School:

Maximo Elementary

School Culture for Learning | District Strategic Plan | Goals 2, 3
| Marzano Leadership | Domain 5

School-wide Behavior Plan
1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Include how you ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

We will establish an environment that attempts to remove weaknesses and capitalize on strengths. These strengths are our schools' Guidelines For Success: Respect, Responsibility, and Cooperation. Teachers and staff will utilize the positive school wide recognition plan to address positive behavior supports in a proactive way for all stakeholders.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

Maximo Elementary ensures that the school-wide expectations transfer to the classroom equitably through the use of our school wide behavior plan and behavior call system that clearly explains what teachers should do for various leveled behaviors. The PBIS team and designees who respond to behavior calls meet monthly to monitor the implementation of the school-wide behavior management plan. Our school utilizes a **10 point** behavior & academic classroom management system. Each day, students will have an opportunity to earn a maximum of 10 points. Points are **earned** by following school and classroom expectations.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex., character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Our plan to implement a seamless multi-tiered system of support begins first with following the School Wide Management Plan with fidelity. Should the implementation of a Behavior Intervention Plan prove to be ineffective, a Behavior Intervention Team Referral may be submitted along with the behavior intervention plan itself, two (2) weeks' worth of frequency/duration data and family contact documentation. The teacher will then contact the MTSS Coach to schedule a time to discuss the student. The MTSS Coach and the MTSS-B Team will work with the teacher to modify one or more aspects of the behavior intervention plan and continue to evaluate its effectiveness or, if it is determined that a Problem Solving Worksheet (Tier 3) should be implemented, the process will be initiated.

Data-Based Problem Solving
4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Maximo Elementary plans to meet the physical, social, and emotional needs of students in need of supplemental or intensive supports through our Student Services Team. Students in need are referred to Student Services to receive such services as Suncoast counseling, social support groups, clothes for kids referrals, pack a snack, and family navigator resources.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (e.g., school dashboard, disparity gap, Healthy Schools data).

Maximo Elementary monitors for the success of all students by closely analyzing monthly behavior call data, referral information, in/out of school suspensions, teacher input tracking forms, 10 point data, and Performance Matters early warning indicators through our weekly SBLT conversations.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Through SBLT our school leadership ensures that all staff members have high expectations for the success of all students by closely monitoring monthly behavior call data, referral information, in/out of school suspensions, tracking forms, 10 point data, teacher input, classroom observations/walkthroughs, and student service referrals.

School Culture/SWBP/Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Using a positive and proactive approach with increased supervision by staff, we will decrease the number of physical aggression **incidents** by 20% based on the 2015-16 end of the year disciplinary report.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
School wide implementation of Morning meetings and the utilization of paraprofessionals to accompany students during specials and lunch to improve the overall culture and climate of the school.	Tekoa Moses- AP
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Using a positive and proactive approach to behavior management, we will decrease the number of **out-of-suspensions** received by our African American or Black subgroup by 20% based on 2015-16 disciplinary report.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The School Leadership Team, teachers and students will brainstorm various alternatives to out of school suspensions such as lunch detentions, before/after school detentions and the use of a Reintegration Plan created to re-introduce students into the learning environment when they have been suspended in hopes that it will be a one time occurrence.	Tekoa Moses-AP

Early Warning System – School Goal(s)

SMART Discipline Goal, based on Early Warning System Data (Specific, Measurable, Achievable, Realistic, Time-bound)	
Actions/Activities in Support of Discipline Goal	Evidence to Measure Success
A strategy Maximo Elementary will utilize for reducing the discipline and learning gaps between Black and Non-Black students is to implement alternative consequences to out of school suspension for our students identified based on the early warning indicators.	The evidence used to measure the success of this action will be the 2015/2016 out of school suspensions for identified students compared to their results for the 2016/2017 school year.
As needed: SMART Discipline Goal, based on Early Warning System Data (Specific, Measurable, Achievable, Realistic, Time-bound)	
Actions/Activities in Support of Discipline Goal	Evidence to Measure Success