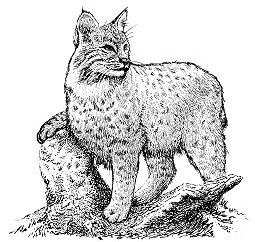
School Improvement Plan

2011-2016

Principal: Janet Hedrick

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Planning Committees

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| **Goal 1** | Laura Watson  1st | Sabrina Smith  2nd | Haylea Sullivan  K | Nakeia Robinson  Pre-K | Lindsey  Orem  Pre-K |  |
| **Goal 2** | Jeri Bridgers  2nd | Tyler Knotts  3rd | Myra Creech  5th | Angel Owens  1st | Heather Garcia  4th | Myra Malpass  Media |
| **Goal 3** | Dana Scott  4th | Samantha Smith  2nd | Teresa Martin  EC | Wendy Daniels  K | Tyler Goodwin  3rd |  |
| **Goal 4** | Joan Buck  5th | Pam Garrell  4th | Amanda Ulfsax  EC | Linda Parker  3rd |  |  |

**[](http://www.google.com/imgres?q=free+school+clip+art&hl=en&sa=X&biw=1366&bih=646&tbm=isch&prmd=imvns&tbnid=ipDEQX_hESMhEM:&imgrefurl=http://www.hasslefreeclipart.com/clipart_school/globe.html&docid=hgpShbof99iYSM&imgurl=http://www.hasslefreeclipart.com/clipart_school/images/globe.gif&w=491&h=438&ei=k_QIT-KkL8XYtwfE2oi8BQ&zoom=1)**

**Acme Delco Elementary Vision and Mission Statements**

Our **vision** at Acme Delco Elementary School is that every child's innate desire to learn be stimulated and nurtured and to acquire necessary skills that empower them to become productive members of society.

The **mission** of Acme Delco Elementary School is to provide a challenging learning environment that will meet and foster the academic, physical, social, and emotional needs of all students.

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| **CCS Goal:** Student Academic Success  **Goal 1:** Raise the percentage of Kindergarten students mastering First Sound Fluency to 90% and Phoneme Segmentation Fluency to 80% by the end of the school year. Raise the percentage of First Grade students mastering Nonsense Word Fluency to 80% by the end of the year.  **Objective 1:**  Ensure fidelity implementation of Houghton -Mifflin Reading Series as primary resource for teaching the Language Arts Standards |

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| **Strategies** | **Key Personnel** | **Performance Measures** | **Resources** |
| 1.1.1  Continued collaboration through weekly professional community meetings | * Grade Level Teams * Lead Teacher * Principal | * Professional Learning Community Minutes | * DIEBELS Data (nonsense word fluency , phoneme segmentation fluency) * Waterford Data * Weekly Skills Test |
| 1.1.2  Provide guided reading instruction daily | * Classroom Teachers * Assistant Teachers * Principal | * Weekly Skills Test * DIEBELS Data (nonsense word fluency , phoneme segmentation fluency) * Principal Walk Throughs | * Systematic Sequential Phonics Manual * Word Mats * Guided Reading Leveled Text * Small Group Plans * mClass Item Level Advisor Tool |

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| 1.1.3  Maintain focus on the 5 research based components of Effective Reading Instruction ( Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension) through literacy centers | * Classroom Teachers * Assistant Teachers * Principal | * Weekly Skills Test * DIEBELS Data (nonsense word fluency , phoneme segmentation fluency * Principal Walk Throughs * Waterford Reports | * Centers * Waterford * Florida Center for Reading Research Website * Houghton Mifflin Reading Series |

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| **CCS Goal:** Student Academic Success  **Goal 1:** Raise the percentage of Kindergarten students mastering First Sound Fluency to 90% and Phoneme Segmentation Fluency to 80% by the end of the school year. Raise the percentage of First Grade students mastering Nonsense Word Fluency to 80% by the end of the year.  **Objective 2:**  Institute a systematic delivery model for timely interventions for high risk students |

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| **Strategies** | **Key Personnel** | **Performance Measures** | **Resources** |
| 1.2.1  Provide additional Road to the Code intervention daily for high risk students in Kindergarten | * Classroom Teachers * Assistant Teachers * Principal | * Weekly Skills Test * DIEBELS Data (nonsense word fluency , phoneme segmentation fluency * Principal Walk Throughs * Waterford Reports | * Road to the Code Manual and resources * mClass Assessment Software * Netbook/iPad |
| 1.2.2  Utilize Road to the Code as a supplement to Early Success intervention for high risk first grade students | * Classroom Teachers * Assistant Teachers * Principal | * Weekly Skills Test * DIEBELS Data (nonsense word fluency , phoneme segmentation fluency * Principal Walk Throughs * Waterford Reports | * Road to the Code Manual and resources * mClass Assessment Software * Netbook/iPad * Early Success Program |

