2017-2018
School-Wide Culture Plan

Ascher Silberstein
Elementary
Where The Stars Shine Brightest!

3101 Lawnview Ave. • Dallas, Texas 75227 • 972-794-1900
www.dallasisd.org/silberstein
Table of Contents

Introduction: RTI Model
  • Philosophy
  • RTI Framework

Overview: RTI Implementation
  • RTI Pyramid: School-Wide Culture
  • Referral Process: Behavior Issues
  • Tier 1: Classroom Expectations

Tier 1: K-5th Gen Ed Behavior Trackers
  • Tracker Goals and Procedures

School-Wide Culture Support: Routines & Procedures
  (A) Arrival
  (B) Classroom Entrance
  (C) Classroom Exit
  (D) Hallway Transitions
  (E) Lunch/Recess
  (F) Dismissal
Our Philosophy
At Ascher Silberstein Elementary School, we are committed to making decisions which support and enhance the following goals:
1. Protect the physical, social, and emotional well-being of our scholars.
2. Strengthen and discipline our scholars for the academic and socio-emotional realities of college.
3. Meet the needs of all learners in order to increase student achievement.

In order to ensure that we successfully meet these goals, Ascher Silberstein Elementary School has structures in place that allow faculty and staff to be agile enough to quickly respond to the needs of a diverse scholar population.
For the 2017-2018 school year, our delivery of interventions will be provided through an RTI (Response to Intervention) Model.

RTI Framework
RTI is a process of implementing quality, research based instructional practices based on learner needs, monitoring student progress, and adjusting instruction based on student’s response (Fuchs, 2003).
Core Principles
- **Early Intervention:** Students with academic and/or behavioral problems must be identified as early as possible in their educational careers.
- **Multi-Tiered:** A multi-tier model of service delivery with intensity of services matching students’ level of needs must be made available in all school settings.
- **Collaborative:** A structured, collaborative problem-solving approach needs to be used to make instructional and programming decisions.
- **Scientifically Validated:** Research-based, scientifically validated academic and behavioral interventions need to be identified at each tier of service and staff need training on delivery interventions.
- **On-Going Monitoring:** Procedures for on-going, regular monitoring of student progress and response to interventions must be in place to inform future decision making.
- **Data-Driven:** All academic and behavioral intervention decisions must be data-driven.
- **Service Delivery:** Focus is on service delivery NOT diagnosis and placement.
Ascher Silberstein Elementary School
Response to Intervention: Overview

Tier III Intensive Support

Tier II: Supplemental Support
RtI Grade Level Teams: Academic, Homework, and Disciplinary Support

<table>
<thead>
<tr>
<th>SKILL</th>
<th>WILL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory Tutoring</td>
<td>HIL Program</td>
</tr>
<tr>
<td>Saturday School</td>
<td>Wolf Den Academy</td>
</tr>
</tbody>
</table>

Tier II Filters
RtI Chair, Individual Staff and Administrator Referral

<table>
<thead>
<tr>
<th>Assessment Data</th>
<th>Grades</th>
<th>Attendance Data</th>
<th>Homework Hall</th>
<th>Discipline Referral</th>
</tr>
</thead>
</table>

 Tier I: All students / Core Beliefs
School-Wide Culture Support | Classroom Culture Support

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Management</th>
<th>Control</th>
<th>Influence</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-Wide Routines Tracker</td>
<td>6-Pillars SEL</td>
<td>100% Do it Again</td>
<td>SLANT</td>
<td>Teacher Consequences</td>
</tr>
<tr>
<td>6-Pillars SEL</td>
<td>Tracker</td>
<td>Strong Voice What to Do</td>
<td>Precise Praise Positive Framing SEL</td>
<td></td>
</tr>
<tr>
<td>100% Do it Again</td>
<td>Teacher Consequences</td>
<td>Do it Again 100%</td>
<td>SEL</td>
<td></td>
</tr>
<tr>
<td>SLANT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Universal Screening

<table>
<thead>
<tr>
<th>Universal Screening</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAAR ISIP RM Math SDS</td>
</tr>
</tbody>
</table>
Overview: Silberstein’s RTI Implementation

RTI Pyramid: School-Wide Culture
Core Beliefs
All students at Ascher Silberstein Elementary School subscribe to the following core values. These values guide every action students take throughout the day.

