

Snow Hill Elementary School - Project Charter

PROJECT NAME: Culture and Climate	START DATE: August 2018	CURRENT DATE: September 4, 2018
PROJECT LEADER(S): LaVerne Cray		
TEAM MEMBERS: Mary Anne Cooper, Karen Baker, Gina Russell, Caitlin Ramseyer, Jill Elliott, Jamie Tellish, Dawn Stutzel, April Winterson, Cindy Sullivan		

OPPORTUNITY STATEMENT (PROJECT DEFINITION – what is the project about?)

The Social Emotional Wellness project is focused on assisting students with their ability to effectively identify, communicate, and express their emotions and feelings in any given situation. In our school, community, and nationwide there seems to be a focus and need in increasing the social emotional wellness of our children. Many times we have seen students express their disappointment, frustration, sadness, and low self-esteem through aggression, disrespectful behaviors and insubordination towards adults. It is our belief that when students are able to effectively identify and communicate what they are feeling, we can help give them the tools and strategies to appropriately handle difficult situations in to maintain healthy relationships with members of our community.

PROBLEM STATEMENT, OBJECTIVES & SCOPE

(What is the existing problem?, What is the goal of the project?, What does the project aim to accomplish?, What is the scope of the project with regards to those involved and timeframe?)

Existing Problem:

When asking a child how they feel, often they respond with happy and sad. However, once the child has had the opportunity to discuss the situation, they may eventually realize that they are feeling angry, confused, and disappointed or some other feeling. It is our belief that students are not able to effectively identify, communicate, and express their emotions and feelings in any given situation. Currently our SWIS data shows that the majority of student discipline referrals are coded disrespect. This involves student reaction to staff and students based on weaknesses in the student's ability to appropriately communicate actual problems or concerns. At times, the students display their emotions or feelings in ways that can be difficult for the staff or student to deescalate.

Project Goal:

A school-wide emphasis utilizing direct instruction and exposure to feelings, emotions, and modeling reactions to those feelings and emotions will increase student's ability to effectively identify, communicate, and express their feelings and emotions in a way that aligns with the Social and Emotional Competencies. The instruction will allow students to realize that it is acceptable to have any feelings. It is also equally important to help students to realize that the ways they communicate their feelings will directly impact the solution to their problem or comforting of their situation. During the current school year, our school wide efforts will focus on the Social Emotional Competencies. We would like for students to not only recognize their feelings, but have the tools to communicate their feelings using appropriate words and actions that will result in a positive interaction with others. The team hopes that with increased awareness of feelings and emotions along with discussions about how to appropriately express those feelings and emotions, our discipline referrals will decrease and students will communicate their feelings and emotions appropriately in any given situation.

One school wide self-regulating intrinsic strategy that we feel would be beneficial to students in mindfulness. This strategy will assist students in

pausing to breathe, identifying with their feelings and thinking through appropriate strategies to respond with their feelings and emotional.

Scope

The Social Emotional Wellness Team will meet weekly to achieve the following goals: enhance our knowledge of the Social Emotional Competencies, relate the Social Emotional Competencies to the needs of individual students, develop and appropriate plan of action for students needing Tier 2 or Tier 3 supports. The project began in August and will continue through June. During those times, we will review data collected, communicate with staff and students to assess the progress with respect to the project goals, and adjust resources and instructional needs.

ASSUMPTIONS (What can we assume, know about related to the problem?)

CONSTRAINTS (What will cause difficulties for the project to be successful?)

Assumptions: It is imperative that we begin to instruct students to enhance their skills based on the Social Emotional Competencies: Self Awareness, Self-Management, Social Awareness, Responsible Decision-Making, and Relationship Skills (CASEL©) Students lack the ability to problem-solve and communicate their feelings and emotions. Students also lack the ability to effectively identify, communicate, and express their feelings and emotions in any given situation. Teaching staff do not have a variety of strategies to assist students with identifying their feelings and the tools to help students appropriately respond to their feelings and emotions.

