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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:**

Our Vision: The Vision of Maximo Elementary School is to provide a community of lifelong learners that are innovative, productive, and intrinsically motivated to compete globally as problem solvers to meet the challenges of tomorrow.

Our Mission-The mission of Maximo Elementary is to provide rigorous educational opportunities, promote highest student achievement, and inspire students to become leaders beyond the classroom.

Core Values- In working with students, as a staff we believe that:

- Students should be responsible for solving their own problems with adult guidance and/or assistance.
- Students should face consequences instead of punishment whenever possible.
- The preservation and/or enhancement of a student's self-respect and dignity is crucial to a successful disciplinary action.
- The adult's emphasis should be placed on learning new behaviors instead of "paying" for past deeds.
- Discipline should be considered as opportunities for positive personal growth rather than the negative things which should never happen.

1. The students at Maximo Elementary School will work hard and follow school Guidelines for Success (GFS). Clear behavior expectations and high standards ensure a school climate that maximizes student achievement and safety, which allows staff to handle discipline problems in the best interest of the student.

**School-wide Guidelines for Success (GFS)**

We will establish an environment that attempts to remove weaknesses and capitalize on strengths. These strengths are our schools' GFS:

- + Be Responsible
- + Be Respectful to staff and others
- + Be Cooperative

Maximizing our  
Educational opportunities by  
Striving for success each day...

...it's the Maximo way!

2. \*Cafeteria- The Assistant Principal will schedule each class for review and practice of cafeteria expectations. Teachers will bring their class at their designated class time for expectations and practice (should not take longer than 15 minutes).  
Expectations:

- Enter Cafeteria at Level 0
- Stay in a straight line while going through the lunch line

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- Keep hands, feet, and other objects to yourself
- Students get their lunch and proceed to immediately sit at their class designated table.
- Sit down, Stay turned around, Watch voice level
- Eat only your lunch
- No screaming, yelling, or running in the cafeteria
- Have quiet pleasant conversations

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**Goal 1: Using a positive and proactive approach to behavior management, we will decrease the amount of students receiving disciplinary referrals/infractions by 50% based on 2013-2014 discipline report.**

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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?**

Review of the SWBP with staff during preschool for clear understanding.

Teachers/Specialists will create individual CMP aligned to the GFS.

Grade level behavior assemblies with students where behavior expectations will be clearly communicated. The first behavior assemble will occur during the first week of school and then on a quarterly basis.

Parents will receive support information regarding our GFS and SWBP.

Implementation of school-wide positive reinforcement system for students who exhibit the GFS (Compliment System)

Increase the ratio of positive to negative interactions 4:1

Collect and share data from Positive Referrals

Tight Transitions-short, precise, and on point

Engage in data-based dialogue about discipline gaps with the entire staff

Teachers collaborate to effectively plan highly engaging lessons for students

**Implementation Steps**

Ensure teachers receive student behavior management training

Ensure all stake-holders are informed regarding behavior expectations

Conduct grade level behavior assemblies

We will track the ratio of positive to negative interactions by using tally marks.

Positive referrals must be genuine and specific. Positive referrals will be given as much as discipline referrals

We will use Check In Check Out behavior monitoring system

**Person(s) Responsible**

MTSS Team (Administrator, Social Worker, Psychologist, School Counselor, Behavior Specialist, and Behavior Coach) will meet weekly to analyze school-wide behavior call data, Office Discipline Referral (ODR) data, and Behavior Support Request Forms.

**Timeline / By When?**

Data is analyzed on an ongoing basis within SBLT (bi-weekly) to determine effectiveness of SWBP. Data to be analyzed includes, but is not limited to Office Discipline Referral (ODR) data, behavior call data, attendance data, bullying report data, student engagement survey data, and core classroom behavioral data.

The ration of positive to negative interactions will be shared with staff 3 times per year.

**Initiated**

8/18/2014

**3/4/15 Revised**

Ongoing

**ongoing**

**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**

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**Person(s) Responsible**

**Timeline / By When?**

**Initiated**

**3/4/15 Revised**

**ongoing**

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**Goal 1 Data Collection and Management:**

1. Did your team access and use the student data information systems?
  2. What is the correlation between reinforcement of positive behaviors and targeted behaviors?
  3. Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?
  4. Does the plan identify a regular schedule of data and analysis?
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**Strategy**

We will track the number of referrals/infractions per month. Analyze referral data and causes of infractions to make informed decisions.

