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

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

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:
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/Measurable 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
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

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
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:  
Completed:  
15/16 School-wide Behavior Plan
Melrose Elementary School

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 students 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:
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

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
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
(包括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
(包括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:
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:
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
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
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.
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.