
Guidelines for Success

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

Respect: earn the respect of others by treating them how you want to be treated

Act Responsibly: Do your job. Prepare to work and learn.

Your best is expected: Even when it is hard (grit)

Self control: Stay calm and make positive choices

2. Where are common area expectations posted?

Hallway behavior are posted in the halls. Cafeteria expectations are posted in the cafeteria. Fire drill expectations are posted in the classrooms.

3. How are common area expectations communicated?

Common area expectations were reviewed with staff members during preschool. Teachers communicate common area expectations to the students and enforce them on a daily basis.

School Wide Processes

Hallway

- Level 0
- Line order (Will not be line order at dismissal)
- Hands by side
- Silent wave by adults
- Constantly enforced (Even at dismissal)

Cafeteria

- Student are brought to the table on a level 0
- Students have assigned seat from the beginning of the year
- Paras have clip sticks
- Tables are dismissed for food by row when quiet
- o Students must walk to the line or have to sit in line again
- All students are to remain on a level 0 until all students get their food

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

Classroom rules are created by the teacher and posted in the room.

The following classroom processes are used, with a few exceptions, school wide and were communicated to the teachers during preschool.

In Class Processes

Universal Attention Signal (large groups, picking up from lunch, etc...)

- Teacher says "1,2,3 Eyes on me"
- Students respond with "1,2 Eyes on you"
- All students should be aware of this signal

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Universal Attentional Signal (In class)

- Teacher says "Listening Position"
 - o Students....
 - § Track the Speaker
 - § Level 0
 - § Hands at side/ hands in front
 - § Still body/Straight back
- Hand Signs

Goal 1

Present Level of Performance

311 out of school suspensions (2014-2015)

Expected Level of Performance

233 out of school suspensions by the end of the year

GAP

78 out of school suspensions

1. What problem have you identified?

Last year a total of 311 out of school suspensions were administered at Campbell Park Elementary. This data comes from referral data entered into focus. Students should be in a highly structured classroom and school environment at all times to prevent behaviors leading to out of school suspensions.

2. What is your Desired Outcome/Measureable Goal?

To reduce out of school suspensions by 25% when compared to the 2014-2015 school year. From 311 to 233 out of school suspensions.

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

The unpredictability of student behavior during unstructured transitions (aggression and fights that happened at dismissal). The unpredictability of student behavior during unstructured academic time.

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

The unpredictability of student behavior during unstructured academic time.

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

Striking a student, striking an adult and fighting are behaviors most likely necessitating the use of out of school suspension. 158 incidents of these behaviors happened in the classroom last year. Better managed classes that have high levels of structure tend to have less occurrences of the behaviors listed above.

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Goal 1

4. How will this problem be solved?

Teaching new teachers behavior management focused TNTP skills and the school wide behavior plan

**Implementation Steps
(Including professional development)**

1. Train new teachers on the use of TNTP skills such as "what to do directions", "positive narration", and 100%.
2. Train new teachers on the school wide behavior plan

Person(s) Responsible

1. TNTP staff
2. Behavior coach

Timeline / By When?

During Preschool

Initiated: 8/11/2015

Ongoing:

Pending:

Completed: 8/20/2015

Shifting the focus of TNTP trainings for all teachers from behavioral to academic to increase engagement and structure

**Implementation Steps
(Including professional development)**

1. Train all teachers every two weeks on TNTP skills

Person(s) Responsible

TNTP staff

Timeline / By When?

every two weeks for the remainder of the year

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Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Implementing a new policy that states all teachers must have a “Do Now” ready for students every time they transition into the class room to reduce unstructured time

**Implementation Steps
(Including professional development)**

1. Create new policy
2. Communicate policy to teachers

Person(s) Responsible

1. Administration and behavior coach
2. Behavior coach

Timeline / By When?

During Preschool

Initiated: 8/14/2015
Ongoing:
Pending:
Completed: 8/21/2015

Goal 1

5. Data collection and management

Out of school suspension numbers

**Implementation Steps
(Including professional development)**

Data will be compiled and shown to staff

Person(s) Responsible

Behavior Coach

Timeline / By When?

Weekly

Initiated: 9/14/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

Academic coaching

**Implementation Steps
(Including professional development)**

Reading, math and science coaches will meet with staff members to work on lesson planning and content delivery

Person(s) Responsible

Academic coaches

Timeline / By When?

