

---

## **Guidelines for Success**

---

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

School-Wide Guideline for Success:

Respectful - Full of respect, characterized by, or showing politeness or caring

Responsible - Having a capacity for moral decisions and therefore accountable; capable of rational thoughts or actions

Safe - Secure from liability to harm, injury, danger, or risk. Dependable or trustworthy

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

Common area expectations are posted and clearly defined in: Hallways, Cafeteria, Restrooms and Classrooms (with demonstration and role plays or video).

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

GFS have been discussed with staff and they are located in staff handbook.

Monthly positive behavior assembly celebrating students who have met or exceeded expectations

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

Classroom rules will reflect the GFS expectations and be in alignment with 10 point behavior scale, posted in the classroom and clearly defined.

Classroom rules are not universal. They are either established by individual teachers or as a grade level.

---

## Goal 1

---

### Present Level of Performance

489 referrals

### Expected Level of Performance

367 referrals

### GAP

25% (122)

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

The identified problem is defiance. The expectation for students is to comply with teacher expectations. The data used to track this was referrals.

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

The expectation is for students to comply with teachers expectations. Establishing highly structured classrooms contributes greatly to the success of students and teachers. Therefore, allowing relationships to be built with expectations that are clear, consistent and attainable.

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

Lack of high structure within the classroom  
Lack of positive student/teacher relationship

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

Lack of high structure within the classroom.

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

Through observational data, walk through data and student discipline tracker.

---

**Goal 1**

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

---

**Develop school wide classroom processes**

**Implementation Steps  
(Including professional development)**

Establish procedures for:  
Arrival and dismissal  
Distributing materials and turning in assignments  
Requesting help from teacher  
Transitions to new activities or settings  
Independent and group work  
Returning to class  
Reinforcing classroom behavior expectations

**Person(s) Responsible**

TNTP, Classroom teachers & Administrative Team (Principal, Asst. Principal, MTSS Coach, Behavior Coach/Specialist) for fidelity checks of classroom management documentation and STOIC walk thru data

**Timeline / By When?**

By August 3, 2015

**Initiated:** 5/1/2015

**Ongoing:**

**Pending:**

**Completed:** 8/3/2015

**Exposure to school wide processes to staff  
TNTP Start Strong Presentation**

**Implementation Steps  
(Including professional development)**

Power Point Presentation with modeling and side by side coaching

**Person(s) Responsible**

TNTP and Administrative Team

**Timeline / By When?**

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

9/22/2015

By August 21, 2015

**Initiated:** 8/19/2015  
**Ongoing:**  
**Pending:**  
**Completed:** 8/19/2015

**Identify teachers who need additional support with modeling and side by side coaching**

**Implementation Steps  
(Including professional development)**

Reviewing STOIC and TNTP walk thru data

**Person(s) Responsible**

TNTP, Administrative team, Reading and Math Coach

**Timeline / By When?**

By October 2, 2015

**Initiated:** 9/25/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

**Increase opportunity for professional development in classroom management and relationship building**

**Implementation Steps  
(Including professional development)**

Provide support through PLC's

**Person(s) Responsible**

Behavior Specialist, Behavior Coach, MTSS Coach, Administrative team, classroom teachers

**Timeline / By When?**

Monthly

**Initiated:** 8/31/2015

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

9/22/2015

Ongoing: Y  
Pending:  
Completed:

---

**Goal 1**

**5. Data collection and management**

---

**STOIC (Structure, Teaching, Observing, Interactions, Corrections) walk thru data**

**Implementation Steps  
(Including professional development)**

Collect and analyze STOIC walk thru data: School trends, Grade level data; specific to classroom data

Debrief trends and grade level data with faculty

**Person(s) Responsible**

Behavior Specialist, Behavior Coach, MTSS coach, Administrative team

**Timeline / By When?**

Every 3 months throughout the year

**Initiated:** 9/17/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**TNTP walk thru data**

**Implementation Steps  
(Including professional development)**

Review TNTP walk thru

**Person(s) Responsible**

TNTP, Administrative Team,

**Timeline / By When?**

Weekly

**Initiated:** 8/31/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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

