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**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?
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**Questions to guide discussion:**

Expectations are posted throughout the campus in classrooms and in common areas. Student agendas included pages of Fundamental Policies and the attached Success Plan How to Be Successful at Lakeview Fundamental Elementary

**School Supplies**

Being prepared for class each day, both in attitude and materials, will enable students to be successful. Each student will be expected to have the following materials each day:

Agenda Grades 1-5 (Kindergarten has their own Kindergarten folders)  
Materials designated by each teacher's supply list or for special projects.

**Homework Hints**

Listed below are some helpful hints for students to use to help establish the habit of daily homework.

**Before You Leave School**

1. Check your Agenda. Decide what homework you need to do for the evening.
2. Get out the materials you will need for your homework.
3. If you don't understand one of your assignments, you should ask your teacher about it BEFORE you leave school.

**At Home**

1. When it is time to do your homework, go to your "Homework Place."
2. Use your Agenda to decide which assignment you are going to work on first (due the next day, hardest homework, etc.). Develop an order for doing your homework that works best for you.
3. Put on the desk or table all the materials you will need.
4. Sit down and begin to work.
5. Concentrate on your homework. Be sure that you are concentrating on your work. If you find your mind wandering, take a short break, and then get back to work.
6. Avoid interruptions. Do not watch TV or listen to the radio until your homework is finished.
7. Get help if you need it.
8. When your homework is finished, give it to your parent/guardian that will be checking and signing your homework. Once checked and signed, put your assignments in the special place for your homework. Double-check your Agenda to assure all homework is complete and has been placed in your special place. Place your materials/backpack in a special place

**The time when you study:**

1. Pick a special study time for each and every day of the week, separately.
2. Select a time in the afternoon or early evening so that you will be alert and will be able to finish your homework before bedtime.

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3. Try to pick the same time each day. This will help establish good homework habits.

Parent Involvement:

1. Help your student set up an appropriate time and place to study.
2. Check to be sure the Agenda is being used appropriately.

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**Goal 1: To reduce the number of strikes by 50%. (4)**

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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?**

**Implementation Steps**

CONSEQUENCES FOR UNSATISFACTORY BEHAVIOR: Students are expected to exercise good judgment and behave in a responsible manner. Each school year, the Code of Student Conduct lists misconduct which may lead to immediate suspension, disciplinary reassignment or recommendation for expulsion. The Code of Student Conduct will be used to determine consequences for those actions. The discipline requirements, listed as follows, are in addition to that Code. Students recommended for expulsion will immediately be removed from the Fundamental Program. Students who are suspended will be referred to the Intervention and Appeal Committee.

**Discipline Guidelines**

Each teacher maintains an individual classroom management plan.

These plans are communicated to parents at the beginning of the school year. In addition, the following steps are taken when a student commits infractions of policies governing fundamental schools regarding behavior, homework or class work.

If warranted, a detention may be given prior to any warning. Detentions

The progressive steps include:

1. First written warning is sent to parent. (Warnings may be sent home because of homework or unsigned agenda infractions, misbehavior, failure to return and "sign and return document" or class work not being done.)
2. Second and third written warning is sent home to parent. (Warnings may be sent home because of homework or unsigned agenda infractions, misbehavior, failure to return and "sign and return document" or class work not being done.)
3. If infractions continue to occur, detentions will be given to the student. Warning, detention, and other disciplinary notifications must be signed and returned to school the next day. Failure to return the signed forms or letters will count as a missed homework assignment. Infractions are cumulative for each infraction period.

Detentions will be served the next full school day after notice is given. Failure to serve a detention will result in an additional detention. Parents are required to provide transportation for student detentions.

A referral to the Intervention and Appeal Committee occurs when a student receives a total of three detentions during any infraction period.

**Office Referrals**

Office referrals are given for severe infractions or continual, repetitive violations and are handled by the school's administration. Consequences of an office referral may include but are not limited to the following:

1. Parent Contact
2. Time Out
3. Detention
4. Counseling with Student
5. Monitoring Behavior
6. In-School Suspension
7. Out-Of-School Suspension
8. Referral to the Intervention and Appeals Committee
9. Referral to School Staffing/ SBLT Team

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Office referrals

- Are cumulative throughout the year.
- Three office referrals will result in a referral to the Intervention and Appeals Committee.  
Each additional office referral will result in another referral to the Intervention and Appeals Committee.

