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## Guidelines for Success

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

#### The Lancer Way

Loyalty to school  
Arrive on time  
Neat attire+  
Courage to do the right thing  
Excel at learning  
Respect self and others

### 2. Where are common area expectations posted?

Common Area Expectations:

#### CAFETERIA:

Clean up  
Transition quickly and quietly  
Follow grooming/dress code  
Follow all processes and procedures  
Participate openly/ follow teacher expectations  
Controlled voice and body

#### HALL

Transition quickly and quietly  
Follow grooming/dress code  
Walk in an orderly manner  
Participate openly/ follow teacher expectations  
Controlled voice and body

#### OUTSIDE

Leave only foot prints  
Transition quickly and quietly  
Follow grooming/dress code  
Walk in an orderly manner on walkway  
Participate openly/ follow teacher expectations  
Controlled voice and body

#### BUS AREA

Honor others personal space  
Transition quickly and quietly  
Follow grooming/dress code  
Follow all processes and procedures  
Participate openly/ follow teacher expectations  
Controlled voice and body

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**ASSEMBLY/GYM**

Honor others personal space/silence is golden  
Transition quickly and quietly  
Follow grooming/dress code  
Follow all processes and procedures  
Participate openly/ follow teacher expectations  
Controlled voice and body

**MEDIA CENTER**

Clean-up/ return books  
Transition quickly and quietly  
Follow grooming/dress code  
Follow all processes and procedures

**3. How are common area expectations communicated?**

The common-area expectations were clearly identified by the foundations team. These were shared with the staff during preschool and then shared with the students during a grade level assembly by the administrator. These are posted around the school in the hallways and cafeteria.

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

Teachers created their classroom management plans and submitted them to their grade level administrator by Friday, August 21, 2015. Teachers shared these plans with their students during the first week of school. Teachers have their classroom expectations/rules posted in their classroom.

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## Goal 1

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### Present Level of Performance

Year 2013-2014 31.7% of our referrals were for defiance and 22.7% were for class disruption.  
Year 2014-2015 35.8% of our referrals were for defiance and 19.4% were for class disruption.

### Expected Level of Performance

We would hope to see in 2015-2016 our referrals drop to or below 21% for defiance and 9% for class disruption.

### GAP

We saw an increase of 4.1% in defiance from 2013-2014 to 2014-2015 and a decrease of 3.3% in class disruption from 2013-2014 to 2014-2015.

### 1. What problem have you identified?

We would like our students to know the classroom management plans of their teachers and the LANCER Way. We would like our students to be able to stay engaged in rigorous classroom activities vs. classroom disruptions and defiant behaviors. We looked at referral data and walk through data to determine whether or no students were engaged in the lessons.

### 2. What is your Desired Outcome/Measureable Goal?

Increase student engagement and appropriate behavior by decreasing the number of referrals for class disruption and defiance by 10% as measured by discipline data.

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

Lack of consistency of following classroom management plans and the LANCER Way.  
Lack of revisiting your classroom management plan throughout the year  
Lack of a universal understanding of what a class disruption is

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

The most valid and alterable barrier is the lack of consistency of following classroom management plans and the LANCER Way.

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

We know that this is the right barrier to address because during walk troughs and discussion over our school wide data and referrals we noticed that teachers and staff were not consistent in following their classroom management plans.

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**Goal 1**

**4. How will this problem be solved?**

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**The MTSS Coach will track referral data for class disruption by student as well as by teacher. This will happen biweekly**

**Implementation Steps  
(Including professional development)**

Pull Data  
Share Data  
Analyze Data

**Person(s) Responsible**

Christina Harvey, MTSS Coach

**Timeline / By When?**

Biweekly

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

**Data will be shared and analyzed in the weekly administrative meeting as well as the biweekly SBLT and MTSS meetings. During these meetings we will analyze and work using the problem solving process to seek solutions to the behaviors.**

**Implementation Steps  
(Including professional development)**

Share Data  
Analyze Data  
Use problem solving process to seek solutions.

