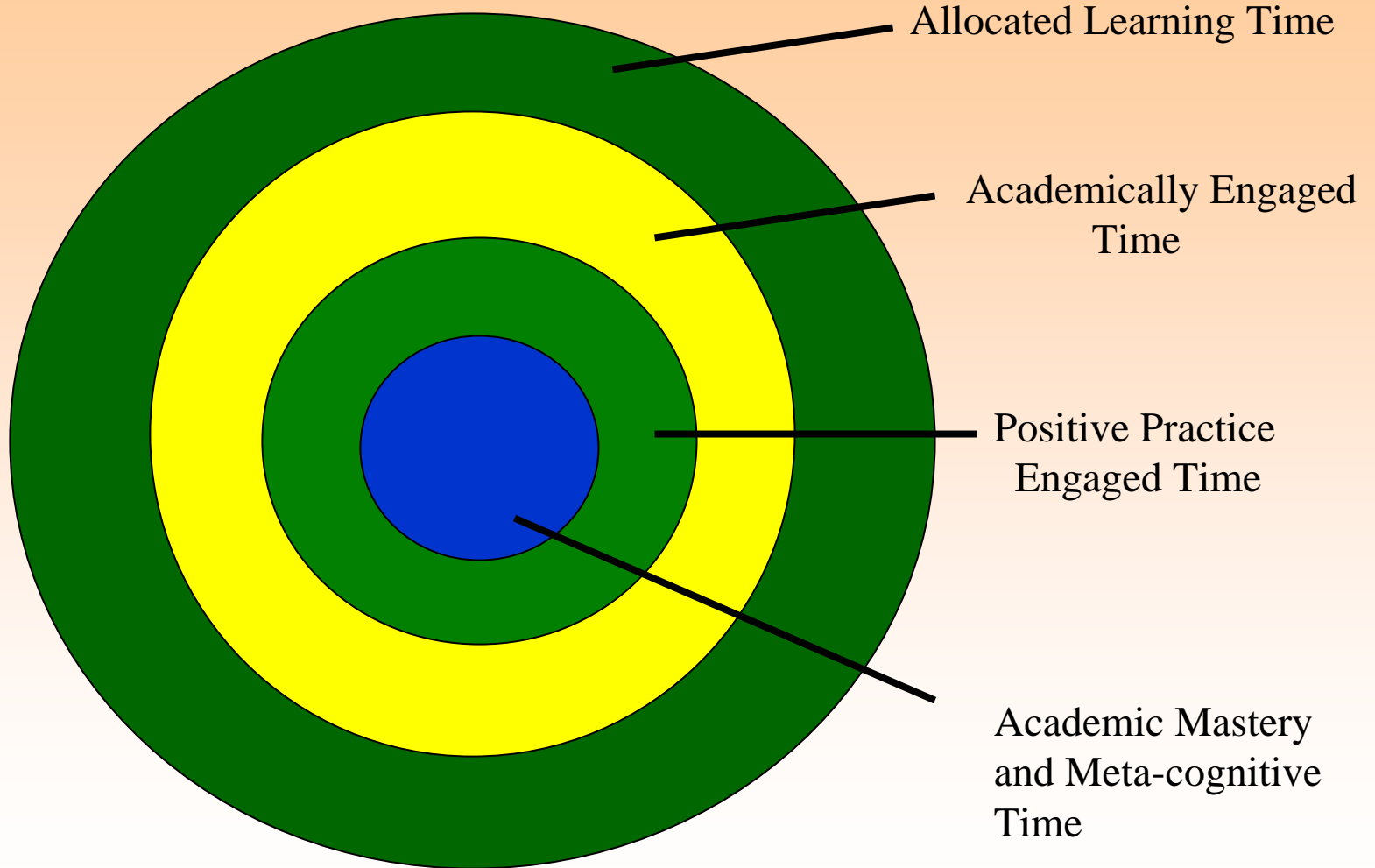
Effective Classroom Teacher/ Staff Development Component

This process focuses on developing & reinforcing classroom-based teacher/instructional behaviors that:

- Maximize students' time on task
- Academic engagement
- Academic learning time



Understanding Student Engagement and Academic Achievement

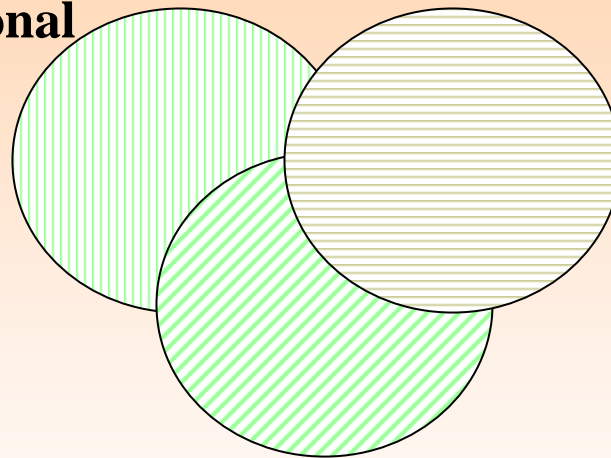


SEVEN STEPS Toward Positive and ACHIEVE-ing Schools

Step 5: Recognize that Students are Educated in Instructional Environments

**Teacher-Instructional
Factors**

Are you well-
matched to your
curriculum?



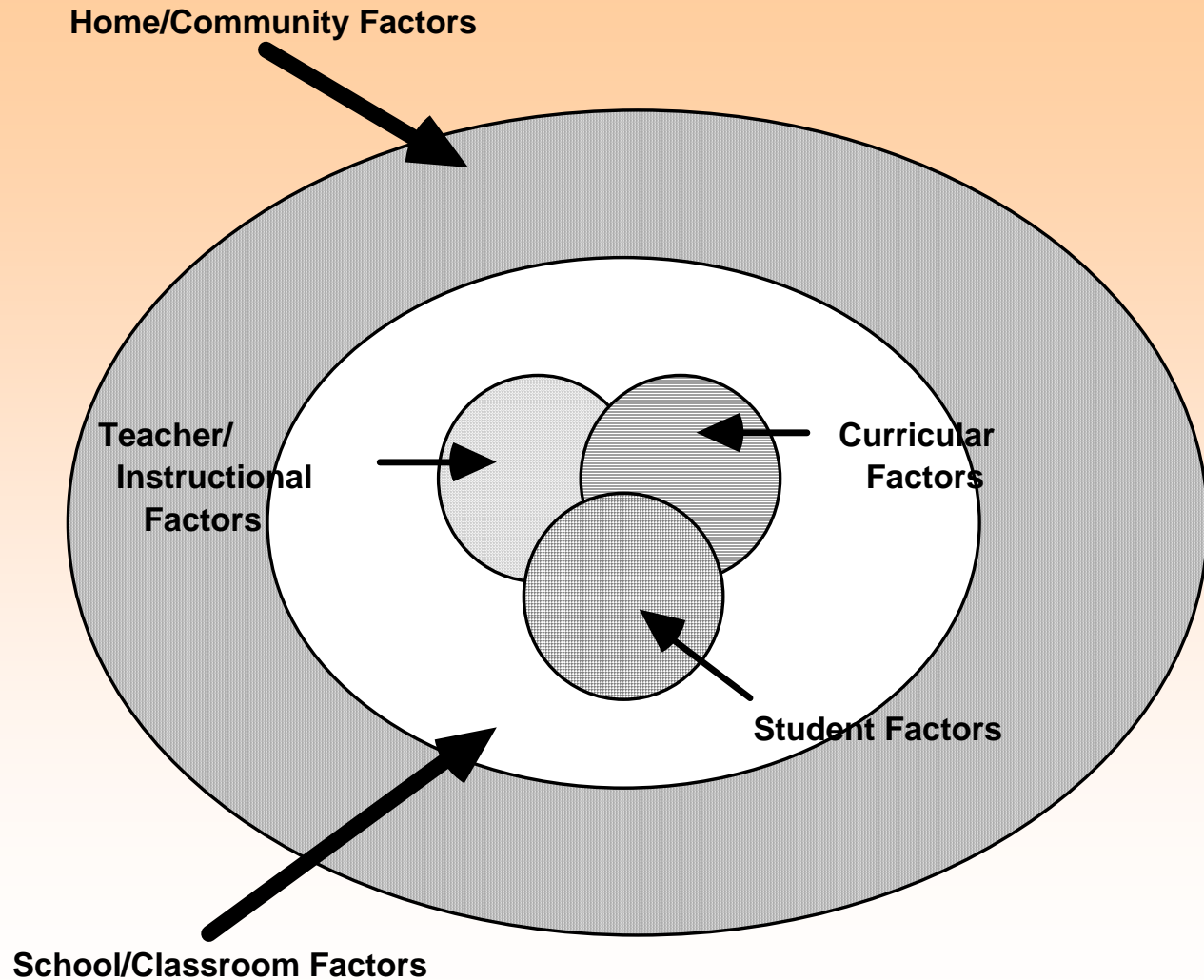
Curricular Factors

Is your curriculum
well-matched to
your students?

