
Guidelines for Success

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

Positive
Attentive
Learner

We say Panda P.A.L.'s (Panda PALS: Positive Attentive Learner)

2. Where are common area expectations posted?

Guidelines for Success have been posted in all classrooms and all common areas. (Hallways and cafeteria)
Teachers also use the CHAMPS model for positive behavior in their classroom.

3. How are common area expectations communicated?

Using the CHAMPS Model, Posters of expected behavior have been posted in the hallway and the cafeteria.

Cafeteria:

Conversation: Level 2

Help: Raise hand to get an Eisenhower Adult's Attention

Activity: Eating Lunch

Movement: Stay seated while eating. Walk when movement is allowed.

Participation: Eat and Touch ONLY your food. Clean up Table and Floor.

Arrival Procedures-Hallway

Conversation: Level 2

Help: Ask a Patrol or Eisenhower Adult

Activity: 1. Eat breakfast. 2. Sit in lobby with your grade level.

Movement: Walking Feet

Participation: Be on Time. Be prepared and go straight to classroom.

Guidelines for Success are communicated each day on the Panda News Show.

Eisenhower has a school song that is sung at all Panda Celebrations!

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

Teachers utilize the CHAMPS Model for Positive Classroom Behavior.

Conversation Levels are:

Level 0-No talking

Level 1-whisper voices

Level 2-Conversation

Level 3-Teachers voice

Level 4-PE/Outside Voice

Teachers have Classroom expectation posted along with CHAMPS posters for conversations.

Teachers conduct Classroom Meetings each day to review and remind students of the CHAMPS Model for Positive

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

12/4/2015

Behavior.

Teachers receive a copy of the Eisenhower Way. Reviewed during Pre-school and faculty meetings.

Goal 1

Present Level of Performance

2014-2015 40 documented referrals

Expected Level of Performance

30 documented referrals

GAP

1. What problem have you identified?

Students not being engaged in the classroom. Behavior data from Focus involving students who cause classroom or campus disruptions.

2. What is your Desired Outcome/Measureable Goal?

100 % of our students are engaged in the classroom. Students who are engaged in the classroom do not have time to be disruptive.

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

Eisenhower has a very high mobility rate. Looking at Early Warning Indicators, in Performance Matters, indicates that for 2014-2015, 12% of our students attended 3 or more schools since 2007. Research has shown that students who are in "transition" have lower test scores, lower self esteem and behavior problems. In reviewing individual student data, from the Early Warning Indicators, 80% of the students who received referrals in Classroom Disruption were considered a student in "transition".

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

The mobility rate at Eisenhower.

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

Research has shown that students with a high mobility rate, don't do as well as students who attend the same elementary school for 6 years.

Goal 1

4. How will this problem be solved?

Staff Book Study with book "The Highly Engaged Classroom", by Robert Marzano.

Implementation Steps

(Including professional development)

1. Teachers receive books at pre-school training.
2. Teachers are assigned reading assignments and discussed at weekly PLC's.
3. Principal and Assistant Principal conduct weekly classroom walkthroughs to monitor the engagement practices of the students.

Person(s) Responsible

Principal and Assistant Principal

Timeline / By When?

2015-2016 school year.

Initiated: 8/18/2015

Ongoing:

Pending:

Completed:

Teachers initiate "Classroom Meetings" as a part of their morning routine.

Implementation Steps

(Including professional development)

1. Teachers are shown a "power point" on Classroom Meetings during pre-school training.
2. Principal and Assistant Principal conduct weekly walk through's to ensure that Classroom meetings are being held.
3. Teachers talk about progress of student engagement during weekly PLC meetings.

Person(s) Responsible

Principal, Assistant Principal and classroom teachers.

Timeline / By When?

2015-2016 school year.

