
Guidelines for Success

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

Our school-wide behavior plan has been developed to outline the procedures and school-wide expectations of Shore Acres Elementary. This plan includes procedures, expectations, rewards, and consequences for the entire school including common areas (cafeteria, transition areas, specials, etc.).

In order for our plan to be effective, all procedures and expectations must be taught, modeled, and practiced consistently and with fidelity.

Teach, Model, Practice

Teach

1. Define the procedure or expectation in concrete terms.
2. Demonstrate the procedure or expectation, don't just tell.
3. Demonstrate a complex procedure or expectation step by step.

Model

1. Model examples and non-examples of each procedure or expectation.
2. Check for student understanding.

Practice

1. Allow students time to practice each procedure or expectation.
2. Continue this practice often during the first two weeks of school until it becomes routine.
3. Provide further modeling and instruction if necessary (i.e. after long breaks).
4. Reteach the correct procedure or expectation and practice as necessary throughout the year.

2. Where are common area expectations posted?

All students are expected to know and adhere to the following common area expectations. These expectations are posted in each area. See attached Documents for common area posters posted throughout the school. They all have a common theme and are written in student language to insure execution with fidelity.

3. How are common area expectations communicated?

There are school-wide assemblies to communicate expectations for the common areas for students at the beginning of the school year and then small reminder assemblies when we return from Winter break. Staff was trained on the SWBP during preschool and throughout the year.

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

Students are expected to know and adhere to the following school-wide behavior expectations. The Eagle PRIDE poster is displayed throughout the campus and is hung in every classroom. Teachers are asked to go over all expectations with students during the first week of school, several times.

Positive Attitude: Students and staff display a positive attitude that expands their ability to grow academically and socially.

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Respect: Students' and staff's behavior demonstrates care and concern for the feelings of others.

Individual Responsibility: Students and staff are accountable for their own work and actions.

Demonstrate Safety: Students' and staff's behavior helps keep them free of injury and danger at all times.

Excellence Always: Students and staff come to school with what is needed to be successful every single day. They are dressed appropriately and prepared for class.

Goal 1

Present Level of Performance

2014-2015 school year, 104 behavior referrals of which 18, (17%)were black students. Black population is 11% of the school population.

Expected Level of Performance

Referrals for black students should reflect the percentage of the population with no gap.

GAP

The gap is 6% last year down from 28% the previous year.

1. What problem have you identified?

Students need to focus on adhering to and following all school-wide behavior expectations as laid out in our SWBP developed over the past two years. The data from the data warehouse provided by the district was used to develop this goal.

2. What is your Desired Outcome/Measureable Goal?

We will use a staff mentoring program to identify and work with our black students to reduce the number of referrals to 11% of the total population to more closely reflect our overall student population.

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

Although the population numbers have not changed significantly, the transient nature of the black population makes it difficult to establish true relationships through mentoring over time. Students do not always take advantage of extended learning opportunities offered after school for various reasons. These programs are designed to help academically as well as encourage these students to respect and follow school-wide expectations even beyond the school day.

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

Establishing a consistent connection with one adult (a mentor) on campus.

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

In the past, when black students have had a mentor they have made gains based on data.

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Goal 1

4. How will this problem be solved?

Identify black students with behavior concerns and discuss the student at SBLT. Create an Individual Positive Behavior plan including a staff mentor.

**Implementation Steps
(Including professional development)**

Assign a staff member to meet with the student throughout the school year to build positive relationships and appropriate social skills. This may include the Counselor, Psychologist, Social Worker or a staff member the student relates to.

Person(s) Responsible

MTSS Team

Timeline / By When?

Beginning August 24th and ongoing throughout the school year.

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

5. Data collection and management

Data Warehouse School YTD Infraction Counts by Special Person Report

**Implementation Steps
(Including professional development)**

Staff Mentors will be given information regarding their student mentee in order to review and establish goals for their student.

Mentors will meet on a monthly basis with mentee to rewrite and rethink goals.

Person(s) Responsible

Principal
MTSS Team
Mentor

Timeline / By When?

September 1st and ongoing through the year

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

1. Providing past behavior assesment for sudent to mentor

2. Writing goals with student to accomplish within a month

**Implementation Steps
(Including professional development)**

1. Mentor meeting
2. Planned meetings for mentors and students.

Person(s) Responsible

Principal
MTSS Team
Mentor

Timeline / By When?

End of academic year

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

Mentors will keep a record of meeting times and established goals for the student.

**Implementation Steps
(Including professional development)**

Mentor folders will be provided to help establish goals

Person(s) Responsible

MTSS Team
Mentor

Timeline / By When?

End of Year

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

“In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.”

2. Describe the procedure/practice used.

1. School-wide:

Purpose

The purpose of the school-wide reward system is to encourage and acknowledge students who develop and demonstrate positive behavior as outlined by the school-wide Eagle PRIDE behavior expectations.

Eagle Ticket System

1. All staff members will receive 1 sheet of Eagle Tickets in their mailbox at the beginning of each week. Each staff member is expected to reward all 10 of their tickets during the week. Please look for opportunities to reward students all over campus (car circle, hallways, cafeteria, PE, front office, etc.). Teachers may not reward their own students and staff members are encouraged to reward individual students, not an entire class. When you observe students showing Eagle PRIDE, anywhere on campus, acknowledge them by giving specific, positive, verbal, feedback and hand them the Eagle Ticket. The positive feedback should relate back to our school-wide expectations (positive attitude, respect, individual responsibility, demonstrate safety, and excellence always).

2. Eagle Tickets are returned to the classroom and collected in a designated container (creating this container could be a first day, team building activity). Tickets will be collected for the whole month. At the end of the month, each teacher will submit the total number of tickets their classroom earned for that month via email, to the guidance counselor.

3. Monthly winners will be announced on the morning announcements the Monday after the last day of the month. There will be one winner from each grade level selected. The class, from each grade level, with the most Eagle Tickets at the end of the month is the winner.

4. The winning classes will receive “The Golden Eagle” award and will get to keep it for the entire month. This award will be displayed on the classroom doors so we can all see which grade level class was the winner.

2. Cafeteria:

Purpose

The purpose of the cafeteria reward system is to encourage classes to meet the cafeteria Eagle PRIDE expectations on a daily basis and to acknowledge classes who consistently do this.

Cup System

-All classes will start with a green cup.

-Classes who are meeting the cafeteria Eagle PRIDE expectations will remain on green.

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- Classes who are not meeting cafeteria Eagle PRIDE expectations will get a warning and their cup will be changed to yellow. If their behavior improves, they will move back to green. If behavior does not improve, their cup will be changed to red.
- When a class has a red cup, they are not allowed to talk.
- Only teachers and cafeteria staff may switch the cups. Students are not allowed.

Documentation

- Each month a new poster will be displayed in the cafeteria next to the exit doors.
- Teachers will put a green check mark in the row next to their name on days when their class has a green cup at dismissal.

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

The entire staff will enforce the SWBP set in place by a committee of their peers.

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

The plan was created by a team of faculty members including the Administration after looking at our school-wide discipline data. The use of reward over consequence is based on Positive Behavioral Interventions and Support

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

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

Positive Behavior Interventions and Support

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

It is a district plan.

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

Using Data Warehouse the MTSS Team continuously monitors student behavior through referrals and suspensions.

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

Improved school-wide behavior from outlined expectations and fewer referrals and suspensions.