- Our main purpose is to improve our academic achievement so we can attend college.
- Intentional effort and a Growth Mindset make the most difference in academic performance.
- There is no excuse for poor quality work.
- With a Growth Mindset along with the help of our teachers and fellow students, we will be prepared for college.
- Students must have a commitment to themselves, each other and the pursuit of excellence.

Silberstein’s RTI Pyramid has an instructional and culture side. The information below explains each component of the cultural side.

Universal Screening
☐ All scholars who (1) are on disciplinary probation, (2) did not meet the proficiency standard on a state assessment, (3) are coming from an alternative placement facility, and/or (4) have repeated a grade receive a code of “At-Risk” and their behavior is monitored by the RTI Intervention Team.

Tier 1
☐ Interventions are planned and implemented in general education setting.
☐ All scholars have access to these interventions as needed.
☐ Interventions when properly executed are effective for 80% of scholars.

Tier 2
☐ Interventions collaboratively designed and implemented by RTI Intervention Team.
☐ Approximately 15% of scholars will benefit from these interventions.

Tier 3
☐ Intensive, daily interventions.
☐ Approximately 5% of scholars will need these interventions.
Referral Process: Behavior Issues

Faculty/Staff Referral
☐ A Faculty/Staff member will automatically refer Students to RTI for behavior if they witness an incident that is categorized as a level 2 or higher disciplinary violation.
☐ Level 2 or higher disciplinary violations are those behaviors that are illegal and/or compromise the safety of others.
  • Students are immediately removed from the learning environment.
  • 1st time violators are recommended for conference with admin./Call home to Parents
  • 2nd time violators are recommended immediately recommended for an RTI: Tier 2 intervention plan

Grade Level RTI Referral
☐ Grade Level RTI Chairs (GLC) will facilitate bi-weekly meetings with the grade-level RTI team
☐ At these meetings faculty will present teacher behavior documentation for scholars who have exceeded the minimum required teacher interventions.
☐ RTI Chairs, along with the Grade Level Discipline Advocates and the Grade Level Administrator will schedule a parent meeting with the student and the appropriate teacher and create a plan of recovery.
☐ If the disciplinary issues persist, the RTI chair will refer to RTI: Tier 2.
Tier 1: Classroom Expectations

At Ascher Silberstein Elementary School, student and teacher actions are expected to reflect our core beliefs. Classroom culture takes the 5 part definition from Doug Lemov’s *Teach like a Champion*: (1) Discipline, (2) Management, (3) Control, (4) Influence, (5) Engagement. Teacher effectiveness in each of these 5 areas is expected to reach 80% of scholars:

<table>
<thead>
<tr>
<th>Culture Category</th>
<th>Definition</th>
<th>Silberstein Rubric</th>
</tr>
</thead>
</table>
| **Discipline**   | ➢ Teaching scholars the right way to do something. | ➢ All in-class routines & procedures:  
  o Entrance  
  o Exit  
  o Transitions  
  ➢ Tracking the Speaker / SLANT  
  ➢ Responding to Adults  
  ➢ Do it Again |
| **Management**   | ➢ Systems for monitoring/distributing rewards and consequences | ➢ Behavior Trackers  
  ➢ Homework Agendas  
  ➢ The discipline referral process |
| **Control**      | ➢ The manner in which teachers use language/presence to drive scholar compliance | ➢ Strong Voice  
  ➢ Responding to Redirection  
  ➢ Positive Framing / Teacher Tone  
  ➢ What to Do  
  ➢ 100% |
| **Influence**    | ➢ The manner in which teachers build relationship and increase intrinsic motivation | ➢ Positive Framing / Teacher Tone  
  ➢ J-Factor  
  ➢ Precise Praise (Not on Rubric) |
| **Engagement**   | ➢ The structures that are in place that minimize “down-time” and provide for multiple, meaningful opportunities for participation. | ➢ 100%  
  ➢ What to Do  
  ➢ J-Factor  
  ➢ Transitions  
  ➢ No Opt Out  
  ➢ Quick Writes/Turn and Talks |
Tier 1: Student Culture Support / Tracker

Tracker Goals
- Protect students’ physical and emotional well-being
- Protect instruction
- Promote skills that guarantee success in college
- Strive for consistency in addressing various levels of disciplinary infractions.

