
Guidelines for Success

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

MHES uses Positive Behavior Intervention Supports. Our Guidelines for Success are:

Respect for Self, Respect for Others, Responsibility for All

These are the overarching guidelines for our expectations are:

Be Respectful, Be Responsible, Be Safe and Be Your Best!

2. Where are common area expectations posted?

Common area expectations are posted for students in hallways, classrooms, cafeteria, PE field, art and music.

3. How are common area expectations communicated?

During the first week of school, teachers review school expectations/rules and establish classroom rules/essential agreements. Lesson plans that specifically addressing CHAMPS strategies are provided to teachers. During the first three days, each grade level attends a presentation by administration on schoolwide expectations and the positive behavior system that will be implemented throughout the year.

Expectations are tied to the IB Learner Profile and are reinforced during schoolwide through assemblies, classroom guidance lessons and daily/weekly class meetings.

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

Classroom rules and expectations are created collaboratively with the students and the teachers and are aligned to the Guidelines for Success and IB Learner Profile. They are posted in classrooms, shared with parents through newsletters, Meet and Greet, Open House, parent conferences and student led conferences.

Goal 1

Present Level of Performance

2014-15: 164 total referrals

Expected Level of Performance

Referrals to decrease 10% - to be less than or equal to 148.

GAP

no current gap exists

1. What problem have you identified?

Students will abide by Guidelines for Success and classroom rules. Our goal is to reduce the number of office discipline referrals by 10% for all students in 2015-16 as compared to 2014-15. Office discipline referral data was used to identify the problem.

2. What is your Desired Outcome/Measureable Goal?

Reduction in number of students receiving office discipline referrals and therefore decreasing loss of academic time due to behavior.

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

Student response to Tier 1 and Tier 2 interventions was varied. Tier 2 and 3 interventions were implemented with varying degrees of fidelity. As the number of students were identified as needing tier 3 supports, some required a more restrictive setting and change of placement.

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

Increasing level of Tier 1 social skills core instruction in all PreK through fifth grade classrooms.

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

Increased Tier 1 core instruction will provide a more proactive approach to student discipline.

Goal 1

4. How will this problem be solved?

Train staff in schoolwide behavior expectations and positive behavior system.

**Implementation Steps
(Including professional development)**

Review 2014-15 data, discuss schoolwide plan in alignment to SIP goals and IB, gather input, create plan, disseminate plan

Person(s) Responsible

Shannon Brennan, Mary DeOliveira

Timeline / By When?

August 29, 2015

Initiated: 8/17/2015

Ongoing: Y

Pending:

Completed:

Implementation on CHAMPS lessons within classroom: Levels of conversation, schoolwide and class expectations taught and reviewed

**Implementation Steps
(Including professional development)**

Provide classroom teachers with access to lesson plans, teachers implement plan, guidance counselor and administration review of schoolwide expectations in grade level assemblies

Person(s) Responsible

Classroom teachers, Guidance Counselor

Timeline / By When?

August 29, 2015

Initiated: 8/17/2015

Ongoing: Y

Pending:

Completed:

**15/16 School-wide Behavior Plan
Mildred Helms Elementary School**

10/26/2015

Goal 1

5. Data collection and management

Office Discipline Referral data

**Implementation Steps
(Including professional development)**

Collected through reports from FOCUS and Decision Ed.

Person(s) Responsible

Shannon Brennan, Mary DeOliveira

Timeline / By When?

August 25, 2015-June 7, 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

Coaching Support/Providing CHAMPS lessons

**Implementation Steps
(Including professional development)**

Professional development

Person(s) Responsible

Shannon Brennan, Mary DeOliveira, Guidance Counselor

Timeline / By When?

August 18, 2015 - June 7, 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

Classroom observations
SBLT review of discipline data

Implementation Steps
(Including professional development)

Classroom observations for posting of expectations/rules
Monthly review of behavior data with grade level teams and staff

Person(s) Responsible

Shannon Brennan, Mary DeOliveira, SBLT

Timeline / By When?

August 24, 2015 - June 7, 2015

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

Present Level of Performance

2014-15: 42 Out of school suspensions

Expected Level of Performance

Number of Out of School Suspensions will be less than 38

GAP

10%

1. What problem have you identified?

Student behavior meets the Guidelines for Success and classroom expectations. Schoolwide out of school suspension data will be used to identify the problem.

2. What is your Desired Outcome/Measureable Goal?

Reduction on the number of Out of School Suspension for all subgroups in the 2015-16 school year as compared to 2014-15.

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

Lack of consistency in monitoring student behavior data and supports for identified students.

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

Increase monitoring of Tier 1, 2, and 3 behavior data to more efficiently and effectively identify students with significant behavioral concern.

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

Based on 2014-15 discipline data, students receiving out of school suspensions were also identified as Tier 3 students and commonly repeat offenders.

Goal 2

4. How will this problem be solved?

Increase monitoring of tier 1, 2, 3 data on student with behavioral concerns.

