
Guidelines for Success

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

Guidelines for Success (General)

- Be Respectful
- Be Responsible
- Be Involved

Guidelines for Hallways

- Keep Hands & Feet to Self
- Know Your Place in Line
- Use Self - Control
- Involve an adult with Concerns

Guidelines for Restroom

- Respect the Privacy of Others
- Know Your Place in Line
- Use Self Control
- Keep Our Area Clean
- Involve an Adult with Concerns

Guidelines for Lunchroom

- Make Healthy Choices
- Keep Hands & Feet to Self
- Remain Seated & Raise Your Hand
- Use Polite Manners & Indoor Voices
- Keep Your Area Clean

2. Where are common area expectations posted?

All Classrooms (Including Specialists) have the following guidelines posted:

- General
- Cafe
- Hallways
- Restroom

The Hallways have the General and Hallway guidelines posted

The Cafe has the Cafe guidelines

The Restrooms have Restroom guidelines

3. How are common area expectations communicated?

Staff Communication of Guidelines:

**15/16 School-wide Behavior Plan
Lealman Avenue Elementary School**

9/2/2015

During Pre School the guidelines are sent to all staff members for review.

On August 18, discussion was held regarding a review of the guidelines.

Plans are established to implement and maintain guidelines that will be integrated with classroom rules throughout the year.

Staff is trained to use specific language to correct and reward behaviors to promote common language.

During the pre school bus driver meeting, the drivers are introduced to and provided with a set of the general guidelines.

New Staff Members receive a color copy of the guidelines. Teachers who have lost their copy from last year, are provided with a new set.

Guidelines and the connected classroom rules process are connected to the Teacher Evaluation and Instructional design : Design Question 6 Establishing Rules and Procedures

Parent Communications of Guidelines:

The Guidelines are outlined in the School Newsletters at the beginning and middle of the school year.

Student Communication

First day of School: Each classroom teacher creates a chart of desired behaviors- general, café, bathroom, hallway. Ex. What does a quality hallway line look like and sound like?

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

Classroom Rules and Classroom Processes are connected to the Guidelines by consideration of what each will "look like" or mean within each individual learning community. Teachers facilitate conversation with students to decide upon a specific set of rules for their class. Also discussed are connected and necessary classroom processes. This information is to be charted and outlined as visual evidence of a thorough discussion. The rules are created and agreed upon. Students are asked to sign the rules in agreement. The expectation is that these rules are placed near the general guidelines for consistent reference. Rules are communicated with parents.

Staff receives training during preschool regarding expectations which are aligned to the Teacher Evaluation and instructional Design Model: Design Question 6 Establishing Rules and Procedures. Possible evidence is outlined along with questions that can be posed during walkthroughs. Evidence is then collected as part of walkthroughs. Trends are discussed as a faculty.

Goal 1

Present Level of Performance

Referral rates were reduced by 30% this year from 145 by 52 students to 111 by 45 students during the 2015 school year.

Expected Level of Performance

Decrease the number of overall referrals for all students to 100 referrals.

GAP

Referral data is relatively low.

1. What problem have you identified?

We want students to understand clear expectations. We want students to have clear processes and procedures to routine actions.

+++++

Referral rates were reduced by 30% this year from 145 by 52 students to 111 by 45 students.

A spike in January and subsequent neighborhood moves, seemed to reduce behaviors which stemmed from neighborhood conflict.

Referrals were reviewed and analyzed

Lesson plans reviewed for inclusion of class meetings, establishment of guidelines connected to rules and for routine review of Guidelines and Rules.

Training held to highlight expectations of staff. Walk through data disaggregated to reflect grade level trends-processes, engagement and overall behaviors.

2. What is your Desired Outcome/Measureable Goal?

Continued reduction of number of referrals from 111 to 100 from a population of 500 students.

