
Guidelines for Success

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

Anona Elementary has four Guidelines for Success 1. Be Safe 2. Be Respectful 3. Try Your Best 4. Be Responsible. The GFS are taught to each student by the classroom teacher as well as through character education lessons taught throughout the school year by specialists. Classroom management systems and expectations are aligned with the GFS. The GFS and behavioral expectations are visible in each classroom and in all common areas. Picture posters of a variety of Anona students depicting students making positive behavior choices are displayed throughout the campus. Expectations and GFS are communicated to parents in the school newsletter, at parent and community involvement activities, and during PTA and SAC meetings. They are also evident in the school language. These supports help create a safe and caring culture that encourages on-task behaviors. Our Positive Behavior Support System aligns to the GFS and correlates with student conduct grades. Students earn an E, V, S, N, or U each day, which provides consistent behavioral data school-wide. The system is utilized across all grade levels, making it easy for students and their families to understand. A rubric is established for each grade level that clearly defines the criteria for earning an E, V, S, N, and U and states the positive reinforcers earned at each level. At the end of each grading period students who earn an E, S or V 90% or more of the grading period are celebrated at the grade level celebration. Students can also earn pillars throughout the school day for displaying the Commitment to Character trait of the month. Students from each class who earn the most pillars are eligible to be the Character Kid of the Month. Each month a Character Kid is selected from each class and recognized on the morning news and in the school newsletter. School administrators meet with the school counselor, behavior specialist, school psychologist, and school social worker monthly to analyze and monitor behavioral data. Behavior incidents that exceed the classroom management system may result in a consequence and/or office referral. The supervising teacher at the time of the incident or the staff who witnessed the incident document the incident on an ODR. The ODR is sent to the office and processed by an administrator or the behavior specialist. Appropriate disciplinary action is assigned based on the severity of the incident and avoids reinforcing the function of the behavior. If the behavior persists Tier 2 or Tier 3 interventions will be implemented.

2. Where are common area expectations posted?

The GFS and behavioral expectations are visible in each classroom and in all common areas including the cafe, hallways, bathrooms, playground, physical education court, car riding area, bus area, and front office. Picture posters of a variety of Anona students depicting students making positive behavior choices are displayed throughout the campus. Expectations and GFS are communicated to parents in the school newsletter, at parent and community involvement activities, and during PTA and SAC meetings. They are also evident in the school language. These supports help create a safe and caring culture that encourages on-task behaviors.

3. How are common area expectations communicated?

Anona Elementary has four Guidelines for Success 1. Be Safe 2. Be Respectful 3. Try Your Best 4. Be Responsible. The GFS are taught to each student by the classroom teacher as well as through character education lessons taught throughout the school year by specialists. Classroom management systems and expectations are aligned with the GFS. The GFS and behavioral expectations are visible in each classroom and in all common areas. Picture posters of a variety of Anona students depicting students making positive behavior choices are displayed throughout the campus. Expectations and GFS are communicated to parents in the school newsletter, at parent and community involvement activities, and during PTA and SAC meetings. They are also evident in the school language.

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

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communicated?

All classroom management system and expectations are aligned with the GFS which are Be Safe, Be Respectful, Try Your Best, and Be Responsible. The GFS and behavioral expectations are visible in each classroom and in all common areas. They are communicated through lessons and processes taught by each classroom teacher. School specialists teach the expectations and GFS monthly and re-teach the skills as needed. The expectations and GFS are also communicated through common school language used by all staff and students, which creates a positive culture of safety, respect, responsibility and active learning.

Goal 1

Present Level of Performance

74 referrals were given to 36 students in the 2014/2015 school year.

Expected Level of Performance

No more than 50 referrals assigned in the 2015-16 school year.

GAP

from 74 referrals to no more than 50
GAP-24

1. What problem have you identified?

In the 2014-2015 school year, 74 ODR were assigned to 36 students or 8% of our total school population. Twenty-two of the thirty-six students (61% of the students who received an ODR) received only 1 referral.

Students would be sent to the front office with an ODR completed by the teacher who assigned it and would often wait several minutes in the office waiting for the referral to be processed by an Administrator. We revised this process to eliminate or decrease the frequency and duration of instructional time loss. We also revised our PBS system to align with our Guidelines for Success to ensure common language and clearly communicated expectations.

