
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:

CORE VALUES

In working with students, as a staff we believe that:

- Students should be responsible for solving their own problems with adult guidance and/or assistance.
- Students should face consequences instead of punishment whenever possible.
- The preservation and/or enhancement of a student's self-respect and dignity is crucial to a successful disciplinary action.
- The adult's emphasis should be placed on learning new behaviors instead of "paying" for past deeds.
- Discipline should be considered as opportunities for personal growth rather than bad things which should never happen.

GUIDING PRINCIPLES

The majority of students at Fairmount Park Elementary School work hard and follow school rules. Clear behavior expectations and high standards insure a school climate that maximizes student achievement and safety. It allows staff to handle discipline problems in the best interest of the student through the use of the following set of principles:

- The student will establish ownership of the problem.
- The student will practice making decisions.
- The student will solve the problem so it doesn't make a problem for others.
- The student and the situation will be dealt with on an individual basis.
- The student's respect and self-esteem will stay intact
- The student will learn from his/her problems.

SCHOOL WIDE RULES/Guidelines For Success

Be Respectful

Treat yourself and others with courtesy and consideration.

Be Responsible

Take ownership for your words and actions.

Be Focused on Achievement

Develop your desire for academic excellence and believe in your ability to achieve.

ESSENTIAL 20:

- Manners are a must (please and thank you, excuse me, open doors).
- Follow specific classroom protocols.
- When meeting new people, shake hands and repeat his/her name.
- Transitions will be swift, structured and orderly.
- Attend to an adult who is interacting with you.
- Do not ask for a reward; it must be earned.
- Greet others and make them feel welcome.
- Stop and Think before you act and ask yourself, "Is this the best choice?"
- No matter the circumstances, always be honest.
- Class rules apply everywhere on campus whether you are with your teacher, a substitute, a volunteer, a guest speaker or in specials.

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- Celebrate appropriate behaviors; ignore inappropriate behaviors.
- If you win, do not brag. If you lose, do not show anger.
- “Just Be Nice” (surprise others with random acts of kindness)
- Fairmount Park is a bully free zone; speak up against bullying.
- Respect others comments, opinions and ideas.
- Celebrate each other's successes

Goal 1: Reduce discipline referrals by 50%

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 of School wide positive supports system, this includes our essential 20 guidelines (see Guidelines for success).

- a. Increase staff effectiveness in building positive adult/student relationships.
- b. Increase teacher understanding of culturally responsive teaching.
- c. Increase teacher effectiveness in establishing and implementing effective positive behavioral recognition and interventions.

Implementation Steps

- *Staff PLC to introduce our PBS system
- *Parent Meeting/Open house to introduce our new PBS system
- * Kickoff celebration to place students into character houses (Respect, Responsibility, Achievement, and Perseverance)
- *Weekly point system (points are earned and rewarded based on school wide Essential 20 guidelines)
- *Monthly PBS celebrations for houses with most points

Person(s) Responsible

Administration, Behavior Team, Teachers,

Timeline / By When?

Ongoing: Placing students in houses, new students will be added as they come - school year 2014-2015

Completed October 2014, Introducing staff to PBS system and Introducing Parents to PBS System (Completed August 2014)

Initiated
9/4/2014

1/26/15 Revised
Ongoing

Completed
10/20/2014

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?

STOIC (Components are: Structure, Teaching, Observation, Interact positively, and Correct Fluently) walkthroughs

Implementation Steps

Behavior team will gather walkthrough data and debrief with teachers.

Person(s) Responsible

Behavior Team (MTSS Behavior Coach and Behavior Specialist)

Timeline / By When?

Ongoing- School year 2014-2015

Initiated

1/26/15 Revised

Completed

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2/6/2015

9/4/2014

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?

Parent Engagement Nights

Implementation Steps

Monthly Meetings (once a month)

Parent Connect Messages and Monthly Newsletter (to notify parents)

Person(s) Responsible

SAC Committee

Timeline / By When?