**Person(s) Responsible**

All faculty, staff and administration

**Timeline / By When?**

On Going

**Initiated**  
8/18/2014

**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?**

**Implementation Steps**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated**

**1/26/15 Revised**

**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 Steps**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated**

**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?**

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All Fundamental guidelines apply  
Increase engagement levels  
Offer students opportunities to use alternative ways of solving their problems

**Implementation Steps**

Strategically placed Voice Boxes ( Anti Bully Box) placed around the school for students to write their concerns  
( guidance Class to explain boxes at the start of the year)  
If needed teachers can refer the student/students to the MTSS/RTI Team for behavior concerns

**Person(s) Responsible**

Administration, Teachers, Guidance Counselor, MTSS/RTI Teram

**Timeline / By When?**

On going

**Initiated**  
8/18/2014

**1/26/15 Revised**  
Ongoing

**Completed**

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**Goal 2: Reduce the number of referrals of Black students by 50% Close monitoring of fundamental guidelines and IAC referrals.- Increase and enhance the C2C traits specifically with the Catch them Being Good Program ( School wide- Guidance Driven), Dolphin of the Week program, Golden Garbage Can Award Program for C2C for the learning environment,**

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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?**

All Fundamental Guidelines apply

Mentor program has been established to assist new students to Lakeview in the upper grade. All students benefit from this program

New families are made aware of the guidelines either by the principal or a designated staff member - This is a benefit to all new families to Lakeview

### **Implementation Steps**

- ~ Each month the administration reviews behavioral data
- ~ Communication with families regarding policies
- ~ All Fundamental Guidelines stated below apply

**CONSEQUENCES FOR UNSATISFACTORY BEHAVIOR:** Students are expected to exercise good judgment and behave in a responsible manner. Each school year, the Code of Student Conduct lists misconduct which may lead to immediate suspension, disciplinary reassignment or recommendation for expulsion. The Code of Student Conduct will be used to determine consequences for those actions. The discipline requirements, listed as follows, are in addition to that Code. Students recommended for expulsion will immediately be removed from the Fundamental Program. Students who are suspended will be referred to the Intervention and Appeal Committee.

#### Discipline Guidelines

Each teacher maintains an individual classroom management plan.

These plans are communicated to parents at the beginning of the school year. In addition, the following steps are taken when a student commits infractions of policies governing fundamental schools regarding behavior, homework or class work.

If warranted, a detention may be given prior to any warning.

#### Detentions

The progressive steps include:

1. First written warning is sent to parent. (Warnings may be sent home because of homework or unsigned agenda infractions, misbehavior, failure to return and "sign and return document" or class work not being done.)
2. Second and third written warning is sent home to parent. (Warnings may be sent home because of homework or unsigned agenda infractions, misbehavior, failure to return and "sign and return document" or class work not being done.)
3. If infractions continue to occur, detentions will be given to the student. Warning, detention, and other disciplinary notifications must be signed and returned to school the next day. Failure to return the signed forms or letters will count as a missed homework assignment. Infractions are cumulative for each infraction period.

Detentions will be served the next full school day after notice is given. Failure to serve a detention will result in an additional detention. Parents are required to provide transportation for student detentions.

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A referral to the Intervention and Appeal Committee occurs when a student receives a total of three detentions during any infraction period.

**Office Referrals**

Office referrals are given for severe infractions or continual, repetitive violations and are handled by the school's administration. Consequences of an office referral may include but are not limited to the following:

1. Parent Contact
2. Time Out
3. Detention
4. Counseling with Student
5. Monitoring Behavior
6. In-School Suspension
7. Out-Of-School Suspension
8. Referral to the Intervention and Appeals Committee
9. Referral to School Staff/ CBIT Team

