

Discipline Improve Plan

1. Review of Data

2. Provide a summary of what you intend to complete or accomplish as a result of your Discipline Improvement Plan:

JH/HS

Adopted a 6-12 SEL Curriculum (Character Counts)

Adopted a month by month plan for implementation of the SEL curriculum

Began the process of fully implementing PBIS

Renewed focus on positive behaviors and celebrations

Promote positive behavior with Pony Pride Award at each board meeting

Reviewed progressive discipline steps

Elementary:

Adopted a new K-5 SEL Curriculum (Second Step)

Adopted a schedule for teaching SEL/PBIS lessons each school day

Continued PBIS implementation

Promote positive behavior with STARFISH awards each quarter

Promote positive behavior with Pony Pride award at each board meeting

Promote positive behavior with end of SEL unit celebrations

3. What specific resources have you been using to counteract discipline?

As a district we have implemented Restorative Practices and have provided staff with training to use circles effectively. Due to staff turnover we need to revisit staff training.

4. Did you increase the use of restorative practices? Please describe any increase in social-emotional learning opportunities for students.

JH/HS

At the beginning of the school year we implemented a new SEL curriculum for grades 6-12.

Along with the new curriculum we adopted a new implementation strategy for SEL. We have developed a month-by-month, week-by-week plan which includes specific focus on SEL topics.

SEL lessons are taught and reinforced and re-taught at a designated time each day.

Elementary:

SEL/PBIS lesson taught daily at the start of each day.

Staff use the calendar for lessons developed by the PBIS/SEL Committee.

Staff incorporate restorative practices as issues arise throughout the school day.

5. Describe how you utilized a multi-tiered system of support (MTSS)

Starting in the 2021-22 school year we adopted a multi-tiered system of support for academics.

Through the course of last school year one of the trends we noted was the number of students who were struggling academically due in whole or in part to social-emotional needs. To date we have not fully implemented a MTSS specifically for behavior. PBIS is a MTSS

6. What does your most recent/current-year data inform you about disciplinary or exclusionary practices?

JH/HS

Reviewing the data for the first quarter of the 2022-23 school year indicates that our suspension rate is on track to be approximately 10% as compared to 16.287 suspension rate in 2021, the 15.8491 suspension rate in 2020, and 14.2857 suspension rate for 2019. Utilizing Alternative to Suspension we have the potential to reduce that suspension rate.

Elementary:

Currently the elementary has only one suspension day.

7. What changes are you going to implement moving forward?

Implement a full PBIS program

Implement a MTSS dedicated specifically to behaviors

Develop specific small group and individual interventions for tier 2 and tier3 students

Continuing to review data in regards to disciplinary and exclusionary practices.

Revisit restorative practices and provide staff training for the same.

8. Have you completed implicit bias training?

Not at the present time

9. Reflect on what you did and did not work from your Discipline Improvement Plan.

At this juncture we have implemented several facets of the DIP and require further review before making any course corrections.