

Sunridge Middle School
PBIS Handbook



Last Updated 8.22.17

Sunridge Middle School PBIS Handbook

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PBIS at SMS: An Overview

The primary focus of Positive Behavioral Interventions and Supports (PBIS) is to provide a clear and positive system for teaching and reinforcing all expected behaviors at Sunridge Middle School. To accomplish this, Sunridge and other PBIS schools adhere to several guiding principles that ensure school-wide success.

- 1. Behavioral Expectations are clearly Defined.** A small number of clearly identified behavioral expectations are defined using positive, simple statements within the themes of:
 - **Respectful**
 - **Responsible**
 - **Ready**
- 2. Behavioral Expectations are Taught.** These defined behavioral expectations are taught to all students in real contexts. Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid. Specific behavioral examples are:
 - *Respect* means to treat others the way you would like to be treated.
 - *Responsibility* means to accept positive and negative consequences.
 - *Ready* means to be in the appropriate places at the appropriate times.

Behavioral expectations are taught using the same effective instructional principles applied to any other curricula. The expectation is presented, the rationale is discussed, positive examples (“right way”) are described and modeled, and non-examples (“wrong way”) are described and modeled. Students are given an opportunity to practice the “right way” until they demonstrate fluent performance. Remember Harry Wong’s emphasis on procedures and routines to manage behavior rather than crime and punishment.

- 3. Desired Behaviors are Recognized and Reinforced.** Once appropriate behaviors have been defined and taught, they must be acknowledged on a regular basis. The greatest reinforcement a teacher can provide is through immediate positive and specific recognition of the desired behavior. SMS has also designed a formal system that rewards and recognizes student behavior including those listed below and many others such as dances, Bronc Pride Activity Hours, and the Sunridge Snack Shack.
 - **Bronc Bucks:** Sunridge staff strives to recognize positive behavior. Staff members hand out Bronc Bucks to recognize students demonstrating positive behavior. Bronc Bucks may be redeemed for prizes and privileges throughout the year such as weekly raffles, early release for lunch, and using the Snack Shack.
 - **Bronc Pride Awards:** Each month, staff recognize students who exemplify characteristics befitting a successful student. Students of the month receive a signed certificate with a personal note from the nominating staff. Names are also displayed on the school website and through other media outlets.

- **Perfect Attendance:** Students who have no absences, excused or unexcused, and/or unexcused tardies receive recognition for perfect attendance and no tardies multiple times throughout the year in the form of certificates, No Tardy Parties, and other student rewards.
 - **Honor Roll:** Sunridge has two levels within our academic honor roll. Students finishing the semester with a 3.5 G.P.A. or higher are recognized on the Honor Roll. Additionally, the Principal's List recognizes all students with a 4.0 G.P.A.
- 4. Undesired Behaviors are Corrected Proactively.** When students fail to demonstrate the expected behaviors, procedures are established and taught by the classroom teacher to provide students the opportunities to learn, practice and demonstrate desired behaviors. Possible interventions may be found in the provided *Behavior Interventions and Supports* document.
- 5. Decisions about behavior management are Data-Informed.** One of the most important features of PBIS is the use of the student behavior data to inform appropriate interventions and supports for student success. As such, documenting and reporting undesired behavior is vital to eliminating the guesswork from the decision-making process about what is and is not working in a building's behavior management system. To the extent possible, this documentation should include:
- Specific type(s) of behavior exhibited
 - Time of the school day
 - Where incident occurred
 - All students involved
 - Any attempted interventions

Frequently Asked Questions (FAQs) about PBIS

What does PBIS stand for?

“PBIS” is an acronym for Positive Behavioral Interventions and Supports. It comes directly from the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA). It is based on principles of applied behavior analysis, prevention approach and values of positive behavior support. PBIS is used interchangeably with SWPBS (School-Wide Positive Behavior Supports).

What is PBIS?

PBIS is a framework for assisting school staff in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS is not a packaged curriculum, scripted intervention, or manualized strategy. PBIS is a prevention-oriented way for school personnel to organize evidence-based practices, improve their implementation of those practices, and maximize academic and social behavior outcomes for students. PBIS supports the success of all students.

What are PBIS “systems?”