**Implementation Steps**

The Behavior Specialists, MTSS Coach, and Administrators will work closely to monitor and track disciplinary referrals with a focus on repeat offenders. The Behavior Specialist will graph and present behavior data to the SBLT.

**Person(s) Responsible**

MTSS Team (Administrator, Social Worker, Psychologist, School Counselor, Behavior Specialist, and Behavior Coach) will meet bi-weekly to analyze school-wide behavior call data, Office Discipline Referral (ODR) data, and Behavior Support Request Forms.

**Timeline / By When?**

Data is analyzed on an ongoing basis within SBLT (bi-weekly) to determine effectiveness of SWBP. Data to be analyzed includes, but is not limited to Office Discipline Referral (ODR) data, behavior call data, attendance data, bullying report data, student engagement survey data, and core classroom behavioral data.

**Initiated**

8/18/2014

**3/4/15 Revised**

Ongoing

**Completed**

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**Goal 2: Using a positive and proactive approach, we will reduce the amount of behavior classroom call-outs for behavior support by 50% based on 2013-2014 discipline report.**

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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?**

We will ensure that all teachers are equipped with the necessary strategies to management student behavior.  
Increase the ratio of positive to negative interactions 4:1  
Collect and share data from Positive Referrals  
Tight Transitions-short, precise, and on point  
Engage in data-based dialogue about discipline gaps with the entire staff  
Teachers collaborate to effectively plan highly engaging lessons

**Implementation Steps**

Teachers/Specialists will utilize various options/strategies before calling for support. Teachers/Specialists will routinely keep parents informed regarding individual student misbehavior. Teachers/Specialists will utilize individualized behavior plans for students who need support. All teachers will establish a reward system program in their class to help to minimize student misconduct. Teachers/Specialists will work closely with the Behavior Specialist for support and data collection methods. We will implement a school-wide positive reward system aligned to the GFS (Compliment System & Captain's Club). SBLT members will conduct behavior assemblies with all grade levels on a quarterly basis. We will track the ratio of positive to negative interactions by using tally marks.  
Positive referrals must be genuine and specific. Positive referrals will be given as much as discipline referrals  
We will use Check In Check Out behavior monitoring system

**Person(s) Responsible**

All Staff

**Timeline / By When?**

Data is analyzed on an ongoing basis within SBLT (bi-weekly) to determine effectiveness of SWBP. Data to be analyzed includes, but is not limited to Office Discipline Referral (ODR) data, behavior call data, attendance data, bullying report data, student engagement survey data, and core classroom behavioral data.

**Initiated**

8/18/2014

**3/4/2015 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**

**3/4/2015 Revised**

**Completed**

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**Goal 2 Data Collection and Management:**

1. Did your team access and use the student data information systems?
  2. What is the correlation between reinforcement of positive behaviors and targeted behaviors?
  3. Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?
  4. Does the plan identify a regular schedule of data and analysis?
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**Strategy**

Each behavior call will be documented including the date, teacher/Specialist name, time, and type of incident. We will use a daily behavior call form to document all behavior calls.

**Implementation Steps**

SBLT will monitor students who consistently misbehave to make decisions about best practices to meet the student's needs. Teachers may share individual student behavior data with child's parents, The SBLT will review all behavior call data. The data will be presented to the SBLT on a monthly basis. The SBLT will compare the data to previous month/year. We will focus on targeted behaviors which include severe classroom disruption, elopement, physical aggression, property destruction, and severe verbal aggression. When do behaviors mostly occur (instructional time, independent practice, group activities, etc).

**Person(s) Responsible**

Front Office staff-Record behavior calls for each week and dispatch Behavior Specialists or designee.  
Behavior Specialist-graphs and presents behavior call data to the SBLT and make suggestions as needed

**Timeline / By When?**

Data is analyzed on an ongoing basis within SBLT (bi-weekly) to determine effectiveness of SWBP. Data to be analyzed includes, but is not limited to Office Discipline Referral (ODR) data, behavior call data, attendance data, bullying report data, student engagement survey data, and core classroom behavioral data.

**Initiated**

**Status**

**Completed**



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**Goal 3: By using a positive and proactive approach, we will decrease the amount of students who receive referrals resulting in out of school suspensions by 50% less than the previous year.**

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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 of positive reward system school-wide

Administrators will consider other consequences for student misbehavior with special attention to frequency, age of student, and severity of incident.

Teachers/Specialists will exercise effective classroom management strategies to prevent writing referrals.