Ongoing/2014-2015 School Year

Initiated

8/14/2014

1/26/15 Revised

Ongoing

Completed

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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

- *Tracking weekly behavior call data
- *Focus/portal ODR reports
- *Point monitoring system
- *Grade Level Data meetings

Implementation Steps

- *Post behavior call data bi-weekly
- *Pull referral/suspension data reports: beginning-mid-and end of year (School wide PLC meetings)
- *Points entered into data base system weekly
- *Grade level data review meetings- behavior data analyzed and next steps discussed

Person(s) Responsible

MTSS Behavior Team
Administration
Instructional Staff /Coaches

Timeline / By When?

Ongoing, school year 2014-2015

Initiated
9/4/2014

2/16/15 Revised
Ongoing

Completed

Strategy

Monitor Time On Task/Engagement within the classrooms
*Tracking Engagement and Time On Task

Implementation Steps

Collect Time On Task data, debrief and problem solve within grade level PLC's and Data meetings
*Debrief data within grade level PLC's and Data review meetings

Person(s) Responsible

MTSS Behavior Coach

Timeline / By When?

Ongoing, school year 2014-2015

Initiated

2/16/15 Revised

Completed

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2/6/2015

9/4/2014

Ongoing

Strategy

STOIC Data Collection tool
Basic 5 Observation/ Data collection tool

Implementation Steps

Walkthroughs
Observation
Collect data
feedback

Person(s) Responsible

Behavior Team

Timeline / By When?

Ongoing- School Year 2014-2015

Initiated

9/4/2014

2/16/15 Revised

Ongoing

Completed

Goal 2: Reduce out of school suspensions by 50%

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?

Monitor Time On Task/Engagement within the classrooms

Implementation Steps

Collect Time On Task data, debrief and problem solve within grade level PLC's and Data meetings

Person(s) Responsible

MTSS Behavior Coach

Timeline / By When?

Ongoing, School year 2014-2015

Initiated

9/4/2014

2/16/15 Revised

Ongoing

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?

Implementation of School wide positive supports system, this includes our essential 20 guidelines (see Guidelines for success).

- a. Increase staff effectiveness in building positive adult/student relationships.
- b. Increase teacher understanding of culturally responsive teaching.
- c. Increase teacher effectiveness in establishing and implementing effective behavioral recognition and interventions.

Implementation Steps

- *Staff PLC to introduce our PBS system
- *Parent Meeting/Open house to introduce our new PBS system
- * Kickoff celebration to place students into character houses (Respect, Responsibility, Achievement, and Perseverance)
- *Weekly point system (points are earned and rewarded based on school wide Essential 20 guidelines)
- *Monthly PBS celebrations for houses with most points

Person(s) Responsible

Administration, Behavior Team, Teachers,

Timeline / By When?

Ongoing - school year 2014-2015

Initiated

9/4/2014

2/16/15 Revised

Ongoing

Completed

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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?

STOIC (Components are: Structure, Teaching, Observation, Interact positively, and Correct Fluently) walkthroughs

Implementation Steps

Behavior team will gather walkthrough data and debrief with teachers.

Person(s) Responsible

Behavior Team (MTSS Behavior Coach and Behavior Specialist)

Timeline / By When?

Ongoing- School year 2014-2015

Initiated

9/4/2014

2/16/15 Revised

Ongoing

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?

After School Detentions

Implementation Steps

Administration and Behavior Team met and drafted a plan for after school detention implementation. Specific behaviors for after school detention have been identified, and parent notification system has been determined. After school detentions will be held four days a week for one hour.

Person(s) Responsible

Behavior Team

Timeline / By When?

Ongoing, School year 2014-2015

Initiated

2/16/2015

2/16/15 Revised

Ongoing

Completed

Goal 2 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

- *Tracking weekly behavior call data
- *Focus/portal ODR reports
- *Point monitoring system
- *Grade Level Data meetings

Implementation Steps

- *Post behavior call data bi-weekly
- *Pull referral/suspension data reports: beginning-mid-and end of year (School wide PLC meetings)
- *Points entered into data base system weekly
- *Grade level data review meetings- behavior data analyzed and next steps discussed

Person(s) Responsible

Behavior Team
Administration
Instructional Staff /Coaches

Timeline / By When?

