Guidelines for Success

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

Frontier uses PBS. Our GFS are:
Be Responsible
Be Tolerant
Be Safe
Be Respectful
Be An Active Learner

2. Where are common area expectations posted?

Cafe
• Frontier Panthers show kindness by using good manners, saying please and thank you when going through the line.
• Frontier Panthers show cooperation by listening to the cafeteria attendants and others in charge.
• Frontier Panthers show responsibility by keeping their eating area neat and clean.
• Frontier Panthers use self-motivation by cleaning up their eating area.
• Frontier Panthers use self-control by walking safely to the steps to wait for their teacher to arrive.
Stairwells
• Frontier Panthers show self-control by going up and down the stairs one step at a time.
• Frontier Panthers show responsibility by using the handrails to keep them safe.

Hallways
• Frontier Panthers show care for other's safety by walking slowly in the hallways.
• Frontier Panthers show good citizenship by using quiet voices in the hallway.
• Frontier Panthers are respectful to others by stopping for teachers or younger students.

General
• Frontier Panthers use self-control to monitor their own behavior.
• Frontier Panthers treat each other with kindness and respect

3. How are common area expectations communicated?

Café Process for Reinforcement of Expected Behaviors:
• The Guidelines for Success and Conversation Levels (CL) are painted on the café wall.
• Green, yellow and red cups will signal class regarding group behavior.
• Classes at green when dismissed will be given a laminated GREEN Paw Print.
• Teachers should reinforce meeting expected behavior (green) in a way that measures progress towards a goal.
• Teachers need not provide consequences for not meeting expectations.   Administrators and café staff will address any behavior issues.

Ongoing direct instruction and teachable moments are used to teach expectations.

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

communicated?

Classroom expectations/rules are posted and communicated as follows:

Poster size paw print of Guidelines For Success (GFS) are posted in every classroom and all common areas.

Introductory - All teachers will teach School-wide GFS the first week of school. School-wide GFS are incorporated into classroom GFS expectations.

Reinforcement of expectations is provided daily.

Character Education program is implemented by guidance counselor through teaching in each classroom once a month (focus is character trait of the month and school-wide GFS). Provide refresher training, as needed. Keep the message out there - school pledge, songs, cheers, FTV.

Ongoing direct instruction and teachable moments are used to teach expectations.

Goal 1

Present Level of Performance

124 referrals were entered into FOCUS during the 2014-15 school year.
20.5% were attributed to Hispanic students.
14.2% were attributed to Black students.
12.6% were attributed to Multi-Racial students.
50.4% were attributed to White students.

Expected Level of Performance

The goal is to reduce the total number of referrals by at least 10% and the total number of referrals earned by Black and Multi-Race students by at least 3%, 8% respectively.

GAP

Sub groups with a higher than expected referral rate:
• Black students are 1.52 times more likely to have at least one referral than all other students.
• Multi-racial students are 2.82 times more likely to have at least one referral than all other students.

1. What problem have you identified?

Data from the 14-15 school year's referrals reveal the most frequent infractions were Defiance (27%), Student Strike (25%) and Bus (15%).

Sub groups with a higher than expected referral rate:
• Black students are 1.52 times more likely to have at least one referral than all other students.
• Multi-racial students are 2.82 times more likely to have at least one referral than all other students.

2. What is your Desired Outcome/Measureable Goal?

The goal is to reduce the total number of referrals by at least 10% and the total number of referrals earned by Black and Multi-Race students by at least 3%, 8% respectively.

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

School-wide expectations/rules are not taught or reinforced effectively.
Student is not engaged in the instruction.
Student lacks a relationship with any school based person.

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

School-wide expectations/rules are not taught or reinforced effectively.

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

Reteaching and/or reinforcing student expectation will decrease the number of referrals.

Goal 1

4. How will this problem be solved?

Student engagement levels will be monitored by administrators routinely with written feedback as they walk through classrooms both formally and informally.

Implementation Steps
(Including professional development)

A schedule of planned and informal walkthroughs will be developed and followed during which student engagement levels will always be a part

Suggestions for improvement will be discussed.

Person(s) Responsible

Administrators

Timeline / By When?

Throughout the school year

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

Staff will be learn/review school-wide guidelines for success during pre school.

Implementation Steps
(Including professional development)

This will occur at pre school staff meeting.

In addition,teachers new to staff will meet with mentors for a more detailed explanation.

Person(s) Responsible

Administrators

Mentors

Timeline / By When?

Pre school and throughout the school year

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

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Goal 1

5. Data collection and management

All school-wide behavior data is reviewed by the SBLT Team on the 4th Wednesday of each month at 7:35.

Implementation Steps
(Including professional development)

All behavior data on identified students (major - office referrals and minor - teacher collected data) is reviewed by the SBLT Team and grade level teachers on specified days once a month on scheduled grade level data meetings.

Person(s) Responsible

SBLT

Classroom teachers

Timeline / By When?

Monthly

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

Goal 1

6. Support Plan

Mentors/Coaches will work with teachers to develop positive behavior supports for teachers enabling them to establish classroom expectations that include high levels of student engagement.

Implementation Steps
(Including professional development)

Veteran and new teachers will receive support during pre school from mentor/coach to understand and develop classroom expectations and/or make improvements.

Person(s) Responsible

Administrators

Coaches/Mentors

Timeline / By When?

Monthly

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

Goal 1

7. Fidelity Plan

Student engagement levels will be monitored by administrators routinely with written feedback as they walk through classrooms both formally and informally.