All year

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

Behavior coaching

**Implementation Steps
(Including professional development)**

The behavior coach will meet with teachers as needed to work on classroom management.

Person(s) Responsible

Behavior coach

Timeline / By When?

All year

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

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TNTP Coaching

**Implementation Steps
(Including professional development)**

TNTP staff will train teachers twice a week on new teaching skills

Person(s) Responsible

TNTP staff

Timeline / By When?

All year

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

Administrators will meet with coaches once a week to support and direct their coaching

**Implementation Steps
(Including professional development)**

Create a meeting schedule

Person(s) Responsible

Administration

Timeline / By When?

Weekly

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

OSS data will be monitored

**Implementation Steps
(Including professional development)**

Compile OSS data

Person(s) Responsible

Behavior coach

Timeline / By When?

Weekly

Initiated: 9/14/2015

Ongoing: Y

Pending:

Completed:

Goal 2

Present Level of Performance

461 referrals written during the 2014-2015 school year

Expected Level of Performance

346 referrals written

GAP

115 referrals (25%)

1. What problem have you identified?

Last year 461 referrals were written for a variety of reasons. We want to prevent students from being in a position of getting referrals by increasing the structure of our classrooms and the hallway. 378 of CPE referrals last year came from these two areas.

2. What is your Desired Outcome/Measureable Goal?

Reduce office referrals by 25% to 346.

Reduce office referrals in the hallway, bus circle and parking lot by 25% to 58.

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

Teacher training in classroom management; 289 of the referrals came from the classroom

Unstructured dismissal, 1st grade supervision using the bathroom, and hallway behavior; 89 referrals occurred in the hallway

Supervision in the cafeteria; 31 referrals occurred in the cafeteria last year and a few more occurred in the hallway outside the cafeteria.

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

Unstructured dismissal, 1st grade supervision using the bathroom, and hallway behavior (89 referrals occurred in the hallway). While more referrals were written for classroom behaviors, classroom management training was addressed in the Out of School Suspension goal.

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

89 Referrals were written based on incidents happening in the hallway. Last year the first grade bathroom area, dismissal, and arrival were either unstructured or lacked the supervision necessary to prevent negative behaviors from occurring.

Goal 2

4. How will this problem be solved?

Create a updated dismissal plan that includes increased supervision in hotspots, a separation of grade levels in the car rider area, a structured process in the sibling pick up area, enforcing that students must be with an adult at all time, and moving the walking school bus parents to away from the school to increase separation of students.

Implementation Steps (Including professional development)

1. Create plan
2. Share plan with staff
3. Hold students accountable to plan

Person(s) Responsible

Behavior coach and Assistant Principal

Timeline / By When?

Preschool

Initiated: 6/4/2015

Ongoing: Y

Pending:

Completed:

Create updated first grade bathroom policy that includes supervision at all times

Implementation Steps (Including professional development)

1. Creation of bathroom schedule
2. Use schedule throughout the year

Person(s) Responsible

1st grade team

Timeline / By When?

Preschool

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

Update the staff duty list to increase the supervision of students arriving to school and in the breakfast cart line.

**Implementation Steps
(Including professional development)**

1. Create a new duty post list
2. Communicate new posts to staff
3. Staff show up at designated position everyday

Person(s) Responsible

Behavior coach,
All Staff

Timeline / By When?

Preschool

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

Goal 2

5. Data collection and management

Referrals in the hallway/corridor

**Implementation Steps
(Including professional development)**

Collect the data on a weekly basis and share with staff

Person(s) Responsible

Behavior Coach

Timeline / By When?

Weekly

Initiated: 9/14/2015

Ongoing: Y

Pending:

Completed:

Goal 2

6. Support Plan

Training teachers on the implementation of the new dismissal plan

**Implementation Steps
(Including professional development)**

Create plan and train teachers

Person(s) Responsible

Behavior coach

Timeline / By When?

Preschool

Initiated: 8/14/2015

Ongoing:

Pending:

Completed: 8/21/2015

Facilitating changes to the plan based on need.

**Implementation Steps
(Including professional development)**

Take feedback from staff members and decide if plan needs to be changed.