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

Students new to the neighborhood come to us with the following:
Patterns of behavior/habits that do not meet our expectations
Different expectations
Misconceptions of our expectations or

**15/16 School-wide Behavior Plan
Lealman Avenue Elementary School**

9/2/2015

No expectations at all

Students unable to distinguish between neighborhood behavior v school

Students unable to leave neighborhood issues in the neighborhood

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

Students new to the neighborhood come to us with

Patterns of behavior/habits that do not meet our expectations

Different expectations

Misconceptions of our expectations or

No expectations at all.

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

Data indicates that most referrals stem from new students.

Once a referral is issued, few students earn a second referral.

Goal 1

4. How will this problem be solved?

Welcome to Lealman Club

**Implementation Steps
(Including professional development)**

- Student identified
- Meet with Guidance/Administration
- Review Rules/Process/Consequences and expectations
- Team touches base with the students once a week during the first few weeks.
- Team reaches out to teachers to track student adjustment
- Involve Parents as needed.

Person(s) Responsible

- Guidance Counselor
- Administration

Timeline / By When?

September 2015 to June 2016

Initiated:

Ongoing: Y

Pending:

Completed:

Goal 1

5. Data collection and management

Student attendance at Welcome Meeting

**Implementation Steps
(Including professional development)**

Track and review list of new students and attendance in orientation program

Person(s) Responsible

Guidance

Timeline / By When?

September 2015-as needed

Initiated: 9/14/2015

Ongoing: Y

Pending:

Completed:

Referral Data

**Implementation Steps
(Including professional development)**

Disaggregate referral data by veteran v new to Lealman students

Person(s) Responsible

Administration

Timeline / By When?

Monthly, beginning September 9

Initiated: 9/9/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

DMT to supply list of new students as they arrive to guidance and administration

Implementation Steps
(Including professional development)

Person(s) Responsible

DMT

Timeline / By When?

As students arrive

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

Train teachers in best instructional practices to monitor classrooms behaviors and processes

Implementation Steps
(Including professional development)

Marzano Training- effective teaching strategies

Person(s) Responsible

Administration

Timeline / By When?

Monthly Staff Meeting

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

Attendance of new students to welcome orientation

**Implementation Steps
(Including professional development)**

- Orient students to Lealman
- Collect and analyze data looking for a decrease

Person(s) Responsible

- Guidance
- administration

Timeline / By When?

- Monthly
- As students arrive

- Initiated:** 9/1/2015
Ongoing: Y
Pending:
Completed:

Review of Referral Data

**Implementation Steps
(Including professional development)**

- Collect and analyze data looking for a decrease or patterns of behavior that require new strategies to effectively correct

Person(s) Responsible

- Administration
- SBLT/MTSSRTI

Timeline / By When?

**15/16 School-wide Behavior Plan
Lealman Avenue Elementary School**

9/2/2015

Monthly

Initiated: 9/9/2015
Ongoing: Y
Pending:
Completed:

Review of Referral Data and Discussion by PLC

**Implementation Steps
(Including professional development)**

Team PLC Discussion of student behaviors

Person(s) Responsible

Administration

Timeline / By When?

Weekly

Initiated: 8/6/2015
Ongoing: Y
Pending:
Completed:

Goal 2

Present Level of Performance

Goal 3: Decrease the number of students with multiple referrals.

We have 30 students who have earned referrals. 13 of these students have earned more than 1 referral.

Expected Level of Performance

Reduction to 10 students to earn multiple referrals

GAP

13/30 reduced to 10/20

1. What problem have you identified?

We have 30 students who have earned referrals. 13 of these students have earned more than 1 referral.
We want to reduce repeat offenses to 10 or less students.

2. What is your Desired Outcome/Measureable Goal?

We want to reduce repeat offenses to 10 or less students.

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

Students new to the neighborhood come to us with
Patterns of behavior/habits that do not meet our expectations
Different expectations
Misconceptions of our expectations or
No expectations at all.