PBIS emphasizes the establishment of organizational supports or systems that give school personnel capacity to use effective interventions accurately and successfully at the school, district, and state levels. These supports include: (a) team-based leadership; (b) data-based decision-making; (c) continuous monitoring of student behavior; (d) regular universal screening; and (e) effective on-going professional development.

What does PBIS have to do with school discipline and classroom management?

Effective classroom management and preventive school discipline are essential for supporting teaching and learning. PBIS goes further by emphasizing that classroom management and preventive school discipline must be integrated and working together with effective academic instruction in a positive and safe school climate to maximize success for all students.

How does PBIS respond to the use of punishment (e.g., detention, verbal reprimands, exclusion, suspension), especially for students with serious problem behavior?

PBIS has no specific restrictions on the use of consequence-based strategies designed to reduce serious problem behavior. However, teaching-oriented, positive, preventive strategies are emphasized for all students. It emphasizes the use of the most effective, positive approaches to addressing even the most severe problem behaviors. Most students will succeed when a positive school culture is promoted, informative corrective feedback is provided, academic success is maximized, and use of pro-social skills is acknowledged. When student problem behavior is unresponsive to preventive school- and classroom-wide procedures, information about the student’s behavior is used to (a) understand why the behavior is occurring (function); (b) strengthen more acceptable alternative behaviors (social skills); (c) remove antecedents and consequences that trigger and maintain problem behavior; and (d) add antecedents and consequences that trigger and maintain acceptable alternative behaviors.

For more information see <https://www.pbis.org/school/swpbis-for-beginners/pbis-faqs>

Sunridge Middle School School-wide Expectations

	<i>Ready</i>	<i>Responsible</i>	<i>Respectful</i>
Arriving at School	<ul style="list-style-type: none"> ➤ Arrive on time to be ready for school, but not before 8:20 on Mondays and 7:20 Tuesdays-Fridays when doors open. ➤ Be ready to work and learn. ➤ Dress appropriately. 	<ul style="list-style-type: none"> ➤ Be in appropriate places at appropriate times. ➤ Stay outside on the blocks or fields, or inside in the Commons, Gym or Library, and do not leave school grounds. ➤ Be safe by walking and using marked crosswalks. ➤ Walk bikes, scooters, and skateboards on sidewalks once on school grounds. Avoid road and parking lots where possible. ➤ Accept positive and negative consequences. ➤ Keep areas neat and clean. 	<ul style="list-style-type: none"> ➤ Treat others the way you would like to be treated. ➤ Follow and respond appropriately to adult directions. ➤ Use appropriate language and volume. ➤ Respect others' personal space and property. Keep hands and feet to yourself. ➤ Avoid being a distraction to others.
Commons	<ul style="list-style-type: none"> ➤ Arrive and eat breakfast and lunch during designated times before participating in other activities. ➤ Bring lunch money or sack lunch from locker. ➤ Bring jacket for outside lunch activity. ➤ Wash hands before eating. 	<ul style="list-style-type: none"> ➤ Keep areas neat and clean, including the floor, stage and cubbies. ➤ Be safe by walking. ➤ Stay seated at table while eating. ➤ Raise your hand to be dismissed. Make eye contact with staff member. ➤ Keep food and drinks in the commons. ➤ Accept positive and negative consequences. ➤ Wait patiently while seated until released to walk outside for lunch activity. 	<ul style="list-style-type: none"> ➤ Treat others the way you would like to be treated. ➤ Follow and respond appropriately to adult directions. ➤ Use appropriate language and volume. ➤ Respect others' personal space and property. Keep hands and feet to yourself. Eat your own food. ➤ Avoid being a distraction to others. ➤ Patiently wait your turn in line and use good manners.

