Guidelines for Success

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

Bauder Elementary School Guidelines for Success
Be Respectful (Honoring Yourself & Others)
Be Safe
Be Prepared
Be An Active Learner

2. Where are common area expectations posted?

The Bauder common-area expectations are clearly communicated. They are part of the beginning of the year training for staff and students. Artifacts are displayed in the common area that relate to the that area.

3. How are common area expectations communicated?

3. Common area expectations are communicated by training of students at the beginning of the school year regarding the common areas they use and reminders through out the school year. The use of artifacts also re-enforce the use and reminder regarding common area expectations.

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

Teaching the Guidelines and Rules

Every Bauder classroom teacher is required to turn in a plan for teaching school-wide expectations and classroom expectations. (Copy included.) The first week of school is dedicated to making sure that students understand expectations and guidelines and then students practice, review and have reteaching sessions periodically. Expectations and guidelines are reviewed as determined by discipline data thereafter. Support and Tiered support is provided for those children that do not demonstrate desired expectations. Action plans aligned to school expectations are used by administrators to process student mis-behavior and provide an opportunity to correct and teach to appropriate choices.
The Bauder morning news show – "SEAHAWK STATION"will be used to focus on Bauder Guidelines for success and expectations in school-wide common areas. The principal, assistant principal and guidance counselor will talk about expectations. Student TV staffers will help role model examples of school expectations.
7/28 .) The first week of school is dedicated to making sure that students understand expectations and guidelines and then students practice, review and have reteaching sessions periodically. Expectations and guidelines are reviewed as determined by discipline data thereafter. Support and Tiered support is provided for those children that do not demonstrate desired expectations. Action plans aligned to school expectations are used by administrators to process student mis-behavior and provide an opportunity to correct and teach to appropriate choices.
Bauder Buddies has been implemented to support students that experience difficulty with the behavior expectations at

Goal 1

Present Level of Performance

The present level of performance shows an upward trend in referrals from month to month.

Expected Level of Performance

At Bauder we are putting many positives recognition and rewards in place to try to eliminate the spikes (up and downs) in behavior issues as indicated by referrals, ISS & OOS, to try to maintain a more consistent low level of discipline

GAP

The Gap is in the inconsistency from month to month in discipline data.

1. What problem have you identified?

<u>**Goal 1**</u>. **The Goal of Bauder Elementary Schoolwide Behavior Plan is to recognize positive student behaviors in a systematic way resulting in increased positive behavior and decrease in negative behaviors as measured by a decrease in disciplinary referrals from month to month data during the 2015 -2016 school year.**

2. What is your Desired Outcome/Measureable Goal?

The desired outcome would be a decrease in discipline data resulting in a more consistent discipline count(referrals, OSS, ISS) measured month by month.

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

1. Some months with higher discipline data are months with less structure in the classroom and time dedicated to recognition of positive behaviors. Some months with higher levels of discipline are months with testing and test prep.

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

Because the months that we observe highest #s of referrals are typically very busy months we believe the barrier is less attention to positive behaviors.

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

We believe that this is the right barrier to address because data supports the increase in referrals in months that are extremely busy (testing,field trips, programs etc.) and when looking at our school-wide positive recognition system those months are the months that teachers forget to send in names for our school-wide positive recognition programs.

Goal 1

4. How will this problem be solved?

Pay attention to our School wide recognition plan consistently each month to make sure that we are recognizing and using our positive system.

Implementation Steps
(Including professional development)
1. Bauder continues 1:5 ratio of positive talk focus.
2. Use of All the components of the recognition system.
*3. The office staff that tabulates and sends the principal names for recognition will now send names of teachers that have not sent in names so that we can get names before the recognition.
4. Data study at MTSS and share w/staff

Person(s) Responsible

Administrators
Classroom Teachers

Timeline / By When?

ongoing

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

Goal 1

5. Data collection and management

Referrals per month:
% of Soaring Seahawks per Month out of 40 classrooms:

Implementation Steps
(Including professional development)

1. Each Month the MTSS team will compile number of referrals and analyze data.
2. Each Month the office staff will compile #s for Soaring Seahawks (done every two weeks)out of 40 classrooms. Report

Person(s) Responsible

Administrators

Timeline / By When?

