
Guidelines for Success

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

- Be a Problem Solver
- Be Respectful
- Be Responsible
- Be Positive

2. Where are common area expectations posted?

Every Classroom - Soon to be added to hallways once we have display and bulletin boards installed.

We have a School Wide Matrix and it addresses our guidelines to success and each common area.

3. How are common area expectations communicated?

At the beginning of the year all teachers go over the expectations with students. We also will show a video next week during (9/3/15) our club/literacy period.

Students are reminded about expectations throughout the year. Key times are Beginning of the year, beginning of second semester, and in May.

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

Classroom expectations are addressed in the School Wide Matrix. Additionally all teachers have their classroom rules posted. All teachers also addressed them in their communication home.

Goal 1

Present Level of Performance

1

Expected Level of Performance

4

GAP

3

1. What problem have you identified?

Need for character education, as noted by teachers through student services needs assessment.

2. What is your Desired Outcome/Measureable Goal?

All students will meet our core values of Be a Problem Solver, Be respectful, Be Responsible and Be Positive.

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

Lack of flexibility in school wide resources and facility. We also did not track the Character Ed. efforts that we developed.

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

Time

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

ELMS has limited office, guidance and administrative staff. With testing and administrative meetings time is of the essence.

Goal 1

4. How will this problem be solved?

Intentional planned school wide character ed. lessons every month.

**Implementation Steps
(Including professional development)**

Use of Eagle Eye News crew, guidance video lessons

Person(s) Responsible

Melissa Broner
David Reid

Timeline / By When?

8/31 - 6/3

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

Goal 1

5. Data collection and management

Student Services needs assessment results each May

**Implementation Steps
(Including professional development)**

Survey is emailed to staff

Person(s) Responsible

Tom Fisher

Timeline / By When?

May 2016

Initiated:

Ongoing:

Pending: Y

Completed:

Goal 1

6. Support Plan

Provide access to staff contact information

**Implementation Steps
(Including professional development)**

Support social worker in gather needs assessment from staff

Person(s) Responsible

Karen Huzar
Melissa Broner

Timeline / By When?

May

Initiated:

Ongoing:

Pending: Y

Completed:

Provide use of media and technology

**Implementation Steps
(Including professional development)**

Obtain proper software and technology resources, coordinate usage

Person(s) Responsible

Karen Huzar
David Reid

Timeline / By When?

By 8/31

Initiated:

Ongoing:

Pending: Y

Completed:

**15/16 School-wide Behavior Plan
East Lake Middle School Academy of Engineering**

8/28/2015

Goal 1

7. Fidelity Plan

Monthly Character Ed Lessons

**Implementation Steps
(Including professional development)**

Each Month will have a theme and guidance will have a variety of activities

Person(s) Responsible

Melissa Broner

Timeline / By When?

09/01

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

Goal 2

Present Level of Performance

1

Expected Level of Performance

3

GAP

2

1. What problem have you identified?

Students are using technology inappropriately.

2. What is your Desired Outcome/Measureable Goal?

Students will use personal technology during designated times and utilize appropriate sites and resources.

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

Time spent on monitoring and follow through. As well as tracking incidences of inappropriate use. Students also may not have a clear understanding of what is appropriate and inappropriate use of technology.

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

Increasing student understanding of appropriate use of technology.

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

We feel that communication and education on the topic is the first step in improving appropriate use. Based on teacher and parent feedback from last year students lack this knowledge.

Goal 2

4. How will this problem be solved?

Education

Implementation Steps
(Including professional development)

Parent Communication and Technology User Agreements

Person(s) Responsible

Karen Huzar

Timeline / By When?

Sent home on 8/24 Due 8/31

Initiated: 8/24/2015

Ongoing:

Pending: Y

Completed:

School Wide Character Education on Appropriate Technology Use

Implementation Steps
(Including professional development)

Enrichment Period activities and presentations, morning announcements, school wide guidance videos

Person(s) Responsible

Melissa Broner

Timeline / By When?

9/1

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

Goal 2

5. Data collection and management

Returned User Agreements

Implementation Steps (Including professional development)

Faculty attended training on 8/18. We also reviewed at 6th Grade and New Student Meet and Greet with families. Finally, we reviewed again on the first day of school.

Person(s) Responsible

Karen Huzar

Timeline / By When?

First Week of School

Initiated: 8/18/2015

Ongoing:

Pending:

Completed: 8/31/2015

Declining incidences of inappropriate use (Administrative Tracking forms)

Implementation Steps (Including professional development)

Provide teachers with tracking forms, increasing monitoring during lunch time. This includes parent contact.

Person(s) Responsible

Karen Huzar

Timeline / By When?

Starting 9/1 and continued throughout the year

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

**15/16 School-wide Behavior Plan
East Lake Middle School Academy of Engineering**

8/28/2015

Goal 2

6. Support Plan

Provide coaching to teachers on how to track and report inappropriate use

**Implementation Steps
(Including professional development)**

PD with teachers during faculty mtg

Person(s) Responsible

Melissa Broner
Karen Huzar

Timeline / By When?

09/2015

Initiated:

Ongoing: Y

Pending: Y

Completed:

Goal 3

Present Level of Performance

4

Expected Level of Performance

4

GAP

0

1. The identified problem for Goal 3 is:

At this time we do not show a discrepancy in discipline between black and non-black students. This goal has been met.

2. What is your Desired Outcome/Measureable Goal?

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

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

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

School-wide Reward System

1. What are your school-wide reward strategies?

Academic rewards and recognition
Student of the Month
Eagle Award
Awards Ceremony
Pride Award
Honor Roll & Principal's List
Positive Behavior activities

2. Describe the procedure/practice used.

Monitoring through student conduct grades and referrals

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

How - data gathered from focus
When - Every Quarter
Where - School Wide and dependent on school activity
Whom - Karen Huzar & Melissa Broner

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

Students respond to being recognized for their achievements and behavior.

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

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

Common language used school wide expectation matrix

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

Following PBS guidelines

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

Our data states that we have very little referral incidences.

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

Continuing with positive behaviors school wide