Hallways, Restrooms & Passing Time	<ul style="list-style-type: none"> ➤ Arrive on time to be ready for class. ➤ Be in appropriate places at appropriate times. ➤ Dress appropriately. Hats, coats, and backpacks should remain in lockers during the school day. ➤ When possible, use restroom during passing time. ➤ Have hall pass or note. 	<ul style="list-style-type: none"> ➤ Be safe by walking while facing forward. Whenever possible stay to the right as you walk. ➤ Keep locker organized and clean. ➤ Flush toilets, wash hands and put trash in garbage cans. ➤ Accept positive and negative consequences. 	<ul style="list-style-type: none"> ➤ Treat others the way you would like to be treated. ➤ Avoid large groups in front of lockers. ➤ Follow and respond appropriately to adult directions. ➤ Use appropriate language and volume. ➤ Respect others' personal space and property. Keep hands and feet to yourself. Only use perfumes, colognes or body sprays on yourself in the restroom. ➤ Avoid being a distraction to others. ➤ Give others their privacy. ➤ Patiently wait for your turn to use the restroom.
General Classroom	<ul style="list-style-type: none"> ➤ Arrive on time to be ready for class. ➤ Be ready to work and learn. ➤ Be prepared with completed assignments and materials. ➤ Take an active, positive role in classroom activities. ➤ Dress appropriately. ➤ Have hall pass or note. 	<ul style="list-style-type: none"> ➤ Be in appropriate places at appropriate times. ➤ Accept positive and negative consequences. ➤ Keep areas neat and clean. ➤ Practice academic integrity. ➤ Be safe by following classroom procedures. ➤ Know and follow school rules and expectations. 	<ul style="list-style-type: none"> ➤ Treat others the way you would like to be treated. ➤ Follow and respond appropriately to adult directions. ➤ Use appropriate language and volume. ➤ Respect others' personal space and property. Keep hands and feet to yourself. ➤ Avoid being a distraction to others. ➤ Be a good audience. ➤ Practice good sportsmanship.

Library & Computer Labs	<ul style="list-style-type: none"> ➤ Arrive promptly and enter library and labs with adult supervision, ready to work and learn. ➤ Have materials requested by teacher, including library books. ➤ Use hall pass or note, if not with classroom teacher. ➤ Sit in assigned seat. ➤ Take an active, positive role in classroom activities. ➤ Properly dispose of gum, food, or drink in the garbage can before using any computers. ➤ Remember your student login information. 	<ul style="list-style-type: none"> ➤ Accept positive and negative consequences. ➤ Keep areas neat and clean. ➤ Practice academic integrity. ➤ Only use approved computer sites or programs as instructed. ➤ Ask permission before printing and print only what is needed. ➤ Know and follow all school and district policies for mobile devices and internet use. Report any problems to supervisor. ➤ Remember to log off computer when you are finished. 	<ul style="list-style-type: none"> ➤ Treat others the way you would like to be treated. ➤ Follow and respond appropriately to adult directions. ➤ Use appropriate language and volume, and avoid being a distraction to others. ➤ Use all library materials and computer hardware with care. ➤ Respect others' personal space and property.
Main Office & Counseling Center	<ul style="list-style-type: none"> ➤ Have hall pass or note. Always check in with classroom teacher before coming to office or counseling center. ➤ Arrive to office or counseling center and return to class promptly. ➤ Dress appropriately. 	<ul style="list-style-type: none"> ➤ Be in appropriate places at appropriate times. Stay in front of office and seated unless directed otherwise. ➤ Clearly state reason for coming to the office or counseling center. ➤ Use student phone only as directed. ➤ Accept positive and negative consequences. ➤ Keep areas neat and clean. 	<ul style="list-style-type: none"> ➤ Treat others the way you would like to be treated. ➤ Patiently and quietly wait your turn. ➤ Follow and respond appropriately to directions from adults and student aides. ➤ Use appropriate language and volume. ➤ Use "please" and "thank you". ➤ Open and close door with care. ➤ Respect others' personal space and property. Keep hands and feet to yourself.

