

<p>Assessment Action Step 3.1b:</p> <ul style="list-style-type: none"> • Document and chart office referrals by offense and grade level. • Regular committee reports • Records of meetings and recognitions 	<p>Administrators</p> <p>Committee Chairperson Committee Chairperson</p>	<p>Monthly, On-going</p>	<p>Health Department Grant</p>
<p>Parental Involvement Action Step 3.1c:</p> <ul style="list-style-type: none"> • GT/BT training will be given to parents at PTO meetings. • Common Sense Parenting training offered. • Committees will share information with parents via flyer, PTO meetings, Second Cup of Coffee, local access TV, bulletin boards, and special events. • Invitation Flyer sent out to parents. Records kept of parental involvement. • Invitations/ Phone calls to parents to attend meetings for the children that are being recognized. 	<p>GT/BT district staff</p> <p>Family Resource Aid (FRA)</p> <p>Committee Chairperson FRA Administration</p> <p>PTO president FRA</p> <p>FRA</p>	<p>September</p> <p>Oct</p> <p>Monthly, On-going</p> <p>Monthly, On-going</p> <p>Monthly, Quarterly</p>	<p>Title I Parental Involvement Funding PTO Fundraisers</p>
<p>Professional Development Action Step 3.1d:</p> <ul style="list-style-type: none"> • G/B Town Training for new staff/ parents. • Refresher training for all school staff. • Common Sense parenting training. • PD time for committees to develop action plans. 	<p>District GT/BT staff. Others Involved: PTO FRA</p> <p>FRA Administration</p>	<p>Sept</p> <p>Sept</p> <p>Oct Monthly</p>	<p>Health Department Grant</p>

2nd Quarter			
<p>Instruction Action Step 3.1e:</p> <ul style="list-style-type: none"> • Train new staff in Boys Town/Girl's Town model. • Review model with all Wish Stakeholders. • Implementation of school-wide committees. IE. Incentive committee, after-school committee, assembly committee, newsletter committee, climate committee, solutions committee, etc... • Continue with monthly Wish Town assemblies to recognize students for outstanding accomplishments (attendance, student of the month). • Provide parents with new training and information of the Girls/Boys Town Model. Work cooperatively with the PTO Center to provide in-service training and parent workshops. 	<p>Person Responsible: GT/BT district staff</p> <p>Others Involved: Spec Ed resource teachers Social Worker CSI specialist L. Lanier</p> <p>Administration</p> <p>Administration Committee Chairperson</p> <p>PTO FRA Spec. Ed Staff</p>	<p>As needed</p> <p>On-going</p> <p>Nov-Jan</p> <p>On-going</p> <p>Nov-Jan</p>	<p>Health Department Grant</p>
<p>Assessment Action Step 3.1f:</p> <ul style="list-style-type: none"> • Document and chart office referrals by offense and grade level. • Regular committee reports • Records of meetings and recognitions 	<p>Administrators</p> <p>Committee Chairperson Committee Chairperson</p>	<p>Nov-Jan</p> <p>Nov-Jan</p> <p>Nov-Jan</p>	<p>Health Department Grant</p>
<p>Parental Involvement Action Step 3.1g:</p> <ul style="list-style-type: none"> • GT/BT training will be given to parents at PTO meetings. • Common Sense Parenting training 	<p>GT/BT district staff</p> <p>Family Resource Aid (FRA)</p>	<p>As needed</p> <p>Jan</p>	<p>Title I Parental Involvement Funding PTO Fundraisers</p>

