
Guidelines for Success

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

OUR VISION - 100% Student Success

MISSION STATEMENT

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.

GUIDING PRINCIPLES

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 culture that maximizes student achievement and safety, which allows staff to handle discipline problems in the best interest of the student. The following guiding principles are:

The student:

- will establish ownership of the problem.
- will practice making decisions.
- will solve the problem so it doesn't make a problem for others.
- will be dealt with on an individual basis.
- self - respect and self-esteem will stay intact.
- will learn from problems.

The Staff will:

- review, model, and practice the School-wide Behavior Plan (SWBP) with students
- know school guidelines
- be fair, positive and consistent
- keep classrooms orderly
- build positive relationships and get to know their needs and motivators
- treat students with the same respect that is expected from them.

We will establish an environment that attempts to remove weaknesses and capitalize on strengths. Our Guidelines for Success are as follows:

- + Responsibility
- + Respect

+ Cooperation

2. Where are common area expectations posted?

School-wide expectations are posted in each common area including hallways, cafeteria, media center, student restrooms, and car & bus circle areas.

3. How are common area expectations communicated?

Common area expectations were established by our Positive Behavior Support (PBS) team which is comprised of Teachers, Social worker, School guidance counselor, Psychologist, MTSS Coordinator, Administrators, and Behavior Specialist. The school-wide expectations are aligned to our Guidelines for Success(GFS) and clearly explains observable behaviors students should exhibit to demonstrate adherence to the GFS. In preparation of the new school year, teachers received extensive training in regard to the implementation of our new School-wide Behavior Plan.

Additionally, behavior assemblies involving students will take place quarterly, with the first assembly occurring during the first week of school. During assemblies, expectations and positive incentive recognition programs are discussed with students. Students are shown the previous school year behavior call data to show the progress we have made as a school and brainstorm ideas with their peers in regard to setting goals for positive behavior in the classroom and within our school.

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

Our school is implementing a unified Classroom Management Plan (CMP) that is aligned to our Guidelines for Success. The CMP clearly outlines expectations for appropriate classroom behavior. What we like most about our new plan is that gives students opportunities to correct their behavior when reprimanded. The new CMP places more ownership on the student by holding them accountable for their behavior. The CMP does not involve students having to take steps down or change their color for misbehavior. Our plan allows students to earn points for exhibiting positive behavior across all content areas and common areas. At the start of each morning, student set their own behavior goal based on a 10 point scale. The points students earn during the week are used for end of the week classroom celebrations.

Goal 1

Present Level of Performance

For the 2015-16 school year, we will work toward decreasing the number of physical aggression incidents from 102 incidents (2014-15) to 82 incidents (20%) by the end of the 2015-16 school year.

Expected Level of Performance

Using a positive and proactive approach with increased supervision by staff, we will decrease the number of physical aggression **incidents** by 20% based on the 2014-15 end of the year disciplinary report.

GAP

The gap analysis of our current state is (102 incidents) and the expected performance is (82 incidents) which is a difference/decrease of 20 incidents resulting in physical aggression (20%).

1. What problem have you identified?

According to our school-wide behavior data from the previous school year, we noticed an increase in the number of incidents involving student use of physical aggression. To decrease our current state we will implement peer mediation to help our students to develop strategies to resolve conflicts.

2. What is your Desired Outcome/Measureable Goal?

We would like for our students to resolve conflicts without engaging in acts of physical aggression by 20%.

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

1. Limited of supervision in common areas
2. Some students unaware of how to appropriately handle conflicts with other students.
3. School-wide expectations not clearly defined and communicated to all stakeholders

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

Our most alterable barrier is to focus on increasing supervision.

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

After careful reflection of the school discipline data and analysis of situations from the previous school (2014-15), we noticed an increase in the number of incidents involving students engaging in physical aggression in areas of limited staff supervision/monitoring.

**15/16 School-wide Behavior Plan
Maximo Elementary School**

9/28/2015

Goal 1

4. How will this problem be solved?

Review of the School-wide Behavior Plan with staff at the beginning of school and throughout.

**Implementation Steps
(Including professional development)**

Ensure teachers receive student behavior management training

Person(s) Responsible

Administrators
Positive Behavior Support (PBS) Team

Timeline / By When?

