Guidelines for Success

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

The school's guidelines for success are....

Respect: Treating each other with kindness, dignity, and being courtesy of others feelings.

Responsibility: Being dependable, taking charge of your own actions

Safety: Freedom from being hurt or injured and maintaining a safe environment

2. Where are common area expectations posted?

Rules are posted throughout the school and are delineated by specific area:

Bathrooms:
-Respect the privacy of others
-Clean up after yourself
-wash you hands with soap

Office:
-Enter and exit quietly
-Stand at desk and wait for adult direction
-Keep hands, feet, and objects to yourself

Cafeteria:
-Follow all staff directions first time given
-Use nice talk
-Use inside voice
-Stay seated with your feet under the table
-Keep your hands, feet, and objects to yourself

Arrival/Dismissal:
-Follow all staff and safety patrol directions the first time given
-Talk quietly
-Report to your assigned area
-Keep hands, feet, and objects to yourself
-Walk

Hallways:
-Walk quietly
-Walk directly to your destination
-Walk in a straight line
-Keep hands, feet, and objects to yourself
-Hold handrail and use stairs one step at a time

Library:
-Use a quiet voice

-Handle books carefully
-Wait your turn at checkout counter
-Use browsing stick
-Return your books on time
-Push in chairs
-Keep hands, feet, and objects to yourself

Computer Lab:
-Use a quiet voice
-No food or drink in the lab
-One person per computer
-Push in chairs

3. How are common area expectations communicated?

Sent home to parents in first day
Expectations are taught to students during first two weeks of school utilizing the school wide Forest lakes behavior matrix
School wide behavior meeting at beginning of school year

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

Teachers complete a classroom expectation form which includes; classroom rules that align to the school wide expectations of respect, responsibility, and safety, consequences, classroom rewards, and communication system. Classroom rooms are posted in the classroom. Rules are taught to students and referred as needed throughout the school year.

Goal 1

Present Level of Performance

Currently .75% of our general education students are being progress monitored for tier two behavior and .75% of our general education students are being progress monitored for tier three behaviors interventions.

Expected Level of Performance

Within the general education population, it would be expected that the number of students receiving tier two behavior supports would be two to three times greater than the number of students receiving tier three behavior supports.

GAP

2.25% of general education students will receive tier two supports.

1. What problem have you identified?

Increase the number of general education students who receive supplemental tier two behavior support.

2. What is your Desired Outcome/Measureable Goal?

Increase the number of general education students receiving tier two behavior support from .75% to 2% of the general education population.

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

Inconsistent collection of minor classroom behavior data across grade levels.

Classroom behavior data of students with chronic behavior issues is often underreported due to teachers not holding all students to the same behavior standards.

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

Creating consistency across grade levels in terms of minor classroom behavior data collection.

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

It effects all grade levels and can be measured with fidelity.

Goal 1

4. How will this problem be solved?

Office referrals and minor classroom behavior data will be analyzed on a monthly basis to determine students who would benefit from tier two behavior interventions.

> **Implementation Steps**
> **(Including professional development)**
> Minor classroom data form completed.

> **Person(s) Responsible**
> SBLT

> **Timeline / By When?**
> October 2015

> **Initiated:**
> **Ongoing:**
> **Pending:**
> **Completed:**

> **Implementation Steps**
> **(Including professional development)**
> Train staff on completion of data minor classroom data form

> **Person(s) Responsible**
> Behavior Specialist

> **Timeline / By When?**
> October 2015

> **Initiated:**
> **Ongoing:**
> **Pending:**
> **Completed:**

Implementation Steps
(Including professional development)

Develop process for tier two selection

Person(s) Responsible

SBLT/MTSS/PLC

Timeline / By When?

November 2015

Initiated:
Ongoing:
Pending:
Completed:

Implementation Steps
(Including professional development)

Train staff on tier two selection process

Person(s) Responsible

Behavior Specialist

Timeline / By When?

November 2015

Initiated:
Ongoing:
Pending:
Completed:

Implementation Steps
(Including professional development)

Analyze monthly data and begin tier two interventions.

Person(s) Responsible

MTSS support team

Timeline / By When?

January 2016

Initiated:
Ongoing:
Pending:
Completed:

Implementation Steps
(Including professional development)

Train staff on tier two interventions from monthly behavior specialist meeting

Person(s) Responsible

Behavior Specialist

Timeline / By When?

October 2015

Initiated:
Ongoing:
Pending:
Completed:

Goal 1

5. Data collection and management

Office referrals and minor classroom behavior data

Implementation Steps
(Including professional development)

Teachers will report referrals online and classroom teacher will turn behavior data on a monthly basis.

Person(s) Responsible

classroom teachers

Timeline / By When?

ongoing from
August with the new minor data collected beginning November 1st.

Initiated:
Ongoing:
Pending:
Completed:

Goal 1

6. Support Plan

Office referrals and minor classroom data will be analyzed on a monthly basis.

Implementation Steps
(Including professional development)
    Minor classroom data form training

Person(s) Responsible

    Behavior Specialist

Timeline / By When?

    September 2015

Initiated:
Ongoing:
Pending:
Completed:

Implementation Steps
(Including professional development)
    Reinforcement of staff for collecting and turning in classroom data by the monthly due date.

Person(s) Responsible

    Behavior Specialist

Timeline / By When?

    October 2015

Initiated:
Ongoing:
Pending:
Completed:

Goal 1

7. Fidelity Plan

Minor classroom data will be analyzed on a monthly data.

Implementation Steps
(Including professional development)
Document each teachers completion of the classroom minor incident form.

Person(s) Responsible

Behavior Specialist

Timeline / By When?

October 2015

Initiated:
Ongoing:
Pending:
Completed:

Goal 1

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

As of

Summary of Data Review

Data-based Decision

Next Steps

School-wide Reward System

1. What are your school-wide reward strategies?

A school wide positive referral system
A school wide compliment reward system
Grade Level behavior reward system

2. Describe the procedure/practice used.

The positive referral system is aligned with the Forest Lakes Elementary behavior matrix. Teachers submit positive referrals to administration, who then recognize the students on the morning announcements.
Classes are rewarded by reaching a set number of compliments before earning a reward.
Grade level behavior reward system includes teacher recognize and rewarding positive behavior utilizing, treasure box, tickets, praise, stamps, stickers, nutritional snacks, positive notes and weekly earned time.

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

Teachers will turn in positive referrals once a month to Mr. McHugh and Mrs. Bradford. Administratoin will then recognize the students on the morning announcements.
The teachers track the number of compliments and reward students accordingly.
The grade level reward system is implemented by the individual teachers on a weekly basis..

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

The strategies are based on classroom behaviors, recorded on minor classroom incidents data, and based on the positive to negative reinforcement.

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?

We utilize a combination of structure/environment, teaching of expectations, observing/monitoring, interactions to positively support students, high level of student engagement.

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

The school classroom management system is based on the framework of CHAMPS.

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

Based on classroom data staff adjusted processes and reinforcement schedule according to behavior to increase positive behavior.

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

Off task behavior will decrease. Office referrals and minor classroom incidents will also decrease.