

# Joan Martin Elementary School

## **Action Plan #5: Safe Learning**

### **Improvement Goal:**

All students will develop an understanding and commitment to the democratic ideals of human dignity, justice, and equality by focusing on productive citizenship in a democratic society.

### **Expectation(s) for Student Learning:**

All students will demonstrate behavior expectations using 21<sup>st</sup> Century Lifeskills.

All students will respect diversity while becoming effective and participating members of a democracy.

All students will have the opportunity to participate in school sponsored community service activities to experience personal, intellectual, and social growth.

All students will practice digital citizenship through ethical and responsible use of technology systems, information, and software.

### **Target Participants:**

All students in Joan Martin Elementary School

Reproductive and Family Planning (4-5)

### **Interventions:**

All students will develop positive personal and interpersonal skills using 21<sup>st</sup> Century Lifeskills.

All students will develop positive leadership skills, ethics, school connectedness, and accountability.

All students will develop digital citizenship and practice acceptable technology usage.

All students will learn necessary strategies to keep themselves safe and healthy.

The school community will collaborate to provide a safe and secure facility.

### **Student Support:**

All students will participate in RTI Tiers based on behavior.

### **Evaluation:**

NSSE Stakeholder Opinion Surveys

Discipline Data

Leadership Survey

### **Timeframe for Implementation:**

2012-2016

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## Target Area of Improvement: Citizenship - Life Skills, Diversity, Community Service, and Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Personal and Interpersonal Skills</p> <p>1. All students will develop positive personal and interpersonal skills.</p> <p>A. Students will use 21<sup>st</sup> Century Lifeskills daily.</p> <p>-Report card 21<sup>st</sup> Century Lifeskills Rubric</p> <p>B. Students will incorporate lifeskills and lifelong guidelines while participating in student council, clubs, and other activities.</p> <p>C. Students will problem solve behavior concerns by thinking, writing, discussing the lifelong guidelines and lifeskills.</p> <p>D. Positive Behavior Intervention and Support System (PBIS)</p> <p>-Students will participate in PBIS to promote positive behavior at school where all participants are encouraged daily to make positive choices.</p> <p>-Code of Conduct (student handbook)</p> <p>E. Students demonstrate expectations by following the model of be respectful, be responsible, and be safe.</p> <p>F. Students will utilize the M.O.P. rules during behavioral concerns. The staff will teach, model and practice these questions so that students can "mop" up inappropriate behavior. Me -- Did or could this behavior hurt me or get me in trouble? Others -- Did or could this behavior hurt others or get others in trouble? Property -- Did or could this hurt somebody's property?</p>	2012-2016	<p>-Lead: Administrators</p> <p>-All staff</p> <p>-Home-School Coordinator</p> <p>-Librarians</p> <p>-Resource/Hobart Police Officer</p> <p>- District Security Team: Superintendent, Director of School Safety, Student Safety Supervisor, Director of Support Services, Director of Technology, Director OF IT, Director of HR and Compliance, and SROs.</p>	<p>-Leadership Surveys</p> <p>-NSSE Opinion Surveys</p> <p>-Observable Student Behaviors</p> <p>-Referral Form Data</p> <p>-Discipline Data</p> <p>-Harmony Office Data</p> <p>-5 day letter</p> <p>-10 day letter</p> <p>-referral to prosecutor's office</p> <p>-Referral to Child Protective Services</p> <p>-MOP form referrals</p>	<p>-Morning Announcements -- PA System</p> <p>-21<sup>st</sup> Century Lifeskills Rubrics from Report Cards</p> <p>-Work One Poster</p> <p>-Incentives</p> <p>-Professional Development for Teachers, Parents, &amp; Community</p> <p>-Student Handbook</p> <p>-<i>Tools for Citizenship &amp; Life: Using the ITI Lifelong Guidelines &amp; Lifeskills in Your Classroom</i> by Sue Pearson</p> <p>-<i>ITI: The Model</i> by Susan J. Kovalik</p> <p>-<i>Teaching With the Brain in Mind</i> by Eric Jensen</p> <p>-<i>Character Begins at Home: Family Tools for Teaching Character and Values</i> by Karen D. Olsen and Sue</p>