<p>offered.</p> <ul style="list-style-type: none"> • Committees will share information with parents via flyer, PTO meetings, Second Cup of Coffee, local access TV, bulletin boards, and special events. • Invitation Flyer sent out to parents. Records kept of parental involvement. • Invitations/ Phone calls to parents to attend meetings for the children that are being recognized. 	<p>:</p> <p>Committee Chairperson FRA Administration</p> <p>PTO president FRA</p> <p>FRA</p>	<p>Nov-Jan</p> <p>On-going</p> <p>As needed</p>	
<p>Professional Development Action Step 3.1h:</p> <ul style="list-style-type: none"> • G/B Town Training for new staff/ parents. • Refresher training for all school staff. • Common Sense parenting training. • PD time for committees to develop action plans. 	<p>District GT/BT staff. Others Involved: PTO FRA</p> <p>Spec. Ed staff FRA Administration</p>	<p>As needed</p> <p>As needed Jan Monthly</p>	<p>Health Department Grant</p>
3rd Quarter			
<p>Instruction Action Step 3.1i:</p> <ul style="list-style-type: none"> • Train new staff in Boys Town/Girl's Town model. • Review model with all Wish Stakeholder. • Implementation of school-wide committees. <p>IE. Incentive committee, after-school committee, assembly committee, newsletter committee, climate committee, solutions committee, etc...</p>	<p>Person Responsible: GT/BT district staff</p> <p>Others Involved: Spec Ed resource teachers Social Worker CSI specialist L. Lanier</p> <p>Committee Chairperson</p>	<p>On-going</p> <p>Feb-Apr</p> <p>Feb-Apr</p>	<p>Mega Education provides incentives for attendance</p> <p>Health Department Grant</p>

<ul style="list-style-type: none"> Continue with monthly Wish Town assemblies to recognize students for outstanding accomplishments (attendance, student of the month). Provide parents with an overview of the Girls/Boys Town Model. Work cooperatively with the PTO Center to provide in-service training and parent workshops. 	<p>Administration Committee Chairperson</p> <p>PTO FRA Spec. Ed Staff</p>	<p>Feb-Apr</p> <p>Feb-Apr</p>	
<p>Assessment Action Step 3.1j:</p> <ul style="list-style-type: none"> Document and chart office referrals by offense and grade level. Regular committee reports Records of meetings and recognitions 	<p>Administrators</p> <p>Committee Chairperson Committee Chairperson</p>	<p>Feb-Apr</p> <p>Feb-Apr</p> <p>Feb-Apr</p>	<p>Health Department Grant</p>
<p>Parental Involvement Action Step 3.1k:</p> <ul style="list-style-type: none"> GT/BT training will be given to parents on various initiatives at PTO meetings. Committees will share information with parents via flyer, PTO meetings, Second Cup of Coffee, local access TV, bulletin boards, and special events. Invitation Flyer sent out to parents. Records kept of parental involvement. Invitations/ Phone calls to parents to attend meetings for the children that are being recognized. 	<p>GT/BT district staff PTO</p> <p>Committee Chairperson FRA Administration</p> <p>PTO president FRA</p> <p>FRA Classroom teachers</p>	<p>Feb-Apr</p> <p>Feb-Apr</p> <p>Feb-Apr</p> <p>As needed</p>	<p>Title I Parental Involvement Funding</p> <p>PTO Fundraisers</p>
<p>Professional Development Action Step 3.1l:</p> <ul style="list-style-type: none"> G/B Town Training for new staff/ parents. Refresher training for all school staff. PD time for committees to develop action plans. 	<p>District GT/BT staff. Others Involved: FRA Special Ed staff</p> <p>Administration</p>	<p>As needed</p> <p>As needed</p> <p>Feb-Apr</p>	<p>Health Department Grant</p>

4th Quarter			
<p>Instruction Action Step 3.1m:</p> <ul style="list-style-type: none"> • Train new staff in Boys Town/Girl's Town model. • Review model with all Wish Stakeholder. • Implementation of committees. IE. Incentive committee, after-school committee, assembly committee, newsletter committee, climate committee, solutions committee, etc... • Continue with monthly Wish Town assemblies to recognize students for outstanding accomplishments (attendance, student of the month). • Provide parents with an overview of the Girls/Boys Town Model. Work cooperatively with the PTO Center to provide in-service training and parent workshops. 	<p>GT/BT district staff</p> <p>Others Involved: Spec Ed resource teachers Social Worker CSI specialist L. Lanier</p> <p>Committee Chairperson</p> <p>Administration Committee Chairperson</p> <p>PTO FRA Spec. Ed Staff</p>	<p>As needed</p> <p>May-Jun</p> <p>May-Jun</p> <p>May-Jun</p> <p>May-Jun</p>	<p>Health Department Grant</p>
<p>Assessment Action Step 3.1n:</p> <ul style="list-style-type: none"> • Document and chart office referrals by offense and grade level. • Regular committee reports • Records of meetings and recognitions • Parent feedback (Survey) 	<p>Administrators</p> <p>Committee Chairperson Committee Chairperson State DOE</p>	<p>May-Jun</p> <p>May-Jun May-Jun May</p>	<p>Health Department Grant</p>
<p>Parental Involvement Action Step 3.1o:</p> <ul style="list-style-type: none"> • GT/BT training will be given to parents at PTO meetings. • Committees will share information with parents via flyer, PTO meetings, Second Cup of Coffee, local access TV, bulletin boards, and special events. 	<p>GT/BT district staff</p> <p>Committee Chairperson FRA Administration</p>	<p>As needed</p> <p>May-Jun</p>	<p>Title I Parental Involvement Funding PTO Fundraisers</p>