Person(s) Responsible

Behavior Coach

Timeline / By When?

Ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

Administrative review of duty positions

Implementation Steps
(Including professional development)

Administrators check to make sure staff are on time daily to their designated position.

Person(s) Responsible

Principal, Assistant Principal

Timeline / By When?

Monthly

Initiated: 8/26/2015

Ongoing: Y

Pending:

Completed:

Administrative review of dismissal duty positions and procedures

Implementation Steps
(Including professional development)

Administrators will check to make sure all staff members are in their designated duty post. Administrators will check to ensure all teachers are following school wide dismissal procedures.

Person(s) Responsible

Principal, Assistant Principal

Timeline / By When?

Monthly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

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Goal 3

Present Level of Performance

No current data in this area

Expected Level of Performance

85% of teachers receiving a score of "proficient" on the culture of learning rubric on the spring insight survey

GAP

NA

1. The identified problem for Goal 3 is:

Black students make up the vast majority of Campbell Park Elementary, though they represent a minority of the district population. District wide they are disproportionately represented in referrals and OSS data. The goal of increasing culture of learning would create more structured classrooms throughout the school affecting all students and should, as a result, decrease the amount of referrals black students receive at our school and help close the district wide gap in these areas.

2. What is your Desired Outcome/Measureable Goal?

85% of teachers will have received "Proficient" on the TNTP learning rubric (Included below) on the spring Insight Survey

CULTURE OF LEARNING Are all students engaged in the work of the lesson from start to finish?

Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions.
Very few or no students follow behavioral expectations and/or directions.
Students do not execute transitions, routines and procedures in an orderly manner.
Students are left without work to do for a significant portion of the class period.

2. MINIMALLY EFFECTIVE

Some students complete instructional tasks, volunteer responses and/or ask appropriate questions.
Some students follow behavioral expectations and/or directions.
Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher.
Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.

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

1. Teacher training in classroom management
2. Teacher knowledge of culture of learning score

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3. Lack of feedback loop that gives teachers growth areas and weekly feedback

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

Lack of feedback loop that gives teachers growth areas and monitoring of the "Culture of Learning".

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

Last year teachers were giving feedback in the area of behavior on an as needed basis. Many teachers went much of the year without receiving feedback in classroom management. Without consistent feedback and growth areas teachers will not have a clear idea of how to improve to increase their "Culture of Learning" score.

Goal 3

4. How will this problem be solved?

The creation of a weekly observation schedule. The schedule allows for all teachers to be observed and receive feedback at least once a week from a coach or administrator.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

1. Create schedule
2. Give schedule to the coaches

Person(s) Responsible

Principal

Timeline / By When?

Preschool

Initiated: 6/8/2015

Ongoing:

Pending:

Completed: 8/5/2015

Weekly Observations with feedback

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Each coach and administrator observe 10 teachers a week and give them feedback on the core rubric

Person(s) Responsible

Coaches and administrators

Timeline / By When?

Weekly throughout the school year

Initiated: 8/31/2015

Ongoing: Y

Pending:

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Completed:

Teacher training on the TNTP core rubric

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Train teachers on how to use the core rubric

Person(s) Responsible

TNTP Staff

Timeline / By When?

September

Initiated: 9/29/2015

Ongoing:

Pending: Y

Completed:

Goal 3

5. Data collection and management

Culture of Learning data from the spring Insight Survey

**Implementation Steps
(Including professional development)**

Survey the staff using the rubric, compile the data

Person(s) Responsible

TNTP staff

Timeline / By When?

Spring

Initiated:

Ongoing:

Pending: Y

Completed:

Goal 3

6. Support Plan

Meetings with Coaches to support their work

**Implementation Steps
(Including professional development)**

Administrators will meet with coaches on a weekly basis to support their work with teachers and their use of the observations

Person(s) Responsible

Principal, Assistant Principal

Timeline / By When?

Weekly

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

For the first week observe in teams to work on fidelity of scoring using the TNTP core rubric

**Implementation Steps
(Including professional development)**

Use the weekly observation schedule and designate time to observe as a team. Make team observations.

