



Mission Statement
Preparing today's students for tomorrow's world in a caring learning environment.

Mid-Prairie Community School District
Central Administration Office
1636 Highway 22 East
Wellman, IA 52356

Registration Numbers as of 4/7/23:

- 3 Year Old: 15 (Sent out 3/22/23)
 - 4 Year Old: 68
 - Alternative Kindergarten: 14
 - Kindergarten: 101
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3rd & 4th Grade:

- ★ 3rd graders completed ISASP Assessments on 4/21/23 - 4th Grade will complete on 4/25/23
- ★ 3rd & 4th Grade determined essential learning Social Studies Standards and completed learning targets for each one

Preschool:

- ★ Utilized our Preschool Intervention Toolbox: Tool for teachers to use when responding to challenging behavior.

Preschool Intervention Toolbox

Tier 1 and Tier 2 Strategies to Implement for Challenging Behavior

<u>Tier 1</u>
<ul style="list-style-type: none">● Reteach expectations● Review visual schedule throughout the day● Visual cues (eyes watching, whole body listening, hands to self, etc.)● Positive acknowledgements & corrective feedback (5:1 ratio)● Attend and provide positive feedback when students are showing desired behaviors● Use desired expectation language/directions● Redirect/ignore● Verbal/visual first/then that's given to whole class● Sit and Watch (script) (First sit and watch, then <u>(class expectation)</u><ul style="list-style-type: none">○ Aggressive Behaviors (hitting, throwing toys, any physical aggression)○ Verbal Aggression

- Disruptive Behaviors (shouting out a carpet, making it hard for others to learn)

Tier 2 (aimed the prevention of behavior)

If sit and watch is ineffective after one month of use with fidelity:

- I love you ritual
- Social story for desired behavior
- Peer to peer
- Visual Timer - transition warnings with timer, schedule

Tier 3 (prevention paired with response)

- Direct instruction for “calm down corner”. Intentional, 1:1 teaching with this for students who would need to use the area, not to be seen as a consequence. Tools that support this area need to be directly taught before student use
- Individualized schedule
- Reduce/modify task
- Visual space cue (tape around where child works/sits)
- Choice over expectation

Adult behavior to avoid

- Giving students preferred *then* to change behavior (excludes students with IEPs)
- Being inconsistent with responses:
 - *“Inconsistent responses are the number one indicator of future behavior”*
- Avoid No/Don't/Stop

What are we improving?

Elementary schedules for the 2023-2024 school year.

Average Daily Attendance

April 11-April 21: (Includes PK3, PK4, K, 3, 4): 96.9%