**Person(s) Responsible**

All Staff , Faculty and Administration

**Timeline / By When?**

On Going

**Initiated**  
8/18/2014

**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 Steps**

Carefully monitor IAC data each month  
Guidance lessons based on standards as well as need as determined by Make a Choice/Use Your Voice  
The NED show- Never Give Up, Encourage Other, Do you Best  
Continue NED principles -  
Make a Choice/ use your Voice Pledge- Every Wed. A.M. on the Morning Show  
Make a Choice/ Use Your Voice Cart- Choice/Voice Merchandise

**Person(s) Responsible**

**Timeline / By When?**

On going throughout the school Year

**Initiated**  
8/18/2014

**2/16/15 Revised**  
Ongoing

**Completed**

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**Goal 3: Reduce the overall number of referrals by a minimum of 50%**

**Reduce the total number of referrals by at least 50% - Close monitoring of fundamental guidelines and IAC referrals.**

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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?**

All Fundamental guidelines apply

Based on data from the year prior - The number of overall referrals were occurring during P.E. P.E. teachers along with all staff members will implement the school wide expectations along with our expectations for the positive behavior reinforcements.

**Implementation Steps**

- ~ Review with staff behavior that is truly a referable behavior and behavior that can be addressed through their classroom management plans.
- ~ Classroom Management Plans are reviewed by administration for each teacher to ensure that the plans are aligned to Lakeview's plan and that it includes positive reinforcement steps.

Teachers CONSEQUENCES FOR UNSATISFACTORY BEHAVIOR: Students are expected to exercise good judgment and behave in a responsible manner. Each school year, the Code of Student Conduct lists misconduct which may lead to immediate suspension, disciplinary reassignment or recommendation for expulsion. The Code of Student Conduct will be used to determine consequences for those actions. The discipline requirements, listed as follows, are in addition to that Code. Students recommended for expulsion will immediately be removed from the Fundamental Program. Students who are suspended will be referred to the Intervention and Appeal Committee.

**Discipline Guidelines**

Each teacher maintains an individual classroom management plan.

These plans are communicated to parents at the beginning of the school year. In addition, the following steps are taken when a student commits infractions of policies governing fundamental schools regarding behavior, homework or class work.

If warranted, a detention may be given prior to any warning.

**Detentions**

The progressive steps include:

1. First written warning is sent to parent. (Warnings may be sent home because of homework or unsigned agenda infractions, misbehavior, failure to return and "sign and return document" or class work not being done.)
2. Second and third written warning is sent home to parent. (Warnings may be sent home because of homework or unsigned agenda infractions, misbehavior, failure to return and "sign and return document" or class work not being done.)
3. If infractions continue to occur, detentions will be given to the student. Warning, detention, and other disciplinary notifications must be signed and returned to school the next day. Failure to return the signed forms or letters will count as a missed homework assignment. Infractions are cumulative for each infraction period.



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Detentions will be served the next full school day after notice is given. Failure to serve a detention will result in an additional detention. Parents are required to provide transportation for student detentions.

A referral to the Intervention and Appeal Committee occurs when a student receives a total of three detentions during any infraction period.

**Office Referrals**

Office referrals are given for severe infractions or continual, repetitive violations and are handled by the school's administration. Consequences of an office referral may include but are not limited to the following:

1. Parent Contact
2. Time Out
3. Detention
4. Counseling with Student
5. Monitoring Behavior

**Person(s) Responsible**

All Staff, Faculty and Administration  
Data is maintained on each infraction period

**Timeline / By When**

On Going

**Initiated**

8/18/2014

**revised 2/16/15**

Ongoing

**Completed**

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**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?
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**Strategy**

