

Campus: Eduardo Mata Montessori



## 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:

#### *Beliefs about student achievement:*

**Goal 1:** All students will exhibit Satisfactory or above performance on State assessments. Students below Satisfactory performance will demonstrate more than one year of academic growth;

**Goal 2:** Dallas ISD schools will be the primary choice for families in the district;

**Goal 3:** The achievement gap by race, ethnicity and social economic status will be no greater than 10 percentage points on all academic measures;

**Goal 4:** 95% of students will graduate. Of the graduates, 90% have qualifying scores for community college, college, military, or industry certification;

**Goal 5:** 95% of entering kindergarten students are school-ready on a multidimensional assessment;

**Goal 6:** All students will participate in at least one extracurricular or co-curricular activity each year.

#### *Summary statement of staff beliefs:*

Campus: Eduardo Mata Montessori

Org: 270

Principal: Tomeka Williams

School Year: 2018-2019

## 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*

Students should obey directions given by teachers and other adults in the hallways. At Mata we will respect other people's space and be courteous. We will walk to the right and speak respectfully to each other. Walking at least three squares from the wall, students are expected to follow HALL procedures:

**H**ands to self.



**Procedures to Encourage Responsible Behavior:**

- Indicate genuine interest in every pupil in the group.
- Explain and rehearse your discipline management plan
- Model and practice expected behavior on a daily basis
- Praise in public; reprimand in private.

**Procedures to Correct Misbehavior:**

It is our belief that if the ground rules are consistently followed and positively reinforced, the necessity of external discipline will be diminished. However, when such external discipline is deemed necessary, the following will be observed without failure:

- Suggest alternative activities.
- Use paired statements (You are running. Please walk.)
- Persistent misbehavior in a group setting may be dealt with by temporary removal from the group, but remain in the classroom.
- Talk with the child who constantly seems to be in need of discipline; explore ways of making life more pleasant.
- If the behavior persists, parents will be notified and joint action will be taken. The principal or assistant principal will be notified of persistent, inappropriate behavior and will make recommendations to the parents in regards to outside referrals

**Supervisory Procedures:**

- The goal of supervision is to ensure a safe school environment.
- Proactive student supervision ensures the safety of students in areas and activities that take place in school, during playground activities, in hallways and restrooms, and, when incidents happen, it helps minimize negative outcomes.
- Three dimensions of supervisor’s active behavior are important: attention (watching and listening), proximity, and continuity of attention and proximity.
- During supervision provide instruction, warnings of danger, disciplining, and prompt and appropriate post-injury care
- Keep in contact with parents.

**Procedures for Communicating Expectations to Students:**

- Be consistent. Students are quick to spot inconsistencies.
- NEVER punish in anger or “to even the score”.
- Never punish the entire group for the misbehavior of one or a few students.
- Steer clear of the use of sarcasm or any technique which belittles pupils or tends to place them on the defensive.

**SECTION III: CAMPUSWIDE PREVENTION/INTERVENTION STRATEGIES**

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

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Note / correspondence to parent

Classroom- or Campus-based:

Change of seating / removal from the group lesson to return to seat  
Redirection of behavior  
Practice of the misunderstood routine/procedure  
Parent communication

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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 MONTIVATION STRATEGIES):**

### ***Classroom Systems:***

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

Teacher designed management system  
Use of Choices Curriculum  
Peace Rose – conflict resolution  
Counseling (individual / small group)

### **Teacher Practices:**

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