Oregon School Continuous Improvement Plan

This is a live working document.

School Year	**2021-22,** Updated 9/22/21
School	**Shady Cove School**

School Direction Section

Vision	**All students will receive quality instruction, in all classrooms, everyday.**
Mission	**Shady Cove School is a caring place where all learners develop the confidence to realize their full academic and social potential.**

<table>
<tr><td colspan="2" align="center">Comprehensive Needs Assessment Summary</td></tr>
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What data did our team examine? **SBAC results 2018-1019, Evaluate Fall 2018-Winter 2020, STAR 360 Fall 2020 to Fall 2021, Youth Truth Survey 2019, ORIS alignment with AVID's CCI, AVID Critical Minimums**

How did the team examine the different needs of all learner groups? **We looked at the needs of SPED, TAG was being underserved and our students of poverty need support with Trauma (ACES).**

Were inequities in student outcomes examined? **Students with disabilities are performing at a lower level. The mobility rate at our school is also very hight. Students of poverty is at 85% scoring at a level 2 on math and level 3 in ELA.**

What needs did our data review elevate? **We need to do work on Growth Mindset, Learning Styles and addition training with Trauma Informed Practices (ACES).**

How were stakeholders involved in the needs assessment process? **We did our needs assessment through our SCS Leadership/AVID/Site Team. The members of this team consists of a parent, classified and certified staff.**

Which needs will become priority improvement areas? Note: Priorities describe where the team intends to go but do not describe how the team will get there. An example priority might be to improve graduation rates or that all students will meet their growth goals. **Show growth in Math, increase Growth Mindset, decrease the number of behaviors**

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Long Term School Goals & Metrics

All or some school goals may match district goals

Student Focused, aspirational, aligned with needs, written for all students

Example: *All students will meet their annual growth targets in math.*

Metrics are outlined for the year(s) to come.

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Goal 1	**Indicator 4.1 Student Centered and Relational Principles for Learning** **All staff will be trained in how to foster a Growth Mindset in their students**		
Metrics	Year 1	Year 2	Year 3
	2019-2020 **All staff are trained on Growth Mindset**	**2020-2021** **50% of students will have a Growth Mindset**	**2021-2022** **70% of students will have a Growth Mindset**
Goal 2	**Indicator 4.3 Cultivating Academic Success** **By June 2021, the percentage of Shady Cove School students in grades 3rd-8th that are proficient in Mathematics as measured by OSAS will not decrease from 27% and/or will increase to 56% meeting on STAR Benchmark (3-8) and/or 65% Star Growth %tile. (This goal was updated in Fall 2021)**		
Metrics	Year 1	Year 2	Year 3
	2019-2020 **All classes percent correct at least approaching (was based on Evaluate)**	**2020-2021** **Half of all classes percent correct at least meeting (was based on Evaluate)**	**2021-2022** **Show no decline in State Assessment and/or increase of 14% for students at grade level from BOY STAR to EOY and/or increase 21% on Growth %tile**
Goal 3	**Indicator 5.2 Identify and Remove Barriers to Success** **We will decrease our office referrals by at least 4% each year for the next 3 years. Which will result in an overall reduction of at least 12%.**		
Metrics	Year 1	Year 2	Year 3
	2019-2020 **Decrease of 4%**	**2020-2021** **Decrease of 4%**	**2021-2022** **Decrease of 4%**

Initiative Alignment to Support School Goals

Examples: Chronic Absenteeism, 21st Century Grant, EL Success Program, etc.

Initiative/Program	How this initiative/program supports the school to meet goals
AVID	**AVID helps students to become college and career ready.**

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Love and Logic	L and L helps maintain calm and effective classrooms where students are responsible for their behavior and learning.
Digital Literacy	There are many resources that will help support students in their learning.
Math Instruction	A strong core math instruction will foster growth.

