**AF ASPIRE YEAR 3 SCHOOL CULTURE SYSTEMS**

**HOMEWORK, ATTENDANCE, AND UNIFORM**

**HOMEWORK**

* On one bulletin board in the school, there will be a place where classes can earn Tigers for 100% homework. If an entire class earns 100% homework, a Tiger will be put on the bulletin board by Teacher Gown. Once a class earns 10 Tigers, they will earn a “Safari” trip on Friday during Choice Time.

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| **Teacher Gown** | **Bulletin Board Owner** | **Bulletin Board Designer and Tiger Design** | **Safari Trip “Guide”** |
| Posts Tigers | Alina | Alex Andrews | Dean of Students Runs and Designs |

**ATTENDANCE**

* On another bulletin board there will be space for attendance Tiger Claws. If an entire class is present, they earn an Attendance Tiger Claw. Once a class earns ten days of 100% attendance, they earn a trip to the Gym for a game of their choice for 15 minutes on a Friday. The Director of School Operations in Partnership with the Dean of Students will be responsible for maintaining incredibly high attendance expectations and be vigilant with follow-up with families on attendance.

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| **Overall Attendance Owner and Attendance Meetings** | **Attendance Meetings** | **Teacher Gown** | **Bulletin Board Owner** | **Bulletin Board Designer and Tiger Design** | **Game Facilitator** |
| Alina | Eugene | Posts Claws and Coordinates with Coach Jackson for Gym Time | Alina | Alex Andrews | Coach Jackson |

**UNIFORM**

* Uniform is not incentivized as it’s a baseline expectation. Teacher Gown is responsible for checking uniform and contacting the Ops team for any replacement items necessary. The Ops team is responsible for having enough extra uniforms on board and ensuring scholars give the extra uniforms back. Teacher Gown is responsible for contacting family to communicate about necessity of uniform. If Teacher Gown contacts a family three days in a row about uniform, they are responsible for contacting the Dean of Students to do additional follow-up.

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| **Teacher Gown** | **Director of School Operations** | **Dean of Students** |
| Checks Uniform Daily – responsible for main contact for family about uniform | 100% of the time has enough extra uniform on hand so that 100% of scholars are in uniform daily | Responsible for any follow-up meetings for consistent non-compliance with uniform with teachers |

**INCENTIVES AND CONSEQUENCES**

**BEHAVIOR – CHOICE CHART**

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| **What it is** | **What it is Not** |
| * Mechanism for scholars to get feedback on choices they make and to learn from those choices
* To reinforce school rules
* Consistent across all staff members
 | * A tool to punish or berate students
* A tool to catch students doing the wrong thing
 |

The Choice Chart is used as a tool to consistently and fairly consequence and reward students based on the choices they make each day. We have this system in place because it helps our scholars to be accountable to their choices and actions in a clear and concrete way.

**The Choice Chart**

The visual below will be used in every classroom at Aspire and will stay stationary in the room. This is the scholar’s and teachers visual reminder of behavior throughout the day that will get communicated to families. When a scholar makes a choice, the teacher will give a consequence that’s aligned to specific criteria.



* There are four colors: Blue, Green, Yellow, and White
* 100% of scholars start the day on Green each day
* Scholars can move to different colors based on a specific set of criteria
	+ Scholars earn checks for misbehaviors. Every three checks moves the scholar’s color.
	+ At the start of the year, every behavior will earn a check regardless of level of behavior. However, for more serious offenses a logical consequence will be paired with the behavior. By the end of six weeks if green light criteria are met (100% of staff are consistently using the check system), then the school will transition to a more complicated version which includes:
	+ Scholars have the opportunity to move up one level at set “checkpoints” throughout the day (these times are marked in the clipboard tracker). If the scholar has no checks since the previous “checkpoint” he or she will move up one color level.
		- If a scholar receives a color change, the scholar’s color can still move up, but they still earn the consequence and do not receive Choice Time.
* Scholars who are on Green or Blue earn all of their choice time and Team Time unless a logical consequence is being administered. They earn talking snack and earn talking lunch. Scholars on blue earn the privilege of choosing first for choice time. Scholars earn blue by having zero checks throughout the day.
* Scholars on yellow earn half of choice time. They earn half of talking snack and talking lunch.
* Scholars on white earn zero choice time and REACHESS time. If the scholar is on white, the teacher involved **must** contact the parent the same day of the infraction and communicate to a parent/ guardian.
* The behavior are to be **recorded daily** on the Home Log sheet as well as in Kickboard
* Anyone in the building is expected to address scholars if they are not meeting expectations – including all operations staff. The DOS is responsible for norming her team to the expectations.
* Scholars who are on green or blue all week earn two extra claws on their Tiger Claw.