Increase the ratio of positive to negative interactions 4:1

Collect and share data from Positive Referrals

Tight Transitions-short, precise, and on point

Engage in data-based dialogue about discipline gaps with the entire staff

Teachers will work collaboratively to plan highly engaging lessons

Staff will make ongoing positive parent contact

**Implementation Steps**

School-wide Individual Recognition System:

(Captains Club)-Each month, teachers will nominate one student from their class who has exhibited the Guidelines for Success. The winner will be announced on the morning news show by the principal. The winning students will receive a prize. Data tracking will be used to monitor effectiveness of the program and staff participation.

We will track the ratio of positive to negative interactions by using tally marks.

Positive referrals must be genuine and specific. Positive referrals will be given as much as discipline referrals

We will use Check In Check

**Person(s) Responsible**

MTSS Team (Administrator, Social Worker, Psychologist, School Counselor, Behavior Specialist, and Behavior Coach) will meet weekly to analyze school-wide behavior call data, Office Discipline Referral (ODR) data, and Behavior Support Request Forms. All staff will be responsible for full implementation of the program.

**Timeline / By When**

Data is analyzed on an ongoing basis within SBLT (bi-weekly) to determine effectiveness of SWBP. Data to be analyzed includes, but is not limited to Office Discipline Referral (ODR) data, behavior call data, attendance data, bullying report data, student engagement survey data, and core classroom behavioral data.

**Initiated**

8/18/2014

**revised 3/17/15**

Ongoing

**ongoing**

**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**

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**Timeline / By When**

**Initiated**

**revised 3/17/15**

**ongoing**

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**Goal 3 Data Collection and Management:**

1. Did your team access and use the student data information systems?
  2. What is the correlation between reinforcement of positive behaviors and targeted behaviors?
  3. Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?
  4. Does the plan identify a regular schedule of data and analysis?
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**Strategy**

Collect weekly documentation of the number of out of school suspensions. Teachers/Specialists and Administrators will keep parents informed regarding student behavior.

All referrals will be entered in the the data collection system for referrals.

Implement the Compliment system & Captain's Club to reduce student misbehavior.

Administrators will use a menu of consequences when disciplining students for misbehavior. When disciplining ESE students, we will follow guidelines for suspensions.

**Implementation Steps**

All referrals will be entered in the the data collection system for referrals by the DMT.

**Person(s) Responsible**

MTSS Team (Administrator, Social Worker, Psychologist, School Counselor, Behavior Specialist, and Behavior Coach) will meet weekly to analyze school-wide behavior call data, Office Discipline Referral (ODR) data, and Behavior Support Request Forms.

**Timeline / By When?**

Data is analyzed on an ongoing basis within SBLT (bi-weekly) to determine effectiveness of SWBP. Data to be analyzed includes, but is not limited to Office Discipline Referral (ODR) data, behavior call data, attendance data, bullying report data, student engagement survey data, and core classroom behavioral data.

**Initiated**

8/18/2014

**revised 3/4/15**

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**

- Individual Class Recognition System- Each class will develop a menu of reinforcements and set a goal of a number of compliments that they will work to receive as a class. Compliments will be provided by any and all staff at Maximo. Once the class meets their goal, the teacher will provide the class with an incentive.
- School-wide Individual Recognition System (Captain's Club): Students will be recognized for demonstrating the GFS on monthly basis.
- Positive Behavior Referrals-Students will receive positive referrals for following classroom rules. Students will bring their positive referral with them to the front office to see a member of the leadership team to receive positive feedback (Great Job, High-Five, Pat on the back, Announcement on the morning news show, etc.)
- Principals List & Honor Roll Assembly
- Other celebrations and systems will be developed throughout the school year (Market Place, Astro Skate, Bowling, Homework Celebrations, etc).
- First Friday-Students may wear regular clothing (Students will receive a dress-out pass to take home to show their parents. Students without a pass cannot participate in First Friday dress out (program will be communicated with parents)
- Each Child, One Champion mentoring program
- Best Cafeteria Behavior-One class per grade level will be selected every two weeks depending on café behavior will receive an incentive. Daily cafeteria behavior will be logged per class. Winners will be announced on Morning News
- Safety Patrols for 5th Graders
- Maximo Morning News Anchors for 5th Graders
- Citizen of the Month
- Citizen of the Year
- Check in/Check out Mentoring Program
- Excellent Attendance Award (per quarter)
- Other incentives will be provided throughout the school year as needed

**Implementation Steps**

Survey staff on a routinely basis for feedback and suggestions  
Ensure all students and staff understand all reward systems

**Person(s) Responsible**

MTSS Team (Administrator, Social Worker, Psychologist, School Counselor, Behavior Specialist, and Behavior Coach) will meet weekly to analyze school-wide behavior call data, Office Discipline Referral (ODR) data, and Behavior Support Request Forms.

