
Guidelines for Success

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

- Always Be Prepared By Being on Time
- Respect Yourself and Others in Our School
- Always Walk to the Right in the Hallways
- Follow Instructions the First Time
- Take Pride in our School Community
- Always Respect Our Building, Materials and Campus
- Dress Code Strictly Enforced
- No Student in the Hallway without a Pass

2. Where are common area expectations posted?

Common Area Expectations are posted throughout the school campus posted on yard signs visible to any person who visits our campus. Teachers also post the expectations in their classrooms.

3. How are common area expectations communicated?

Principal Pollauf reviews the Guidelines for Success and the Common Area Expectations on the morning news daily. All staff received a copy of the Guidelines for Success and the Common Area Expectations in their Handbook during pre-school training and the staff received an electronic copy so that teachers could teach, practice, and review consistently throughout the school year. It is an expectation that teachers emphasize and review intensively after any long weekend and/or extended break. Teachers also received a copy of the School-Wide Behavior Plan which included both the Guidelines for Success and the Common Area Expectations.

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

Grade levels are expected to develop common classroom rules aligned to the School-Wide Rules and have them posted in their rooms along with the Essential 20 which were adopted by the school during the 2014-2015 school year. Teachers are expected to review expectations and the Essential 20 during morning meetings and throughout the day when applicable.

Goal 1

Present Level of Performance

End of 2014-2015 school year data reflected a total of 152 infractions for Unauthorized Location.

Expected Level of Performance

Decrease infractions for Unauthorized Location by 100% from 152 to 0.

GAP

End of 2013-2014 there were 103 infractions for Unauthorized Location. End of 2014-2015 there were 152 infractions for Unauthorized Location. This was an increase of 47 infractions.

1. What problem have you identified?

The number of students leaving area (Unauthorized Location) showed an increase in the 2014-2015 school year. We want students to come to school daily, prepared and on time, respect themselves and others, follow instructions the first time they are given, take pride in our school community, focus on learning each and every day and leave their classrooms only with permission from the teacher with a hall pass. FOCUS 2014-2015 Category Breakdown discipline data was used to identify this problem

2. What is your Desired Outcome/Measureable Goal?

Decrease infractions for Unauthorized Location by 100% from 152 to 0 during the 2015-2016 school year.

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

Inconsistent application of classroom management strategies

Lack of fidelity with adherence to classroom management plans

Number of teachers with less than 3 years experience

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

Consistent application of classroom management strategies and fidelity of classroom management plan adherence.

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

PBIS survey monkey and TNTP Insight survey data indicated that Learning Environment was a key area for improvement.

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Fairmount Park Elementary School**

8/28/2015

Goal 1

4. How will this problem be solved?

Classroom Managed vs. Office Managed behaviors

Systems and Procedures

SLANT

Strong Voice

Positive Framing

Do it Again

Implementation Steps

(Including professional development)

Professional Development

Discipline Tracking Tool

Person(s) Responsible

TNTP Coaches

Behavior Team

SBLT

Timeline / By When?

June 2016

Initiated: 5/4/2015

Ongoing: Y

Pending:

Completed:

What to Do

100% Compliance

Engineer Efficiency

100% Positive Ind. Correction

100% Art of Consequence

No Opt Out

Right is Right

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**Implementation Steps
(Including professional development)**

Professional Development

Discipline Tracking Tool

Person(s) Responsible

TNTP Coaches

Behavior Team

SBLT

Timeline / By When?

June 2016

Initiated:

Ongoing: Y

Pending:

Completed:

**Stretch It
Format Matters
Without Apology**

**Implementation Steps
(Including professional development)**

Professional Development

Discipline Tracking Tool

Person(s) Responsible

TNTP Coaches

Behavior Team

SBLT

Timeline / By When?

June 2016

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Initiated:
Ongoing: Y
Pending:
Completed:

Goal 1

5. Data collection and management

Analysis of Unauthorized Location infractions.

Implementation Steps
(Including professional development)

Person(s) Responsible

MTSS Behavior Coach

Behavior Team

SBLT

Timeline / By When?

Monthly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

Observation and feedback

**Implementation Steps
(Including professional development)**

Teach Like a Champion Resource Book

TNTP professional development

Person(s) Responsible

TNTP coaches

Embedded coaches

SBLT

Timeline / By When?

Weekly

Initiated: 8/25/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

Walkthroughs

Observation and feedback

Informal Observations

Formal Observations

**Implementation Steps
(Including professional development)**

TNTP professional development

PBIS Team sharing

Person(s) Responsible

TNTP coaches

SBLT

Embedded coaches

Timeline / By When?

June 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

Present Level of Performance

End of 2014-2015 school year data reflected a total of 137 infractions for Fighting.