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| Teacher Gown | Teacher CAP | Director of School Operations | Dean of School Culture | Grade Level Deans |
| Responsible for delivering checks consistentlyResponsible for executing incentives and consequences consistentlyResponsible for logging colors into kickboard dailyResponsible for marking homework binders | Responsible for delivering checks consistentlyResponsible for executing incentives and consequences consistently | Designs Family Communication Log | Responsible for ensuring 100% consistency of system across the schoolResponsible for ensuring effective logical consequences are happening across the school | Responsible for ensuring 100% consistency for their grade team |

**Logical Consequences with Choice Chart:**

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| **What Logical Consequences Are** | **What Logical Consequences are NOT** |
| * An opportunity for the child to learn in a concrete way about choices they make
 | * Severe punishment
* Disconnected from the behavior
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| **AF Aspire Criteria for Success – Logical Consequences** |
| MINDSET - Mastery Minded- Belief in Change- Learning/TeachingHOW* Administered neutrally, authentically, and precisely
* Child does a concrete action
* Scholar Does Heavy Lifting
* Does not interrupt pacing or lesson
* Managed Tightly
* Scholar and Teacher Action Match Behavior

WHEN* Shortest Feedback Loop Possible
* Efficient and Quick – typically 2-5 minutes

WHERE* Off Stage

AFTER* Immediate start with Precise Direction
* Blank Start
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| **Consistency of Logical Consequences** |
| * Homeroom, Science and Social Studies, Specials teachers decide on Logical Consequence Plan using recommended bank
* Logical Consequences are consistent by homeroom and we will ideally move to a place where they are consistent by grade team
 |

The Choice chart is grounded in daily incentives and earned privileges. At AF Aspire, we believe in logical consequences. They are not intended to hurt or humiliate children. They help Scholars assume responsibility, reflect on their own behavior and try to do better. They work because they assist children in controlling themselves and contributing to their classroom communities in positive ways.

We believe logical consequences stop misbehavior at our school.

The teacher is responsible for giving and following through on the logical consequence. The consequence can happen in the moment (with off stage conversation before enacted) or can be implemented at a different time (snack, Team Time, lunch, specials, etc.).

In her book, Teaching Children to Care: Classroom Management for Ethical and Academic Growth K-8, Ruth Charney cites the work of educator Robert Mackienzie. Mackenzie asserts that,

Consequences are like walls. They stop misbehavior. They provide clear and definitive answers to children’s research questions about what’s acceptable and who’s in charge, and they teach responsibility by holding children accountable for their choices and behavior. When used consistently, consequences define the path you want your Scholars to stay on and teach them to tune in to your words.

AF Aspire teachers utilize three types of consequences:

* **Reparations: “You broke it. You fix it.”**

“Reparations” allow scholars to face mistakes and repair the damage they caused. Scholars are responsible for fixing broken property, hurt feelings, the misuse of learning time and the lack of regard for a routine.

* + Pick up desk/papers
	+ Writing a note to apologize to the classroom community or teacher
	+ Making up time lost because of behavior
	+ Clean something you defaced
* **Breach of Contract: “If you are not responsible, you lose a privilege.”**

“Breach of contract” enables scholars to recognize the cause and effect relationship between fulfilling responsibilities and receiving privileges. Scholars are responsible for many components of their school lives: class work, homework, relationships, and more. When they don’t fulfill responsibilities, they do not receive privileges like Choice Time or snack time with friends.

