

## Milan Elementary PLC Timeline

May 2014-Cards completed for Math alignment

August-September 2014-Place cards on a visible chart for staff review

October-December 2014-Vertical teams review any gaps between grade level below and grade level above (Example K, 1, 2)

End of December-Final copy of alignment presented to staff

January-May 2015-Repeat alignment process for Communication Arts

## Data Team Timeline

August-September 2014-Review/instruction on data team process (Pam Carte)

October 2014-May 2015-Data team (RPDC assisted)-work on focus of strategies for learners/nonlearners

**Early Out Agenda**  
**Wednesday, December 10, 2014**  
**Elementary Tech Lab**  
**Sign-In Sheet**

Charles Roney	B. Hull
Spring Lyon	Cranbyer
Colleen Oueland	Christy L. Green
Jana Walker	L. Schoonover
Beck Sibbit	Mae Hys
Ashley Hayes	C. Frazer Dickson
Natalie Rose	Carolyn Sobes
Johly Jara	
Jina Howard	
Christina Serri	
R. Harvey	
Debbie Jiffle	
Barbara Stevens	
Jill Howe	
Jen Riall	
D. Hussy	
Uma Ayers	
Melissa Sweitzer	
Clara	
Deb Coronado	

Early Out  
Agenda

Wednesday, December 10, 2014

Mrs. Hbh.  
12 pack  
Spritz

Mrs. Lynn  
Free Jam  
Day

Mrs. Seaton  
Mrs. Howard  
Jeans

➤ CPI – Wrist Grab  
➤ PBS

- Big 5 Report
- Teacher Recognition: Treasure Box, You Rock, Bright Ideas
- Student Ambassadors – (Hassey and Widner discuss)
- Second Peer Evaluation Schedule for Second Semester for Teachers will come out in January Peer observations with title teachers
- Fundraisers (Signup sheet in workroom for basketball games) Free Throw Friday, Tippin Tuesday, Chuck a duck and etc.)
- PBS Celebration Fri. (2<sup>nd</sup> grade) email Mrs. Vreeland with a time if possible put all students in one room and then you can have a holding room for the students that do not get to attend.
- Procedures and lessons after Christmas Break (Boot Camp week Jan. 5-9)
  - Lesson a day (Safe, Respectful, Responsible, Bathroom and Bus
  - Sign up to review bathroom procedures with Cathy or Rick

➤ PLC

○ Success Indicators:

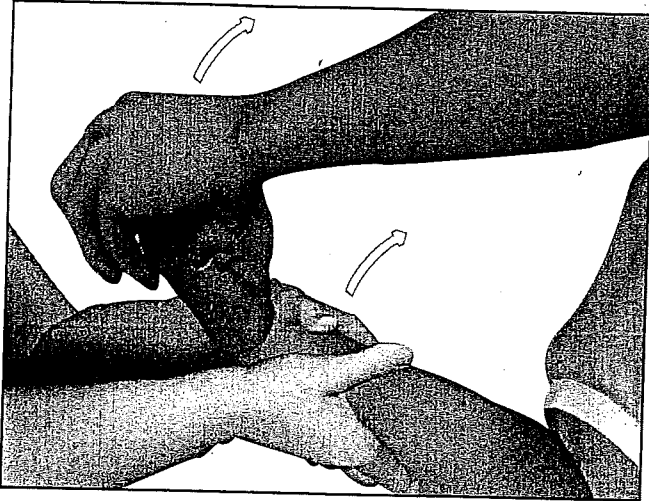
- Learning targets are posted in a variety of locations and mediums – Done
    - CC Power Standards are our focus goals and on the walls - Done
  - K-4 Curriculum Map in ELA and Math and classroom walls (Top 5) – Take to vertical team meetings on Jan 2, 2015 for ELA and Math
  - Teacher web pages- January
  - Parent Newsletters - Done
  - Student Portfolios (Setting a Timeline)
  - Visible Improvement Plan on the walls – Done
- K-4 Vocabulary Instructional Strategies (that were turned in to me on Nov. 5)
- Vocabulary Techniques: Bulletin Board in Workroom to share different strategies used in the classroom and then each grade level share out at faculty meetings (EX. Mrs. Vreeland's phone a friend)
- Updated smart goal form
- Benchmark Testing in Math (Turn in your data to my mailbox)
- Starr Incentive (Make a list of those students attending celebration from your grade level by the end of the day on Dec. 15. Celebration is for those students that are on grade level or improved by one entire grade level.
- IXL night will be Dec. 15 please be **making sure all students know their passwords.**
- IXL bulletin board in 3-4 hallway (Students will receive gold medals if they are in the top ten.
- Results of textbook review (Go Math is the Winner!!!)
- Read a Thon Week March 2-6
- Evaluate Notes
- Website (I will put in next month's newsletter that if parents do not want their students photo on school website to send a note to their students classroom teacher and then the teacher will bring it to the office).
- Specials meet with Mrs. Pauley to discuss 2<sup>nd</sup> semester groups in ELA and/or Math and PBS celebration.
- Work in rooms (Collaboration Discussions) **Team Meeting Record Sheet Dated Dec. 10**
- PLC/PBS/CW Binders (Raise your hand if you brought them for a Pauley's Penny)
- Exit Slip (What is a flashlight goal and a floodlight goal?) Correct Answer (Jeans Day Coupon)
- Mentor/Mentee Meetings

pictures or projects



## Caution

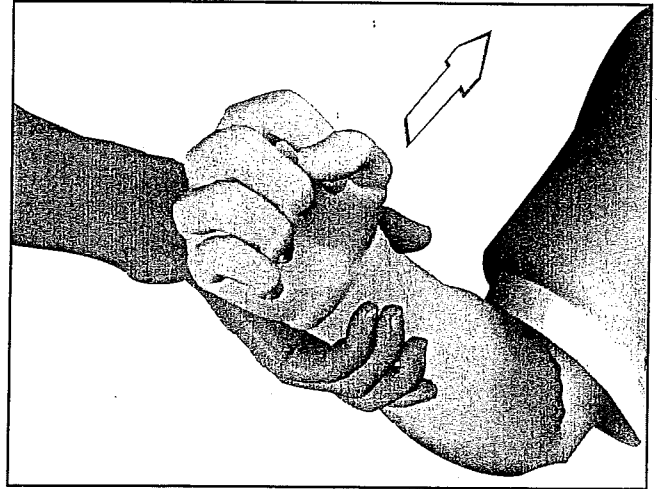
These CPI Classroom Model diagrams are intended as a point of reference and only represent a snapshot of the process required to execute the technique. Accordingly, these techniques should only be learned and practiced under the supervision of a *Nonviolent Crisis Intervention*® Certified Instructor. Attempting to learn these techniques from the diagrams or descriptions may result in injury.



### CPI TWO-HAND WRIST GRAB RELEASE

Gain a physiological advantage by using leverage and momentum to pull away from the weak area of the wrist grab (between the thumbs and four fingers). You can increase your momentum and leverage by using your free hand to assist in pulling away from the grab, maintaining a balanced stance, and using your body position to enhance your physiological advantage. At the same time, you can gain a psychological advantage by using a verbal distraction or an element of surprise.

Release and attempt to move out of the way to maintain safety.



### CPI ONE-HAND WRIST GRAB RELEASE

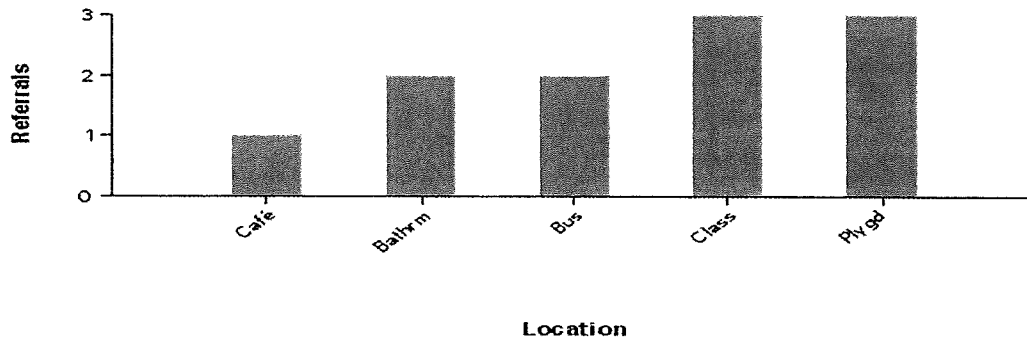
Gain a physiological advantage by using leverage and momentum to pull away from the weak area of the wrist grab (between the thumb and four fingers). You can increase your momentum and leverage by maintaining a balanced stance and using your body position to enhance your physiological advantage. At the same time, you can gain a psychological advantage by using a verbal distraction or an element of surprise.

Release and attempt to move out of the way to maintain safety.

Majors 11/18/14 to current

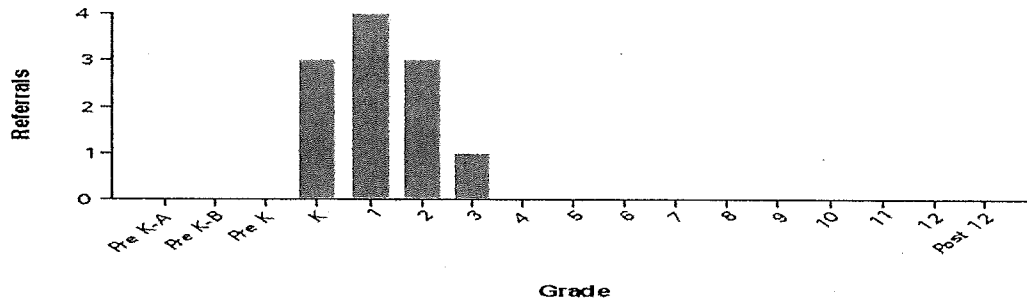
### Referrals by Location

Drill Down



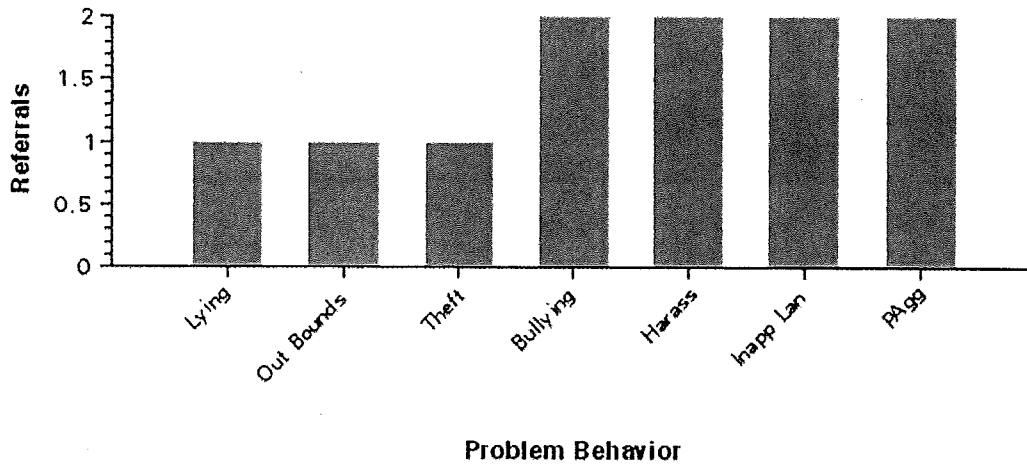
### Referrals by Grade

Drill Down



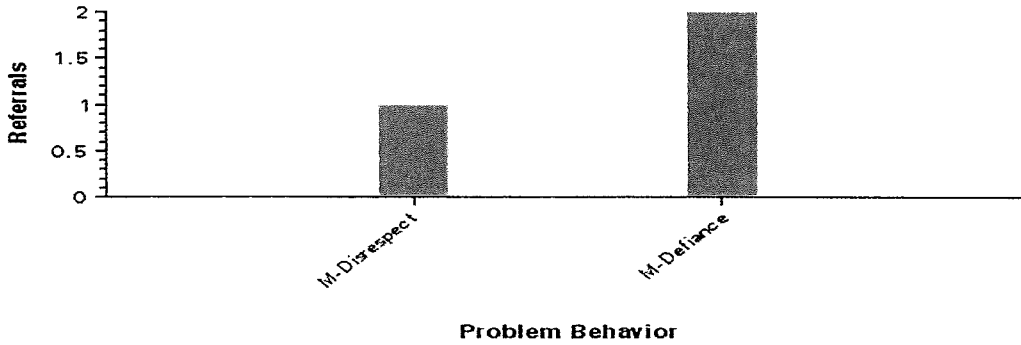
### Referrals by Problem Behavior

Drill Down



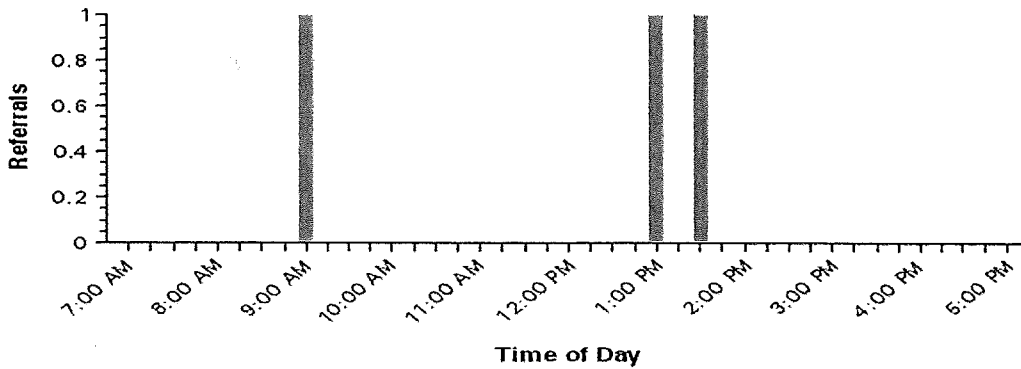
### Referrals by Problem Behavior

Drill Down



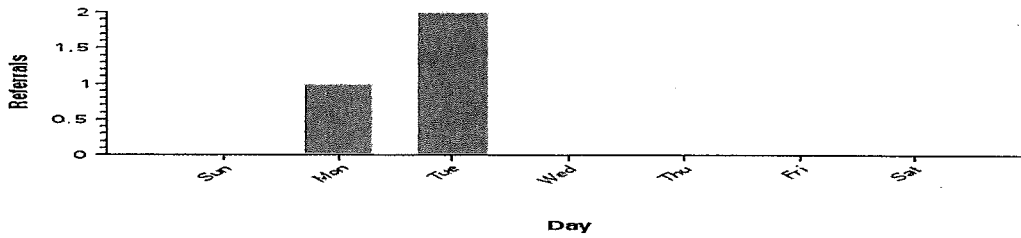
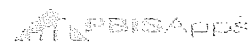
### Referrals by Time of Day

Drill Down



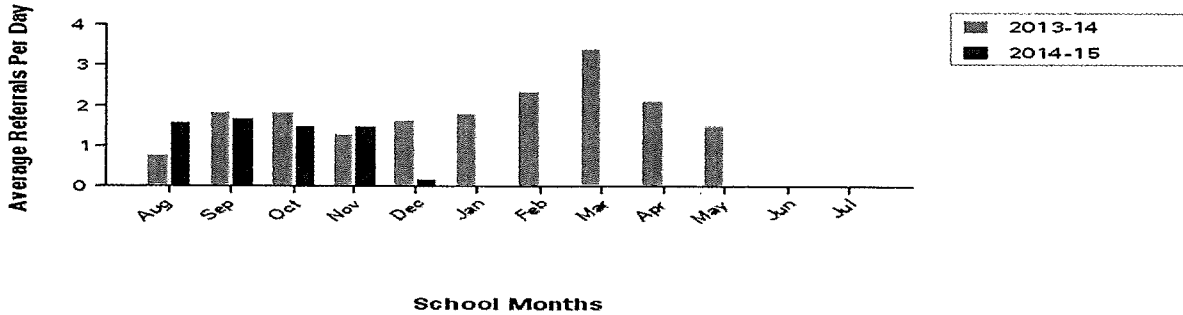
### Referrals by Day of Week

Drill Down



### Average Referrals Per Day Per Month - Multi-Year

All, 2013-14 - 2014-15



**Milan Elementary  
Team Meeting Record Sheet**



Group Members Present: Grade Level teachers

Norms:

Date: Thurs., Dec. 10

Grade Level Content:

Topic: GLM

Discussion Points

Decisions

- Discuss Math Benchmark Data. Compile the Data on the form for regrouping day on the 16<sup>th</sup>. Turn in form if/when you meet your smart goal.
- Set Math Benchmark Smart goal for end of year benchmark.
- Compile the list of students attending the STAR celebration on Dec. 17<sup>th</sup> and turn into Mrs. Pauley by the end of the day on Dec. 15<sup>th</sup> it is for those students on grade level or that have improved by one entire grade level.
- Kindergarten analyze your dibels scores to determine your list of students that are on or above grade level to compile your list for the STAR celebration.
- Please turn in Team Meeting record sheet and end of year goals into my mailbox.

Check the Corollary Questions that were discussed during the meeting:

<input type="checkbox"/>	What do we expect students to learn?
<input type="checkbox"/>	How will we know when students have learned?
<input type="checkbox"/>	How will we respond when students experience difficulty learning?
<input type="checkbox"/>	How will we respond when students already know the key concepts, skills and content?
<input type="checkbox"/>	Based on collaborative analysis of the results of our efforts, what can we do to improve student learning?

