



## KDE Student Culture Vision

### MISSION

KIPP Destiny Elementary School will grow scholar-leaders who are empowered to define their own destiny and positively impact the world through superior academic preparation and leadership development.

### VISION

KIPP Destiny Elementary students will thrive in a safe and challenging learning environment of educational excellence, enabling scholars to both grow as leaders and build capacity to act independently and make choices that will eventually transform our local community and the world as they define their own destiny to and through college.

### OUR VALUES (I.M.P.A.C.T.)



### CORE BELIEFS

- We are respectful toward students, parents, & each other.
- We model the behavior we wish to see in our students, with joy.
- We find a way, and avoid making excuses.
- We see the best in others (or when we don't see it, we assume it at the very least).
- We seek to understand, then we act.
- We treat our students as if they were our own (because they ARE our kids. Period.)
- We set high expectations for ourselves and for students, and we stick to it every time.
- We create clean, warm, safe environments for our students and colleagues.
- We are respectful of one another's time and work.
- We keep our word – we follow through on what we say we will do and keep each other accountable to their word too.

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**Student Culture at KIPP Destiny Elementary**

## *An Overview*

At KIPP Destiny Elementary, we lead and serve by example by not only pushing our students to achieve academically, but by also nurturing each child to develop into assertive, focused adults rooted in good character and mindfulness. We are committed to helping prepare our students because we want to see them ready to face any unique challenge they will face in the world. As the first model of leadership and service for students, we are relentless, loving, and intentional about how we provide a safe place for students to learn and be challenged alongside their teammates. In this kind of learning environment, students can learn from their mistakes safely, support one another through the growth process, and constantly self-reflect on how they can make an IMPACT on our community as they develop deeper awareness.

We acknowledge the reality that our children's lives often come with struggles that are out of their immediate locus of control, and so we create purposeful opportunities for students to learn that circumstances to not have to define destiny. Through constant encouragement, precise feedback, powerful relationships grounded in trust and consistency, and constant modeling, we aim to develop skills that will carry our children successfully through life. We seek out teachable moments that allow us to guide students in managing their emotions in healthy ways, resolving conflicts with others constructively, advocating for their needs and the needs of others, and maintaining focus on their learning. By striving for each child to do this daily with unwavering joy, excitement, and determination, KIPP Destiny students will grow to become unstoppable agents for change in Dallas and in the world around them as they too come to lead and serve.

## **Our IMPACT Values**

*We Lead and Serve by Example to Make an IMPACT*



**INQUIRE**



**MAKE IT BETTER**



**PERSIST TOWARD EXCELLENCE**



**APPRECIATE**



**CARE**



**TAKE A RISK**

We think deeply about the world, our roles and

responsibilities within it, and how it has worked for or against us in the past. We ask questions to understand more about how we can grow. We respectfully challenge the way things are.

**We seek out ways that we can selflessly make our classrooms, school, and community a better place for others to thrive. We look for solutions to complex problems that we face. We take ownership of our choices and push ourselves to grow constantly.**

**We exude resilience in the face of a struggle. We work harder than we think ever thought possible. We show optimism and grit in the darkest trials, and never give up on growing through a challenge.**

**We are grateful for the talents and gifts we each come with in this world, and take time to bring joy to others by celebrating what they bring to our team.**

**We treat others the way we would like to be treated. We exude love for the people, places, and things around us. We actively seek out ways to connect with each other with respect and dignity.**

**We eagerly try new things, and give ourselves a chance to experience the world in a different way that pushes us to see the world with fresh perspective. We encourage one another when daring to be vulnerable in an unfamiliar situation.**


## How Do We Measure Character Growth at KDE?

We nurture and also measure character growth by focusing on the development of each IMPACT value. This happens by actually breaking each value down into observable behaviors that we strive to embody at every stage of development. This occurs through intentionally teaching an IMPACT value throughout the entire school day, no matter which grade we're in. So how do we see a value come alive? It only happens as we share bite-size observable behaviors, or indicators, with students, staff, and families – it pushes us to say, hear, and engage in specific actions tied to each value.

Below is a set of indicators (typically between 7-10 total) for every one of our values here at KDE. Throughout the year, we will interweave 1-2 indicators at a time each week when we focus in on a value. We spiral through a 2-week rotation schedule across the year. For example:



If our value for the next week happened to be INQUIRE...then every grade level has a strand of indicators that aligns at the same time. We're all working on those 1-2 indicators per our age groups, and it's messaged constantly throughout Monday Meetings, Wednesday Team & Family Celebrations, Team & Family notes/emails, Morning Staff Huddle, bulletin boards in the front lounge, and family newsletters...