Revised August 1, 2006

<ul style="list-style-type: none"> • Invitation Flyer sent out to parents. Records kept of parental involvement. • Invitations/ Phone calls to parents to attend meetings for the children that are being recognized. 	<p>PTO president FRA</p> <p>FRA Classroom teachers</p>	<p>May-Jun</p> <p>As needed</p>	
<p>Professional Development Action Step 3.1p:</p> <ul style="list-style-type: none"> • G/B Town Training for new staff/ parents. • Refresher training for all school staff. • PD time for committees to develop action plans. 	<p>District GT/BT staff. Others Involved: PTO</p> <p>FRA Administration</p>	<p>As needed</p> <p>May-Jun</p> <p>May-Jun</p>	<p>Health Department Grant</p>

Plan of Action – Year 1 (2006-2007)

Objective 3 - School Culture and Climate:

To build a positive learning environment that supports a collaborative school culture and decreases school-wide suspensions by 10% through the use of current character education and school-wide discipline model that is integrated in the literacy curriculum imbedded in literacy planner, the Comprehensive Student Intervention Center, and fostered through parental involvement.

Strategy 2: Implement the Character Education throughout the school

Action Steps (Include all assessments, learning walks, grade or content team mtgs, SIP Data Team meetings, parent activities, quarterly progress reports, community forums, etc. in chronological order.)	Person (s) Responsible (Place in bold or underline the primary person responsible at the school level for each action step)	Timeline (Projected timeframe for completing action steps, as well as intermittent benchmark periods.)	Resources & Budget (Materials, grants, funds and other resources targeted to support the action step. Include technical assistance from LEA, CSDE, RESC, etc.)
1st Quarter			
Instruction Action Step 3.2a: <ul style="list-style-type: none"> Integrate Character Education in the Blueprint for Literacy to increase proactive strategies and prevent behavior problems in the classrooms. Integrate Character Education into the Class council meetings. Teachers will share with the students the expectations for behaviors and use more praise at an acceptable rate of 4:1 Integrate Character Education into the discipline standards implemented in the classrooms Integrate Character Education into the total school atmosphere including hallways and cafeteria. 	Person Responsible: Administration/Literacy Facilitator Teachers Teachers Administration/Teachers	Sept-Nov Sept-Nov Sept-Nov Sept-Nov	Health Department Grant
Assessment Action Step 3.2b: <ul style="list-style-type: none"> Meet the 4:1 ratio of praise to correction in 80% of the classrooms. Administrators will make informal visits to classroom to monitor the 4:1 praise ratio. Office referral data is analyzed to target problem areas in the classrooms School wide rules and procedures 	Teachers Admin. Admin./Discipline Committee	Sept-Nov Sept-Nov Sept-Nov	Health Department Grant