## ELA K-4 Learning Targets

### Kindergarten

1. Understand basic features of print.
2. Understand spoken words, syllables, and sounds.
3. Apply decoding skills.
4. Read text with fluency.
5. Speak audibly and express thoughts, feelings, and ideas clearly.

### 1<sup>st</sup> Grade

1. I will know and apply grade-level phonics and word analysis skills in decoding words. I will demonstrate understanding of spoken words, syllables, and sounds.
2. I will read with accuracy and fluency to support comprehension.
3. I will retell stories including key details, demonstrate understanding, and identify the main idea or topic in fiction and non-fiction text.
4. I will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
5. I will write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

### 2<sup>nd</sup> Grade

1. Apply pre and post reading skills to better understand the text.
2. Compare and contrast different versions of stories and story elements.
3. Develop vocabulary by reading, listening, and discussing unknown words.
4. Make and describe connections using materials that student reads.
5. Read fluently and accurately using expression when reading for comprehension.

### 3<sup>rd</sup> Grade

1. Identify the authors purpose in a written text.
2. Determine the meanings of words using root words, pre/suffixes, synonyms and antonyms, context clues, dictionaries and glossaries.
3. I will utilize comprehension strategies with a fiction and non-fiction text (cause/effect, compare and contrast, sequence and main idea and details).
4. I will decode and say unknown words.
5. I will identify and explain sensory details and figurative language in text.

### 4<sup>th</sup> Grade

1. Use details and examples from text to make predictions and inferences.
2. Write complete sentences with vocabulary words (context clues).
3. Write a topic sentence with several supporting details
4. Identify and explain the narrative elements in literary text.
5. Describe and explain ideas, concepts, and events in informational text.



## K-4 Vocab Instructional Strategies

K- word mapping; word charts

1<sup>st</sup> grade – “Frayer” word map

2<sup>nd</sup> grade – vocab detectives and word walls

3<sup>rd</sup> grade – Journey’s vocab activities daily and word definition look up in dictionary

4<sup>th</sup> grade – word maps; graphic organizers; pyramid game; memory game

### STEP 3: SET/REVIEW/REVISE SMART GOAL

The percentage of \_\_\_\_\_ students scoring proficient and higher in

Priority Learning Target / Essential Learning Outcome:

will increase from \_\_\_\_\_ % to \_\_\_\_\_ % by \_\_\_\_\_ as measured by

the \_\_\_\_\_ administered on \_\_\_\_\_

Strengths:	What are we going to do?	Weaknesses:	What are we going to do?

Current Percent Proficient = Total Number Proficient divided by Total number of students

Equation:  $A/(A+B+C+D)$

Goal to get to Proficient = Total number Proficient, close, and far but likely divided by the total number of students

Equation:  $(A+B+C)/(A+B+C+D)$

Data Formula

80-100 Proficient

60-79 close

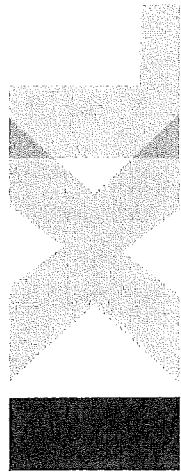
50-59 far but likely

Math Textbook Review	Go Math	Singapore Math	Math Expressions	Envisions Math
Kindergarten	60/65	11/65)	37/65	39/65
1st grade	64/65	59/65	53/65	63/65
2nd grade	65/65	44/65	27/65	62/65
3rd grade	63/65	41/65	25/65	60/65
4th grade	65/65	32/65	56/65	42/65
<b>Overall Text Percentage</b>	<b>98%</b>	<b>58%</b>	<b>61%</b>	<b>81%</b>

**Go Math is the Winner K-4!!**

## Evaluate Notes

- ✓ Taken once a month
  - In ELA and Math 15-25 questions
- ✓ 1 hour assessment time
- ✓ Questions are next generation like MAP
- ✓ Have all students take practice test first week of January (5<sup>th</sup> -9<sup>th</sup>)
- ✓ Take real test week of Jan. 19<sup>th</sup>
- ✓ Look at test prior to giving it (teach mini lessons prior to test) then teach regular lessons later.
- ✓ PD evaluate results once a month and PBS once a month
- ✓ Teacher Resources
  - Companion Guide (contains quizzes can use for smart goals)
  - Connector lessons by DOK to use for teaching specific standards that are low
- ✓ Go over test questions as a class after they have taken the test
- ✓ Teachers need time to evaluate data and then plan to teach based on data.



# Student overview

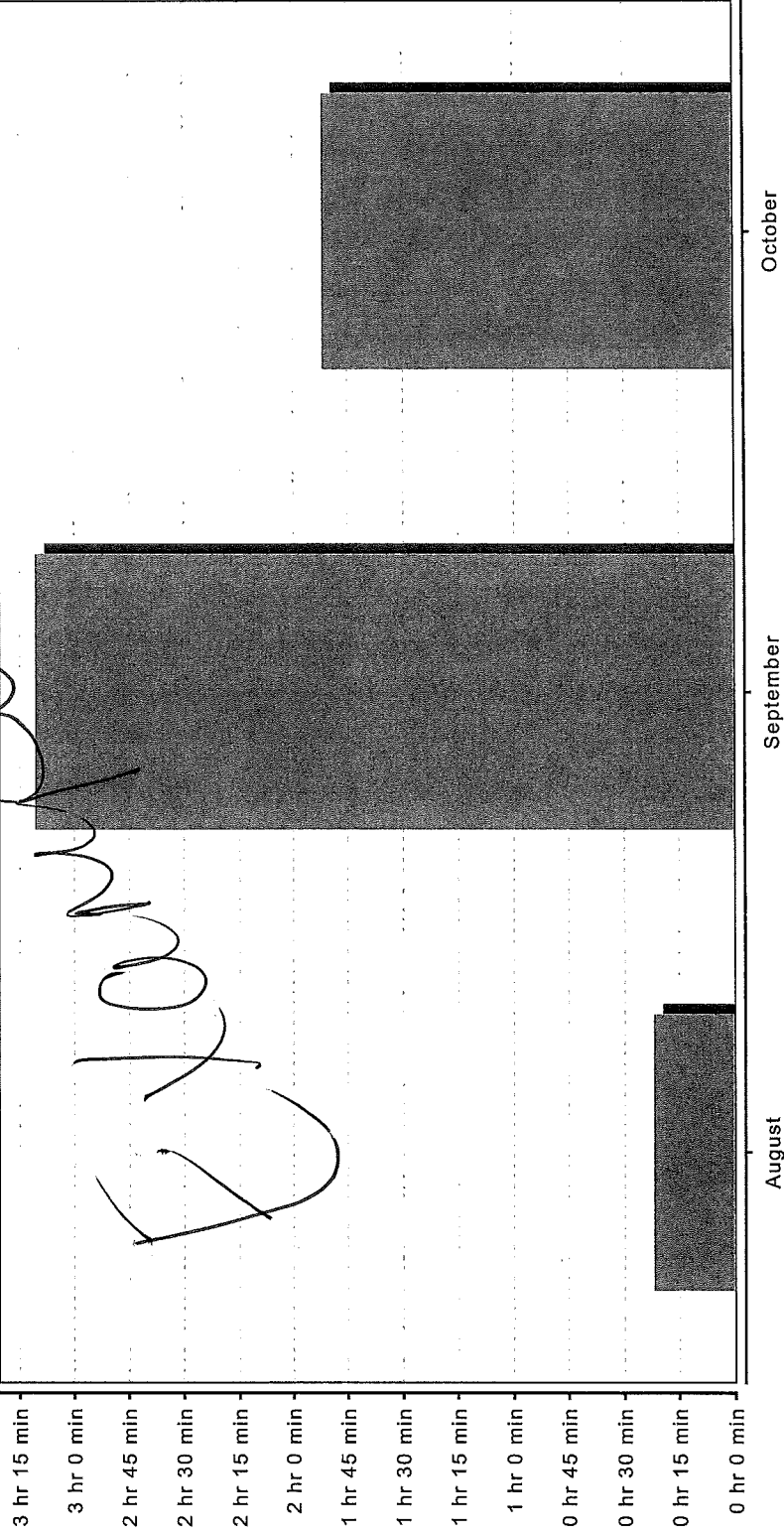
Date range: August 1 - October 29

Grade: All

Student:

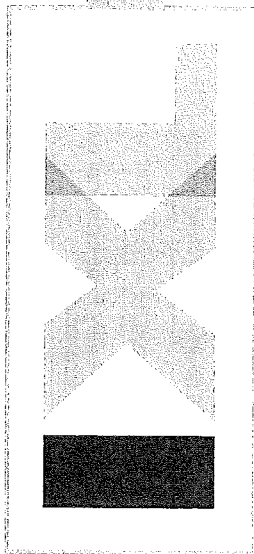
*Stonewall*

Time spent



View up-to-date reports at [www.ixl.com](http://www.ixl.com).

# Student overview



## Student summary

### School year

Problems attempted 2,005

Skills practiced 55

Time spent 5 hr 25 min

Medals earned 45

## News flash

10/22/2014 Cady has spent 5 hours practicing math (across all grades)!

## Skills practiced

Rank	Skill	Time spent	Problems attempted	SmartScore
1	A.4 Word names for numbers (Fifth grade)	0 hr 48 min	56	73 (satisfactory)
2	S.1 Days of the week (First grade)	0 hr 38 min	183	84 (good)
3	S.11 Read a calendar (First grade)	0 hr 16 min	63	100 (mastered)
4	F.13 Multiply by 12 (Third grade)	0 hr 15 min	36	100 (mastered)
4	C.3 Number lines with integers (Sixth grade)	0 hr 15 min	43	100 (mastered)
6	B.12 Types of angles (Fifth grade)	0 hr 14 min	81	85 (good)
7	A.1 Write numbers in words (Third grade)	0 hr 13 min	93	100 (mastered)
8	A.3 Word names for numbers (Fourth grade)	0 hr 12 min	26	68 (needs improvement)
9	H.12 Divide by 12 (Third grade)	0 hr 11 min	38	100 (mastered)
10	A.8 Even or odd II (Second grade)	0 hr 8 min	36	94 (excellent)

## Skills practiced

Rank	Skill	Time spent	Problems attempted	SmartScore
35	D.7 Tally marks - up to 20 (Kindergarten)	0 hr 2 min	28	100 (mastered)
35	F.2 Multiply by 1 (Third grade)	0 hr 2 min	30	100 (mastered)
35	F.5 Multiply by 4 (Third grade)	0 hr 2 min	30	100 (mastered)
35	F.7 Multiply by 6 (Third grade)	0 hr 2 min	28	100 (mastered)
35	F.9 Multiply by 8 (Third grade)	0 hr 2 min	28	100 (mastered)
35	F.10 Multiply by 9 (Third grade)	0 hr 2 min	34	100 (mastered)
35	F.11 Multiply by 10 (Third grade)	0 hr 2 min	40	100 (mastered)
35	H.3 Divide by 3 (Third grade)	0 hr 2 min	28	100 (mastered)
35	H.4 Divide by 4 (Third grade)	0 hr 2 min	28	100 (mastered)
35	H.5 Divide by 5 (Third grade)	0 hr 2 min	32	100 (mastered)
35	H.7 Divide by 7 (Third grade)	0 hr 2 min	31	100 (mastered)
35	D.1 Multiplication facts to 12 (Fourth grade)	0 hr 2 min	30	100 (mastered)
47	C.10 Tally marks - up to 10 (Kindergarten)	0 hr 1 min	32	100 (mastered)
47	K.10 Flip, turn, and slide (First grade)	0 hr 1 min	4	<b>36 (needs improvement)</b>
47	F.6 Multiply by 5 (Third grade)	0 hr 1 min	28	100 (mastered)
47	F.8 Multiply by 7 (Third grade)	0 hr 1 min	28	100 (mastered)
47	H.1 Divide by 1 (Third grade)	0 hr 1 min	28	100 (mastered)
47	H.8 Divide by 8 (Third grade)	0 hr 1 min	30	100 (mastered)
47	H.10 Divide by 10 (Third grade)	0 hr 1 min	31	100 (mastered)
47	R.20 Lines, line segments, and rays (Third grade)	0 hr 1 min	15	100 (mastered)
47	P.29 Lines, line segments, and rays (Fourth grade)	0 hr 1 min	15	100 (mastered)

\* email Lyon about MS banging on K-2 hallway North + South end

# PLC Agenda Monday, February 9, 2015

Map loading  
\* Next Thursday agenda  
① 10 min reading time books  
going students  
② data sheets  
\* Reading Carnival

- > PLC
- o **Success Indicators:**
  - Learning targets are posted in a variety of locations and mediums – Done
    - CC Power Standards are our focus goals and on the walls - Done
  - K-4 Curriculum Map in ELA and Math and classroom walls (Top 5) – Done
  - Teacher web pages – Training Done
  - Parent Newsletters - Done
  - Student Portfolios – 4<sup>th</sup> grade share ideas and Vreeland and I will share idea start small with tier.
  - Visible Improvement Plan – Done
- > Vocabulary Techniques: 1<sup>st</sup> grade present February 11<sup>th</sup> and Kindergarten in March 3rd April
- > Vertical Team meetings on February 11<sup>th</sup>. 2:30 p.m.
- > Evaluate Schedule: Second test the week of February 16<sup>th</sup>.
  - o Math and ELA results
- > Other
  - o Field trips in May bookkeeper deadline to deposit money April 15<sup>th</sup>.
  - o Staff celebration for meeting one of our school improvement short term goals.
    - Goal was to have 65% of students reading on grade level and we have 68%
    - Staff Pizza Party on February 11<sup>th</sup>.
  - o 3-4 Title Night February 12<sup>th</sup>. Give MAP information and/or Evaluate to parents
  - o AR reading from Coast to Coast February 27<sup>th</sup> do we want to partake? To kickoff reading week the following Monday? Email Mrs. Moore
  - o Pre-school is now on IXL math!!!
  - o Star 360 Quote \$4,434.00 Do we want me to schedule a webinar on an early out? Schedule
  - o Reading campout attendance was 34 parents and students.
  - o MAP
    - Training April 1<sup>st</sup>
    - Testing Week of April 13-17
    - ELM will test Monday and Tuesday of that week in both ELA and Math
    - MAP Assembly April 9<sup>th</sup> Load test dates prior to Testing
    - Fixed Test!!!
    - Do we want to do a raffle ticket incentive for those working hard? yes
  - o Review Quarterly Data and my goals for us were creating trust, building positive relationships and being data driven!!
    - So proud of all our accomplishments this year!!! Thank you for all you do!!!
  - o Reading week informational handout
  - o PLC Conference Info:
    - District Meetings is there a need? Already emailed Lori to not come, but we will meet on our own!
      - To discuss success indicators for next year and etc.
    - Round Robin Meetings based on conference information possibly in the future. Would you feel that beneficial? No
  - o Next Exit Slip (what do we want staff to know about PLC?)
- > CW
  - o Positive feedback to we want to share some of the ways grade levels are doing this with the staff? No

Prof dress  
Fri. Reading week

\* Coding students time on Wed.

Load test dates prior to Testing



Milam C-2 School District

Elementary SW-PBS Team Meeting Agenda, Minutes and Problem-Solving Action Plan Form

	Date:	Time:	Location:	Facilitator:	Minute Taker:	Data Analyzed:
Today's Meeting	2-9-15	3:35 p.m.	Elem. Art Room	Tier Coaches/Mrs. Pauley	Melissa Sweitzer	Jan/February Big 5 Data
Next Meeting	3-2-15	3:35 p.m.				

Team Members Present: (Circle members present) Ashley Pauley, Beth Sibbet, Natalie Telge, Christa Widner, Dacey Hassey, Marry Jo Sawyer, Lisa Schoonover, Ashley Hayes, Melissa Sweitzer, Carla van Ingen, Colleen Vreeland

Today's Agenda Items:

1. Read January 5<sup>th</sup> meeting minutes
2. Review January/February Big 5 SWIS Data
3. Add lessons to PBS Lesson Schedule based on
  - SWIS minor data
  - Look for patterns of reoccurring behavior problems at specific times or grade levels
4. Tier 2/3 Information-Gold Recognition Packet©
5. Mrs. Pauley's March Big Celebration
6. Do we need a PBS Agenda for early out teacher's meeting on February 11? (Tier 1 coaches gone to meeting)
7. Review personal requests made to committee members
8. Next meeting on March 2

Add to Agenda:  
You Role and  
Bright Idea of  
the Month

Leadership Team Minutes for January 5, 2015

Members Present: Ms. Hays, Natalie Telge, Melissa Sweitzer, Carla van Ingen, Colleen Vreeland, Christa Widner, Ashley Pauley, Mary Jo Sawyer, Lisa Schoonover

PBS Topics Discussed:

1. Big 5 Data: Our problem behaviors reported for this month are: Majors-physical aggression, and bullying; Minors-physical contact. The buses were referral free for December !!!