## Living Out Our Values Through Each Developmental Stage

	Pre-K & Kinder	1 <sup>st</sup> & 2 <sup>nd</sup> Grade	3 <sup>rd</sup> & 4 <sup>th</sup> grade	Adults
 <p><b>INQUIRE</b></p> <p>Aligned to: Curiosity Love of Learning</p>	1. I can share what I've learned with families and friends.	1. I can share what I've learned with our school community.	1. I can share what I've learned and how it will impact my goals.	1. I can share ideas with colleagues, families, and the community.
	2. I can take turns participating in conversations with my peers.	2. I can actively listen and discuss others' ideas and connect them to my learning.	2. I can advocate for my ideas and the ideas of others, and connect it to my learning.	2. I can collaborate with my colleagues and with leadership.
	3. I can raise my hand when I need help.	3. I can ask for help and advocate for my own learning.	3. I can ask for help and advocate for our team's learning needs.	3. I can proactively seek out help and show comfort in being vulnerable.
	4. I can show others when I'm thinking hard about what I'm learning.	4. I can add onto others' thinking when they share an idea with me.	4. I can ask others around me about other ways to consider my ideas.	4. I can seek out professional learning opportunities and observe others.
	5. I can ask, "I wonder about why/how..."	5. I can ask, "I wonder if there are other ways to..."	5. I can ask, "I wonder if you've considered..."	5. I can ask for feedback from others.
	6. I can use tools in my classroom to help me learn.	6. I can use tools from other classes to help me learn.	6. I can use tools from outside of school to help me learn.	6. I can use self-study to bring newly learned best practices into my work.
		7. I can ask monitor my own questions as I read and seek answers	7. I can develop independent research projects on subjects of my interest/choice.	7. I can take on initiatives in the community to help others learn about our work.
			8. I can explain why this unit	


Read more deeply into the indicators below, and which of Seligman's 24 character strengths that it's linked to. You'll also find an at-a-glance calendar for all values, including which indicators we focus on week by week.

# Living Out Our Values Through Each Developmental Stage


	Pre-K & Kinder	1 <sup>st</sup> & 2 <sup>nd</sup> Grade	3 <sup>rd</sup> & 4 <sup>th</sup> grade		
 <p><b>INQUIRE</b></p> <p>Aligned to: Curiosity Love of Learning Perspective</p>	<ol style="list-style-type: none"> <li>1. I can share what I've learned with family and friends.</li> <li>2. I can take turns participating in conversations with my peers.</li> <li>3. I can raise my hand when I need help.</li> <li>4. I can show others when I'm thinking hard about what I'm learning.</li> <li>5. I can ask, "I wonder about why/how..."</li> <li>6. I can use tools in my classroom to help me learn.</li> <li>7. I can ask my teacher questions as they read to me.</li> <li>8. I can explain why this lesson is important.</li> <li>9. I can make a prediction about the story I'm reading.</li> <li>10. I can ask others, "Do you need help with your work?"</li> </ol>	<ol style="list-style-type: none"> <li>1. I can share what I've learned with our school community.</li> <li>2. I can actively listen and discuss others' ideas and connect them to my learning.</li> <li>3. I can ask for help and advocate for my own learning.</li> <li>4. I can add onto others' thinking when they share an idea with me.</li> <li>5. I can ask, "I wonder if there are other ways to..."</li> <li>6. I can use tools from other classes to help me learn.</li> <li>7. I can ask monitor my own questions as I read and seek answers independently.</li> <li>8. I can explain why this unit is important to my learning.</li> <li>9. I can infer a character's motivation for what they are doing in a story</li> <li>10. I can ask others, "do you need help solving your problem in another way?"</li> </ol>	<ol style="list-style-type: none"> <li>1. I can share what I've learned and how it will impact my short and long-term goals.</li> <li>2. I can advocate for my ideas and the ideas of others, and connect it to my learning</li> <li>3. I can ask for help and advocate for our team's learning needs.</li> <li>4. I can ask others around me about other ways to consider my ideas.</li> <li>5. I can ask, "I wonder if you've considered..."</li> <li>6. I can use tools from outside of school to help me learn.</li> <li>7. I can develop independent research projects on subjects of my interest/choice.</li> <li>8. I can explain why this unit connects to bigger questions about my life and future.</li> <li>9. I can connect character's motivations and how they solve problems to real life problems I face in the world and how I can solve them.</li> <li>10. I can ask others to self-reflect on how they solve their problems and then consider how it's different from or similar to how I might have solved it.</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>	
	 <p><b>MAKE IT BETTER</b></p> <p>Aligned to: Citizenship</p>	<ol style="list-style-type: none"> <li>1. I can use my materials and my space the safe way.</li> <li>2. I can pick up trash I find in the cafeteria and in the hallway.</li> <li>3. I can look for ways to help solve classroom problems.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can use materials and shared space safely to leave it better than I found it.</li> <li>2. I can confront someone respectfully when they aren't taking care of materials or shared space.</li> <li>3. I can help lead the younger students to participate in solving problems.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can motivate my teammates to use materials and shared space to leave things better than we found them.</li> <li>2. I can confront my friends when they aren't taking care of property both in and outside of school.</li> <li>3. I can reach out to teammates who need help or who seem to be having a difficult day.</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>



