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## **Guidelines for Success**

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

KHEM uses PBS. Our GFS are:

1. Be respectful
2. Be responsible
3. Be safe

Steven Covey's Seven Habits of Happy Children

1. Be Proactive
2. Begin with the end in mind.
3. Work first then play
4. Think Win Win
5. Seek first to understand and then be understood
6. Synergize
7. Sharpen the Saw

### **2. Where are common area expectations posted?**

Common area expectations are posted in the cafeteria, learning lab, student restrooms, and hallways.

### **3. How are common area expectations communicated?**

Students and families will be provided our common area expectations during our Meet and Greet family scavenger hunt and picnic the Saturday before school begins. During this event, students and families will travel from common area to common area to review the expectation and receive a stamp. At the end of the event, families will turn in their stamped passport to receive lunch.

Teachers and students will also participate in a first day assembly. This assembly will welcome students to Kings Highway and highlight expectations for all common areas. Students will also be introduced to the seven habits that we will focus on during the school year.

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

Classroom expectations/ rules will fall under the school umbrella for common area expectations.

1. Be respectful
2. Be responsible
3. Be safe

Teachers and students will then collaboratively complete a set of specific rules identified within each category. These agreed upon set of expectations will be posted in the classrooms and clearly communicated to parents.

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## Goal 1

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### Present Level of Performance

23 of our 31 referrals for defiance were written for African American students.

### Expected Level of Performance

We plan to decrease the number of referrals for defiance from 31 to 21.

### GAP

Decrease the number of referrals written for defiance by 10.

#### 1. What problem have you identified?

The greatest number of referrals last year were received for defiance. Of this number, the largest majority came from our African American students. It is our goal that all students will be able to interact with teachers, administrators, and staff in a manner that promotes respect. This year we plan to decrease the number of referrals for defiance by The data used to identify this problem derived from studying our referral data last year in Site Based Leadership Team.

#### 2. What is your Desired Outcome/Measureable Goal?

Our desired outcome and measurable goal is that our number of African American referrals for defiance will decrease from 31 to 21.

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

The possible barriers that have hindered the progression of this goal has been a lack of a common definition for respect. The background and experiences of our staff varies from our students so we find it extremely necessary to have a consistent definition we can teach as apart of our expectations.

Another possible barrier that has prevented us from reaching our goal is the lack of support for behavior management from the home.

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

In studying our barriers we have determined to prioritize establishing a clear definition for acceptable behavior and teaching it to our students and families.

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

We strongly believe this is the right barrier to address because we need to teach our definitions and expectations of respect. Direct instruction will provide our students an explanation and visual for acceptable behaviors. It will also provide a clear definition for our teachers as well as families.

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**Goal 1**

**4. How will this problem be solved?**

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**1. As a collaborative team, we will establish a clear definition of what respect looks like in each grade level.**

**Implementation Steps  
(Including professional development)**

1. Teachers and staff will participate in the conversation to identify behaviors that should and should not be tolerated.

**Person(s) Responsible**

Garyn Boyd  
Tekoa Moses

**Timeline / By When?**

Clear definition of respect defined by 8/24/15

**Initiated:** 5/27/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**2. Teach the definitions and expectations to students beginning on the first day of school.**

**Implementation Steps  
(Including professional development)**

2. Administration will teach expectations during the first day assembly and classroom teachers will strongly concentrate on expectations for the first few weeks and review as necessary.

**Person(s) Responsible**

Assembly- Garyn Boyd and Tekoa Moses  
Classroom- Teachers

**Timeline / By When?**

Begin on 8/24/15

**Initiated:** 8/24/2015

**Ongoing:** Y

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**Pending:**  
**Completed:**

**3. Monthly we will share and review discipline referral data and make any necessary changes to our definitions and lessons.**

**Implementation Steps  
(Including professional development)**

3. Share initial behavior referral data with our school wide PLC and SBLT.

**Person(s) Responsible**

Garyn Boyd and Tekoa Moses

**Timeline / By When?**

Begin on September 2, 2015

**Initiated:** 8/24/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

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**Goal 1**

**5. Data collection and management**

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**We will use monthly behavior referral data to monitor progression toward our goal. Assistant principal will collect and analyze data to share with staff.**

**Implementation Steps  
(Including professional development)**

1. Analyze monthly behavior referral data and share with staff.
2. Discuss strategies to meet goals.
3. Review goals
4. Share success

**Person(s) Responsible**

Tekoa Moses

**Timeline / By When?**

8/24/15

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 1**

**6. Support Plan**

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**Administration will support teachers in establishing a clear definition and strategies to deal with each behavior.**

**Implementation Steps  
(Including professional development)**

Administration will provide teachers with strategies to deal with unacceptable behaviors.

