
Guidelines for Success

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

1. The school wide expectations are: be responsible, be respectful and make right choices.
2. The expectations matrix is created with the Discipline Committee and communicated with all stakeholders.
3. Classroom expectations are listed below. They are posted and communicated in all classrooms.

Be Respectful:

- Be on task
- Give your best effort
- Voice level 2
- Consider others
- Use kind words
- Use manners: please, thank you, excuse me

Be Responsible:

- Help/share with others
- Give your best effort
- Be prepared
- Follow directions the first time
- Take care of personal belongings
- Clean up after yourself

Be Safe:

- Keep hands, feet, objects to self
- Push in your chair
- Do not run on school grounds

2. Where are common area expectations posted?

The common area expectations are posted in the cafeteria, front office, and all classrooms.

3. How are common area expectations communicated?

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

Goal 1

Present Level of Performance

Approximately 50% of Cypress Woods teachers currently communicate daily with parents on student behavior.

Expected Level of Performance

100% of Cypress Woods teachers will communicate daily with parents via the agenda, newsletters, or email.

GAP

Primary teachers utilize the agendas more than intermediate teachers. The goal is to increase usage across the board in order to increase positive behaviors due to parental support.

1. What problem have you identified?

Parent surveys indicate communication between home and school is a barrier to student success. Student agenda notebooks are not being utilized daily to communicate both positive and negative behaviors to parents.

2. What is your Desired Outcome/Measureable Goal?

The goal is to promote positive behaviors by enhancing communication between home and school. This will help develop a strong support system at home that will reinforce positive behaviors at school.

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

1. The agendas are not being filled out daily by teachers/students.
2. Students not held accountable for obtaining parent signatures in all grade levels.
3. Weekly newsletters do not contain tips/strategies for behavioral strategies and support at home.
4. Tier 2 behavior charts not utilized consistently throughout the school with parents signing daily.

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

The agendas are not being filled out daily by teachers/students, along with accountability for obtaining the parent signature.

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

It is an expectation that all teachers communicate daily to parents via the agenda and newsletters. The surveys along with Discipline Committee feedback, indicate this is not occurring consistently in every classroom throughout the school.

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Goal 1

4. How will this problem be solved?

Promote positive parent contact by August 24th via postcards and Meet and Greet.

**Implementation Steps
(Including professional development)**

Assistant Principal and Discipline Committee co-chair discussed with all teachers at the Faculty Meeting.

Person(s) Responsible

Quinn Williams
Jaclyn Reyes

Timeline / By When?

8/24/15

Initiated: 8/18/2015
Ongoing: Y
Pending:
Completed: 8/24/2015

Teachers/students will mark the color daily in their agenda books.

**Implementation Steps
(Including professional development)**

Assistant Principal and Discipline Committee co-chair discussed with all teachers at the Faculty Meeting

Person(s) Responsible

Quinn Williams
Jaclyn Reyes

Timeline / By When?

6/7/16

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed: 6/7/2016

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Students will be held accountable for obtaining parent signatures daily in their agenda books.

**Implementation Steps
(Including professional development)**

Assistant Principal and Discipline Committee co-chair discussed with all teachers at the Faculty Meeting.

Person(s) Responsible

Quinn Williams
Jaclyn Reyes

Timeline / By When?

6/7/16

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed: 6/7/2016

Goal 1

5. Data collection and management

The Discipline Committee will do a survey mid-year with teachers to see progress on this goal.

**Implementation Steps
(Including professional development)**

The survey will be developed by the Discipline Committee to see if parent communication is occurring daily and other means of communication that is occurring throughout the school.

Person(s) Responsible

Quinn Williams
Jaclyn Reyes

Timeline / By When?

12/4/15

Initiated: 12/4/2015

Ongoing:

Pending: Y

Completed: 12/4/2015

Goal 1

6. Support Plan

The Discipline Committee will share minutes monthly with grade level teams and encourage parent communication via the agendas. Other means of communication will be shared as well so we can celebrate student success.