Students unable to distinguish between neighborhood behavior v school

Students unable to leave neighborhood issues in the neighborhood

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

Students new to the neighborhood come to us with
Patterns of behavior/habits that do not meet our expectations
Different expectations

**15/16 School-wide Behavior Plan
Lealman Avenue Elementary School**

9/2/2015

Misconceptions of our expectations or
No expectations at all.

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

Data indicates slight pattern in repeat offenders

Goal 2

4. How will this problem be solved?

Welcome to Lealman Club

**Implementation Steps
(Including professional development)**

- Student identified
- Meet with Guidance/Administration
- Review Rules/Process/Consequences and expectations
- Team touches base with the students once a week during the first few weeks.
- Team reaches out to teachers to track student adjustment
- Involve Parents as needed.

Person(s) Responsible

- Guidance
- Administration

Timeline / By When?

- As students arrive

Initiated: 9/8/2015

Ongoing: Y

Pending:

Completed:

Goal 2

5. Data collection and management

Referral database with names and offenses.

Implementation Steps (Including professional development)

- Collect data
- Disaggregate Data
- Review with staff and in PLC

Person(s) Responsible

- Team Leader
- Administration

Timeline / By When?

Sept. 2015-end of the year, monthly meetings

Initiated:

Ongoing: Y

Pending:

Completed:

Drum Club

Implementation Steps (Including professional development)

- Collect list of students who would benefit from teachers
- Track referral and behavior data through Focus and Teacher observation.

Person(s) Responsible

- Music Teacher
- Grde level PLCs

Timeline / By When?

Sept. 2015-June 2015

Initiated:

**15/16 School-wide Behavior Plan
Lealman Avenue Elementary School**

9/2/2015

Ongoing: Y
Pending:
Completed:

Goal 2

6. Support Plan

Provide opportunities for the Club to Perform

Provide time before school to meet

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Music Teacher

Timeline / By When?

September - June

Initiated: 9/18/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

attendance in program

reduction of offenses as referral data

**Implementation Steps
(Including professional development)**

Track Attendance

Track referral data

Person(s) Responsible

Music Teacher

Administration

Timeline / By When?

Weekly

monthly review at staff meetings

Initiated:

Ongoing: Y

Pending:

Completed:

Goal 3

Present Level of Performance

Our ratio increased second semester with a 21 black vs 17 non-black referral rate from 50/50 first semester to 55/45 second semester,

10 of the 21 black students earned multiple referrals. 2 students who earned 10%, or 5 referrals each, transferred to another school.

7 of the 21 black students earned one of their multiple referrals in the second semester.

3 black students on campus have earned more than 2 referrals in the 2nd semester.

11/21 students were new to Lealman. Two were new second semester.

3 of the 17 non-black students earned multiple referrals.

2 of the 17 non-black students earned one of their referrals in 2nd semester

2 of the 17 non-black students earned more than 2 referrals in the 2nd semester

7/17 students were new to Lealman. None were new 2nd semester.

Expected Level of Performance

Referral data should mirror the racial makeup of our community. This would result in a 30/70 ration of black v nonblack earning referrals.

GAP

55/45 Black vs Non black

should be 30/70 Black v nonBlack

indicating a 25 percent reduction is required.

1. The identified problem for Goal 3 is:

We want students to understand the way of work at Lealman Avenue Elementary.

More than 50% of the students earning referrals are new to our school and came with referral data.

If we acclimate them into our environment at the onset of their arrival, perhaps we can minimize infractions.

(Taking the unfamiliar and making it familiar and transparent.)

Our ratio increased second semester with a 21 black vs 17 non-black referral rate from 50/50 first semester to 55/45 second semester,

10 of the 21 black students earned multiple referrals. 2 students who earned 10%, or 5 referrals each, transferred to another school.

7 of the 21 black students earned one of their multiple referrals in the second semester.

3 black students on campus have earned more than 2 referrals in the 2nd semester.

11/21 students were new to Lealman. Two were new second semester.

3 of the 17 non-black students earned multiple referrals.