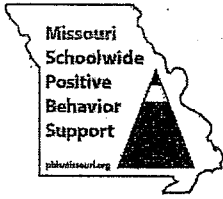
Date	Teacher	Due Date	Topic
Jan 13	Van Ingen	1/7	Bullying (Billy Bully)
1/20	Pickering	1/14	Keep hand, feet object to self (scissors)
1/27	Hassey	1/21	Inside recess expectations
2/3	Dickson	1/28	Winter weather expectations
2/10	Roney	2/4	End of Day Transitions

2. Boot camp- van Ingen passed out a schedule for boot camp lessons. Grade levels can contact the custodian staff if they are needed to review bathroom procedures.
3. 2<sup>nd</sup> Quarter Assembly- Pauley provided an agenda for the assembly.
4. Tier 2/3- The team is working on behavior plans. Hassey still needs introverts and extroverts lists from certain people.
5. Fundraising- We can do fundraising. Hassey will work on the "Chuck-a-Duck" to do during the tournament.
6. BIG Celebration- Specials are in charge of the next celebration. January 20 is the Dumpster Drive Assembly at 2pm. Mrs. Pauley is in charge of the March Celebration on March 5. Possibly a Dr. Seuss movie.

Next Meeting: February 2, 2015

**PLC minutes:**

1. **Success Indicators:** We have complete several items. The next ones are reviewing the TOP 5 Math and ELA objectives (vertical teams will meet on Jan 2), working on teacher we pages (Jan 7<sup>th</sup>) and student portfolios (4<sup>th</sup> grade will share )
2. Vocabulary Techniques: Sweitzer will present pyramid game.
3. Vertical Teams- Math was asked to put our TOP 5 into their building blocks, however ours do not match their scaffolding. CA- We are implementing that all classroom teacher provide a minimum of 10 minutes for independent reading during the day. It is teacher discretion when to provide this time.
4. Top 5 Objectives- Instead of creating a new poster, we can star or highlight the ones on the objectives poster already hung.
5. Evaluate: The program has both a training test and a pre-test. We will need a day to work on both pieces. Pauley will make a revised schedule. .
6. Other
  - a. 2 hour delay schedule with lunch, specials and title times.
  - b. 1<sup>st</sup> and 2<sup>nd</sup> grade have enrolled in the Embryology project.
  - c. IXL incentive Bulletin Board up in 3-4 hallway for gold medals received what is our expectation going to be.
  - d. IXL Night – 40+ students and parents attended
  - e. STAR- For the next celebration, students must be half in their grade level or must have increase by an entire grade level from the December assessment.
  - f. Reading Carnival- There was discussion to make this a fundraiser and possibly hold it in gym.
  - g. Pauley gave off peer observations to new staff and title teachers.
  - h. Safety team- Pauley would like a member from each hallway and a specials teacher to be a part of a safety team to discuss procedures.
7. CW- Pauley has submitted two rounds of math data to RPDC. Feedback training was provided Jan 2. Feedback Action Plans are due by Jan 9<sup>th</sup>. We received our first payment with January payroll.



# Missouri SW-PBS School Recognition Program

## School Application

### 2014-2015

The purpose of the Missouri SW-PBS School Recognition Program is to identify and recognize Missouri schools for successful implementation of Schoolwide Systems of Positive Behavior Support. Criteria are based on effective implementation of the essential components outlined by the OSEP Center on Positive Behavioral Interventions and Support. Successful applicants will demonstrate superior performance in the following areas:

1. Use of data to direct instruction, problem solving and intervention efforts
2. Active use of creative and engaging recognition systems
3. Implementation of SW-PBS throughout the school environment
4. Systemic orientation of new students, parents and staff throughout the year
5. Active instruction for social and behavioral skills

**Instructions:**

- **Complete this application. Submit the application to [moswpbs@missouri.edu](mailto:moswpbs@missouri.edu)**
- All additional materials must be completed and submitted by mail or electronically to your Regional SW-PBS Consultant **no later than April 15, 2015.**
- *Materials regularly submitted to consultant do not need to be copied, inserted, or submitted as artifacts.*
- Notification of the award will be made by May 10, 2015.

RECOGNITION RECIPIENTS MUST AGREE TO SERVE AS DEMONSTRATION SITES FOR SW-PBS. Demonstration sites may be called on to share their success in the following ways: (1) allow representatives from schools or districts to visit your building and attend a SW-PBS Leadership Team meeting, (2) share materials related to implementation, (3) provide data and other aspects of the implementation process for publication purposes, (4) participate in videos or other electronic tutorials produced by MO SW-PBS, and (5) arrange for SW-PBS information from your district/school to be displayed on your website.

To be considered for the Missouri SW-PBS School Recognition Program, this application and supporting documents must be submitted in accordance with the established timelines and meet all criteria.

**FOR OFFICIAL MO SW-PBS USE ONLY**

Date Received: \_\_\_\_\_ Application Complete: <Select One>  
 Self-Assessment Survey Complete and Scores Verified: <Select One> School Safety Survey Complete: <Select One>  
 Schoolwide Evaluation Tool (SET) or Benchmarks of Quality (BoQ) at Designated Criterion: <Select One>  
 Benchmarks for Advanced Tiers Complete (if applying for Silver or Gold): <Select One>

Quarterly Data Submissions Complete:

<input type="checkbox"/> 1 <sup>st</sup> Quarter Meeting Minutes	<input type="checkbox"/> 2 <sup>nd</sup> Quarter Meeting Minutes	<input type="checkbox"/> 3 <sup>rd</sup> Quarter Meeting Minutes
<input type="checkbox"/> 1 <sup>st</sup> Quarter Big 5 Data	<input type="checkbox"/> 2 <sup>nd</sup> Quarter Big 5 Data	<input type="checkbox"/> 3 <sup>rd</sup> Quarter Big 5 Data

Narrative Meets Designated Requirements:   
 MO SW-PBS State Team Verification (please initial): \_\_\_\_\_ Recognition Level Awarded: <Select One>

## NARRATIVE

Please complete the narrative describing your SW-PBS Tier 1 process as it relates to each item listed across categories of systems, data, and practices. Respond to each of the categories using the space provided below (systems, data, practices and unique features).

### 1. Systems:

- A. Briefly describe your system (on-going plan) for communicating your SW-PBS process with all faculty/staff/students/families throughout the school year.

SW-PBS processes are disseminated in numerous ways with faculty/staff/students/families throughout the school year. Communication occurs through daily announcements, student handbooks, newsletters, e-mails, school website, quarterly assemblies, personal contact, message boards, monthly faculty meetings, CARE Team meetings, and bi-monthly committee meetings. Specifically, Tier 2 Check in/check out sends out a weekly Friday Parent Report home.

Our Tier 1 Team continues to meet at least twice a month, with one representative from: each grade level, special areas, administration and special education. This composition allows each committee member to be a liaison between the PBS committee to his/her area. Meeting attendance remains consistent, If one member is unable to attend, another representative from the grade lever will attend the meeting.

Our Tier 2/3 team meets monthly with the Tier 1 team. In addition, Tier 2 tries to meet monthly to discuss student needs and interventions. This team is composed of the building administrator, counselor, special education director and two coaches.

Our principal continues to support committee decisions. Examples of principal support include: Pauley's Praise board, Pauley's Pennies, and the financial support of Big Celebrations and quarterly awards.

Recognition and behavior expectations matrices are revised yearly. Revised matrices, a revised major/minor flow chart, and other signage was explained and given to the new and returning teachers at the beginning of the school year.

C. Select two or more of the following and briefly describe evidence of improved outcomes or sustained outcomes over a period of years. Check those addressed:

- Big 5 data reports
- Overall student attendance
- Overall tardy rates
- Overall student rates of ISS, OSS or Expulsion
- ODR data within the national range for your school's grade levels
- Staff retention rates
- School Outcome Data

Big 5 data shows an overall decline in referrals over a 5 year period. During the 2014-2015 school year, minor referrals were the focus for both students and staff. After digging deeper, we saw a need to instruct new staff on referral procedures. One half day was used for this purpose.

Minor referrals were also used to create weekly PBS lessons for students. As a result, we have seen a decline in the number of minor referrals and a general decline in the behaviors that were focused on.

Another area of concern at the beginning of the year were bus referrals. Another half day was spent in collaboration with the transportation department. As a result "bus bucks" were created to recognize students with good behavior on the bus. Bus drivers and students have embraced this recognition and we have seen no bus referrals since Oct.

Big 5 data also shows an overall decline in students receiving ISS and OSS with no students being expelled. Over the past five years, OSS has been eliminated aside from the occasional outlier. That student is currently receiving Tier 3 services.

### 3. Practices:

A. Explain how teaching and encouraging social/behavioral skills consistently and with fidelity, improved the culture and climate in your building.

We conducted a "boot camp" for students during the first week of school of each semester to implement and practice expected behavior procedures. After "boot camp" was over, the faculty continues to teach desired replacement behavior lessons on Tuesdays at 8:15 until 8:30. Booster lessons are used to reinforce procedures as needed.

Students are recognized for their behavior several different ways. Seven of these awards are listed below:

- Individual Student Loops for meeting behavior matrix expectations
- Individual class celebrations
- "PAW"sitively Special Award for exhibiting positive behavior in specials
- Six Big Celebrations per school year for all students having no referrals
- Pauley's Praise recognition board
- Bus Bucks for positive bus behavior
- Sub-sational Award for individual student positive behavior for substitutes

Celebration participation is currently at 88%. We received 100% on our School-wide Evaluation Tool for four consecutive years. PBS has influenced school culture and/or climate by opening up the lines of communication throughout our building as well as with parents. Students are recognizing others for positive behavior.

## SILVER/GOLD APPLICANTS ONLY

### Intervention Outcome Data

Name of Intervention	Number of Students who Participated	Number of Students that Graduated	Number of students who participated in Tier 2 intervention(s) but required more intensive support.
Check-in Check-Out	11	3	0
Social Skills Intervention Groups	7	5	1
Check & Connect	0	0	0
FBA/BIP (Tier 3 only)	1	0	

All additional materials/artifacts must be completed and submitted by mail or electronically to your Regional SW-PBS Consultant **no later than April 15, 2015.**

**See the complete Scoring Checklist for details:**

**<http://pbissmissouri.org/about/exemplar-schools>**

# Difficult Concepts

Missing Addends  
Comparing decimals  
Types of Triangles  
Coordinate Graphs

• Measurement  
• Converting basic units; ft - yd in - ft.

Brooke - facilitator  
Debbie - Note-taker / Secretary  
Math Vert. Team Mtg  
1-2-15

## Objectives

5-12 grades did a building blocks spreadsheet, pre-requisites, strands, assessments, tied to MLS.  
Elementary: top 5 power standards.

## Gaps

Missing Addends  
Mult. / Division (process) (facts)  
Types of Triangles  
Coordinate Graphs

## Resources

IXL  
Evaluate  
Study Island  
Go Math - Elementary Series  
Scantron

Common Core Sheets. com

## Instructional Plan (what To Do)

Elementary Fill in on building blocks spreadsheet  
Analyze Evaluate Data  
Have Access to all Evaluate Scores

Vert. Team K-12 meet 1 time / quarter  
~~El. Team~~ 3-5 grades meet 2x month  
~~Mid Team - 4 thru 8~~ 4-6 grades meet 2x month  
~~HS Team -~~ 5-7 grades meet 2x month

K/1 - 2x a month

1/2/3 - 2x a month



**PLC Agenda**  
**Monday, March 16, 2015**

➤ **PLC**

○ **Success Indicators:**

- Learning targets are posted in a variety of locations and mediums – **Done**
  - CC Power Standards are our focus goals and on the walls - **Done**
- K-4 Curriculum Map in ELA and Math and classroom walls (Top 5) – **Done**
- Teacher web pages – **Training Done**
- Parent Newsletters - **Done**
- Student Portfolios – (How is it going?) Please give me a copy of forms you are using if you have not already done so.
- Visible Improvement Plan – **Done**

➤ **Vocabulary Techniques: Done**

➤ **Improvement Plan goals: Next two goals are**

- **DIBELS EOY goal verbalized to students for a large celebration building goal is 73% bowling @Cherokee bowl current percentage is 59%**
- **Math Benchmark EOY goal 47% current percentage is 24%**

➤ **Vertical Team meetings on March 23<sup>rd</sup> – Agenda (K-12 Comm. Arts and Math????)**

➤ **Evaluate Schedule: Third test the week of 23<sup>rd</sup>.**

- **Tues.- 2<sup>nd</sup> grade, Wed.-4<sup>th</sup> grade, Thur.-2<sup>nd</sup> grade, Fri.-3<sup>rd</sup> Grade**

➤ **Other**

- **15-16 Student Handbook review and make notes for draft at April board meeting (review and make notes at next GLM)**
- **15-16 lunch schedule (new times)**
- **15-16 Activity (Specials schedule) revision (will be worked on by specials on March 23)**
- **New dismissal next year elementary will dismiss at 2:55**
- **Pickering (Communication Log) fun example if anyone is interested in using it**
- **AR Field Trip for 1<sup>st</sup>-3<sup>rd</sup> grade coordinated by Mrs. Telge the date is May 14<sup>th</sup>**
- **District PLC (Do we want to meet again in April or May??) to discuss indicators for next year and etc.**
- **Class list suggestions for next year in ,**
- **MAP**
  - **Training March 23<sup>rd</sup> @8:00**
  - **Testing Week of April 13-17**
  - **Elementary will test Monday an**
  - **MAP Assembly moved to Marc**
  - **Raffle Ticket Incentive during**
  - **Prof.-Movie and Advanced- (R**  
**have scores.**
- **PLC District Meeting Notes – Review**
- **Acuity K-2 next year – getting final qu**
  - **3-8 possibly the year after**

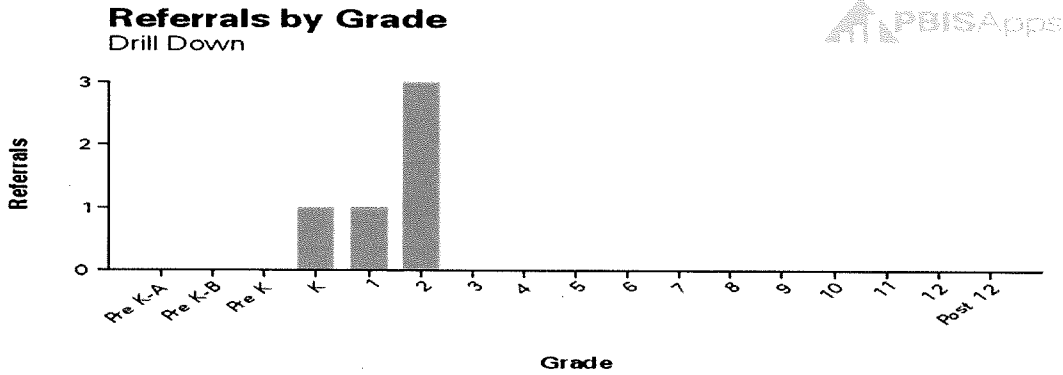
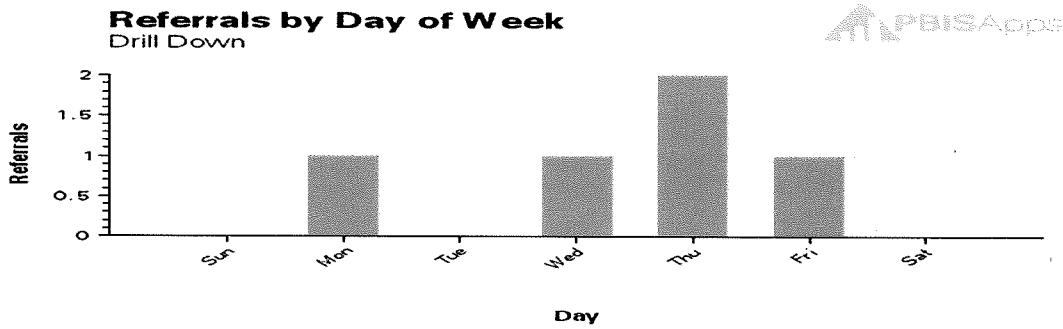
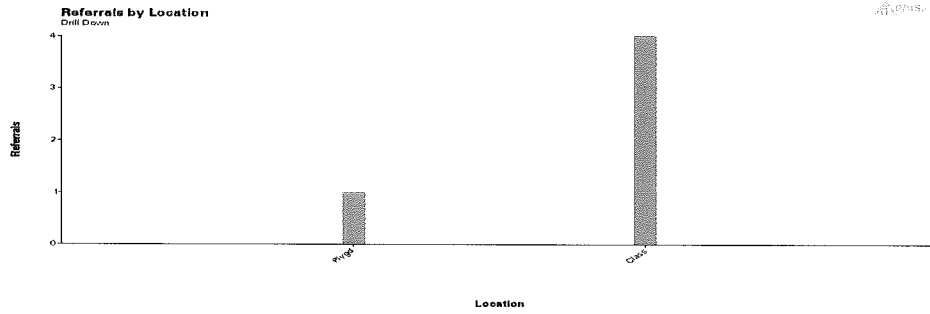
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➤ **CW**

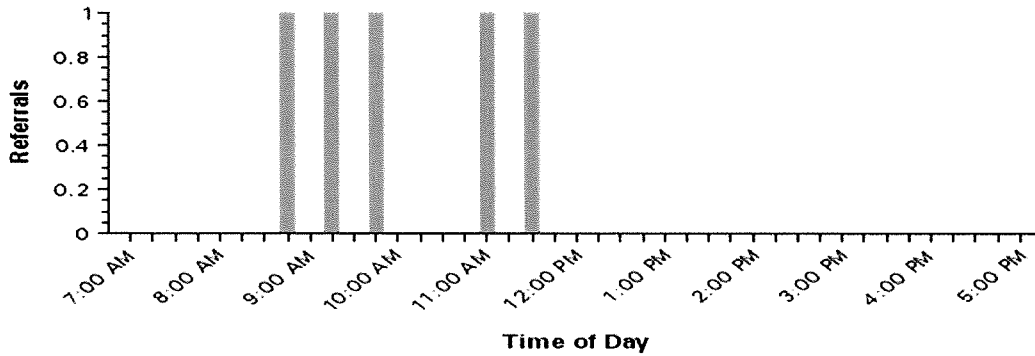
- **Action Plan completed please review and give me notes to finalize and submit to Deb**
- **GLM – April 23<sup>rd</sup> Deb will be here observe your meetings**
- **Will put in for second stipend on April 29<sup>th</sup>.**