**Implementation Steps
(Including professional development)**

The Discipline Committee will share minutes with their team and report back any questions or concerns.

Person(s) Responsible

Discipline Committee Grade Level Representatives
Quinn Williams
Jaclyn Reyes

Timeline / By When?

6/7/15

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed: 6/7/2016

Goal 1

7. Fidelity Plan

All newsletters will be sent to administration to ensure communication between school and home. Ongoing communication between administration, the Discipline committee, and grade level teachers will reinforce parent communication on a daily basis.

**Implementation Steps
(Including professional development)**

Newsletters will be cc'd to administration.

Grade level team meeting minutes will show that grade levels are discussing parent communication.

Person(s) Responsible

Kathleen Young-Parker
Quinn Williams

Timeline / By When?

6/7/16

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed: 6/7/2016

Goal 2

Present Level of Performance

100% of CWE teachers use the same color system throughout the school with approximately 10% of teachers tying behaviors to the Matrix.

Expected Level of Performance

100% of teachers will tie student behavior to the Matrix when making decisions to clip up or down on the behavior chart. This will ensure fairness and consistency across the school.

GAP

There is a deeper understanding of the Matrix this year and how it affects all areas of the school and the color system. This will increase usage to 100%.

1. What problem have you identified?

All teachers are not using the CWE Expectations Matrix when making decisions on clipping students up/down on the behavior chart and writing referrals. Therefore there is not consistency using the School Wide Behavior system across classrooms and grade levels.

2. What is your Desired Outcome/Measureable Goal?

Teachers will use the CWE Expectations Matrix to foster consistency in decision making across the school. The Matrix identifies behaviors for all areas of the school that correlate with our Guidelines for Success.

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

1. The CWE Expectations Matrix is not reviewed and referred to on a consistent basis.
2. Students are clipped up/down for behaviors not identified on the matrix which leads to a lack of consistency across the school.
3. Referrals are written for behaviors identified on the matrix that students could be clipped down for in the classroom (progressive discipline not utilized).

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

The CWE Expectation Matrix is not reviewed and referred to on a consistent basis.

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

Once the Matrix is familiar to students across grade levels and the school there will be common language and expectations that are uniform and reinforced on a daily basis by all staff who come in contact with students. Decisions

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made concerning behavior will be more consistent and less subjective when using the color/number system in each classroom and area of the school.

Goal 2

4. How will this problem be solved?

The CWE Matrix will be made available to staff and explained in detail to them for school wide implementation with students.

**Implementation Steps
(Including professional development)**

The CWE Matrix will be shared with staff at the faculty meeting in detail. Teachers will post the matrix in the classroom and share with all parents. Teachers will be referring to the matrix during Open House and when informing parents of behaviors.

Person(s) Responsible

Quinn Williams
Jaclyn Reyes

Timeline / By When?

8/18/15

Initiated: 8/18/2015

Ongoing:

Pending:

Completed: 8/18/2015

The Discipline Committee will be discussing implementation of the Matrix in monthly meetings to ensure proper implementation throughout the school.

**Implementation Steps
(Including professional development)**

Committee chairs will review and discuss how to tie the Matrix to the color system across the school at Discipline Committee Meetings.

Person(s) Responsible

Quinn Williams
Jaclyn Reyes

Timeline / By When?

6/7/16

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Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed: 6/7/2016

Goal 2

5. Data collection and management

Referral data will analyzed to see what offenses caused the referrals and if the color system along with progressive discipline is being utilized in an effective manner throughout the school.

**Implementation Steps
(Including professional development)**

The Discipline Committee will analyze referral data for 14/15 to see the top number of referral incidences across the school.

Grade level representatives will share the matrix and expectations that correlate with the uniform color system being implemented school wide.

Progressive discipline will be reviewed and how it ties in to the color system.