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| 1.2.3  Provide daily intervention using Early Success for high risk students in 1st and 2nd grade | * Classroom Teachers * Assistant Teachers * Principal | * Weekly Skills Test * DIEBELS Data (nonsense word fluency , phoneme segmentation fluency * Principal Walk Through * Waterford Reports | * mClass Assessment Software * Netbook/iPad * Early Success Program * Waterford Software |
| 1.2.4  Provide small group instruction for all students | * Classroom Teachers * Assistant Teachers * Principal | * Weekly Skills Test * DIEBELS Data (nonsense word fluency , phoneme segmentation fluency * Principal Walk Through * Waterford Reports | * mClass Assessment Software * Netbook/iPad * Waterford Software * Small Group Plans * Houghton Mifflin Reading Series * mClass Item Level advisor tool |

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| **CCS Goal:** Student Academic Success  **Goal 1:** Raise the percentage of Kindergarten students mastering First Sound Fluency to 90% and Phoneme Segmentation Fluency to 80% by the end of the school year. Raise the percentage of First Grade students mastering Nonsense Word Fluency to 80% by the end of the year.  **Objective 3:** Increase parental awareness in the area of literacy |

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| **Strategies** | **Key Personnel** | **Performance Measures** | **Resources** |
| 1.3.1  Provide opportunity for parents to participate in Literacy night. | * Classroom Teachers * Lead Teacher * Principal * Media Specialist | * Sign in Sheet /Attendance * Literacy Night communication (call alert, flyers home, etc.) | * Assessment Materials * Lead teacher * Books * Center Activities |
| 1.3.2  Provide Home Connection Letters at beginning , middle and end of year to inform parents about student reading progress | * Classroom Teachers | * Teacher documentation | * mClass Data * mClass Software |
| 1.3.3  Conference with parents each nine weeks to discuss student’s strengths and weaknesses | * Classroom Teachers * Parent | * Conference forms/ rosters | * DIEBELS Data (nonsense word fluency , phoneme segmentation fluency * Conference Forms |

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| **CCS Goal:** Student Academic Success  **Goal 1:** Raise the percentage of Kindergarten students mastering First Sound Fluency to 90% and Phoneme Segmentation Fluency to 80% by the end of the school year. Raise the percentage of First Grade students mastering Nonsense Word Fluency to 80% by the end of the year.  **Objective 4:** Implement SIOP Model (Sheltered Instruction Observation Protocol) strategies to target Hispanic student |

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| **Strategies** | **Key Personnel** | **Performance Measures** | **Resources** |
| 1.4.1  Provide visual aids to help associate sounds with words in pictures | * Classroom teacher * Assistant teachers * ELL Teacher * Migrant Tutor | * mClass (FSF, PSF,NWF) * Teacher Documentation * Principal Walk Throughs * Weekly Skills Test * End of Unit Test | * MClass software * DIEBEL Support Lessons * Netbook/iPad * Houghton Mifflin Reading Series * Small Group Plans * Road to the Code * Early Success Program |
| 1.4.2  Appropriately pace the lesson to students ability level | * Classroom teacher * Assistant teachers * ELL Teacher * Migrant Tutor | * mClass (FSF, PSF,NWF) * Teacher Documentation * Principal Walk Throughs * Weekly Skills Test * End of Unit Test | * MClass software * DIEBEL Support Lessons * Netbook/iPad * Houghton Mifflin Reading Series * Small Group Plans * Road to the Code   Early Success Program |
| 1.4.3  Consistently use scaffolding techniques thought lesson | * Classroom teacher * Assistant teachers * ELL Teacher * Migrant Tutor | * mClass (FSF, PSF,NWF) * Teacher Documentation * Principal Walk Throughs * Weekly Skills Test * End of Unit Test | * MClass software * DIEBEL Support Lessons * Netbook/iPad * Houghton Mifflin Reading Series * Small Group Plans * Road to the Code   Early Success Program |

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| **CCS Goal:** Student Academic Success  **Goal 2**: Raise the percentage of first through fifth grade students mastering comprehension skills to 80% by the end of the year.  **Objective 1** : Ensure fidelity of Columbus County Curriculum Guides as the primary resource for teaching the Language Arts Standards |