**Person(s) Responsible**

Claud Effiom  
Kristy Therrien  
Diane Zitelli  
Dennis Russo  
Denise Murray

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Christina Harvey  
Megan Bohac  
Briggett Harris

**Timeline / By When?**

Weekly

**Initiated:** 9/2/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

**The behavior specialist will work with the student services team to determine which students would need an individualized plan or behavior contract.**

**Implementation Steps  
(Including professional development)**

Share Data  
Analyze Data  
Use problem solving process to seek solutions.

**Person(s) Responsible**

Denise Murray  
Christina Harvey  
Megan Bohac  
Briggett Harris  
Lourdes Vales  
Christine Pacetti  
Brian Piscalko  
Rebecca Spencer

**Timeline / By When?**

Weekly

**Initiated:** 8/31/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

**The MTSS Coach, Behavior Specialist and Content area coaches will work with the administrative team to determine which instructors need classroom management support.**

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**Implementation Steps  
(Including professional development)**

Walk Throughs  
Coaching Cycle

**Person(s) Responsible**

Claud Effiom  
Kristy Therrien  
Diane Zitelli  
Dennis Russo  
Denise Murray  
Christina Harvey  
Megan Bohac  
Briggott Harrie

**Timeline / By When?**

As needed

**Initiated:** 8/31/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**The SBLT will work with the staff to determine a universal understanding of class disruption.**

**Implementation Steps  
(Including professional development)**

Survey staff and students on meaning of class disruption.  
Come to a final definition.  
Share and use MMS universal definition.

**Person(s) Responsible**

Claud Effiom  
Kristy Therrien  
Diane Zitelli  
Dennis Russo  
Denise Murray  
Christina Harvey  
Megan Bohac  
Briggott Harrie

**Timeline / By When?**

Have universal definition by first of October

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**Initiated:** 4/23/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

**The MTSS Coach, Behavior Specialist and Academic Coaches will work with the administrative team to provide PD on Classroom Cultural.**

**Implementation Steps  
(Including professional development)**

Survey staff on needs  
Coaches will plan PD  
Implement PD

**Person(s) Responsible**

Claud Effiom  
Kristy Therrien  
Diane Zitelli  
Dennis Russo  
Christina Harvey  
Denise Murray  
Kathia Roberts  
Marisa Silkie Reese

**Timeline / By When?**

PD completed on 10/19/15

**Initiated:** 9/8/2015  
**Ongoing:**  
**Pending:** Y  
**Completed:**



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**Goal 1**

**5. Data collection and management**

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**Biweekly referral data**

**Implementation Steps  
(Including professional development)**

Pull data  
Analyze  
Problem Solve

**Person(s) Responsible**

Claud Effiom  
Kristy Therrien  
Diane Zitelli  
Dennis Russo  
Denise Murray  
Christina Harvey  
Megan Bohac  
Briggott Harrie

**Timeline / By When?**

**Initiated:** 8/31/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

**Teacher Referral Rate Data**

**Implementation Steps  
(Including professional development)**

Pull data  
Analyze  
Problem Solve

**Person(s) Responsible**

Claud Effiom  
Kristy Therrien  
Diane Zitelli  
Dennis Russo

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Denise Murray  
Christina Harvey  
Megan Bohac  
Briggatt Harrie

**Timeline / By When?**

**Initiated:** 8/31/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

**Previous years data**

**Implementation Steps  
(Including professional development)**

Pull data  
Analyze  
Problem Solve

**Person(s) Responsible**

Claud Effiom  
Kristy Therrien  
Diane Zitelli  
Dennis Russo  
Denise Murray  
Christina Harvey  
Megan Bohac  
Briggatt Harrie

**Timeline / By When?**

**Initiated:**  
**Ongoing:** Y  
**Pending:**  
**Completed:**

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**Goal 1**

**6. Support Plan**

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**Coaching on classroom management**