Annual Evidence Based Strategies, Measures and Actions (to meet school goals)

District or School Goal this strategy supports	Goal: 1 **Indicator 4.1 Student Centered and Relational Principles for Learning** **All staff will be trained in how to foster a Growth Mindset in their students.**			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	*IF* we train our staff on Growth Mindset, *THEN* teachers will be able to foster a Growth Mindset with their students, *AND* students will have more social competency, self-efficacy and positive identity.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then statement")	Fall 2021-2022 ● **observations** ● **walkthroughs** ● **lesson plans**	Winter 2021-2022 ● **observations** ● **walkthroughs** ● **lesson plans**	Spring 2021-2022 ● **observations** ● **walkthroughs** ● **lesson plans**
	Measures of Evidence for Students ("then statement")	Fall 2021-2022 ● **classroom assessments** ● **district assessments** ● **walkthroughs** ● **survey**	Winter 2021-2022 ● **classroom assessments** ● **district assessments** ● **walkthroughs**	Spring 2021-2022 ● **classroom assessments** ● **district assessments** ● **walkthroughs** ● **survey**
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Principal/Instructional Coach and Julie Bidwell	1. PD on Growth Mindset		**November**
	Leadership Team	2. Add to our Critical Minimums		**September**
	Teachers	3. Students take a Growth Mindset quiz		**Fall 2021**

	Leadership Team	4. Books Study - Mindset Carol Dweck	June
	Leadership Team	5. Share strategies with staff from-The Growth Mindset Playbook	**Fall 2021**
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	____ Leadership ____ Talent Development ____ Stakeholder Engagement and Partnership __X_ Well-Rounded, Coordinated Learning ____ Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

District or School Goal this strategy supports	Goal: 2 **Indicator 4.3 Cultivating Academic Success** **By June 2021, the percentage of Shady Cove School students in grades 3rd-8th that are proficient in Mathematics as measured by OSAS will not decrease from 27% and/or will increase to 56% meeting on STAR Benchmark (3-8) and/or 65% Star Growth %tile. (This goal was updated in Fall 2021)**		
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	***IF*** we provide time for our teachers to analyze their benchmark data, ***THEN*** teachers will know the standards that they need to review or spend more time, ***AND*** students will grow in the knowledge of the standards.	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then statement")	Fall 2019-2020 **Teachers assess all students on all of the standards using Evaluate.**	Winter 2019-2020 **Teachers will complete a standards tracking sheet on the standards they have taught so far.**	Spring 2019-2020 **Teachers will complete a standards tracking sheet on all the standards taught.**
		Fall 2020-2021 ● **observations** ● **walkthroughs** ● **lesson plans**	Winter 2020-2021 ● **observations** ● **walkthroughs** ● **lesson plans** ● **100%/20% Data Meeting**	Spring 2020-2021 ● **observations** ● **walkthroughs** ● **lesson plans** ● **100%/20% Data Meeting**
		Fall 2021-2022 ● **observations** ● **walkthroughs** ● **lesson plans** ● **100% Data Meeting**	Winter 2021-2022 ● **observations** ● **walkthroughs** ● **lesson plans** ● **100%/20% Data Meeting**	Spring 2021-2022 ● **observations** ● **walkthroughs** ● **lesson plans** ● **100%/20% Data Meeting**
	Measures of Evidence for Students	Fall 2019-2020 **Percent Correct base score (Evaluate Math)**	Winter 2019-2020 **Percent Correct base score increase 20% (Evaluate Math)**	Spring 2019-2020 **Percent Correct base score increase 30% (Evaluate Math)**

	("then statement")			
		Fall 2020-2021 ● **classroom assessments** ● **district assessments**	Winter 2020-2021 ● **classroom assessments** ● **district assessments**	Spring 2020-2021 ● **classroom assessments** ● **district assessments**
		Fall 2020-2021 ● **classroom assessments** ● **district assessments**	Winter 2020-2021 ● **classroom assessments** ● **district assessments**	Spring 2020-2021 ● **classroom assessments** ● **district assessments**
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Principal/Instructional Coach	**1. Ensure all teachers are using the Math and ELA Priority Standards, sequence and pacing.**		**October**
	Teachers	**2. Monthly analyze Evaluate Data**		**Monthly through June**
	Teachers	**3. Spiral and preview skills based off of Evaluate Data**		**Monthly through June**
	Principal/Instructional Coach	**4. Share the SBAC Targets=Clusters**		**February**
	Principal/Instructional Coach and Teachers	5. Hold 100% Data Meeting.		3 x a year (Fall, Winter, Spring)
	Teachers	6. Teachers choose two standards in both ELA and Math to focus on.		April 2021
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	____ Leadership ____ Talent Development ____ Stakeholder Engagement and Partnership _X_ Well-Rounded, Coordinated Learning ____ Inclusive Policy and Practice		

Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

District or School Goal this strategy supports	Goal: 3 **Indicator 5.2 Identify and Remove Barriers to Success** **We will decrease our office referrals by at least 4% each year for the next 3 years. Which will result in an overall reduction of at least 12%**		
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	**IF we provide training and resources for our Teachers on Trauma Informed Care,** **THEN our teachers will have tools to meet students needs,** **AND students will feel supported, resulting in fewer problem behaviors.**	
How we will know the plan is working	Measures of Evidence for Adult Actions ("then statement")	Fall 2019-2020 **Composite walk-through data or self monitoring data will show 70% of staff will use strategies they learned to deescalate situations.**	Winter 2019-2020 **Composite walk-through data or self monitoring data will show 80% of staff will use strategies they learned to deescalate situations.**	Spring 2019-2020 **Composite walk-through data or self monitoring data will show 70% of staff will use strategies they learned to deescalate situations.**
		Fall 2020-2021 • **observations** • **walkthroughs**	Winter 2020-2021 • **observations** • **walkthroughs**	Spring 2020-2021 • **observations** • **walkthroughs**
	Measures of Evidence for Students ("then statement")	**Fall** 2019-2020 **Average daily referrals decrease from 3.20 to 2.80.**	**Winter** 2019-2020 **Average daily referrals decrease from 4.57 to 3.80.**	**Spring** 2019-2020 **Average daily referrals decrease from 3.19 to 2.80.**
		Fall 2020-2021 • **classroom/playground observations** • **SWIS Data/Referrals**	Winter 2020-2021 • **classroom/playground observations** • **SWIS Data/Referrals**	Spring 2020-2021 • **classroom/playground observations** • **SWIS Data/Referrals**
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Principal/Instructional Coach and Julie Bidwell	**1. Review Love and Logic Strategies**		**On going**
	Principal	~~2. ACES training~~		~~Dec~~
	Principal	~~3. Train Trauma Informed Practices~~		~~May~~
	Instructional Coach	~~4. Train Staff on Bal-a-vis-x~~		~~June~~

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	Principal/Instructional Coach	4. Staff use relational capacity activities.	Fall and after each break
	Success Room IA	5. Social Skills group meet at least 2 x a month with our Success Room staff.	Fall 2021
	Principal	6. Behavior Calibration 3 x a year	On Going Fall, Winter, Spring
	PBiS Team	7. Meet monthly to analyze data, create monthly goals, plan incentives, etc...	Monthly
	Principal	8. Deescalation training	Fall 2021
	Principal/Instructional Coach	9. Systematic Supervision Training for IAs	Fall 2021
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	_____ Leadership _____ Talent Development _____ Stakeholder Engagement and Partnership _____ Well-Rounded, Coordinated Learning _X__ Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.

School Plan

Self-Monitoring Routine Preview

This chart does not need to be completed prior to installation of district self-monitoring routines.

This chart is placed here as a preview for the types of information a quarterly self-monitoring routine aims to answer and the subsequent steps and actions taken after each routine.

- What did we say we were going to do?
- How are we doing?
- How do we know?
- What will we do next?

Monitoring 2020-2021

MOY Monitoring

Performance Updates	Update Date	Strategy	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?
	5/5/21	1.1 Growth Mindset Teachers	Staff modeling Growth Mindset Language and staff are recognizing students for the monthly character trait	Recognizing GM characteristics each month, need more resources for teachers	Need to be more explicit with visuals of Growth Mindset and continue to model with students.	PBIS team member sends out resources.
	5/5/21	1.1 Growth Mindset Students	Some Students are use more Growth Mindset Language some with prompting from the teacher some without. Attendance and Engagement has increased from 74 to 104	Students are being recognized for character traits and their student engagement and attendance.	Encouraging Scholars to use more GM language. We were not able to give the GM quiz this year.	On going modeling from the teacher.