2. What is your Desired Outcome/Measureable Goal?

Goal 1: Reduce the number of office referrals school-wide from 74 to 50 leading to an increase in student time on-task and engagement. Last school year 36 out of 424 students or 8% of our total school population received a referral. Twenty-two of the thirty-six students (61% of the students who received a ODR) received only 1 referral.

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

Possible reasons or barriers that prevented us from achieving this goal were mainly processes that needed to be revised. One example was our office discipline referral process. In past years, students would be sent to the front office with an ODR completed by the teacher who assigned it. Once in the office students would often wait several minutes for the referral to be processed by an Administrator. We revised this process to eliminate or decrease the frequency and duration of instructional time loss. We also revised our PBS system to align with our Guidelines for Success to ensure common language is utilized by everyone and that all expectations are clearly communicated to all stakeholders.

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

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Our priority is to identify students who are experiencing behavioral difficulties early and provide them with the early intervention services to support their needs and help them be successful in the learning environment.

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

Data indicates that 74 referrals were assigned to a total of 36 students in the 2014-15 school year. A decrease in the number of students who receive a referral/referrals and a reduction in the number of referrals assigned will indicate that our PBS system and classroom management systems are creating a positive culture that promotes learning.

Goal 1

4. How will this problem be solved?

Design a new procedure for processing office discipline referrals.

Implementation Steps (Including professional development)

Communicate the process to all staff.

Person(s) Responsible

Principal
Assistant Principal
Behavior Specialist

Timeline / By When?

Initiated: 8/13/2015
Ongoing: Y
Pending:
Completed: 8/24/2015

Revised GFS

Implementation Steps (Including professional development)

The SIP met over the summer to revise the GFS to ensure that they are clearly defined and easy for all stakeholders to understand.

Person(s) Responsible

SIP Team

Timeline / By When?

By the end of September all students should have a clear understand of the 4 GFS.

Initiated: 7/14/2015
Ongoing: Y
Pending:
Completed:

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Classroom management systems aligned to revised GFS.

**Implementation Steps
(Including professional development)**

Classroom management form distributed to all teachers and returned to administrators for review to ensure alignment

Person(s) Responsible

all classroom teachers/
administrators

Timeline / By When?

By September 1st.

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Commitment to Character lessons.

**Implementation Steps
(Including professional development)**

School counselor will do monthly lessons on the character trait of the month.

Person(s) Responsible

school counselor

Timeline / By When?

monthly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

5. Data collection and management

Monthly SBLT/Behavior Support team meetings to analyze school-wide behavior data and individual Tier 2 & Tier 3 data obtained from the data warehouse.

**Implementation Steps
(Including professional development)**

Behavior specialist will meet with grade level teams to design the grade level conduct rubrics.
Professional development will be designed and provided as needed and will be determined by behavior data.

Person(s) Responsible

Behavior Specialist, Administrators, School Counselor, Psychologist, Social Worker

Timeline / By When?

monthly/throughout the school year

Initiated: 8/27/2015
Ongoing: Y
Pending:
Completed:

Progress monitoring of all Tier 2 and Tier 3 behavioral interventions will occur and be documented on Tier intervention form or Tier 3 behavior plans.

**Implementation Steps
(Including professional development)**

Design and implement an improved Tier 2 behavior progress monitoring process and progress monitoring tool that will be distributed to teachers bi-monthly and returned to MTSS coordinator to be reviewed by BST bi-monthly.

Person(s) Responsible

Behavior Specialist/School Counselor

Timeline / By When?

By October 2015.

Initiated: 8/24/2015
Ongoing: Y

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Pending:

Completed: 10/30/2015

Goal 1

6. Support Plan

Behavior specialist will coach staff as needed and is always available as a resource.

**Implementation Steps
(Including professional development)**

Professional development and coaching will provided whenever needed based on what the data tells us.

Person(s) Responsible

behavior specialist

Timeline / By When?

throughout the school year

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Behavior Support Team (BST)will regularly update the staff on school-wide behavior data at SBLT meeting and Faculty Meetings.

**Implementation Steps
(Including professional development)**

Behavior Specialist/Administrators/MTSS Coordinator will review and analyze school-wide behavior data prior to meeting, then present the information to staff, allowing time for staff feedback.