<p>Leadership Integrity Hope/Optimism Social Intelligence</p>	<ol style="list-style-type: none"> <li>4. I can tell the truth when asked a direct question.</li> <li>5. I can tuck my shirt in and tie my shoes when needed.</li> <li>6. I can return things to the place where I found them.</li> <li>7. I can follow directions when they are given or after a reminder.</li> <li>8. I can accept a consequence or say, "I apologize for..." when I make a mistake.</li> <li>9. I can calm myself down when I get upset.</li> <li>10. I can talk about my community and family.</li> </ol>	<ol style="list-style-type: none"> <li>4. I can seek out others to tell them the truth when I do something wrong after being prompted.</li> <li>5. I can wear my uniform with pride at all times.</li> <li>6. I can return borrowed materials to their owner in the same condition.</li> <li>7. I can model and remind others of what directions to follow.</li> <li>8. I can accept responsibility for a mistake I made and help with deciding on a fair consequence.</li> <li>9. I can name how I'm feeling when upset and advocate respectfully for what I need to turn it around.</li> <li>10. I can identify ways I can help my family and community.</li> </ol>	<ol style="list-style-type: none"> <li>4. I can tell the truth about myself and my choices, even when unprompted.</li> <li>5. I can model KDE expectations both in and outside of school in the way I look, speak, and behave around others.</li> <li>6. I can repair or replace borrowed materials if they get destroyed in my possession.</li> <li>7. I can follow through on all commitments made to my teammates and my family.</li> <li>8. I can seek out ways to repair relationships with others after a mistake I have made.</li> <li>9. I can reach out to teammates and adults when I feel upset and am willing to look at multiple ways to fix something.</li> <li>10. I can develop and lead service learning projects at school and in the community.</li> </ol>	<ol style="list-style-type: none"> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>
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	Pre-K & Kinder	1 <sup>st</sup> & 2 <sup>nd</sup> Grade	3 <sup>rd</sup> & 4 <sup>th</sup> grade	
 <p><b>PERSIST TOWARD EXCELLENCE</b></p> <p>Aligned to: Self-Control Grit Prudence</p>	<ol style="list-style-type: none"> <li>1. I can help teammates to complete group work.</li> <li>2. I can bring my signed folder, book bag, and backpack to school each day.</li> <li>3. I can explain classroom and grade level data trackers</li> <li>4. I can tell you what my big goals are this year.</li> <li>5. I can say, "I will keep trying."</li> <li>6. I can say, "I am proud of how I ___" or "I am working on ___ right now"</li> <li>7. I can wait for my turn patiently and I respond appropriately when</li> </ol>	<ol style="list-style-type: none"> <li>1. I can influence classroom decisions to improve the class environment.</li> <li>2. I can complete my homework and reading every night.</li> <li>3. I can help design short-term and long-term goals with my teachers and family.</li> <li>4. I can tell you what I need to do to reach my big goals this year.</li> <li>5. I can say, "I can get better with practice in ___"</li> <li>6. I can say, "I can show you in my data trackers what I did well on and what I am still working on."</li> <li>7. I can delay getting what I want for sustained periods of time.</li> <li>8. I can step away and refocus myself when I feel myself getting overwhelmed.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can influence whole-school decisions to improve our school.</li> <li>2. I can overcome personal challenges to meet or exceed academic expectations at school.</li> <li>3. I can reflect on how my habits help or hinder me from meeting or exceeding my short and long-term goals.</li> <li>4. I can explain how my big goals this year will lead me to college readiness.</li> <li>5. I can say, "I learned this about myself when I worked at improving ___"</li> <li>6. I can say, "I know what will be expected of me in middle school next year, and I'm working on it by___"</li> <li>7. I can say no to friends when they try to talk me into doing something that isn't good for me.</li> <li>8. I can talk myself out of</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> </ol>