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| **Strategies** | **Key Personnel** | **Performance Measures** | **Resources** |
| 2.1.1  Continued collaboration through weekly Professional Learning Community meetings | * Grade Level Teams * Lead Teacher * Principal * Lab Manager | * Professional Learning Community Minutes | * PLC Forms * mClass Data (text reading comprehension) * Comprehension Skills Tests * Schoolnet Benchmarks * SuccessMaker Reports * Reading EOG Data * Waterford Reports |
| 2.1.2  Analyze data from weekly skills test to reteach students not meeting expectations | * Classroom Teacher * Assistant Teachers | * Percent of Students Proficient on Comprehension Skills Test | * Grade Level Professional Learning Community * Lead Teacher |

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| 2.1.3  Maintain focus on the 5 research based components of Effective Reading Instruction ( Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension) through literacy centers | * Classroom Teachers * Assistant Teachers * Lab Manager | * mClass Data (text reading comprehension) * Comprehension Skills Test * Schoolnet Benchmarks * SuccessMaker Reports * Waterford Reports | * Houghton Mifflin Reading Series * Novels * Florida Center for Reading Research * SuccessMaker program * Waterford Program |
| 2.1.4  Provide opportunity for parents to participate in Literacy night. | * Classroom Teachers * Lead Teacher * Principal * Media Specialist | * Sign in Sheet /Attendance * Literacy Night Communication (call alert, flyers home, etc.) | * Assessment Materials * Lead teacher * Books * Center Activities |
| 2.1.5  Provide parents with opportunities to communicate with classroom teacher (reminders, homework/ behavior log, newsletter, conferences ) | * Classroom Teachers * Assistant Teachers | * Reading Logs (parent signatures required) * Home Connect Letter (DIEBELS/K-3) | * Newsletters |

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| **Strategies** | **Key Personnel** | **Performance Measures** | **Resources** |
| 2.2.1  Utilize appropriate grade level intervention programs | * Classroom Teachers * Assistant Teachers * Lab Manager | * Oral Reading Checks * mClass Data ( text reading comprehension) * Schoolnet * Comprehension Skill Tests | * Early Success Program * Soar to Success Program * mClass Assessment Software * Lead Teacher |
| 2.2.2  Analyze and use data to plan instruction through weekly Professional Learning Community Meetings | * Grade Level Professional Learning Community * Assistant Teachers * Lead Teacher * Lab Manager | * Professional Learning Community Minutes * Small Group Plans * Weekly Lesson Plans | * mClass Data (text reading comprehension) * Schoolnet * Comprehension Skill Test * SuccessMaker Report * Waterford Report * Common Core Standards * North Carolina Standard Course of Study |

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| **CCS Goal:** Student Academic Success  **Goal 2** Raise the percentage of first through fifth grade students mastering comprehension skills to 80% by the end of the year.  **Objective 2:** Institute a systematic delivery model for timely interventions for high risk student |

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| **CCS Goal:** Student Academic Success  **Goal 2 :**  Raise the percentage of first through fifth grade students mastering comprehension skills to 80% by the end of the year.  **Objective 3:** Implement daily small group instruction and literacy stations as part of the literacy block |

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| **Strategies** | **Key Personnel** | **Performance Measures** | **Resources** |
| 2.3.1  Provide small group instruction three times weekly for high risk students and two times weekly for low risk students | * Classroom Teachers * Assistant Teachers * Lead Teacher | * DIBELS Data (oral reading fluency and text reading comprehension) * Comprehension Skills Test * Schoolnet Benchmarks * SuccessMaker Reports * Waterford Reports | * Guided reading leveled text * Early Success Program * Soar to Success Reading Program * Novels * Lead Teacher |
| 2.3.2  Implement literacy stations | * Classroom Teachers * Assistant Teachers * Lead Teacher | * DIBELS Data (oral reading fluency and text reading comprehension) * Comprehension Skills Test * Schoolnet Benchmarks * SuccessMaker Reports * Waterford Reports | * Literacy station * Small group plans |

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| 2.3.3  Utilize assessment data to determine small group instruction | * Classroom Teachers * Lead Teacher * Lab Manager | * Small Group Plans * Guided Reading Group Roster * Professional Learning Community Minutes | * MClass Data (oral reading fluency and text reading fluency) * Schoolnet * EOG Houghton Mifflin Theme Tests * Weekly Comprehension Skill Tests * SuccessMaker Report |
| 2.3.4  Increase student accountability through student documentation (center journals etc.) | * Classroom Teacher * Students * Lab Manager | * Student Work Samples * Center Journal/Notebooks * Data Boards | * Classroom Grades * MClass Data ( text reading comprehension) * Schoolnet * Comprehension Skill Tests * SuccessMaker Report * Waterford Reports |