Person(s) Responsible

Behavior Specialist, Administrators, School Counselor, Psychologist, Social Worker

Timeline / By When?

school counselor, psychologist, social worker, behavior specialist, Administrators

Initiated: 10/1/2015

Ongoing: Y

Pending:

Completed:

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Goal 1

7. Fidelity Plan

We will run a monthly data warehouse behavior report and analyze the findings to determine if interventions are being implemented as designed and are effective.

**Implementation Steps
(Including professional development)**

After analyzing the findings we will revise/modify any interventions that are not producing the desired results and provide professional development to meet the needs and address and data trends or patterns.

Person(s) Responsible

Behavior Specialist, Administrators, School Counselor, Psychologist, Social Worker

Timeline / By When?

monthly

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

We will monitor that Tier 1 PBS/Classroom management systems are actively utilized using the monthly Tier 1 walkthrough checklist.

**Implementation Steps
(Including professional development)**

Administrator completes an observation of random classrooms throughout the campus utilizing the form given by the district.

Person(s) Responsible

Administrator/ Behavior Specialist

Timeline / By When?

monthly

Initiated: 9/25/2015

Ongoing: Y

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**Pending:
Completed:**

Goal 2

Present Level of Performance

9 out of 36 students or (25%) of students who received ODR in the 2014-15 school year are in our Hispanic subgroup. 19 out of 74 referrals or (26%) were assigned to a student in this subgroup.

Expected Level of Performance

Reduce the number of referrals assigned to this subgroup to less than 11%

GAP

from 26% to less than 11%=15%

1. What problem have you identified?

We want all students at Anona to be safe, be respectful, try their best, and be responsible. By teaching these guidelines for success (GFS) and implementing them with fidelity we will create a sustainable positive culture that increases student engagement and reduces the frequency and duration of discipline incidents.

2. What is your Desired Outcome/Measureable Goal?

Decrease the percentage of students in the Hispanic subgroup that receive an ODR from 25% (9 out of 36 students) to less than 11%.

Reduce the number of office discipline referrals assigned to students in our Hispanic subgroup from 19 out of 74 (26%) to less than 11%.

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

Our Anona expectation were somewhat unclear and difficult to remember. Early warning indicators were not monitored often enough to identify students who require early intervention services or additional supports.

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

Our priority is to identify students who are experiencing behavioral difficulties early and provide them with the early intervention services to support their needs and help them be successful in the learning environment.

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

Data indicates that 9 out of 36 students or (25%) of students who received ODR in the 2014-15 school year are in our Hispanic subgroup. 19 out of 74 referrals or (26%) were assigned to a student in this subgroup. This data is disproportionate to our Hispanic demographics which shows that 12% of our total school population makes up this

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subgroup.

Goal 2

4. How will this problem be solved?

Revised GFS

**Implementation Steps
(Including professional development)**

The SIP met over the summer to revise the GFS to ensure that they are clearly defined and easy for all stakeholders to understand.

Person(s) Responsible

SIP team

Timeline / By When?

By the end of September all students should have a clear understand of the 4 GFS.

Initiated: 7/14/2015

Ongoing: Y

Pending:

Completed:

Classroom management systems aligned to revised GFS

**Implementation Steps
(Including professional development)**

Classroom management form distributed to all teachers and returned to administrators for review to ensure alignment

Person(s) Responsible

all classroom teachers/
administrators

Timeline / By When?

By September 1st.

Initiated: 8/24/2015

Ongoing: Y

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Pending:
Completed:

Commitment to Character lessons

**Implementation Steps
(Including professional development)**

School counselor will do monthly lessons on the character trait of the month.

Person(s) Responsible

school counselor

Timeline / By When?

monthly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

Goal 2

5. Data collection and management

Monthly SBLT/Behavior meetings to analyze school-wide behavior data obtained from the data warehouse.

**Implementation Steps
(Including professional development)**

school counselor, psychologist, social worker, behavior specialist, Administrators will meet one Thursday per month to progress monitor behavior data and analyze school-wide behavior data.

Person(s) Responsible

school counselor, psychologist, social worker, behavior specialist, Administrators

Timeline / By When?

monthly

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

Progress monitoring of all Tier 2 and Tier 3 behavioral interventions will occur and be documented on Tier 2 intervention form or Tier 3 behavior plans.