**Implementation Steps  
(Including professional development)**

Coaching Cycle

**Person(s) Responsible**

Christina Harvey  
Denise Murray

**Timeline / By When?**

**Initiated:** 8/17/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

**Academic Coaching to raise rigor and engagement**

**Implementation Steps  
(Including professional development)**

Coaching Cycle

**Person(s) Responsible**

Kathia Roberts  
Marissa Silkie-Reese  
Kristien Vandorsealer

**Timeline / By When?**

**Initiated:** 8/17/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

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**Goal 1**

**7. Fidelity Plan**

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**STOIC Walk-Through**

**Implementation Steps  
(Including professional development)**

Walk-Through classrooms

**Person(s) Responsible**

Christina Harvey  
Denise Murray

**Timeline / By When?**

**Initiated:** 8/31/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:**  
**Ongoing:**  
**Pending:**  
**Completed:**

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**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:  
Ongoing:  
Pending:  
Completed:**

**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:  
Ongoing:  
Pending:  
Completed:**

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## Goal 2

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### Present Level of Performance

2014-2015 ADA 91% as a school

### Expected Level of Performance

2015-2016 ADA 95% as a school

### GAP

There is a gap of 4%

#### 1. What problem have you identified?

We would like our students to know that coming to school is important to their future. We used school wide attendance data to determine that many of our students are struggling with coming to school.

#### 2. What is your Desired Outcome/Measureable Goal?

Increase overall average daily attendance percentage by 4% to reach an overall ADA of 95% or higher.

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

Lack of parental support/involvement  
Overage students  
Lack of follow through for contacting parents

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

Lack of follow through for contacting parents

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

We know that this is the barrier we want to address because this barrier is the barrier that we have the most control over.

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**Goal 2**

**4. How will this problem be solved?**

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**The MTSS Coach will pull weekly attendance data (Average Daily Attendance) by grade level.**

**Implementation Steps  
(Including professional development)**

Pull and track weekly ADA

**Person(s) Responsible**

Christina Harvey

**Timeline / By When?**

Weekly

**Initiated:** 8/31/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**The Child Study Team will analyze and use the Problem Solving Process to provide necessary interventions for students who are chronically truant.**

**Implementation Steps  
(Including professional development)**

CST will meet to discuss those students who are chronically truant.  
Use the problem solving process to determine appropriate interventions.

**Person(s) Responsible**

Christina Harvey  
Michelle Brake  
Patti Hill  
Jackie Dickey  
Ginnie Rouse  
Minnie Nichols  
Megan Bohac  
Briggott Harrie

**Timeline / By When?**



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Biweekly

**Initiated:** 9/10/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

**The MTSS Coach and Behavior Specialist will post the data in the courtyard, cafeteria, grade level hallways, main office, and marquee.**

**Implementation Steps  
(Including professional development)**

Track Weekly Data  
Post on bulletin boards

**Person(s) Responsible**

Christina Harvey  
Denise Murray

**Timeline / By When?**

Weekly

**Initiated:** 9/8/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

**There will be a competition between the grade levels. The grade level with the highest ADA will be chosen at random for a reward. Rewards will be given at least monthly for the 1st semester.**

**Implementation Steps  
(Including professional development)**

Use the weekly data on the bulletin boards to randomly choose grade level with highest attendance.

