
Guidelines for Success

1. What are the school-wide Guidelines for Success?

3 A's Academic + Attitude + Attendance = Excellence at Azalea Elementary
Be Honest
Be Respectful
Be Responsible
Be Motivated
Be Buddy

2. Where are common area expectations posted?

School Wide Expectations will be placed in common areas (bathrooms, hallways, cafe, water fountain).

3. How are common area expectations communicated?

Each teacher will be given a copy of school expectations and will review the expectations with their students throughout the year.

4. What are the classroom expectations/rules and how are they identified, posted, and clearly communicated?

Class expectations and rules will be posted in each classroom. Teachers will come up with the expectations and rules with their class the first week of school. They will also review rules and expectations throughout the year with their class.

Goal 1

Present Level of Performance

For the 14-15 school year there were 9 referrals written for class and campus disruptions.

Expected Level of Performance

We will reduce the number of referral by 50%.

GAP

Of the 9 referrals

4 were for African American students and 5 were for white.

Presently we have 4 referrals for African Americans. Our expected level is 2. The gap is 2.

1. What problem have you identified?

Reduce class or campus disruptions.

2. What is your Desired Outcome/Measureable Goal?

To reduce behavior calls and referrals written on class or campus disruption by 50%.

3. What are possible reasons that your goal has not yet been reached (barriers)?

School wide discipline was new last year and was not understood by many of the faculty members.

3a. What is the most valid and alterable barrier (your priority)?

Teaching of school wide behavior plan and behavior steps to take school wide.

3b. How do you know that this is the right barrier to address (validation)?

Behavior needs assessment was given to all faculty and staff last year and that was the number one complaint.

Goal 1

4. How will this problem be solved?

Behavior Data reviewed Monthly

**Implementation Steps
(Including professional development)**

Date for referrals and behavior calls will be reviewed by committee with each being broke down by grade level and areas in the school.

Person(s) Responsible

Behavior Committee

Timeline / By When?

Initiate in September.
Bi-Monthly Meeting of behavior Committee - Krista Willis- Behavior Specialist

Initiated:

Ongoing: Y

Pending:

Completed:

Behavioral steps are taught and reviewed with all students and staff.

**Implementation Steps
(Including professional development)**

Behavior Stages:

1. Students will be given a verbal warning by teacher in the classroom.
2. Class Consequence
3. Time Out in Classroom
4. Time Out in Other Classroom-Think Sheet completed.
5. Behavior Call- Incident Form
6. Level 3 Referral

Person(s) Responsible

Behavior Committee

Timeline / By When?

**15/16 School-wide Behavior Plan
Azalea Elementary School**

10/2/2015

initiate in August
reviewed monthly by teacher- reflected in PLC minutes

- Initiated:**
- Ongoing:** Y
- Pending:**
- Completed:**

Goal 1

5. Data collection and management

Behavior Call and Referral Data

**Implementation Steps
(Including professional development)**

Data will be posted in the behavior room. It will be reviewed monthly among committee.

Person(s) Responsible

Behavior Committee

Timeline / By When?

Initiate in August
Updated each month

Initiated:

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

Behavior Coaching
School Wide Behavior Review
Professional Development

Implementation Steps
(Including professional development)

MTSS Behavior Process for students with chronic behavior. Behavior Specialist will coach those teachers giving them tier 2 interventions for students.

Going through School Wide Behavior Process with staff and faculty during pre-school.

Person(s) Responsible

Behavior Committee

Timeline / By When?

Initiate in Augusts

PD- September

On-going support throughout the year by Behavior Specialist

Initiated:

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

By reviewing behavior data

**Implementation Steps
(Including professional development)**

Behavior Data will be reviewed for by committee to see if there is a reduction in behavior calls and referrals in regards to Goal 1.

Person(s) Responsible

Behavior Committee

Timeline / By When?

Initiate in September
Bi-monthly meetings

Initiated:

Ongoing: Y

Pending:

Completed:

Goal 2

Present Level of Performance

There were 14 referrals written for striking other students.

Expected Level of Performance

We will reduce the number of referrals by 50%.