Student Factors

Are your students
prepared and “programmed”
for success?

The Components Parts (Causal and Correlational) of Student Behavior



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SEVEN STEPS Toward Positive and ACHIEVE-ing Schools

Step 6: Articulate

- Positive and Achieving Schools-- have an organized, formal, and ongoing process to articulate students, academically and behaviorally, from teacher to teacher, grade to grade, and success to success.



“Education is a Tag-Team Marathon”

**Articulation must be Specific, Planned,
Precise, and Pragmatic**

- **Curricular**
- **Student**
- **Team:**
 - Resource, Specials,
 - Grade Level, Support
- **School-to-School**



END-OF-THE-YEAR CHILD STUDY ARTICULATION PROCESS

The “GET-GO” Students

Need Immediate Day 1 Interventions

The “AT-RISK” Students

Need Transition Planning and Preparation

The “CHECK-IN” Students

Need a Safety Net in Place

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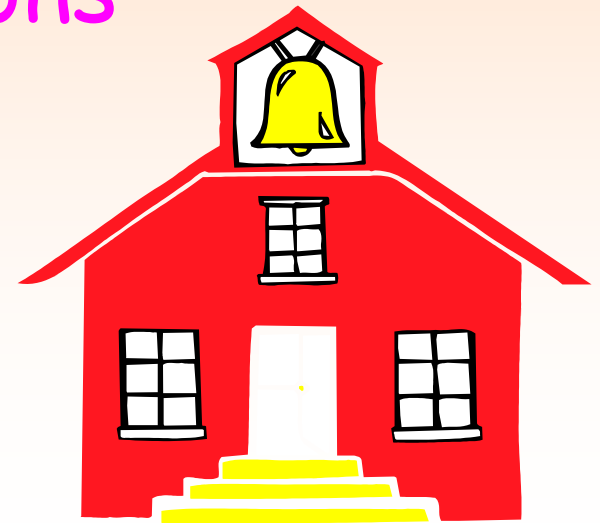
SEVEN STEPS Toward Positive and ACHIEVE-ing Schools

Step 7: Parent and Community Outreach

- Positive and Achieving Schools-- have a written and systematically implemented parent and community outreach program.
- The parent outreach program includes activities to encourage parent participation in school activities and to help parents to understand the school's goals, objectives, programs, and desired student outcomes.
- The community outreach program includes collaboration with social service, mental health, law enforcement, and other relevant agencies such that there is direct and indirect for all school and schooling goals and objectives.

Parent and Community Outreach Committee

Focuses on the development of ongoing home-school collaboration and community outreach interactions



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Mind-Set and Skill-Set Before Beginning the New School Year

- * Organizational and Motivational Readiness
- * Everyone Believes that Every Student is Every Adult's Responsibility
- * Every Student in the School Experiences 5 Positive Interactions for Every Negative Interaction
- * Teachers Model Social Skills and Self-Management during Instruction and through their own effective Interpersonal Interactions
- * Staff Use Problem-Solving to Address Challenging Behavior--
In this context, They Assess Student Assets as well as Deficits



Mind-Set and Skill-Set Before Beginning the New School Year

- * When Implementing Interventions, Teachers/Staff are willing to Tolerate some Negative Behavior as long as it Decreases Over Time
- * When Developmentally Appropriate, Teachers/Staff are willing to give the Peer Group some Responsibility for Monitoring its Members
- * Peer Group Members are Trained in the Use of Ignoring, Positive Reinforcement, and Modeling Prosocial Behavior
- * Teachers/Staff are Willing and Facilitate the Transfer of Behavior and Expectations to Home and Parents



Roles and Responsibilities in a Positive Behavior Management System for Teachers and Administrators

Four basic principles of management and discipline should be considered by all teachers/administrators:

- At the beginning of the new school year, and as necessary throughout the school year, students will be taught how to behave responsibly in each type of classroom activity.
- Teachers will create and maintain a classroom environment where all students experience five positive interactions (i.e., from adults, peers, and self) for every negative interaction.



