

# Winterset Community School District Action Plan – Fall, 2019 (7.29.19)

	Behavior Expectations	Discipline	Teacher Support & Prof Dev	Parent/Family Engagement	Communication
<b>Teachers</b>	Clear classroom expectations Work/break – break occurs in sped classroom Use of coach to support teacher skill building	Progressive plan for student support with focus on teaching expected behaviors and appropriate strategies	On-going PD on SEL strategies including: Trauma Responsive and Zones	Positive phone calls to parents	Weekly What's Up
	Procedure review often		Use of CPI response team, room clear protocols and playbook	Reach out immediately with honest problem solving, collaborative plan	Focus on relationships with students and families
	Teach and use SEL strategies to all K-12 students – Zones of Regulation		Mental Health First Aide training -Nov Self-care training- Nov	Use of SEL strategies	
<b>Associates</b>	Follow-through of building, classroom and individual behavior plans Use of SEL strategies with all students – Zones	Focus on follow through of expected behaviors and appropriate strategies	On-going PD on SEL strategies including: Trauma Responsive and Zones		Weekly meeting with special education teacher
					Focus on relationship with student(s)
<b>Principals</b>	Use of coach to support skill building	Progressive plan for discipline	Training for all staff on common expectations and SEL Strategies	Support for teachers to increase communication	Weekly What's Up
	Procedure review often Pre-school meetings with students/parents with greatest needs	Revised consequence plan to teach expected behavior	Implement CPI response team and room clear protocols	Reach out immediately with honest problem solving, collaborative plan Use of SEL strategies	Focus on relationships with teachers, staff and families
	Teach and use SEL strategies to all K-12 students – Zones of Regulation	Expected follow-thru by all	Mental Health First Aide training -Nov Self-care training- Nov	Volunteer opportunities PK-6 Mentor opportunities 7-12	
	Expect teachers to model and use SEL strategies - Zones and Trauma Responsive strategies Letter to parents about Rude, Mean and Bullying Behavior expectations	Use of revised CPI team and room clear protocol	Integrity checks on Behavior Intervention and/or Multi-tiered System of Support Plans	Support for teachers in sharing positives with families and problem-solving difficult situations and relationships	
<b>District Office</b>	District-wide expectations (Kendra and Susie)	Support of teachers and principals regarding progressive discipline (Kendra and Susie)	Review of core, supplemental and intensive curriculum (Corey)	Parent Group (Susie)	Daily Tweet (Susie) Bi-weekly letter to editor (Susie) Beacon (Susie & Kendra)
			Playbook (Kendra)	Pre-service training on parent engagement (Corey)	Focus on relationships (Corey, Kendra and Susie)
	District protocol for CPI teams and room clears (Kendra and Susie)		Continued research on what students need for success (Corey, Kendra and Susie)	Support for difficult situations (Kendra and Susie)	Opportunities for on-going dialogue and support with staff (Corey, Kendra and Susie)
			Encourage/facilitate self-care and relationships with building staff (Corey, Kendra and Susie)		
<b>Transportation</b>	Transportation expectations clarified to all parents and students	Progressive plan for discipline	Bus Driver training – Setting expectations & follow-through Communication Trauma Responsive strategies		As soon as issues arise
		Revised consequence plan to teach expected behavior			Focus on relationships
		Expected follow-thru by all staff			

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