	Date	Element				
	4/12/21	2.1 STAR 360 Data and Lesson Planning	Testing has occurred in the Fall and the Winter. Teachers made goals during the 100% data meeting	The participation rate is 100% for STAR Reading and Math and 99% for STAR Early Literacy. We need data that will help drive instruction in addition to benchmarking.	We need to check in with teachers to see how they are coming along with their focus standards they chose and make sure they are applying the strategies they chose.	Meeting for 100% data team. Additional unassigned time once a week. Teachers need more unassigned time to meet with a grade band for PLC work.
	1/31/21	2.1 STAR 360 Math	Winter Benchmark At or above Benchmark 44.9% On Watch 13.4% Intervention 21.1% Urgent Intervention 20.6%	Fall Benchmark was taken virtually and in LIPI and not all students participated	Share data at 100% meeting, set goals and make a plan	PLC time needs to be put in place.
	1/31/21	2.1 STAR 360 ELA	Reading 3-8 Winter Benchmark At or above Benchmark 46.8% On Watch 15.4% Intervention 19.1% Urgent Intervention 18.3% Early Literacy K-2 Winter Benchmark At or above Benchmark 43.2% On Watch 12.2% Intervention 20.3% Urgent Intervention 24.3%	Fall Benchmark was taken virtually and in LIPI and not all students participated	Share grade level data at 100% meeting, set goals and make a plan	PLC time needs to be put in place.
	3/1/21	3.1 Strategies in dealing with behaviors	A decrease in our referrals for the majority of	We have done one school-wide calibration training and	Love and Logic snips have been shared with staff in the weekly	We need training on Trauma Informed Practices. We need more support with

			students. See below.	retaught expectations when we returned to in-person instruction and Spring Break and focussed on relational capacity activities. We are continue to use our Love and Logic strategies and follow our Core Beliefs About Discipline	newsletter, we need to collect data on our students in BAT for behaviors and make decisions based off of data	our red zone behavior students.
	3/1/21	3.1 Referral Decrease	We have shown a decrease in referrals from last year.	We have shown a decrease every month. Our PBiS team is setting goals and we are sharing these goals and the data with our scholars. We are reteaching expectations after each long break and continuing to build relationships with our scholars.	Continue to set goals and share the data, positive incentives have been given to classes that hand no referrals.	Success Room and building relationships, we provide 20 minutes of SEL at least 4 days a week. More individual incentives for students that have not received a referral.

EOY Monitoring

Performance Updates	Update Date	Strategy	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?
	6/1/21	1.1 Growth Mindset Teachers	Staff continuing to model Growth Mindset Language and staff continuing to recognize students for the	Recognizing GM characteristics each month, need a specific curriculum to support	Possibly look at using a specific curriculum. Purposeful People and Character Strong	Professional Development for new curriculum

			monthly character trait			
		1.1 Growth Mindset Students	Students are use more Growth Mindset Language some with prompting from the teacher some without. Attendance and Engagement has increased from BOY 74 to MOY 104 EOY _____	Students are being recognized for character traits and their student engagement and attendance.	Encouraging Scholars to use more GM language.	On going modeling from the teacher.
		2.1 STAR 360 Data and Lesson Planning	Testing has occurred in the Fall, Winter and Spring.	The participation rate is 100% for STAR Reading and Early Literacy and 99% for Math. We need data that will help drive instruction in addition to benchmarking.		Meeting for 100% data team. Next year a common unassigned time twice a week for grade band . Teachers need more unassigned time to meet with a grade band for PLC work.
		2.1 STAR 360 Math	Spring Benchmark At or above Benchmark 47.3% (Increase 2.4%) On Watch 12.3% Intervention 18.7% Urgent Intervention 21.7% Our data shows the we did not have much increase from MOY to EOY and even declined a little	Difficult to test students that have been on quarantine. Not sure of the accuracy in growth due to the fact the first benchmark was taken virtually at home.	We will start using STAR Custom Assessment next year to focus on specific standards taught, what needs to be taught and spiraled	PLC time needs to be put in place for grade bands to look at STAR benchmarking and STAR Assessment Data.
		2.1 STAR 360 ELA	Reading 3-8 Winter Benchmark At or above Benchmark 50% On Watch 20.4%	Difficult to test students that have been on quarantine. Not sure of the accuracy in growth due to the	We will start using STAR Custom Assessment next year to focus on specific standards taught, what	PLC time needs to be put in place for grade bands to look at STAR benchmarking and STAR Assessment Data.