<ul style="list-style-type: none"> posted in the hallways and cafeteria. Analyze office referrals to target problems occurring in the hallways and cafeteria. 	Administration/PTO	Sept-Nov	
<p>Parental Involvement Action Step 3.2c:</p> <ul style="list-style-type: none"> More positive feedback shared with parents about students' accomplishments. PTO Involvement in the Professional Development Discipline standards and expectations shared with parents via; letters, phone calls, and PTO meetings Recruit parents to assist in the area of disseminating rules and procedures. 	<p>Teachers</p> <p>Administration/BTGT staff PTO Teachers/PTO/Admin.</p> <p>PTO/Parents</p>	<p>Sept-Nov</p> <p>September</p> <p>Sept-Nov</p> <p>Sept</p>	Title I Parental Involvement Funding PTO Fundraisers
<p>Professional Development Action Step 3.2d:</p> <ul style="list-style-type: none"> Discussion of the Girls and Boys Town Implementation Goals with the staff. Refresh teachers in "The Well Managed Classroom" Monthly meetings with discipline committee Include Cafeteria, SPO, and custodial staff in the Character education training. 	<p>Administration/GTBT staff</p> <p>Administration/GTBT staff</p> <p>Administration/Discipline Committee members</p> <p>Administration/GTBT staff</p>	<p>Sept-Nov</p> <p>September</p> <p>Sept-Nov</p> <p>September</p>	Health Department Grant
2nd Quarter			
<p>Instruction Action Step 3.2e:</p> <ul style="list-style-type: none"> Integrate Character Education in the Blueprint for Literacy to increase proactive strategies and prevent behavior problems in the classrooms. Integrate Character Education into the Class council meetings. Teachers will share with the students the expectations for behaviors and use more praise at an acceptable rate of 4:1 Integrate Character Education into the discipline standards implemented in the classrooms 	<p>Person Responsible: Administration/Literacy Facilitator</p> <p>Teachers</p> <p>Teachers</p> <p>Administration/Teachers</p>	<p>Nov-Jan</p> <p>Nov-Jan</p> <p>Nov-Jan</p> <p>Nov-Jan</p>	Health Department Grant

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<ul style="list-style-type: none"> Integrate Character Education into the total school atmosphere including hallways and cafeteria. 			
<p>Assessment Action Step 3.2f:</p> <ul style="list-style-type: none"> Meet the 4:1 ratio of praise to correction in 80% of the classrooms. Administrators will make informal visits to classroom to monitor the 4:1 praise ratio. Office referral data is analyzed to target problem areas in the classrooms School wide rules and procedures posted in the hallways and cafeteria. Analyze office referrals to target problems occurring in the hallways and cafeteria. 	<p>Teachers</p> <p>Admin.</p> <p>Admin./Discipline Committee</p> <p>Administration/PTO</p>	<p>Nov-Jan</p> <p>Nov-Jan</p> <p>Nov-Jan</p> <p>Nov-Jan</p>	<p>Health Department Grant</p>
<p>Parental Involvement Action Step 3.2g:</p> <ul style="list-style-type: none"> More positive feedback shared with parents about students' accomplishments. PTO Involvement in the Professional Development Discipline standards and expectations shared with parents via; letters, phone calls, and PTO meetings Recruit parents to assist in these areas of the building. 	<p>Teachers</p> <p>Administration/BTGT staff</p> <p>PTO</p> <p>Teachers/PTO/Admin.</p> <p>PTO/Parents</p>	<p>Nov-Jan</p> <p>Nov-Jan</p> <p>Nov-Jan</p> <p>Nov-Jan</p>	<p>Title I Parental Involvement Funding</p> <p>PTO Fundraisers</p>
<p>Professional Development Action Step 3.2h:</p> <ul style="list-style-type: none"> Discussion of the Girls and Boys Town Implementation Goals with the staff. Monthly meetings with discipline committee Include Cafeteria, SPO, and custodial staff in the Character education training. 	<p>Administration/GTBT staff</p> <p>Administration/Discipline Committee members</p> <p>Administration/GTBT staff</p>	<p>Nov-Jan</p> <p>Nov-Jan</p> <p>Nov-Jan</p>	<p>Health Department Grant</p>

