Guidelines for Success

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

Guidelines for Success: to be respectful, responsible, and safe.

2. Where are common area expectations posted?

Guidelines for success and common area rules are posted in hallways, cafe, and courtyard.

3. How are common area expectations communicated?

The first day of school for all students is a full day orientation given by their 2nd period teachers. Assistant Principals will also have assemblies to review cafe, courtyard, and hallway expectations.

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

Teachers were given professional development on PBS, STOIC, and other CHAMPS procedures by Behavior Specialist and MTSS Coach. Teachers have been given sets of posters to display in their classrooms. The posters use the STOIC/CHAMPS strategies for managing classroom behavior. Teachers were asked to complete the CHAMPS classroom management plan document collaboratively with their Cross Content Teams. We use these teams of teachers that share a group of students for a majority of our Tier 1 processes.

Posters:

Guidelines for Success (GFS)Classroom Rules
Responsible
· 	Arrive on time with all materials
· 	Work during all work times
· 	Follow directions immediately
Respectful
· 	Use appropriate voice, words, and actions
Safe
· 	Keep hands, feet, and objects to yourself

Goal 1

Present Level of Performance

47% of students received an office discipline referral in 2014-2015.

Expected Level of Performance

42% of students will receive an office discipline referral in 2015-2016.

GAP

10% of students or 5% percentage points.

1. What problem have you identified?

The problem of too many students receiving ODR is occurring because students lack social, emotional, behavioral, and self-management skills.

2. What is your Desired Outcome/Measureable Goal?

The percentage of students receiving disciplinary action will decrease 10 percent from 47% to 42%, as measured FOCUS/BBCard/Date Warehouse.

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

Teachers lack the classroom management skills necessary to manage behaviors before they escalate to an administration issue.

Lack of fidelity in the implementation of Tier 1 behavior processes such as: Positive Behavior Supports, our infraction/level system, CHAMPS classroom strategies,

Implementing a comprehensive multi-tiered system of support to monitor Tier 1-2 processes and intervene prior to escalated consequences.

Lack of school-wide expectations consistently implemented by cross content teams.

Teachers write referrals for issues that could be managed in the classroom.

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

Lack of fidelity in the implementation of Tier 1 behavior processes such as: Positive Behavior Supports, our infraction/level system, CHAMPS classroom strategies, based on current and prior year STOIC walkthrough data.

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

Behavior data from the 2014-2015 school year shows a huge decrease in the number of total referrals but a small difference in the percent of students receiving a referral. Additionally the number of Tier 3 behavior plans remains the same. This indicates Tier 1 processes and procedures are in place but not being implemented with fidelity.

Goal 1

4. How will this problem be solved?

Coaching Staff on the theory and practice of PBS

Implementation Steps
(Including professional development)

Professional Development and collaboration 40 and outs, faculty/house/cross content team meetings

Person(s) Responsible

SBLT, PBS Coaches (Behavior Specialist and MTSS Facilitator)

Timeline / By When?

August to June

Initiated: 9/16/2015
Ongoing: Y
Pending:
Completed: 6/3/2016

Use Cross Content Team structure as basis for all Tier 1 interventions

Implementation Steps
(Including professional development)

Weekly meetings, monthly extended meetings, with an agenda provided by SBLT with a rotating topic/focus for each meeting.

Teacher Teams will do monthly peer observations collecting and analyzing data related to PBS/CHAMPS

Person(s) Responsible

SBLT, Teacher Team Leaders

Timeline / By When?

Aug to June

Initiated: 8/20/2015
Ongoing: Y
Pending:
Completed: 6/3/2016

Goal 1

5. Data collection and management

Total discipline referrals

Implementation Steps
(Including professional development)

Progress monitor student referrals by cross content teams

Person(s) Responsible

SBLT

Timeline / By When?

Ongoing progress monitoring

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed: 6/3/2016

Infraction system data

Implementation Steps
(Including professional development)

Assign a data tracker to each cross content team to monitor student infraction data

Person(s) Responsible

SBLT, MTSS Team, and Cross Content Team

Timeline / By When?

Bi-weekly infraction points are totaled and analyzed by teams

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed: 6/3/2016

Goal 1

6. Support Plan

SBLT will monitor the implementation of PBS, the infraction system, and CHAMPS strategies

Implementation Steps
(Including professional development)
 STOIC walkthroughs, Student and Staff interview/survey and focus groups

Person(s) Responsible
 SBLT, MTSS Teams

Timeline / By When?
 Ongoing

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed: 6/3/2016

Follow up/ongoing professional development on Tier 1 processes.

Implementation Steps
(Including professional development)
 "40 and out" training on Tier 1

Person(s) Responsible
 SBLT, MTSS Team members

Timeline / By When?
 Ongoing

Initiated: 8/20/2015
Ongoing:
Pending:
Completed: 6/3/2016

Goal 1

7. Fidelity Plan

Using longitudinal data for referrals and infractions to monitor fidelity

Implementation Steps
(Including professional development)

Staff have been trained on MTSS processes

Person(s) Responsible

SBLT

Timeline / By When?