August-Beginning of the year professional development

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

All staff will receive a school-wide behavior management plan which will be implemented in all classes.

**Implementation Steps
(Including professional development)**

Ensure all stakeholders are informed regarding behavior expectations

**15/16 School-wide Behavior Plan
Maximo Elementary School**

9/28/2015

Person(s) Responsible

Administrators
Positive Behavior Support (PBS) Team

Timeline / By When?

August-Beginning of the year Professional Development

Initiated: 8/13/2015

Ongoing:

Pending:

Completed: 8/13/2015

Grade level behavior assemblies for 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 (positive reinforcement of behavior expectations and celebration of progress).

**Implementation Steps
(Including professional development)**

Conduct grade level behavior assemblies quarterly. The first assembly will occur during the 1st week of school.

Person(s) Responsible

Administrators
Positive Behavior Support (PBS) Team
Student Services Dept.

Timeline / By When?

Our first behavior assembly will occur during the first week of school. We will continue to conduct behavior assemblies on a quarterly basis.

Initiated: 8/26/2015

Ongoing: Y

Pending:

Completed:

**15/16 School-wide Behavior Plan
Maximo Elementary School**

9/28/2015

Parents will receive a copy of our School-wide Behavior Plan during the first week of school.

**Implementation Steps
(Including professional development)**

Parent notification letters in regard to the SWBP will be distributed to families during the first week of school.

Person(s) Responsible

Administrators
Positive Behavior Support (PBS) Team

Timeline / By When?

During the first week of school

Initiated: 8/26/2015
Ongoing:
Pending:
Completed: 8/26/2015

Increase the number of staff on duty throughout the school to assist with monitoring and/or managing student behavior.

**Implementation Steps
(Including professional development)**

Paraprofessionals will work alongside the classroom teachers and assist students when they attend specials (Art, Music, or P.E).

Person(s) Responsible

Administrators

Timeline / By When?

Duty Rosters and paraprofessional assignments were completed in August during instructional and support staff professional development week.

Initiated: 8/18/2015
Ongoing:
Pending:

**15/16 School-wide Behavior Plan
Maximo Elementary School**

9/28/2015

Completed: 8/18/2015

Implementation of a Conflict Resolution program through the use of Peer Mediation.

**Implementation Steps
(Including professional development)**

Student Services attended Conflict Resolution training in the summer offered by the district. We will work to increase the number of staff trained in facilitating peer mediation groups.

Person(s) Responsible

Administrators
Student Services
Behavior Specialist

Timeline / By When?

Conflict Resolution training will be offered by the district on Aug 5 & 6

Initiated: 8/5/2015
Ongoing: Y
Pending:
Completed:

Goal 1

5. Data collection and management

Discipline Referrals/Incident type

Implementation Steps (Including professional development)

MTSS-B Team will work closely to monitor and track disciplinary referrals with a focus on infractions involving the use of physical aggression. The Behavior Specialist will graph and present behavior data to the SBLT. MTSS-B Team will also review documents gathered from peer mediation sessions and safety plans.

Person(s) Responsible

MTSS Team (Administrator, Social Worker, Psychologist, School Counselor, Behavior Specialist, and Behavior Specialist) 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 will be 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: 8/13/2015
Ongoing: Y
Pending:
Completed:

Behavior Call Log

Implementation Steps (Including professional development)

When incidents arise where support from the behavior team is needed, teachers may contact the front office. The Front Office clerk will document the incident type, teacher, date, time, and location and then dispatch the behavior specialist. The Behavior Specialist will be responsible for maintaining accurate data, graphing, and presenting the data to MTSS-B team and faculty.

Person(s) Responsible

Front Office Clerk
Behavior Specialist

**15/16 School-wide Behavior Plan
Maximo Elementary School**

9/28/2015

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: 8/13/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

We will monitor to ensure paraprofessionals are engaged supervising students to assist the classroom teachers.

**Implementation Steps
(Including professional development)**

Behavior Specialist will work with paraprofessionals throughout the school year to provide training about effective ways of managing student behavior.

Person(s) Responsible

Administrators, Behavior Specialist, and Teachers

Timeline / By When?