Constraints: Reluctance of teaching staff to apply various tools and strategies to assist students with identifying and communicating feelings and emotions due to the lack of knowledge of strategies and time within their schedule to address the concerns. Lack of strategies, tools, and resources to help students appropriately communicate those feelings and emotions.

KEY PERFORMANCE INDICATORS			
District Indicators	BASELINE	Mid Year Data	End of Year Data
SHES Indicators			
KPI – Number of suspensions/expulsions of all students, students with disabilities, and African American students (In-School and Out-of-School)	2017 – 2018 school year data Total out of school suspensions: 1 Caucasian: 1/1		Enter FS Target Here
SHES Indicator – Number of referrals by student, ethnicity, and gender	2017 – 2018 school year data Total referrals: 16 Total number of referrals: African American students: 7/14 = 50% Caucasian students: 5/14 = 36% Multi-racial students: 2/14 = 14% ***** Number of students: 14 Number of male students:		

	10/14 = 71% Number of female students: 4/14 = 29% Students with disabilities: 2/20 = 20%		
SHES Indicator – Number of referrals by location	Classroom: 14/26 = 54% Bus: 7/26 = 27% Cafeteria: 3/26 = 11% Playground: 1/26 = 4% Hallway: 1/26 = 4%		Enter FS Target Here
SHES Indicator – Social Emotional Wellness (SEW) Assessment – Trusted Adult	Term 1 Term 2 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4

FUTURE STATE

Staff will have tools and strategies to assist students in identifying their feelings and emotions. A schoolwide plan to teach strategies that will assist in ways to appropriately communicate various feelings and emotions will be in place. Students will feel more confident in stating what they are feeling. A schoolwide approach will be utilized to teach students strategies to appropriately respond to their feelings and emotions. Staff will learn more about the importance of social emotional wellness and mindfulness and their correlation to student achievement and well-being. Staff will explore ways to increase student achievement and well-being by integrating mindfulness and social emotional wellness activities into the school day.

Step	ACTION PLAN (HIGH LEVEL)	WHO	DUE DATE	COMPLETION
1	Meet as a Social Emotional Wellness (SEW) team to revise and create morning (POP) meetings lessons based on Weekly Team meeting student concerns.	School Counselor Social Emotional Wellness Team	August 2018 – June 2019 Ongoing	Ongoing
2	POP (Pause, Own it, and Practice) morning meetings conducted daily to teach schoolwide social skills and strategies to appropriately manage feelings.	Teachers	September 2018 – June 2019	Ongoing
3	Survey staff each semester to determine effectiveness of POP meeting and future topics.	Social Emotional Wellness Team	September 2018 – June 2019	Ongoing
4	Use data collected from staff input at team meetings to develop morning meeting lesson plans.	School Counselor Social Emotional Wellness Team	September 2018 – June 2019	Ongoing
5	Survey students to assess their feelings about school and to determine if they feel that they have at least one adult that they can trust to communicate concerns with.	Social Emotional Wellness Team and third adult in morning meetings	September 2018 – June 2019 Once each	Ongoing

			marking term	
6	Use student survey data and student daily check in data to plan counseling opportunities as needed.	Social Emotional Wellness Team Classroom Teachers School Counselor	December 2018 – June 2019 Ongoing	Ongoing
7	Use SEFEL program and Second Step to teach Social Emotional Wellness Competencies and strategies in PreKindergarten.	PreKindergarten Teachers	September 2018 – June 2019	Ongoing
8	Identify and create strategies and/or behavioral plans for Tier Two and Tier Three students.	Classroom Teacher Administration School Counselor Tier 2 Supports Team	September 2018 – June 2019	Ongoing
9	Staff will participate in professional development titled to learn more about evidence based classroom management strategies and effective disciplinary techniques.	Administration Teachers	September 2018 – June 2019	Ongoing
10	Discuss behavioral concerns and develop research based strategies to implement with Tier 2 students	School Counselor Administration Classroom Teachers	October 2018 – June 2019 Monthly Team Meetings	Ongoing
11	Help For Billy Book Study	School Counselor Administration Classroom Teachers	January 2019 – June 2019	
12	Plan monthly Incentives for students earning Class Dojo	PBIS Team	September 18 – June 2019	
13	Orient staff to Class Dojo	PBIS Team Teachers	August 2018	
14	Develop Student and Staff handbooks	PBIS Team	September & October 2018	