# Major Referrals 3-2-15 to current



### Referrals by Time of Day

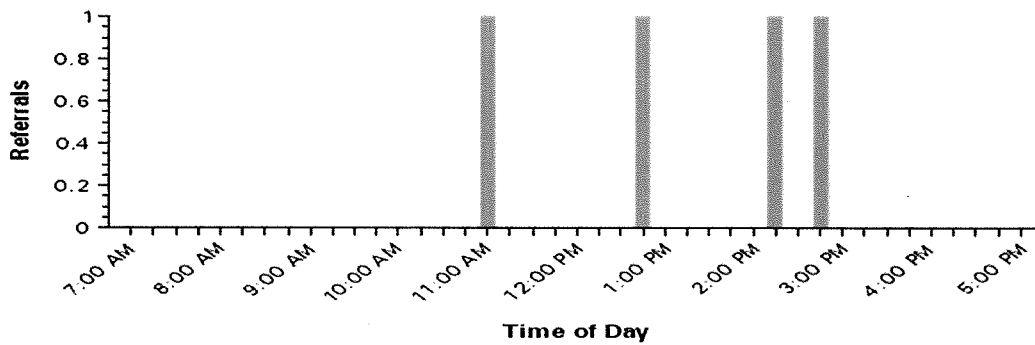
Drill Down



Minors

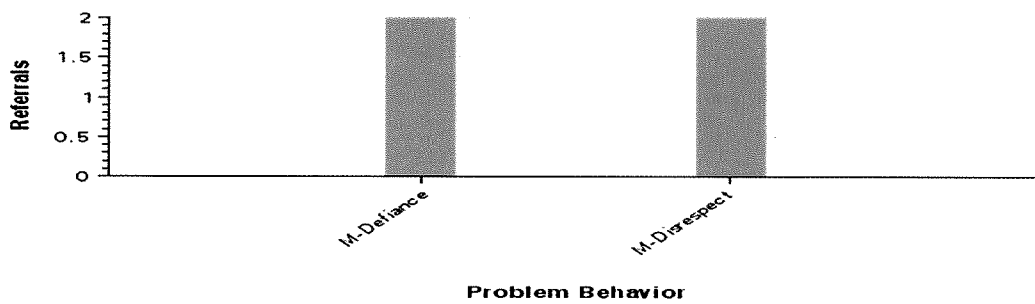
### Referrals by Time of Day

Drill Down



### Referrals by Problem Behavior

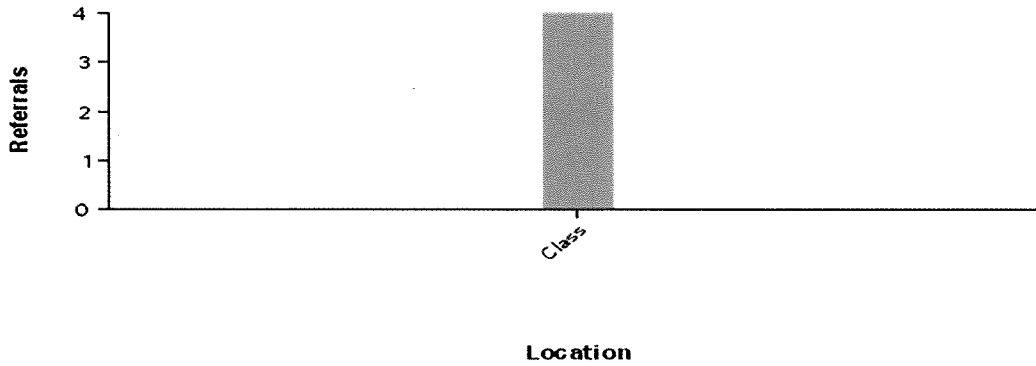
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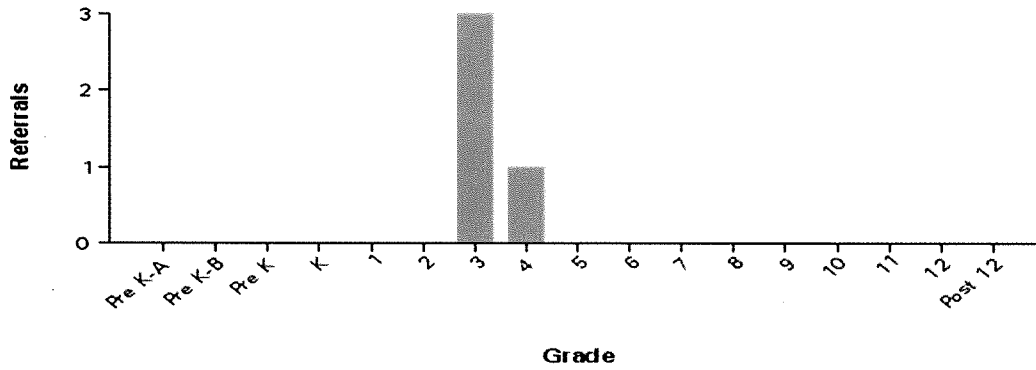
### Referrals by Location

Drill Down



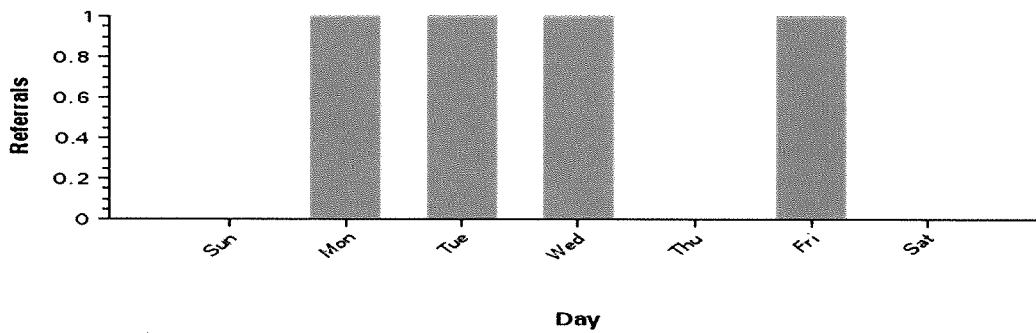
### Referrals by Grade

Drill Down



### Referrals by Day of Week

Drill Down



Date	Name	Regarding	Method	Follow Up Required
			<input type="checkbox"/> Face-to-Face <input type="checkbox"/> Phone <input type="checkbox"/> Voicemail <input type="checkbox"/> Note	<input type="checkbox"/> URGENT <input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Face-to-Face <input type="checkbox"/> Phone <input type="checkbox"/> Voicemail <input type="checkbox"/> Note	<input type="checkbox"/> URGENT <input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Face-to-Face <input type="checkbox"/> Phone <input type="checkbox"/> Voicemail <input type="checkbox"/> Note	<input type="checkbox"/> URGENT <input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Face-to-Face <input type="checkbox"/> Phone <input type="checkbox"/> Voicemail <input type="checkbox"/> Note	<input type="checkbox"/> URGENT <input type="checkbox"/> Yes <input type="checkbox"/> No
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			<input type="checkbox"/> Face-to-Face <input type="checkbox"/> Phone <input type="checkbox"/> Voicemail <input type="checkbox"/> Note	<input type="checkbox"/> URGENT <input type="checkbox"/> Yes <input type="checkbox"/> No

# Staff workday

## Agenda

Monday, March 23, 2015

- ❖ Elementary MAP Training grades 3-8 @ 8:00-9:00 in Elementary Tech Lab
  - All others work in rooms
- ❖ High school Training in tech lab from 9:00-10:00
- ❖ Grade Level Meetings – Agenda to meet from 9:00-10:00 in Classrooms
- ❖ Star Webinar @10:00 – El Tech Lab
- ❖ Specials work on Activity Schedule for next year with an ending time of 2:55
- ❖ Scott Taylor @1:00 in Cafeteria
- ❖ K-4 Vertical Team Meetings those on a team meet @2:15
  - C.A. meet in Vreelands room
  - Math meet in Schoonovers room

Star Webinar  
email me your grade  
level thoughts and  
receive a penny

(3+4) → Switch up  
2nd and 1st  
small Dr two days

\* email Ashley  
Taylor for  
another meeting  
date.

**Milan Elementary  
Team Meeting Record Sheet**



Group Members Present: Classroom teachers		
Norms:		
Date: 3/23/15	Grade Level Content: K-4 Reading & Math groups	
Topic:	Discussion Points	Decisions
<ol style="list-style-type: none"> <li>1. Review student handbook and if changes email them to me.</li> <li>2. Review Safety Plan and if changes email them to me.</li> <li>3. Review CW action plan and if changes email them to me.</li> <li>4. Math smart goal for 4<sup>th</sup> quarter need to turn in at least one set a timeline to set and meet at least one goal.</li> <li>5. Discuss math benchmark testing and devise a plan for giving benchmark and what skills to review to increase EOY benchmark scores.</li> <li>6. Discuss current DIBEL scores in regards to the tier two kids and devise a plan to move those kids into tier one by the EOY benchmark.</li> <li>7. 4<sup>th</sup> Quarter star goal is (.9) (ex. 2<sup>nd</sup> grade <b>(2.9)</b>).</li> </ol>		
Check the Corollary Questions that were discussed during the meeting:		
<input type="checkbox"/>	What do we expect students to learn?	
<input type="checkbox"/>	How will we know when students have learned?	
<input type="checkbox"/>	How will we respond when students experience difficulty learning?	

K-4 Vertical Team Meetings (3/23/15)

Team Members:

<u>Comm Arts:</u>	<u>Math</u>
Vreeland	Shifflet
Swietzer	Schoonover
Telge	Stevens
Lyon	Hayes
Richardson	Widner
Harvey	Hull
Walker	Sibbit



**Milan Elementary  
Team Meeting Record Sheet**



Group Members Present: Classroom teachers		
Norms:		
Date: 3/23/15	Grade Level Content: K-4 Vertical Math	
Topic:	Discussion Points	Decisions
<ol style="list-style-type: none"> <li>1. Discuss EOY Math Benchmark goals.</li> <li>2. Devise a plan to meet elementary improvement plan goal by the end of year. <b>(current percent of students proficient is 24% and goal is 47%)</b></li> <li>3. Discuss what skills need to be taught to meet that goal.</li> <li>4. Devise a celebration once a goal is met.</li> <li>5. Discuss what skills are needed from each grade level for students be successful next year.</li> <li>6. Discuss concerns and topics for next meeting.</li> </ol>		
Check the Corollary Questions that were discussed during the meeting:		
<input type="checkbox"/>	What do we expect students to learn?	
<input type="checkbox"/>	How will we know when students have learned?	
<input type="checkbox"/>	How will we respond when students experience difficulty learning?	
<input type="checkbox"/>	How will we respond when students already know the key concepts, skills and content?	
<input type="checkbox"/>	Based on collaborative analysis of the results of our efforts, what can we do to improve student learning?	

**Milan Elementary  
Team Meeting Record Sheet**



Group Members Present: Classroom teachers		
Norms:		
Date:3/23/15	Grade Level Content: K-4 Vertical Comm Arts	
Topic:	Discussion Points	Decisions
<ol style="list-style-type: none"> <li>1. Discuss EOY DIBEL Benchmark goals.</li> <li>2. Devise a plan to meet elementary improvement plan goal by the end of year.(<b>current percent of students proficient is 59% and goal is 73%</b>)</li> <li>3. Discuss what skills need to be taught to meet that goal.</li> <li>4. Devise a celebration once a goal is met.</li> <li>5. Discuss what skills are needed from each grade level for students be successful next year.</li> <li>6. Discuss concerns and topics for next meeting.</li> </ol>		
Check the Corollary Questions that were discussed during the meeting:		
<input type="checkbox"/>	What do we expect students to learn?	
<input type="checkbox"/>	How will we know when students have learned?	
<input type="checkbox"/>	How will we respond when students experience difficulty learning?	
<input type="checkbox"/>	How will we respond when students already know the key concepts, skills and content?	
<input type="checkbox"/>	Based on collaborative analysis of the results of our efforts, what can we do to improve student learning?	

PLC Agenda  
Monday, April 6, 2015

➤ PLC

○ Success Indicators:

- Learning targets are posted in a variety of locations and mediums – Done
  - CC Power Standards are our focus goals and on the walls - Done
- K-4 Curriculum Map in ELA and Math and Classroom walls (Top 5) – Done
- Teacher web pages – Training Done
- Parent Newsletters - Done
- Student Portfolios – (How is it going?) Please give me a copy of forms you are using if you have not already done so.
- Visible Improvement Plan – Done

➤ Vocabulary Techniques: Done

➤ Improvement Plan goals: Next two goals are

- DIBELS EOY goal verbalized to students for a large celebration building goal is 73% current percentage is 59%
- Math Benchmark EOY goal 47% current percentage is 24%
- Communicate goals and celebrations that each team has come up with to students

➤ Vertical Team meetings: Discuss how to meet last two improvement plan goals

➤ Quarterly Data Template – Review

- Student/Staff attendance incentive
- Safety Plan – notes will be sent to ~~Mr. Lyon~~ Dr. Yocom

➤ Evaluate Schedule: No testing in April but we will test again the week of May 11<sup>th</sup>

- Mon. 3<sup>rd</sup> grade, Tues. - 2<sup>nd</sup> grade, Wed. - 2<sup>nd</sup> grade, Fri. 4<sup>th</sup> Grade

➤ Other

- 15-16 Student Handbook will put together notes for April BOE and approval at May BOE
  - Yearly Even Calendar
  - Next years field trip dates if you have them
- 15-16 lunch schedule (Kindergarten starting a little earlier at beginning of year)
- 15-16 Activity New times have changed a little (Review)
  - ISS room supervision, push-in, pullout, Den time plan from specials
- Go Math is a go for next year K-4<sup>th</sup> grade
- AR Field Trip – Teige
- Field Day: 2-4 kickball tournament and K-1 Free play on May 6<sup>th</sup>?
- Maintenance- due by 8<sup>th</sup> or 15<sup>th</sup> at the latest
- Inventories- add laptops or tablets to bottom of Classroom inventory under title heading if they are housed in your room.
- District PLC Next meeting dates is ~~May 11<sup>th</sup>~~ <sup>7</sup> from 12-3 if RPDC does not come we will meet anyway
- Class list suggestions for next year in April GLM meetings
- MAP
  - Testing Week of April 13-17
  - 4<sup>th</sup> grade head phone count?
  - Raffle Ticket Incentive during the week (candy, pop and snacks) pick up raffle tickets in may office will draw names in the afternoon of the 13<sup>th</sup> and 14<sup>th</sup>
  - Predictions

Den Time  
Computer lab.