Person(s) Responsible

Quinn Williams
Jaclyn Reyes

Timeline / By When?

11/17/15

Initiated: 9/22/2015

Ongoing:

Pending:

Completed: 11/17/2015

Goal 2

6. Support Plan

Discipline Committee representatives will be well versed in all aspects of the CWE Matrix, color system, interventions, and progressive discipline in order to support their grade level team.

**Implementation Steps
(Including professional development)**

Each Discipline Committee Representative will be trained in the SWBP expectations, matrix, color system, and all Intervention steps for Tier 2.

Person(s) Responsible

Quinn Williams
Jaclyn Reyes

Timeline / By When?

9/22/15

Initiated: 8/24/2015

Ongoing:

Pending: Y

Completed: 9/22/2015

Goal 2

7. Fidelity Plan

Referral data will be analyzed along with survey data collected in December by the Discipline Committee. This will help us PDSA how we can support teachers in implementing a uniform behavior system with solid expectations across all grade levels.

**Implementation Steps
(Including professional development)**

Administrators will have ongoing discussion with teachers on behavioral expectations and the matrix.
Referral data analyzed by administration and the Discipline Committee.
Discipline Committee Survey will collect soft data to see extent of implementation.

Person(s) Responsible

Quinn Williams
Jaclyn Reyes
Kathleen Young-Parker

Timeline / By When?

12/8/15

Initiated: 12/8/2015
Ongoing:
Pending:
Completed: 12/8/2015

Goal 3

Present Level of Performance

Tier 2 interventions are utilized consistently in primary grades, more than intermediate grades. Tier 2 intervention plans not being utilized with both black and non-black students who are clipping down on a consistent bases.

Expected Level of Performance

100% of staff will implement Tier 2 interventions and data collection plans for students clipping down to yellow or red on a consistent basis.

GAP

Intermediate students need to be identified for Tier 2 interventions by the classroom teacher and SBLT. Teachers will identify black students needing Tier 2 behavioral intervention plans to increase student motivation and adherence to rules/goals.

1. The identified problem for Goal 3 is:

Tier 2 interventions and data collection is not occurring throughout the school with both black and non-black students. This stalls Tier progression and often the students are clipped down daily without having a Positive Behavior Plan to motivate the student to reach their goals, reducing the targeted behaviors in both black and non-black students. In an effort to reduce the discipline gap between black and non-black students, alternative strategies will be used for suspension and the Tier 2 intervention successes and weaknesses with black students will be discussed during SBLT.

2. What is your Desired Outcome/Measureable Goal?

Teachers will implement Tier 2 interventions and data collection with students who clip down on a consistent basis for the same behaviors. This result in increased student motivation, desire to reach a goal, reduction in targeted behaviors, reduced discrepancy in discipline between black and non-black students, and data collection for progression to Tier 3 for all Tier 2 students.

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

1. Teachers do not have access to behavior charts that fit the needs of both black and non-black students.
2. Sometimes new systems are successful in the beginning and then they don't appear to work anymore. The teacher often drops the system instead of keeping with it or tweaking it with the school psychologist or SBLT.
3. Teachers do not have knowledge of Tier 2 interventions to use along with data collection.
4. It takes time to do data collection and rewards throughout the day.

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

Teachers do not have access to behavior charts that fit the needs of the student and knowledge of Tier 2 interventions/data collection.

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

Once teachers understand how to identify students who need Tier 2 interventions, and the proper interventions to administer, this will reduce behaviors in the classroom, increasing the success of the student to attain his/her behavioral goal. This will also give substantial data to the SBLT on his/her progress throughout the day. African American students often get referrals for repetitive behaviors without a Tier 2 intervention plan being put in place to increase student motivation.

Goal 3

4. How will this problem be solved?

The Discipline Committee will work with their grade level teams to identify and target students who may qualify for Tier 2.

Support and resources will be given in order to identify behaviors, goals, motivators, and data collection.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

The Discipline Committee discusses Tier 2 at the faculty meeting to all staff members.