August

Initiated:
Ongoing: Y
Pending:
Completed:

Interview and observational data; surveys and focus groups on infraction system, and MTSS process

Implementation Steps
(Including professional development)

Staff have been trained on infraction system and classroom management processes

Person(s) Responsible

SBLT

Timeline / By When?

August

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 2

Present Level of Performance

62% of Black students received an office discipline referral

Expected Level of Performance

50% of Black students will receive an office discipline referral

GAP

20% of students or 8 percentage points

1. What problem have you identified?

The problem of Black students being over represented in our discipline referral data is occurring because staff lack cultural proficiency.

2. What is your Desired Outcome/Measureable Goal?

The percentage of Black students receiving an office discipline referral will be reduced by 20% from 62% to 50%.

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

Lack of professional development on culturally responsive instruction and classroom management strategies.

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

Lack of professional development on culturally responsive instruction and classroom management strategies.

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

Behavior data from the 2014-2015 school year showed a marked decrease in total referrals yet the percent of Black students receiving a referral only dropped by 1%.

Goal 2

4. How will this problem be solved?

Help staff to truly see where are students are coming from.

Implementation Steps
(Including professional development)
"Fantastic voyage" tour of Azalea's zone

Person(s) Responsible
Dr. Kolosey

Timeline / By When?
August 14th

Initiated: 8/14/2015
Ongoing:
Pending:
Completed: 8/14/2015

Implement relevant and ongoing professional development on cultural proficiency

Implementation Steps
(Including professional development)
40 and out training using Data Coaches book and other researched Culturally Responsive practices

Person(s) Responsible
SBLT

Timeline / By When?
August to June

Initiated: 8/14/2015
Ongoing: Y
Pending:
Completed: 6/3/2016

Frequent data analysis and problem solving using Black student data

Implementation Steps
(Including professional development)

Monthly Bridging the Gap problem solving at SBLT, leading to further PD and problem solving for all staff

Person(s) Responsible

SBLT

Timeline / By When?

Monthly

Initiated: 9/21/2015
Ongoing: Y
Pending:
Completed: 6/3/2016

Frequent data analysis and problem solving using Black student data

Goal 2

5. Data collection and management

Problem solving discipline referrals data disaggregated by ethnicity

Implementation Steps
(Including professional development)
   SBLT will continue problem solving using this data

Person(s) Responsible

   SBLT

Timeline / By When?

   Ongoing

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 2

6. Support Plan

SBLT will monitor allocation of resources

Implementation Steps
(Including professional development)

Frequent data review

Person(s) Responsible

SBLT

Timeline / By When?

Ongoing

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 2

7. Fidelity Plan

Monitor referral data disaggregated by ethnic subgroups

Implementation Steps
(Including professional development)

Ongoing professional development and use of observational and interview data.

Person(s) Responsible

SBLT

Timeline / By When?

Ongoing

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed: 6/3/2016

Goal 3

Present Level of Performance

39% of Black students were suspended from school

Expected Level of Performance

33% of Black students will be suspended from school

GAP

20% of black students or 6 percentage points

1. The identified problem for Goal 3 is:

The problem of Black students being over represented in our discipline referral data is occurring because staff lack cultural proficiency.

2. What is your Desired Outcome/Measureable Goal?

The percentage of Black students being suspended from school will drop by 20% from 39% to 33%.

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

Lack of professional development on culturally responsive instruction and classroom management strategies.

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

Lack of professional development on culturally responsive instruction and classroom management strategies.

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

Behavior data from the 2014-2015 school year showed a marked decrease in number of students suspended from school yet the percent of Black students receiving an out of school suspension only dropped by 1%.

Goal 3

4. How will this problem be solved?

Help staff to truly see where are students are coming from.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
"Fantastic voyage"

Person(s) Responsible

Dr. Kolosey

Timeline / By When?

August 14th

Initiated: 8/14/2015
Ongoing:
Pending: Y
Completed: 8/14/2015

Implement relevant and ongoing professional development on cultural proficiency

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
40 and out training using Data Coaches book and other researched Culturally Responsive practices

Person(s) Responsible

SBLT

Timeline / By When?

August

Initiated:
Ongoing: Y
Pending:
Completed:

Frequent data analysis and problem solving using Black student data

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
Monthly Bridging the Gap problem solving at SBLT, leading to further PD and problem solving for all staff

Person(s) Responsible
SBLT

Timeline / By When?
Aug to June

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed: 6/3/2016

Decrease lost instructional time by implementing Alternative Bell Schedule and reduce out of school suspensions

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
Use progressive discipline as defined by student code of conduct

Person(s) Responsible
Administrators

Timeline / By When?
Sept to June

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed: 6/3/2016

Implement MTSS process with fidelity by closely monitoring Tier 1/2 interventions

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)
Professional Development on MTSS processes with full faculty

Person(s) Responsible

Student Services

Timeline / By When?