Monthly

Initiated: 9/10/2015
Ongoing: Y
Pending:
Completed:

Goal 1

6. Support Plan

Use of positive recognitions for students (Soaring Seahawks)using positive behavior Review of 5:1 ratio for positive/negative interaction w/ children.

Implementation Steps
(Including professional development)

1. Develop recog system
2. Implement it
3. Collect data

Person(s) Responsible

Administrators
Guidance Counselor

Timeline / By When?

Ongoing

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 1

7. Fidelity Plan

We will discuss at MTSS discipline data meetings for fidelity

Implementation Steps
(Including professional development)

Person(s) Responsible

Administrators and Guidance

Timeline / By When?

ongoing

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

Goal 1

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

As of 9/10/2015

Summary of Data Review

Data-based Decision

Next Steps

Goal 2

Present Level of Performance

Inconsistent # of referrals from month to month:
2015-2016
September:
October:
November
December
January:
February:
March:
April:
May:

Expected Level of Performance

Consistency in student behaviors from month to month. Not more than 1% referrals in any month.

GAP

The Gaps are reflected in the high & low level discrepancy by months of referrals:

1. What problem have you identified?

Inconsistency in behaviors when studied month to month.

2. What is your Desired Outcome/Measureable Goal?

Bauder Elementary is committed to making connections with children. For the 2015-2016 Bauder will continue the Hello Project. This is set up to assure that each Bauder child is recognized/greeted by an adult each day. This effort is to build connections and community and decrease negative behavior as measured by a decrease in discipline referrals by a month to month comparison for the 2015-2016 school year.

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

Barrier: Tracking the positive is more difficult than tracking negative. Research indicates (Sprick/CHAMPS) that paying attention to the positive will increase positive behavior and decrease negative behavior. Belief system that positive should not be recognized but expected.

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

We are working on the barrier that some hold the belief that positive behavior should not be recognized but just

expected.

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

Research (Kohn study) indicated that belief systems ultimately drive what we do and what we emphasize.

Goal 2

4. How will this problem be solved?

Short, consistent trainings at staff meetings about the power of positive recognition

Implementation Steps
(Including professional development)

    1. This will be ongoing topic at staff meetings and in communications .

Person(s) Responsible

    Administrators , guidnace , various staff members

Timeline / By When?

    ongoing

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

Goal 2

5. Data collection and management

Student discipline data - referrals, OSS, ISS

#s for positive recognition:

Implementation Steps
(Including professional development)
    1. Administrators will collect data
    2. MTSS will analyze data
    3. Data will be shared
    4. Decisions made to edit change system

Person(s) Responsible

Administrators/
MTSS

Timeline / By When?

ongoing

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

Goal 2

6. Support Plan

All staff receive reminders each week in the weekly update about greeting every child each day and why.

Implementation Steps
(Including professional development)

1. Principal locates creative ways to greet students and shares with staff each week.

Person(s) Responsible

Principal

Timeline / By When?

ongoing/weekly

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

Goal 2

7. Fidelity Plan

This is a difficult one to collect data. But there is observable data as walk- abouts occur. Observing how often staff are greeting students in the hallways at school.

Implementation Steps
(Including professional development)

1. Train staff
2, Remind Staff
3. Give staff ideas
4. Walk About for observable behaviors of greetings.
5. Share data
6. Study impact
7. Share

Person(s) Responsible

Principal
MTSS
Staff

Timeline / By When?

ongoing

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

Goal 3

Present Level of Performance

Data indicates a disproportionate number of A.A. Bauder children with discipline data. 2014 - 2015 Data indicated that out of   % AA   % received referrals

Expected Level of Performance

Expected level is a closed GAP between AA representation in discipline data and other populations at Bauder. No more than 3% of Bauder referrals for 2015 - 2016 should be represented by A.A. children.

GAP

GAP is represented by the % of population at Bauder that are A.A. children compared to the % of discipline data for A.A. children.
Those numbers for 2014 - 2015 were:

1. The identified problem for Goal 3 is:

Bauder will look at all discipline data, and academic data that has been dis-aggregated to compare Bauder's African American population to other students at Bauder. Bauder's data indicated a disproportionate number of A.A. students with discipline data and lowing academics than other populations attending Bauder.   We want ALL students at Bauder to experience success academically and behaviorally. We want students of A.A. ethnicity to not be over represented in referrals. We want them to be equally represented in the positive recognition system...