2 of the 17 non-black students earned one of their referrals in 2nd semester

2 of the 17 non-black students earned more than 2 referrals in the 2nd semester

7/17 students were new to Lealman. None were new 2nd semester.

**15/16 School-wide Behavior Plan
Lealman Avenue Elementary School**

9/2/2015

2. What is your Desired Outcome/Measureable Goal?

Development and Maintain a school wide atmosphere of Cultural Proficiency and Responsiveness
Reduce the ratio of black v non-black referrals to 30/70.

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

More than 50% of the students earning referrals are new to our school and came with referral data.
If we acclimate them into our environment at the onset of their arrival, perhaps we can minimize infractions.
(Taking the unfamiliar and making it familiar and transparent.)

Development and Maintain a school wide atmosphere of Cultural Proficiency and Responsiveness

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

Student Knowledge of Clear Expectation and Consequences

Teacher knowledge of how to Development and Maintain a classroom atmosphere of Cultural Proficiency and Responsiveness

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

Data indicates 50% of the black referrals are credited to new students with only 3 students earning more than one referral.

Goal 3

4. How will this problem be solved?

Embedded PD at monthly staff meetings and Team Leader meetings to build and maintain a school wide atmosphere of Cultural Proficiency and Responsiveness

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Initiative to include buddies/small groups and mentoring support.

Increase training in Class Meetings to support atmosphere of Cultural Proficiency and Responsiveness.

increase public performance of drum club.

Person(s) Responsible

Administration,
Music teacher

Timeline / By When?

Pre-School, August 14, 18

Monthly staff meetings

Initiated: 8/14/2015

Ongoing: Y

Pending:

Completed:

Increase Rigor in the classroom to increase overall engagement

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Use of Marzaon's Essential of Raising the Rigor Series to Implement Meaningful and Engaging Tasks for Students

Person(s) Responsible

Administration
Math Coach
Literacy Coach
Science Coach

**15/16 School-wide Behavior Plan
Lealman Avenue Elementary School**

9/2/2015

Timeline / By When?

Pre-school

August 13, 18

Monthly Staff Meetings

Classroom Embedded Professional Development/Coaching

After School Prof Development Opportunities

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

Staff Review and Discussion of School Wide (by Grade Level) Data at monthly staff meeting

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

SBLT/MTSSRTI review of Data at biweekly behavior meeting

Review of School Wide Behavior Data at monthly Staff meetings to discuss trends and adjust SWBP as needed with input from staff

Connect Training as needed to address concerns and data based needs.

Person(s) Responsible

Administration

MTSSRTI Team- SW, guidance, Pshyc, Admin)

Timeline / By When?

September- June

Initiated:

Ongoing: Y

Pending:

Completed:

**15/16 School-wide Behavior Plan
Lealman Avenue Elementary School**

9/2/2015

**PLC review of grade level/ classroom referral/behavior data and discussion
Review data weekly within PLC
Problem Solve with Protocols from NSRF**

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Review data weekly within PLC

Select Protocol to Problem Solve from NSRF

Teams will make referrals to the MTSSRTI Team for support as per above discussions (Observations, Ideas etc.)

Person(s) Responsible

Team Leader

Timeline / By When?

September- June

Initiated:

Ongoing: Y

Pending:

Completed:

**MTSSRTI Team to Profile students with behavior referrals- attendance, Tardies, Grades.
behavior, work and homework
completion**

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

MTSSRTI Team/Teacher to meet to support positive behavior interventions

Person(s) Responsible

MTSSRTI Team- SW, guidance, Pshyc, Admin)

Timeline / By When?

**15/16 School-wide Behavior Plan
Lealman Avenue Elementary School**

9/2/2015

September- June

Initiated:
Ongoing: Y
Pending:
Completed:

Check and Connect Program

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

Input from teachers

Selection of Participant

Tracking of Progress with teacher input

Review of Data with MTSSRTi Team

Person(s) Responsible

Guidance

Timeline / By When?