	<p>told “no,”</p> <p>8. I can breathe when I feel my heart beating faster.</p>		<p>negative thoughts when I feel like giving up.</p>	<p>8.</p>
<div style="text-align: center;">  <p><b>APPRECIATE</b></p> <p><b>Aligned to:</b> Gratitude Appreciation of Beauty and Excellence Zest Humor Humility</p> </div>	<p><b>Pre-K &amp; Kinder</b></p>	<p><b>1<sup>st</sup> &amp; 2<sup>nd</sup> Grade</b></p>	<p><b>3<sup>rd</sup> &amp; 4<sup>th</sup> grade</b></p>	
	<ol style="list-style-type: none"> <li>1. I can wait until everyone has been served before I eat.</li> <li>2. I can cheer for teammates when they win and I lose.</li> <li>3. I can say, “You get what you get, and you don’t throw a fit”</li> <li>4. I can draw pictures for my friends and family.</li> <li>5. I can greet others politely in the hallway with eye contact and a smile.</li> <li>6. I can participate in class chants and cheers with pride and joy.</li> <li>7. I can say, “Please, thank you, excuse me, and you’re welcome” at appropriate times when prompted</li> </ol>	<ol style="list-style-type: none"> <li>1. I can pass things down without taking one for myself first.</li> <li>2. I can personally congratulate a teammate when they win and I lose.</li> <li>3. I can say, “I’m happy with what I’ve received.”</li> <li>4. I can write notes of gratitude for teachers, teammates, and my family.</li> <li>5. I can ask someone how their day is going when I pass them in the hallway with eye contact and a smile.</li> <li>6. I can lead chants and cheers with pride and joy when in school-wide celebrations.</li> <li>7. I can say, “Please, thank you, excuse me, and you’re welcome” at appropriate times without prompting</li> </ol>	<ol style="list-style-type: none"> <li>1. I can ask others if they got enough before taking another serving.</li> <li>2. I can personally compliment a teammate for their success, even if I didn’t meet with the same success.</li> <li>3. I can say, “I got what I needed, even if it’s not what I wanted, and I am grateful.”</li> <li>4. I can organize special projects to show gratitude for my friends, teachers, and family.</li> <li>5. I can sit with someone I don’t usually hang out with and ask them about how things are going.</li> <li>6. I can create chants and cheers with my class to celebrate.</li> <li>7. I can say, “Please, thank you, excuse me, and you’re welcome” at appropriate times both in and outside of school</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> </ol>
	<p><b>Pre-K &amp; Kinder</b></p>	<p><b>1<sup>st</sup> &amp; 2<sup>nd</sup> Grade</b></p>	<p><b>3<sup>rd</sup> &amp; 4<sup>th</sup> grade</b></p>	
	<ol style="list-style-type: none"> <li>1. I can open doors for others behind</li> </ol>	<ol style="list-style-type: none"> <li>1. I can offer to help people when their hands are full.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can offer help to someone when they seem to be</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> </ol>



## CARE

### Aligned to:

Love  
Fairness  
Kindness  
Mercy

- me.
- 2. I can stand up for teammates
- 3. I can invite others to play with me and my friends on the playground.
- 4. I can share materials with teammates.
- 5. I can ask someone if they need help when upset.
- 6. I can say, "I forgive you"
- 7. I can let someone go first when I am sharing with them.
- 8. I can keep my hands and feet to myself.
- 9. I can think before I act mean toward my teammates.

- 2. I can defend a teammate when someone is not being kind toward them.
- 3. I can include people who are not my friends in games we play.
- 4. I can suggest Kelso's Choices to others when they are having a conflict.
- 5. I can ask a teammate if they need someone to talk to when upset.
- 6. I can say, "I forgive you" and interact positively right after the conflict
- 7. I can offer to let someone go before me.
- 8. I can respect others' personal space.
- 9. I can think about the impact of my words that may hurt my teammates.

- struggling.
- 2. I can reach out to a teammate who seems lonely or withdrawn.
- 3. I can include people who are not my friends in conversations we're having.
- 4. I can assist in resolving conflicts with classmates and assisting classmates through peer mediation.
- 5. I can advocate for my teammates when they need help.
- 6. I can let go of negative emotions after a conflict, and continue to treat the other person respectfully.
- 7. I can agree to someone else's idea, even though I preferred my own.
- 8. I respect others' privacy.
- 9. I can empathize with the feelings of others when they are hurt.

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7.  
8.  
9.



## TAKE A RISK

### Aligned to:

Creativity  
Bravery  
Open-mindedness

Pre-K & Kinder

1<sup>st</sup> & 2<sup>nd</sup> Grade

3<sup>rd</sup> & 4<sup>th</sup> grade

	<ol style="list-style-type: none"> <li>1. I can participate in new classroom activities willingly.</li> <li>2. I can speak loud and proud.</li> <li>3. I can try new foods</li> <li>4. I can do the right thing when no one is looking.</li> <li>5. I can introduce myself to new teammates with pride.</li> <li>6. I can use my words to advocate for myself.</li> <li>7. I can stand up for my teammates when others are picking on them.</li> <li>8. I can share ideas about how to make our classroom better.</li> <li>9. I can ask, "What do you think?"</li> </ol>	<ol style="list-style-type: none"> <li>1. I can volunteer to give my answer first in a new activity in class.</li> <li>2. I can speak up when something doesn't seem right.</li> <li>3. I can encourage others to try new foods.</li> <li>4. I can tell teammates "no" with love when they are about to make a poor choice.</li> <li>5. I can introduce myself to visitors with pride.</li> <li>6. I can use my writing to advocate for myself and others at school.</li> <li>7. I can stand up for ideas I believe in, even when other people don't like it</li> <li>8. I can share ideas about how to improve our school and community.</li> <li>9. I can say "I wonder if we tried it this way __"</li> </ol>	<ol style="list-style-type: none"> <li>1. I can volunteer to speak in front of my entire school when trying out a new activity as an entire team.</li> <li>2. I can raise my hand when I don't understand, even when no one else is.</li> <li>3. I can encourage my family at home to try new foods or experiences.</li> <li>4. I can ignore my friends when they try to make a poor choice when no one is looking.</li> <li>5. I can introduce myself to members of the community with pride.</li> <li>6. I can speak in front of groups of unfamiliar teammates to advocate for myself and others at school.</li> <li>7. I can stand up for my ideas, even when my friends disagree</li> <li>8. I can share and create projects within my school to solve a problem I notice.</li> <li>9. I can say "Perhaps there is another way to __"</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> </ol>
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# Grounding Our Culture Vision: Criteria for Success

In order to fully dive into the values, school rules, and our approach to student discipline in more detail, it's important for us to first remember an overarching principle behind all of these elements which we know make great schools like the one we strive to create at KDE – we all lead and serve by example. When we consistently share, uphold, and protect this unified belief in our student culture vision as an entire staff, we make KDE a great place for KIPPsters big and small to thrive as a strong team & family.