			Intervention 12.8% Urgent Intervention 16.9% (Decrease in both intervention and urgent intervention by 8.1%) Early Literacy K-2 Spring Benchmark At or above Benchmark 45.2% (increase of 2%) On Watch 11.9% Intervention 19.1% Urgent Intervention 23.8% (a decrease of 0.5%)	fact the first benchmark was taken virtually at home.	needs to be taught and spiraled	
		3.1 Strategies in dealing with behaviors	The number of students receiving referrals last year was 76 different students and this year it has been decreased to 58 students. Also, last year 29 students had 4 or mor referrals, where as this year this consisted of 12 students.	We have done one school-wide calibration training and retaught expectations when we returned to in-person instruction and Spring Break and focussed on relational capacity activities. We are continue to use our Love and Logic strategies and follow our Core Beliefs About Discipline	Love and Logic snips have been shared with staff in the weekly newsletter, we need to collect data on our students in BAT for behaviors and make decisions based off of data	We need training on Trauma Informed Practices. We need more support with our red zone behavior students.
		3.1 Referral Decrease	Our overall referrals (ODRs) Last Year were 12.92 strategic and 7.08	We have shown a decrease every month. Our PBiS team is setting goals and we are	Continue to set goals and share the data, positive incentives have been given to	Success Room and building relationships, we provide 20 minutes of SEL at least 4 days

| | | | intensive. This year 8.26 strategic and 4.35 intensive. This is a decrease of 7.39 from last year however we were virtual almost 3 months at the end of last year and virtual almost 5 months this year. | sharing these goals and the data with our scholars. We are reteaching expectations after each long break and continuing to build relationships with our scholars. | classes that hand no referrals. | a week. More individual incentives for students that have not received a referral. |

Monitoring 2019-2020

MOY Monitoring

Perf orm anc e Upd ates	Update Date	Strategy	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?
	1/9/20	1.1 Growth Mindset Teachers	All classrooms have a GM display, teachers are using GM language	Recognizing GM characteristics each month, need more resources for teachers	Need to continue to spotlight this with students	Weekly snip in "The Cove"
	1/9/20	1.1 Growth Mindset Students	Students are starting to use more Growth Mindset Language some with prompting from the teacher some without.	It is difficult/more challenging to have our younger students take a growth mindset quiz.	Encouraging Scholars to use more GM language	On going modeling from the teacher.

1/9/20	2.1 Evaluate Data and Lesson Planning	Testing has occurred monthly with at least a least a 93% for math and 92% for ELA participation rate	The participation rate has increased throughout the months all the way up to 99% for Math and 96% for ELA.	We need to meet with Elementary to ensure that they are using their planning and tracking sheet to guide their instruction and creating spiral reviews.	Time is allowed for teachers to complete their month plans based off of their data. PLC time needs to be put in place.
1/9/20	2.1 Evaluate Math	Percent Correct of 30% Sept and 29% Oct	Percent Correct increased 10% in Nov and 8% in Dec	We need to meet with Elementary to ensure that they are using their planning and tracking sheet to guide their instruction and creating spiral reviews.	Time is allowed for teachers to complete their month plans based off of their data. PLC time needs to be put in place.
1/9/20	2.1 Evaluate ELA	Percent Correct of 43% Sept and 44% Oct	Percent Correct did not increase or decrease for Nov and but an increase of 5% for Dec	We need to meet with Elementary to ensure that they are using their planning and tracking sheet to guide their instruction and creating spiral reviews.	Time is allowed for teachers to complete their month plans based off of their data. PLC time needs to be put in place.
1/9/20	3.1 Strategies in dealing with behaviors	A decrease in our referrals. See below.	We have done two school-wide calibration trainings and at the beginning of the year and after each break we focus relational capacity activities. We are continue to use our Love and Logic strategies and follow our Core Beliefs About Discipline	Our principal did a one day training on Trauma Informed Practices. This training now needs to be brought to the school. We also need to do a self check on how we are following our Core Beliefs About Discipline.	We are working on bringing in a presenter on Trauma Informed Practices.