Ongoing, School Year 2014-2015

Initiated

Status

Completed

Strategy

- *Tracking Engagement and Time On Task

Implementation Steps

- *Debrief data within grade level PLC's and Data review meetings

Person(s) Responsible

MTSS Behavior Coach

Timeline / By When?

Ongoing, school year 2014-2015

Initiated

Status

Completed

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Strategy

STOIC Data Collection tool
Basic 5 Observation/ Data collection tool

Implementation Steps

Walkthroughs
Observation
Collect data
feedback

Person(s) Responsible

Behavior Team

Timeline / By When?

Ongoing- School Year 2014-2015

Initiated

Status

Completed

Goal 3: Reduce In school suspensions by 50%

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?

Monitor Time On Task/Engagement within the classrooms

Implementation Steps

Collect Time On Task data, debrief and problem solve within grade level PLC's and Data meetings

Person(s) Responsible

MTSS Behavior Coach

Timeline / By When

Ongoing, School year 2014-2015

Initiated

9/4/2014

revised 2/16/15

Ongoing

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?

Implementation of School wide positive supports system, this includes our essential 20 guidelines (see Guidelines for success).

- a. Increase staff effectiveness in building positive adult/student relationships.
- b. Increase teacher understanding of culturally responsive teaching.
- c. Increase teacher effectiveness in establishing and implementing effective behavioral recognition and interventions.

Implementation Steps

*Staff PLC to introduce our PBS system

*Parent Meeting/Open house to introduce our new PBS system

* Kickoff celebration to place students into character houses (Respect, Responsibility, Achievement, and Perseverance)

*Weekly point system (points are earned and rewarded based on school wide Essential 20 guidelines)

*Monthly PBS celebrations for houses with most points

Person(s) Responsible

Administration, Behavior Team, Teachers,

Timeline / By When

Ongoing - school year 2014-2015

Initiated

9/4/2014

revised 2/16/15

Ongoing

Completed

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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?

STOIC (Components are: Structure, Teaching, Observation, Interact positively, and Correct Fluently) walkthroughs

Implementation Steps

Behavior team will gather walkthrough data and debrief with teachers.

Person(s) Responsible

Behavior Team (MTSS Behavior Coach and Behavior Specialist)

Timeline / By When

Ongoing- School year 2014-2015

Initiated

9/4/2014

revised 2/16/15

Ongoing

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?

After School Detention

Implementation Steps

Administration and Behavior Team met and drafted a plan for after school detention implementation. Specific behaviors for after school detention have been identified, and parent notification system has been determined. After school detentions will be held four days a week for one hour.

Person(s) Responsible

Behavior Team

Timeline / By When

Ongoing/ 2014-2015 School Year

Initiated

2/16/2015

revised 2/16/15

Ongoing

Completed

Goal 3 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

- *Tracking weekly behavior call data
- *Focus/portal ODR reports
- *Point monitoring system
- *Grade Level Data meetings

Implementation Steps

- *Post behavior call data bi-weekly
- *Pull referral/suspension data reports: beginning-mid-and end of year (School wide PLC meetings)
- *Points entered into data base system weekly
- *Grade level data review meetings- behavior data analyzed and next steps discussed

Person(s) Responsible

Behavior Team
Administration
Instructional Staff /Coaches

Timeline / By When?

Ongoing - school year 2014-2015

Initiated
9/4/2014

revised 2/16/15
Ongoing

Completed

Strategy

- *Tracking Engagement and Time On Task

Implementation Steps

- *Debrief data within grade level PLC's and Data review meetings

Person(s) Responsible

MTSS Behavior Coach

Timeline / By When?

Ongoing - school year 2014-2015

Initiated
9/4/2014

revised 2/16/15
Ongoing

Completed

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Strategy

STOIC Data Collection tool
Basic 5 Observation/ Data collection tool

Implementation Steps

Walkthroughs
Observation
Collect data
feedback

Person(s) Responsible

Behavior Team

Timeline / By When?