We believe deeply in the following 3 areas as adults in the building who are ultimately responsible for creating a strong student culture. These areas have been further broken down into 8 specific criteria:

- **You are the Leader of Your Classrooms**
  - Criteria #1: Building Relationships
  - Criteria #2: Cultural Competence
  - Criteria #3: Communication
- **You Set the Tone Across the School**
  - Criteria #4: Routines & Systems
  - Criteria #5: Management & Discipline
- **Creating Conditions for a Positive Learning Environment**
  - Criteria #6: Investment
  - Criteria #7: Joy!
  - Criteria #8: Child Development

In the next few pages, we'll dive into the underlying thoughts and motivations that must drive our work in student culture at KDE. Why does this matter? Because we know that when we have a great learning environment, we can focus less on putting out fires of reactivity each day and focus more on seeing opportunities for exemplary academic focus, growth, and achievement that will shape the trajectory of our KIPPster's lives.

# You are the Leader of Your Classroom

## Criteria #1: Building Relationships

Every second counts from the moment you first our students and their families. We are constantly looking for authentic ways to make every single student feel loved, known, and valued for what they bring. We make ourselves available and follow through on commitments we make. We also let ourselves be known so that others can trust us – sharing who we are personally and professionally, what brought us here to serve students of south Dallas, and what we love about the work we do here at KDE. Above all, we love our students, and we show them this constantly.



## Criteria #2: Cultural Competence

Everyone has their story to share with others, and everyone deserves to be honored for sharing these stories vulnerably, most especially our students and families. We are each shaped by the unique and diverse culture in which we were raised, by the social contexts that we identify with throughout each of our life experiences, and by the current role we play as advocates for reform and equity in the Dallas community. We confront biases with a growth mindset, own the power of our words that can harm and restore, and demonstrate eagerness to break down hidden barriers that prevent us from connecting to others authentically.



## Criteria #3: Communication

We communicate with students constantly, even when we're not actually talking. Nonverbal communication, or what we choose not to say or do in the moment, can speak volumes to a child or their family – the results can be uplifting or devastating - for the rapport of trust that we work so hard to earn. We balance warmth with rigorous expectations for behavior and academic results, and we don't lower the bar of expectations to avoid confrontations with others. We balance a 4.3:1 ratio of positive to negative interactions for children and adults. We give specific, real-time feedback with love to guide students to deepen their self-awareness and move toward accomplishing their goals.



# You Set the Tone Across the School

## Criteria #4: Routines & Systems

We watch students and their patterns of behavior at different developmental stages to anticipate the challenges they may have at school. We don't shy away from maintaining high school-wide expectations simply because a particular student may struggle; rather, we seek out ways to adapt or adjust what we do to scaffold them so that they eventually become successful at that routine without our help. Practicing routines and reminding students of expectations helps them find comfort in a safe, predictable learning environment. We provide feedback and praise in a variety of teacher moves to communicate that we love you, we believe in you, and we will not give up on you.



## Criteria #5: Management & Discipline

When we manage an entire class, or engage with individual students, we constantly ask ourselves, "Why might they be doing this? Is that the only reason, or is there something else going on here?" Digging for each student's root causes for inattention, disruption, lack of effort, or peer conflict are part of our critical work. We are endlessly *chasing the why*. This means we help our students to navigate through challenges with a calm focus on social-emotional learning strategies. This alleviates our risk of potentially triggering students to act out, and we administer consequences with equity in mind – sometimes we delay the consequence because emotional de-escalation is more important in that moment to preserving the dignity of a child (But we don't forget to follow through later). We captivate and engage our students in every part of the day with a variety of different teaching techniques that foster mutual respect and attention. When a student makes a poor choice, we immediately begin seeking a way to reconnect positively with a child after a consequence was given – our relationships must be restorative in these critical moments if we want to maintain them.





# Creating Conditions for a Positive Learning Environment

## Criteria #6: Investment

Every lesson we teach should begin with sharing a clear why behind what we're about to do. In this way, students can engage more personally with their learning experience and contribute more meaningfully. Our classrooms and school-wide spaces should reflect our staff, our families and their commitment, and our students we love so dearly. We constantly allow chances for students to influence the environment around them, make choices to advocate for themselves when they experience conflicts or struggles, and own the classroom as "their space." We strive to instill a deep sense of pride in our teammates, our teacher, our school, and our learning goals.



