

Belfair Elementary MTSS (Tier 1) Plan

Mission Statement

To provide a safe, nurturing learning environment where all students are inspired and prepared to succeed in an ever-changing global community.

Purpose Statement

The BILT purpose is defined in the yearly BILT agreement.
The BILT oversees the development and implementation of the school MTSS Blueprint, as well as monitoring outcomes for students in order to make adjustments.

School-Wide Expectations

1. We Show Respect
 2. We Make Good Decisions
 3. We Solve Problems
- *see Expectation Matrix on page*

	<p style="text-align: center;">Academics Commitments</p>	<p style="text-align: center;">Behavior Commitments</p>	<p style="text-align: center;">Social Emotional Learning Commitments</p>
Staff	<p>TEACH CORE PROGRAMS AS INTENDED:</p> <ol style="list-style-type: none"> (1) Fountas & Pinnell (K-2nd) (2) Ready Gen (3-5th) (3) Lucy Caulkins rubrics? (4) Eureka Math (K-5) (5) Reach as replacement to core ELA for 90 min block for ELD students (6) Project Lead the Way (Science) (7) FOSS (Science) (8) WA-Kids (K) <p>Implement the following <u>school-wide</u> instructional strategies:</p> <ul style="list-style-type: none"> • GLAD strategies • Modeling • Setting goals and clear objectives • High level questioning • Strategic grouping • Differentiation • Explicit instruction • Immediate feedback • Scaffolding <p>Administrating and purposeful data analysis of assessments:</p> <ul style="list-style-type: none"> • Screeners • Benchmarks • Interims • Progress monitoring • Summative Assessments <p>Professional Learning Communities: Intentional focus on DuFours questions to drive collaboration time</p> <ul style="list-style-type: none"> • What do we want our students to know? • How do we know if they learned it? • What do we do if they did not get it? • What do we do if they already know it? 	<p>SCHOOL-WIDE PBIS</p> <ul style="list-style-type: none"> • Implement Positive Behavior Intervention and Support with fidelity. pbis.org • Teach school-wide expectations in the first week of school (See procedures for teaching) • Peaceful playgrounds – All staff will be involved in teaching the games and use the language. K-2 Peaceful Playgrounds, 3-5 Peaceful Playgrounds, Playground Rules 3-5 • Provide Positive feedback to students showing the expected behavior: Encourage and model students with Pawsitives, using behavior specific praise • Implement Response Plan/Flowchart <ul style="list-style-type: none"> ○ Buddy Room (passes for students) • Treat all students respectfully, even when they have undesirable behavior <p>CLASSROOM PBIS</p> <ul style="list-style-type: none"> • Teach the school-wide expectations in the classroom: routines/procedures (matrix or products to use as teaching tools) • Reinforce appropriate behavior with school-wide Pawsitives and behavior specific praise • In-class plan for response to inappropriate behavior – posted and taught to students <ul style="list-style-type: none"> ○ Buddy Room (passes for students) <p>Provide reminder to families the importance of attendance and our district/state policies during fall parent-teacher conferences</p>	<p>EXPLICIT SKILLS INSTRUCTION</p> <ul style="list-style-type: none"> • <i>Second Step (30 minute each Monday, taught by classroom teacher)</i> <ul style="list-style-type: none"> ○ Use Home links ○ Follow-up activities during the week ○ Scope and Sequence calendar (link in development) • Teachers present during lessons. • <i>Second Step (counselor): Child Prevention (30min a week for 6 weeks. K-2 will be individual classes. Grade 3, 2 classes together, Grades 4-5 as a group by grade level.</i> <p>TEACHER INSTRUCTIONAL PRACTICES</p> <ul style="list-style-type: none"> • Daily Classroom meetings • Kindergarten: Play-Based Learning • Calm-Down kits in each classroom (with teaching lessons) • Safe Place in Classroom (link HERE) <p>INTEGRATION WITH ACADEMIC CORE</p> <ul style="list-style-type: none"> • Use school-wide strategies such as cooperative learning, project-based learning, and pre-teach the skills needed to participate. <p>ORGANIZATIONAL CULTURE AND CLIMATE STRATEGIES</p> <ul style="list-style-type: none"> • Warm Welcomes • Optimistic Goodbyes

Students	<p style="text-align: center;">Academics Commitments</p> <ul style="list-style-type: none"> Engage in learning and instruction Accept supports and structures provided to improve 	<p style="text-align: center;">Behavior Commitments</p> <ul style="list-style-type: none"> Follow school wide expectations listed on Expectation matrix Show respect, make good decisions and solve problems 	<p style="text-align: center;">Social Emotional Learning Commitments</p> <ul style="list-style-type: none"> Actively participate in weekly SEL (<i>Second Step</i>) Cooperate with others; use kind words and actions
Parents	<p style="text-align: center;">Academics Commitments</p> <ul style="list-style-type: none"> Encourage best effort, high expectations, engagement, and growth of their child Awareness of calendar and classroom events. Be involved with student's homework 	<p style="text-align: center;">Behavior Commitments</p> <ul style="list-style-type: none"> Recognize and promote appropriate behaviors Partner with the school staff to support appropriate behaviors Model school-wide expectations and reinforce at home and in the community 	<p style="text-align: center;">Social Emotional Learning Commitments</p> <ul style="list-style-type: none"> Check backpacks Check in with your child daily Refer to example questions ex) what made you happy today? What is your goal tomorrow? Communicate social emotional interactions with other adults and teachers.
Administrators	<p style="text-align: center;">Academics Commitments</p> <ul style="list-style-type: none"> Provide faculty and staff with materials to facilitate instruction. Provide and support professional learning opportunities for staff to increase the use of instructional strategies with fidelity. Provide leadership to support implementation of the academic commitments. Provide access to data and ensure staff has the tools needed for data analysis. Provide fair, timely and constructive feedback on evaluation. Provide time for the BILT to ensure ongoing implementation of Tier 1 level supports with fidelity. (students and parents) 	<p style="text-align: center;">Behavior Commitments</p> <ul style="list-style-type: none"> Implement Positive Behavior Intervention and Support with fidelity. pbis.org Support staff with Peaceful playgrounds Ensure teaching plans for expectation are on the master calendar before the start of school Include importance of Attendance in Bobcat Beacon 	<p style="text-align: center;">Social Emotional Learning Commitments</p> <ul style="list-style-type: none"> Ensure master schedule allows for the Tier 1 commitments (play-based kindergarten) Classroom meetings, explicit SEL instruction lessons) Coffee with parents with focus on different aspects of school life? Support staff with second step Be available Support integrations of SEL into academics Communication with Teachers about Students and intervention plans Use principal tools from Second Step