September- June

Initiated:
Ongoing: Y
Pending:
Completed:

Drum Club

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

Establish list of participants

Students attend drum club as a reward for being referral free

Establish performance dates

Track attendance of students

**15/16 School-wide Behavior Plan
Lealman Avenue Elementary School**

9/2/2015

Person(s) Responsible

Music Teacher
w/input from Teachers

Timeline / By When?

September- June

Initiated:

Ongoing: Y

Pending:

Completed:

Welcome to Lealman Program

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

New Students Identified

Meet with Guidance and Administration to review rules and expectations

Track referral data

Person(s) Responsible

Guidance
and Administration

Timeline / By When?

Septemeber-June

Initiated:

Ongoing: Y

Pending:

Completed:

Goal 3

5. Data collection and management

Assessment Data- District and Class

**Implementation Steps
(Including professional development)**
track data performance of students

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing: Y
Pending:
Completed:

PLC Notes

**Implementation Steps
(Including professional development)**
Teachers review grade level data by each student and problem solve solutions using NSRF

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing: Y
Pending:
Completed:

**15/16 School-wide Behavior Plan
Lealman Avenue Elementary School**

9/2/2015

Walkthrough data

**Implementation Steps
(Including professional development)**

Gather data from Walkthroughs
Disseminate to staff to discuss trends
Adjust plan

Person(s) Responsible

Administration

Timeline / By When?

Begin September 9, 2015- ongoing

Initiated:

Ongoing: Y

Pending:

Completed:

Referral Data

**Implementation Steps
(Including professional development)**

Gather data by grade level
Disseminate to grade levels
Discuss as a staff
Adjust plan

Person(s) Responsible

Administration

Timeline / By When?

Begin September 9, 2015-ongoing

Initiated:

Ongoing: Y

Pending:

**15/16 School-wide Behavior Plan
Lealman Avenue Elementary School**

9/2/2015

Completed:

**Attendance-
School, Check and Connect, Drum Club**

**Implementation Steps
(Including professional development)**

- Gather attendance/participation data
- Discuss at SBLT/MTSSRti Meeting to discuss impact upon behavior/motivation

Person(s) Responsible

- Social Worker
- Club Sponsor

Timeline / By When?

Begin September , 2015 to ongoing

Initiated:

Ongoing: Y

Pending:

Completed:

Family and Student Conversations

**Implementation Steps
(Including professional development)**

- Calls home to discuss successes and supports
- Document in Focus

Person(s) Responsible

- Teacher, Club Sponsors

Timeline / By When?

Begin August 2015 to Ongoing

Initiated:

**15/16 School-wide Behavior Plan
Lealman Avenue Elementary School**

9/2/2015

Ongoing: Y
Pending:
Completed:

Goal 3

6. Support Plan

Embedded PD at monthly staff meetings and Team Leader meetings to build and maintain a school wide atmosphere of Cultural Proficiency and Responsiveness

**Implementation Steps
(Including professional development)**

Admin Designs PD for year
using Marzano's Essentials for Rigor Series
Follow up with review of plans
Walkthrough with feedback to develop practice

Person(s) Responsible

Admin

Timeline / By When?

Monthly

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

Provide professional development to raise the rigor using the effective teaching strategies outlined by Marzano's framework

**Implementation Steps
(Including professional development)**

Admin Designs PD for year
using Marzano's Essentials for rigor Series
Follow up with review of plans
Walkthrough with feedback to develop practice

Person(s) Responsible

Admin

Timeline / By When?

**15/16 School-wide Behavior Plan
Lealman Avenue Elementary School**

9/2/2015

Monthly

Initiated: 8/13/2015
Ongoing: Y
Pending:
Completed:

Staff Review and Discussion of School Wide (by Grade Level) Data at monthly staff meeting

**Implementation Steps
(Including professional development)**

Amdin Compiles Data
Review as a staff

Person(s) Responsible

Admin

Timeline / By When?