2. What is your Desired Outcome/Measureable Goal?

To increase the success of all students and close the GAP as measured by discipline data and academic data between Bauder's A.A. population and other Bauder students by June 2016.

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

Past data indicated that Bauder needed a support system in place for A.A. students. Bauder's A.A. subgroup of students come on buses from the home zoned school and neighborhoods. These children travel a long distance to come to Bauder. Bauder data indicated that the level of support was not adequate for our A.A. children to experience success at Bauder. Barrier: Having children travel such a long distance on a bus and making the children and families feel a part of the culture and community of Bauder and experience success in the Bauder setting.

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

The most valid barrier for Bauder to address is lack of needed support for Bauder's A.A. children and the distance families live from the school.

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

These barriers are something we can do something about and the data that we have indicates that providing additional support is needed. (When looking at research - Vincent, Tobin, Swain-Bradway & May 2011. Specific Remedies for Closing the Achievement Gap - Inspiring Children to do Well - (An RTI Guide to Omproving Performance of African American Students - Dwayne Williams

Goal 3

4. How will this problem be solved?

Teacher conferences at Zoned School (Fairmont Park) for families of A.A. students.

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

1. Principal Calls principal at Fairmont Park for conference date and we set up at time when Bauder teachers can come and conference with parents.
2. Guidance counselor sends home letter to families explaining Opportunity Groups
3. Counselor meets with Opportunity groups
4. Counselor gets feedback from teachers and families
5. Look at Data

Person(s) Responsible

Guidance
Principal

Timeline / By When?

ongoing

Initiated: 9/15/2015
Ongoing: Y
Pending:
Completed:

Monthly – Opportunity Group meetings with Guidance Counselor..The Guidance Counselor will meet each month(Opportunity Groups) with Bauder's African American population for discussion, and support to meet academic and behavior expectations as indicated by higher academic performance based on school grades and testing and a close in the GAP between A.A. Discipline data and other subgroups.

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

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Goal 3

5. Data collection and management

Dis-aggregated discipline data
Student Achievement data

Implementation Steps
(Including professional development)
  1. Each month data will be collected
  2. Reported to MTSS/Leadership
  3. Analyzed
  4. Decisions for support made

Person(s) Responsible

Guidance
Administrators

Timeline / By When?

ongoing

Initiated: 9/15/2015
Ongoing: Y
Pending:
Completed:

Goal 3

6. Support Plan

Guidance Counselor will recieve materials and supplies needed to run the 3 opportunity Groups.
Guidance Counselor will be available for training needed

Implementation Steps
(Including professional development)

1. Guidance Counselor will have copy of book:
Guidance counselor will order needed supplies

Person(s) Responsible

Guidance
Administrator

Timeline / By When?

ongoing

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 3

7. Fidelity Plan

Fidelity will be demonstrated by an increase in positive behaviors /decrease in negative behaviors and upward tend in classroom performance.

Implementation Steps
(Including professional development)
1. Track data
2. Study data
3. Make Decisions based on data for aditional needs

Person(s) Responsible

Guidance
Principal

Timeline / By When?

ongoing

Initiated:
Ongoing: Y
Pending:
Completed:

School-wide Reward System

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1. What are your school-wide reward strategies?

SCHOOLWIDE REWARD SYSTEM:
Target behaviors - (Increase positive student behavior) Positive Recognition 5:1(Research Based)
1. Student of the Week Each week a student from each class is recognized for demonstrating our Guidelines. These students receive a certificate and our recognized on Seahawk Station
2. Character Can - Each Classroom has a Character Can. Teachers or other students recognize students that are demonstrating the character word of the month and children put their name inthe can. Every Friday each class brings their can to the cafeteria and a students name is drawn to represent the character word. .
3. Soaring Seahawks - Every other week the each teacher selects a student to represent Guidelines and great EFFORT at school. These children receive a certificate and come to the cafeteria to play balloons and games with the principal.
4. Feathers in your Pail - Classes can earn feathers in Art, Music, PE, Cafeteria and Common Areas. Each Monday the class at each grade level that earned the most feathers earns the SEAHAWK in their room for the week.
5. Monthly Character Award - Bauder partners with Authentic Martial Arts and each Month a Lesson on the monthly Character word is delivered and a students representative is selected by the teacher to receive recognition by Martial Arts with a certificate and a prize.
6. Seahawk Shuffle - Students that earn individual Seahawks in the cafeteria can earn the privilege of doing the Seahawk Shuffle with the Principal in the cafeteria during lunchtime...