3rd Quarter			
<p>Instruction Action Step 3.2i:</p> <ul style="list-style-type: none"> Integrate Character Education in the Blueprint for Literacy to increase proactive strategies and prevent behavior problems in the classrooms. Integrate Character Education into the Class council meetings. Teachers will share with the students the expectations for behaviors and use more praise at an acceptable rate of 4:1 Integrate Character Education into the discipline standards implemented in the classrooms Integrate Character Education into the total school atmosphere including hallways and cafeteria. 	<p>Person Responsible:</p> <p>Administration/Literacy Facilitator</p> <p>Teachers</p> <p>Teachers</p> <p>Administration/Teachers</p>	<p>Feb-Apr</p> <p>Feb-Apr</p> <p>Feb-Apr</p> <p>Feb-Apr</p>	<p>Health Department Grant</p>
<p>Assessment Action Step 3.2j:</p> <ul style="list-style-type: none"> Meet the 4:1 ratio of praise to correction in 80% of the classrooms. Administrators will make informal visits to classroom to monitor the 4:1 praise ratio. Office referral data is analyzed to target problem areas in the classrooms School wide rules and procedures posted in the hallways and cafeteria. Analyze office referrals to target problems occurring in the hallways and cafeteria. 	<p>Teachers</p> <p>Admin.</p> <p>Admin./Discipline Committee</p> <p>Administration/PTO</p>	<p>Feb-Apr</p> <p>Feb-Apr</p> <p>Feb-Apr</p> <p>Feb-Apr</p>	<p>Health Department Grant</p>
<p>Parental Involvement Action Step 3.2k:</p> <ul style="list-style-type: none"> More positive feedback shared with parents about students' accomplishments. PTO Involvement in the Professional Development Discipline standards and expectations shared with parents via; letters, phone calls, and PTO meetings 	<p>Teachers</p> <p>Administration/BTGT staff</p> <p>PTO</p> <p>Teachers/PTO/Admin.</p>	<p>Feb-Apr</p> <p>Feb-Apr</p> <p>Feb-Apr</p>	<p>Title I Parental Involvement Funding</p> <p>PTO Fundraisers</p>

<ul style="list-style-type: none"> Recruit parents to assist in these areas of the building. 	PTO/Parents	Feb-Apr	
<p>Professional Development Action Step 3.2I:</p> <ul style="list-style-type: none"> Discussion of the Girls and Boys Town Implementation Goals with the staff. Monthly meetings with discipline committee Include Cafeteria, SPO, and custodial staff in the Character education training. 	Administration/GTBT staff	Feb-Apr	Health Department Grant
Administration/Discipline Committee members	Feb-Apr		
Administration/GTBT staff	Feb-Apr		
4th Quarter			
<p>Instruction Action Step 3.2m:</p> <ul style="list-style-type: none"> Integrate Character Education in the Blueprint for Literacy to increase proactive strategies and prevent behavior problems in the classrooms. Integrate Character Education into the Class council meetings. Teachers will share with the students the expectations for behaviors and use more praise at an acceptable rate of 4:1 Integrate Character Education into the discipline standards implemented in the classrooms Integrate Character Education into the total school atmosphere including hallways and cafeteria. 	Person Responsible: Administration/Literacy Facilitator Teachers Teachers Administration/Teachers	May-Jun May-Jun May-Jun May-Jun	Health Department Grant
<p>Assessment Action Step 3.2n:</p> <ul style="list-style-type: none"> Meet the 4:1 ratio of praise to correction in 80% of the classrooms. Administrators will make informal visits to classroom to monitor the 4:1 praise ratio. Office referral data is analyzed to target problem areas in the classrooms School wide rules and procedures posted in the hallways and cafeteria. Analyze office referrals to target 	Teachers Admin. Admin./Discipline Committee Administration/PTO	May-Jun May-Jun May-Jun May-Jun	Health Department Grant

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<p>problems occurring in the hallways and cafeteria.</p>			
<p>Parental Involvement Action Step 3.2o:</p> <ul style="list-style-type: none"> • More positive feedback shared with parents about students' accomplishments. • PTO Involvement in the Professional Development • Discipline standards and expectations shared with parents via; letters, phone calls, and PTO meetings • Recruit parents to assist in these areas of the building. 	<p>Teachers</p> <p>Administration/BTGT staff PTO Teachers/PTO/Admin.</p> <p>PTO/Parents</p>	<p>May-Jun</p> <p>May-Jun</p> <p>May-Jun</p> <p>May-Jun</p>	<p>Title I Parental Involvement Funding PTO Fundraisers</p>
<p>Professional Development Action Step 3.2p:</p> <ul style="list-style-type: none"> • Discussion of the Girls and Boys Town Implementation Goals with the staff. • Monthly meetings with discipline committee • Include Cafeteria, SPO, and custodial staff in the Character education training. 	<p>Administration/GTBT staff</p> <p>Administration/Discipline Committee members</p> <p>Administration/GTBT staff</p>	<p>May-Jun</p> <p>May-Jun</p> <p>May-Jun</p>	<p>Health Department Grant</p>