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<p>G. Students will use the 4 A's in behavioral situations.          Admit -- Write or tell me what you did wrong.          Apologize -- Write or tell me how you are going to say you are sorry. Accept -- Tell how you will accept the consequences and responsibility of your actions.          Amends -- Tell how you will fix the problem or behavior.</p> <p>H. Students and families will receive administrative newsletters that focus attention on the 21<sup>st</sup> Century Lifeskills and PBIS guidelines.</p> <p>I. Students will be encouraged to integrate the 21<sup>st</sup> Century Lifeskills and PBIS guidelines at home and in the community.          -The lifeskill of responsibility will be addressed through the attendance policy.</p> <p>J. Students will learn about positive, personal, and interpersonal skills through Project Wisdom during morning announcements.</p> <p>K. Students will participate in classroom presentation/discussions about positive personal and interpersonal skills:  <b>-1st Grade:</b> <i>Bad Case of the Tattle Tongue</i> is a way for the students to learn the difference between tattling which is to just get others IN trouble vs. telling, which is to get others OUT of trouble or dangerous situations. Students practice this technique through scenario situations and then there is a follow-up discussion. Students also participate in <i>Tippy Touch</i> where they learn about personal space and appropriate touch. MOP Procedures Review &amp; Bucket Fillers &amp; Read Bully Prevention Books.  <b>-2nd Grade:</b> <i>Free the Horses</i> is an 11 week positive-</p>			<p>Pearson  <i>-Project Wisdom: Helping Students Make Wise Choices</i>          -Professional Development for Teachers/Parents/Community Organization          -PBIS Guidelines          -Team Lead Training          -District Web site          -Anti-bullying Web site  <i>-Have You Filled a Bucket Today?</i> By Carol McCloud  <i>-Lucky Lessons</i> by Nancy Starewicz          -MOP Form referral Forms          -Focus on Education Newsletter/Web Site  <i>-The First Days of School</i> by Harry Wong          Home-School Coordinator Curriculum (videos/books)  <i>-Tattling vs. Telling</i> by Practice scenes and Parent Letter          -Tippy Touch          -Video Program: <i>Free the</i></p>
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<p>thinking program that teaches students to think before they act, how thinking is connected to feelings and actions, and how it is important to be a friend to others. It also addresses name-calling issues. MOP Procedures Review &amp; Bucket Fillers &amp; Read Bully Prevention Books.</p> <p><b>-3rd Grade:</b> <i>Chrissa Stands Strong</i> are videos and discussion programs on what to do if you are called a name and why no one should call others names. Refusal Skills and strategies for saying no in peer pressure situations while maintaining friendships are taught to the students. MOP Procedures Review &amp; Bucket Fillers &amp; Read Bully Prevention Books.</p> <p><b>-4th Grade:</b> <i>Broken Toy</i> is a powerful video on the possible effects of bullying, and why it is important to treat others as people, not objects. MOP Procedures Review &amp; Bucket Fillers &amp; Read Bully Prevention Books &amp; Why Try &amp; Fighting Fair</p> <p><b>-5th Grade:</b> <i>Gum in My Hair</i> is a program that offers students concrete techniques they can practice and use to respond to ongoing bullying. (Parents receive an accompanying letter for discussion at home for follow-through.) MOP Procedures Review &amp; Bucket Fillers &amp; Read Bully Prevention Books &amp; <i>Silence on Sidelines</i> &amp; <i>Bullies Are a Pain in the Brain</i> &amp; <i>Ben Carson Story</i> &amp; Why Try</p> <p>-Librarians will read bullying prevention books from various authors.</p> <p>L. Rachel's Challenge is a program that promotes kindness and compassion for students in grades 1-5. Students participate in kindness chains, in class</p>				<p><i>Horses</i> with parent letters, weekly songs, use of puppets</p> <p>-Video: <i>Broken Toy</i> and parent letter</p> <p>-Video: <i>Gum in My Hair</i></p> <p>-Video: <i>Stranger Danger</i></p> <p>-Video: <i>Bullies are a Pain in the Brain</i></p> <p>-Video: <i>Ben Carson Story</i></p> <p>-Bullying Brochures</p> <p>-Why Try videos</p> <p>-Rachel's Challenge website and lesson book and curriculum.</p> <p>-Five minute daily Rachel's Challenge Activities</p>
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<p>lessons, and videos.</p> <p>Students in 4<sup>th</sup>/5<sup>th</sup> grade participate in the assembly Rachel's Story.</p> <p>-Five Minute Rachel's challenge Daily Activities</p> <p>M. Opportunities to practice employer expectations in work One Poster.</p>				
<p>Intervention: Positive Leadership Skills – Leadership and Mentor Programs</p> <p>1. Students will develop positive leadership skills, ethics, school connectedness, and accountability.</p> <p>A. Elementary Team LEAD will foster student participation through school families and buddies.</p> <p>B. Parent education will be communicated and will encourage accountability for adults as well as children.</p> <p>C. Students will participate in Public Service/Service Learning through partnerships with community organizations and various other non-profit groups.</p> <p>D. Students will have the opportunity to participate in extra and co-curricular activities.</p>	2012-2016	<p>-Lead: Administrators</p> <p>-Home-School Coordinator</p> <p>-Principals</p> <p>-Elementary Staff</p> <p>-Counselors</p> <p>-Parents</p>	<p>-Leadership Surveys</p> <p>-NSSE Opinion Surveys</p> <p>-Observable Student Behaviors</p> <p>-Referral Form Data</p> <p>-Discipline Data</p> <p>-Mentor Data</p>	<p>-Team LEAD Consultant for student, teacher, and parent training</p> <p>-Team LEAD Sponsors</p> <p>-Extra and co-curricular activities</p> <p>-Student Council</p> <p>-Girls on the Run</p>
<p>Intervention: Digital Citizenship</p> <p>1. All students will develop digital citizenship and practice acceptable technology usage.</p> <p>A. Students will develop digital citizenship through ethical and responsible use of technology systems, information, and software.</p> <p>-Etiquette -- Students will follow School City of Hobart's Student Technology Network and Responsible Use Policy (RUP) for appropriate technology use.</p> <p>-Staff will model appropriate uses of technology in and out of the classroom.</p>	2012-2016	<p>-Central Office Administrators</p> <p>-Director of Technology</p> <p>-Director of Informational Technology Services</p> <p>-Technology Staff</p> <p>-Administrators</p> <p>-All Staff</p> <p>-Home-School Coordinator</p> <p>-School Resource Officer (SRO)</p> <p>-Parents</p> <p>-DARE Officer</p> <p>-Media Center Paraprofessionals</p>	<p>-Lesson Plans</p> <p>-NSSE Opinion Surveys</p> <p>-Observable Student Behaviors</p> <p>-Referral Form Data</p> <p>-Discipline Data</p> <p>-Mentor Data</p>	<p>-Ribble, M. Bailey, G., Ross, T (2004) <i>Learning and Leading with Technology Digital Citizenship</i> addressing appropriate technology use. 31,1 ISTE.</p> <p>-Director of Technology</p> <p>-Director of Information Technology Services</p>