## Criteria #7: Joy!

This is more than just a job – teaching and shaping children's lives so that they love learning is our life's work. We were called to do this, and we express love, warmth, and gratitude in what we do as a result. We model positivity and optimism for our students when we laugh with students constantly, smile genuinely, and give plenty of hugs and high fives from the moment a child walks in the front door. Hard work and successful learning accomplished by individuals AND groups should be celebrated throughout the day with chants, cheers, specific praise in front of peers, notes home, and public acknowledgment of effort.



## Criteria #8: Child Development

Early childhood is a beautiful time when a child moves through a variety of developmental stages at their unique pace. Knowing the ranges of what students can do naturally (their zone of proximal development, or ZPD) aids our decisions we make about lessons, activities, and one-on-one interactions. We also know that kids can't learn from teachers they don't like – this means we know how to empathize about what kids care about and how they form relationships between people and ideas around them in order to maximize their learning time and make it meaningful.





# KIPP: DESTINY ELEMENTARY

## Classroom Discipline

### Foundational Components for Effective Discipline

At KDE, our beliefs lead us to drive these components as essential pieces that create safe, positive, productive classrooms, thus promoting self-regulation & good choices:

- Communicating clear expectations every time before releasing students
- Consistently rewarding and enforcing expectations for KDE's school rules & values
- Maintaining the 4.3 to 1 ratio between praise and corrective feedback
- Building scholar investment through consistent relationship building/repairing
- Addressing behaviors that disrupt learning every time – we sweat the small stuff
- Building a team mindset between students, staff, and families

### KDE's School Rules



**WORK  
HARD**

#### **Rule #1: Work Hard**

I CAN:

- Track the speaker the whole time (adults and peers)
- Listen, think, then share my ideas openly and respectfully
- Keep working until I am done with a learning task, even when it is tough
- Choose a space to work that helps me focus and do my best
- Take responsibility for my mistakes
- Do my homework and bring my folder and backpack every day
- Keep learning tools organized (folders, book bags, etc.)
- Try new books and activities to grow my brain even bigger



**BE NICE**

#### **Rule #2: Be Nice**

I CAN:

- Lend a hand to a teammate when someone needs help
- Encourage teammates to take a risk by sending them shine
- Use kind words toward all teammates, whether I like them or not
- **Never** laugh at a teammate who is having a hard time
- Smile ☺
- Include all teammates in the classroom, at lunch, and at recess
- Say "please," "excuse me," "thank you," "sorry", and "you're welcome"
- Hold the door for teammates
- Follow teachers and staff directions the first time
- Wait patiently for my turn



**BE SAFE**

#### **Rule #3: Be Safe**

I CAN:

- Walk at all times inside the building & go straight to where I need to go
- Only use my hands, feet, body, for helping
- Sit in my chair with my feet and chair legs on the floor
- Sit criss cross on the carpet with spoons in my bowl, inside my space
- Follow safety directions the first time
- Push in my chair when I leave my table
- Take care of materials and leave it better than I found it

- Stay in my own space unless I have permission to move around

## Strategies for Maintaining Positive Ratio (4.3 to 1 )

Everything we do or say in front of students, whether affirming or constructive, sends explicit and implicit signals about what we value as leaders of our classroom culture. Below are a few strategies we expect to see used commonly across classrooms when providing feedback on academic, character, or behavior growth we are seeing throughout the day.

### Precise Praise & Positive Framing

- **Narrate 2 and Correct 1** when following up on directions we give to student(s).
  - Ex: "When I say go, we're writing in our seats about \_\_\_...Ty'Lerrea has good focus with her pen on her paper writing powerful words...Jaylan is looking at the word wall to help him spell that tricky sight word...I'm waiting for 1 friend to sit tummy to table and open their folder to get started by the time I get to their table."
- **Positive Framing** is how you make your constructive and/or critical feedback culturally positive so it feels motivating, caring, and purposeful to the student. Interestingly, one result of this is that using positive framing allows you to give more critical feedback while also keeping culture strong. And incidentally signal, in a very Carol Dweck kind of way, that making mistakes and learning from them is positive.
- **Precise Praise** is about managing your positive feedback to ensure its focus, sustainability and credibility. This is just as important. You have to be careful not to dilute it and make it seem disingenuous.

### Class-Wide Incentives

#### **Possible Incentives Ideas to Agree Upon Per Each GLC & Their Team:**

- No shoes
- Lunch date outside (or in classroom) with their teacher
- Trade spots with a friend for the day
- Bring a stuffed animal to school
- Eat snack somewhere special (class' choice)
- Extra recess time or free choice time in the classroom
- Write with markers or colorful pens instead of pencils for a day
- Send a positive text home to my parents during the school day

# KDE School- Wide Choice Manage ment System

At KDE, we sweat the "small stuff" before it becomes "big stuff." Every student is destined to become a great leader, so we hold students accountable for meeting our high expectations (3 school rules, and I.M.P.A.C.T. values) from day one through **tenacity of discipline**. That starts with **clear expectations** - done by introducing, practicing, and reinforcing routines and

procedures constantly and consistently. We know that, when done to fidelity, this will lead our students toward success in the community as they climb the mountain to and through college. We set firm boundaries to ensure all of our students have a safe, productive learning environment in which they can thrive with academic excellence and anticipate what comes next. As a team, we want to model the importance of justice and equity that we wish to see in the world, and **we maintain consistency across all classrooms** with our clip chart as a

school-wide choice management system to ensure every student has the best classroom possible and gets access to the same opportunities to grow as their peers.