**Person(s) Responsible**

Garyn Boyd  
Tekoa Moses

**Timeline / By When?**

Begins on 8/24/15

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 1**

**7. Fidelity Plan**

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**When referral data decreases**

**Implementation Steps  
(Including professional development)**

Keep a close look on monthly referral data

**Person(s) Responsible**

Tekoa Moses

**Timeline / By When?**

Begin on 8/24/15

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**



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## Goal 2

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### Present Level of Performance

131 referrals school wide

### Expected Level of Performance

81 referrals school wide

### GAP

reduce referrals school wide by 50

### 1. What problem have you identified?

Our teachers were inconsistent in writing referrals so this realization resulted in the constructing of a school wide behavior grid and classroom hierarchy of consequences and positive reinforcements.

Our goal is 100% implementation of the behavior grid and hierarchy of consequences and positive reinforcements in each classroom.

### 2. What is your Desired Outcome/Measureable Goal?

It is our desired outcome that the number of behavior referrals written for all students will become more consistent and ultimately decrease. We hope to decrease our referrals by 50.

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

1. A lack of behavior professional development and training for the teachers.
2. A lack of home support for behavior management.
3. A lack of consistency among reasons for writing referrals.

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

The most valid and alterable barrier we chose as a priority was the clearing up the of the inconsistencies among teachers for behaviors that warrant the writing of a referral.

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

We know this is the right barrier to address because we need our teachers to be clear on our agreed upon expectations for student behavior. When the teachers are clear, they can instruct students about the behavior expectations without fault.

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**Goal 2**

**4. How will this problem be solved?**

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**1. Create a behavior grid with teachers and staff identifying behavior that is and is not acceptable to write a referral.**

**Implementation Steps  
(Including professional development)**

1. Meet with teachers to construct grid according to our population and identify behaviors that are in need of a referral and others that are teachable moments.

**Person(s) Responsible**

Garyn Boyd  
Tekoa Moses

**Timeline / By When?**

We plan to begin using this grid on 8/24/15.

**Initiated:** 5/27/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**2. Provide teachers as needs assessment to properly implement behavior goal and hierarchy of consequences.**

**Implementation Steps  
(Including professional development)**

2. Provide professional development and resources for teachers according to the needs assessment

**Person(s) Responsible**

Garyn Boyd  
Tekoa Moses

**Timeline / By When?**

August- June

**Initiated:** 8/24/2015

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Ongoing: Y  
Pending:  
Completed:

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## Goal 2

### 5. Data collection and management

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#### 1. We will use student discipline referrals to monitor our progression toward this goal.

##### **Implementation Steps (Including professional development)**

Mrs. Moses and Ms. Boyd will only accept referrals that have been written following the proper process including the implementation of the behavior grid and classroom hierarchies.

##### **Person(s) Responsible**

Tekoa Moses  
Garyn Boyd

##### **Timeline / By When?**

August- June

**Initiated:** 8/24/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

#### 2. We will provide a needs assessment for teachers to identify current needs to properly implement the behavior grid.

##### **Implementation Steps (Including professional development)**

Administration will provide necessary professional development according to the needs assessment of teachers given in October and January.

##### **Person(s) Responsible**

Tekoa Moses and Garyn Boyd

##### **Timeline / By When?**

August- June

**Initiated:** 10/5/2015  
**Ongoing:** Y  
**Pending:**

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**Completed:**

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**Goal 2**

**6. Support Plan**

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**Use the needs assessments to provide support for teachers.**

**Implementation Steps  
(Including professional development)**

Provide professional development and resources for teachers according to the needs assessment.

**Person(s) Responsible**

Tekoa Moses  
Garyn Boyd

**Timeline / By When?**

August- June

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 2**

**7. Fidelity Plan**

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Carefully review each referral to ensure the proper behavior grid and classroom hierarchy were followed.

**Implementation Steps  
(Including professional development)**

Meet with teachers who are having difficulty following the process and assist.

**Person(s) Responsible**

Tekoa Moses  
Garyn Boyd

**Timeline / By When?**

August- June

**Initiated:** 8/24/2015

**Ongoing:**

**Pending:**

**Completed:**



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## Goal 3

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### Present Level of Performance

10 out of school suspensions  
All 10 were for African American students

### Expected Level of Performance

0 AA students receiving OSS

### GAP

10 OSS

#### 1. The identified problem for Goal 3 is:

Reduce the number of out of school suspensions for African American students. The data used to identify this problem includes behavior, referral, and out of school suspension data from last year.

#### 2. What is your Desired Outcome/Measureable Goal?

It is our desired outcome that the number of out of school suspensions for African American students will decrease to zero.

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

1. Difficulty in getting and retaining mentors for our African American students.
2. The ability to provide another alternative for out of school suspensions, keeping struggling students in their seats learning.

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

1. The ability to provide another alternative for out of school suspensions, keeping struggling students in their seats learning.

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

We know this is the right barrier to address because we need our African American students to be present and ready to learn. This does not happen when students are suspended and unable to participate in the learning environment.

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**Goal 3**

**4. How will this problem be solved?**

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Allow African Americans students to participate in Saturday School instead of an out of school suspension. If students don't attend they will be offered before/after school detention for an extended amount of time. This strategy will be available for AA students only as a means of addressing this particular goal.