Tier 2 behavior charts are shared with all Discipline Committee representatives.

The school psychologist and guidance counselor will assist in supporting students with Tier 2 intervention charts.

Person(s) Responsible

Quinn Williams

Danelle Rentz

Taryn McCormick

Jaclyn Reyes

Discipline Committee representatives

Timeline / By When?

6/7/15

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed: 6/7/2016

Goal 3

5. Data collection and management

The SBLT will obtain copies of the Tier 2 behavior charts to discuss data and progress weekly.

**Implementation Steps
(Including professional development)**

All teachers with students on Tier 2 will give a copy of Tier 2 data collection to the school psychologist.

Person(s) Responsible

Quinn Williams
Taryn McCormick

Timeline / By When?

6/7/16

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed: 6/7/2016

Goal 3

6. Support Plan

The Discipline Committee chairs will share information monthly supporting Tier 2 interventions and strategies.

The school psychologist will assist in developing Tier 2 plans for individual students.

**Implementation Steps
(Including professional development)**

Teachers will receive information from their discipline committee representative and then seek assistance from the representative, school psychologist and SBLT.

Person(s) Responsible

Quinn Williams
Taryn McCormick
Jaclyn Reyes
Discipline Committee

Timeline / By When?

6/7/16

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed: 6/7/2016

Goal 3

7. Fidelity Plan

SBLT will review all Tier 2 behavior plans throughout the school and any referrals that may have occurred.

**Implementation Steps
(Including professional development)**

Tier 2 data collection will be reviewed and determined for Tier progression and/or success with the plan.

Person(s) Responsible

Quinn Williams
SBLT

Timeline / By When?

6/7/16

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed: 6/7/2016

School-wide Reward System

1. What are your school-wide reward strategies?

Character keys will be handed out on campus to students who exhibit character traits and behaviors aligned to the CWE Expectations Matrix. The students can either save ten character keys and visit the Assistant Principal on Fridays for the treasure box or they can put their keys with their name on them in a box in the media center for a chance to be pulled out during morning announcements.

2. Describe the procedure/practice used.

All staff members will have character keys to hand out to students in all areas of the school to encourage and reinforce positive behaviors.

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

Character keys will be implemented throughout the school day in all areas of the school. All grade levels except for Kindergarten will participate in the character key program. Kindergarten has their own positive reinforcement system since they have a difficult time keeping track of keys at this age level.

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

Referral data indicates a decrease in classroom and cafeteria referrals from 12/13 to 13/14. Once 14/15 data is updated, there should be a decrease in incidents as well. The CWE Matrix has positive behaviors that should be utilized throughout the school and tie in CHAMPS conversation levels as well. Character keys help reinforce these positive behaviors across grade levels and academic areas.

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

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

It is suggested that teachers use a STOIC checklist at the beginning of the school year to identify the variables that create a positive and structured learning environment. This helps teachers plan out their classroom management model in order to implement effective strategies.

They look at structure:

1. Room arrangement
2. Access to materials
3. Opportunities for movement
4. Clear expectations
5. Transitions

Teaching of Expectations:

1. Lessons on expectations
2. Reteaching expectations

Observe:

1. Circulating
2. Modeling
3. Collect data

Interact:

1. Interacting in a welcoming manner
2. Feedback
3. Engaging in a positive manner

Corrections:

1. Correct consistently, calmly, immediately, briefly, and respectfully
2. Menu of consequences
3. Plan for responses to misbehavior

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

We utilize aspects of STOIC and CHAMPS, research based programs, that fit the needs of our students and population.

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

The CWE Expectations matrix contains aspects of CHAMPS and STOIC when communicating expectations to students for all areas across campus. Tier 2 and referral data will be tracked across the school to see if the expectations and progressive discipline are effective.

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

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Referrals in the classroom and cafeteria will decrease this year if there is consistency in the behavior plan implementation across the grade level.