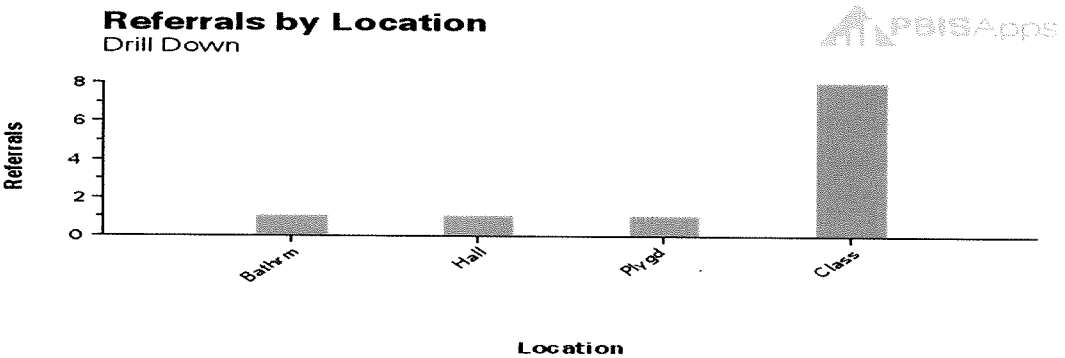
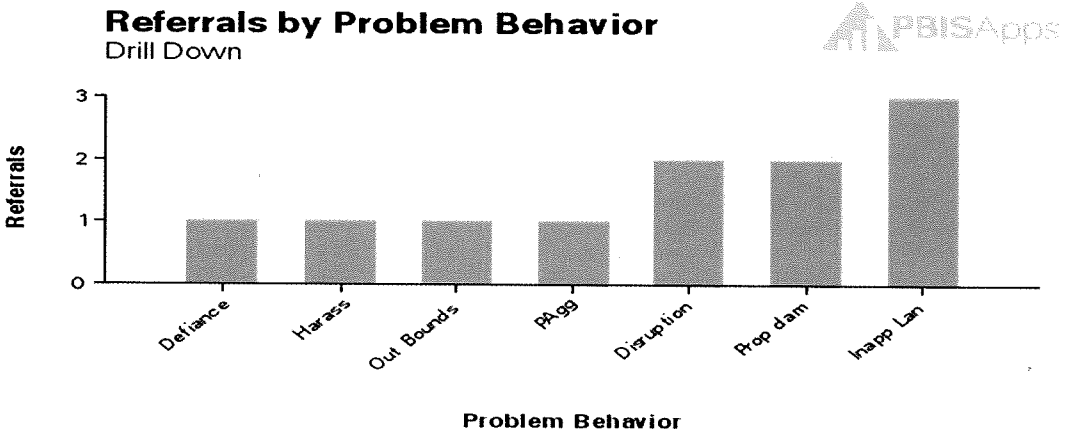
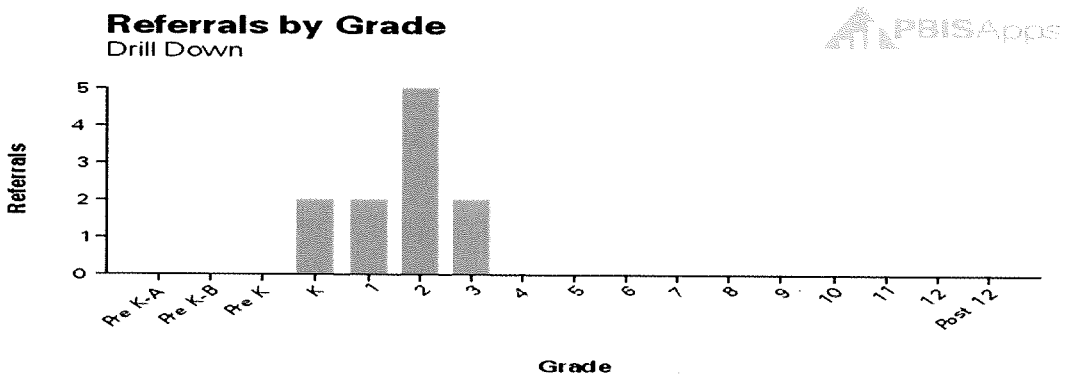
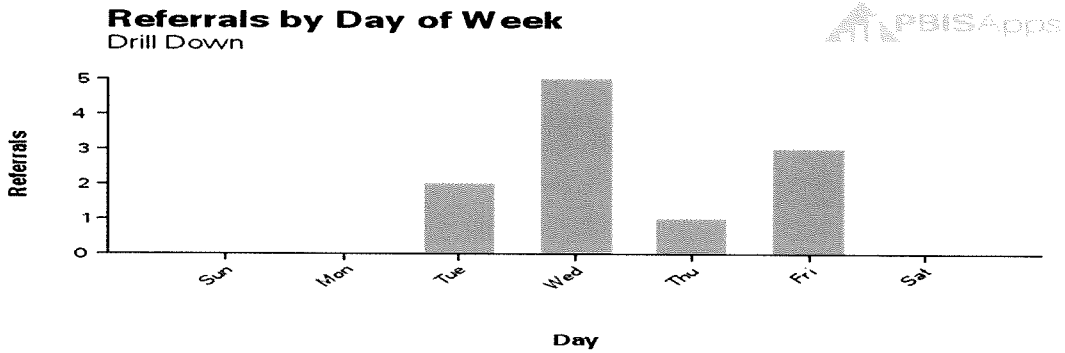
➤ CW

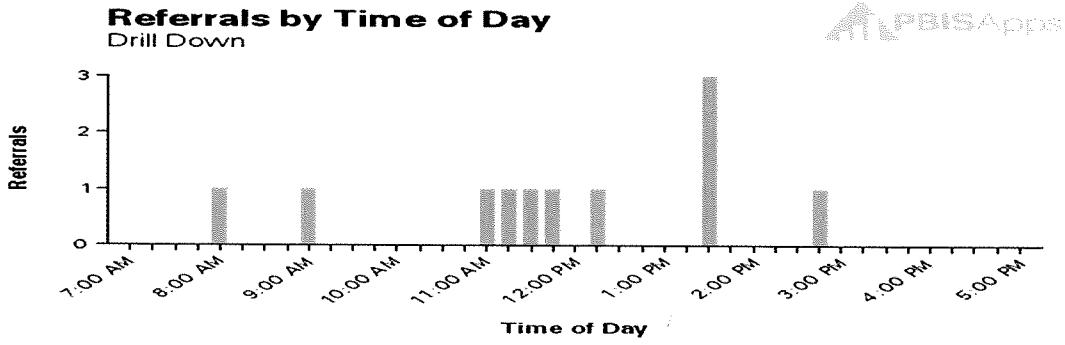
- Action Plan completed and adding result items then will submit to Deb
- GLM – April 23<sup>rd</sup> Deb will be here observe your meetings
- Will put in for second stipend on April 29<sup>th</sup>.

**PLC minutes:**

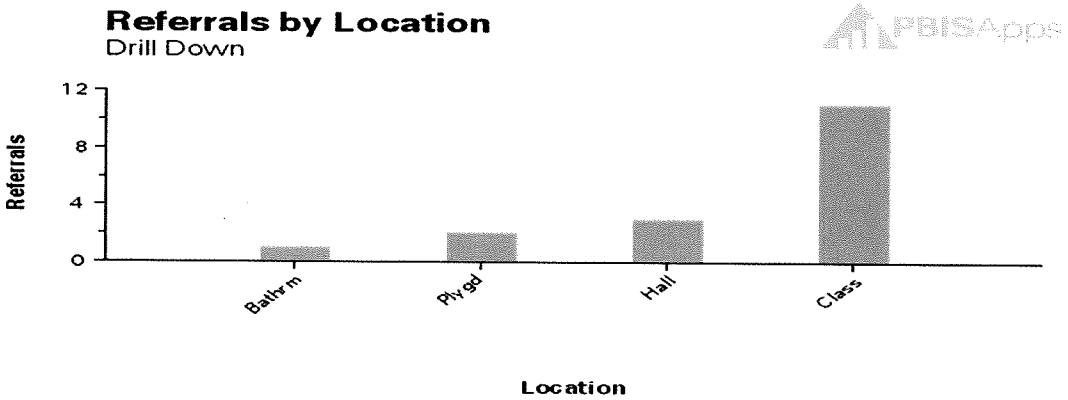
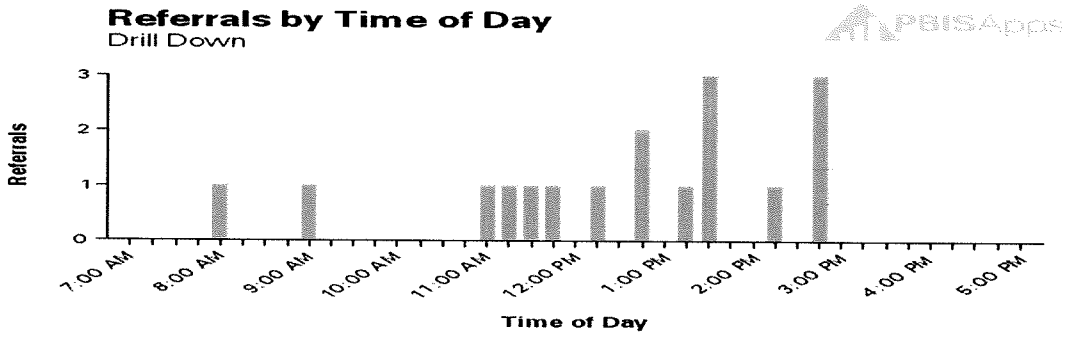
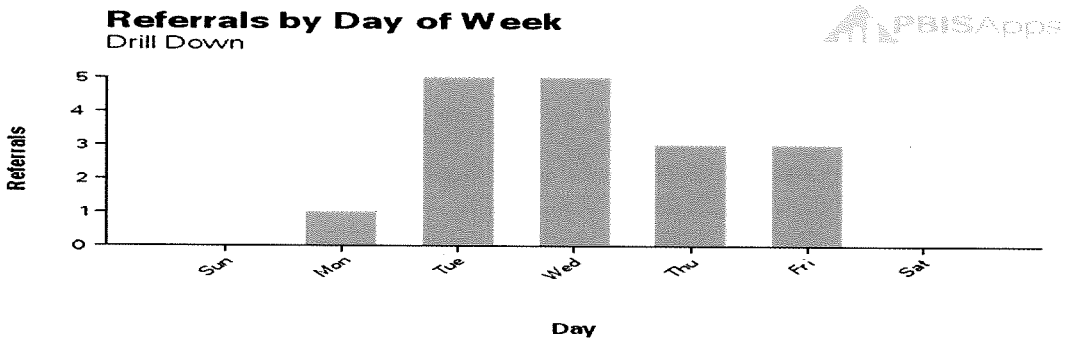
1. **Success Indicators:** Student Portfolios- Pick a data tracking sheet and have students learn how to fill it out.
2. **Vocabulary Techniques:** All grade levels have shared.
3. **Improvement Plans:** Mrs. Pauley has set a DIBELS benchmark goal for the end of the year and a math benchmark goal for the end of the year.
4. **Vertical Teams-** Meet on the k-4 math on March 23. Grade levels could tell what they would like to put in agenda for this meeting. We would like to meet with one grade above and one grade below.
5. **Evaluate:** We will complete the March test the week of March 23<sup>rd</sup>.
6. **Other**
  - a. Review the student handbook and bring suggestions to next meeting or to Mrs. Pauley.
  - b. The lunch schedule has changed. Discuss this with grade level. Specials will meet March 23 to discuss schedule change as well.
  - c. Next year's dismissal time will be 2:55 and first bell will ring at 7:58.
  - d. Pickering shared a parent contact sheet.
  - e. Mrs. Telge is in charge of the AR trip for grade 1-3.
  - f. Teachers need to make potential class lists for next year's classes. Sort them into 2 groups, but do not assign a teacher.
  - g. MAP- Training will be March 23<sup>rd</sup>. We will be testing April 13-14. Ell and Special Education will begin March 31<sup>th</sup>. The MAP Assembly will be March 30. There was discussion to have a reward for student who have scored Proficient and maybe even Basic, so they don't fall. The Advanced kids will go to the Royals game on May 7<sup>th</sup>. If we get scores back in time, this year's students may attend.
  - h. PLC committee may meet in April or May to discuss indicators for next year.
  - i. Acuity- k-2 will use Acuity next year. 3-4 will use Evaluate because it is free and then change in the coming years.
7. **CW-** Mrs. Pauley completed the Leadership team checklist and the Action Plan. We are to review the plan and submit suggestions to Mrs. Pauley. She will request another stipend for the end of the year. Deb will observe grade level meetings on April 23.

Majors 3-16 to current:



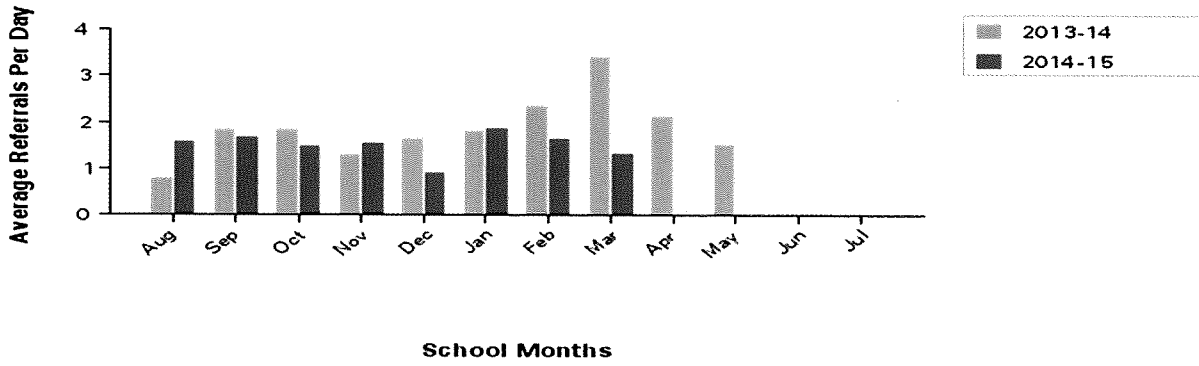


Minor 3-16 to current:



### Average Referrals Per Day Per Month - Multi-Year

All, 2013-14 - 2014-15



Milan C-2 School District

Elementary SW-PBS Team Meeting Agenda, Minutes and Problem-Solving Action Plan Form

	Date:	Time:	Location:	Facilitator:	Minute Taker:	Data Analyzed:
Today's Meeting	4-6-15	3:35 p.m.	Elem. Art Room	Tier Coaches/Mrs. Pauley	Melissa Sweitzer	Big 5 Data
Next Meeting	4-20-15	3:35 p.m.				

Team Members Present: (Circle members present) Ashley Pauley, Beth Sibbet, Natalie Telge, Christa Widner, Dacey Hassey, Mary Jo Sawyer, Lisa Schoonover, Ashley Hayes, Melissa Sweitzer, Carla van Ingen, Colleen Vreeland

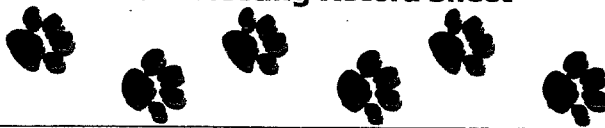
Today's Agenda Items:

1. Read March 16 meeting minutes
2. Review current Big 5 SWIS Data
3. Address 3 Emergency Lesson Procedures needed through PBS lessons – Mrs. Pauley – Perhaps shorten 3 upcoming PBS lessons to allow time for these 3 areas to be included?
4. PBS Lesson Schedule
5. Are survey results in? Staff PBS buy in and SAS *90% reconfirmation packet due 15th June*
6. SET is April 7
7. 4<sup>th</sup> Grade PBS Big Celebration
8. Leisure World Big Celebration
9. Changes for Matrices or Student/Faculty Handbooks needed before April board meeting
10. Tier 2/3 Information
11. Review personal requests made to committee members
12. Next meeting date-April 20, 2015

*ELM Handbook to 8:00  
change time to 7:58  
instead of*



Milan Elementary  
Team Meeting Record Sheet



Group Members Present: Classroom teachers Hall, Widner, Hayes, Shifflet,  
Norms: Stephens, Schoonover, Sibbit

Date: 3/23/15 Grade Level Content: K-4 Vertical Math

Topic:	Discussion Points	Decisions
<ol style="list-style-type: none"> <li>Discuss EOY Math Benchmark goals.</li> <li>Devise a plan to meet elementary improvement plan goal by the end of year. (current percent of students proficient is 24% and goal is 47%)</li> <li>Discuss what skills need to be taught to meet that goal.</li> <li>Devise a celebration once a goal is met.</li> <li>Discuss what skills are needed from each grade level for students be successful next year.</li> <li>Discuss concerns and topics for next meeting.</li> </ol>	<p>K, 1, 3 &amp; 4 take 1<sup>st</sup> week in May 2<sup>nd</sup> may take theirs in the middle of April</p> <hr/> <p>See step 4 - LOL</p> <hr/> <p>Each grade level is looking at their smartgoals to help with this</p> <hr/> <p>Beach Day Inflatable jumping pits *Mathletics - track &amp; field*</p> <hr/> <p>Basic facts &amp; fluency, - * money - time - Vocabulary - word problems</p> <hr/> <p>Can we set a summer IXL goal? - month of June - school goal - Mrs. Pawley &amp; for teachers</p>	

Check the Corollary Questions that were discussed during the meeting:

<input type="checkbox"/>	What do we expect students to learn?	- Water balloons - throwing cups of water
<input type="checkbox"/>	How will we know when students have learned?	Water
<input type="checkbox"/>	How will we respond when students experience difficulty learning?	
<input type="checkbox"/>	How will we respond when students already know the key concepts, skills and content?	
<input type="checkbox"/>	Based on collaborative analysis of the results of our efforts, what can we do to improve student learning?	

Monday 18<sup>th</sup>

- Mathletics -
- \* relay races
- \* softball throw
- \* hurdles
- \* tug o war
- long jump
- high jump
- sprints
- frisbee
- Javelin

Milan Elementary  
Team Meeting Record Sheet

Not B 240  
90  
Bench = 150



Group Members Present: Classroom teachers Richardson, Harvey, Lyon,  
Norms: Telge, Walker, Vreeland, Sweitzer

Date: 3/23/15

Grade Level Content: K-4 Vertical Comm Arts

Topic:

Discussion Points

Decisions

1. Discuss EOY DIBEL Benchmark goals.
2. Devise a plan to meet elementary improvement plan goal by the end of year. (current percent of students proficient is 59% and goal is 73%)
3. Discuss what skills need to be taught to meet that goal.
4. Devise a celebration once a goal is met.
5. Discuss what skills are needed from each grade level for students be successful next year.
6. Discuss concerns and topics for next meeting.

1. See data

2. Need 25 students to get to Benchmark

- More cold reads completed
- More practice in decodable books

3. More of:

- Decoding
- Sight word
- Fluency
- Comprehension

4. Extra recess/snack for all benchmark students  
Parachute play for close students attaining benchmark.

5. More practice in decoding, sight words, fluency, comprehension  
students know end in mind  
Data notebooks.

6. Test results from next tests

Not met

12 - K  
23 - 1  
18 - 2  
20 - 3  
20 - 4

Met 9.0  
Close 1-7 3  
2-6 4-1

Need 25 students to meet goal.

any  
met 15?

Check the Corollary Questions that were discussed during the meeting:

What do we expect students to learn?

How will we know when students have learned?

How will we respond when students experience difficulty learning?

How will we respond when students already know the key concepts, skills and content?