On-going

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

We will support the person(s) responsible providing on-going training and coaching as needed

**Implementation Steps
(Including professional development)**

Ensuring behavior call data is collected daily and placed in a secure location

Person(s) Responsible

Administrators, Behavior Specialist, and Teachers

Timeline / By When?

On-going

Initiated: 8/13/2015

Ongoing: Y

Pending:

**15/16 School-wide Behavior Plan
Maximo Elementary School**

9/28/2015

Completed:

Goal 1

7. Fidelity Plan

Conduct routine meetings with all persons responsible for implementing strategies.

**Implementation Steps
(Including professional development)**

Data analysis-discipline referrals, behavior calls, peer mediation notes, bullying & harassment notes.

Person(s) Responsible

MTSS-B Team
PBS Team

Timeline / By When?

on-going (bi-weekly)

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

Conduct faculty meetings for feedback

**Implementation Steps
(Including professional development)**

Survey staff, students, and parents

Person(s) Responsible

MTSS-B
PBS Team

Timeline / By When?

on-going
(bi-weekly)

Initiated: 8/13/2015

Ongoing: Y

**15/16 School-wide Behavior Plan
Maximo Elementary School**

9/28/2015

**Pending:
Completed:**

Goal 2

Present Level of Performance

At the end of the 2014-15 school year, there were 100 referrals written for defiance/or insubordination.

Expected Level of Performance

Using a positive and proactive approach, with a focus on fostering tolerance, and building relationships with all students, we will decrease the number of **referrals given to students for defiance/insubordination by** 20% based on the 2014-15 disciplinary report.

GAP

The gap analysis of our current state is (100 referrals) and expected performance is (80 referrals) which is a difference of 20 referrals/incidents (20%).

1. What problem have you identified?

We would like for our students to adhere to the Guidelines for Success (Respect, Responsibility, and Cooperation), which will minimize school and classroom disruption.

2. What is your Desired Outcome/Measureable Goal?

We would like for our students to remain in the learning environment to receive effective classroom instruction. In addition, we would like for our students to understand the importance of learning by staying on task and adhere to class rules, which will help to increase their level of academic proficiency.

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

Within the previous years, Maximo has experienced a high teacher turnover rate, so the stability and consistency has been a challenge to maintain. Also, new teachers are continuously working to build upon effective classroom management practices that yield the best results for managing student behavior. Additionally, in the past, it seemed to be a challenge for staff to build interpersonal relationships with students, families, and the community.

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

Our most valid and alterable barrier is to try to maintain our current staff in efforts to reduce the teacher turnover rate, which will provide the stability for our students.

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

All students deserve stability. In the past, our students often worried about returning staff from year to year.

**15/16 School-wide Behavior Plan
Maximo Elementary School**

9/28/2015

Goal 2

4. How will this problem be solved?

We will ensure that all teachers are equipped with the necessary strategies to manage student behavior.

**Implementation Steps
(Including professional development)**

We will continuously review and improvement our school-wide behavior plan.

Person(s) Responsible

Administrators
MTSS-B Team
Tntp

Timeline / By When?

Data will be analyzed on an on-going 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: 8/24/2015
Ongoing: Y
Pending:
Completed:

We will establish a leveled system to identify teacher and administrator handled behaviors.

**Implementation Steps
(Including professional development)**

Maximo Staff will receive on-going professional development for managing the learning environment. We will study and use strategies from the resource Teach Like A Champion.

Person(s) Responsible

PBS Team,

**15/16 School-wide Behavior Plan
Maximo Elementary School**

9/28/2015

SWBP Committee,
TNTP

Timeline / By When?

Data will be 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: 8/24/2015
Ongoing: Y
Pending:
Completed:

Celebrate the success of our teachers by recognizing them for their progress and growth.

**Implementation Steps
(Including professional development)**

We will celebrate our academic and behavior progress throughout the school year.

Person(s) Responsible

Administrators,
Teachers,
All staff

Timeline / By When?

Data will be 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: 8/24/2015
Ongoing: Y
Pending:
Completed:

Teachers will receive on-going school-based professional development and additional support from The New Teacher Project (TNTP), who will assist teachers to set/establish clear expectations and build a class culture focused on learning development.