Person(s) Responsible

Coaches and Administration

Timeline / By When?

the second week of school

Initiated: 8/31/2015

Ongoing:

Pending:

Completed: 9/4/2015

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Goal 3

7. Fidelity Plan

An increase in "Culture of Learning" scores throughout the year

**Implementation Steps
(Including professional development)**

Collect scores of individual teachers to see if scores are increasing

Person(s) Responsible

Administration

Timeline / By When?

Monthly

Initiated:

Ongoing:

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Skill Streaming prizes

Automated calls home for students on the highest behavior score.

Ovalle's Outstanding Students

Rays Pride Awards

Shout Out on Announcements

2. Describe the procedure/practice used.

Skill Streaming prizes. Everyday a skill streaming skill is taught and promoted on the announcements by administrations. A new skill will be introduced every two weeks. Teachers will be given posters to hang in the classroom labeled with the skill and an area for student signatures. When teachers see a student exhibiting the skills of the week they will have the students sign the poster. At the end of two weeks the posters will be collected and prizes given out to randomly selected student who signed the posters.

Automated phone calls home Everyday student earn a 1-5 score based on behavior with 1 being the lowest and 5 the highest. Any time a student earns a 5 they receive an automated call home to their parents with a message of thanks from the school principal.

Ovalle's Outstanding Students: The behaviors scores are averaged monthly. The two students with the highest behavior score average at the end of each both get recognized on the principal's list.

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

Skill Streaming - Winners are picked every two weeks. The skills are promoted daily by administration on the announcements. Students can sign the poster any day as long as they exhibit the skill.

Automated phone calls home. The calls are made on a daily basis to the parents of students receiving a 5. The behavior coach facilitates the process initiating the automated calls.

Ovalle's Outstanding Students. The outstanding students are picked monthly based on behavior scores. Teachers enter behaviors scores daily. The student celebrations committee will oversee this process.

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

Skill streaming skills are taken from the research-based prosocial skills training program published by Research Press. They include such skills as listening, dealing with your anger, and giving a compliment. Our referral data indicates that many of our students need help in these areas.

The vast majority of calls logged in the phone log by our staff members are for discipline. This system will help give more positive phone calls home to parents and promote the great choices students make at Campbell Park.

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The picks for Ovalle's Outstanding students are directly based on behavior data.

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

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

Structure/Environment

Universal Attention Signal (large groups, picking up from lunch, etc...)

- Teacher says "1,2,3 Eyes on me"
- Students respond with "1,2 Eyes on you"
- All students should be aware of this signal

Universal Attentional Signal (In class)

- Teacher says "Listening Position"
- o Students....
- § Track the Speaker
- § Level 0
- § Hands at side/ hands in front
- § Still body/Straight back

Hand Signs

- 1 = Pencil
- 2 = Bathroom
- 3 = Water
- 4 = Trash
- C = Calm Down Corner

Pencil management

- 2 cups/boxes of sharpened pencils should be ready every morning
- A cup/box for dull pencils
- If pencil breaks then student uses pencil signal (1) to get a new one
- o Teacher can bring pencil – or-
- o Student can be allowed to get one
- Students can sharpen pencils as a job at the end of the day or lunch
- o Students should not have to sharpen pencils during class

Bathroom

- No bathroom use during direct instruction
- Have designated bathroom times during the day
- o These can be put on the flow of the day chart
- Have students use the bathroom in the same order as their line. (This will look different for 1st grade and K)
- If bathroom is messy, it is the job of the student to report this to the teacher immediately upon seeing it
- o The previous student in line order will clean the restroom.
- Students uses hand signal (2) if it is a true emergency

Water

- Student must use hand signal (3)
- No water during direct instruction
- o 5th grade does not let students get water at all unless they are coming back from lunch or specials (other grades might want to adopt this if possible)

Celebration when successful

- Examples
- o Kiss your brain
- o Good, Great, Excellent
- o Two snaps, two claps
- This could be an area to incorporate your college or university

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When asking questions

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

The classroom management system is based on in line with the STOIC model, which is a researched based system.

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

Are classroom management plan is designed to create structured, academic focused classes. If are classes are highly structured and spend more time focused on academics then we hope to see an increase in statewide test scores.

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

Teachers using all the universal processes and procedures listed above. Teachers using the consequence flow chart with fidelity. A decrease in behavior calls from classes needing a student removed. An increase in time spent on instruction.