**Before taking action with any type of misbehavior, we should be asking ourselves:**

- *Am I considering outside factors that could be contributing to my interpretation of this student's behavior in this moment?*
- *Are my expectations for this activity develop*

*mentally appropriate for this point in the school year, or should I be scaffolding more to aid in their success?*

- *What techniques for redirection and refocusing have I already used with this student?*
- *What else can I try? Who can I collaborate with in order to find other things to try?*
- *What have other adults in the building used as strategies*

with this student to achieve desired behaviors ?

**KDE teachers employ the following strategies in our choice management system:**



## 1. Clear Directions on What to Do

- When the instructions will involve moving or starting a new task, involve a clear prompt – “when I say, go”--- so that students hear all of the instructions
- Teachers give instructions that are specific – outlines manageable and precise actions a student can take; MVP formula – should include **Movement** (e.g., stand, sit, walk), **Voice** (e.g., silently, in a low voice), and **Participation** (What should the students be doing?)
- Teachers give instructions that are concrete – clear, actionable steps that students know how to execute
- Teachers give instructions that are sequential – describe a sequence of concrete & specific actions
- Teachers give instructions that are observable – actions that we can see and track
- Teachers give consistent “what to do” instructions, so that students are building habits of mind



- As habits develop, teachers use gestures or other cues to give familiar instructions
- For “what to do” instructions that involve moving or starting a new task, the teacher asks 1-3 students to repeat back instructions as a CFU before releasing (without dragging this on)
- When wrapping up an activity, teacher gets in front of the instructions on “what to do” --- when the timer goes off, please have your writing folder flat on the table in front of you ready to write.
- Teachers link clear instructions on what to do with our school wide expectations (values & rules)

## 2. Whole Group Positive Redirection

- Nonverbal intervention through gestures, eye contact, pausing mid-sentence, changing your tone or volume (alongside proximity/circulating) WHILE TEACHING
- Positive group correction
  - Teacher SUPER-modeling the desired behavior for scholars to clarify the expectation as it's being verbalized (as a teacher, walking in HALL on the line, facing them, while making the redirection to the whole class)
  - “Scholars, you should have both hands on your head and lips zipped. Our hands are on our \_\_ and our lips are \_\_”
  - “Check yourself. You should be tracking Ms. \_\_ like Haven and Saraiyah.”
- Anonymous Individual Correction
  - “I'm waiting for 2 more pairs of eyes in 3...(pause)...I know they can give me their eyes in 2...(pause)...and 1.”
  - “We're ready to go when we get 1 more person with his pencil down and both hands on his head with lips zipped”
- Say “thank you” to the class with a genuine smile and calm, friendly tone after redirection
- Be seen looking when giving an instruction in which compliance is visible.
  - When a scholar is addressing the whole group or asking a question, you as the teacher aren't tracking them...you're scanning the rest of the group with a calm smile to show them that you're radar is on.
  - “3...2...1...alright now that our pencils are [pause suddenly mid-sentence and scan the room, and fix your eyes on the student(s) who may need the redirection]...ok, now that our pencils are down, let's pass our papers to the table captain in 10...9...8...”
- Make compliance as visible as possible to the whole group
  - “I see the \_\_ group has their hands on their head and lips zipped”
  - “Wow! Look at how this entire half of the room has their lips zipped because they're focused on listening”
- “Doing it again” takes less than 5-10 seconds and is game-like or competitive in delivery
  - When a choral response is weak or some students respond in a silly voice, say “Mmm, that was okaaaay...but I've heard you do better, so let's persist and try that one more time...”

## 3. Individual Redirection with Proximity

- Lightning quick public correction
  - Tell the student what to do right, instead of saying what they did wrong
    - “Jaylon, I need your eyes. Looking good, Jasmine. Thank you, Chase.”
    - “Send Deivin some shine, let's encourage him to show us how Raiders sit in scholar position.”
- Provide them with choices that you can be happy about.
  - “I see you having a little trouble staying in one spot with your iPad. We have a choice to sit \_\_ or to sit \_\_ if we use an iPad. Here's your chance to show me how you work hard at school.”
- Private correction
  - “Joe, I've asked everyone to put pencils down, and I need you to be doing it too.”

- o “Joe, I need you to put your pencil down because we’re all moving on. We can sit aside from recess to catch up on what you miss if you’d like. No? Ok, then please show me you’re ready to move on. Put your pencil down, thank you.”
- Follow up within 1-2 minutes and positively reinforce how that scholar is now on track.
  - o “Wow, look at you being a leader by \_\_ so quickly! I knew I could count on you!”
- Ask the student questions that show you truly care about them and communicate how you are committed to helping them find solutions to their problems.
  - o “What do you need right now? Do you need help with \_\_?”
  - o “What can I do to help you right now so that you can show off how hard you work with \_\_?”