9/22/2015

---

**Goal 1**

**6. Support Plan**

---

**Have MTSS team trained on how to conduct a STOIC walk thru**

**Implementation Steps  
(Including professional development)**

During MTSS -B meeting, ensure that all team members are familiar with STOIC walk thru process and data collection piece

**Person(s) Responsible**

Behavior Coach/Specialist, MTSS Coach

**Timeline / By When?**

October 5, 2015

**Initiated:** 9/17/2015

**Ongoing:** Y

**Pending:**

**Completed:**

---

**Goal 1**

**7. Fidelity Plan**

---

**Analizing TNTP and STOIC data**

**Implementation Steps  
(Including professional development)**

Behavior data chats weekly with specific grade levels, SBLT, MTSS and Administrative team (looking for trends)

**Person(s) Responsible**

MTSS Coach, Administrative team

**Timeline / By When?**

By August 31, 2015

**Initiated:** 8/31/2015

**Ongoing:** Y

**Pending:**

**Completed:**

---

## Goal 2

---

### Present Level of Performance

389 referrals

### Expected Level of Performance

122 referrals

### GAP

25% (97)

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

The identified problem is too many referrals amongst the African American male population. The expectation is for African American males to adhere to the school wide Guidelines for Success. The data used was referrals.

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

Decrease the number of referrals by 25% for African American males.

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

Lack of teacher ability to build positive relationships with students  
Communication barrier between teacher and students  
Lack of cultural competence with teachers

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

Lack of teacher's ability to build positive relationships with students and teacher's ability to facilitate positive student to student interactions.

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

Walk thru data, student interviews, and teacher behavior data chats, indicates there are major relationship building breakdowns amongst teacher and student as well as student and student.

---

## Goal 2

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

---

**Teachers were allotted time within the first week of school to do positive relationship building activities in the classroom amongst teacher to student and student to student**

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

Collaboration between Administrative team and TNTP to determine allotted time to do positive relationship building activities

Power Point presentation presented to staff during preschool

#### **Person(s) Responsible**

Administrative team, TNTP  
Classroom teachers

#### **Timeline / By When?**

August 24, 2015

**Initiated:** 8/24/2015

**Ongoing:**

**Pending:**

**Completed:** 8/31/2015

### **Teacher and Paras increase positive/negative student interactions (5:1)**

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

Use of TNTP's positive framing process to increase the positive interactions between teacher and student and student and student

#### **Person(s) Responsible**

Administrative team, TNTP  
Classroom teachers

#### **Timeline / By When?**

September 24, 2015

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

9/22/2015

**Initiated:** 8/20/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

**Identify teachers who need additional support with modeling and side by side coaching**

**Implementation Steps  
(Including professional development)**

Reviewing STOIC and TNTP walk thru data

**Person(s) Responsible**

Administrative team, TNTP, classroom teachers

**Timeline / By When?**

October 2, 2015

**Initiated:** 9/25/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

**Develop mentoring program and all male student groups to increase level of respect for themselves as well as others**

**Implementation Steps  
(Including professional development)**

Identify male students in need of the mentor support

Identify role models

Identify specific dates and times of meetings

**Person(s) Responsible**

PE coach, Tech Specialist, MTSS team, Administrative team for fidelity checks

**Timeline / By When?**

October 1, 2015

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

9/22/2015

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

---

## Goal 2

### 5. Data collection and management

---

#### Discipline Tracker and referrals

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

Debrief with teachers during behavior data chats weekly specific grade levels  
Collaborate with MTSS team during MTSS-B meeting weekly specific grade level

##### Person(s) Responsible

Behavior Coach, Behavior Specialist, MTSS team

##### Timeline / By When?

Weekly

Initiated: 8/28/2015

Ongoing: Y

Pending:

Completed:

#### STOIC (Structure, Teaching, Observing, Interactions, Corrections) walk thru data

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

Collect and analyze interactions piece from STOIC walk thru data: School trends, Grade level data; specific to classroom data

Debrief trends and grade level data with faculty

##### Person(s) Responsible

Behavior Specialist, Behavior Coach, MTSS coach, Administrative team

##### Timeline / By When?

Monthly

Initiated: 9/25/2015

Ongoing: Y

Pending:

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

9/22/2015

**Completed:**

**Rooster of the number of students involved in activities and clubs**  
**Review of behavior calls, referrals, and attendance**  
**Review needs assessment data**

**Implementation Steps**  
**(Including professional development)**

List of activities held and the number of student's involved (signature sheets, Agendas, etc.)

**Person(s) Responsible**

PE Coach, Tech Specialist, SBLT

**Timeline / By When?**

Monthly

**Initiated:** 10/1/2015

**Ongoing:** Y

**Pending:**

**Completed:**

---

**Goal 2**

**6. Support Plan**

---

**Support teachers using behavior data to identify the need for PD (Professional Development)**

**Implementation Steps  
(Including professional development)**

- Review the number of students in activities and clubs
- Review of behavior office calls, referrals, and attendance data
- Review needs assessment data

**Person(s) Responsible**

Behavior Coach, Behavior Specialist, SBLT, MTSS team

**Timeline / By When?**

Weekly

**Initiated:** 8/28/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

---

**Goal 2**

**7. Fidelity Plan**

---

**STOIC walk thru with checklist**

**Implementation Steps  
(Including professional development)**

Behavior data chats with specific grade levels weekly

**Person(s) Responsible**

MTSS team, SBLT, Behavior Specialist/Coach

**Timeline / By When?**

Monthly

**Initiated:** 9/17/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Rooster of the number of students involved in activities and clubs  
Review of behavior calls, referrals, and attendance  
Review needs assessment data**

**Implementation Steps  
(Including professional development)**

List of activities held and the number of student's involved (signature sheets, Agendas, etc.)

**Person(s) Responsible**

Behavior Coach, Behavior Specialist, SBLT, MTSS team

**Timeline / By When?**

Monthly

**Initiated:** 10/1/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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

9/22/2015

---

## Goal 3

---

### Present Level of Performance

404 referrals

### Expected Level of Performance

303 referrals

### GAP

25% (101)

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

The identified problem is too many referrals for physical aggression. The expectation is for the African American population to adhere to the Guidelines for Success. The data used to track this was referrals.

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

Decrease the number of referrals by 25% with our African American population by June 2016.

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

Lack of teacher's ability to build positive relationships with students  
Communication barrier with teachers and students  
Lack of cultural competence with teachers  
Not providing the environment or the tools for students to resolve conflict without physical aggression.

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

Not providing the environment or the tools for students to resolve conflict without physical aggression.

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

Walk thru data, student interviews, and teacher behavior data chats, indicates that the environment and tools needed for conflict resolution need to be improved

---

### Goal 3

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

---

#### Develop mentoring program and all male student groups to increase level of respect for themselves as well as others

##### Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

5000 Role Models

Check in/out for particular students

##### Person(s) Responsible

PE coach, Tech Specialist, MTSS team, Administrative team for fidelity checks

##### Timeline / By When?

October 1, 2015

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

#### Develop student groups to increase students' ability to resolve conflict in school.

##### Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Identify adult facilitator for each group, students selected based on specific criteria for each group.

Establish location and time for each meeting.

Application with parent notification and permission granted for participation in each group.

