

Goal: To eliminate unacceptable student behaviors on the playground

Strategy: Establish and sustain a playground where all students feel welcome, comfortable, safe and included in activities

Rationale: Negative student-to-student behaviors usually occur during unstructured time such as recess and lunch room. Student-adult ratios are diminished.

How did staff participate in setting this strategy? Staff meetings related to student behavior in the halls, at assemblies, on the playground and in the lunchroom. Parents have also expressed concern for the rough play and student interactions. Disproportionate number of ELL and students of color who receive Behavioral Referrals

What data identifies the need that leads us to this goal? Administrative and teacher time spent on discipline issues, mostly, but not exclusively, with the same few students.

Alignments/Special Populations

School Board Goal(s)	Superintendent Focus Area(s)	5 Year Plan Benchmarks	9 Characteristics of High Performing Schools	Title I School-wide Plan
1, 2, 3, 4, 5	4, 5	8, 15,		
AYP Target Area (Specify)	Special Education	Bilingual/ELL	Advanced Learning	Community Learning Center
		X		X

Activities: What actions will occur?	Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline: When will this strategy or action begin and end?	Resources: What are the existing and new resources that will be used to accomplish the activity?	Responsibility: Who is responsible? Who is involved? Who will provide the leadership? Who will do the work?	Monitoring effectiveness: What ongoing criterion referenced measures have you identified to gather evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle?
What classroom activities will occur to achieve this goal? Class meetings to foster pro-social behaviors that foster community		Ongoing	Dr. Bev Wilson: SPU Friendship Project Incredible Years program w/ UW “Dinosaur School”	Principal Researchers	Reduction of Behavioral Referrals Data collection from SPU and UW
All-school assemblies positive behaviors		Spring 2005 – June 2007	Alki Prof Library SPS videos	Principal Playground committee	Reduction of Behavioral Referrals
Focused lessons based on Quit It! And Bullyproofing Your School, to provide students skills to end bullying		Ongoing	Alki Prof Library Anti-Bullying videos Bully-Proofing Your School Quit It!	Teachers	Reduction of Behavioral Referrals Administrative observation in “Walk-Throughs”

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Reteaching rules for games, habits of fair and safe play, good sportsmanship, expand games to include more cooperative and team games, reduce competitive games, re-paint game-lines on playground, recess options for less active recreations such as board games	Mosaic: Games and Sports of the World workshop	March 2005	Library books on international games and sports for students and staff Professional athletes	Principal Teachers Cooper, Ambrozic, Stevens, Oliver, Bradshaw, Mac, Allard Librarian SPS facilities or PTA volunteers	Reduction of Behavioral Referrals Administrative notes of student behavior on playground
What building activities will occur to achieve this goal? Implementation and assessment of an anti-bullying program	Pegi McEvoy SPS Karen Spino SPS	Ongoing	Anti-Bullying videos Bully-Proofing Your School Quit It! Staff meetings	Principal Cooper, Stevens, Ambrozic Teachers ELL staff	Reduction of Behavioral Referrals Student Climate Survey Written observations of Karen Spino SPS (playground safety)
Purchases: “dickies” for team sports, additional playground equipment (balls, jump ropes, etc)		Spring 2005	Containers for increased playground equipment	Oliver McLean BLT	
How will parents and the community participate in supporting this goal? <ul style="list-style-type: none"> • Parent education and cooperation with common language and expectations for pro-social behavior • Trained volunteer parent supervisors for recess and lunchroom • Parent volunteers to repaint game-lines on asphalt 			What additional assistance will you seek from supporting organizations such as district services and departments, the ESD and outside consultants and trainers?		