## 4. Clip Chart Move

We maintain tenacity of discipline every time we set and uphold expectations with students. When a student does not meet expectations (through a violation to our rules & values --- misbehaviors listed specifically in pages \_\_ - \_\_):

- *FIRST*, teacher gives instruction for student to move clip and student complies without disagreement in 30 seconds or less, *THEN*
- Teacher moves the clip down one level for the student if student does not.

I’m Going Above and Beyond!
On the Team
I Can Make It Better
I Can Persist Through Difficulty <small>5 minute timeout at recess</small>
I Need to Slow Down and Think <small>10 minute time out at recess</small>
<b>Time to Reflect</b> <small>10 minute time out in buddy room with reflection sheet.</small>
<b>Time to Reflect</b> <small>Phone call home with the teacher and student</small>



## 5. Reflect & Connect Afterward

- When a student receives a consequence, the teachers make clear for the student why the student is receiving a consequence. When making this redirection, there are five key elements to ensure that we focusing on choice management, rather than punishment:
  1. Restate the expectation
  2. Explicitly name the choice that the student made
  3. Explicitly name for the student which school expectation they were not meeting (and the rule it connects to), and when logical, connect it to a school value
  4. Explicitly name for the student the impact of their choice

5. Growth mindset- State your belief in their ability to make a better choice
  - *Ex: "Jasmine, when our teammates are talking, we track them to show that we honor their words. You made the choice not to track Ben when he was talking, which is not being nice. That makes Ben feel like his words are not important and does not show us that you are ready to learn. Please move your clip down. The next time a teammate is talking, I know that you will move your eyes and body to track them so that they know you are honoring their words."*
- Teacher follows aligned consequence to the student's place on the clip chart
- Within the same block, the teacher finds opportunity to move student back up.
  - Follow up: *"Jasmine, I see that you are making the choice to track the speaker, which shows you are ready to learn. You are turning it around, let's move your clip back to green."* (Moves clip)
- Students should not be moved above green for meeting basic expectations. We move them back up to green as they show us their readiness to be a part of the team, moves to purple demand that a student be going above and beyond.
- A student who is on red, has likely refused the orange level consequences. In order to move back to green, the student must meet the expectations of each level.
  - For example: Katie refuses to take a time out or go to the buddy classroom, which results in a phone call home. After we get off of the phone with Mrs. G, Katie still needs to meet the consequence of 10 minutes in a buddy classroom. She also must meet the expectation of a time-out in the classroom. After serving a time out in the classroom, you will watch her to find an opportunity to move her back to green. This makes it clear that the student does not get out of undesirable consequences by moving through the color chart, which makes it less likely that they will escalate the situation in the future.

## Recovery for Students: Using a Calm Down Space

In every classroom of the building, we have a separate desk and chair that is designated as the calm-down area for students to aid in emotional recovery and increased mindfulness.

**Why:** We believe in teaching KIPPsters emotional self-regulation and thusly, how to remain calm at times when they feel emotionally dysregulated. **This is NOT a time out space** used for a teacher to enforce disciplinary action.

**How:** The basic idea is to help diffuse situations before they escalate into chaos. We all know big emotions can escalate into yelling, name calling, defiance, lashing out physically, tantrums, and even physical attacks which we do not want.

- A student should be sent when other strategies have not been successful and the student is interfering with the learning of others or is showing signs of increasing emotional distress. A student should not be sent to the calm down area for not doing his/her work.
- Based on how the situation is playing out, a teacher can choose to:
  - Publically say with visible empathy to the student, “You may have a seat in the calm down area to help yourself out.”
  - Privately address the student by whispering a choice like, “Can you stay with us or do you need time to calm down? There is a spot over there for you to take a few minutes for yourself.”
- A student should not get large amounts of personal attention from an adult while in the calm down area when a soothing pat on the shoulder or a comforting nonverbal can suffice (smiles, sending shine). This time should be devoted to getting one's self back together. Students should get time with adults when doing what is right, and an unintended consequence can often be negative attention-seeking behaviors that develop later.
- A timer should be started every time a student goes to the calm down area. Students should be invited warmly to come back after a **maximum of 5 minutes** in the area.
- Be sure to spend ample amounts of time in morning meetings or closing circles discussing and reviewing the group-wide agreements for the use of their calm-down area throughout the entire year. If students even start to show signs of misuse of the area (ex: playing with items, looking for ways to go to the calm down area on purpose, repeatedly avoiding work in certain blocks by going to the calm down area) then teachers should address this immediately with both the student and with the class to maintain the importance and expectations of this area.

#### **Materials to Set Up:**

- See the classroom setup model from summer PD for examples of how to create a warm, soothing place for students to reflect and actively de-escalate emotional stress they are feeling during their instructional day.