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<p>B. Students will access information, store, and share information in a responsible manner</p> <p>-Responsibility -- Students will assume electronic responsibility for actions and deeds.</p> <p>-Students will abide by the school's codes of conduct as they relate to plagiarism, fair use, and copyright laws.</p> <p>C. Students will be given opportunities to communicate in different fashions. (ie: web sites, blogs, threaded discussions, bulletin boards, and use course management systems)</p> <p>- Provide time for students to use school technology to complete assignments.</p> <p>D. Students will learn how to protect themselves electronically.</p> <p>- Security --Electronic precautions will be taken to guarantee safety.</p> <p>- Parents and students will be given resources to learn the proper use of social networks like MySpace &amp; Facebook.</p> <p>E. School City required Internet lessons</p> <p>F. Too Good for Drugs and Violence (5<sup>th</sup> grade)</p>				<p>-IT Manager</p> <p>-Student Handbook</p> <p>-RUP</p> <p>-RUP Forms</p> <p>-District Website</p> <p>-Internet Access</p> <p>-DARE Officer &amp; Program</p> <p>-BYOD Policy</p> <p>-My Big Campus</p> <p>-Google Apps</p>
<p>Intervention: Strategies to be Safe and Healthy</p> <p>1.Students will learn necessary strategies to keep themselves safe. They will participate in the following Home School Coordinator Programs:</p> <p>A. Students in Grade 1 will participate in the program, Tippy, learning about safe touch. Steps are reviewed yearly or as needed with all grade levels.</p> <p>B. Students in grade 2 will participate in the program, Free the Horses. It is an 11-week positive thinking program that teaches students to think before they act, how thinking is connected to feelings and actions,</p>	2012-2016	<p>-Home-School Coordinator</p> <p>-D.A.R.E. Officer</p> <p>-Classroom Teachers</p> <p>-School Nurse</p> <p>-Classroom Teachers</p> <p>-Hobart Fire Department</p>	<p>-Leadership Surveys</p> <p>-NSSE Opinion Surveys</p> <p>-Observable Student Behaviors</p> <p>-Referral Form Data</p> <p>-Discipline Data</p>	<p>-Home School Coordinator programs to include but not limited to: Video: <i>Tippy</i> with Parent Letters; Video Program: <i>Free the Horses</i> Parent Letters, weekly songs, puppet; -Role Playing Scenes; Video: <i>Stranger Smart</i> Parent Letter Presented by</p>