**Implementation Steps
(Including professional development)**

Design and implement an improved Tier 2 behavior progress monitoring process and progress monitoring tool that will be distributed to teachers bi-monthly and returned to MTSS coordinator to be reviewed by BST bi-monthly.

Person(s) Responsible

Behavior Specialist/School Counselor

Timeline / By When?

bi-monthly

Initiated: 8/24/2015

Ongoing: Y

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**Pending:
Completed:**

Goal 2

6. Support Plan

BST will regularly update the staff on school-wide behavior data.

**Implementation Steps
(Including professional development)**

Behavior Specialist/Administrators/MTSS Coordinator will review and analyze school-wide behavior data prior to meeting, then present the information to staff, allowing time for staff feedback.

Person(s) Responsible

school counselor, psychologist, social worker, behavior specialist, Administrators

Timeline / By When?

Every faculty meeting/SBLT

Initiated: 8/18/2015

Ongoing: Y

Pending:

Completed:

Behavior specialist will coach staff as needed and is always available as a resource.

**Implementation Steps
(Including professional development)**

Professional development and coaching will provided whenever needed based on what the data tells us.

Person(s) Responsible

behavior specialist

Timeline / By When?

throughout the school year

Initiated: 8/18/2015

Ongoing: Y

Pending:

Completed:

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Training will be provided as needed based on school-wide behavior data

**Implementation Steps
(Including professional development)**

professional development training

Person(s) Responsible

behavior specialist

Timeline / By When?

as needed based on data

Initiated:

Ongoing:

Pending:

Completed:

Goal 2

7. Fidelity Plan

We will run a monthly data warehouse behavior report and analyze the findings to determine if interventions are being implemented as designed and are effective.

**Implementation Steps
(Including professional development)**

After analyzing the findings we will revise/modify any interventions that are not producing the desired results and provide professional development to meet the needs and address and data trends or patterns.

Person(s) Responsible

Behavior Specialist, Administrators, School Counselor, Psychologist, Social Worker

Timeline / By When?

monthly throughout the school year

Initiated: 8/27/2015
Ongoing: Y
Pending:
Completed:

We will monitor that Tier 1 PBS/Classroom management systems are actively utilized using the monthly Tier 1 walkthrough checklist.

**Implementation Steps
(Including professional development)**

Administrator completes an observation of random classrooms throughout the campus utilizing the form given by the district.

Person(s) Responsible

Administrator/ Behavior Specialist

Timeline / By When?

monthly throughout the school year

Initiated: 9/25/2015
Ongoing:

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**Pending:
Completed:**

Goal 2

8. What is the response to your intervention in each goal area?

As of

Summary of Data Review

Data-based Decision

Next Steps

Goal 3

Present Level of Performance

2 African American/Black students received a referral/referrals last school year. A total of 3 ODR were assigned to students in this subgroup. No African American/Black students received a OSS.

Expected Level of Performance

1% or less of discipline referrals will be assigned to students in the African American/Black subgroup indicating no discrepancy in discipline between black and non-black students.

GAP

no gap

1. The identified problem for Goal 3 is:

We strive to create a culture of respect that allows every student to be a successful learner. We will continue to implement our PBS system to celebrate every student's positive behavior choices and will meet monthly as a SBLT/behavior team to review FOCUS, BOQ, SWBP, and DecisionEd data to ensure that there are no discrepancies in discipline between black and non-black students. Currently, this subgroup makes up 5% of our school population.

2. What is your Desired Outcome/Measureable Goal?

We will maintain that 1% or less of discipline referrals will be assigned to students in the African American/Black subgroup indicating no discrepancy in discipline between black and non-black students.

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

We are currently functioning within our goal and will work to ensure that no discrepancies in discipline develop between African American/Black and non-black students.

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

Our priority is to ensure that we maintain no discrepancies in discipline for students in any of our subgroups including economically disadvantaged, students with disabilities, Hispanic, and/or African American/Black.

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

We meet once per month as an SBLT/Behavior team to analyze school-wide data and progress monitor individual student (Tier 3) and Tier 2 intervention behavioral data gathered from decisionEd, Focus, and other data collection tools.