**Implementation Steps
(Including professional development)**

Bi weekly, SBLT meetings will focus on behavior.
Attendance of administration at PBS and Behavior Coaches meeting

Person(s) Responsible

SBLT, Shannon Brennan, Mary DeOliveira

Timeline / By When?

August 24, 2015, June 7, 2016

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

Goal 2

5. Data collection and management

Out of school suspension data - Tier 1,2, 3 data

**Implementation Steps
(Including professional development)**

Data reviewed at biweekly SBLT and monthly staff meetings

Person(s) Responsible

Shannon Brennan, Mary DeOliveira

Timeline / By When?

August 24, 2015- June 7, 2016

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

Goal 2

6. Support Plan

Coaching classroom teachers on Tier 1,2,3 interventions and data collection

**Implementation Steps
(Including professional development)**

Provide training on data collection and behavior interventions

Person(s) Responsible

SBLT, Shanonn Brennan, Mary Deoliveira

Timeline / By When?

August 17, 2015-June 7, 2016

Initiated: 8/18/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

Monitor classroom behavior and intervention data and out of school suspension data.

**Implementation Steps
(Including professional development)**

Review data and address specific student concerns at grade level PLC meetings, SBLT meetings and monthly staff meeting

Person(s) Responsible

SBLT, Shannon Brennan, Mary DeOliveira

Timeline / By When?

August 24, 2015, June 7, 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

Present Level of Performance

Office Discipline referrals
2014 -15: 164 total referral
Subgroup: Black - 18, Non- Black- 146

Expected Level of Performance

Referrals for black students will be less than 17 for the 2015-16 school year.

GAP

no gap exists

1. The identified problem for Goal 3 is:

There is not a discrepancy between black and non-black student with office discipline referrals. No gap exists. The risk ratio for AA students is below 1%.

2. What is your Desired Outcome/Measureable Goal?

Decrease number of referrals for black subgroup through no gap exists.

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

An improvement in the reductions of referrals for black students occurred in the 2014-15 school year.

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

Continue efforts to increase Tier 1 behavior effectiveness and maximize early intervention strategies.

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

Decrease in the number of office discipline referrals for black students.

Goal 3

4. How will this problem be solved?

Training of staff in CHAMPS and Tier 1 interventions

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Staff training and updating of SWBP with SBLT and SIP Behavior team.

Person(s) Responsible

SBLT, Shannon Brennan and Mary DeOliveira

Timeline / By When?

August 18, 2015- June 7, 2016

Initiated: 8/18/2015

Ongoing: Y

Pending:

Completed:

Goal 3

5. Data collection and management

Office discipline referral data by subgroup

**Implementation Steps
(Including professional development)**

Monitor data through grade level PLC, SBLT and staff meetings

Person(s) Responsible

SBLT, Shannon Brennan and Mary DeOliveira

Timeline / By When?

August 18, 2015- June 7, 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

6. Support Plan

Behavior Coaching/Training

**Implementation Steps
(Including professional development)**

Principal attends PBS training and Assistant Principal attends Behavior Coach Staff training occurs on a bimonthly basis.

Person(s) Responsible

Shannon Brennan, Mary DeOliveira

Timeline / By When?

July 28, 2015- June 30, 2016

Initiated: 7/29/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

**Implement behavior support requests and training logs
Monitor through classroom walkthroughs**

**Implementation Steps
(Including professional development)**

Document trainings, attendees and implementation

Person(s) Responsible

Shannon Brennan, Mary DeOliveira

Timeline / By When?

August 18, 2015- June 7, 2016

Initiated: 8/18/2015

Ongoing: Y

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

A schoolwide positive behavior recognition system recognizes students and their classrooms for displaying the attributes of the IB learner. Schoolwide assemblies celebrate classroom achievement and attendance.

Individual student recognition system implemented during the 2015-16 school year using Dynamite Dolphin awards.

2. Describe the procedure/practice used.

Staff members recognize students/classrooms for displaying the attributes of the IB learner profile. Classrooms earn "dolphin tickets" and at set goal points earn class wide recognition. Incremental rewards are scheduled with the least amount of impact on academic time.

Teachers will recognize "Dynamite Dolphins" as students who exemplified an attribute from the IB learner profile. Daily, one to two students per class will bring their certificate and/or work to the office to be recognized by administration. Certificates will be returned to the student to share with parents.

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

Staff members support the plan through the distribution of dolphin tickets. Teachers set goals with their classes, earn tickets and track their totals. Once a classroom has meet the incremental goal, the teacher reports the achievement to administration and the celebration is scheduled.

Individual recognition is determined by classroom teachers at the end of each day. Slips are sent to the Broadcasting Studio to be read over the morning news the next day. Students are given the recognition form to be shared with their parent/guardians.

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

The positive behavior recognition system was developed and based off of CHAMPS. Evidence based instruction was developed from administrations attendance and participation in PBS training as well as district behavior coach training.

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

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

CHAMPS is used as the foundation to our schoolwide classroom management system.

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

We worked for 2 consecutive years with a district level CHAMPS trainer to develop the management system.

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

Student behavior is collected daily and monitored by teachers.

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

High student engagement levels and participation in active learning are specific outcomes that are expected as result of our classroom management systems.