* + Losing Team Time
	+ Losing Choice time
	+ Losing a Class Job
	+ Losing Snack with class
	+ Losing lunch with class
	+ Losing the right to use a marker, crayon, etc.
	+ Losing their rug spot for a finite amount of time
	+ Lose the right to use any fun materials
	+ Lose their pencil box
	+ Class loses Choice Time
	+ Class loses Talking Time
* **Relationship to the Group: “If you can’t handle it, you must forfeit participation.”**

“Relationship to Group” enables scholars to recognize that participation as part of their class community is not assumed. When scholars cannot handle sitting with their class on the rug, at the desks, at community circle or in the lunch room, they forfeit participation. They may sit next to the teacher while all other Scholars sit together, sit at a desk removed from the group, or eat lunch away from their peers.

* + Sit next to the teacher while others sit around the room
	+ Eat lunch away from friends
	+ Desk is removed from community

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| **Examples** |
| Child stomps feet away from you when you tell them they cannot go to the bathroom. |
| TIME STAMP: 2:00You say “Walk silently, check. We’ll talk soon.”TYPE: You Broke it, You Fix it.* After the entire class is working at 100%, you quickly ask the child to walk back to where you were talking.
* You say “Tommy, we don’t stomp our feet away from an adult at our school. Why can’t you do that?”
* Tommy says “because it’s mean.”
* Teachers says, “Complete sentence please”
* Tommy says, “We don’t stomp our feet away from an adult because it’s mean.”
* Teachers says, Yes – we also want to show respect to our teachers. Please apologize.
* Tommy says “ I am sorry for stomping my feet Ms. Cleary”
* You say “thanks, Tommy, I know you will not do it again.” Please silently walk back to your seat and make sure your feet are quiet as you walk to practice the right way we walk in school.”
* Tommy walks back
* Teacher goes back to aggressively monitoring
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| Child breaks a pencil during independent practice on purpose. |
| TIME STAMP: 30 SecondsTYPE: You Broke it you Fix It.You say to the child “Check.”* Teacher brings tape over and says “Sarah, we take care of our materials in the school and it is your responsibility to treat all our materials with care.”
* Teacher says “Because you broke pencil, you need to fix it. Please silently use this tape to tape your pencil back together. Then, silently continue your IP.”
* Sarah tapes pencil and continue working
 |
| Child says shut-up under his breath to you during mini-lesson. |
| TIME STAMP: 3:00TYPE: You Broke it You Fix It.You say to the child “Check. We use kind words with one another, we’ll talk soon.”* During snack, you go over to the child and say, “Sarah, we do not say shut up to another in this classroom. If you are upset about something I did, you need to communicate about it and not use men words. Did something I do bother you?
* Tommy says “I was bored.”
* Teacher: “Ok, even when you are bored, it’s important that you respectful to everyone because what you did hurt my feelings and I know you don’t want that. I am going to ask you to write an apology note so that I know you are sorry for what happened and will never do it again. In one minute, please silently write an apology, and raise your hand when you are finished.”
* Tommy says “Ok, I am sorry for saying those words.”
* Tommy raises hand, teacher comes over, and Tommy reads apology note to teacher.
* Teachers says, “I know you will never do this again. Now, go back to your seat and silently draw your representation for problems 2 through 4.”
 |
| Child repeatedly calls out during an introduction. |
| TIME STAMP: 30 seconds of teacher timeTYPE: If you can’t handle it, you forfeit participation.Teacher says “Sarah, check. We always track the teacher respectfully. Please silently walk to your desk and we’ll talk soon.” Immediately starts teaching, says direction neutrally and matter of factly.Once INM is over and once 100% of kids are working at vision and co-teacher is giving feedback. Teacher says “Sarah, you may not repeatedly call out while I am teaching. Why can’t you do that?”Sarah: I can’t call out because I’m not learning.Teacher: Can other kids learn?Sarah: No, other kids can’t learn either.Teacher: You had to sit away from our community because of what you did. Next time, I expect you to track me and sit in your best START so you can be a part of our community during the lesson. I’ll be looking for this next time. Now, silently show your best work on problems 1-3 by drawing your representation.” |
| Child starts to draw on desk with crayon that is supposed to be used for a math lesson. |
| TIME STAMP: 6:00 of kid timeTYPE: If you are not responsible, you lose a privilege.Teacher walks over and says “Tommy, check. We always use our materials carefully and we never write on our desk because we use it to learn. Tommy, you are going to use a pencil right now instead of a crayon so you remember to use crayons carefully next time. I am also going to have you come back to our classroom during specials to clean up your desk. Tommy, what is happening because you drew on a desk with crayon?”Tommy: I have to use a pencil and come back and clean my desk.Teacher: Yes – I know that you will remember to use your crayons the right way next time. Now, please silently pick up this pencil and start to draw your representation of the puppies in our math problem. |

