

SUNSHINE ELEMENTARY SCHOOL

2012/2013 School Year



PLAYGROUND IMPROVEMENT PLAN

Use of “Play Leaders”

Rational

Playground supervisors, teachers and administrators report many challenges with the students on the yard during recess and lunch play time. There is one recess time for all students 1st through 5th with no designated areas, so approximately 390 students are on the yard at one time. Lunch playtime is staggered so upper and lower elementary students alternated eating and playtime, therefore there are half as many students on the yard. Supervisors complain that students are not listening and being very disrespectful to adults and each other. Children are not engaged in organized games appropriately. Students do not know the rules to most organized games. Most students just walked around the yard, or sit at the lunch tables for the entire recess period. Administrators report that adult supervisors are often clustered together, and are

rarely acknowledging positive behavior and many students are being sent to the office for low level behaviors. Classroom teachers complain that students are having conflict with peers on the yard and take class time “tattling” or trying to resolve issues after unstructured breaks.

Playground Improvement Plan

Forming a Playground Team

School administrators form a playground team including themselves and stakeholder representatives to discuss ideas of how to improve the playground structure.

Team will meet weekly at first to construct a plan, and every other week after plan implementation to discuss progress.

Consider using members of School-Wide Positive Behavior Support Team to implement the plan.

Improve Structure

Create playground map and identify areas being used most, areas not being utilized, and areas that may be unsafe (consider areas where students are not visible).

Post expected behaviors (i.e., Be Safe, Be Respectful, and Be Responsible with examples of what that looks like for each) specific to the yard and be sure they are visible and located various places on the yard.

Determine and group play areas based on age appropriateness and preference (use student playground preference assessment). Assign play areas weekly and share schedule with teachers and administrators by the prior Friday.

Remove benches located near track and kickball outfield and place next to handball courts and behind kickball backstop.

Repaint lines and numbers for each area.

Supervision

Plan ongoing meetings with all supervisions staff to discuss plan implementation.

Review *Systematic Supervision* (training DVD).

Assign and position supervision staff to cover all areas of playground based on skill set.

Designate specific staff to signal transition (i.e., blow whistle 5 minutes before transition reminding students to use bathroom or drink water if needed).

Provide staff clipboards that contains following: rules to each activity/game students have access to on the yard, positive reinforcement “Caught Being Good tickets”, color-coded map of the play areas, rotation schedule for classes, and health office referral forms.

Provide and train on how to use self-reflection sheet for students to complete following low level misbehaviors. To be shared with classroom teacher for follow up behavior instruction.

Administrators conduct playground checks to ensure implementation of plan.

Reinforcement

Implement school wide positive behavior reinforcement system (i.e., Caught Being Good tickets) for recess and lunch on the playground and for all common areas. Give tickets to students following playground rules, being kind and respectful.

During monthly Award Assembly, “Caught Being Good” tickets given to students following rules will be randomly picked and students were given reward (i.e., Lunch with the Principal).

Encourage teachers to provide another layer of reinforcement within the class for students “Caught Being Good” on the yard to go along with the school wide reinforcement.

Use of Student Leaders

Have teachers choose candidates for playground leaders in fourth and fifth grade classes. Although they are likely to choose natural student leaders to volunteer, discuss consideration of other students for whom recess games are considered a strength, but have never been considered for a leadership role before. A fifth grade student who may have a difficult time controlling his or her anger when

they lose at their favorite game might be an excellent teacher when paired with younger students. Members of the School Wide Positive Behavior Support Team will take the time to meet with Play Leaders regularly to ensure they understand the expectations for the job.

Plan and facilitate monthly “Play Leader” meetings to discuss student leaders’ specific role to teach games to younger students, and to also reinforce appropriate behavior (they will use the same “Caught Being Good” as adults). Students need to be reminded to leave the correction procedures to the adults on the yard.

Assign “Play Leaders” to their designated class. “Play Leaders” will pick up and drop off classes to designated areas before and after lunch and recess as well as monitor the designated area and help students with how to play the games. “Play Leaders” will also have lunch at the same time as their assigned class so that they will be able to monitor their assigned class during their playtime.

Laminate picture of student and create a “Play Leader” badge attached to roving to wear around their neck.

Ongoing Support

Check in with teachers at staff meetings to get input on what is working and what changes need to be made to the playground improvement plan.

Reinforce “Play Leaders” with pizza party at monthly meetings.

Continue to meet with yard supervisors to discuss progress and possible needs for improvement.

Consider rotating “Play Leaders” so they don’t get bored with the position or feel they are missing the time spent with their peers during unstructured time.

Principal will continue to monitor supervision staff and share updates about the playground regularly.