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Goal 3

4. How will this problem be solved?

Revised GFS

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

The SIP met over the summer to revise the GFS to ensure that they are clearly defined and easy for all stakeholders to understand.

Person(s) Responsible

SIP Team

Timeline / By When?

By the end of September all students should have a clear understand of the 4 GFS.

Initiated: 7/14/2015

Ongoing: Y

Pending:

Completed:

Classroom management systems aligned to revised GFS.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Classroom management form distributed to all teachers and returned to administrators for review to ensure alignment

Person(s) Responsible

all classroom teachers/
administrators

Timeline / By When?

By September 1st.

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

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Commitment to Character lessons

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

School counselor will do monthly lessons on the character trait of the month.

Person(s) Responsible

school counselor

Timeline / By When?

monthly beginning in August and throughout the school year.

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

5. Data collection and management

Monthly SBLT/BST to analyze school-wide behavior data obtained from the data warehouse.

**Implementation Steps
(Including professional development)**

school counselor, psychologist, social worker, behavior specialist, Administrators will meet one Thursday per month to progress monitor behavior data and analyze school-wide behavior data.

Person(s) Responsible

Behavior Specialist, Administrators, School Counselor, Psychologist, Social Worker

Timeline / By When?

monthly

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

Progress monitoring of all Tier 2 and Tier 3 behavioral interventions will occur and be documented on Tier intervention form or Tier 3 behavior plans.

**Implementation Steps
(Including professional development)**

Design and implement an improved Tier 2 behavior progress monitoring process and progress monitoring tool that will be distributed to teachers bi-monthly and returned to MTSS coordinator to be reviewed by BST bi-monthly.

Person(s) Responsible

behavior specialist/school counselor

Timeline / By When?

bi-monthly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

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Goal 3

6. Support Plan

Behavior specialist will coach staff as needed and is always available as a resource.

**Implementation Steps
(Including professional development)**

professional development and coaching will provided whenever needed based on what the data tells us.

Person(s) Responsible

behavior specialist

Timeline / By When?

throughout the school year

Initiated: 8/18/2015

Ongoing: Y

Pending:

Completed:

SBLT-behavior team will regularly update the staff on school-wide behavior data

**Implementation Steps
(Including professional development)**

Behavior Specialist/Administrators/MTSS Coordinator will review and analyze school-wide behavior data prior to meeting, then present the information to staff, allowing time for staff feedback.

Person(s) Responsible

school counselor, psychologist, social worker, behavior specialist, Administrators

Timeline / By When?

every faculty meeting/SBLT meeting throughout the school year

Initiated: 8/18/2015

Ongoing: Y

Pending:

Completed:

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Goal 3

7. Fidelity Plan

We will run a monthly data warehouse behavior report and analyze the findings to determine if interventions are being implemented as designed and are effective.

**Implementation Steps
(Including professional development)**

After analyzing the findings we will revise/modify any interventions that are not producing the desired results and provide professional development to meet the needs and address and data trends or patterns.

Person(s) Responsible

Behavior Specialist, Administrators, School Counselor, Psychologist, Social Worker

Timeline / By When?

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

We will monitor that Tier 1 PBS/Classroom management systems are actively utilized using the monthly Tier 1 walkthrough checklist.

**Implementation Steps
(Including professional development)**

Administrator completes an observation of random classrooms throughout the campus utilizing the form given by the district.

Person(s) Responsible

Administrator/ Behavior Specialist

Timeline / By When?

monthly throughout the school year.

Initiated: 9/25/2015

Ongoing: Y

Pending:

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Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Our Positive Behavior Support System aligns to the GFS and correlates with student conduct grades. Students earn an E, V, S, N, or U each day, which provides consistent behavioral data school-wide. The system is utilized across all grade levels, making it easy for students and their families to understand. A rubric is established for each grade level that clearly defines the criteria for earning an E, V, S, N, and U and states the positive reinforcers earned at each level. At the end of each grading period students who earn an E, S or V 90% or more of the grading period are celebrated at the grade level celebration. Students provide input for the type of activities that they would like to earn at each grade level to increase motivation and student buy in. Students can also earn pillars throughout the school day for displaying the Commitment to Character trait of the month. Students from each class who earn the most pillars are eligible to be the Character Kid of the Month. Each month a Character Kid is selected from each class and recognized on the morning news and in the school newsletter. School administrators meet with the school counselor, behavior specialist, school psychologist, and school social worker monthly to analyze and monitor behavioral data. In addition, we utilize a positive behavior referral. This award provides school staff with an extra opportunity to give specific praise to students who consistently display positive behavior choices and exemplify our Guidelines For Success. It is also an opportunity to recognize turn around students who have improved behaviorally and sustained that improvement for several weeks.

