
Guidelines for Success

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

- Be Honest
- Be Respectful
- Be Responsible
- Be Motivated

2. Where are common area expectations posted?

- Cafeteria
- Restrooms
- Hallways
- Car Line
- Classrooms

3. How are common area expectations communicated?

- Teachers establish classroom expectations
- Teachers review the agenda and student expectations the first week of school
- Administration remind students of expectations during lunch and over the announcements.

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

- Be Honest
- Be Respectful
- Be Motivated
- Be Responsible

Classroom expectations are communicated through the teachers. They are posted in the classrooms as well as the classroom syllabus.

Goal 1

Present Level of Performance

2014-2015 We had a total of 89 Intervention and Appeals Committee meetings for students that violated the fundamental guidelines.

Expected Level of Performance

The goal was to reduce IAC's by 25%. We did not achieve that goal.

GAP

15%

1. What problem have you identified?

Madeira Beach Fundamental students will be able to follow the fundamental guidelines and make any necessary adjustments. Madeira Beach Fundamental will decrease the number of Intervention and Appeals committee meetings by 10%.

There were a total of 89 Intervention and Appeals Committee meetings for K-8th grade students that violated fundamental guidelines.

2. What is your Desired Outcome/Measureable Goal?

Madeira Beach Fundamental will decrease the number of Intervention and Appeals Committee meetings by 10%.

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

The barriers we faced includes:

- a. Students having a difficult time with organization
- b. Parents missing PTSA/SAC meetings
- c. Students receiving numerous detentions for lack of parent signatures

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

- a. Students having a difficult time with organization.

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

The majority of our IAC meetings were held because of lack of organization.

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Goal 1

4. How will this problem be solved?

The guidance department will meet with at risk students weekly and go over organizational strategies.

**Implementation Steps
(Including professional development)**

Teachers will give the guidance department names of students that are having a difficult time with organization.
Guidance will schedule weekly meetings to help students with organizational strategies.

Person(s) Responsible

Administrator
Guidance
Teachers

Timeline / By When?

9/24/15

Initiated:

Ongoing: Y

Pending:

Completed:

Goal 1

5. Data collection and management

Teachers will provide the guidance department with the names of at risk students.

**Implementation Steps
(Including professional development)**

The guidance department will meet to map out their strategies. The guidance department will remind teachers to send them the names of at risk students.

Person(s) Responsible

Guidance
Teachers
Administrator

Timeline / By When?

9/17/15

Initiated:
Ongoing:
Pending:
Completed:

Goal 1

6. Support Plan

Monitor the frequency of the meetings.

Provide necessary organizational items. For example, post it notes, binders, etc.

Implementation Steps

(Including professional development)

I will provide a space for the organizational meetings as well as provide the necessary items.

Person(s) Responsible

Administrator

Guidance

Timeline / By When?

10/16/15

Initiated:

Ongoing:

Pending:

Completed:

Goal 1

7. Fidelity Plan

We will review the number of IAC meetings held every 9 weeks.

**Implementation Steps
(Including professional development)**

We will analyze if the organizational strategies benefit students.

Person(s) Responsible

Administrator
Guidance
Teachers

Timeline / By When?

10/16/15

Initiated:

Ongoing: Y

Pending:

Completed:

Goal 2

Present Level of Performance

24 office referrals were issued for missed detentions in the year of 2015-2016.

Expected Level of Performance

We will decrease the number of office referrals for missed detentions by 10%.

GAP

10%

1. What problem have you identified?

Students will serve all of their assigned detentions. This information was collected using a spreadsheet.

2. What is your Desired Outcome/Measureable Goal?

Office referrals for missed detentions will decrease by 10%.

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

The barriers for reaching this goal includes students forgetting to serve detention and/or arriving late to detention.

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

The most valid barrier includes students forgetting to serve detention.

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

Forgetting to serve detention is the most popular reason I receive for missed detentions.

Goal 2

4. How will this problem be solved?

Front office staff will continue to send out reminders the day before detention.

Students will be asked to write detention down in their agenda.

**Implementation Steps
(Including professional development)**

Front office staff will send out reminders using bright color paper.

Administrator will make announcements reminding students to write their detention date in their agenda.

Person(s) Responsible

Front office staff
Administration

Timeline / By When?

9/17/15

Initiated:

Ongoing:

Pending:

Completed:

Goal 2

5. Data collection and management

Office referrals will be used to monitor data.

**Implementation Steps
(Including professional development)**

Excel Spreadsheet will be used to monitor this data

Person(s) Responsible

Administrator

Timeline / By When?

09/17/15

Initiated:

Ongoing:

Pending:

Completed:

Goal 2

6. Support Plan

Schedule dates to analyze the collected data.

Remind the front office staff to use bright colored paper for reminder notes.

Implementation Steps

(Including professional development)

Write monitoring dates on the calendar.

Purchase the bright colored paper.

Make weekly announcements to remind students to write detention dates in their agenda.

Person(s) Responsible

Administrator

Office Staff

Timeline / By When?

10/20/15

Initiated:

Ongoing:

Pending:

Completed:

Goal 2

7. Fidelity Plan

The number of referrals for missed detentions will decrease.

**Implementation Steps
(Including professional development)**

Continue to track the progress through the use of an excel spreadsheet.