Ongoing- School Year 2014-2015

Initiated

9/4/2014

revised 2/16/15

Ongoing

Completed

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

Falcon Pride R.R.A.P House Plan

Our initial school wide project will be to transform our campus into a “community” culture. We are striving to build a strong partnership with our community and the families we serve. We will have a Team/House system in place to help cultivate the environment and culture of unity.

1. Our first community school project will be our Back to School Grill and Chill Fiesta where we will invite families and community members to join us while we roll out our 2014-2015 School Plan for Success. Our plan is to offer families food and provide them with a variety of activities to engage them in learning about our ideas for the new year.
 2. To transform the community on our campus, we will create a sense of belonging for our students and faculty. We will create 4 “houses” (teams) within our school. These teams will provide a collaborative structure and sense of family for staff, students and the community.
- We will track points weekly
 - Report points weekly to Students, Faculty and Staff, and have them visually running daily as a reminder of this initiative
 - Monthly PBS Celebrations for "Houses" with the most points.

Implementation Steps

- We will track points weekly
- Report points weekly to Students, Faculty and Staff, and have them visually running daily as a reminder of this initiative
- Monthly PBS Celebrations for "Houses" with the most points

Person(s) Responsible

R.R.A.P (Respect, Responsibility, Achievement, and Perseverance) Planning Team - which includes leadership team, Behavior team, and Teachers

Faculty and Staff

Timeline / By When?

Ongoing, School Year 2014-2015

Initiated
9/4/2014

2/16/15 Revised
Ongoing

Completed

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Strategy

Character Bucks - Individual Students are awarded Character Bucks for demonstrating our monthly character traits.

Implementation Steps

Students will place their character bucks with their name, date and teacher names on the back, and submit to designated drop box

There will be a drawing at designated times throughout the school year where these students will be eligible to have their name drawn for a reward

Person(s) Responsible

Faculty and Staff

Timeline / By When?

Ongoing, School year 2014-2015

Initiated

9/4/2014

2/16/15 Revised

Ongoing

Completed

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?

CLASSROOM MANAGEMENT PLANS: Teachers develop their own classroom management plans consistent with the schools values and guiding principles. These individual management plans make optimum use of expected behaviors, consequences and positive reinforcements for use in the classroom. Use of proactive intervention strategies can de-escalate behaviors before they get out of hand. See, Action Plan section for some additional interventions and behavior support.

Implementation Steps

Teachers will submit classroom management plans on the formatted CHAMPs template to Administration and Behavior team. Plan will include the above schoolwide expectations for classroom management plans.

Person(s) Responsible

Teachers
Administration
Behavior Team

Timeline / By When?

Ongoing, school year 2014-2015

Initiated

9/4/2014

1/26/15 Revised

Ongoing

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?

STOIC Walkthroughs- Outlining Structure, Teaching, Observation/Monitoring, Interactions (Ratio of Interactions), and Correcting Fluently.

Implementation Steps

Two cycles of data collection with planned follow up, via PLCs and Grade level Data Reviews
After second cycle of data collection- specific areas of needs improvement will be determined and more detailed observations will take place (Basic 5 Observations)

Person(s) Responsible

MTSS Behavior Coach

Timeline / By When?

Ongoing/ 2014-2015 School Year

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Initiated
9/4/2014

1/26/15 Revised
Ongoing

Completed

Action Plan:**Plan to Monitor for Fidelity of Implementation**

Falcon Pride Positive Behavior Supports Plan/ R.R.A.P House System

Our initial school wide project will be to transform our campus into a “community” culture. We are striving to build a strong partnership with our community and the families we serve. We have grand ideas and have started planning how to make these ideas become a reality. This is where your support becomes critical.

1. Our first community school project will be our Back to School Grill and Chill Fiesta where we will invite families and community members to join us while we roll out our 2014-2015 School Plan for Success. Our plan is to offer families food and provide them with a variety of activities to engage them in learning about our ideas for the new year.
2. To transform the community on our campus, we will create a sense of belonging for our students and faculty. We will create 4 “houses” (teams) within our school. These teams will provide a collaborative structure and sense of family for staff, students and the community.