Positive Behavior Reinforcement

**Implementation Steps**

Caught Being Good: Each week a C2C trait is highlighted by our guidance counselor on the a.m. News Show. As the week progresses- faculty and staff are on the “look out” for students that are displaying the trait. When recognized by a faculty /staff member, the student receives a Caught Being Good certificate that states the desired behavior that is being recognized. Their name is then placed in the Caught Being Good Jar in the front office. At the end of the week a name is drawn from the jar on the a.m. show. That student then has their name displayed on the main hallway Caught Being Good Bulletin Board. Dolphin of the Week- Teachers monitor student behavior and choose an individual student that displayed exceptional behavior (C2C related). Teachers send the name to the principal by the Thus. of each week. On Fridays each name is read on the a.m. news show. The principal then visits each student in their classroom to deliver their Dolphin of the Week Zipper pull and pencil and celebrate with the class. Each P. E. class has a Captain that is chosen by the Physical Education Team to assist in leading the class in demonstration and assist the Coaches in leading warm up etc. The selection process is based on behavior, C2C trait display and sportsmanship in P.E. class. Golden Garbage Can Award- The Plant Operations Team awards the Golden Garbage Can Award to a Primary class ( K-2) and an intermediate class (3-5) each week. The class that receives the Golden Garbage Can Award displays the “Golden Garbage Can” for the week. This is tracked. At the end of each semester the primary class and the intermediate class the received the Golden Garbage Can Award the most receives a pizza party from the HPO and the principal. The Café plan also rewards classes every 20 days with a treat for proper behavior in the café. Students can also earn lunch "Al Fresco" through positive behavior in the cafe. this occurs once a month for a class in each grade level. Chips are earned daily.

Make a Choice / use Your Voice Anti- Bullying program – “Voice Boxes are placed around campus so that students can leave a message for the guidance counselor . Boxes are checked several days during the week so that any issues can be addressed in a timely manner. A mentor program for in- coming fourth graders is being implemented in the 2014/15 school year to assist these students in becoming acclimated to the school and its policies.

**Person(s) Responsible**

Guidance Counselor, All staff , faculty and Administration, Cafe staff

**Timeline / By When?**

On Going

**Initiated**  
8/18/2014

**2/16/15 Revised**  
Ongoing

**Completed**

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**Strategy**

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

2/16/15 Revised

Completed

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**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?
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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?**

All instructional staff develop classroom management plans that are aligned to the fundamental policies.

**Implementation Steps**

Instructional Staff develop their plans of behavior management and reward. Plans are submitted to administration by the second week of school. Plans are also shared with families in print and face to face at the required PTA Meeting / Open House.

**Person(s) Responsible**

Instructional staff and administration

**Timeline / By When?**

Plans due by 8/27/14. Implementation and monitoring is on going.

**Initiated**

**1/26/15 Revised**

**Completed**

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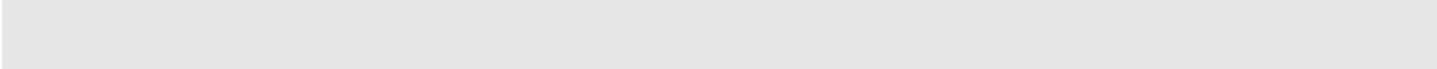
2/23/2015

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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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Fidelity will be monitored by walkthrough data, the number of referrals , the number of referrals to IAC and the number of dismissals.

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**Professional Development:**

**List Professional Development Opportunities Aligned To The Positive Behavior Supports**

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Book Study- ESE- Students with Disabilities Can Meet Accountability Standards and Ten Things Every Child with Autism Wishes You Knew

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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.**

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**Enter a summary of the current status of implementation**

As of 1/21/15- the number of referrals for strikes have been 3. Of the three 2 were black students and one non Black . We are well below the number of strikes and referrals at this time last year. We have total of 8. Two of the students receiving referrals are no longer attending Lakeview Fundamental.

The break down is as follows:

K- 1

1- 1

2- 1

3- 0

4- 1

5- 4

Five males and three females. Of the five males 4 are black and 1 are non- black. Of three three females all three are Black. The majority of the referrals were written at the start of the year.

Sept.= 4

Oct. =1

Nov. = 1

Dec.=1

Jan.=1

The monitoring of fundamental policies and efforts made by the school and our anti -bullying efforts has been a large factor in the decline in referrals.

In terms of IAC- We have had 28 episodes to date come before IAC Of the 28 episodes this involves 23 students. Five students were repeaters. Two students have been dismissed and one left voluntarily.

17- Black, 1- Asian, 0- Hispanic, 5- White.

20 episodes in the 1st infraction period, 7 episodes in the 2nd infraction period and 1 episode in the 3rd infraction period.

I feel that the following of our policies and the consistency by which we apply the policy is the reason for the decline in

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IAC episodes as the year had moved forward.