**Person(s) Responsible**

Christina Harvey  
Denise Murray

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**Timeline / By When?**

Weekly

**Initiated:** 9/8/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:**

**Ongoing:**

**Pending:**

**Completed:**

**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:**

**Ongoing:**

**Pending:**

**Completed:**

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**Goal 2**

**5. Data collection and management**

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**Weekly ADA Data**

**Implementation Steps  
(Including professional development)**

Pull weekly attendance data

**Person(s) Responsible**

Christina Harvey

**Timeline / By When?**

Weekly

**Initiated:** 8/31/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Weekly ADA Data**

**Implementation Steps  
(Including professional development)**

Analyze  
Problem Solve

**Person(s) Responsible**

Claud Effiom  
Kristy Therrien  
Diane Zitelli  
Dennis Russo  
Denise Murray  
Christina Harvey  
Megan Bohac  
Briggott Harrie

**Timeline / By When?**

Weekly

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**Initiated:** 8/31/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:**  
**Ongoing:**  
**Pending:**  
**Completed:**

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**Goal 2**

**6. Support Plan**

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**Work with teachers to make sure they are contacting parents**

**Implementation Steps  
(Including professional development)**

- Check data
- Determine whether teachers have made contact or not.

**Person(s) Responsible**

- Claud Effiom
- Kristy Therrien
- Diane Zitelli
- Dennis Russo
- Denise Murray
- Christina Harvey
- Megan Bohac
- Briggott Harrie

**Timeline / By When?**

Weekly

**Initiated:** 8/31/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:**  
**Ongoing:**  
**Pending:**

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**Completed:**

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**Goal 2**

**7. Fidelity Plan**

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**CST notes**

**Implementation Steps  
(Including professional development)**

During CST we will be able to determine if teachers are making the initial contacts.

**Person(s) Responsible**

Christina Harvey  
Michelle Brake  
Patti Hill  
Jackie Dickey  
Ginnie Rouse  
Minnie Nichols  
Megan Bohac  
Briggatt Harrie

**Timeline / By When?**

Biweekly

**Initiated:** 9/10/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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## Goal 3

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### Present Level of Performance

During the 2014-2015 school year 41% of all referrals were received by the black population. 33% of the black population received at least 1 referral.

### Expected Level of Performance

During the 2014-2015 school year our black population was 17% of the total population, therefore we would expect to see our referral rate for the black population to be about 17%-20%.

### GAP

The GAP was 20%. We would expect to decrease our black referral rate by 20%.

#### 1. The identified problem for Goal 3 is:

We would like to decrease the number defiance referrals for our black students. We would like our black students to feel successful with all of their teachers. We used disaggregated referral data to determine our GAP with referrals when comparing black and non-black students.

#### 2. What is your Desired Outcome/Measureable Goal?

Increase responsible student behavior in our black students by decreasing the number of referrals for defiance and classroom disruption by 20%.

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

Lack of consistency of following classroom management plans and the LANCER Way.

Lack of consistency revisiting your classroom management plan throughout the year

Lack of universal understanding of what a class disruption and disrespect is

Lack of understanding cultural competency

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

Lack of universal understanding of what a class disruption and defiance is.

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

Having a universal definition and understanding of what classroom disruption and defiance looks like will leave no room for personal judgment. This definition should be one that is used schoolwide to lesson confusion amongst the students and teachers.



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**Goal 3**

**4. How will this problem be solved?**

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**The MTSS Coach will track referral data for class disruption by student as well as by teacher. This will happen biweekly**

**Implementation Steps**

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

- Pull Data
- Share Data
- Analyze Data

**Person(s) Responsible**

Christina Harvey, MTSS Coach

**Timeline / By When?**

Biweekly

**Initiated:** 8/31/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**After the data is pulled the data will be shared and analyzed in the weekly administrative meeting as well as the biweekly SBLT and MTSS meetings. During these meetings we will analyze and use the problem solving process to seek solutions to the behaviors.**

**Implementation Steps**

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

- Share Data
- Analyze Data
- Use problem solving process to seek solutions.

**Person(s) Responsible**

Claud Effiom  
Kristy Therrien  
Diane Zitelli  
Dennis Russo  
Denise Murray  
Christina Harvey

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Megan Bohac  
Briggatt Harrie

**Timeline / By When?**

Weekly

**Initiated:** 8/31/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

**The behavior specialist will work with the student services team to determine which students would need an individualized plan or behavior contract.**

**Implementation Steps**

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

Share Data  
Analyze Data  
Use problem solving process to seek solutions.