Expected Level of Performance

Decrease infractions for Fighting by 50% from 137 to 63.

GAP

End of 2013-2014 there were 185 infractions for Fighting. End of 2014-2015 there were 137 infractions for Fighting. This was a decrease of 26% (48) infractions.

1. What problem have you identified?

The number of students Fighting showed a decrease in the 2014-2015 school year. In order to maintain a civil environment and safe, academically focused classrooms Fighting infractions must continue to decrease. We want our students to respect themselves and others, develop problem solving skills, practice self-discipline, follow directions the first time they are given, accept responsibility for the choices they make, take pride in our school community and focus on learning each and every day. FOCUS 2014-2015 Category Breakdown discipline data was used to identify this problem.

2. What is your Desired Outcome/Measureable Goal?

Decrease infractions for Fighting by 50% from 137 to 63 (74 infractions) during the 2015-2016 school year.

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

Inconsistent expectations and consequences for student behavior

Inconsistent use of proactive intervention strategies

Inconsistent implementation of school-wide rules and behavior expectations

Inconsistent follow through of established classroom management plans

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

Inconsistent expectations and consequences for student behavior

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

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TNTP Insight survey results indicated a lack of consistent expectations and consequences for student behavior.

Goal 2

4. How will this problem be solved?

- Establish a behavior Code of Ethics
- Establish clear school-wide rules
- Establish clear school-wide transition expectations
- Establish clear lunchroom behavior expectations

**Implementation Steps
(Including professional development)**

Consistently review school-wide rules, transition expectations and lunchroom behavior expectations with students

Person(s) Responsible

SBLT

Behavior Team

Timeline / By When?

June 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

- Establish common grade level rules aligned to school-wide rules
- Establish common grade level behavior management plans aligned with the behavior Code of Ethics

**Implementation Steps
(Including professional development)**

Teach and consistently review classroom rules and behavior expectations with students
Teach and practice clear expectations for established processes and procedures with students
Implement established classroom management plans with fidelity

Person(s) Responsible

Grade level PLCs

Teachers

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Timeline / By When?

June 2016

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

Analysis of Fighting infractions

Implementation Steps
(Including professional development)

Person(s) Responsible

MTSS Behavior Coach

Behavior Team

Timeline / By When?

Monthly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

6. Support Plan

Observation and feedback

**Implementation Steps
(Including professional development)**

Teach Like a Champion Resource Book

TNTP professional development

Person(s) Responsible

TNTP Coaches

SBLT

Discipline Team

Timeline / By When?

Weekly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

Walkthroughs

Observation and feedback

Informal observations

Formal observations

**Implementation Steps
(Including professional development)**

TNTP professional development

PBIS Team sharing

Person(s) Responsible

TNTP coaches

Embedded coaches

SBLT

Timeline / By When?

June 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

Present Level of Performance

School demographics indicate 88% black and 12% non-black. End of 2014-2015 school year data reflected a total of 741 disciplinary infractions.

Expected Level of Performance

Decrease disciplinary infractions by 50% from 741 to 370.

GAP

End of 2013-2014 there were 893 disciplinary infractions. End of 2014-2015 there were 741 disciplinary infractions. This was a decrease of 17% (152) disciplinary infractions.

1. The identified problem for Goal 3 is:

The number of discipline infractions showed a decrease in the 2014-2015 school year. In order to maintain a civil environment and safe academically focused classrooms disciplinary infractions must continue to decrease. We want our students to respect themselves and others, develop problem solving skills, practice self discipline, follow directions the first time they are given, accept responsibility for the choices they make, take pride in our school community and focus on learning each and every day. FOCUS 2014-2015 Category Breakdown discipline data was used to identify this problem.

2. What is your Desired Outcome/Measureable Goal?

Decrease disciplinary infractions by 50% from 741 to 370 (371 infractions) during the 2015-2016 school year.

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

Inconsistent expectations and consequences for student behavior

Inconsistent use of proactive intervention strategies

Inconsistent implementation of school-wide rule and behavior expectations

Inconsistent follow through of established classroom management plans

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

Inconsistent expectations and consequences for student behavior

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

TNTP Insight survey results indicated a lack of consistent expectations and consequences for behavior

Goal 3

4. How will this problem be solved?

Establish a behavior Code of Ethics
Establish clear school-wide rules
Establish clear school-wide transition expectations
Establish clear lunchroom behavioral expectations

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Consistently review school-wide rules, transition expectations, lunchroom behavioral expectations with students

Person(s) Responsible

SBLT

Behavior Team

Timeline / By When?