**The Clipboard**

The clipboard is used to track all consequences earned by students throughout the day. Teachers may modify the clipboard to best use the system (bold kid names, order alphabetically by first name or last name). The spotted columns mark the beginning of new period in the day. They are the official “checkpoints.” Checkpoints will vary depending on each class’s schedule, though they should be spaced roughly 1.5 hours apart. The teacher must review each student’s checks prior to each checkpoint. If a student has received no checks since the previous checkpoint, he or she should be moved up one color.



**Hierarchy of Behaviors**

Student behavioral infractions are categorized according to levels, each with corresponding teacher responses. The response to behavior depends on the level of behavior that violates our expectations. Responses are tied to either a check or a color change.

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|  | Check (Potential Logical if Worthy) | Check with Logical Consequence  | Automatic Color Change & Referral Worthy |
| *Description of type of behavior* | *These behaviors are easily correctible that do not disrupt others nor involve overt disrespect to peers or teachers but could become disruptive or impact the learning of self or other* | *General disrespect; intentional disruption of class, classroom property, or to the sanctity of learning for self or other**Teacher must pair check with logical consequence.* | *Egregious and overtly breaking of rules. Could easily put the child, other scholars, or staff members in danger.* *Referral Worth Behavior is Disruptive or is Violent toward another School Community member* |
| *Examples of behavior* | - General posture (STAR)- Shirt untucked, after direction is given- Unintentional disruption (got up to sharpen pencil and forgot to ask)- Calling out- Talking or non-verbally communication with a classmate at an inappropriate time- Not immediately responding to teacher direction- Improper materials or desk set-up- Tipping chairs or furniture- Talking when an adult is talking- Running, skipping, hopping, jumping, spinning- Taking two stairs at a time- Hands not on railing in stairway- Noises with shoes- Noises during teaching or work time - Tapping pencil on desk- Getting out of your seat without asking- Silent temper tantrum (tears coming down face) RESPONSE -- “It’s ok to feel sad. Sometimes it’s ok to cry. Right now isn’t one of those times.”- Making faces- Falling asleep after first 2 weeks of school (if scholar continues to sleep, immediate family call and conference scheduled)- Kicking furniture unconsciously- Touching walls (hallway, classroom, etc.)- Using a silly voice, voice level is intentionally the incorrect pitch- Doodling on papers- Playing with things on the rug (i.e. Lint)- Not doing work, off task- Eating headphones or mouse cord- Touching laces if the direction for posture has been stated.- Not fixing after a do it again (the do it again itself is not a clip move)- Picking at tape on the floor, classroom, and desk.- Rushing to get in line - Talking during silent time during a meal- Talking in the bathroom | * Doing the opposite of what the teacher requests
* Doing what the teacher requests, but too slowly, after a do it again
* Intentionally being off task for ten minutes or longer and being corrected for the same behavior (continually not folding hands in defiance)

- Outbursts (disgruntled reaction to a whole-class teacher request, loud tone, yelling in order to get attention)- Any negative reaction to teacher correction (staring or rolling eyes, sucking teeth, head down)- Intentional mild compliance (e.g. super-slow walking, complying in a mocking way)- Repeating/mimicking what the teacher is saying- Refusal to follow instructions (After teacher has re-directed student and clarified directions, and is 100% confident the non-compliance is because of defiance rather than incompetence.)- Lying about something minor (e.g. I didn’t take her pencil, when you clearly saw it)- Lying about being sick to avoid work- Talking under breath- Talking back to teacher under their breath- Going mute when scholar is upset, refusing to engage with teacher intentionally.- Refusal to look in eye when speaking- Eating peer’s food- Bathroom shenanigans (playing)- Middle finger |  These may fall under disruptive or violent: - Physical aggression- Overt disrespect (making threats, yelling at the teacher in anger)- Damage to school property- Throwing, punching, or kicking - Purposeful fighting or physically hurting another scholar- Biting- Fleeing the room, school- Bathroom (dangerous – fighting, etc.) |