**Person(s) Responsible**

Denise Murray  
Christina Harvey  
Megan Bohac  
Briggatt Harris  
Lourdes Vales  
Christine Pacetti  
Brian Piscalko  
Rebecca Spencer

**Timeline / By When?**

As needed

**Initiated:** 8/31/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

**The MTSS Coach, Behavior Specialist and Content area coaches will work with the administrative team to determine which instructors need classroom management support**

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**Implementation Steps**

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

Walk Throughs  
Coaching Cycle

**Person(s) Responsible**

Claud Effiom  
Kristy Therrien  
Diane Zitelli  
Dennis Russo  
Denise Murray  
Christina Harvey  
Megan Bohac  
Briggatt Harrie

**Timeline / By When?**

As Needed

**Initiated:** 8/31/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**The SBLT will work with the staff to determine a universal understanding of class disruption and defiance.**

**Implementation Steps**

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

Survey staff and students on meaning of class disruption and defiance. Come to a final definition.  
Share and use MMS universal definition.

**Person(s) Responsible**

Claud Effiom  
Kristy Therrien  
Diane Zitelli  
Dennis Russo  
Denise Murray  
Christina Harvey  
Megan Bohac  
Briggatt Harrie

**Timeline / By When?**

Began this work towards the end of last year.

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**Initiated:** 5/4/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

**The MTSS Coach, Behavior Specialist, and Prevention Specialist will work with the administrative team to provide Cultural Competency PD.**

**Implementation Steps**

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

- Determine Date for PD
- Analyze data to determine exactly what is important for the PD
- Create the PD or find a presenter from the district
- Provide PD

**Person(s) Responsible**

Kristy Therrien  
Denise Murray  
Christina Harvey  
Prevention Specialist

**Timeline / By When?**

Hope to have this planned and scheduled before 1st semester ends.

**Initiated:**  
**Ongoing:**  
**Pending:** Y  
**Completed:**

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## Goal 3

### 5. Data collection and management

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#### Biweekly referral data

##### Implementation Steps (Including professional development)

Pull data  
Analyze  
Problem Solve

##### Person(s) Responsible

Claud Effiom  
Kristy Therrien  
Diane Zitelli  
Dennis Russo  
Denise Murray  
Christina Harvey  
Megan Bohac  
Briggott Harrie

##### Timeline / By When?

Biweekly

**Initiated:** 8/31/2015

**Ongoing:** Y

**Pending:**

**Completed:**

#### Teacher Referral Rate Data

##### Implementation Steps (Including professional development)

Pull data  
Analyze  
Problem Solve

##### Person(s) Responsible

Claud Effiom  
Kristy Therrien  
Diane Zitelli

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Dennis Russo  
Denise Murray  
Christina Harvey  
Megan Bohac  
Briggatt Harrie

**Timeline / By When?**

Biweekly

**Initiated:** 8/31/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

**Previous years data**

**Implementation Steps  
(Including professional development)**

Previous years data

**Person(s) Responsible**

Claud Effiom  
Kristy Therrien  
Diane Zitelli  
Dennis Russo  
Denise Murray  
Christina Harvey  
Megan Bohac  
Briggatt Harrie

**Timeline / By When?**

Beginning of the year, midway and end of the year.

**Initiated:** 8/31/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

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**Goal 3**

**6. Support Plan**

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**Coaching on classroom management**

**Implementation Steps  
(Including professional development)**

Coaching Cycle

**Person(s) Responsible**

Christina Harvey  
Denise Murray

**Timeline / By When?**

On Going

**Initiated:** 8/17/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Academic Coaching to raise rigor and engagement**