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| **CCS Goal:** Student Academic Success  **Goal 2 :**  Raise the percentage of first through fifth grade students mastering comprehension skills to 80% by the end of the year.  **Objective 4:**  Implement SIOP Model f(Sheltered Instruction Observation Protocol) or sheltered instruction for Hispanic students |

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| **Strategies** | **Key Personnel** | **Performance Measures** | **Resources** |
| 2.4.1  Provide visual vocabulary to provide pictures for new words | * Teacher * Assistant Teachers * Ell Teacher | * Comprehension Skills Test * Lesson Plans * Small Group Plans | * Intervention Programs * Lead Teacher * WIDA Standards * Waterford * SIOP * PLC’s * Common Core |
| 2.4.2  Implement graphic organizers to illustrate vocabulary in a meaningful way | * Teacher * Assistant Teachers * Ell Teacher | * Comprehension Skills Test * Lesson Plans * Small Group Plans | * Intervention Programs * Lead Teacher * WIDA Standards * Waterford * SIOP * PLC’s   Common Core |
| 2.4.3  Provide opportunities for students to clarify key concepts in their native language | * Teacher * Assistant Teachers * ELL Teacher | * Comprehension Skills Test * Lesson Plans * Small Group Plans | * Intervention Programs * Lead Teacher * WIDA Standards * Waterford * SIOP * PLC’s   Common Core |

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| **CCS Goal:** Student Academic Success  **Goal 3:** Raise percentage of grade 3-5 students meeting proficiency on the Math EOG by 25% for the 2013-14 school year  **Objective 1:**  Ensure fidelity of core Math Program Investigations Series/ My Math in grades K-5 |

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| **Strategies** | **Key Personnel** | **Performance Measures** | **Resources** |
| 3.1.1  Collect and analyze assessment data to plan instruction through weekly Professional Learning Communities. | * Classroom Teachers * Lead Teacher * Principal * Lab Manager | * Lesson Plans * Schoolnet Benchmark * Teacher Made Assessments * Investigation Assessments * SuccessMaker Reports | * Investigations Math Program * Math Manipulatives * Additional Online Investigation Resources * My Math |
| 3.1.2  Utilize math manipulatives to make learning more concrete | * Classroom Teachers * Principal | * Formal and informal assessments on students’ ability to use manipulatives (check list from investigation) | * Classroom Manipulatives * Investigations Workbooks * Investigations Teacher Manuals * My Math Workbooks |

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| 3.1.3  Collaborate with Professional Learning Communities to ensure the alignment between Investigations Program/My Math and Common Core Standards | * Classroom Teachers * Lead Teacher * Principal | * Lesson Plans * Principal Walk Throughs * Posted Objectives | * Common Core Standards * Teacher Manuals * Pacing Guides |
| 3.1.4  Provide Home Parent Letters at the beginning of each math investigations unit.  Provide Weekly Newsletters | * Classroom Teacher | * Send letters home at the start of each unit | * Investigations Parent Letters |

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| **CCS Goal:** Student Academic Success  **Goal 3:**  Raise percentage of grade 3-5 students meeting proficiency on the Math EOG by 25% for the 2013-14 school year  **Objective 2:**  Implement interventions in response to students not maintaining grade level expectations in math**.** |

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| **Strategies** | **Key Personnel** | **Performance Measures** | **Resources** |
| 3.2.1  Analyze assessment data and student work to identify student needs through weekly Professional Learning Communities | * Classroom Teachers * Lead Teacher * Principal * Lab Manager | * Professional Learning Community Minutes | * Schoolnet Benchmark * Teacher Made Assessments * Investigation Assessments * My Math Assessments * SuccessMaker Reports * Student Work |
| 3.2.2  Design and implement small group interventions | * Classroom Teachers * Lead Teacher * Assistant Teachers * Lab Manager | * Lesson Plan * Schoolnet Benchmark * Teacher made assessments * Investigation Assessments * SuccessMaker Reports | * Additional Support Material from Investigation Math Program * Additional My Math Resources * SuccessMaker Program * Additional Teacher Resource |
| 3.2.3  Provide a Family Math Night to increase student achievement and parent involvement | * Math Team * K-5 Classroom Teacher * Principal * Lead Teacher | * Attendance/Response to invitation | * Community Business * Math Team * Communication to Parents (letters, call alert, flyers) |

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| **CCS Goal:** Student Academic Success  **Goal 3:**  Raise percentage of grade 3-5 students meeting proficiency on the Math EOG by 25% for the 2013-14 school year  **Objective 3:**  Implement SIOP Model (Sheltered Instruction Observation Protocol) strategies to target Hispanic students |