Monthly

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

**PLC review of grade level/ classroom referral/behavior data and discussion
Review data weekly within PLC
Problem Solve with Protocols from NSRF**

**Implementation Steps
(Including professional development)**

Teacher review referral written
PLC discussion recorded by Team Leader
Review of minutes by administration

Person(s) Responsible

Teachers
Admin

**15/16 School-wide Behavior Plan
Lealman Avenue Elementary School**

9/2/2015

Timeline / By When?

Weekly

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

MTSSRTi Team to Profile students with behavior referrals- attendance, Tardies, Grades. behavior, work and homework completion

Implementation Steps

(Including professional development)

- Review Referral data with intermediate teachers to compile list of eligible students
- Review of data by MTSSRTI/SBLT
- Assignment of Staff Member to Student
- Creation of checklist for student/teacher communication
- Succes/Concerns of program reviewed at monthly SBLT/MTSSRTi Meeting for behavior

Person(s) Responsible

MTSSRTi Team

Timeline / By When?

Monthly

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

Check and Connect

Implementation Steps

(Including professional development)

- Review Referral data with intermediate teachers to compile list of eligible students
- Review of data by MTSSRTI/SBLT
- Assignment of Staff Member to Student

**15/16 School-wide Behavior Plan
Lealman Avenue Elementary School**

9/2/2015

Creation of checklist for student/teacher communication
Success/Concerns of program reviewed at monthly SBLT/MTSSRTI Meeting for behavior

Person(s) Responsible

Guidance
Worker

Timeline / By When?

Monthly

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

Drum Club

**Implementation Steps
(Including professional development)**

Review Referral data with intermediate teachers to compile list of eligible students
Review of data by MTSSRTI/SBLT
List to Music teacher

Person(s) Responsible

Intermediate teachers
Guidance
Administration

Timeline / By When?

Weekly

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

Welcome to Lealman Club

**15/16 School-wide Behavior Plan
Lealman Avenue Elementary School**

9/2/2015

Implementation Steps

(Including professional development)

DMT gives List of New Student to guidance
Outline to items to be review
Contract Signed by Student

Person(s) Responsible

DMT
guidance

Timeline / By When?

As students arrive, following 10 day count

Initiated: 9/7/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

Review of all data systems

**Implementation Steps
(Including professional development)**

Collection of referral data
Walkthrough feedback
Lesson plan reviews for Rigor

Person(s) Responsible

Admin

Timeline / By When?

Daily, weekly, monthly

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

School-wide Reward System

1. What are your school-wide reward strategies?

Celebrate Classroom Demonstration of Guidelines for Success

Lion's Loot- Caught Being Good Coins to reduce behavior referrals

- 25 coins: popsicle party
- 50 coins: no uniform day for class
- 75 coins: popcorn party and a no homework pass
- 100 coins: popsicle party and a no uniform day for class
- 125 coins: popcorn party, a no homework pass and a no uniform day for class
- 150 coins: surprise

Data (Coin Count) Tracked for all visitors, students and staff to see.

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Commitment to Character Assemblies

Each month students will be introduced to a Character word and an accompanying classroom book.

The Learning Community will gather in the multipurpose room to recognize students from each class who demonstrate the word of the month. Character awards will also include awards for PE, Art, Music and LLI.

Students will be recognized in the monthly newsletter.

2. Describe the procedure/practice used.

Guidelines for Success Posted and Reviewed

Classrooms to Rubric meaning of Guidelines as tied to classroom rules to clarify expectations

Staff Members to reward classroom demonstrating guidelines

Teachers to keep count of coins earned

Guidance to track and communicate class earnings and incremental rewards earned

Guidance to announce progress on morning announcements

Newsletters include Commitment to Character highlights

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

Caught Being Good Coins- Lion's Loot

Guidance- Track classroom earnings and awards monthly beginning in September, 2015- May 2016.