**School wide Incentive System – Tiger Claws!**

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| **Bottom Lines** | **What it’s Not** |
| Tiger Claws reinforce what is valued at school – a scholars’ personal best, scholars exceeding expectations, or a scholar showing their person best in REACH.Tiger Claws are given out about 3x a class if earned.Tiger Claws should be given out directly and in a “matter of fact” way | * Bribing students to do the right thing
* For KWLMs
* Easy to get
 |

We use the Tiger Claw system to develop and reward showing our REACH Values at AF Aspire. Incentives are used to reward appropriate scholar behavior that will help support and motivate scholar’s choosing to make smart choices within the classroom and school building. Our school-wide behavior system will be supplemented by our investment system in that scholars will always be praised for making good choices, and even those who may struggle always have an opportunity to “fix” their choices and have a tangible representation of the value of what turning it around looks like.

Tiger Claw will reinforce above-and-beyond behavior and exhibition of our School Values. During the first days of school, faculty and staff should generously distribute claws to students with the rationale for why they received their claws. This is important so that scholars understand early on that following expectations at AF Aspire Elementary will result in a positive outcome. The claws communicate that when scholars meet expectations over time, consistently, and at high quality; their behavior is positively acknowledged and buys them into the token economy for the remainder of the year.

Concepts: A strong reward and recognition program establishes:

* A universal way to reward scholar’s good choices
* Rewards that are linked to school values and scholar expectations
* Rewards that motivate scholars because they are tied to their interests
* A positive reinforcement of naturally occurring behavior
* Incentives that have scholar input create scholar buy-in

Outcomes: The objective of the investment system is to invest all scholars to follow the rules and guidelines that are established within our school building. We are taking the youngest group of scholars and want to motivate them to choose to do the right thing early on. Our school must be a place where we reward scholars who do the things that build character, team-work, and a culture of valuing their learning. This system will also serve to motivate scholars who are able to fix their choices and scholars who can identify how to change their sad choices because they understand how they negatively affect themselves, their teammates, and the school as a whole. We are building the type of character where scholars know that the right thing to do is the norm and expectation of 100% of people. When someone breaks the norm or infringes on the school culture, they go against the grain and it is not acceptable. The skills we are building in our scholars now will help them build the character they will need to be successful in life, school, and college.

* Scholars who do the right thing again and again are rewarded and such behavior is reinforced
* Scholars who have made several sad choices still have a reason to fix it and are positively motivated to do so by their own team.
* Scholars are learning specific behaviors that build character and when they exhibit those behaviors they are reinforced
* Claws directly are tied to character and we are providing a system of reinforcement around observable actions we want our scholars to exhibit
1. **Procedures:**
* Claws can be rewarded in the classroom or in any area of the school.
* Claws are placed on a scholar’s paw in their classroom or a child can put their claw on their own paw
* Behaviors that earn claws are outlined below
* Scholars understand what behaviors their teachers are looking for based on the morning motivation theme for the week.
* At end of the week, scholars take home their paws and there is hand written note from the teacher on the back highlighting a positive moment of the week for the scholar.
* For every school wide push, the LT and Grade Level Leaders will come together to determine what claws are given out for in that period of time for both character and academics

Giving Out Claws

*\*As a note, the explanations for claws are very wordy and do not exhibit economy of language. This type of heavy language is explicit towards the beginning of the year when scholars are learning the School Values and the Tiger Claw system. Over time, you should easily be able to cut back on the explanation and get to the heart of what scholars did well, what you are looking for, and why claws were awarded.*

When?

Claws should be awarded in the moment to scholars that exhibit the specified School value or above-and-beyond behavior. An explicit explanation should follow the rewarding of a claw so that scholars know why their friend got that claw.