Lunch Activity	<ul style="list-style-type: none"> ➤ Dress appropriately for the weather. ➤ Have hall pass or note to use the library or to see a teacher. ➤ Wait patiently and stay seated until released to walk outside. ➤ Return promptly back to class at conclusion of activity time. 	<ul style="list-style-type: none"> ➤ Participate in appropriate activities in designated areas. ➤ Have fun and play safe by following established rules and guidelines for different activities. ➤ Accept positive and negative consequences. ➤ Keep areas neat and clean. Return equipment. ➤ Keep all food and drinks in the commons. ➤ Know and follow all school and district policies for mobile devices and internet use. ➤ Always re-enter building in an orderly manner. 	<ul style="list-style-type: none"> ➤ Treat others the way you would like to be treated. ➤ Practice good sportsmanship. ➤ Share and use equipment for its intended purpose. ➤ Establish fair rules for games and activities. ➤ Follow and respond appropriately to adult directions. ➤ Use appropriate language and volume. ➤ Respect others' personal space and property. Keep hands and feet to yourself.
After School	<ul style="list-style-type: none"> ➤ Exit on time. All students are to be out of the building by 3:05. ➤ Be in appropriate places at appropriate times. (For example: At east end for parent pick-up, at the blocks to get on assigned bus, or in the locker rooms for sports practices.) ➤ Have all homework, study materials and personal items with you at all times. ➤ Dress appropriately. 	<ul style="list-style-type: none"> ➤ Know and follow your pre-arranged, after school plans. ➤ Be safe by walking and using marked crosswalks. ➤ Walk bikes, scooters, and skateboards on sidewalks while on school grounds. Avoid road and parking lots where possible. ➤ Remain behind the marked yellow bus lines on the concrete while you patiently wait for your bus. ➤ Accept positive and negative consequences. ➤ Keep areas neat and clean. 	<ul style="list-style-type: none"> ➤ Treat others the way you would like to be treated. ➤ Follow and respond appropriately to adult directions. ➤ Use appropriate language and volume. ➤ Respect others' personal space and property. Keep hands and feet to yourself. ➤ Avoid being a distraction to others.

Assemblies, Dances & Sporting	<ul style="list-style-type: none"> ➤ Arrive and depart on time. ➤ Have fun by taking an active, positive role in the activity. ➤ Dress appropriately. 	<ul style="list-style-type: none"> ➤ Be safe by staying in appropriate places at appropriate times. ➤ Accept positive and negative consequences. ➤ Leave areas neat and clean. ➤ Know and follow your pre-arranged post activity plans. 	<ul style="list-style-type: none"> ➤ Follow and respond appropriately to adult directions. ➤ Use appropriate language and volume. ➤ Respect others' personal space and property. Keep hands and feet to yourself. ➤ Avoid being a distraction to others. ➤ Practice good sportsmanship. ➤ Be a good audience.
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Behavior Interventions & Supports

	Classroom Managed	Office Managed
Student Behaviors	<ul style="list-style-type: none"> • Disrespect • Tardiness/Unprepared/Lack of Materials • Defiance/Non-Compliance • Refusal to Work • Bothering/Disrupting Other Students • Teasing • Student “Drama” • Cheating/Academic Integrity • Inappropriate Language • Failure to Follow Basic Expectations (e.g., Dress Code Violations; Inappropriate Use of Electronic Devices) 	<ul style="list-style-type: none"> • Fighting/Physical Aggression • Theft • Vandalism/Destruction of Property • Drugs/Controlled Substances/Look-Alike • Unsafe Behavior including Weapons • Skipping/Excessive Tardiness • Bullying/Harassment • Inappropriate Internet Searches • Repeated Insubordination • Multiple Infractions (for the same offense with the same teacher)
Possible Interventions & Supports	<ul style="list-style-type: none"> • Re-teaching Appropriate Behavior • Invitation to Self-Correct • Request for Change in Behavior or other Established Redirect • Preferential Seating • Modified Assignments • Strategic Partnering • Student Reflection • Mini-Conference with Student • Break in Hallway • Buddy Room/Learning Lab • Parent/Guardian Contact • Teacher-Student Contract • Desk Visuals • Sensory Supports (e.g., chewing gum, stress ball, fidget toys) 	<ul style="list-style-type: none"> • Parent/Guardian Contact • Conference with Administration • Lunch Detention • Modified Schedule • Counseling Referral • Staffing • Check-In/Check-Out or Daily Tracker • Behavior Contract • Letter of Apology • Loss of Privilege • Restorative Justice/Work Detail • Functional Behavior Assessment • In-School Suspension • Tutoring • Suspension and/or Expulsion • Referral for Special Education

Bronc Bucks

Bronc Bucks are just another PBIS tool you have at your disposal to regularly and positively reward students for exhibiting Readiness, Respect and/or Responsibility at Sunridge. Please be purposeful with their use but also seek opportunities to reward them regularly. Below is a short, but not exhaustive, list of suggested behaviors that may warrant a Bronc Buck. To get in the habit, many teachers/staff initially set a goal of handing out about 30-40 per week but also don't hesitate to reward more – after all, most of our kids make great choices every day. They may be rewarded in conjunction with other recognitions.