**Timeline / By When?**

Captain's Club-Monthly  
All other positive reinforcement programs have varying time lines  
Survey staff on a routinely basis for feedback and suggestions  
Data is analyzed on an ongoing basis within SBLT (bi-weekly) to determine effectiveness of SWBP. Data to be analyzed includes, but is not limited to Office Discipline Referral (ODR) data, behavior call data, attendance data, bullying report data, student engagement survey data, and core classroom behavioral data.

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3/13/2015

**Initiated**  
8/18/2014

**2/16/15 Revised**  
Ongoing

**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?**

Teachers/Specialists develop their own classroom management plans consistent with core values, guiding principles, and Guidelines for Success. All teachers/specialists will be given a Classroom Management Plan template. The expectation is that CMP's will be completed and received by an Administrator prior to the first day of school. Administrators will review/approve all CMP's or suggest modifications as necessary. The office will maintain a copy of each teacher's CMP. These individual management plans make optimum use of expected behaviors, consequences and positive reinforcements for use in the classroom. Use of proactive intervention strategies can de-escalate behaviors before they get out of hand.

**Implementation Steps**

Provide all teachers will CMP template for completion  
After completion, teachers submit their CMP's to Administration for review and approval.  
Classroom Morning Meetings

**Person(s) Responsible**

Teachers/Specialists, Administrators

**Timeline / By When?**

CMP's are due before the first day of school and must be approved by an administrator. MTSS Team (Administrator, Social Worker, Psychologist, School Counselor, Behavior Specialist, and Behavior Coach) will meet to analyze school-wide behavior call data, Office Discipline Referral (ODR) data, and Behavior Support Request Forms.

**Initiated**  
8/18/2014

**1/26/15 Revised**  
Ongoing

**Completed**

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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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\*Compliment System & Captain's Club-Data tracking will be used to monitor effectiveness of the program and staff participation. We will use a new form each week to record behavior calls. Teachers will input/document all parent correspondence in FOCUS & document all parent conferences. Teachers will hold parent conferences at least twice a year. SBLT will review all behavior support plans, overall behavior data, PSW's and FBA's on a bi-weekly basis. The SBLT will share behavior data with grade level teams. Conduct grade level behavior assemblies with all students.

\*Daily on-call schedule published including school psychologist, psychologist intern, social worker, social work intern, and guidance counselor to provide intense crisis management support to students in need, to free up behavior specialist to respond to ongoing classroom behavior calls.

\*Establish a PBS Cadre to create new initiatives to manage student behavior

\*MTSS Team (Administrator, Social Worker, Psychologist, School Counselor, Behavior Specialist, and Behavior Coach) will meet to analyze school-wide behavior call data, Office Discipline Referral (ODR) data, and Behavior Support Request Forms.

\*Present SWBP to the SAC team. The SAC will help to increase parent awareness of the SWBP.

\*Administrators will communicate GFS to parents via Family Messenger and during Open House to ensure all stakeholders have a clear understanding of student behavior expectations.

\*Conduct Needs Assessments with staff as needed to make informed decisions regarding ways to improve our SWBP.

\*Check In, Check Out Behavior Monitoring System

\*Monitor Positive Referrals

\*Engage in data-based dialogue about discipline gaps with the entire staff.

\*Increase the ratio of positive to negative interactions to 4:1

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**Professional Development:**

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

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True Colors-Cultural Sensitivity Awareness Training

a. Positive Behavior Support systems

1. Ensure teaching/reinforcement of revised Guidelines for Success, as evident through STOIC walk-throughs.

2. Implement a school-wide recognition system.

b. Olweus Bullying Prevention Program (OBPP)

c. Daily/Morning Meetings to provide a culturally-responsive classroom environment that supports all students' social, emotional, and intellectual growth.

1. CPI Level I Training School-wide

2. Ongoing Positive & Proactive Classroom Management Training

3. Book Studies about managing the learning environment

4. Ongoing Behavior Coaching

5. PBS Training



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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**

see attachment