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## Guidelines for Success

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

#### A. HAWKS Expectations

Have respect—treat others as you want to be treated

Act responsibly—do your job (be prepared to learn/work)

Work cooperatively—help each other

Keep trying—do your best, even when it's hard

Stay safe—make healthy choices

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

Common area expectations are communicated via posters in the hallways, cafeteria and office as well as verbal reminders on the morning news show and in the classrooms. (See Attached)

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

Classroom expectations are communicated through posters, daily verbal reminders, and GFS rules matrix (See attached)

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

The classroom expectations are tied directly to the school wide expectations. They are posted in all classrooms and reviewed daily.

#### HAWKS Expectations

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## Goal 3

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### Present Level of Performance

African American students account for 44% of the Office Discipline Referrals

### Expected Level of Performance

The percentage of African American receiving Office Discipline Referrals will decrease by a minimal 4%.

## GAP

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

Decrease discipline gap by reducing ODRs among African American students from 44% to 40% of total ODRs

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

Decrease discipline gap by reducing ODRs among African American students from 44% to 40% of total ODRs

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

Turn over of students and teachers. Very diverse population and student turn over.

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

African American students account for the highest percentage of Office Discipline Referrals and Out of School Suspensions. Many of these referrals are the result of students' ability to find appropriate ways to communicate their frustration with their teachers and/or peers.

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

African American students account for 44% of the total ODRs

**Goal 3**

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

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

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:**

**Ongoing:**

**Pending:**

**Completed:**

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## School-wide Reward System

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

#### A. Daily Points

1. Criterion—Student demonstrates each of the HAWKS Expectations during a block of the day to earn a point

2. Process—Teachers build into their schedules a minute or two to acknowledge students who meet the criteria for earning a point. This recognition and awarding of points occurs at or around 10:15, 12:00, 1:45 and 3:00 each day. The students begin the day with 0 points and may earn up to 4 points per day. These points are recorded in their agendas and any behavior tracking sheets that the teacher may utilize to determine eligibility for monthly PBS Celebrations.

3. Program manager—Teachers under supervision of Boyd (AP) and Austin (Principal)

#### B. Hawk Pride Awards

1. Criterion—Student demonstrates of one or more of the HAWKS Expectations during a school day

2. Process—Teachers identify two students per week whose positive behavior was observed. They specifically identify the behavior and which Expectation was demonstrated. On Friday of each week Mrs. Austin and/or Ms. Boyd visit the classroom to recognize each student and give them the award and a pencil.

3. Program manager—Boyd (AP) and Austin (Principal)

#### C. Monthly celebrations

1. Criteria—Student earns an average of 3 points per day and has no discipline referrals throughout the month

2. Process—Teachers submit the names of the students who met the criteria to the guidance counselor.

Celebration days are planned and scheduled by the PBS team in advance and the students attend the activities for 30 minutes.

3. Program manager—PBS team with support of parent volunteers

#### D. Behavior Awards

1. Criterion—Student consistently earns 4 points per day for the grading period

2. Process—Teachers submit the names of the student who met the criteria to the behavior specialist who creates certificates for these students. They are presented with the certificate at an awards ceremony at the end of each grading period.

3. Program manager—Redfering (behavior specialist)

#### E. Character Awards

1. Criterion—Student consistently displays the character trait of the month

2. Process—Teachers nominate one student per month who meets the criterion and submits the name to the guidance counselor. The students' names are read on the News Show the first week of each month. They will receive a certificate and the guidance counselor submits the names for publication in the Newsletter.

3. Program manager—TBA (guidance counselor)

#### F. Teacher recognition/reward program

1. Criterion—Adhering to school-wide systems with fidelity

2. Process—Teams will be observed monthly for each of the elements of STOIC following training of that element at the previous faculty meeting. Teams who score the highest in that element will be rewarded with breakfast.

3. Program manager—PBS core team

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

See Above

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

**15/16 School-wide Behavior Plan  
New Heights Elementary School**

9/23/2015

See Above

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

- I. Data collection and management
- A. Faculty commitment—Monthly STOIC walkthrough data; PBS team observation
- B. Rewards and recognition—Monthly STOIC walkthrough data; PBS team observation
- C. Reduce discipline gap—Monthly ODR data

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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?**

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

The school wide discipline plan entails components from PBS (Positive Behavior Systems) and CHAMPS.

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

- I. Fidelity and data-based decision making
- A. Fidelity ensured through STOIC walkthroughs and PBS team reflection and observation
- B. Data disaggregated by race/ethnicity, grade level, infraction type, gender, individuals
- C. Data will be continually monitored for progress toward above stated goals if progress is insufficient toward end of the year success then team will meet to discuss modifications to plan

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

Closing the discipline gap between African American students and Non-African American students.  
Decreasing the number of Office Discipline Referrals.  
Increased instructional time.