1. At the beginning of each lesson, remind scholars what behaviors and actions you are looking for so that you can reward scholar claws. This proactively reaffirms character aims for the day and excites scholars to show true character.

i.e.: “Scholars I’m excited for our DI lesson today, I have a few scholar claws I’m looking to give to friends who are showing enthusiasm by speaking in loud and proud voices the entire time.”

\*A Scholar may still earn a claw even if they received a check that period

1. During the lesson, reinforce expectations by positively narrating, award when necessary. If an explanation can be given without pacing suffering, feel free to state why you are giving the claw. Be very specific about **how** they earned it and **why** they earned a claw.
* i.e.: “You know what scholars, I am so impressed by SCHOLAR X for showing Enthusiasm. Even though it was challenging to speak in complete sentences, Scholar X continued to do it every time she spoke.

If pacing will suffer, give the claw in the moment and be sure to come back to it at the end of the class. Be very specific about **how** they earned it and **why** they earned a claw.

1. **Pitfalls To Avoid & Best Practices**
2. **Not using your scholar claws**. Scholars at this age need extrinsic reinforcement for the behaviors we want them to see. At the beginning of the year, we will give more claws just so everyone feels success with the system. Once we hit October/November, we will decrease the daily claw amounts each teacher will distribute!
3. **Over-reliance on scholar claws to get 100%.** Claws should not be used to reward scholars that simply meet expectations, unless they are one of only a few scholars who are meeting expectations when the rest of the class is off, AND that claw is directly tied to a daily goal for your class *(i.e.: scholars will show hard-work by remaining on task the entire time they are working at the desks).* Claws are specifically there to reinforce the character values we want our scholars to exhibit in school.
4. **Pace yourself.** You need leverage throughout the day. Avoid giving away tons of claws in the first 3 periods of the day.
5. **Rewarding KWLM’s at the expense of scholars who constantly do the right thing.** The system is for all scholars, make sure you are balancing rewarding and reinforcing behaviors from your scholars who are usually or always doing what you expect of them versus solely baiting more challenging scholars to behave with claws.
6. **Slowing your pacing to reward claws.** The token economy should not detract from instruction; it should be a supplement to getting 100% of scholars with you and keeping 100% of scholars in class.

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1. **Scholar Claw Recognition & Redemption**:

**Class Tiger Box:**

* Scholars will collect scholar claws and exchange them for rewards and items in the Class Tiger Box, as detailed below and noted in the Common Picture:
	+ Weeks 1 – 6: At the end of each week
	+ Week 7, onward: Every 2 weeks
* At the start of the year, the DOS will determine how many claws in each grade warrants a reward from the Tiger box.
* All teachers should keep a fully stocked Tiger box in their classrooms. This box will contain prizes teachers can distribute as necessary. Remember, as we teach behavior, extrinsic motivators are what it takes to make actions become habit, to make school values become character. Dean of Students will purchase Stocked Treasure boxes for beginning of the year and teachers will be responsible for communicating to the Dean of Students that it needs to be refilled. If there are particular incentives a classroom teacher wants, they should communicate this to the DOS
1. **Character Focus by Focus of School for Scholar Claw distribution**
* Claws will be given out for school wide and grade wide pushes for core habits and academics.
* Grade Level Teams can request specific claw behaviors that they believe will help their scholars as a whole to the dean. For example if you believe your Kindergarteners need to be incentivized to share, that can be sent in a request via email for approval for that month.

**First Six Weeks Criteria for Claws**

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| **Respect** | **Enthusiasm** | **Achievement** | **Citizenship** | **Hard Work** |
|  | * STAR (Eyes on Learning, Hands Folded, Body Still)
* Loud and Proud (Loud enough so everyone can hear but not disruptive to group)
* Vertical Hands (Straight, Fingers Together)
* Independent Work (Complete Work Expectations, Body Position, Sounds Off)
 | Complete Sentences (Answers unprompted in Complete Sentences) |  |  |

**Visual Anchor for First 6 Weeks**

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| **Tiger Claws!**Show **Enthusiasm and Achievement** for learning by being your showing your BEST:**STAR**-Always having your eyes on the learning even -Always sitting up tall and hands folded-Always sitting with your body still and brain on**LOUD AND PROUD VOICE*** Always speaking loud enough for the group to hear but never too loud so you are distracting others