Level 3 or Level 2 Incident
- Contact office to have scholar escorted from the classroom.
- Hall Monitor or Administrator will be sent to your room immediately.
- Complete student referral form physically hand it to escorting staff member.
- Note: Never dismiss scholars from your class for discipline without supervision.

Level 1 Incidents
- Behavior Tracker
  - The tracker is a system for MANAGING and keeping track of disciplinary interventions for Level 1 violations.

Tracker: Categories

Habits of Work:
- Homework Expectations:
  - Neat
  - Complete
  - Accurate
  - On-Time
- Responsibility:
  - Uniform meets Silberstein standards
  - Scholar is prepared with classroom materials: writing instrument, planner, progress notes, class materials
  - Scholar is on-time to class
- Consequences:
  - Students that are tardy receive tardy notices.
  - Students that are habitually tardy receive warning letters from CRC and will need to attend a conference with Attendance Administrator.

Habits of Character:
- Definition:
  - Student follows faculty/staff directions / redirections without complaint or argument.
  - Student follows shared routines and procedures.

Other:
- Missing Trackers:
  - Missing Cards are considered a violation against “Habits of Work: Responsibility” and a new one will be given with a warning.
  - If a second tracker is issued then there will be a parent call.
School-Wide Culture Support: Routines and Procedures

Arrival:
- Beginning at 7:20, students are allowed to enter the school and sit in the hallways.
- All Teachers are expected to be at their doors ready to greet students at 7:40.
- At 7:40, Students enter the class silently and immediately get their breakfast and go to their seat. SCHOOL BEGINS AT 7:45.
- When students sit down, they should get their Trackers/Agendas out and place on their desks to be checked by their homeroom teacher.

Classroom Entrance (Threshold):
- In order to ensure all students feel welcome and are focused when entering the classroom, all teachers are expected to greet every student at the beginning of every new class period.
- Teachers are to greet every student with a smile and warm handshake or pat on the back as each student enters the classroom.
- A “Do Now” activity should be up and ready for students to work on when they enter the classroom. The “Do Now” activity can be a problem or question that leads students’ thinking about the learning objective for the day or it can be a problem or question that represents a learning objective already mastered but spiraled back in for review or refresher.

Classroom Exit:
- Before exiting the classroom, all students are expected to be line up at the door following the four procedural steps for silent hallway: 1. Eyes-Front; 2. Hands-Sides; 3. Shirts-Tucked in; Voices-Silent.
- Teachers are never to allow their students to exit their classroom until 100% of students are following the Silent Hallway Procedures.
- As students exit the classroom, the teacher is standing just outside of the door monitoring student transitions.
School-Wide Culture Support: Routines and Procedures

Hallway Transitions:
- During hallway transitions, 100% of students should be following the 4 procedural steps for silent hallway 100% of the time:
  - Eyes-Front
  - Hands-Sides
  - Shirts-Tucked
  - Voices-Silent
- Teachers should be escorting their students during hallway transitions 100% of the time from point A to point B.
- Classes are NEVER to walk in the hallways unsupervised.

Lunch/Recess:
- Students are to be escorted by their teacher all the way to the cafeteria entrance 100% of the time.
- When entering the cafeteria, students are to remain silent throughout lunch so that they are able to finish eating their lunches within the 25 minute window.
- During the final 5 minutes, when class tables are called by a lunch monitor, students are to quietly take all their trash and lunch trays to the trash cans and then line up silently for lunch dismissal.
- Students will dismiss from lunch quietly and move to the auditorium where they will be picked up by their teachers to go to recess.
- During recess, all grade level teachers will be outside monitoring students as they play.
- During monitoring, it is expected that all teachers keep their eyes on their students at all times. Teachers are NOT allowed to be on their phones. Phones may only be used to check the time.
Dismissal:

- Dismissal begins at exactly 2:56 p.m.
- At exactly 2:51, students are to get ready for dismissal by gathering their materials such as trackers/agendas, homework, writing materials, etc. and placing these materials in their backpacks.
- Students are to quietly place their chairs on their desks and clean up all trash on the floors.
- Students then wait for their table group to be called by their teacher and then line up following the Silent Hallway procedure.
- When the 2:56 dismissal bell rings, students will QUIETLY exit the classroom following hallway transition procedures and the classroom teacher will escort their class to their assigned dismissal area 100% of the time.