**15/16 School-wide Behavior Plan
Maximo Elementary School**

9/28/2015

**Implementation Steps
(Including professional development)**

TNTP will work cohesively with Maximo Staff and conduct/implement on-going professional development.

Person(s) Responsible

Administrators, TNTP Representatives

Timeline / By When?

TNTP will be continuous throughout the school year.

Initiated: 8/10/2015

Ongoing: Y

Pending:

Completed:

Goal 2

5. Data collection and management

Each behavior call will be documented including the date, teacher/Specialist name, time, and type of incident.

**Implementation Steps
(Including professional development)**

MTSS-B Team will monitor students who consistently misbehave in order to make decisions about best practices/interventions to meet the student's needs. Teachers may share individual student behavior data with child's parents, The MTSS-B will review all behavior call data. The data will be presented to the MTSS-B on a weekly basis. The MTSS-B will compare the data to previous month/year. We will focus on all targeted behaviors.

Person(s) Responsible

MTSS-B Team

Timeline / By When?

Data will be analyzed on an ongoing basis within MTSS-B (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: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

6. Support Plan

We will monitor to ensure data is accurate and collected with fidelity.

**Implementation Steps
(Including professional development)**

Participation in weekly MTSS-B meetings

Person(s) Responsible

Administrator

Timeline / By When?

Ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

Monitoring implementation of professional development in the classroom by conducting walkthroughs and observations.

**Implementation Steps
(Including professional development)**

Walkthroughs and observations

Person(s) Responsible

Administrators, TNTP

Timeline / By When?

Ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

Present Level of Performance

At the end of the 2014-15 school year, there were 118 incidents resulting in Out-of-School Suspension (OSS).

Expected Level of Performance

Using a positive and proactive approach to behavior management, we will decrease the number of out-of-suspensions received by our African American or Black subgroup by 20% based on 2014-15 disciplinary report.

GAP

The gap analysis of our current state is (118 incidents) and expected performance is (94 incidents) which is a difference of 20 incidents (20%).

1. The identified problem for Goal 3 is:

We would like our students to adhere to the Guidelines for Success (Respect, Responsibility, and Cooperation), which will minimize school and classroom disruption. We determined our goal based on the end of the year disciplinary report.

2. What is your Desired Outcome/Measureable Goal?

We would like to see a decrease in disciplinary incidents resulting in out-of-suspension for our African American or Black subgroup for the 2015-2016 school year. The desired outcome is to decrease the incidents by 20%.

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

1. In the School-wide Behavior Plan from last year, some of the common area behavior expectations were not explicitly taught to students.
2. Classroom management plans were different in each classroom, which featured various classroom rules and expectations.
3. Some teachers experienced difficulty with exercising effective classroom management strategies.
4. Some staff experienced challenges or understanding of effective implementation of culturally responsive teaching.

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

Our most valid and alterable barrier is to establish a unifiable School-wide Behavior Plan with clear expectations that are aligned to our Guidelines for Success, which would help communicate a common language across our school.

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

It is imperative that we establish a common language with clear expectations. We believe when expectations are communicated and followed with consistency, accountability is established.

**15/16 School-wide Behavior Plan
Maximo Elementary School**

9/28/2015

Goal 3

4. How will this problem be solved?

School-wide point system for classroom management

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Implementation of our 10 point behavior management system, where students earn points during each block of the day for following the Guidelines for Success. The behavior management system allows students to set daily goals for their behavior and track their progress throughout the day. The 10 point system will be implemented across all grade levels. Parents were informed about the new system during the first week of school via newsletter.

Person(s) Responsible

Administration, PBS team, all staff, and students

Timeline / By When?

Implemented on the first day of school

Initiated: 8/20/2015

Ongoing: Y

Pending:

Completed:

School-wide Positive Reward Recognition Systems

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

All of the reward systems align with our Guidelines for Success.

The PBS committee supports and trains all staff members on the various positive reward systems in place to recognize positive student behavior.

Person(s) Responsible

Administration, PBS team, all staff, and students

Timeline / By When?