Girlfriends-Selected group of female students

##### Person(s) Responsible

Girlfriends-Music Teacher

5000 RM- PE Coach, Tech Specialist

Administrative team

Classroom teachers

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

9/22/2015

**Timeline / By When?**

October 1, 2015

**Initiated:** 9/15/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Develop school wide classroom processes**

**Implementation Steps**

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

Establish procedures for:

Arrival and dismissal

Distributing materials and turning in assignments

Requesting help from teacher

Transitions to new activities or settings

Independent and group work

Returning to class

Reinforcing classroom behavior expectations

**Person(s) Responsible**

TNTP, Classroom teachers & Administrative Team (Principal, Asst. Principal, MTSS Coach, Behavior Coach/Specialist) for fidelity checks of classroom management documentation and STOIC walk thru data

**Timeline / By When?**

August 3, 2015

**Initiated:** 5/1/2015

**Ongoing:**

**Pending:**

**Completed:** 8/3/2015

**Teacher and Paras increase positive/negative student interactions (5:1)**

**Implementation Steps**

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

Use of TNTP's positive framing process to increase the positive interactions between teacher and student and student and student

**Person(s) Responsible**

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

9/22/2015

Administrative team, TNTP  
Classroom teachers

**Timeline / By When?**

September 24, 2015

**Initiated:** 8/20/2015

**Ongoing:** Y

**Pending:**

**Completed:**

---

## Goal 3

### 5. Data collection and management

---

#### Rooster of the number of students involved in activities and clubs

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

List of activities held and the number of student's involved (signature sheets, Agendas, etc.)

##### Person(s) Responsible

PE Coach, Tech Specialist, SBLT

##### Timeline / By When?

Monthly

**Initiated:** 10/1/2015

**Ongoing:** Y

**Pending:**

**Completed:**

#### Discipline Tracker and referrals

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

Debrief with teachers during behavior data chats weekly specific grade levels  
Collaborate with MTSS team during MTSS-B meeting weekly specific grade level

##### Person(s) Responsible

Debrief with teachers during behavior data chats weekly specific grade levels  
Collaborate with MTSS team during MTSS-B meeting weekly specific grade level

##### Timeline / By When?

Weekly

**Initiated:** 8/28/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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

9/22/2015

**STOIC walk thru with checklist**

**Implementation Steps  
(Including professional development)**

Collect and analyze interactions piece from STOIC walk thru data: School trends, Grade level data; specific to classroom data

Debrief trends and grade level data with faculty

**Person(s) Responsible**

Behavior Specialist, Behavior Coach, MTSS coach, Administrative team

**Timeline / By When?**

Monthly

**Initiated:** 9/25/2015

**Ongoing:**

**Pending:**

**Completed:**

---

**Goal 3**

**6. Support Plan**

---

**Infuse strategies for conflict resolution within student groups**

**Implementation Steps  
(Including professional development)**

Obtain Guest Speakers and mentors for student groups

**Person(s) Responsible**

PE Coach, Tech Specialist, Music teacher and Administrative team for fidelity checks

**Timeline / By When?**

November 1, 2015

**Initiated:** 9/15/2015

**Ongoing:** Y

**Pending:**

**Completed:**

---

**Goal 3**

**7. Fidelity Plan**

---

**Referral data**

**Implementation Steps  
(Including professional development)**

Review behavior office calls and discipline trackers

**Person(s) Responsible**

Behavior Specialist

**Timeline / By When?**

Weekly

**Initiated:** 8/28/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**STOIC walk thru with checklist**

**Implementation Steps  
(Including professional development)**

Behavior data chats with specific grade levels weekly

**Person(s) Responsible**

MTSS team, Administrative team, Behavior Specialist/Coach

**Timeline / By When?**

Monthly

**Initiated:** 9/25/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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

9/22/2015

**Rooster of the number of students involved in activities and clubs**

**Implementation Steps  
(Including professional development)**

List of activities held and the number of student's involved (signature sheets, Agendas, etc.)

**Person(s) Responsible**

PE Coach, Tech Specialist, Music teacher, Administrative team

**Timeline / By When?**

Monthly

**Initiated:** 10/1/2015

**Ongoing:** Y

**Pending:**

**Completed:**

---

## School-wide Reward System

---

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

#### Student

Manatee Mall is the school wide reward system directly aligned with the Classroom Behavior System.