Roles and Responsibilities in a Positive Behavior Management System for Teachers and Administrators

- Teachers will strive to interact frequently with each student when the student is behaving appropriately.
- When misbehavior occurs, teachers will calmly and consistently implement classroom consequences, using the mildest consequence that is needed for the specific situation. After the use of consequences is over, the classroom teacher will positively practice the appropriate behavior that the student should have demonstrated at least three times as soon as reasonably possible.

(Sprick, Sprick, & Garrison, 1992)

School-based Outcome Data

- * School and/or classroom climate
- * Student academic engagement
- * Academic achievement, Report card Grades, Proficiency levels on Benchmark tests
- * Discipline referrals to the office/Suspensions or expulsions
- * Special education referrals and placements
- * Placements or return from placements in the Least Restrictive Environment
- * Graduation/dropout rate
- * Teacher/Parent/Community/Consumer Satisfaction



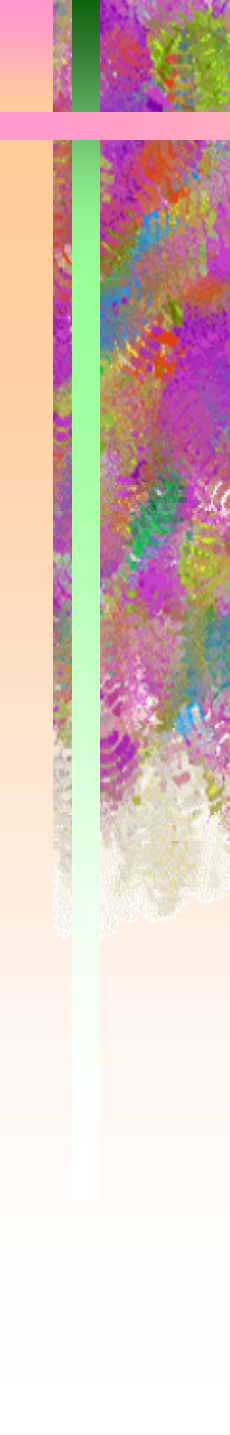


It's All About the People!" Building Effective Teams

**Process and Content are needed;
But Process Drives Content**

Teams vs. Groups

The Five "C's" of Success



THE FIVE “C’s” of SUCCESS

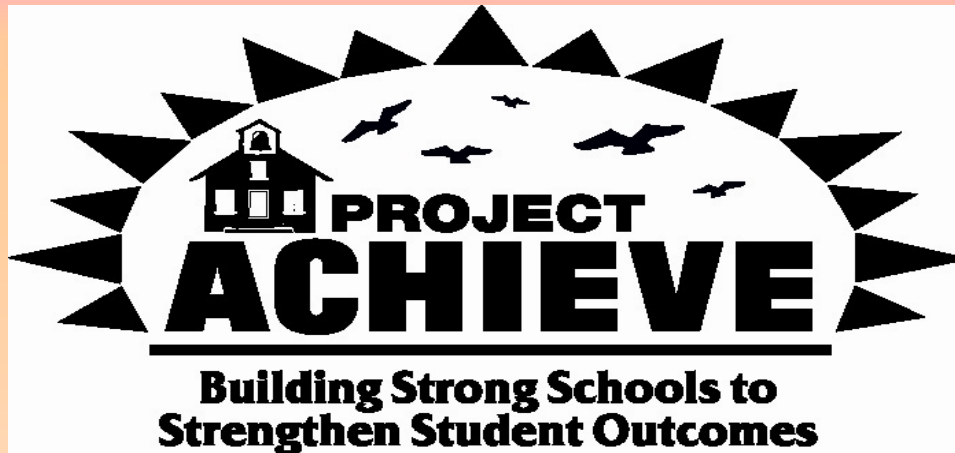
**** COMMUNICATION**

**** CARING**

**** COMMITMENT**

**** COLLABORATION**

**** CELEBRATION**



Structuring Schools for Success:

**Establishing Building-Wide Positive Behavioral Support Systems
and Prevention/Intervention Teams to Meet the Needs of All Students**

The DVD Series Guidebook

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