**Implementation Steps  
(Including professional development)**

Coaching Cycle

**Person(s) Responsible**

Kathia Roberts  
Marissa Silkie-Reese  
Kristien Vandorsealer

**Timeline / By When?**

On Going

**Initiated:** 8/17/2015

**Ongoing:** Y

**Pending:**

**Completed:**



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**Goal 3**

**7. Fidelity Plan**

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**STOIC Walk Through**

**Implementation Steps  
(Including professional development)**

Walk Through  
Analyze Data  
Share Data  
Coaching Cycle

**Person(s) Responsible**

Christina Harvey  
Denise Murray

**Timeline / By When?**

On Going

**Initiated:** 8/31/2015

**Ongoing:** Y

**Pending:**

**Completed:**

## **School-wide Reward System**

### **1. What are your school-wide reward strategies?**

Field day every 9 weeks  
E-Team  
Positive Referrals  
VIP  
Attendance Rewards

### **2. Describe the procedure/practice used.**

1. Field day every 9 weeks: In order to participate in field day the student must meet one of the following criteria; principal's list, honor roll, perfect attendance, less than 3 tardies, no Fs or no overdue library books.
2. E-Team: No us or Ns and a minimum of 5 Es. (Will lose your card if: loitering or out of area, misbehavior in lunch, running, etc.). Passes will be color coded by grade level and the grading period will be in bold. Behaviors that will lead to loss of card will be printed on the back of the card. Teachers will be responsible for entering accurate conduct grades in FOCUS.
3. Positive Referrals: Teacher gives students positive referrals for following the school and/or class guidelines/expectations. The student will be recognized in lunch and will receive an ice cream.
4. VIP: Each month a different content area will be responsible for selecting students who exemplify the LANCER Way and these students will be rewarded at a VIP Breakfast.
5. Attendance Reward: The MTSS Coach will pull weekly attendance data (Average Daily Attendance) by grade level. The MTSS Coach and Behavior Specialist will post the data in the courtyard, cafeteria, grade level hallways, main office, and marquee. There will be a competition between the grade levels. The grade level with the highest ADA will be chosen at random for a reward. Rewards will be given at least monthly for the 1st semester.

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

Field Day is every 9 weeks. Administration and MTSS will pull data to determine who meets the criteria for field day.  
E-Team is every 9 weeks. Administration and grade level secretaries will make sure this complete  
Positive Referrals: Teachers, Administrators, MTSS Coach  
VIP: Teachers and Administrators  
Attendance: MTSS, Behavior, Administrators

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

Our rewards are evidence based because by emphasizing the expectations with your school's most frequent problem behaviors, you increase the likelihood of decreasing the instances of the problem behavior. The more students know that an expectation is highly valued by your school, the more likely they are to act in ways that are consistent with it. Recognizing specific instances of appropriate behavior is a vital part of any

**15/16 School-wide Behavior Plan  
Meadowlawn Middle School**

9/9/2015

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

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

Our school consistently implements many of the STOIC-base classroom management system. Our teachers create a structure/environment in their classrooms that are conducive to the learning of their students. Most of our teachers make teaching their expectations a priority and some of our teachers continue to teach and review their expectations throughout the school year. The Administrators, Behavior Specialist, MTSS Coach and Academic Coaches spend time observing and monitoring classroom management in classrooms across the school. Most teachers and staff interact positively with students. The teachers and administration work to deliver corrections fluently.

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

There has been much research done related to STOIC, CHAMPS and PBS. We use a hybrid of these as we implement classroom management strategies in our school.

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

We had an increase in referral percentage during the 2014-2015 year as opposed to the 2013-2014 school year. Our classroom management systems focus on positive behaviors and using consistency across the board. We are hoping that this will lower our referral percentage.

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

As a result of our classroom management system we hope to see the following results:

Increase student engagement and appropriate behavior by decreasing the number of referrals for class disruption by 10% as measured by discipline data.

Increase responsible student behavior in our black students by decreasing the number of referrals for disrespect, insubordination, classroom disruption and lack of cooperation by 20%.

Increase overall average daily attendance percentage by 4% to reach an overall ADA of 95% or higher