- Active participation in class
- Always having a cheerful, positive attitude
- Asking a thoughtful question
- Being prepared (remembering to bring all their required materials, especially on a day that might require something different)
- Completing a homework assignment
- Completing an assignment or task early
- Consistent or improved effort
- Consistently positive (or improved classroom) behavior
- Demonstrating creativity – thinking outside the box
- Demonstrating honesty/integrity, especially in a difficult circumstance
- Getting a 100% on an assessment
- Going above and beyond the expectation on an assignment
- Handling a difficult situation well
- Helping another student
- Improved attendance
- Intervening positively to deescalate a possible conflict between students
- No missing work
- Showing compassion, courtesy, cooperation or tolerance
- Showing growth
- Volunteering (or being assigned) to take on additional responsibilities or leadership for a group assignment/task, and performing well
- Winning or participating appropriately during an academic competition or review game

When a student receives a signed Bronc Buck they have many ways they may choose to “spend” (or save) them:

- Permission to purchase anything in the Sunridge Snack Shack
- Enter weekly raffle drawing for candy bars or other prizes (place in bin on stage)
- Three minute early release for lunch
- \$1 Discount on Hat Days
- \$1 Discount for admission to Dances/Activity Nights
- Others designated by the classroom teacher

Student Reflection Sheet (Sample A)

Name: _____ Date: _____

Teacher: _____ Period: _____

Which of these **classroom expectations** did I not meet?

- | | |
|--|---|
| <input type="checkbox"/> Following the class rules | <input type="checkbox"/> Keeping my hands, feet, and body to self |
| <input type="checkbox"/> Using positive comments | <input type="checkbox"/> Listening to others without interrupting |
| <input type="checkbox"/> Doing my own work | <input type="checkbox"/> Doing my best and/or putting in effort |
| <input type="checkbox"/> Staying on task and/or completing assignments | |

All responses must be in complete sentences. I understand.

What was I doing **instead of** meeting the expectation (be specific)?

How does my behavior **impact others**?

Why was I doing something other than meeting the expectation?

- | | |
|--|---|
| <input type="checkbox"/> I wanted to get peer attention. | <input type="checkbox"/> I wanted to get adult attention. |
| <input type="checkbox"/> I wanted to get an object or access to an activity. | <input type="checkbox"/> I wanted to avoid an object, a person, or an activity. |
| <input type="checkbox"/> Other (please explain): _____ | |

What should I **change** about my behavior in the future in order to meet the classroom expectations?

What do I need to be **successful** next time? (*a new seat, supplies, a verbal reminder, etc...*)

Student Reflection Sheet (Sample B)

Student Name:

Date:

Period:

Sent to ISD from:

1. What was my behavior?
2. Why did I do it?
3. How did this make my teacher feel? How did it make my classmates feel?
4. What problem(s) did my behavior cause for me, my classmates and/or my teacher?
5. How do I plan to change my behavior in the future?

CICO Overview

Schools with school-wide systems of Positive Behavior and Intervention Supports (PBIS) find that the majority of their student body respond well with only a limited number of supports. In fact, statistically speaking, about 80-85% of students are successful within the framework of school-wide or Tier I interventions. At Sunridge Middle School, this percentage is even higher, hovering around 90-95% of the student body. However, this means that a small but significant segment of the student population requires additional levels of support and intervention. One such positive strategy complementary to the core principles of PBIS is known as Check-In Check-Out (CICO). It is relationship-based, time-efficient, cost-effective and very easy to implement.

At the core of CICO is a deliberate and systematic increase in an individual student's positive adult interactions within the school setting. This is accomplished through scheduled "check-ins" with an adult for positive recognition and feedback in the morning, afternoon and each class period. Staff members serving as CICO mentors provide specific, positive feedback on behavioral and academic effort. Students carry a *Daily Growth Report* throughout the day to document their effort in meeting behavioral expectations. Goals are set and tracked to share progress with the student, teachers and parents.

Students ideally suited for this intervention 1) value adult attention and 2) benefit from increased structure and prompts throughout the day. Student progress is monitored regularly by the mentor and a PBIS Tier II team to adjust participation, goals, frequency of contact, mentor, and incentives to best meet the needs of each student.