Based on collaborative analysis of the results of our efforts, what can we do to improve student learning?

### 14.15 Quarterly Data Template

Percentage of As/Bs- Quarter Core Classes	Elementary	1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS
	Middle School	80%	77%	79%	83%			
	High School	64%	56%	60%	62%			
	High School	72%	62%	67%	58%			
	SPED/ELL	60%	64%	62%	53%			
	<b>TOTALS</b>	<b>69%</b>	<b>65%</b>	<b>67%</b>	<b>66%</b>			
Percentage of As/Bs- Quarter English	Elementary	1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS
	Middle School	71%	71%	71%	80%			
	High School	69%	67%	68%	72%			
	High School	69%	59%	64%	58%			
	SPED/ELL	45%	37%	41%	63%			
	<b>TOTALS</b>	<b>63%</b>	<b>59%</b>	<b>61%</b>	<b>60%</b>			
Percentage of As/Bs- Quarter Math	Elementary	1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS
	Middle School	84%	80%	82%	89%			
	High School	70%	57%	64%	56%			
	High School	58%	45%	52%	41%			
	SPED/ELL	45%	42%	43%	57%			
	<b>TOTALS</b>	<b>64%</b>	<b>56%</b>	<b>60%</b>	<b>58%</b>			
Percentage of As/Bs- Quarter Science	Elementary	1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS
	Middle School	73%	77%	75%	84%			
	High School	47%	49%	48%	62%			
	High School	72%	64%	68%	61%			
	SPED/ELL	47%	50%	48%	58%			
	<b>TOTALS</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>			
Percentage of As/Bs- Quarter Social Studies	1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS	

### 14.15 Quarterly Data Template

	Elementary	86%	79%	83%	81%			
	Middle School	58%	54%	56%	59%			
	High School	88%	83%	86%	71%			
	SPED/ELL	69%	62%	65%	60%			
	<b>TOTALS</b>	<b>75%</b>	<b>69%</b>	<b>72%</b>	<b>71%</b>			
<b>Percentage of Ds/Fs-Quarter English</b>								
		1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS
	Elementary	7%	6%	7%	5%			
	Middle School	10%	8%	9%	8%			
	High School	17%	16%	17%	20%			
	SPED/ELL	10%	16%	13%	11%			
	<b>TOTALS</b>	<b>11%</b>	<b>11%</b>	<b>11%</b>	<b>11%</b>			
<b>Percentage of Ds/Fs-Quarter Math</b>								
		1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS
	Elementary	6%	5%	6%	2%			
	Middle School	14%	19%	17%	22%			
	High School	13%	31%	22%	29%			
	SPED/ELL	30%	29%	29%	25%			
	<b>TOTALS</b>	<b>16%</b>	<b>21%</b>	<b>18%</b>	<b>20%</b>			
<b>Percentage of Ds/Fs-Quarter Science</b>								
		1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS
	Elementary	11%	8%	10%	5%			
	Middle School	25%	21%	23%	16%			
	High School	10%	12%	11%	11%			
	SPED/ELL	22%	17%	19%	16%			
	<b>TOTALS</b>	<b>17%</b>	<b>15%</b>	<b>16%</b>	<b>15%</b>			
<b>Percentage of Ds/Fs-Quarter Social Studies</b>								
		1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS
	Elementary	6%	6%	6%	2%			
	Middle School	18%	24%	21%	19%			
	High School	4%	7%	6%	9%			



### 14.15 Quarterly Data Template

Percentage of Ds/Fs-Quarter (CTE, PE, FA)		1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS
	Elementary	10%	0%	5%	0%			
	Middle School	4%	1%	3%	5%			
	High School	4%	7%	6%	6%			
	SPED/ELL	INCLUDED	INCLUDED	INCLUDED	INCLUDED			
	TOTALS	6%	3%	4%	4%			
<b>% Students Reading At/Above Grade Level</b>								
		1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS
Dibels	Kindergarten	45%	51%	48%	62%			
Dibels/Star	1st Grade	51%	58%/93%	51%	62%			
Starr	2nd Grade	49%	81%	65%	76%			
Starr	3rd Grade	35%	46%	41%	81%			
Starr	4th Grade	21%	51%	36%	67%			
	EL TOTAL	40%	68%	54%	<del>69%</del> 69%			
Starr	5th Grade	28%	39%	34%	33%			
Starr	6th Grade	28%	50%	39%	46%			
Starr	7th Grade	26%	40%	33%	46%			
Starr	8th Grade	26%	27%	27%	29%			
	MS TOTAL	27%	39%	33%	36%			
Starr/Dibels	SPED/ELL	INCLUDED	INCLUDED	INCLUDED	INCLUDED			
		34%	49%	42%	54%			
<b>90% of Students Attending 90% of the Possible Time</b>								
		1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS
	Elementary	97%	93%	95%	87%			
	Middle School	93%	96%	95%	92%			
	High School	84%	87%	85%	78%			
	SPED/ELL	INCLUDED	INCLUDED	INCLUDED	INCLUDED			
	TOTALS	91%	92%	92%	86%			
<b>Teacher Attendance Percentage</b>								
	Elementary	1st Qu. 96%	2nd Qu. 93%	1st SEM 94%	3rd Qu. 91%	4th Qu.	2nd SEM	2014-15 TOTALS

Q. 95% Staff incentive, Do something fun if we meet

### 14.15 Quarterly Data Template

	Middle School	89%	95%	92%	93%		
	High School	92%	91%	91%	85%		
	SPED/ELL	INCLUDED	INCLUDED	INCLUDED	INCLUDED		
	<b>TOTALS</b>	<b>92%</b>	<b>93%</b>	<b>93%</b>	<b>90%</b>		

<b>Parent/Teacher Contacts</b>		1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS
	Elementary	345	2057	2402	1924			
	Middle School	129	406	535	142			
	High School	315	266	581	927			
	SPED/ELL	122	90	212	213			
	<b>TOTALS</b>	<b>911</b>	<b>2819</b>	<b>3730</b>	<b>3206</b>			

<b>Total Tardies</b>		1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS
	Elementary	52	91	143	121			
	Middle School	58	70	128	36			
	High School	68	121	189	71			
	SPED/ELL	INCLUDED	INCLUDED	INCLUDED	INCLUDED			
	<b>TOTALS</b>	<b>178</b>	<b>282</b>	<b>460</b>	<b>228</b>			

<b>Total ISS Days</b>		1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS
	Elementary	6	18.5	24.5	24.5			
	Middle School	18	41.5	59.5	41			
	High School	16	3	19	8			
	SPED/ELL	11.5	21.5	33	36			
	<b>TOTALS</b>	<b>51.5</b>	<b>84.5</b>	<b>136</b>	<b>109.5</b>			

<b>Total OSS Days</b>		1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS
	Elementary	2	9	11	3			
	Middle School	0	12.5	12.5	25			
	High School	0	17	17	10			
	SPED/ELL	0	4.5	4.5	8			
	<b>TOTALS</b>	<b>2</b>	<b>43</b>	<b>45</b>	<b>46</b>			

### 14.15 Quarterly Data Template

Principal Walkthroughs Performed		1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS
	Elementary	31	74	105	32			
	Middle School	30	43	73	64			
	High School	30	31	61	35			
	SPED/ELL	5	14	19	18			
	<b>TOTALS</b>	96	162	258	149			
<b>SMART Goals SET and MET</b>								<b>2014-15 TOTALS</b>
	Elementary	1st Qu. 11 and 2	2nd Qu. 19 and 15	1st SEM 30 and 17	3rd Qu. 19/13	4th Qu.	2nd SEM	
	Middle School	15 and 3	27 and 13	42 and 16	45/23			
	High School	8 and 3	20 and 15	28 and 18	52/47			
	SPED/ELL	INCLUDED	INCLUDED	INCLUDED	INCLUDED			
	<b>TOTALS</b>	34 and 8 / 23.5%	66 and 43 / 65.2%	100 and 51 / 51%	116 and 83 / 72%			



## 14.15 Quarterly Data Template

## 14.15 Quarterly Data Template

# 100.00 for Classroom Supplies

## PLC Agenda Monday, May 4, 2015

- PLC
  - **Success Indicators:**
    - Learning targets are posted in a variety of locations and mediums – **Done**
      - CC Power Standards are our focus goals and on the walls - **Done**
    - K-4 Curriculum Map in ELA and Math and classroom walls (Top 5) – **Done**
    - Teacher web pages – **Training Done**
    - Parent Newsletters - **Done**
    - Student Portfolios – **Done**
    - Visible Improvement Plan – **Done**
  - Vocabulary Techniques: **Done**
  - Improvement Plan goals: Next two goals are
    - DIBELS EOY goal verbalized to students for a large celebration building goal is 73% current percentage is 59%
    - Math Benchmark EOY goal 47% current percentage is 24%
    - **Communicate goals and celebrations that each team has come up with to students**
  - Other
    - Field Day: 2-4 kickball tournament and K-1 Free play on May 6<sup>th</sup> from 8:30 to 10:30.
    - Star celebration as a grade level if you want to do anything else but will have Jolly Rancher popsicles with me on May 13<sup>th</sup> @11:50 on playground until end of day.
    - Athletics May 18<sup>th</sup> if end of year benchmark math goal is met. When you have smart goal figured and finished please turn in to my office. **Will have regular lunch!**
    - Elementary Improvement Plan Celebrations: DIBELS student celebration will be same day as Athletics on May 18.
    - Class List will be out before end of year.
    - End of year Checklist
    - Yearly Calendar take on last look for any errors or changes.
    - End of year assembly agenda please review for changes must be done by 10:30
  - **NEXT YEAR PLC ITEMS:** will provide all this information at May 13<sup>th</sup> faculty meeting
    - DEN TIME
    - Theme
    - Peer observation
    - Specials Rotation
    - STAR Goals for Next year
    - PLC Back to School Information for New Teachers Packet
  - **CW**
    - Deb Drury will provide training on Assessment Capable Learners October 26, 2015 and then she will review Student data notebooks
    - Purchasing folders for everyone and holders for folders for each Classroom.

Leadership Team Minutes from April 20, 2015

Members: Ashley Pauley, Beth Sibbit, Natalie Telge, Christa Widner, Mary Jo Sawyer, Lisa Schoonover, Ashley Hayes, Carla van Ingen, Colleen Vreeland

1. BIG 5 Data: The most frequent major behavior was physical aggression and the most minor behavior was disrespect.

2. Lesson plans:

a. On May 5<sup>th</sup>, only the students who have received a major or minor referral for the whole year will need to stay in with a teacher from that grade level and complete lesson "Rules Apply to Me-No Exception." The other students (referral free) will have an extra recess. The other two grade level teachers will supervise the recess.

b. On May 11, any students whom have not received a referral for the week on May 5 through May 11, will receive an extra recess and all other will complete a lesson called "Rules Apply, Consequences Do To" with Mrs. Pauley.

c. Emergency Procedure lessons. Vreeland had a student upset about the topic. Students had many questions about the topic such as: If students get out of the building, where do they go?

3. SET Results- We received a 100% on the evaluation. Hooray!!!

3. Matrices- Schoonover will add Pauley's Praise and Bus Buddies.

4. Leisure World Celebration- Hayes is asking Leisure World if teachers need to pay. We will be eating in the parking lot or at Rotary Park. Hayes will check with Aquatic Center about using the amphitheater.

5. Tier 2/3- All information has been submitted for Gold Recognition.

7. New schedule concerns- Mr. Cason was concerned about kindergarten and 1<sup>st</sup> grade retaining songs in a longer class time.

Do another lesson

~~5/5/15 Teachers take out students on referrals all year long~~

~~WRS~~

Coach - ~~Recess~~ P.B. Apps, Coke  
Soni - jeans  
Early Out  
Agenda

Wednesday, February 11, 2015

Roasted  
peanuts  
Cassia - Dry

Romy - Dr. Pepper

Need 6/12  
per in 100e

- > CPI - Choke Release
- > PBS - Elementary Tech Lab
  - o Big 5 Report
  - o Teacher Recognition: Treasure Box, You Rock, Bright Ideas (Pictures displayed on elementary office door)
  - o PBS Lesson Plans
    - March Big Celebration will be on the 5<sup>th</sup>.
    - Movie and popcorn in the Gym "Lorax or Horton Hears a Who"
    - Fundraisers - raised \$1,000.00 between chuck-a-duck and the Dumpster Dive
  - o PLC
  - o **Success Indicators:**
    - Learning targets are posted in a variety of locations and mediums - Done
      - CC Power Standards are our focus goals and on the walls - Done
    - K-4 Curriculum Map in ELA and Math and Classroom walls (Top 5) - Done
    - Teacher web pages - Training Done
    - Parent Newsletters - Done
    - Student Portfolios - Review items for notebooks this month. Try in tier at a later date.
    - Visible Improvement Plan - Done
  - o Vocabulary Techniques: 1<sup>st</sup> grade present February 11<sup>th</sup> and Kindergarten on March 4<sup>th</sup> or 11<sup>th</sup>
  - o Evaluate Schedule: Second test the week of February 16<sup>th</sup>.
    - o Math and ELA results: math Avg. 55% and Comm. Arts. Avg. 46%
  - o Other
    - o AR reading from coast to coast February 27<sup>th</sup> do we want to partake? To kickoff reading week the following Monday? Email Mrs. Moore or Mrs. Stevens
    - o Reading week informational handout - please dress professional on Friday, March 6 for the read-a-thon. We will have several parents and community members in the building.
    - o Pre-school is now on IXL math!!!
    - o Star 360 Quote \$4,434.00 and we are schedule a webinar for a later date to get more information.
    - o Reading campout attendance was 34 parents and students.
    - o MAP
      - Training April 1<sup>st</sup>
      - Testing Week of April 13-17
      - ELM will test Monday and Tuesday of that week in both ELA and Math
      - MAP Assembly April 9<sup>th</sup>
      - Fixed Test!!!
      - We will do a raffle ticket incentive for those students working hard.
      - 3<sup>rd</sup> and 4<sup>th</sup> grade use coding sheet to code each student today.
- > Review Quarterly Data
  - o PIZZA PARTY!!!
  - o Goals: creating trust, building positive relationships and being data driven!!
    - So proud of all our accomplishments this year!!! Thank you for all you do!!!
  - o Vertical Team meetings today at 2:30 (Comm arts in library, math in Elem. Tech lab)
  - o Work on flashlight smartgoal data.

K-12  
\$1,000.00  
Email  
more about  
fundraisers  
ready to  
web

Change  
schedule for  
2nd grade

Small  
League  
about  
Abraham  
Quinn

# Early Out Agenda Sign in Sheet Wednesday, February 11, 2015

Charles Bone	Jammy Jacques
Debbie Shifflet	Jill Howe
Jina Howard	B. Hull
Kellen Clark	Deb Colorado
Tamara Walker	R. Harvey
Spring Lynn	Kim Cason
Jana Ayers	
John Rich	
Lisa Schoenover	
Cindy Frazier	
Wilcher	
Melissa Packer	
Harvey	
Sweitzer	
Christina Dent	
Hayes	
Applly Jan	
Carolyn Sobel	







### 14.15 Quarterly Data Template

	SPED/ELL	16%	20%	18%					
	TOTALS	11%	14%	13%					
Percentage of As/Bs-Dual Credit		1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS	
Elementary		n/a	n/a						
Middle School		n/a	n/a						
High School		84%	85%						
SPED/ELL		n/a	n/a						
TOTALS		n/a	n/a						
Percentage of As/Bs-Quarter (CTE, PE, FA)		1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS	
Elementary		90%	94%	92%					
Middle School		74%	67%	71%					
High School		94%	86%	90%					
SPED/ELL		INCLUDED	INCLUDED	INCLUDED					
TOTALS		86%	82%	84%					
Percentage of Ds/Fs-Quarter Core Classes		1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS	
Elementary		10%	6%	8%					
Middle School		15%	17%	16%					
High School		11%	16%	14%					
SPED/ELL		INCLUDED	INCLUDED	INCLUDED					
TOTALS		12%	13%	13%					
Percentage of Ds/Fs-Dual Credit		1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS	
Elementary		n/a	n/a	n/a					
Middle School		n/a	n/a	n/a					
High School		0%	1%	0%					
SPED/ELL		n/a	n/a	n/a					
TOTALS		n/a	n/a	n/a					

# 14.15 Quarter Data Template

Percentage of Ds/Fs-Quarter (CTE, PE, FA)	1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS
Elementary	10%	0%	5%				
Middle School	4%	1%	3%				
High School	4%	7%	6%				
SPED/ELL	INCLUDED	INCLUDED	INCLUDED				
TOTALS	6%	3%	4%				
% Students Reading At/Above Grade Level	1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS
Kindergarten	45%	51%	48%				
1st Grade	51%	58%/93%	51%				
2nd Grade	49%	81%	65%				
3rd Grade	35%	46%	41%				
4th Grade	21%	51%	36%				
EL TOTAL	40%	68%	54%				
5th Grade	28%	39%	34%				
6th Grade	28%	50%	39%				
7th Grade	26%	40%	33%				
8th Grade	26%	27%	27%				
MS TOTAL	27%	39%	33%				
SPED/ELL	INCLUDED	INCLUDED	INCLUDED				
TOTALS	34%	54%	44%				
90% of Students Attending 90% of the Possible Time	1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS
Elementary	97%	93%	95%				
Middle School	93%	96%	95%				
High School	84%	87%	85%				
SPED/ELL	INCLUDED	INCLUDED	INCLUDED				
TOTALS	91%	92%	92%				
Teacher Attendance Percentage	1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS
Elementary	96%	93%	94%				

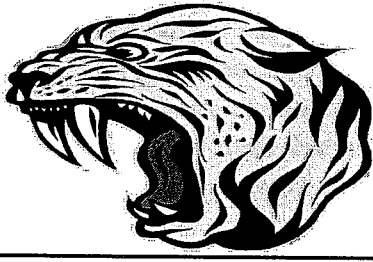


# 14.15 Quarter Data Template

Principal Walkthroughs Performed	1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS
Elementary	31	74	105				
Middle School	30	43	73				
High School	30	31	61				
SPED/ELL	5	14	19				
<b>TOTALS</b>	<b>96</b>	<b>162</b>	<b>258</b>				

SMART Goals SET and MET	1st Qu.	2nd Qu.	1st SEM	3rd Qu.	4th Qu.	2nd SEM	2014-15 TOTALS
Elementary	11 and 2	19 and 15	30 and 17				
Middle School	15 and 3	27 and 13	42 and 16				
High School	8 and 3	20 and 15	28 and 18				
SPED/ELL	INCLUDED	INCLUDED	INCLUDED				
<b>TOTALS</b>	<b>34 and 8 / 23.5%</b>	<b>66 and 43 / 65.2%</b>	<b>100 and 51 / 51%</b>				



## **Milan Elementary Improvement Plan**

1. **Mission Statement:** Teachers will effectively differentiate mathematics and ELA instruction, resulting in improved student achievement.