June 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Establish common grade level rules aligned to school-wide rules
Establish common grade level behavior management plan aligned with the behavior Code of Ethics

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Teach and consistently review classroom rules and behavioral expectations with students

Teach and practice clear expectations for established processes and procedures with students

Implement established classroom management plans with fidelity

Person(s) Responsible

Grade Level PLCs

Teachers

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Timeline / By When?

June 2016

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

Goal 3

5. Data collection and management

Analysis of disciplinary infractions

**Implementation Steps
(Including professional development)**

School-Wide Data Review PLCs

Person(s) Responsible

MTSS Behavior Coach

Behavior Team

Timeline / By When?

Monthly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

6. Support Plan

Observations and feedback

**Implementation Steps
(Including professional development)**

Teaching Like a Champion resource book

TNTP professional development

Person(s) Responsible

TNTP coaches

SBLT

Discipline Team

Timeline / By When?

Weekly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

Walkthroughs

Observation and feedback

Informal observation

Formal observations

**Implementation Steps
(Including professional development)**

TNTP professional development

PBIS Team sharing

Person(s) Responsible

TNTP coaches

Embedded coaches

SBLT

Timeline / By When?

June 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Commitment to Character Bucks

RRAP (Respect, Responsibility, Achievement, Perseverance) House Points

Dining Awards

Principal's List and Honor Roll Assemblies

Citizen of the Month

Citizen of the Year

Perfect Attendance Awards

2. Describe the procedure/practice used.

Character development is a critical piece of our Fairmount Park culture. Character bucks (20) are provided monthly to all staff to encourage students in demonstrating the monthly Character traits. Students should write their first and last name on their bucks and put them in the Commitment to Character box located in the front office outside of the school counselor's door. A drawing for some very special prizes is held once per semester (December/June) to celebrate their successes. The more "bucks" a student earns the greater the chances of the student's name being called.

RRAP (Respect, Responsibility, Achievement, Perseverance) Houses are aligned to our Essential 20. The Essential 20 are a list of life lessons reviewed during morning meetings. These lessons are about how we live, interact with others and present ourselves. Everyone spins "the wheel" upon joining our Fairmount Park family to determine which of 4 houses they will join. They then receive a tag representing their house to wear daily. These "houses" bring about a sense of belonging and responsibility as the students work together to earn the most points and showcase their house as the best.

Dining Awards are awarded to classes based on meeting the lunchroom behavioral expectations. Cafe dining rubric and the colored cup system are used to monitor class behavior while dining in the Cafeteria.

Principal's List and Honor Roll Assemblies are held after each report period to celebrate the academic achievement of students.

Citizen of the Month names are submitted to the school counselor to acknowledge and celebrate desired character traits.

Citizen of the Year is awarded to one student in each grade level to acknowledge and celebrate year long desired

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character traits.

Perfect Attendance Certificates are awarded to those students who maintain perfect attendance each report period.

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

Twenty Commitment to Character Bucks are given to each staff member monthly. The Commitment to Character Bucks are awarded daily to all students by staff members. Classroom teachers are expected to award students with a Character Buck, who are not in their own classes, to reinforce the behavior(s) aligned with our monthly Character trait. Students place their Commitment to Character Buck in a box located outside of the school counselor's office. A prize drawing is held once per semester by the Principal and school counselor during the morning news program.

RRAP (Respect, Responsibility, Achievement, Perseverance) House "sort" is conducted by the RRAP committee in the fall of the new school year. The committee plans a kick off event to identify each new student/staff members' house and plan monthly special activities for the house winner. Fairmount Park "house point" sheets are provided weekly to all staff. Points are awarded when students display any of the Essential 20 traits. House points are tracked and posted. The house that receives the most points each month participates in the planned activity. The house that receives the most points for the year receives an end of year field trip.

Cafeteria staff uses a colored cup system to monitor behavior while classes dine in the cafeteria. A Cafe Dining Rubric is used to record the colored cup system results. Classes maintaining an expected number of "green" cups for the month earn a Cafe Dining Award and their teachers' name is posted on the Falcon Wall of Fame in the cafeteria.

Students earning all A's and all A's and B's are awarded a Principal's List/Honor Roll Certificate and an Achievement

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

Our school's number of overall behavior infractions has shown a downward trend in the SWBP goals of decreasing Unauthorized Location and Fighting infractions.

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

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

TNTP and PBIS management systems are being implemented in our school.

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

Our classroom management systems were developed in conjunction with TNTP and PBIS.

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

Implementation of classroom management systems aligned to TNTP and PBIS strategies will continue to decrease the number of behavior infractions identified in our SWBP goals.

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

Decreased number of disciplinary referrals

Increased number of academically focused classroom environments

Increased student time on task

Increased levels of student engagement

Increased demonstration of respectful and responsible behaviors

Increased academic achievement (making 100% student success a reality!)