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<p>and how it is important to be a friend to others. It also addresses name-calling issues.</p> <p>C. Students in grade 3 will be taught personal safety skills &amp; <i>Stand Strong</i>.</p> <p>D. Students in grade 4 will participate in the program, Stranger Smart, prevention/self-defense tips to keep students safe &amp; <i>Fighting Fair</i>: Nonviolent ways of handling conflicts will be taught.</p> <p>E. Students in grade 5 will participate Too Good for Drugs and Violence Curriculum</p> <p>F. Students will participate in classroom activities, such as community circles, to problem-solve and gain clarification and support related to their safety.</p> <p>G. Students will participate in communicable disease education that is appropriate for their grade level.</p> <p>H. Students will participate in curriculum that promotes wellness.</p> <p>I. Fire Safety</p> <p>J. Students (4-5 grades) will participate in Healthy Choice Decision Making Curriculum.</p>				<p>Resource Officer/School Counselor</p> <ul style="list-style-type: none"> <li>-Too Good for Drugs and Violence Curriculum</li> <li>-Parent Communication</li> <li>-Health Curriculum</li> <li>-Hobart Fire Dept.</li> <li>-Healthy Choices Decision Making Curriculum</li> </ul>
<p>Intervention: Safe and Secure Facility</p> <p>1. The school community will collaborate to provide a safe and secure facility.</p> <p>A. Annual review and following of Emergency Response Plan: Practice storm drills Practice fire drills Practice lockdown</p> <p>B. Annual review and following of Crisis Plan</p> <p>C. CPR/AED Training</p> <p>D. Communicate Safety Procedures to Parents via handbook, monthly newsletter, and Phone Messenger system as needed.</p> <p>E. All staff members will wear a school ID badge.</p> <p>F. All visitors must submit to an identification check</p>	2012-2016	<ul style="list-style-type: none"> <li>-Lead: Administrators</li> <li>-Elementary Staff</li> <li>-Director of School Safety</li> <li>-Hobart Police Department</li> <li>-Director of Human Resources and Compliance</li> <li>-Safe School Committee</li> </ul>	<ul style="list-style-type: none"> <li>-Drill data</li> <li>-Emergency and Crisis Review Checklist</li> <li>-Accident Reports</li> <li>-Crisis Committee</li> <li>-Selected Staff Trained in CPI (see list)</li> <li>-Safe Schools</li> <li>-Participates in annual notices</li> </ul>	<ul style="list-style-type: none"> <li>-Emergency Response Plan</li> <li>-Crisis Guides</li> <li>- Too Good for Drugs and Violence Curriculum</li> <li>-Videos</li> <li>-Implementation of Drills</li> <li>-Emergency Exit and Drill</li> <li>-Secure Classrooms</li> <li>-Student Handbook</li> <li>-Substitute Resource</li> </ul>

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<p>utilizing the Raptor security protocol to obtain a visitor's badge.</p> <p>G. Selected Staff are trained in CPI.</p> <p>H. All substitute teachers will wear an ID badge when in the building or on the premises</p> <p>2. The Director of School Safety maintains a safe learning environment and works with Safe Schools Committee</p> <p>I. All coaches and community coaches will be trained and will wear ID badges when in the building or on the premises.</p>				<p>Manuals</p> <ul style="list-style-type: none"> <li>-Alarm Systems</li> <li>-Security Cameras</li> <li>-Communication System</li> <li>-Volunteer Software</li> <li>-Director of School Safety</li> <li>-Annual Notices</li> <li>-Safe Schools</li> <li>-Substitute Training</li> </ul>
<p>Intervention: Response to Instruction (RTI)</p> <p>1. Students will participate in RTI Tiers based on behavior.</p> <p>A. A district wide RTI policy is implemented with guidelines.</p> <p>B. Tier II will be within the classroom including the following:</p> <ul style="list-style-type: none"> <li>-Individual Behavior Plan</li> <li>-Small Group Instruction using books, videos, observations, playgroups</li> <li>-Mentors</li> </ul> <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <ul style="list-style-type: none"> <li>-Behavior Intervention Plan based on Functional Behavior Assessment</li> <li>-Guidance/counseling</li> <li>-Mentors</li> </ul>	2012-2016	<p>Lead: Central Office Administrators</p> <ul style="list-style-type: none"> <li>-Principals</li> <li>-Northwest Indiana Special Education Cooperative (NISEC) Director</li> <li>-Elementary teachers</li> <li>-LRE Facilitator</li> <li>-Interventionists</li> <li>-Home school Coordinator</li> </ul>	<p>-SCOH Balanced Assessment System Framework</p> <ul style="list-style-type: none"> <li>-RTI Forms</li> <li>-RTI Meetings</li> </ul>	<p>-SCOH Balanced Assessment System Framework</p> <ul style="list-style-type: none"> <li>-Harmony (Report Card/Discipline)</li> <li>-Functional Behavior Assessment</li> <li>-Individual Behavior Plans</li> <li>-Behavior Intervention Plans</li> <li>-Professional Learning Communities</li> <li>-Common Plan Time</li> <li>-RTI Policy and Guidelines</li> <li>-RTI Forms</li> <li>-RTI Meetings</li> <li>-Life skill books</li> <li>-Mentors</li> </ul>