2. **Rationale:** Addressing student weaknesses and strengths will increase student achievement.

3. **Goals:**

➤ **Short-term Achievement Goals:**

- 47% of students will score proficient on the end of the Math benchmark exam.
- 73% of students will score proficient on the end of the DIBELS benchmark.
- 65% of students will be at grade appropriate reading level by the end of the STARR test.

➤ **Long-term Achievement Goals:**

- 22% of students will score proficient or advanced on the Mathematics portion of the MAP test.
- 48% of students will score proficient or advanced on the ELA portion of the MAP test.

4. **Key strategies to achieve goals:**

- Teachers and students will use grade level Benchmark Test and Dibel results to create individual plans and set goals for meeting Math and ELA goals in grades K-4.
- Grade level tests are used as formative assessment for student re-teaching and enrichment on specific skills.
- Title is used for re-teaching and enrichment.
- Starfall and AR is used in ELA for students in Pre-K through 4<sup>th</sup> grade as an enrichment tool.
- Purchase IXL to be used in K-4 for practice and enrichment in Math and ELA.
- Intervention and Enrichment Time is scheduled daily to provide help with Math and ELA skills for students performing below grade level and enrichment for students performing above proficient by ability grouping in grades K-4.
- Purchase additional iPads to utilize a variety of apps to provide students with practice in mathematics and ELA.
- Effective use of ELL providing intervention to specific subgroups by pushing in and pulling out.
- Purchase Brainpop to be used in K-4 for teaching and enrichment in Math and ELA.
- Tutoring will be provided for students scoring borderline basic or below basic in Math and ELA.
- Purchase a new k-4 math series that's more units based and aligned with common core.

Dumpster Dive Fundraiser

5<sup>th</sup> place 2<sup>nd</sup> grade \$30.90

4<sup>th</sup> place 1<sup>st</sup> grade \$39.65

3<sup>rd</sup> place Kindergarten \$51.92

2<sup>nd</sup> place 4<sup>th</sup> grade \$137.28

1<sup>st</sup> place 3<sup>rd</sup> grade \$157.49

**Total \$397.24**

School Year-to-Date Progress by Grade and Subject

School Year: 2014-2015

School: Milan Elementary

Demographics: All Students

Grade Level	Mathematics(SBAC)					
	SEP(%)	OCT(%)	NOV(%)	DEC(%)	JAN(%)	Avg(%)
All Grades	0	0	0	0	55	55
Grade 2	0	0	0	0	69	69
Grade 3	0	0	0	0	46	46
Grade 4	0	0	0	0	47	47

Grade Level	ELA/Lit(SBAC)					
	SEP(%)	OCT(%)	NOV(%)	DEC(%)	JAN(%)	Avg(%)
All Grades	0	0	0	0	46	46
Grade 2	0	0	0	0	54	54
Grade 3	0	0	0	0	43	43
Grade 4	0	0	0	0	40	40

Student Name: \_\_\_\_\_

Grade: 3<sup>rd</sup>

**Designated Supports**

The following is a list of designated supports for the End-of-Course assessments.

- These supports are available to students when deemed appropriate by a team of educators.
- ELL students include those receiving services (RCV) or not receiving services (NRC). ELL students do not include those students in monitored status (MY1 or MY2).

Support	Format	Description	Code
Bilingual Dictionary	Any	ELL students may have access to a physical bilingual dictionary for use on the writing performance task.	S431
Color Contrast	Paper	Students may have the test presented to them printed in different colors based on student needs or preferences.	S102
Color Overlay	Paper	Students may have a color transparency placed over the test presented to them based on student needs or preferences.	S103
Magnification	Online - Not Embedded	The system allows students to use assistive technology devices to change the size of text, formulas, tables, graphics, etc. beyond the capabilities of a standard zoom tool.	S105
Masking	Paper	Students may use a masking tool to block off content that is not of immediate need or that may be distracting.	S107
Read-Aloud (For all items in any subject, excluding ELA reading passages)	Online - Not Embedded	Students may use assistive technology text-to-speech software to allow all items in any subject, not including ELA reading passages, to be read aloud.	S042
	Any	Students may have items in mathematics, science, social studies and English language arts to be read aloud to them by a trained reader. Read Aloud of ELA reading passages requires an IEP or 504 plan.	S043
	Any	ELL students may have items in mathematics, science, social studies and English language arts to be read aloud to them in their native language by a trained translator. Read Aloud of ELA reading passages requires an IEP or 504 plan.	S111
Scribe (For all items in any subject, excluding ELA writing)	Any	Students may dictate their responses to a trained scribe, who must follow the administration guidelines. Scribing of ELA writing requires an IEP or 504 plan.	S351
Separate Setting	Any	Students may be allowed to test in a separate setting from other students. This includes testing individually or testing as part of a smaller group.	S501
Translation	Any	<ul style="list-style-type: none"> <li>• ELL Students may have test directions for math, science and social studies translated.</li> <li>• ELL students may respond to any assessment in their native language. The responses must be translated and then transcribed by a trained scribe, who must follow the administration guidelines.</li> <li>• ELL students taking the paper based, Braille or Large Print assessment may have access to a specific glossary, to be included with the assessment. This glossary can be translated locally.</li> </ul>	S109

Teachers

Ms. Steven's, Ms. Telge and Mr. Roney



Student Name: \_\_\_\_\_

Grade: 4<sup>th</sup>

**Designated Supports**

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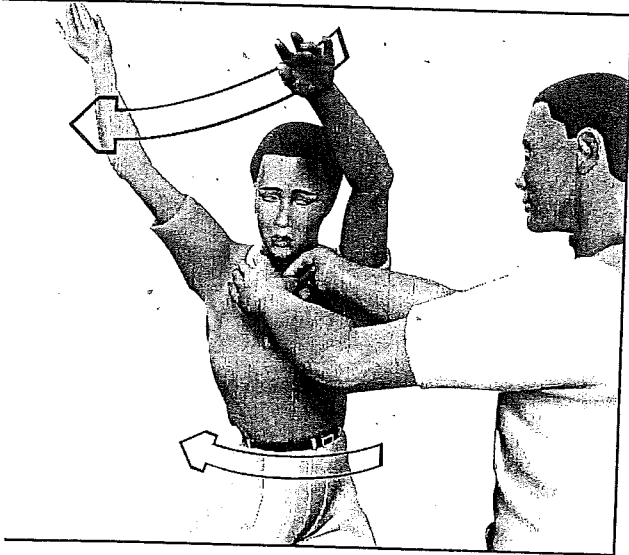
Teachers

. Huwe, Mrs. Sweitzer and Mrs. Schoonover



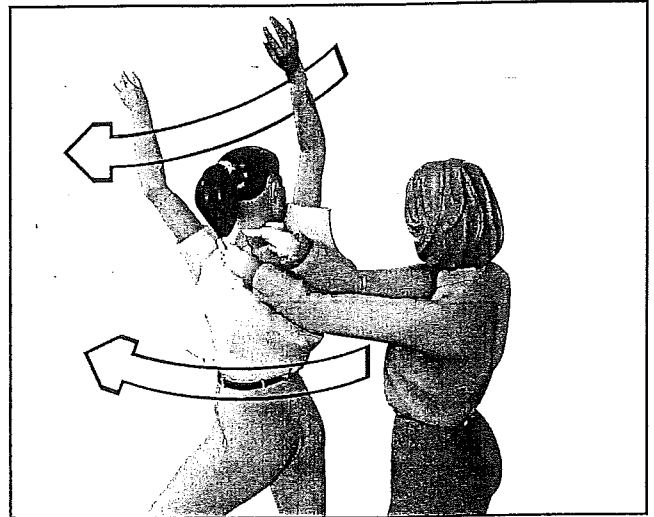
# Caution

These CPI Classroom Model diagrams are intended as a point of reference and only represent a snapshot of the process required to execute the technique. Accordingly, these techniques should only be learned and practiced under the supervision of a *Nonviolent Crisis Intervention*® Certified Instructor. Attempting to learn these techniques from the diagrams or descriptions may result in injury.



## CPI FRONT CHOKE RELEASE

se your arms straight up for leverage. (This may also  
ate a distraction.) Lean away to extend the individual's  
s; this will weaken the grab. Create momentum by  
ing shoulders and arms in a rotating motion  
y from the individual. Your shoulders will act as a  
r while your momentum will assist in releasing the  
>. Increase your psychological advantage by using a  
al distraction or an element of surprise.  
mpt to move out of the way to maintain safety.



## CPI BACK CHOKE RELEASE

Raise your arms straight up for leverage. (This may also  
create a distraction.) Lean away to extend the individual's  
arms; this will weaken the grab. Create momentum by  
turning your shoulders and arms in a rotating motion  
away from the individual. Your shoulders will act as a  
lever while your momentum will assist in releasing the  
grab. Increase your psychological advantage by using a  
verbal distraction or an element of surprise.

Attempt to move out of the way to maintain safety.

## 2014-2015 PBS Lesson Plan Schedule

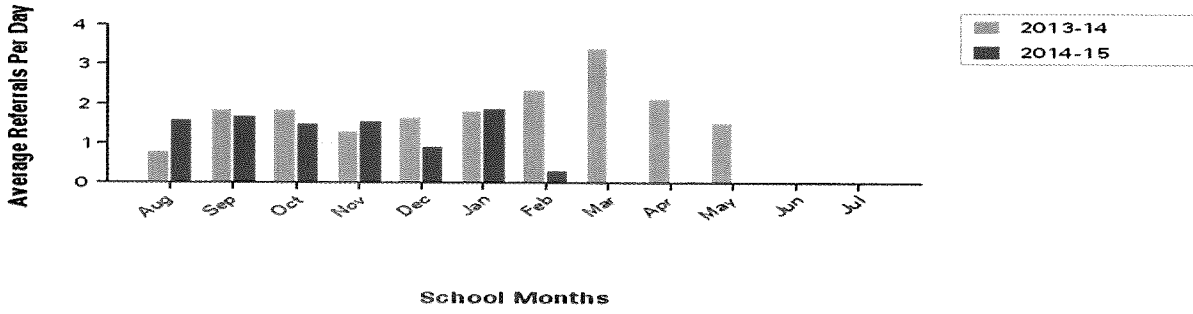
Lesson Date	Teacher	Due Date Turn in to Mrs. Pauley on:	Topic
8/18-First day of school (early out)	All	"Boot Camp"	Cafeteria, Dismissal, Bus & Classroom Procedures
8/19-Second day of school (early out)	All	"Boot Camp"	Bathroom, Hallway, and Classroom Procedures
8/20-Third day of school (Full day)	All	"Boot Camp"	Cafeteria, School wide Dismissal, & Classroom Procedures
8/22-8/29	All	Continue to teach and review all procedures.	Continue to teach and review all classroom and school wide procedures.
9/2 - 9/12	All	Continue to teach and review all procedures.	Continue to teach and review all classroom and school wide procedures.
9/16/14	Pauley	9/10/14	Respect
9/23/14	Vreeland	9/14/14	Bus Safety/Bullying on bus
9/30	van Ingen	9/24	Theft
10/7	Sweitzer	10/1	Physical Aggression
10/14	Schoonover	10/8	How to solve problems without aggression
10/21	Jacques	10/15	Respect in bathroom-Vandalism
10/28	Walker	10/22	Responding to Adults-Listen to Bus Drivers, Cafeteria Workers, Adults at School
11/4	Van Ingen	10/29	New Bus Expectations
11/11	Harvey	11/5	Keep hands, feet, objects to self - Respect personal space of others
11/18	Widner	11/12	Space Invaders
11/25	Sibbitt	11/19	Defiance-It's Not ok to say No
12/2	Shifflet	11/26	Using Kind Words
12/9	Gardner	123	Honesty
12/16	Hayes	12/10	Arrival Procedures
Week of Jan. 5-9	All Teachers	Review of all procedures	Monday - Safe Thursday - Bathroom Tuesday - Respectful Wednesday - Responsible All week: review procedures in classroom, hallway, cafeteria, playground manners
1/13/15	Van Ingen	1/7/15	Billy Bully
1/20/15	Pickering	1/14/15	Keep Hands, Feet, Objects to self: Use scissors appropriately, no roughhousing, playing around
1/27	Hassey	1/21	Inside Recess Behavior
2/3	Dickson	1/28	Winter Weather Behavior-No snowballs, dressing for winter weather(boots, etc.)
2/10	Roney	2/4	Responsibility - Transitions at the end of day How do we behave and sound as we get ready to leave our rooms and the building?
2/17	Servi	2/11	Hallway Behavior use. exit/enter
2/24	Telge	2/18	Defiance
3/3	Stevens	2/25	Personal property - toys left home
3/10	Lyon	3/4	Appropriate language
3/17	Ayers	3/11	
3/24	Moore	3/18	
3/31	Sawyer	3/25	
4/14	Harvey	4/8	
4/21	Widner	4/15	
4/28	Huwe	4/22	
5/5	Pauley	4/29	
5/12	Shifflet	5/6	

**Lesson Plans are due the Wednesday before the lesson will be taught. PBS members will assign your topic after looking at the ODR Report for the month.**