GAP

Currently the gap is 7 and we expect to lessen this by 50% to 3.

1. What problem have you identified?

Limit the number of incident of students striking other students.

2. What is your Desired Outcome/Measureable Goal?

To reduce the number of incidents of students striking other students by 50%.

3. What are possible reasons that your goal has not yet been reached (barriers)?

School Wide Behavior Process was not clear to faculty and staff.

3a. What is the most valid and alterable barrier (your priority)?

To have a better understanding as a staff of the behavior steps and processes

3b. How do you know that this is the right barrier to address (validation)?

Results of behavior needs assessment

Goal 2

4. How will this problem be solved?

Classroom Rules and Expectation

**Implementation Steps
(Including professional development)**

Teachers will come up with classroom rules and expectations with students and review through out the year.

Person(s) Responsible

Teacher

Timeline / By When?

During School Year

Initiated:

Ongoing: Y

Pending:

Completed:

Review the behavior process with staff and teachers.

**Implementation Steps
(Including professional development)**

Behavior Stages will be school wide and will be reviewed through out the year.

Person(s) Responsible

Behavior Committee

Timeline / By When?

During School Year

Initiated:

Ongoing: Y

Pending:

Completed:

Goal 2

5. Data collection and management

Behavior and Referral Data

**Implementation Steps
(Including professional development)**

Data will be reviewed monthly by committee and will be broken down by grade levels and areas in the school.

Person(s) Responsible

Behavior Committee

Timeline / By When?

Every Month

Initiated:

Ongoing: Y

Pending:

Completed:

Goal 2

6. Support Plan

Behavior Coaching
Review of School Wide Behavior Steps

Implementation Steps
(Including professional development)

Behavior Specialist will work with classroom teacher providing tier 2 interventions to students with chronic referrals and behavior calls.

Person(s) Responsible

Behavior Specialist

Behavior Committee

Timeline / By When?

Monthly

Initiated:

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

Referrals and Behavior Calls Data

**Implementation Steps
(Including professional development)**

Reviewing Data by committee to see if data has decreased

Person(s) Responsible

Behavior Committee

Timeline / By When?

Monthly

Initiated:

Ongoing: Y

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Caught Being Good
Eagle Grams
Eagle Bucks

2. Describe the procedure/practice used.

Caught Being Good

1. Staff members will be given tickets to hand out to students that they catch being good either in the hallway, cafe, or if you enter their classroom.
2. Tickets will be given to students based on the character trait of the month and the 3 A's.
3. A bucket for each grade level will be placed in the cafe for students to put their signed ticket in.
4. One ticket will be pulled each week for each grade level and then picture taken of group and shown everyday for the week on the news.

Eagle Grams

1. Students who have improved behavior for the week or month
2. Struggling student who have completed work in which they have not done in the past
3. Students are given an eagle in which they take to the office and are able to get a high five or special attention from principal or assistant principal.

Eagle Bucks

1. Will be given as a whole class incentive in the cafe for displaying schoolwide expectations.
2. Eagle bucks will be handed directly to a student and will be told why they are receiving the eagle buck
3. When classes receive 50 eagle bucks they will sit on the stage for lunch.

3. How, when, where, and by whom will strategies be implemented?

All staff and faculty will be responsible for school wide reward and recognition system.

4. Explain how documented strategies are evidence-based and aligned to data?

Data was reviewed to see the areas where behavior occurred and what students would buy into to improve overall school wide behavior.

Alignment of Classroom Management Systems With The School-Wide Behavior Plan

1. What STOIC-based classroom management system is implemented in your school?

Classroom management system currently in place includes : a structure for corrections. Verbal warning , time out in class, time out out of class with thinking sheet completion, debrief of behavior with students and teacher.

2. How do you know that your classroom management system is research based?

It encompasses all parts of a behavioral system.

3. How is your classroom management system aligned to data?

Data is collected on number of incidents and analyzed to determine improvements or changes.

4. What specific outcomes are expected as a result of your classroom management system?

Less class disruptions through out the school. All staff use the same structure so students are familiar with it.