Mighty Manatees

Citizen of the Month

Golden Garbage Can Reward

Honor Roll

Principal List

Guidelines for Success Tickets

Manatee Money (cafeteria)

Perfect Attendance

#### Staff

Perfect Attendance Reward

Teacher Appreciation Week

Holiday Gatherings/Luncheons

Team Building Activities

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

#### Student

Manatee Mall is the school wide reward system directly aligned with the Classroom Behavior System.

Mighty Manatees - Acknowledgment of students got going over and beyond in academics and behavior.

Citizen of the Month - Teachers choose a student who has demonstrated the trait of the month.

Golden Garbage Can Reward - Plant operators give to classes for having the cleanest classroom.

Honor Roll - K-2 all Es and Vs with satisfactory and above in conduct. 3-5 all As and Bs with satisfactory and above in conduct.

Principal List - K-2 all Es with satisfactory and above in conduct. 3-5 all As with satisfactory and above in conduct.

Guidelines for Success Tickets - Given to student when they are caught demonstrating the Guidelines for Success.

Manatee Money (cafeteria) - Earn \$1 for entering the cafeteria with shirts tucked, gender based line and level 0. Can earn up to \$4 for having a green cone at the table. ( Level 1 voice, facing forward, staying in their seats). Earn \$1 for lining up on a level zero, shirts tucked in, gender based line and personal space.

Perfect Attendance - Present everyday without any tardies.

#### Staff

Perfect Attendance Reward - Present everyday for grading period.

Teacher Appreciation Week - A week dedicated to appreciating staff for all their diligence and hard work with students.

Holiday Gatherings/Luncheons - Times set aside for staff to mingle and celebrate the various holidays.

Team Building Activities - After hours time for staff to mingle and do team building.

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

#### Student

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

9/22/2015

Manatee Mall is the school wide reward system directly aligned with the Classroom Behavior System.  
Mighty Manatees - Given daily. Read over afternoon announcements by principal or assistant principal.  
Citizen of the Month - Monthly assembly. Announced at SAC meeting.  
Golden Garbage Can Reward - Given weekly by plant operators for cleanest classrooms.  
Honor Roll - Every grading period. Certificate, book tag, bumper sticker, field trip and a tangible reward of some kind.  
Principal List - Every grading period. Certificate, book tag, bumper sticker, field trip, shopping spree (Walmart gift card) and restaurant dining.  
Guidelines for Success Tickets - Given daily by any staff member to any student.  
Manatee Money (cafeteria) - Given daily by cafeteria monitor.  
Perfect Attendance - Monthly. Acknowledged by assistant principal during lunch with popsicles.

**Staff**

Perfect Attendance Reward - Every grading period. Acknowledged by principal and assistant principal. Certificate.  
Teacher Appreciation Week - PTA and SBLT acknowledge and celebrate the staff with various lunches and gifts.  
Holiday Gatherings/Luncheons - Various holidays. Staff collaborates to determine specifics about all gatherings.  
Team Building Activities - Twice a month. Staff collaborates to determine specifics about venues for team building.

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

They are connected to PBS and allows teachers to track and monitor individual students as well as whole class behavior and progress.

---

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

---

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

All classrooms have a 10 point classroom management system. This system allows students to earn 10 points throughout the day.

- 1 point for arrival
- 2 points for LA Core
- 2 points L300
- 1 point Math Core
- 1 point Math intervention
- 1 Science
- 1 point Specials
- 1 Lunch

Points can only be EARNED

No points are to be taken away

Students must be present for block time to earn point

No points can be earned for absences, suspensions, class time outs, or eloping.

If student receives a referral – 10 points will be deducted as a “payment” for their fine.

Teachers and students are expected to keep track of daily points.

K-2 students will shop weekly

3-5 students will shop bi-weekly

Departmentalized students will travel with their Manatee Mall Ledger.

Ledgers should be housed in their data folders.

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

Well known practice within ESE department and connected to PBS (Positive Behavior System).

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

Using the 10 point classroom management system allows teachers to track individual student as well as whole class behavior and monitor progress.

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

To increase the number of students that are receiving rewards for earning positive behavior points.