

Esperanza “Hope” Medrano Behavior Plan: Campus-Wide Universal Prevention

Safe, Secure, and Orderly Environment Action Plan Campus Discipline Management Plan Classroom Management Plan

No.	Strategies/Activities	Person Responsible	Start Date	End Date
1	Ensure the development of a campus-wide discipline management plan.	Principal	Aug. 2018	June 2019
	Develop the campus discipline management plan. <i>(See Sections I, II, and III)</i>	Proactive Discipline Committee	Aug. 2018	June 2019
	Communicate the campus discipline management plan to teachers and students.	Proactive Discipline Committee	Aug. 2018	June 2019
	Distribute the <i>Student Code of Conduct</i> to students, parents, and staff and solicit signature pages from each person.	Counselor	Aug. 2018	
2	Ensure the development of a classroom management plan.	Administration	Sep. 2018	June 2019

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	Develop the (campus level) classroom management plan. (See Section IV Classroom Management Model)	Grade Level Teams	Sep. 2018	June 2019
	Provide training on the classroom management plan to students and staff.	Proactive Discipline Committee	Aug. 2018	June 2019
	Ensure teachers communicate expectations and classroom procedures to students.	Administration	Aug. 2018	June 2019
3	Establish a Placement Review Committee and process.	Administration	Aug. 2018	June 2019
	Identify the 3 member committee which consists of one (1) member selected by the principal; two (2) members selected by the campus faculty; and one (1) alternate selected by the campus faculty.	Administration	Aug. 2018	June 2019
	Convene Placement Review (as needed) to review teacher requests to remove a student. Ensure that request is supported by appropriate documentation which includes the disruptive classroom behavior; the teacher's motivation strategies; notes regarding the parent conference; counseling services; behavioral interventions; and the request letter. (Note: This process must be within the guidelines of district policy and the campus Classroom Management Plan)	Administration Ms. Magro-Malo Mrs. Madlock Ms. Ross Ms. Santoyo Ms. Haring	Aug. 2018	June 2019
4	Provide counseling and student support services.	Counselor	Aug. 2018	June 2019
	Deliver a character education curriculum.	Counselor	Aug. 2018	June 2019
	Deliver bullying curriculum.	Counselor	Aug. 2018	June 2019
	Deliver the anti-harassment and anti-victimization curriculum.	Counselor	Sept. 2018	June 2019
	Deliver teen dating violence prevention curriculum to students in grades 6-12.	N/A		
	Ensure that counselors address behavioral issues through counseling groups.	Counselor	Sept. 2018	June 2019
5	Ensure that students assigned to the DAEP and JJAEP are transitioned to the school per district guidelines.	Administration	Aug. 2018	June 2019
6	Maintain a drug free campus.	Administration	Aug. 2018	June 2019

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SECTION I: BELIEFS ABOUT BEHAVIOR MANAGEMENT

MISSION:
 Improve, maintain, and promote a safe, civil, and productive learning environment through the implementation of a schoolwide discipline management program.

DALLAS ISD GOALS:

<p><i>Beliefs about student achievement:</i></p> <ul style="list-style-type: none"> • Goal 1: Student achievement on state assessments in all subjects at Approaches or above will increase from 66 percent to 75 percent by 2022. • Goal 2: Student achievement on the third-grade state assessment in reading at Approaches or above will increase from 62 percent to 75 percent by 2022. • Goal 3: Student achievement on state assessments in two or more subjects at Meets or above will increase from 34 percent to 40 percent by 2022. • Goal 4: Student participation in extracurricular or co-curricular activities will increase from 59 percent to 65 percent by 2022. 	<p>Vision: Inspiring minds to exceed their ultimate potential.</p>
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GUIDELINES FOR STUDENTS' SUCCESS:

<p>District Core Values: (Board Policy AE Local) (Elementary/Secondary)</p>	<p>Campus Guidelines for Success</p>
<ul style="list-style-type: none"> • Trustworthiness • Responsibility • Respect • Caring • Citizenship • Fairness 	<ul style="list-style-type: none"> • Determination • Respect • Achievement • Growth • Nurture

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SECTION II: BEHAVIOR IN THE COMMON AREAS

(Common areas are non-classroom settings manned by more than one person such as hallways, cafeteria, restrooms, stairwells, auditorium, playgrounds, gymnasiums etc.)