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| **Strategies** | **Key Personnel** | **Performance Measures** | **Resources** |
| 3.3.1  Utilized differentiated instruction strategies for ELL students provided by core math program | * Classroom Teacher * Migrant Tutor * ELL Resource Teacher | * Lesson Plans * Walk Throughs | * Investigations * My Math * Lead Teacher |
| 3.3.2  Incorporated and utilized content word wall throughout the unit of study | * Classroom Teacher * Migrant Tutor * ELL Resource Teacher | * Walk Throughs | * Word Cards * Lead Teacher |
| 3.3.3  Build background knowledge by linking previously learned content to new concepts | * Classroom Teacher * Migrant Tutor   ELL Resource Teacher | * Walk Throughs * Informal/formal Assessments * Lesson Plans | * Manipulatives * Investigations * My Math * Student Workbooks * Lead teacher |

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| **CCS Goal:** Provide Safe and Nurturing Schools  **Goal 4:** Reduce student discipline referrals by 50%  **Objective 1:** Implement School-wide Positive Behavior Intervention Support (PBIS) Plan |

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| **Strategies** | **Key Personnel** | **Performance Measures** | **Resources** |
| 4.1.1  Data Team will disaggregate discipline data | * PBIS Team | * Nine Weeks PBIS Data | * Office Referrals |
| 4.1.2  Enforce consistent classroom/school-wide rules, procedures and expectations | * PBIS Team * Classroom Teachers * Assistant Teachers * Principal * Bus Drivers * Other Staff | * Nine Weeks PBIS Data | * Matrix * Incentive Charts * Behavior Charts/Logs * Reflection Forms |
| 4.1.3  Assign levels of behavior as minor and major on student infractions and follow training Guide for consequences | * PBIS Team * Classroom Teachers * Principal | * Nine Weeks PBIS Data * Completed Reflection Forms * Notes Home | * PBIS team * Reflection Sheets * Office Referrals * Classroom Matrix * Behavior Flowcharts * Levels assigned for behavior * School Wide Consequences |

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| 4.1.4  Teachers will utilize Class Dojo, an online behavior management software that allows for another visual component to classroom PBIS | * Classroom Teachers * Classroom Assistants * Parents * Students | * Points earned * Progress Earned * % of registered parents * % of registered students | * Emails sent by Dojo technology |
| 4.1.5  Promote positive behaviors | * PBIS Team * Classroom Teachers * Assistant Teachers * Principal * Bus Drivers * Other Staff | * Behavior Logs * Sticker Charts * Rewards for Class Stickers | * Teachers * Staff * Charts/Stickers * PBIS Training Folder |
| 4.1.6  Parent signature required on Behavior logs, student behavior reflections and referrals | * Teachers * PBIS Team * Parents | * Percent of Parent Signatures | * Behavior Logs * Notes Home * Reflection Forms * Office Referral |

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| **CCS Goal:** Provide Safe and Nurturing Schools  **Goal 4:** Reduce student discipline referrals by 50%  **Objective 2:**  Enforce classroom rules through PBIS by consistently using positive reinforcement |

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| Strategies | Key Personnel | Performance Measures | Resources |
| 4.2.1  Utilize a whole class sticker chart to earn a reward and Class Dojo | * Classroom Teacher * Assistant Teacher * Parents | * Number of Charts Completed * Number of Points Earned | * Charts/ Stickers * PBIS Team * PBIS Training Folder * Emails to parents by Dojo |
| 4.2.2  Utilize individual student sticker charts to earn rewards | * Classroom Teacher * Assistant teacher * Resource teachers | * Number of Charts | * Charts/ Stickers * PBIS Team * PBIS Training Folder |
| 4.2.3  Utilize matrices throughout halls, classrooms, and other common areas to reinforce behavior expectations | * PBIS Team | * Nine Weeks PBIS Data | * Matrix * PBIS Team * PBIS Training Folder |

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| 4.2.4  Provide instruction the first ten 10 days of school year and consistent practice through the year | * Classroom Teachers * Assistant Teachers | * Lesson Plans * Nine Weeks PBIS Data | * PBIS Sample Lesson * PBIS Team * PBIS Training Folder |
| 4.2.5  Utilize student reflection forms for minor infractions | * Students * Classroom Teachers | * Completed Reflection Forms | * Flow Chart * Matrix * PBIS Training Folder |
| 4.2.6  Begin implementing 2013-2014 school year, behavior action plan for repeated offenders | * Classroom teacher * PBIS team * School Counselor * principal | * Behavior Support Plan * Formal and Informal assessment of student behavior | * Lore Stewart, Behavior specialist * PBIS.org * Behavior Pathway Support Plan * Benchmarks and Observation forms |