Implemented on the first day of school

Initiated: 8/20/2015

Ongoing: Y

**15/16 School-wide Behavior Plan
Maximo Elementary School**

9/28/2015

Pending:
Completed:

Culturally Responsive Teaching Professional Development

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

During planning for the new school year, teachers watched a video about cultural awareness in the classroom. As a faculty, we had great discussion about increasing our understanding/tolerance of the African American or Black subgroup and strategies that will be implemented in the classroom to work with students.

Person(s) Responsible

Administration, PBS team

Timeline / By When?

Teachers received Professional development in August. The work we started will continue throughout the school year.

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

Goal 3

5. Data collection and management

All referrals will be entered in the the data collection system (Focus)

**Implementation Steps
(Including professional development)**

Teachers/Specialists and Administrators will keep parents informed regarding student behavior.

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

Person(s) Responsible

Administration, SBLT/MTSS team, PBS, all staff, and students

Timeline / By When?

Data will be analyzed on an ongoing basis within SBLT (bi-weekly) & MTSS-B 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: 8/14/2015

Ongoing: Y

Pending:

Completed:

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

**15/16 School-wide Behavior Plan
Maximo Elementary School**

9/28/2015

Goal 3

6. Support Plan

The Behavior Specialist will work side-by-side with teachers to provide coaching, modeling, and reflective feedback.

**Implementation Steps
(Including professional development)**

The Behavior Specialist will conduct walkthroughs and provide feedback as how teachers may improve processes and procedures that promote success in the classroom.

Person(s) Responsible

Administration & Behavior Specialist

Timeline / By When?

All strategies will be implemented throughout the school year for continuous monitoring and improvement.

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

Administrators will provide assist to ensure best practices are taking place in the classroom to yield best results.

**Implementation Steps
(Including professional development)**

Walkthroughs, both informal and formal observations

Person(s) Responsible

Administrators

Timeline / By When?

All strategies will be implemented throughout the school year for continuous monitoring and improvement.

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

**15/16 School-wide Behavior Plan
Maximo Elementary School**

9/28/2015

Completed:

Goal 3

7. Fidelity Plan

We will conduct classroom walk throughs, coaching, surveys for stakeholders

**Implementation Steps
(Including professional development)**

Consistent, quick feedback, professional development through The New Teacher Project (TNTP) and Professional Learning Committees (PLC's), as well as coaching by Behavior Specialist and Administrators

Person(s) Responsible

Administration, Behavior Specialist, and TNTP

Timeline / By When?

All strategies will be implemented throughout the school year for monitoring and continuous improvement.

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Positive School-wide Recognition Plan

- Class Compliment Recognition System
- Positive Behavior Referrals
- Principals List & Honor Roll Assembly
- Star Penguin-Mariner Café Expectations
- Mariner Buck Program
- Safety Patrols for 4th & 5th Graders
- Maximo Morning News Anchors for 5th Graders
- Citizen of the Year
- Student of the Month
- 5000 Role Models of Excellence (Mentoring Program)
- Girlfriends (Mentoring Program)
- Check in/Check out (MTSS- Behavior intervention strategy)
- Excellent Attendance Award (per quarter)
- Other incentives will be provided throughout the school year as needed

Rewards/Fun Friday

Students who follow the Class Expectations and Guidelines for Success will be rewarded in various ways each Friday (or last day of the week) by the classroom teacher. For example, teacher's may utilize positive contacts home, lunch with the teacher, treasure box, popsicles, stickers, healthy edible treats, etc. *Fun Friday should be no longer than 30 minutes and occur at the end of the day when possible.*

2. Describe the procedure/practice used.

Positive School-wide Recognition Plan

- Class Compliment Recognition System- A School-wide compliment goal hierarchy reward system will be used once a class has met the designated goal. Compliments will be provided by any and all staff at Maximo. Please see the compliment rewards chart.
- Positive Behavior Referrals-Students will receive positive referrals for following classroom rules. Positive referrals should be specific and genuine. 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, etc.) We encourage more positive referrals than disciplinary referrals.
- Principals List & Honor Roll Assembly- Based on student academic and behavior performance
- Star Penguin-Mariner Café Expectations- Star Penguin program is aligned to the Guidelines for Success. Students receive Star Penguins by following cafeteria expectations.