IMMEDIATE NEXT STEPS

Plan Class Dojo Incentive Event
 Develop Student and Staff Handbooks
 Identify Tier 1, Tier 2, and Tier 3 levels of student behavior and interventions

FUNDING –

- Community Foundation of Eastern Shore
- Ocean City Berlin Optimist - \$2000 + for books
- Varied fundraising opportunities for incentives

*Attached is the PBIS Action Plan which coincides with the Culture and Climate Project.

Worcester County Public School

**PBIS ACTION PLAN
2018-19**

School Name:

Snow Hill Elementary

SHES Office Referral Data:

	2016 - 2017	2017 - 2018
Total Referrals	36	26
Location		
<i>Classroom</i>	14	14
<i>Bus</i>	13	7
<i>Cafeteria</i>	4	3
<i>Playground</i>	2	1
<i>Hallway</i>	1	1
Gender		
<i>Boys</i>	13 (26 referrals)	10 (20 referrals)
<i>Girls</i>	7 (10 referrals)	4 (6 referrals)
Grade level		
<i>PreK</i>	2	0
<i>Kindergarten</i>	18	3
<i>Grade 1</i>	2	4
<i>Grade 2</i>	7	5
<i>Grade 3</i>	7	14
Race/Ethnicity		
<i>African-American</i>	10	13 (7 students)
<i>White</i>	7	11 (5 students)
<i>Multi</i>	3	2 (2 students)
Students with IEP		
<i>Total</i>	3	4
<i>African-American</i>	2	2
<i>White</i>	1	1
<i>Multi</i>	0	1

ACTION PLAN OUTCOMES

Measurable, Achievable, Priority

GOAL #1:

Student discipline referrals will decrease from a baseline of 26 to less than 20 referrals.

Critical Element	Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
#4	SWIS data and any other available information are analyzed to make adjustments to Tier 1 supports.	PBIS team School Counselor Administration Teachers	Sept. 2018 – June 2019 Monthly	SWIS data Request for Assistance data	Decrease in referrals.
#7	Make appropriate Tier 2 referrals.	PBIS Team Classroom Teacher	Sept. 2018 – June 2019 Monthly or as needed	Request for Assistance data SWIS data	Decrease in referrals
#7	Implementation of classroom behavioral interventions for designated amount of time as noted by the Tier 2 Team procedures	Classroom Teacher	Sept. 2018 – June 2019 Daily	Tier 2 intervention data SWIS data	Decrease in referrals

GOAL #2:

Classroom referrals will decrease from a baseline of 16 to less than 12 referrals.

Critical Element	Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
#4	SWIS data and any other available information are analyzed to make appropriate adjustments to Tier 1 supports.	PBIS Team Classroom Teacher	Sept. 2018 – June 2019 Monthly or as needed	SWIS data Request for Assistance data	Decrease in referrals.
#7	Make appropriate Tier 2 referrals.	PBIS Team Classroom Teacher	Sept. 2018 – June 2019 Monthly or as needed	Request for Assistance data SWIS data	Decrease in referrals
#7	Implementation of classroom behavioral interventions for designated amount of time as noted by the Tier 2 Team procedures.	Classroom Teacher	Sept. 2018 – June 2019 Daily	Tier 2 intervention data SWIS data	Decrease in referrals
#7	Make appropriate Tier 3 referrals	Tier 2 Team Classroom Teacher	Sept. 2018 – June 2019	Tier 2 intervention data SWIS data	Decrease in referrals

GOAL #3:

SES student with IEP discipline referrals will decrease from baseline of 4 to less than 4 as measured by SWIS data.

