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:
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.
15/16 School-wide Behavior Plan
Lealman Avenue Elementary School

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
No expectations at all

Students unable to distinguish between neighborhood behavior vs 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: N
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: N
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?
Review of Referral Data and Discussion by PLC

Implementation Steps
(Including professional development)
   Team PLC Discussion of student behaviors

Person(s) Responsible
   Adminstration

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
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: Y
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
- Grade level PLCs

Timeline / By When?
- Sept. 2015-June 2015

Initiated:
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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
3/17 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.
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 Marzano'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
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**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:

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**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**

Adminstration

MTSSRTI Team- SW, guidance, Pshyc, Admin)

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**Timeline / By When?**

September- June

Initiated: 
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 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?
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
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?

September-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:  
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:
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:
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 Marzanos 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 Marzanos Essentials for rigor Series
Follow up with review of plans
Walkthrough with feedback to develop practice

Person(s) Responsible
Admin

Timeline / By When?
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Staff Review and Discussion of School Wide (by Grade Level) Data at monthly staff meeting

Implementation Steps
(Including professional development)
- Admin 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
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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
Success/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
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**
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 dat
  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.

   =================================
   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
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
  - Guidelines for Success
  - Classroom Rules
  - Expectations for Essential Routines
  - Attention Signals
  - Conversation Levels
  - 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
  - Teacher led instruction
  - Independent Work/Tests
  - Collaborative Work
  - Centers
  - Transitions (entry, exit, bathroom, etc)
  - Other routines/Procedures

Observation/Monitoring:
- Evidence- checklist, self-monitoring, sticky notes
  - Teacher Circulates
  - Teacher Scans
  - Formal Monitoring Tool used

Interactions:
- Evidence: Positive- teacher attends to appropriate behavior
  - Negative- teacher attends to misbehavior
  - Positive Tally
  - Negative Tally
  - 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
  - Tone is calm, brief and consistent
  - Corrective consequence menu
  - Consequences match the level of misbehavior
  - Tally # of disruptions within 5 minute period

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

Professional Development Opportunities:
PLC Discussions to utilize protocols from National School Reform Faculty
http://www.nsrfharmony.org/free-resources/protocols/a-z

Book Studies Available

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