Plan of Action – Year 1 (2006-2007)

Objective 3 - School Culture and Climate:

To build a positive learning environment that supports a collaborative school culture and decreases school-wide suspensions by 10% through the use of current character education and school-wide discipline model that is integrated in the literacy curriculum imbedded in literacy planner, the Comprehensive Student Intervention Center, and fostered through parental involvement.

Strategy 3: Establish a Comprehensive Student Intervention Center (CSI)

Action Steps (Include all assessments, learning walks, grade or content team mtgs, SIP Data Team meetings, parent activities, quarterly progress reports, community forums, etc. in chronological order.)	Person (s) Responsible (Place in bold or underline the primary person responsible at the school level for each action step)	Timeline (Projected timeframe for completing action steps, as well as intermittent benchmark periods.)	Resources & Budget (Materials, grants, funds and other resources targeted to support the action step. Include technical assistance from LEA, CSDE, RESC, etc.)
1st Quarter			
Instruction Action Step 3.3a: <ul style="list-style-type: none"> CSI will develop the guidelines for the referral process. Establish services that the center provides and the schedule for times and type of services. Share documentation of the services provided with the teachers. Develops plans with the individual referred students and sets goals to understand the behavior of concern and identify ways to avoid repeating the same behavior. Development of social intervention groups to address the needs of students who have social adjustment issues. CSI staff will take MDO's that are level 1 or 2 offenses, and work with the students to prevent offenses from repeating. 	Person Responsible: Administration/ CSI staff/SW : Administration/ CSI staff/SW Administration/ CSI staff/SW Administration/ CSI staff/SW	Sept-Nov Sept-Nov Sept-Nov Sept-Nov	Health Department Grant
Assessment Action Step 3.3b: <ul style="list-style-type: none"> Schedules of operation time. Reports on types of services provided. Documentation of referrals and copy of the behavior plan. Discipline referrals for students being serviced in the groups. 	Person Responsible: Administration/ CSI staff Administration/ CSI staff Administration/ CSI staff/SW Teachers	Sept-Nov Sept-Nov Sept-Nov Sept-Nov	Health Department Grant

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<ul style="list-style-type: none"> • Rosters of attendance to group sessions. • CSI staff will maintain data relative to student use of the Center and their behavioral outcomes in order to judge the effectiveness of the services provided. 	<p>CSI staff</p>	<p>Sept-Nov</p>	
<p>Parental Involvement Action Step 3.3c:</p> <ul style="list-style-type: none"> • Attend PTO meeting to explain services to parents and get input. • Share information with parents of students who are being referred to the center • Parental Communication and involvement is on-going. • Parents of the students involved in the offense are contacted to inform them of the offense and the outcome. 	<p>CSI staff</p>	<p>Sept-Nov</p>	<p>Title I Parental Involvement Funding PTO Fundraisers</p>
<p>Professional Development Action Step 3.3d:</p> <ul style="list-style-type: none"> • CSI center will work in collaboration with teaching staff, administrative staff and support staff. • PD to share with the staff the procedure for developing the behavior plans. • Training to determine protocols and procedures. • CSI staff will participate in on-going professional development. 	<p>CSI/Teachers/Administration</p>	<p>Sept-Nov</p>	<p>Health Department Grant</p>
	<p>CSI staff/SW</p>	<p>Sept-Nov</p>	
	<p>CSI/Administration/Teachers</p>	<p>Sept-Nov</p>	
	<p>CSI staff</p>	<p>Sept-Nov</p>	