15/16 School-wide Behavior Plan

Maximo Elementary School

9/28/2015

- Mariner Buck Program-Students receive Mariner Bucks for following the Guidelines for Success
- Safety Patrols for 4th & 5th Graders- Leadership development for students (used for students who exhibit positive behavior and are role models for other students)
- Maximo Morning News Anchors for 5th Graders-Students are selected quarterly to participate and deliver school news.
- Citizen of the Year-Turn-around student of the year for academics and/or behavior
- Student of the Month-each month, students are selected by their classroom teacher for demonstrating the GFS in the classroom and school-wide.
- 5000 Role Models of Excellence (Mentoring Program for male in grades 4&5 who may benefit from mentoring, friendships, and serving as a role model for other students.)
- Girlfriends (Mentoring Program for female students in grade 5 who may benefit from mentoring, friendship, and serving as a role model for other students.)
- Check in/Check out (MTSS-Behavior intervention strategy)
- Excellent Attendance Award (per quarter)-Provided for students with excellent attendance
- Other incentives will be provided throughout the school year as needed

Rewards/Fun Friday

Students who follow the Class Expectations and Guidelines for Success will be rewarded in various ways each Friday (or last day of the week) by the classroom teacher. For example, teacher's may utilize positive contacts home, lunch with the teacher, treasure box, popsicles, stickers, healthy edible treats, etc. Fun Friday should be no longer than 30 minutes and occur at the end of the day when possible.

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

Positive School-wide Recognition Plan

- Class Compliment Recognition System- Classes may receive compliment daily during transitions (All staff participation)
- Positive Behavior Referrals-Students receive Positive Referrals daily (Provided to students by all staff)
- Principals List & Honor Roll Assembly- conducted at the end of each grading period (Facilitated by the Principal)
- Star Penguins- given to students daily in the cafeteria (Facilitated by paraprofessionals and cafeteria staff)
- Mariner Buck Program (Facilitated by the School Counselor & Principal)
- Safety Patrols for 4th & 5th Graders (Committee is comprised of Teachers who use a criteria for selecting students when involves both academic and behavior performance.
- Maximo Morning News Anchors for 5th Graders (Media Specialist uses a criteria to select news anchors)
- Citizen of the Year- conducted at the end of the year
- Student of the Month- conducted monthly (Classroom teacher, Administrator, Guidance Counselor)
- 5000 Role Models of Excellence (Mentoring Program)- This group meets throughout the year. 5000 Role Models is facilitated by several teachers and paraprofessionals.
- Girlfriends (Mentoring Program)-This group holds meetings throughout the year. Girlfriends is facilitated by one of the 5th Grade teachers and ESE Specialist at our school.
- Check in/Check out (Implemented by the Student Services team)
- Excellent Attendance Award (per quarter)

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

All strategies are evidence-based by continuous collection of data for most of the positive recognition programs. Data is tracked, analyzed and reviewed to help make informed decisions regarding next steps.

**15/16 School-wide Behavior Plan
Maximo Elementary School**

9/28/2015

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

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

STOIC is implemented in the classroom and all common areas of the school. Processes and procedures are outline in the School-wide Behavior Plan that communicates the expectations that adhere to the Guidelines of Success.

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

Extensive research on behavior support in high poverty schools has shown that clear expectations must be communicated and implemented throughout the school and followed with fidelity. Our classroom management plan was adopted by our staff and implemented in each classroom, meaning each teacher shares the same expectations for managing student behavior. In addition, the classroom management plan allows students opportunities to set personal goals for their behavior daily and track individual progress. Implementing this plan allows students to take ownership of their behavior.

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

CLASSROOM MANAGEMENT PLAN

Our school will be using a 10 point behavior & academic classroom management system. Each day, students will have an opportunity to earn a maximum of 10 points. Points are earned by following school and classroom expectations. Points may be given for the following time blocks/activities, which are aligned to the classroom schedule/flow of the day:

Magic Hour
(1pt.)
Reading/
Writing (2pts.)
Science/Health (1pt)
Math(1pt.)
Math Intervention (1pt.)
Specials (1pt.)
Carpet/ Transitions (1pt.)
Lining up/ Hallway (1pt.)Cafeteria (1pt.)

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

As a result of the classroom management system, our students will monitor and track their behavior. By implementing this management system, students are taking ownership and setting goals to increase time on task.