Initiated: 8/18/2015

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

12/4/2015

**Ongoing:
Pending:
Completed:**

School-wide Reward System

1. What are your school-wide reward strategies?

1. Monthly Panda Celebrations are held on the PE Court or in the school cafeteria. Music is played; the Panda Cheerleaders Cheer, the Bucket Brigade performs, the school song is sung and student excellence is recognized. Student recognition includes, but is not limited to, the following: Gold Note Awards, Alphabet STARS for Kindergarten students, Kings and Queens of Level 17 for 1st and 2nd graders and Character of the Month awards. In addition, Art, Music and PE recognize students as well Honor Roll and Principal's List students.
2. Gold Note Awards: Each week, staff members randomly select students who demonstrate the character traits: Respect, Responsibility, Honest and Motivation. Student names are announced on the Monday morning news show and the Principal or Assistant Principal visits the students' classroom, on Friday, for individual recognition. Students are awarded a "Gold Note" pencil, gift certificate to a local business, a copy of the original Gold Note, and a Gold Note Banner for the Panda Celebration. The student also receives a "Gold Note" sticker that is redeemed for a Character Treat on Friday from the cafeteria staff. In addition, a picture is taken with the student and the teacher and displayed on a school hallway Gold Note Bulletin Board. The picture also becomes a part of the daily Panda News slide show that is shown through the school. A positive phone call is made home.
3. Panda PAL Tickets: Students randomly earn Panda PAL tickets from staff members, when students demonstrate the characteristics of a Panda PAL. (Positive Attentive Learner) The students can redeem the tickets at the Eisenhower School Store.
4. Character of the Month Awards: Teachers select two students who best demonstrate the monthly character trait as suggested by the Prevention Office. The students receive a certificate and a certificate from a local business. The students are recognized at our monthly Panda Celebration.
5. Art, Music and PE Awards: Each month, the art, music and PE teachers select a student that best exemplifies their subject area. Students are awarded a certificate and a gift certificate from a local business. Students are recognized during the monthly Panda Celebrations.
6. Alphabet STARS: When a kindergarten student learns all of their 52 letters, they become a member of the Alphabet STARS Club. The students are awarded a ribbon and a certificate, which they wear and bring to the monthly Panda Celebration. The students, along with the Principal or Assistant Principal, appear on the Tuesday morning news show where they are introduced as the newest members of the Alphabet STARS Club. The students take an oath pledging to help the rest of their class to learn all of their 52 letters.
7. "Kings and Queens of Level 17": When a student achieves a reading 17 level, they become a member of the "Kings and Queens of Level 17". Students are introduced on the morning news show, awarded a certificate and Level 17 crown which they wear to the monthly Panda Celebration.
8. Panda Pearls Girls Club: Girls in 4th and 5th grade, who have been identified by staff members as being "at risk", are referred to the Panda Pearls Girls Club. Panda Pearls are assigned mentors from the school and mentors meet with their "Panda Pearl" randomly throughout the week. Panda Pearls and their mentors meet monthly as a group where they can listen to guest speakers or go on a field trip.
9. Bully Awareness/Prevention Classes: The Eisenhower Intervention Specialist and Guidance Counselor schedule Bully Awareness/Prevention classes with all 4th and 5th grade classrooms. There are 4 classroom sessions and cover all aspects of bullying and include the use of the school's bully box.
10. 5th Grade Model Rocketry Program: Fifth grade Teachers have the option of allowing their students the opportunity to participate in the 5th grade Model Rocketry Program. Over a two week period, the PTA sponsored program allows students to learn about the basic principles of aerodynamics while constructing their own model rocket. The students will build, launch and recover their own rocket. The rocket program promotes team work among students while helping to build a student's self-esteem.
11. 5th grade Panda Cheerleaders: All 5th grade girls have the opportunity to participate in the Panda Cheerleaders. Cheerleaders meet randomly and participate in all of the Panda Celebrations and school related functions.

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

12/4/2015

2. Describe the procedure/practice used.

Tier 1 Behavior: Students earn Panda PAL tickets for demonstrating Positive Behavior (The Eisenhower Way) Students use these tickets to purchase donated educational items at the school store. The school store is open every Friday in the front Hallway. The school store is managed by the Gifted Teacher and her students. She uses it as an economic project.

Tier 2 Behavior: Students are first discussed during weekly grade level PLC's. Teachers offer support/advice for teachers with students that demonstrate Tier 2 behaviors. If student behaviors do not subside, then teacher fills out a BTIP (Behavior Teacher Intervention Plan) and submits it to the MTSS Team. MTSS reviews what the grade level has implemented, the data that was collected and implement additional Tier 2 interventions with a monitoring process put in place or refer to MTSS team for further review.

Tier 3 Behavior: Students are reviewed on a monthly basis by MTSS Team. Interventions are adjusted based on data collected for the meetings.

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

The MTSS/RTI Team, MtSS/RTI Coach is responsible for implementing Tier 2 and Tier 3 Intervention strategies and has a process in place to collect and analyze the data.

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

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

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

Teachers use the Positive Behavior System CHAMPS in their classrooms.

Teachers align their Positive Behavior Plan to the School Wide Positive Behavior Plan. Teachers issue Panda PAL tickets to students during classroom activities. Student can use their Panda PAL tickets to purchase items at the school store.

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

District provides training for school, administration and teachers on an on-going basis. CHAMPS is a researched based program suggested by the District.

Eisenhower Elementary attended a School Wide Positive Behavior Training in 2011. Behaviors and Strategies are based upon Randy Sprick's Safe and Civil School Series.

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

Documented referrals are put into Focus. For the past 3 years, discipline data has shown that "Classroom/Campus Disruptions is the leading. We continue to work on finding ways to keep students engaged in the classroom.

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

90% of our students respond to the Tier 1 School Wide Positive Behavior Plan.