2. Describe the procedure/practice used.

First, we ensure that all students know and understand the expectation by having short and clear Guidelines For Success (GFS) that are easy for all students to understand and remember. Our GFS are Be Safe, Be Respectful, Try Your Best, and Be Responsible. All classroom management plans will align with the GFS. Classroom teachers will celebrate student's positive behavior choices with a weekly earned activity or reinforcement. Each grade level will develop a rubric and gather student input to plan the grade level celebration that occurs at the end of the grading period. On a daily basis, teachers and specialists will teach the commitment to character lessons and pillars of success will be awarded with specific praise to students who are demonstrating the character trait of the month. At the end of the month students from each class who have earned the most pillars will be eligible to be the "Character Kid." The Character Kid is honored on the morning announcements and in the school newsletter. Members of the community are also involved in celebrating students who make positive behavior choices by being involved in the character kid celebrations and attending school-wide assemblies.

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

Teachers and specialists will teach the GFS and the Commitment to Character trait of the month. Teachers will implement a classroom management system that aligns with the GFS and celebrates student positive behavior choices on a weekly basis. Each grade level will design and implement a rubric that correlates with the daily conduct grades. Students will provide input on the end of grading period celebrations for students who earn E, V, or S 90% of the grading period or more. (A list of student who did not earn 90% or more E, V, and S will be discussed at the next SBLT meeting) Teachers, specialists and administrators will plan and facilitate the end of grading period celebration. Specialists, our community liaison, and community partners will facilitate the "Character Kid" award celebrations. Positive Behavior Referrals are randomly given to students who consistently display the GFS and serve as an example to their peers or to students who have turned around their behavior and maintained it for several weeks. Teachers assign the referral as they see fit and send it to the office. At their earliest convenience, the Principal or

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Assistant Principal will meet with the student to celebrate their accomplishment.

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

We will utilize school-wide and individual student behavioral data (daily conduct score, frequency, duration, latency) to identify students who are experiencing difficulty understanding and displaying our guidelines for success. These students will be discussed at SBLT meetings and research-based interventions will be designed and implemented as needed in a small group (Tier 2) or on an individual basis (Tier 3).

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

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

All classroom management systems will align to our Guidelines for Success and promote positive interactions. Each student will receive a conduct grade each day. Grade level teams develop an age appropriate rubric for each conduct score. This provides relevant daily behavioral data and early warning indicators that can be used to determine which students are being successful in the school environment and which students may require additional behavioral support. Students that require additional behavior supports will be discussed at our SBLT-behavior meeting and appropriate interventions will be developed and implemented as needed.

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

We will know that the classroom management system is research-based because all classroom management systems are turned into administration for approval and must align with the Guidelines for Success. We are moving away from systems that are punitive and towards systems that are truly positive where students are awarded and celebrated for exhibiting positive behavior choices that help them be successful learners. Classrooms will be structured for success with organized room setup, clearly displayed schedules, and clearly defined routines that are taught and re-taught using a variety of teaching strategies to ensure every student masters the skills.

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

Each classroom teacher will develop a classroom management system that aligns to our GFS. The classroom management plan will be outlined and explained on our classroom management form and turned in to administration for review. Each day students will receive a conduct score E V S N or U. Each grade level developed an age appropriate rubric for each conduct score. This provides us with daily behavior data and a built in early warning system. This system will provide staff with important information that can be shared with parents/guardians in an effort to maintain open lines of communication and encourage family involvement.

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

As a result of our classroom management systems students will be safe, respectful, try their best and responsible. They will know what is expected of them in all areas of the school. This system will help staff develop a positive rapport with students and identify early warning signs of students who require additional supports. Early intervention services can be implemented more quickly and provide struggling students with the supports necessary to be a successful learner.