| | 1/9/20 | 3.1 Referral Decrease | We have shown a decrease in referrals from 3.20 to 2.58. This is a 0.62 decrease. | We have shown a decrease every month. Our PBiS team is setting goals and we are sharing these goals and the data with our scholars. We are reteaching expectations after each long break and continuing to build relationships with our scholars. | Continue to set goals and share the data. | Success Room and building relationships. |

EOY Monitoring

Perform ance Upd ates	Update Date	Strategy	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?
	6/5/20	1.1 Growth Mindset Teachers	Teachers continued to use GM even with distance learning. This was observed in their Zoom Meetings and on their digital platform. Weekly snip in "The Cove"	Recognizing GM characteristics each month, need more resources for teachers. Unfortunately when we went to distance learning we did not continue these monthly recognitions of GM.	Next Year we will still display and teach GM. We had started a book study on Mindset in Leadership but did not finish it.	PD, Using our Mindset Book as a resource and looking at the Mindset Playbook as a resource.
	6/5/20	1.1 Growth Mindset Students	Our students absolutely needed a GM with distance learning. It is evident that we had installed this in them with an attendance rate during	It was difficult/more challenging to motivate some of our scholars during Distance Learning.	All students will take a GM quiz at the beginning of the year. Continue to encouraging Scholars to use more GM language	On going modeling from the teacher.

			distance learning of 97%.			
	6/5/20	2.1 Evaluate Data and Lesson Planning	Testing has occurred monthly with at least a least a 93% for math and 92% for ELA participation rate	The participation rate has increased throughout the months all the way up to 100% for Math and 99% for ELA. (This was as of the end of February.)	Due to distance learning we will need to use the data from the beginning of the year to help us with spiral reviewing where students may have gaps.	Due to distance learning we will need to train teachers on how to spiral review
	6/5/20	2.1 Evaluate Math	Percent Correct of 47% Jan and 47% Feb	Percent Correct increased 17% in Jan and 18% in Feb. From the beginning of the year	Due to distance learning we will need to use the data from the beginning of the year to help us with spiral reviewing where students may have gaps.	Due to distance learning we will need to train teachers on how to spiral review
	6/5/20	2.1 Evaluate ELA	Percent Correct of 47% Jan and 49% Feb	Percent Correct increased 4% in Jan and 5% in Feb. From the beginning of the year	Due to distance learning we will need to use the data from the beginning of the year to help us with spiral reviewing where students may have gaps.	Due to distance learning we will need to train teachers on how to spiral review
	6/5/20	3.1 Strategies in dealing with behaviors	Overall during the school year we saw decrease in our referrals. However we did not track behaviors during distance learning.	Due to distance learning this would be the same as the MOY. We have done two school-wide calibration trainings and at the beginning of the year and after each break we focus relational capacity activities. We are continue to use our Love and Logic	Our IAs have access to a training that will help support them with Trauma Informed practices as well as well as dealing with students. This will alos need to still be brought to the whole school. We will need to review our Core	We need to find curriculum on how to help our students with their social and emotional needs.

				strategies and follow our Core Beliefs About Discipline	Beliefs About Discipline.	
	6/5/20	3.1 Referral Decrease	We have shown a decrease in referrals from 3.9 as of March 2019 to 2.8 as of March 2020. This is a 1.1 decrease. (ODRs)	We have shown a decrease of ODR every month except for two.	Our PBiS team will continue to set monthly goals and share these goals and the data with our scholars. We will continue to reteach expectations at the beginning of the year and continue to build relationships with our scholars.	We sent out a newsletter after each PBiS Meeting to staff and shared our data with our scholars. We set monthly goals.