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| **District/School/Classroom Environment** | | | | |
| **INITIATIVE** | **PRE-INITIATION STAGE** | **INITIATION STAGE** | **DEVELOPING STAGE** | **SUSTAINING STAGE** |
| **Safe and Secure Learning Environments** | * Although policies and procedures that promote a safe and orderly environment exist, they are not effective in producing their desired result * Some efforts are underway to move toward the goal of a safer and more orderly environment | * School administration and staff members are working together to create a safer and more orderly environment * A committee comprised of staff and school administration create unified school-wide and classroom expectations * A committee comprised of staff and school administration creates an RTI for student behavioral supports * A committee comprised of staff and school administration agrees on discipline procedures and policies, such as major versus minor incident | * Staff are a visible presence at the school encouraging and modeling positive behaviors * All staff members share responsibility for teaching students school-wide behaviors; students can be observed supporting and encouraging respectful and collaborative behavior throughout the school * Student discipline data is monitored weekly to identify students who need additional support for correcting behaviors or additional Tier II or III level supports * The school’s physical plan is well-maintained and areas considered unsafe are closely monitored | * Staff, students, and parents are consulted on an annual basis to inform policy and procedural decisions that enhance the safety and orderliness of the school * Students participate in engaging courses resulting in few students in hallways during class periods * Student committees lead school-wide expectation lessons and model positive behavior for other students * Staff members maximize instructional time by maintaining discipline and an orderly classroom environment * Adults and students consistently use school-wide strategies to intervene when they observe inappropriate behavior, such as bullying, teasing or harassment * All teachers have clearly established behavioral expectations and routines that reflect the school-wide goals for safety and orderliness and they are consistently enforced and followed by all of their students. * The school is viewed as a safe place by the community |
| **INITIATIVE** | **PRE-INITIATION STAGE** | **INITIATION STAGE** | **DEVELOPING STAGE** | **SUSTAINING STAGE** |
| **Positive Relationships and Environments** | * A school-wide support and behavior plan is in the process of being adopted * Few students, families or staff get recognized * Few students, families or staff feel valued * Few students, families, or staff are included * Few students have opportunities to learn from corrective action * Few staff members and stakeholders believe the plan is fair and consistent | * A school-wide support and behavior plan is in place, but not consistently applied * Some students, families, and staff get recognized * Some students, families, and staff feel valued * Some students, families, and staff are included * Some students have opportunities to learn from corrective action * Some staff members and stakeholders believe the plan is fair and consistent | * A school-wide support and behavior plan is consistently being applied * Most students, families, and staff get recognized * Most students, families, and staff feel valued * Most students, families, and staff are included * Most students have opportunities to learn from corrective action * Most staff members and stakeholders believe the plan is fair and consistent | * A school-wide support and behavior plan is fully implemented with Tier I, II, and III interventions * All students, families, and staff get recognized * All students, , families, and staff feel valued * All students, families, and staff are included * All students have opportunities to learn from corrective action * All staff members and stakeholders believe the plan is fair and consistent |