Person(s) Responsible

Administrator

Timeline / By When?

10/20/15

Initiated:

Ongoing:

Pending:

Completed:

Goal 3

Present Level of Performance

Black students attributed to 10% of the discipline in 2014-2015.

Expected Level of Performance

Black students should attribute to 2% or less of the discipline.

GAP

8%

1. The identified problem for Goal 3 is:

Madeira Beach Fundamental serves 1399 students. 32 of those students are black, that is less than 2% of the population.

Discipline of black students should match that statistic. Black students will feel a positive connection with the school through participation in extra-curricular activities.

2. What is your Desired Outcome/Measureable Goal?

Black students will contribute to less than 2% of the discipline referrals.

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

Possible barriers include transportation and a lack of connection with the school.

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

The lack of connection with the school is the priority.

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

There were instances in the year 2014-2015 that black students voiced their concern about not feeling a connection at the school due to cultural differences.

The number of black students have steadily decreased since the opening of Madeira Beach Fundamental.

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Goal 3

4. How will this problem be solved?

Girlfriends, 5000 Role Models, STEP and PMAC will recruit students to assist in celebrating diversity.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Announcements inviting students to the extra curricular activity.

Call students to the office to personally invite them to the meetings.

Person(s) Responsible

Administrator

Sponsor of Girlfriends, 5000 Role Models, STEP and PMAC

Timeline / By When?

09/29/15

Initiated:

Ongoing:

Pending:

Completed:

Teachers will be assigned a group of students to mentor during a 30 minute block twice a month. Teachers will build relationships with their assigned students.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Teachers will be provided curriculum to build relationships with students.

Teachers will be provided a list of students to mentor.

An abbreviated schedule will be created to allot for this 30 minute block.

Person(s) Responsible

Administrator

Teachers

Guidance

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Madeira Beach Fundamental**

10/7/2015

Timeline / By When?

10/27/15

Initiated:

Ongoing:

Pending:

Completed:

Goal 3

5. Data collection and management

The discipline infractions will be used to monitor the progress.

**Implementation Steps
(Including professional development)**

There will be a spreadsheet created to monitor progress.

Person(s) Responsible

Administrator

Timeline / By When?

09/10/15

Initiated:

Ongoing:

Pending:

Completed:

Goal 3

6. Support Plan

Provide incentives and resources for Girlfriends, 5000 Role Models, STEP and PMAC.

**Implementation Steps
(Including professional development)**

Personal invitation sent to all black students inviting them to be a part of Girlfriends/ 5000 Role Models and PMAC.

Person(s) Responsible

Administrator

Timeline / By When?

9/10/15

Initiated:

Ongoing:

Pending:

Completed:

Goal 3

7. Fidelity Plan

The number of discipline violations will decrease for African American students

**Implementation Steps
(Including professional development)**

Track the number of discipline violations through the use of an excel spreadsheet

Person(s) Responsible

Administrator

Timeline / By When?

09/29/15

Initiated:

Ongoing:

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Commitment to Character
Positive Behavioral System with Manta Money
Honor Pass System

2. Describe the procedure/practice used.

Commitment to Character:

Students are nominated once a month, by their 1st period teacher, for displaying their positive character traits. Students and parents are invited to a once a month breakfast celebrating this accomplishment. Their picture is displayed in the cafe once a month and they receive a few goodies, an award and a bumper sticker for the car.

Manta Money:

Staff members give students manta money for displaying their commitment to character traits. Students are able to purchase items from the manta store with the manta money. They may also elect to earn a shorts day, being Principal for the day, enter drawing for winning a gift card.

Honor Pass System:

Students earn an honor pass from avoiding demerit notices, detentions and earning A's, B's and C's, no N's or U's in conduct and all financial obligations paid.

Honor Passes allow students to leave early for lunch and they receive social time and a treat every grading period.

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

Commitment to Character:

This strategy will be implemented monthly. Teachers will nominate students and the Community Involvement Liaison will coordinate the event in the cafeteria.

Manta Money:

This strategy will occur daily. Students will receive money daily from any staff member. Students will use the money monthly. The Community Involvement Liaison will coordinate the manta store.

Honor Pass System:

This strategy will occur every grading period. The clerk will collect all of the necessary data and issue the honor passes to students. The Community Involvement Liaison will organize the quarterly social time and treat.

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

The strategies used align to Kagan Cooperative Strategies, as well as TRIBES. TRIBES is a research based process that creates a culture that maximizes learning.

This aligns to our goal of having highest student achievement through a safe learning environment.

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

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

Madeira Beach Fundamental uses fundamental guidelines as our classroom management system. Fundamental schools provide a highly structured learning environment emphasizing parent involvement and where students are expected to exhibit exemplary achievement and conduct. Rules and policies are strictly enforced and a strong emphasis is placed on the requirement that home and school work together to promote successful learning.

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

When schools, families and community groups work together to support learning, children tend to do better in school. That is according to NEA, New Wave of Evidence, a report from Southwest Educational Development Laboratory.

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

Students in fundamental schools tend to excel academically. The success is attributed to parental involvement, strict guidelines, and the absence of behavioral distractions. Suspensions are minimum.

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

The expected result is to continuously improve student learning and highest student achievement.