Expectations for Recommended Students

After being selected by the PBIS Tier II Team, students are interviewed by an administrator, team member and/or potential mentor and asked if they would like to participate. This meeting would include a brief overview of the program, a discussion about a possible mentor, and an introduction of the following three basic expectations.

- **Morning Mentor Check-In:** The student starts their day with a positive adult mentor conversation. The mentor helps the student determine daily readiness, navigate anticipated challenges, and set daily behavioral (or academic) goals.
- **Class-by-Class Check-In:** Using the *Daily Growth Report*, the student engages in a positive interaction with each of their teachers throughout the day. Report is scored and paired with positive comments and specific, non-punitive, feedback on the goal or established expectations for each specific class period.
- **Afternoon Mentor Check-In and Goal Review:** The student then ends the school day with another positive adult mentor conversation/interaction. During the time, the daily growth report is reviewed and progress toward goals discussed. Specific, positive feedback, authentic encouragement, and small rewards are given for meeting goals. Goal attainment is typically set at 80%.

Students earn rewards for meeting goals. Progressive rewards may include small candy, Bronc Bucks, candy bars, lunch with the mentor or another teacher, or other pre-negotiated rewards agreed upon by the student and mentor.

Responsibilities and Expectations for Mentors

This program is designed to provide support, monitoring, and mentoring for students at risk of developing serious or chronic behavior problems and helping them learn new successful behavioral habits. The adult mentor plays the most significant role in this intervention. The mentor's primary goal is to foster and maintain a positive relationship of trust with the student. Other responsibilities of the mentor include:

- Introduce and periodically review the CICO expectations with the mentee (student).
- Complete the *CICO Contract* with the student, being sure to set specific, rigorous but attainable goals around readiness, responsibility and respect.
- Suggest, identify, and document incentives or rewards with the student that they may receive for meeting daily, weekly and longer term goals.
- Meet daily with student at least twice (morning and afternoon) for check-in and check-out process.
- Report student progress regularly to the PBIS Tier II team. (This is typically done by submitting copies of the *Daily Growth Report*.)
- Maintain professional boundaries and a positive mentor-mentee relationship.
- Provide specific, positive feedback and authentic encouragement in each interaction with their mentee.

Responsibilities and Expectations for Classroom Teachers

Though mentors play a significant role, they are not the only positive adult interaction that a CICO student is anticipated to have. The class-by-class check-in, utilizing the *Daily Growth Report*, is designed to encourage positive experiences with each of their classroom teachers as well. Following the common scoring guidelines below, the classroom teacher reports student performance in relation to readiness, responsibility and respect.

These daily tracking cards are meant to initiate a conversation between student and adults. Negative behaviors should be discussed, however, staff member should refrain from writing negative remarks on the *Daily Growth Report*. Instead spend the time verbally communicating and redirecting behavior through coaching and mentoring. If negative behavior must be communicated to the mentor, parents or administration, please continue to use traditional methods such as phone calls, emails, and/or referrals.

Daily Growth Report – Common Scoring

CICO students receive a *Daily Growth Report* during the morning mentor check-in. Throughout the day a student is scored on a 0-2 rating scale: 0 if the student is unable to maintain any positive, appropriate behavior in class; 1 if the student requires 3-4 redirects throughout the class period; and 2 if the student requires two or fewer redirects in one class period.

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Check-In/Check-Out (CICO) Contract

I, _____, agree to work on these things this year:

1. Readiness: _____
2. Responsibility: _____
3. Respect: _____

I will work with my mentor, _____, to keep track of my progress. I understand that I will have a chance to earn a reward each day and/or week when I meet my goals. A list of possible rewards I would like to earn include:

1. _____
2. _____
3. _____

I will try hard to do my best to meet these goals every day.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Mentor Signature: _____ Date: _____

Administrator Signature: _____ Date: _____



Sunridge Middle School CICO – Daily Growth Report

Student Name: _____

Date: _____

Daily Goal (Optional): _____

Teachers: Please indicate yes (2), kind-of (1), or no (0) regarding the student's performance in your class.

Period:	1	2	3	4	5	6	7	8
Ready								
Responsible								
Respectful								
<i>Total:</i>								
Teacher Initials:								

Check-In = 4 points ____ (mentor initials)

Check-Out = 4 points ____ (mentor initials)

Daily Goal of 80%+ = 40/50

Daily Score Total = ____ /50