2. Describe the procedure/practice used.

SCHOOLWIDE REWARD SYSTEM:
Target behaviors - (Increase positive student behavior) Positive Recognition 5:1(Research Based)
1. Student of the Week Each week a student from each class is recognized for demonstrating our Guidelines. These students receive a certificate and our recognized on Seahawk Station - Classroom Teachers - Weekly
2. Character Can - Each Classroom has a Character Can. Teachers or other students recognize students that are demonstrating the character word of the month and children put their name inthe can. Every Friday each class brings their can to the cafeteria and a students name is drawn to represent the character word. Classroom Teachers, Principal & Asst. Principal
3. Soaring Seahawks - Every other week the each teacher selects a student to represent Guidelines and great EFFORT at school. These children receive a certificate and come to the cafeteria to play balloons and games with the principal. Principal, every two weeks.
4. Feathers in your Pail - Classes can earn feathers in Art, Music, PE, Cafeteria and Common Areas. Each Monday the class at each grade level that earned the most feathers earns the SEAHAWK in their room for the week. (Principals)
5. Monthly Character Award - Bauder partners with Authentic Martial Arts and each Month a Lesson on the monthly Character word is delivered and a students representative is selected by the teacher to receive recognition by Martial Arts with a certificate and a prize. (Guidance Counselor/Erica Martin)
6. Seahawk Shuffle - Students that earn individual Seahawks in the cafeteria can earn the privilege of doing the Seahawk Shuffle with the Principal in the cafeteria during lunchtime...Principals

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

Implementation: 8/13 - staff will review positive recognition system at Bauder for the 2015 -2016 school year. Ongoing report at Staff meetings....2. Data collection in classrooms Walkthroughs 3. Report back to MTSS/Leadership and Staff 4. Study for increase of positive recognition.

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

The following researchers and/or practioners   have indicated and done studies that have indicated that the recognition for and of positive behaviors increases positive behavior and decreases negative behavior: The Teachers Guide to Behavioral Interventions By Kathy Cummins(page 3 & 4), The Tough Kid By Jenson, Rhode, Hepworth pg 16 & 17), Classroom Discipline Problem Solver by George Watson, Antisocial Behavior in School by Walker, Colvin Ramsey.

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?

Most Bauder teachers have had some or much CHAMPS training. Two years ago all Bauder teachers had the first 20 days module training before school began. This includes the STOIC model for the classroom. This was the basis for the development of the COMMON AREA Student Expectations that all staff members helped develop and which are tweaked but still used at Bauder.

The use of Sprick's 5.1 classroom management and discipline plan sheets by each classroom teacher to build their plan for the year assists Bauder with the alignment of plans for each classroom with the school -wide plan for discipline.

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

The classroom management system at Bauder is based on the work of Randall Sprick and each teacher uses his 5.1 Classroom Management Plan to develop the classroom plan to train students and share with parents.

In the beginning of the new school year each teacher develops a classroom behavior plan aligned to the guidelines for success by using the Classroom Management forms from CHAMPS. This supports alignment to the PBS system of behavior, the Guidelines for success. This form is located in the CHAMPS book.

1.   Guidelines for Success decided upon 2. Teacher input into SWBP 3. Teacher develops Classroom management system 4. Teacher turns in a copy of CMP 5. Teacher trains students 6. teacher has ongoing training w/class

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

Data Based Decisions:

Monthly MTSS meetings are used to analyze data indicators and problem solve if indicated. Data is disaggregated by subgroups and analyzed at least three times during the year for changes and reflection. Behavior/discipline data is collected by AP/Principal/Guidance Counselor.

For the 2015 -2016 school year Bauder will use discipline data from Decision Ed and Focus – (referral, ISS, OSS, NOW Calls, as trend data to study the effectiveness of reinforcement of positive behaviors.

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

ALL systems at Bauder are designed for the purpose of 100% Student Success. The classroom management system is developed and used to maximize time on task and minimize class disruption. The classroom management system is used to increase positive student behavior and decrease negative student behavior.

Specifics include:

 continuous improvement in academic data

continuous improvement in behavior data