**Sample Lesson Plan – High School**

**Context for Teachers:** Because our high school is so much bigger than the middle schools and our routines allow for more freedom, learning how to travel efficiently is a top priority. Tardies have been a specific issue for us, particularly for freshman. We will teach this expectation on the first day of school.

Our plan for ***differentiated* core instruction:**

* Freshman and sophomore advisory have been extended for the first week to accommodate orientation activities. They will do their practice **in the hallway.**
* If you facilitate a junior or senior advisory, identify students who are new to our school this year. Send them to the cafeteria, AFTER viewing the video, at 8:10. Mr. J -, our ISS coordinator, will guide practice in the hallway and answer questions.
* We have identified 14 students who collected more than 15 tardies last year. They will receive a pass to attend a planning session in A101 at 8:10. They should bring their schedules. Both Aps and a guidance counselor will show the video and work with them to “plan their travel” routines. This is NOT an intervention, just differentiated core instruction for a few students who may have larger skill gaps. Monitoring data may reveal a need for an intervention later if differentiated core instruction doesn’t produce desired behaviors.

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| **Expectation:** Be Responsible |
| **Location:** Hallway |
| **Establish/Define Behavior/Procedure:** Travel efficiently and arrive on time |
| **Before the video starts:**  Introduce the behavior and why it is important. Be sure to list when the behavior is expected:   1. As we become adults, it becomes increasingly important that we know how to **arrive on time** for commitments. It shows that we know how to **be responsible.** 2. By **arriving on time**, we show *respect* for teachers, classmates, and our own learning. We also show people (like a supervisor) that we are dependable and others (like our friends) that their time is important to us. 3. We only have five minutes to get from one place to another, so **we have to be efficient.** |
| **Teach:** Teacher demonstrates or models the behavior. Discuss non-examples and examples. |
| The SGA created a video on how to travel to class. Let’s take a look and show our respect for the time and energy they put into creating this for us. After the video, ask students what they noticed about the examples they saw in the video. |
| **Practice:** Give students opportunities to role-play the behaviors across all relevant settings. |

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| Freshman and Sophomores: See the schedule and route for taking students through hallway. We have several routes that require long-distance travel…how fast do we have to walk to arrive on time? Do we have time for a locker break?  Juniors and Seniors: Print copies of the blog entry: Punctuality counts.  <http://www.lifehack.org/articles/featured/punctuality-counts.html>  Assign each reason that punctuality counts to a pair or triad. Then have EVERYONE share OR have them ready the blog and identify the two reasons that matter most for them, or that they hadn’t considered before. Ask each person to share with a neighbor.  Ask students to look at their schedules and plan which transitions can accommodate locker or restroom breaks and which can’t. Identify any concerns they have for arriving somewhere on time this year. Let the group brainstorm ideas and solutions. | |
| **Formative Assessment**  Anecdotal notes will be collected to identify students who seem to struggle with the lesson’s ideas. Collect the exit slip quick write… “Why is being on time important for me and my classmates?” | |
| **Monitor and Reinforce:**  During the first week of class, record the names of students who are tardy and bring a tally to our debriefing faculty meeting on Tuesday. Check in with tardy students to identify the issue and make a note. We will investigate any patterns or concerns and brainstorm as a group if our instruction isn’t getting desired results. If instruction seems to be working for the most part, we will begin recording data on tardiness as minor incidents after a week of teaching and practice. The PBIS team will track minor incident data and identify any concerns after that point. | |
| 1. Pre-correct/Remind: Anticipate and give students a reminder to perform behaviors. | At the end of class, remind students, “When the bell sounds, travel efficiently and arrive on time for your next commitment.” |
| 2. Supervise: Move, scan and interact with students. | During the first week of school, if you don’t have an official duty post between classes, join students in the halls and remind them about our responsibility to each other to be on time. |
| 3. Feedback: Observe student performance and give positive, specific feedback to students. | When students arrive on time, tell them quietly that the community appreciates their responsibility. Their reliability will earn people’s trust. When the whole class is present on time, positive feedback can be delivered whole class. For example, “Everyone is here on time, which shows that we understand the responsibilities of becoming adults.” |
| 4. Reteach: Practice throughout the day and school year. | On day two, check in with students and find out if they had any trouble traveling efficiently and being on time. After Labor Day, 1st period teachers remind students to review their schedules and make sure they remember their travel routines for arriving on time. |