**COMPLETE SENTENCES**-Always speaking in complete sentences**INDEPENDENT WORK*** Always have chair tucked in, meting volume expectations, complete work to teacher expectation
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**Roles and Responsibilities**

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| **Teacher Gown** | **Teacher CAP** | **Dean of Students** | **Specials Teachers** | **Leadership Team and Grade Level Leaders** |
| * Responsible for giving out claws based on criteria
* Responsible for writing 75% of notes on back of Tiger Paw to go home by Friday
* Responsible for ensuring Tiger Chest is filled and communicates to DOS if it needs to be restocked
 | * Responsible for writing 25% of notes on back of Tiger Paws to go home by Fridays
* Responsible for leading Tiger Chest Incentive Celebration on Fridays
* Responsible for giving claws based on criteria
* Responsible for ensuring all paws go home on Fridays
 | * Responsible for determining how many claws warrant a trip to the Tiger Box
* Responsible for ordering materials for the Tiger Boxes in the school
 | * Responsible for circulating during Fridays during Tiger Chest time and pumping up this time
 | * Determines what claws will be given out for based on school wide and grade wide pushes
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**Tiger Chest**

**Tiger Chest**

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| **Goals** |
| * Increase scholar investment in school-wide behavioral expectations
* Celebrate scholars’ hard work and commitment to Aspire Core Values for Kids – Respect, Enthusiasm, Achievement, and Hard Work
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| **Context** |
| We did not have a Tiger Chest during our first two years. When we decided to introduce it Year 3, we were cautious about the message we wanted to send to staff, families and scholars. We did not want to undermine the work we had done to invest our scholars in our core values and the notion that they make positive choices so that they can build strong learning communities and succeed academically. We wanted to ensure no one spoke about the Tiger Chest as a bribe to “get kids to behave”. Logistically, it was imperative that each classroom visit feel purposeful and efficient. The documents below outline the vision, language, logistics and investment strategies used to norm our school community on the Tiger Chest structure. |
| **Synopsis**  |
| **Synopsis**The Tiger Chest is an actual chest filled with academic prizes like erasers, bookmarks, notepads, etc. It belongs in each homeroom. Teachers are responsible for ensuring it is filled. |
| **Documents** |
| * **Tiger Chest Vision:** The document includes overarching goals, Tiger Chest language use, the scholar/family investment plan, logistics and the annual budget.
* **Tiger Chest Staff 1-Pager:** This is to explain the structure to staff.
* **Tiger Chest Introductory Script:** The week before the Tiger Chest visits began, the Fitness teacher visited each class to introduce the Tiger Chest and expectations to scholars. This document outlines the script he used.
* **Tiger Chest Letter:** This is the letter that went home to families outlining the structure and expectations for the Tiger Chest. We were explicit with families about the language they should use to discuss the Tiger Chest at home. We wanted to eliminate conversations like, “You better get on green so you can get that prize at the end of the week”. The letter shares sample language to use to discuss the Tiger Chest at home.
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| **Reflections** |
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**COMMUNITY BUILDING TIMES**

**School Wide Morning Meeting**

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| **Goals** |
| * The goal of the school wide morning meeting is to start the day joyfully
* The goal of the school wide morning meeting is a forum to teach and celebrate school wide values
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| **Context** |
| * In years 1 and 2 we did not have a School Wide Morning Meeting and our classroom based morning meetings were not as strong or purposeful as they needed to be. To have a super joyful start to the day and to start the day off strong as a learning community, we are incorporating a school wide morning meeting for Year 3.
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| **Agenda and Logistics** |
| **Agenda – 5 minutes**1. Seconds: Greeting (Good Morning AF Aspire….Good Morning Team and Family)