Critical Element	Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
#4	SWIS data and any other available information are analyzed to make appropriate adjustments to Tier 1 supports.	PBIS Team Classroom Teacher	Sept. 2018 – June 2019 Monthly or as needed	SWIS data Request for Assistance data	Decrease in referrals.
#7	Make appropriate Tier 2 referrals.	PBIS Team Classroom Teacher	Sept. 2018 – June 2019 Monthly or as needed	Request for Assistance data SWIS data	Decrease in referrals
#7	Implementation of classroom behavioral interventions for designated amount of time as noted by the Tier 2 Team procedures.	Classroom Teacher	Sept. 2018 – June 2019 Daily	Tier 2 intervention data SWIS data	Decrease in referrals
#7	Make appropriate Tier 3 referrals	Tier 2 Team Classroom Teacher	Sept. 2018 – June 2019	Tier 2 intervention data SWIS data	Decrease in referrals

GOAL #4:

{HE} African-American student discipline referral; will decrease from baseline of 54% of student; with referral; to less than 30% as measured by {WI} data.

Critical Element	Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
#4	SWIS data and any other available information are analyzed to make appropriate adjustments to Tier 1 supports.	PBIS Team Classroom Teacher	Sept. 2018 – June 2019 Monthly or as needed	SWIS data Request for Assistance data	Decrease in referrals.
#7	Make appropriate Tier 2 referrals.	PBIS Team Classroom Teacher	Sept. 2018 – June 2019 Monthly or as needed	Request for Assistance data SWIS data	Decrease in referrals
#7	Implementation of classroom behavioral interventions for designated amount of time as noted by the Tier 2 Team procedures.	Classroom Teacher	Sept. 2018 – June 2019 Daily	Tier 2 intervention data SWIS data	Decrease in referrals
#7	Make appropriate Tier 3 referrals	Tier 2 Team Classroom Teacher	Sept. 2018 – June 2019	Tier 2 intervention data SWIS data	Decrease in referrals

Tier I CRITICAL ELEMENTS

CRITICAL ELEMENT #1:1: Team Composition

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
Maintain 100% participation at each PBIS Team meeting by having a representative present for each of the 8 instructional areas	PBIS Team	Sept. 2018 – June 2019	PBIS team meeting minutes	Attendance at PBIS team meetings
Have team members with behavior expertise	PBIS Team	Sept 2018 – June 2019	PBIS team composition document and meeting minutes	Attendance at PBIS team meetings

CRITICAL ELEMENT # 1:2 Team Operating Procedure

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
PBIS team will meet monthly	PBIS Team	Sept. 2018 – June 2019	PBIS team meeting agenda and minutes	Agenda and minutes in binder Sign in sheet

CRITICAL ELEMENT #1: 3 Implementation Behavioral Expectations

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
Use the Eagle Way to develop rules for all areas of the school.	PBIS Team Faculty and Staff	Sept. 2018 – June 2019	SWIS data	Decrease in office referrals
Display the Eagle Way Matrix in areas of the school.	PBIS Team Faculty	Sept. 2018 – June 2019	SWIS data	Decrease in office referrals
Create a staff handbook to include the Eagle Way matrix and other documents related to PBIS initiatives.	PBIS Team	Sept. 2018 – Dec. 2019	SWIS data	Handbook created
Create a student handbook to include the Eagle Way matrix and other documents related to PBIS initiatives.	PBIS Team	Sept. 2018 – Dec. 2019	SWIS data	Handbook created

Staff can recite the Eagle Way to assist in promoting appropriate behavior.	PBIS Team Faculty and Staff	Sept. 2018 – June 2019	SWIS data	Rating on TFI Fidelity check
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CRITICAL ELEMENT #1: 4: Implementation Teaching Expectations