2nd Quarter			
<p>Instruction Action Step 3.3e:</p> <ul style="list-style-type: none"> CSI will review the guidelines for the referral process. Establish services that the center provides and the schedule for times and type of services. Share documentation of the services provided with the teachers. Develops plans with the individual referred students and sets goals to understand the behavior of concern and identify ways to avoid repeating the same behavior. Development of social intervention groups to address the needs of students who have social adjustment issues. CSI staff will take MDO's that are level 1 or 2 offenses, and work with the students to prevent offenses from repeating. 	<p>Person Responsible: Administration/ CSI staff/SW</p> <p>Administration/ CSI staff/SW</p> <p>Administration/ CSI staff/SW</p> <p>Administration/ CSI staff/SW</p>	<p>Nov-Jan</p> <p>Nov-Jan</p> <p>Nov-Jan</p> <p>Nov-Jan</p>	<p>Health Department Grant</p>
<p>Assessment Action Step 3.3f:</p> <ul style="list-style-type: none"> Schedules of operation time. Reports on types of services provided. Documentation of referrals and copy of the behavior plan. Discipline referrals for students being serviced in the groups. Rosters of attendance to group sessions. CSI staff will maintain data relative to student use of the Center and their behavioral outcomes in order to judge the effectiveness of the services provided. 	<p>Person Responsible: Administration/ CSI staff Administration/ CSI staff Administration/ CSI staff/SW</p> <p>Teachers</p> <p>CSI staff</p> <p>CSI staff</p>	<p>Nov</p> <p>Nov-Jan</p> <p>Nov-Jan</p> <p>Nov-Jan</p> <p>Nov-Jan</p> <p>Nov-Jan</p>	<p>Health Department Grant</p>

<p>Parental Involvement Action Step 3.3g:</p> <ul style="list-style-type: none"> Attend PTO meeting to explain services to parents and get input. Share information with parents of students who are being referred to the center Parental Communication and involvement is on-going. Parents of the students involved in the offense are contacted to inform them of the offense and the outcome. 	<p>CSI staff</p> <p>CSI staff</p> <p>CSI staff</p> <p>CSI staff</p>	<p>Nov-Jan</p> <p>Nov-Jan</p> <p>Nov-Jan</p> <p>Nov-Jan</p>	<p>Title I Parental Involvement Funding PTO Fundraisers</p>
<p>Professional Development Action Step 3.3h:</p> <ul style="list-style-type: none"> CSI center will work in collaboration with teaching staff, administrative staff and support staff. Training to review protocols and procedures. CSI staff will participate in on-going professional development. 	<p>CSI/Teachers/Administration</p> <p>CSI/Administration/Teachers</p> <p>CSI staff</p>	<p>Nov-Jan</p> <p>Nov</p> <p>Nov-Jan</p>	<p>Health Department Grant</p>
<p>3rd Quarter</p>			
<p>Instruction Action Step 3.3i:</p> <ul style="list-style-type: none"> CSI will review the guidelines for the referral process. Establish services that the center provides and the schedule for times and type of services. Share documentation of the services provided with the teachers. Develops plans with the individual referred students and sets goals to understand the behavior of concern and identify ways to avoid repeating the same behavior. Development of social intervention groups to address the needs of students who have social adjustment issues. CSI staff will take MDO's that are level 1 or 2 offenses, and work with the students to prevent offenses from repeating. 	<p>Person Responsible: Administration/ CSI staff/SW :</p> <p>Administration/ CSI staff/SW</p> <p>Administration/ CSI staff/SW</p> <p>Administration/ CSI staff/SW</p>	<p>Feb</p> <p>Feb-Apr</p> <p>Feb-Apr</p> <p>Feb-Apr</p>	<p>Health Department Grant</p>