2/9/15

### Average Referrals Per Day Per Month - Multi-Year

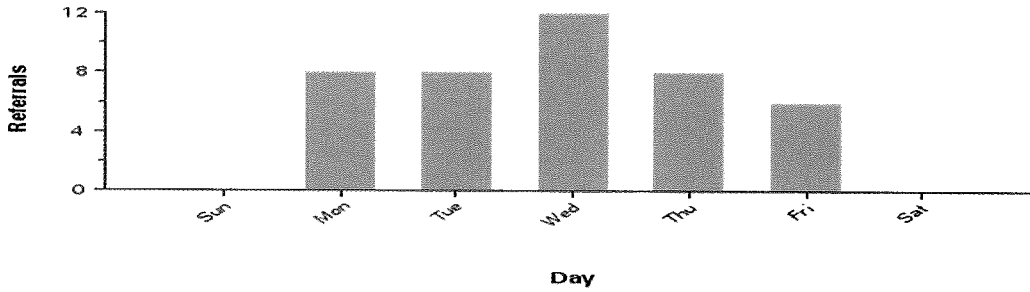
All, 2013-14 - 2014-15



Major

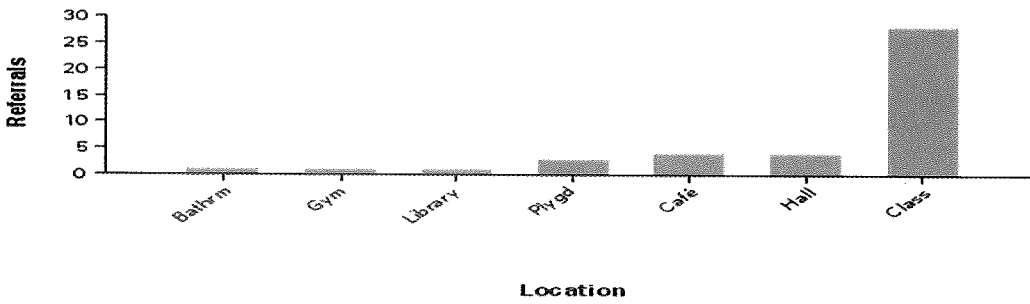
### Referrals by Day of Week

Drill Down



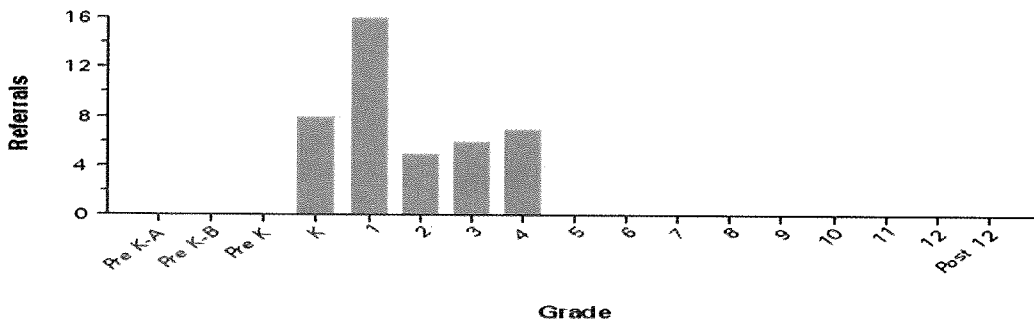
### Referrals by Location

Drill Down



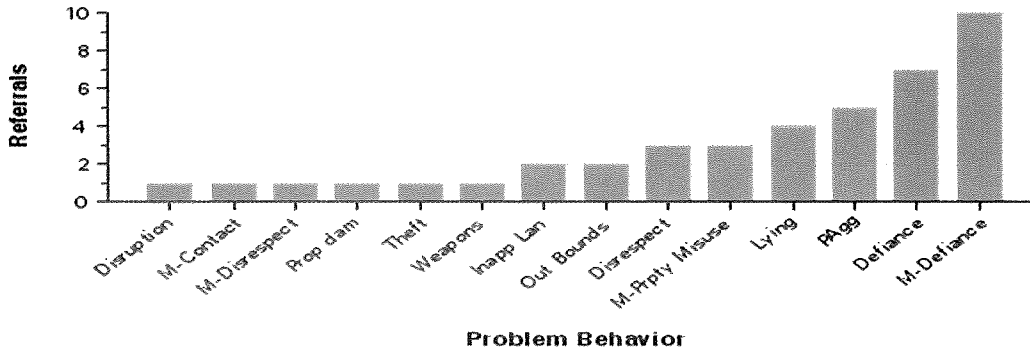
### Referrals by Grade

Drill Down



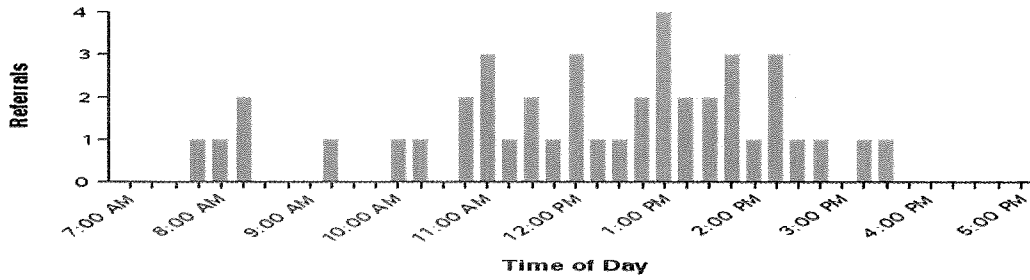
### Referrals by Problem Behavior

Drill Down



### Referrals by Time of Day

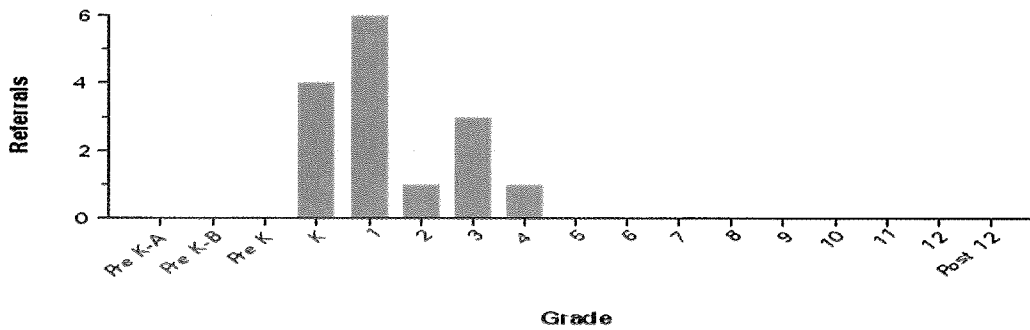
Drill Down



### Minors

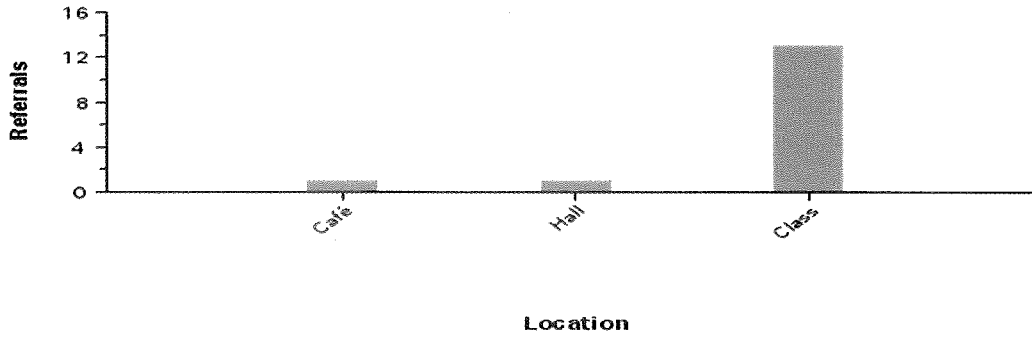
### Referrals by Grade

Drill Down



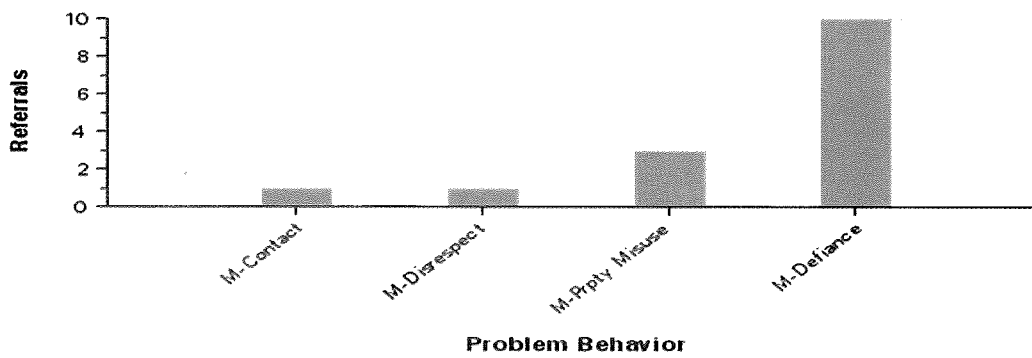
### Referrals by Location

Drill Down



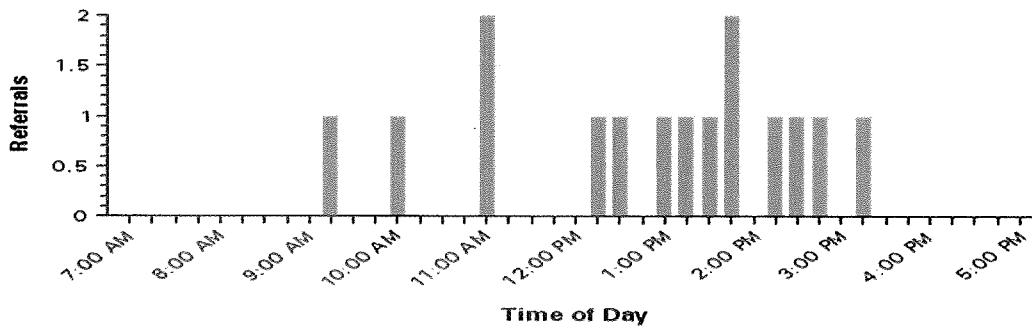
### Referrals by Problem Behavior

Drill Down



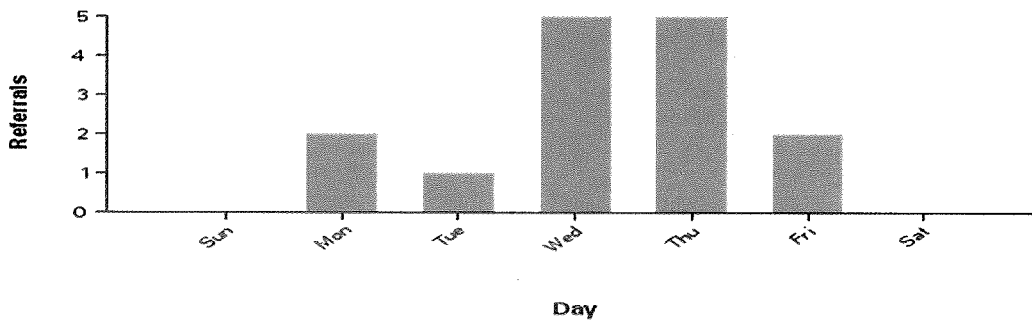
### Referrals by Time of Day

Drill Down



### Referrals by Day of Week

Drill Down



PLC Agenda  
Monday, ~~February 9~~ <sup>March 2</sup>, 2015

- PLC
- Success Indicators:
  - Learning targets are posted in a variety of locations and mediums - Done
    - CC Power Standards are our focus goals and on the walls - Done
  - K-4 Curriculum Map in ELA and Math and classroom walls (Top 5) - Done
  - Teacher web pages - Training Done
  - Parent Newsletters - Done
  - Student ~~Portfolios~~ <sup>Data note books</sup> - ~~Grade levels share documents for their grade level data notebook~~ <sup>talk about</sup>
  - Visible Improvement Plan - Done
- Vocabulary Techniques: Kindergarten present March ~~23<sup>rd</sup>~~ <sup>4/11</sup>.
- Improvement Plan goals: Next two goals are
  - DIBELS EOY goal verbalized to students for a large celebration building goal is 73% bowling @Cherokee bowl current percentage is 59%
  - Math Benchmark EOY goal 47% current percentage is 24%
- Vertical Team meetings on March 23<sup>rd</sup> - Agenda (What do we want on it?) <sup>K-4 email</sup>
- Evaluate Schedule: Third test the week of 23<sup>rd</sup>.
  - Math and ELA results
- Other
  - Title Peer evaluations (How did they go???)
  - Read-a-thon post assembly March 13, 2015 will fly airplanes again.
  - Star 360 Webinar March 23<sup>rd</sup> at 10:00 a.m.
  - MAP
    - Training March 23<sup>rd</sup> @8:00
    - Testing Week of April 13-17
    - ELM will test Monday and Tuesday of that week in both ELA and Math
    - MAP Assembly April 9<sup>th</sup>
    - Raffle Ticket Incentive Ideas ????? <sup>Kid Pbs T-shirt</sup>
  - PLC District Meeting Notes (please read over and we will go into more detail the next time we meet)
  - Acuity Meeting on March 5<sup>th</sup> @1:00 p.m.
  - End of year staff celebration (Auction with pennies, bucks and hundreds)
- CW
  - Data Team Checklist results (I report on findings)
  - Grade Level checklist results (Grade level reports on findings)
  - LTM Checklist need completed (Rate as a team)
  - Action Plan need completed (Complete as a team)

~~Test  
Sped/EL  
March  
30<sup>th</sup>~~

~~School bowl present  
Medals~~

~~Parent teacher Conf.  
3rd Q award assembly~~

Advanced - Royals  
Prof - Monie  
Basic - Ice cream

Milam C-2 School District

Elementary SW-PBS Team Meeting Agenda, Minutes and Problem-Solving Action Plan Form

	Date:	Time:	Location:	Facilitator:	Minute Taker:	Data Analyzed:
Today's Meeting	3-2-15	3:35 p.m.	Elem. Art Room	Tier Coaches/Mrs. Pauley	Melissa Sweitzer	February Big 5 Data
Next Meeting	3-16-15?	3:35 p.m.				

Team Members Present: (Circle members present) Ashley Pauley, Beth Sibbet, Natalie Telge, Christa Widner, Dacey Hassey, Mary Jo Sawyer, Lisa Schoonover, Ashley Hayes, Melissa Sweitzer, Carla van Ingen, Colleen Vreeland

Today's Agenda Items:

1. Read February 9<sup>th</sup> meeting minutes
2. Review February Big 5 SWIS Data
3. Add lessons to PBS Lesson Schedule based on
  - SWIS minor data
  - Look for patterns of reoccurring behavior problems at specific times or grade levels
4. SAS Window
5. Setting a date for SET *will get date April 2 @ 10*
6. What needs to be gathered for SET and Gold Recognition
7. Tier 2/3 Information-Gold Recognition Packet
8. Christa Widner suggestions
9. March Big Celebration
10. Do we need a PBS Agenda for teacher's meeting on 1<sup>st</sup> or 2<sup>nd</sup> Early Out ?
11. Review personal requests made to committee members
12. Next meeting date

*March 16:*



# Menu of Function-Based Options for Behavior Intervention Planning

Setting Event	Antecedent Strategies	Behavior Teaching	Consequence Strategies
<ul style="list-style-type: none"> <li>• Check-in</li> <li>o Provide adult interaction/ attention immediately upon student arrival.</li> <li>o Food, sleep, medications, hygiene, clothing etc.</li> <li>o Organize materials</li> <li>o Practice replacement behaviors</li> <li>• Structured daily schedule for on-task activities. (visual schedule)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attention Seeking</b> <ul style="list-style-type: none"> <li>o Increase Positive Recognition</li> <li>o Give student leadership responsibility or a class "job" that requires the student to interact with staff.</li> <li>o Increase positive home/school communication</li> </ul> </li> <li>• Increase Opportunities to Respond</li> <li>• Increase Active Supervision – Schedule more frequent interactions</li> <li>• Increase opportunities for peer interaction</li> <li>• <b>Escape/Avoid Task</b> <ul style="list-style-type: none"> <li>o Teach Procedures o Asking for help</li> <li>o Individualize procedure for use of resources (e.g. help bucket; peer support)</li> <li>o Check to see if student has needed materials and if not, provide them before they are needed.</li> <li>• Address Task Difficulty                             <ul style="list-style-type: none"> <li>o Design assignments to meet student instructional/skill level.</li> <li>o Pre-teach content.</li> <li>o Modify amount or type of activity.</li> <li>o Provide extra help/checks for understanding.</li> </ul> </li> <li>• Provide Choice                             <ul style="list-style-type: none"> <li>o Provide choices such as what to do first or what tools to use.</li> <li>o Provide an opportunity to engage in a preferred activity first.</li> </ul> </li> <li>• Sequence Tasks                             <ul style="list-style-type: none"> <li>o Use behavioral momentum/task dispersion</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attention Seeking</b> <ul style="list-style-type: none"> <li>o Teach specific ways to ask for attention:</li> <li>o Differentiate if strategy changes across conditions or settings (large group, small group, independent work, cafeteria, hallway etc.)</li> </ul> </li> <li>• Teach self-management skills:                             <ul style="list-style-type: none"> <li>o Observing &amp; recording own behavior</li> <li>o Goal setting</li> <li>o Evaluating behavior</li> <li>o Strategy instruction</li> </ul> </li> <li>• <b>Escape/Avoid Task</b> <ul style="list-style-type: none"> <li>• Teach how to ask for a break.</li> <li>• Teach how to ask for an alternative activity/assignment</li> <li>• Teach student how to ask for assistance</li> <li>• Teach student how to use resources (e.g.,)                                     <ul style="list-style-type: none"> <li>o Sight words</li> <li>o Reading fluency</li> <li>o Comprehension</li> <li>o Math facts</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Response for Appropriate Behavior</b> <ul style="list-style-type: none"> <li>• <b>Attention Seeking</b> <ul style="list-style-type: none"> <li>• Respond quickly when the student asks for attention appropriately</li> <li>• Give frequent attention for any appropriate behavior</li> <li>• Allow student to earn opportunity to pick activity for group or class</li> <li>• Provide opportunity for peer interaction</li> </ul> </li> <li>• <b>Escape/Avoid Task</b> <ul style="list-style-type: none"> <li>• Provide opportunity to earn breaks after specified number of completed tasks</li> <li>• Provide opportunity to earn time doing self-selected activity</li> <li>• Reward student for attempting tasks and staying focused on the task</li> </ul> </li> <li>• <b>Response to Make Problem Behavior Ineffective</b> <ul style="list-style-type: none"> <li>• Provide consistent and calm response</li> <li>• Limit verbal interaction for problem behavior. Create a signal that prompts student to stop and/or return to desired activity</li> <li>• Prompt peers to ignore problem behavior</li> <li>• Offer brief assistance with task or activity</li> <li>• Offer alternatives to complete the task</li> <li>• Schedule standard times to complete unfinished work</li> </ul> </li> </ul> </li> </ul>



Leadership Team Minutes for February 9, 2015

Members Present: Ashley Hays, Natalie Telge, Melissa Sweitzer, Carla van Ingen, Colleen Vreeland, Ashley Pauley, Mary Jo Sawyer, Lisa Schoonover

PBS Topics Discussed:

1. Big 5 Data: Our problem behaviors reported for this month are: Minor behaviors- defiance, lying, and physical aggression. The buses continue to be referral free.

Date	Teacher	Due Date	Topic
2/17	Servi	2/11	Buzzer System
2/24	Telge	2/18	Defiance
3/3	Stevens	2/25	Valuables left at home (stealing)
3/10	Lyon	3/4	Appropriate Language

2. Tier 2/3- Schoonover and Vreeland have completed the information for gold medal recognition and have asked committee to review the packet.

3. Big Celebration- Pauley is in charge of next celebration, March 5. She will show a Dr. Seuss movie and provide popcorn.

4. Faculty Meeting Feb. 11- We will go over the SWIS data, newly added lesson plans and teacher recognition.

5. Fundraisers- We raised almost \$400 on the dumpster drive and a total of more than \$1000 with the "chuck-a-duck" fundraiser.

Next meeting- March 2