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
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Develop Morning Meeting lessons topics and themes.	PBIS Team	June 2018 – Aug. 2018	PBIS Team Minutes	Lesson topics provided to staff
Teach Morning Meeting Lessons daily focusing on identified topics and themes.	Faculty and Staff	Sept. 2018 – June 2019	SWIS data	Daily Morning Meeting Lesson Plans/ Script Decrease in office referrals
Administration and School Counselor teach monthly lessons aligned with Morning Meeting themes and/or other school related topics.	Administration and School Counselor	Sept. 2018 – May 2019	SWIS data	Lessons taught Decrease in office referrals
Meet with new students to orient them to the Eagle Way and SHES PBIS initiatives.	School Counselor Classroom Teacher	Sept. 2018 – June 2019	SWIS data	Orientation complete
Students can recite the Eagle Way and relate to schoolwide expectations.	Faculty and staff	Sept. 2018 – June 2019	SWIS data	Rating on TFI Fidelity check

CRITICAL ELEMENT #1: 5: Implementation Problem Behavior Definition

Action/Activity	Person	Timeline	Evaluation Tool	Indicator of Success
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	Responsible			
SHES Behavior matrix developed and revised with defined classroom vs office managed behaviors and possible consequences.	PBIS Team	Sept. 2018 – Nov. 2018	SWIS data	Document created
SHES Behavior matrix shared with staff as a guideline for classroom vs office managed behaviors.	PBIS Team	Nov. 2018 – June 2019	SWIS data	Document shared
Request for Assistance Form explained and utilized to document student behavioral concerns when administration is involved.	Administration Faculty and Staff	Aug. 2018 – June 2019	Request for Assistance form data	Request for Assistance form utilized
Staff training on Request for Assistance Form and SHES Behavior matrix.	PBIS Team	Sept. 2018 – June 2019	SWIS data Request for Assistance data	Team meeting minutes

CRITICAL ELEMENT #1: 6 Implementation Discipline Policies

Action/Activity	Person	Timeline	Evaluation Tool	Indicator of Success
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	Responsible			
Administration will discuss Request for Assistance with the team to develop proactive approaches to student behavior prior to consequences in appropriate behavioral situations.	Administration Teachers PBIS team	Sept. 2018 – June 2019	SWIS data Team minutes	Decrease in office referrals

CRITICAL ELEMENT #1: 7 Implementation Professional Development

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
Monthly Grade Level and Special Area team meetings will focus on professional development relating to student behavioral concerns.	Administration PBIS Team Teachers	Sept. 2018 – June 2019	Team minutes	Professional Development completed

CRITICAL ELEMENT #1: 8 Implementation Classroom Procedures

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
Eagle Way expectations displayed in the teaching area in instructional settings.	PBIS Team	Sept. 2018 – June 2019	TFI Fidelity	Eagle Way visible
Eagle Way expectations displayed in all areas of the school.	PBIS Team	Sept. 2018 – June 2019	TFI Fidelity	Eagle Way visible
Class Dojo is used as schoolwide incentives	PBIS Team Faculty and Staff	Sept 2018 – June 2019	TFI Fidelity	Faculty and Staff using Class Dojo
Classroom Procedures taught using Eagle Way Matrix	Faculty and Staff	Sept. 2018 – June 2019	Decrease in office referrals	Procedures taught

CRITICAL ELEMENT #1: 9 Implementation Feedback and Acknowledgement

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
Specific Praise is given throughout the day and is stated when giving Dojo points	Faculty and Staff	Sept. 2018 – June 2019	SWIS data	Decrease in office referrals

CRITICAL ELEMENT #1: 10 Implementation Faculty Involvement

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
School-wide data is shared with staff monthly. Attendance and behavioral	Administration School Counselor PBIS Team	Sept. 2018 – June 2019	TFI Fidelity	Team minutes
Survey staff to evaluate PBIS initiatives	PBIS Team Staff	January 2019 and May 2019	Survey	Survey completed