<p>Assessment Action Step 3.3j:</p> <ul style="list-style-type: none"> Schedules of operation time. Reports on types of services provided. Documentation of referrals and copy of the behavior plan. Discipline referrals for students being serviced in the groups. Rosters of attendance to group sessions. CSI staff will maintain data relative to student use of the Center and their behavioral outcomes in order to judge the effectiveness of the services provided. 	<p>Person Responsible:</p> <p>Administration/ CSI staff</p> <p>Administration/ CSI staff</p> <p>Administration/ CSI staff/SW</p> <p>Teachers</p> <p>CSI staff</p> <p>CSI staff</p>	<p>Feb</p> <p>Feb-Apr</p> <p>Feb-Apr</p> <p>Feb-Apr</p> <p>Feb-Apr</p> <p>Feb-Apr</p>	<p>Health Department Grant</p>
<p>Parental Involvement Action Step 3.3k:</p> <ul style="list-style-type: none"> Attend PTO meeting to explain services to parents and get input. Share information with parents of students who are being referred to the center Parental Communication and involvement is on-going. Parents of the students involved in the offense are contacted to inform them of the offense and the outcome. 	<p>CSI staff</p> <p>CSI staff</p> <p>CSI staff</p> <p>CSI staff</p>	<p>Feb-Apr</p> <p>Feb-Apr</p> <p>Feb-Apr</p> <p>Feb-Apr</p>	<p>Title I Parental Involvement Funding</p> <p>PTO Fundraisers</p>
<p>Professional Development Action Step 3.3l:</p> <ul style="list-style-type: none"> CSI center will work in collaboration with teaching staff, administrative staff and support staff. Training to review protocols and procedures. CSI staff will participate in on-going professional development. 	<p>CSI/Teachers/Administration</p> <p>CSI/Administration/Teachers</p> <p>CSI staff</p>	<p>Feb-Apr</p> <p>Feb-Apr</p> <p>Feb-Apr</p>	<p>Health Department Grant</p>

4th Quarter			
<p>Instruction Action Step 3.3m:</p> <ul style="list-style-type: none"> CSI will review the guidelines for the referral process. Establish services that the center provides and the schedule for times and type of services. Share documentation of the services provided with the teachers. Develop plans with the individual referred students and sets goals to understand the behavior of concern and identify ways to avoid repeating the same behavior. Development of social intervention groups to address the needs of students who have social adjustment issues. CSI staff will take MDO's that are level 1 or 2 offenses, and work with the students to prevent offenses from repeating. 	<p>Person Responsible: Administration/ CSI staff/SW</p> <p>Administration/ CSI staff/SW</p> <p>Administration/ CSI staff/SW</p> <p>Administration/ CSI staff/SW</p>	<p>May-Jun</p> <p>May-Jun</p> <p>May-Jun</p> <p>May-Jun</p>	<p>Health Department Grant</p>
<p>Assessment Action Step 3.3n:</p> <ul style="list-style-type: none"> Schedules of operation time. Reports on types of services provided. Documentation of referrals and copy of the behavior plan. Discipline referrals for students being serviced in the groups. Rosters of attendance to group sessions. CSI staff will maintain data relative to student use of the Center and their behavioral outcomes in order to judge the effectiveness of the services provided. 	<p>Person Responsible: Administration/ CSI staff Administration/ CSI staff Administration/ CSI staff/SW</p> <p>Teachers</p> <p>CSI staff</p> <p>CSI staff</p>	<p>May</p> <p>May-Jun</p> <p>May-Jun</p> <p>May-Jun</p> <p>May-Jun</p> <p>May-Jun</p>	<p>Health Department Grant</p>
<p>Parental Involvement Action Step 3.3o:</p> <ul style="list-style-type: none"> Attend PTO meeting to explain services to parents and get input. Share information with parents of students who are being referred to the center Parental Communication and 	<p>CSI staff</p> <p>CSI staff</p>	<p>May-Jun</p> <p>May-Jun</p>	<p>Title I Parental Involvement Funding PTO Fundraisers</p>

Revised August 1, 2006

<p>involvement is on-going.</p> <ul style="list-style-type: none"> Parents of the students involved in the offense are contacted to inform them of the offense and the outcome. 	<p>CSI staff</p> <p>CSI staff</p>	<p>May-Jun</p> <p>May-Jun</p>	
<p>Professional Development Action Step 3.3p:</p> <ul style="list-style-type: none"> CSI center will work in collaboration with teaching staff, administrative staff and support staff. Review protocols and procedures. CSI staff will participate in on-going professional development. 	<p>CSI/Teachers/Administration</p> <p>CSI/Administration/Teachers</p> <p>CSI staff</p>	<p>May-Jun</p> <p>May-Jun</p> <p>May-Jun</p>	<p>Health Department Grant</p>