**Implementation Steps**

**(Including professional development opportunities aligned to Positive Behavior Supports)**

Alternative placement for the remainder of the school day once student has demonstrated inappropriate behavior where they can continue learning.

**Person(s) Responsible**

Garyn Boyd  
Tekoa Moses

**Timeline / By When?**

August- June

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

Provide a mentor for each African American student that earns an out of school suspension.

**Implementation Steps**

**(Including professional development opportunities aligned to Positive Behavior Supports)**

Have the mentor to discuss behaviors with African American students that encourage school success.

**Person(s) Responsible**

Garyn Boyd  
Tekoa Moses

**Timeline / By When?**

August-June

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**Initiated:** 8/24/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

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**Goal 3**

**5. Data collection and management**

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**We will use student referral and suspension data.**

**Implementation Steps  
(Including professional development)**

identify students who should receive an out of school suspension to participate in Saturday School

**Person(s) Responsible**

Garyn Boyd  
Tekoa Moses

**Timeline / By When?**

August- June

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 3**

**6. Support Plan**

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Teachers will support administration with Saturday School by providing appropriate standards based lessons for students to complete.

**Implementation Steps  
(Including professional development)**

Teachers will meet with administration to review any work the suspended student needs to complete.

**Person(s) Responsible**

Classroom teachers  
Garyn Boyd  
Tekoa Moses

**Timeline / By When?**

August- June

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 3**

**7. Fidelity Plan**

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**We will notice a decrease in out of school suspensions so that student achievement will not suffer.**

**Implementation Steps**  
(Including professional development)

**Person(s) Responsible**

Tekoa Moses  
Garyn Boyd

**Timeline / By When?**

August- June

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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## **School-wide Reward System**

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### **1. What are your school-wide reward strategies?**

1. Students will earn Lion Bucks for demonstrating "Lion Pride" in the classroom and common areas.
2. Students will participate in monthly no referral celebration if they have not earned a discipline referral.
3. One peer selected student who has demonstrated leadership qualities within the classroom will be celebrated on the morning news and have their picture taken and placed on the Seven Habits Tree in the main hallway.

### **2. Describe the procedure/practice used.**

1. Students will earn Lion Bucks for demonstrating "Lion Pride" in the classroom and common areas. Teachers, administrators, and staff will provide lion bucks for students demonstrating lion pride in the common areas. Students will spend these lion bucks bi-weekly at the school store.
2. Students will participate in monthly no referral celebration if they have not earned a discipline referral. These celebrated individuals will be invited to attend a no referral party the last Friday of each month.
3. One peer selected student who has demonstrated leadership qualities within the classroom will be celebrated on the morning news and have their picture taken and placed on the Seven Habits Tree in the main hallway. Teachers will have students vote to select a peer who has demonstrated the leadership quality studied for the month. Each identified name will be turned in to administration to be photographed, displayed on the seven habits tree, and celebrated on the morning news.

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

1. Students will earn Lion Bucks daily for demonstrating "Lion Pride" in the classroom and common areas. Teachers, administrators, and staff will provide lion bucks for students demonstrating lion pride in the common areas. Students will spend these lion bucks bi-weekly at the school store. Administrators will run the school store and make sure that students are spending their bucks.
2. Students will participate in monthly no referral celebration if they have not earned a discipline referral. These celebrated individuals will be invited to attend a no referral party the last Friday of each month.
3. One peer selected student who has demonstrated leadership qualities within the classroom will be celebrated on the morning news and have their picture taken and placed on the Seven Habits Tree in the main hallway. Teachers will have students vote to select a peer who has demonstrated the leadership quality studied for the month. Each identified name will be turned in to administration to be photographed, displayed on the seven habits tree, and celebrated on the morning news.

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

The strategies chosen are based on both PBS and CHAMPS. We used behavior data, discipline referrals, and out of school suspension data to inform our decisions.



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

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

PBS is the STOIC-based classroom management system implemented in our school.

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

We have adapted our classroom management systems from CHAMPS and PBS which are both research based programs.

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

This year's classroom management systems are aligned to data collected and reviewed from last year's behavior and referral information. Upon reviewing last year's data, administration shared it with teachers and brainstormed various behaviors that will and will not be tolerated in the classroom. Together we clearly defined respect and what it should and should not look like. Teachers then included specific strategies in their lesson planning for teaching the expectations the first few weeks of school. Since the majority of last year's referrals were received for defiance, our classroom management systems include immediate positive reinforcement for taught acceptable behaviors and clear consistent consequences for defiance.

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

1. As a result of our classroom management system it is our expected outcome that student misbehavior will decrease.

2. We expect students to take full responsibility for their actions and demonstrate their knowledge learned about the seven habits through their daily interactions with fellow classmates, family, and staff.

3. We hope to see a decrease in behavior referrals, detentions, and suspensions. Ultimately increasing positive phone calls, notes, and shout-outs.