1:00 ChantThis is the school That has the kidsWho want to learnTo read more booksTo build a better tomorrow30 Seconds: (Value of Month is Enthusiasm, is <Enthusiasm>. The person who represents Enthusiasm for us is \_\_\_\_\_. <Have courage and hope.>You can show Enthusiasm today by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.1 Minute: CHANT 5 Seconds Closing - Scholars, have a Great Day. Track Me (Transition)**Logistics*** See minute by minute versioin
 |
|  **Documents** |
| * Chant Lyrics
* Song Lyrics
* Minute by Minute Vision
* Teaching Version for First 6 Weeks of School
 |
| **Reflections** |
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**Entry into Class**

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| **Goals** |
| * The goal of Entry into Class is to create a threshold from the hallway to the classroom to set up a strong learning environment from the start
* The goal of Entry into Class is to ensure everyday scholars staff off with classroom pride by chanting their class wide cheer
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| **Context** |
| We are mapping out threshold into class more purposefully this year to connect to class identity and to create a stronger threshold |
| **Synopsis and Logistics** |
| **Synopsis*** See minute by minute plan

**Logistics*** TBD once MM is in place; may change depending on breakfast
* Morning message is prepped night before by Teacher GOWN
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| **Documents** |
| * Training Materials
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| **Reflections** |
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**Snack**

* See Common Picture; Talking Time is earned

**Lunch**

* See Common Picture; Talking Time is earned

**REACHESS Time**

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| **Goals** |
| * The goal of REACHESS is to develop community through group experiences as a classroom community
* Develop social-emotional skills, cognitive development, and language development in a non-academic setting
* For teachers to pro-actively build relationships with students and among students
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| **Context** |
| We had REACHESS for the past two years but it was not as purposeful or meaningful enough to children or adults. This year, we are making it more purposeful. |
| **Synopsis and Logistics** |
| **Synopsis*** For one 15 minute period a day, the class has REACHESS.
* REACHESS consists of the following Monday-Thursday
* There is one grade wide planner to plan out Group Activities – mostly coming from ‘The Morning Meeting Book’ or 99 Morning Meeting Activities this is based on clear weekly outcomes and follows the weekly routine
* REACHESS is considered just like any academic block – the goal is to have 100% of kids meeting the vision at this time

**Logistics*** There is one assigned planner on each grade team
* Planner brings plan to Content Team to share
* Teachers may adjust games based on individual and community needs as long as it’s flagged to their Grade Level Dean
* During Pairing Meeting, co-teachers regularly reflect on what how they will maximize this time to build community and relationships during this time
* Teacher CAP and GOWN rotate by day of who is leading activities as long as both are able to achieve 100%
* If the gym or yard is available, Team Time may take place in those spaces as long as teachers have reserved the space
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| **Documents** |
| * Weekly Routine or Monthly Routine
* Outcomes for the Year
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| **Reflections** |
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**Cooperative Play**

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| **Goals** |
| * The goal of cooperative play time is to celebrate good choices of scholars
* Develop social-emotional skills, cognitive development, and language development in a non-academic setting
* The goal of this time is to make this time SUPER special to scholars
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| **Context** |
| We had cooperative play the last two years but it was not as purposeful or meaningful enough to children or adults. This year, the goal is to be much more purposeful in our non-academic times throughout the day to build more positive moments in the day and purposefully develop independence in non-academic settings. |
| **Synopsis and Logistics** |
| **Synopsis*** For one period in the day, scholars have the opportunity to earn choice time. There are 4 stations taught for K-2 and 4 stations for 3-4.
* Stations will rotate in about every 6 weeks
* Teachers can substitute a game with Grade Level Dean input

**Logistics*** There is a common Visual Anchor for Choice Time Across K-2 Classrooms and 3-4 Classrooms
* There is a common visual anchor for language used to choose the activity for choice time
* There is a common vision for where each activity takes place in a classroom
* There is a common picture of how scholars transition to and out of Choice Time
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| **Documents** |
| * K-2 Choice Time Scope and Sequence of Games (KIM)
* K-2 Layout of Games (KIM AND JARELL)
* K-2 Visual Anchors (KIM)
* 3-4 Choice time Scope and Sequence (EUGENE)
* 3-4 Layout of Games (EUGENE)
* 3-4 Visual Anchors (Eugene)
* CLEAN UP VOE AND END OF DAY ROUTINE (ALL THE WAY TO LINING UP BUSSERS) - KIM
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| **Reflections** |
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