Guidelines for Success:

1. Have the school-wide GFS expectations been clearly identified?
2. Are common-area expectations posted and clearly communicated?
3. Have the classroom expectations/rules been clearly identified, posted and clearly communicated?

Questions to guide discussion:

1. Yes, ELMS and teachers have developed a School-Wide Behavior matrix. This matrix explains the expectations in all common areas in ELMS(bus, hallway, classroom, & restroom). The matrix also defines and explains ELMS Academy of Engineering's Core values (Be a Problem-Solver, Be Respectful, Be Responsible, and Be Positive).

2. Common-Area expectations are posted in every classroom and in the office.

3. Classrooms expectations have communicated in their syllabus and letters home. It is also in the school handbook that was sent home on the 1st day of school. Another copy was given to every student to staple in their planners at their grade-level assembly. We also sent home a user agreement and expectations in regards to plagiarism, copying, academic honestly, and electronic devices. All classrooms are expected to have their expectations posted. We are also teaching expectations during homeroom during the 1st weeks of school. Additionally we went over bullying prevention.

Goal 1: Create and start using a School-Wide Positive Behavior Plan

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Discipline Behavior Plan Committee will meet and start to design what we would like to have to reward students for positive behavior.

Implementation Steps

Teachers met on August 15th and agreed to a follow up meeting in the last week of August. This was cancelled and rescheduled for 9/17. We will be planning and developing activities that could be rewards for student based upon our core values.

Person(s) Responsible

Discipline Committee, guidance counselor, and AP

Timeline / By When?

We would like to develop a monthly small reward and then a bigger event reward at the end of the quarter.

Initiated	Status	Completed
8/15/2014	Ongoing	

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated	Status	Completed
8/19/2014	Ongoing	

Goal 1 Data Collection and Management:
1.   Did your team access and use the student data information systems?
2.   What is the correlation between reinforcement of positive behaviors and targeted behaviors?
3.   Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?
4.   Does the plan identify a regular schedule of data and analysis?

Strategy

No data - New School

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated   **Status**   **Completed**

Goal 2: All students clearly know and understand expectations

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated	Status	Completed

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Teach expectations to all students

Implementation Steps

All students will learn expectations during homeroom period. Teacher leaders have made power-point presentations for all and have given all teachers access to lessons. The expectation is that all homeroom teachers teach the expectations the same way and all students clearly understand ELMS expectations.

Person(s) Responsible

All teachers and staff - We strongly feel that all teachers and staff members should model and teach expectations.

Timeline / By When?

During homeroom during the 1st 2 weeks of school. We have many opportunities and engaging activities to teach all students expectations.

Initiated	Status	Completed
8/19/2014		9/8/2014

Develop A School-Wide Reward/Recognition System Aligned To Targeted Behavior:

1. How, when, where, and by whom will strategies be implemented?
2. Are documented strategies evidence- based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?

Strategy

Discipline/Behavior Plan Committee will meet and start to design what we would like to create for students to reward them for positive behavior.

Implementation Steps

Teachers met on August 15th and agreed on a follow-up meeting planned the last week of August. We will continue to meet monthly or more as needed. Our student population is different than many schools in the sense that we feel that we do not need little rewards daily instead we would like to plan quarterly rewards.

Person(s) Responsible

Discipline Committee, guidance counselor and AP

Timeline / By When?`

Quarterly events and possibly some other monthly recongition - like student of the month

Initiated	Status	Completed
8/15/2014	Ongoing	

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

1.   How, when, where, and by whom will strategies be implemented?
2.   Are documented strategies evidence- based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

This will be determined after discipline/positive behavior committee meets.

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated   **Status**   **Completed**

Action Plan:
Plan to Monitor for Fidelity of Implementation

Monitoring will be determined after we set up school-wide PBS