Teacher- clearly define expectations, August 24, 2015 - June 2016

Staff- Recognize classroom character behaviors daily

Staff review of school wide data - weekly in PLC for Grade level and monthly at Staff Meetings

Character Assemblies

Administration: Calendar of Assemblies, morning announcements

Guidance: Character Awards, Newsletter Article, morning announcement videos

**15/16 School-wide Behavior Plan
Lealman Avenue Elementary School**

9/2/2015

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

A large portion of the Instructional Model centers upon classroom management and effective practices to maintain a learning environment.

This data is tracked through iObservation. Immediate feedback is provided to individual teachers.

Positive trends are shared.

Negative trends are shared and addressed through a review of practices, mentoring and professional development.

Also, considered is referral data and connected PLC discussion.

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

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

The following training support is reviewed as a staff. The connection between the Marzano Teacher Evaluation/Teaching Model aligns clearly with the STOIC walkthrough. The STOIC walkthrough focuses on 5 major areas. These areas are focused upon at start of the school year with feedback through iObservation. All 5 areas are included and aligned.

Structure:

Evidence- T-chart, posters, etc

- o Guidelines for Success
- o Classroom Rules
- o Expectations for Essential Routines
- o Attention Signals
- o Conversation Levels
- o Environment conducive to learning (room arrangement, inviting, clutter free, etc.)

Teaching Expectations for Routines and Activities:

Evidence- referred to by teacher, exhibited by students, posted charts, lesson plans

- o Teacher led instruction
- o Independent Work/Tests
- o Collaborative Work
- o Centers
- o Transitions (entry, exit, bathroom, etc)
- o Other routines/Procedures

Observation/Monitoring:

Evidence- checklist, self-monitoring, sticky notes

- o Teacher Circulates
- o Teacher Scans
- o Formal Monitoring Tool used

Interactions:

Evidence: Positive- teacher attends to appropriate behavior

Negative- teacher attends to misbehavior

- o Positive Tally
- o Negative Tally
- o Ratio of Positive to Negative (3:1 is the goal)

Corrections:

Evidence: early stage misbehavior corrected quickly, consequence menu is followed, all infractions corrected consistently

- o Tone is calm, brief and consistent
- o Corrective consequence menu
- o Consequences match the level of misbehavior
- o Tally # of disruptions within 5 minute period

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

**15/16 School-wide Behavior Plan
Lealman Avenue Elementary School**

9/2/2015

Classroom Management serves as a driving portion of the Teacher Evaluation/instructional Model. Data is consistently collected and feedback provided in a timely fashion through iObservation. Should a classroom require extra support, it is provided through mentors, PLC discussion, administrative discussion and professional development.

PLC use of research based protocols from NSRF to discuss and solve behavioral issues.

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Professional Development Opportunities:

PLC Discussions to utilize protocols from National School Reform Faculty

<http://www.nsrffharmony.org/free-resources/protocols/a-z>

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Book Studies Available

Marzano, R, Marzano, J, and Pickering, D. (2003). Classroom management that works. Research-based strategies for every teacher, Association for Supervision and Curriculum Development, Alexandria, VA.

CHAMPS: A Proactive and Positive Approach to Classroom Management, 2nd Edition by Randy Sprick (Jan 1, 2009).

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Resources for Staff Training:

Child Trauma Toolkit for Educators

www.nctsn.org

The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry [Nancy B. Love, Katherine E. Stiles, Susan E.

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

Classroom Data is consistently collected and feedback provided in a timely fashion through iObservation.

Referral/Trend data (including celebrations and concerns) are discussed at Staff meetings.

Behavior successes and Concerns are discussed weekly at PLCs to first seek solutions through protocols as a team.

Minutes are submitted weekly with action plans, successes and concerns. Should further support be required, a referral is made to the MTSSRTi Team.

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

Reduction of Referrals

Elimination of a Behavioral Gap between Black and Non-Black

Decrease in Students Earning Multiple Referrals

Increase in on-task engagement in rigorous activities

Student owned processes

Productive Conversations among all student and adult learners

Positive Relationships within all community members

**15/16 School-wide Behavior Plan
Lealman Avenue Elementary School**

9/2/2015