PBS Implementation

- We will track points weekly
- Report points weekly to Students, Faculty and Staff, and have them visually running daily as a reminder of this initiative
- Monthly PBS Celebrations for "Houses" with the most points

School wide Behavior Support Intervention Plan

- A teacher may call for assistance with a student when implementation of established classroom management interventions have been unsuccessful. A Level 2 call acknowledges that assistance is requested and the behavior specialist/designee will come to the classroom as soon as he/she is available. A Level 3 call signifies that students are being evacuated from the room for their safety and immediate attention is required. Leaving area is a Level 3 call, as the student’s individual safety is compromised and immediate attention is required. Any conversation regarding the offending student’s behavior should be private, between the teacher and the behavior specialist or designee, in order to preserve the offending student’s dignity. Removal from the classroom will be considered only if de-escalation within the classroom is not effective or the removal is to follow through with the teacher’s direction to go to an out-of-class time out. The behavior specialist serves as a resource to both students and teachers. He/she is available to assist teachers with the embedding of the school wide behavior expectations, RIDE/Champs/Love & Logic strategies, counsel with individual students, provide small group behavior support, assist with the development of behavior intervention plans (PBIPs) and Functional Behavior Plans (FBAs), and is a member of the School-Based Multi-tiered Systems of Support Team (MTSS).

Early Warning Systems

System in place to help the MTSS team intervene early with students based on the following system:

**Students with 4 or more points based on the EWS point criteria

***Non-Tier 3 behavior students (FBA/PBIP/PSW)

*** Invite MTSS team to participate

- Parent Conferences will be held with students that fall within the guidelines of Early Warning to establish a plan of support, intervention and offer outside resources to the families, based on need.

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Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

*Implementation of PLC's focused on Classroom management

*CPI 1 training/refresher

*CPI 2 training- designated Crisis Team members ONLY

* Onsite Mentor program

* Mentor-Mentee weekly/monthly meetings

*Social/emotional PLC's for staff development

* Trauma Informed Care PLC

*True Colors - Staff Development PLC

*Social/Emotional Competency & Diversity

Mid Year Additions

*Book Study: "Hanging In"

*Paraprofessionals in almost every classroom

*STOIC for Teachers & Paraprofessionals (Classroom Management- PD, December 2014) w/planned follow up (Classroom observations and Coaching)

*Staff PLC- MTSS Behavior Process

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Midyear:

1. Which goals, barriers and strategies were revised based on response to intervention?
2. What evidence was used to drive the revisions?

Be sure to include how you are addressing the discrepancy between Black and Non-Black discipline in your response to intervention discussion.

Enter a summary of the current status of implementation

School Wide Behavior Plan Midyear Review

Mid -Year Discipline Data 2014-2015:

294 referrals
118 Out of School Suspensions

As of January 29, 2015 our school has a total of 649 students.

SIP Goal (2014-2015): Reduce number and percentage of discipline referrals and in/out of school suspensions by 50%

Last year's /Mid -Year 2013-2014:

366 referrals
95 Out of School Suspensions

This data relates to the goals in our plan:

· Data shows a 20% reduction in discipline referrals and 24% increase in out of school suspensions. After analyzing the data, the Multi-Tiered Systems of Support Team, discussed the need for additional interventions to decrease the number of out of school suspensions. See additional strategy under goal two and goal three.

How interventions you put in place reduced barriers you identified:

· STOIC walkthroughs from cycle 1 to cycle 2 have shown an increase in the positive to negative ratio of teacher-student interactions.

· STOIC Data from cycle 1 and cycle 2 have shown an increase in teachers who are implementing positive and proactive classroom strategies, as it relates to classroom environment (Tier 1) to help increase student engagement.

· Onsite Mentor/Mentee program: helping to develop new teachers in the following areas: transitions (between settings and within the classroom), positive classroom community.

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- R.R.A.P (Respect, Responsibility, Achievement, and Perseverance): helping to build positive school wide environment and relationships. This program is aligned with the school wide guidelines for success and Essential 20.
 - Common Area Incentive Reward System (Cafeteria): helping to increase appropriate cafeteria/common area behaviors which is also aligned to school wide guidelines for success and Essential 20.
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