CRITICAL ELEMENT #1: 11 Implementation Student Family Community Involvement

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
Share/update parents on PBIS initiatives with SIAC.	Administration School Counselor	Sept. 2018 – June 2019	SIAC minutes	Information shared
Survey students to evaluate and gain input on PBIS initiatives	Administration School Counselor Teachers	January 2019 and May 2019	Survey	Survey completed

CRITICAL ELEMENT #1: 12 Evaluation Discipline Data

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
SWIS program used to document office referrals	School Counselor/PBIS Coach	Sept. 2018 – June 2019	SWIS data	Data recorded
SWIS data shared with staff and summarized by <ul style="list-style-type: none"> • Problem behavior • Location • Time of day • Individual student 	School Counselor/PBIS Coach PBIS Team	Sept. 2018 – June 2019	SWIS data	Data shared

CRITICAL ELEMENT #1: 13 Evaluation Data-based Decision Making

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
PBIS team reviews SWIS data monthly to determine and/or revise Tier 1 supports.	Administration PBIS Coach PBIS Team	Sept. 2018 – June 2019	SWIS data	Decrease in office referrals

CRITICAL ELEMENT #1: 14 Evaluation Fidelity Data

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
PBIS team uses TFI data to update Action Plan	Administration PBIS Coach PBIS Team	February 2018 – August 2018	TFI	Action Plan developed
TFI completed annually to evaluate PBIS initiatives.	PBIS District Coach Administration PBIS School Coach	February 2019	TFI	TFI complete

CRITICAL ELEMENT #1: 15 Evaluation Annual Evaluation

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
PBIS Team evaluates TFI data, shares with stakeholders	Administration PBIS Coach	February 2019 and August 2019	TFI	Team minutes

Tier II CRITICAL ELEMENTS

CRITICAL ELEMENT #2: 1, 2:2 Team

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
Maintain at least 80% participation at each Tier 2 Team meeting by having a representative present for each of the 8 instructional areas	Tier 2 Team	Sept. 2018 – June 2019	Tier 2 team meeting minutes	Attendance at Tier 2 team meetings
Have team members with behavior expertise	Tier 2 Team	Sept 2018 – June 2019	Tier 2 team composition document and meeting minutes	Attendance at Tier 2 team meetings
Have team members with coaching expertise	Tier 2 Team	Sept 2018 – June 2019	Tier 2 team composition document and meeting minutes	Attendance at Tier 2 team meetings
Have team members with knowledge of student academic and behavior patterns	Tier 2 Team	Sept 2018 – June 2019	Tier 2 team composition document and meeting minutes	Attendance at Tier 2 team meetings
Have team members with knowledge of operations of school across levels/programs	Tier 2 Team	Sept 2018 – June 2019	Tier 2 team composition document and meeting minutes	Attendance at Tier 2 team meetings

CRITICAL ELEMENT #2: 3 to 2:9 Implementation

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
Policy and procedures are written and defined to identify students requiring Tier 2 supports	Tier 2 Team	Sept. 2018 – Oct. 2018	TFI	Policy and Procedures written
Policy and procedures shared with faculty and staff	Administration PBIS Coach Tier 2 team	Nov. 2018	TFI	Policy and Procedures shared
Policy and procedures are used by faculty and staff to identify students who require Tier 2 supports including <ul style="list-style-type: none"> • Tier 2 request for assistance • Documentation from multiple sources • Intervention and strategies • Parent notification • Exit plan 				

CRITICAL ELEMENT #2: 10 to 13 Evaluation

Action/Activity	Person Responsible	Timeline	Evaluation Tool	Indicator of Success
Tier 2 team reviews SWIS data and Tier 2 student data monthly to determine and/or revise Tier 2 supports.	Administration PBIS Coach Tier 2 Team Classroom Teachers	Sept. 2018 – June 2019	SWIS data and Tier 2 data	Decrease in office referrals
Tier 2 team review policy and procedures to identify students requiring Tier 2 supports.	Administration PBIS Coach Tier 2 Team	June 2019 – August 2019	TFI	Action Plan