September 16th

Initiated: 9/16/2015
Ongoing:
Pending: Y
Completed: 9/16/2015

Goal 3

5. Data collection and management

Problem solving discipline referrals data disaggregated by ethnicity

Implementation Steps
(Including professional development)
   SBLT will continue to use the problem solving process and a data review calendar

Person(s) Responsible

   SBLT, MTSS Coach

Timeline / By When?

   August

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 3

6. Support Plan

SBLT will monitor the allocation of resources to implement strategies

Implementation Steps
(Including professional development)
   Progress monitoring

Person(s) Responsible

   SBLT

Timeline / By When?

   August

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 3

7. Fidelity Plan

Use observational and interview data to analyze implementation level of interventions

Implementation Steps
(Including professional development)

Surveys and focus groups prior to and after PD on cultural proficiency

Person(s) Responsible

SBLT

Timeline / By When?

August

Initiated:
Ongoing: Y
Pending:
Completed:

School-wide Reward System

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1. What are your school-wide reward strategies?

The AMS discipline plan is designed to reduce an over reliance on disciplinary referrals and out of school suspension methods to manage student behavior. A positive and proactive discipline plan starts with well-defined and communicated processes, routines and rules. Azalea Middle School implements a Positive Behavior Support System (PBS) for classroom and school wide behavior systems. CHAMPS strategies and routines are used as the foundation for our Tier 1 processes in the classroom. As a part of PBS, AMS implements a token economy system where students earn "BKC bucks" (Black Knight Chivalry) for positive behaviors. Students use these bucks to purchase items at the BKC store and for entrance into school events. In addition to established rules and procedures, and positive incentives, AMS has developed a school-wide system to help students monitor their behavior and help teachers quantify and respond appropriately to student misbehavior.

2. Describe the procedure/practice used.

The Pyramid System can best be described as a comprehensive system that has three intended outcomes. One, students who do all the "right things" such as getting to class on time, and making appropriate choices in school get extra rewards or privileges. Second, it motivates the students who are on the border of being successful to make good choices by providing a way for them to monitor their own behavior. Third, this system identifies students who need additional supports and interventions in order to be successful in school.

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

At the beginning of a two-week period, each student starts at Pyramid Step Blue with zero points. During the following two weeks, the students may accumulate points based upon a number of occurrences in all their classes from the following behaviors:
· Missing materials
· Missing class time due to skipping or tardies
· Defiance/insubordination
· Not following directions and other off task behavior
· Classroom/campus disruptions
· Failure to follow dress code
· Inappropriate language
· Horseplay
· Misuse of school property
· Using electronics without permission
· Office referrals

The teachers record all infraction points into a computer software program. At the end of the two weeks, a color level is assigned to each student based on the number of items recorded for them in the time period. A student can be a level Blue, Yellow, Teal, or Orange. The students will stay on this step for two weeks while they begin accumulating data for the next two weeks. Every two weeks every student has the opportunity to reset their point level to zero.

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

Two years of infraction and referral data validate the system of balancing PBS with our infraction system. PBS systems are evidence based and staff have been to years of training on the implementation of these interventions.

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

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

Teachers were given professional development on PBS, STOIC, and other CHAMPS procedures by Behavior Specialist and MTSS Coach. Teachers have been given sets of posters to display in their classrooms. The posters use the STOIC/CHAMPS strategies for managing classroom behavior. Teachers were asked to complete the CHAMPS classroom management plan document collaboratively with their Cross Content Teams. We use these teams of teachers that share a group of students for a majority of our Tier 1 processes.

Posters:

Guidelines for Success (GFS)Classroom Rules
Responsible
·   Arrive on time with all materials
·   Work during all work times
·   Follow directions immediately
Respectful
·   Use appropriate voice, words, and actions
Safe
·   Keep hands, feet, and objects to yourself

Order of Redirection: (posted as a visual reminder to teachers, not students)
Eye contact
Proximity
Reteach expectation
Verbal Warning
Seat change
Private conversation with student
Antiseptic Bounce
Earned Infraction point
Parent contact
Referral sent to administrator

Blank CHAMPS posters for: Whole group instruction, small group, computer

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

Excluding our infraction system, all other Tier 1 strategies are directly from PBS/STOIC/CHAMPS resources and professional development provided by the District and State.

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

Teachers assign students points based on minor/classroom managed behaviors. Bi-weekly points are totaled and students are assigned a color for the next two weeks based on the amount of infraction points they earned the prior two weeks. We use our infraction system as leading/formative data on behavior and intervene before issues escalate into a referral. Students, Parents, and Staff all track infraction points and are able to monitor student's behavior frequently. We analyze this data in SBLT and share the breakdown of the percent of students on each color level

throughout the year. With remarkable consistency, around 65-70% of our students fall into the "blue" or "yellow" categories.

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

A decrease in the percent of student on orange/teal in our infraction system and a positive response to intervention on the aforementioned SWBP goals.