GOAL STATEMENT: All common areas are safe, civil, and productive.

HALLWAYS

Expectations for Students

All students will walk in a straight line under the direction of their teacher stopping at every STOP sign. Students will proceed as teacher instructs them to do so. Running is prohibited.

RESTROOMS

Expectations for Students

Attending the restroom by themselves:

Students must have a hall pass before leaving classroom. Student is to walk, not run, to the restroom. Student will

Attending the restroom with class:

Students will line up as instructed by their teacher and go two at a time. When student is done, they will get in line against the wall and wait for teacher's instructions.

CAFETERIA

Expectations for Students

Students enter cafeteria at far door near custodian's office. One class will go forward to line one and one class will proceed along the back wall all the way around to line 2. All students will exit through door by line 2. All students will raise their hands if they are needing to get up and move around the cafeteria. They are to sit at their assigned tables. Running is prohibited.

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PLAYGROUND

Expectation for Students

PK-2nd are not to get on the high bars. Students are to follow all teacher instructions when there is a safety hazard. Students are not to throw any objects from the ground (sticks, rocks, etc).

AUDITORIUM

Expectation for Students

Students will sit at their assigned seats upon morning arrival. Students are to remain seating until their teacher picks them up. Running is prohibited.

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Procedures to Encourage Responsible Behavior:

- Praise student
- Incentives
- Line leader

Procedures to Correct Misbehavior:

- Model appropriate behavior(s) with student
- Use calm voice when redirecting student

Supervisory Procedures:

- Position yourselves halfway between the students

Procedures for Communicating Expectations to Students:

- Use calm voice at all times
- Refer to expectations often

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SECTION III: CAMPUSWIDE PREVENTION/INTERVENTION STRATEGIES

PROCEDURES TO CORRECT MISBEHAVIOR THAT ARE ALIGNED TO STUDENT CODE OF CONDUCT:

Level III - Mandatory and Level IV - Expellable Offenses

Record Keeping Procedures (Student Discipline System):

- Student Discipline System
- Log behavior into Discipline documentation form

Menu of Acceptable Corrective Techniques: (View misbehavior as a teaching opportunity.)

- Remove student from classroom

Level II - Discretionary Offenses

Record Keeping Procedures (referral form & data base):

- Log behavior into Discipline documentation form
- Disciplinary Action Letter

School-wide Consequences (e.g. detention):

- Cool down
- Parent Contact/Parent Conference

Menu of Acceptable Corrective Techniques:

- Model appropriate behavior(s) with student
- Remove student from classroom

Level I Offenses

Record Keeping Procedures:

- Log behavior into Discipline documentation form
- Disciplinary Action Letter

Menu of Acceptable Corrective Techniques:

- Remove student from classroom
- Cool down

Classroom- or Campus-based:

- Cool down
- Parent Contact/Conference/Observation

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SECTION IV: CLASSROOM MANAGEMENT MODEL

SUMMARY OF THE MODEL (ONE PAGE DESCRIPTION, WHICH INCLUDES THE ROUTINES AND PROCEDURES SEEN IN ALL CLASSROOMS, CLASS RULES, CONSEQUENCES, AND MOTIVATION STRATEGIES):

Classroom Systems:

(This section may include information such as classroom layout, daily routines, and student expectations.)

Teacher Practices:

(This section may include information that discusses classroom management practices, student engagement, student acknowledgement/praise, student discipline, and any other relevant strategies.)

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