Implementation Steps
(Including professional development)

A schedule of planned and informal walkthroughs will be developed and followed during which student engagement levels will always be a part.

Person(s) Responsible

Administrators

Timeline / By When?

Throughout the school year

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

Goal 2

Present Level of Performance

21 students earned 65% of the referrals during the 2014-15 school year.
Students with multiple referrals by grade level:
K - 2
1 - 3
2 - 2
3 - 7
4 - 4
5 - 13

Expected Level of Performance

The percentage of students with discipline referrals should be proportional to the number of students in the grade level and proportional to the demographics of the school.

GAP

Black students were 1.51. times more likely to have multiple referrals that all other students.
Multi-Racial students were 2.82 times more likely to have multiple referrals that all other students.

1. What problem have you identified?

Some students' needs are not being met through the behavior plan/expectations being used in the classroom

Some students have difficulty following the school wide expectations for success because of social-emotional needs not being met. These students need something different

Data from the 14-15 school year's referrals reveal the most frequent infractions were Defiance (27%), Student Strike (25%) and Bus (15%).

2. What is your Desired Outcome/Measureable Goal?

The goal is to provide effective supports and strategies to students experiencing difficulty with maintaining behavior that exemplified the guidelines for success used school- wide. This will be measured by seeing a decrease in the number of students receiving multiple referrals.

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

•   Students are not engaged in the instruction in the classroom due to internal and external factors. (Basic needs are not being met.)
•   School-wide expectations/rules are not effective for some students and need to be individualized.
•   Student does not have a positive relationship with any school-based person.

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

- School-wide expectations/rules are not effective for some students and need to be individualized.

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

Individualizing student expectation will decrease the number of referrals.

Goal 2

4. How will this problem be solved?

The school based leadership team meets weekly to review student needs, specific students are identified based on teacher input, observation and referral data as needing more or different support.

**Implementation Steps
(Including professional development)**

An action plan is made for students with 3 or more referrals.
Base line data is collected.
A specific plan is developed.
The plan will be monitored every 4-6 weeks depending on the severity of the behavior.

Person(s) Responsible

SBLT Team

Administrators

Classroom Teachers

Timeline / By When?

As needed

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

Goal 2

5. Data collection and management

The school based leadership team meets weekly to review student needs, specific students are identified based on teacher input, observation and referral data as needing more or different support.

Implementation Steps
(Including professional development)

An action plan is made for students with 3 or more referrals.
Base line data is collected.
A specific plan is developed.
The plan will be monitored every 4-6 weeks depending on the severity of the behavior.

Person(s) Responsible

SBLT

Administrators

Classroom Teachers

Timeline / By When?

As needed

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

Goal 2

6. Support Plan

Mentors/Coaches will work with teachers to develop positive behavior supports for teachers enabling them to establish classroom expectations that include high levels of student engagement.

Implementation Steps
(Including professional development)

Mentors/Coaches will work with teachers to develop positive behavior supports for teachers enabling them to establish classroom expectations that include high levels of student engagement.

Person(s) Responsible

Administrators

Coaches/Mentors

Timeline / By When?

ongoing

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

Goal 2

7. Fidelity Plan

SBLT will monitor fidelity of implementation of each behavior plan.

Implementation Steps
(Including professional development)

A member of the SBLT will observe the students behavior periodically and provide additional support as needed.

Person(s) Responsible

SBLT

Teacher

Timeline / By When?

ongoing

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

Goal 3

Present Level of Performance

124 referrals were entered into FOCUS during the 2014-15 school year.
20.5% were attributed to Hispanic students.
14.2% were attributed to Black students.
12.6% were attributed to Multi-Racial students.
50.4% were attributed to White students.

Expected Level of Performance

The goal is to reduce the total number of referrals by at least 10% and the total number of referrals earned by Black and Multi-Race students by at least 3%, 8% respectively.

GAP

Sub groups with a higher than expected referral rate:
- Black students are 1.52 times more likely to have at least one referral than all other students.
- Multi-racial students are 1.91 times more likely to have at least one referral than all other students.

1. The identified problem for Goal 3 is:

Though Black students make up 9.9% of the student body, they represent 14.2% of the referrals.
Though Multi-race students make up 4.9% of the student body, they represent 8.9% of the referrals.

2. What is your Desired Outcome/Measureable Goal?

The goal is to reduce the total number of referrals by at least 10% and the total number of referrals earned by Black and Multi-Race students by at least 3%, 8% respectively.

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

Student does not have a positive relationship with any school-based person.

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

Provide students with a school based person to form a positive relationship.
In an effort to provide opportunities for all students to build positive relationships with school-based personnel, students, especially Black and Multi-race students, are encouraged to participate in student groups such as: Role Models 5000, Girlfriends, Safety Patrol, Student Council, PMAC and STEP.

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

The number of referrals will decrease for our Black students.

Goal 3

4. How will this problem be solved?

Each Black and Multi-Racial student exhibiting behavior difficulties will be assigned a mentor and in grade levels where is is appropriate, will be invited to participate in student groups like Girlfriends and Role Models 5000.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
As the need arises, SBLT will assign a mentor for each student experiencing behavior difficulties.

Student group sponsors will invite students to participate as appropriate.

Person(s) Responsible

SBLT

Student Group Sponsors

Teachers

Timeline / By When?

ongoing

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

SBLT members will facilitate social skills groups such as Skillstreaming to students with referrals in the Black and Multi-Racial subgroups and initiate role play situations to assist students with improving behaviors.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
Review Referral data and select students of these two subgroups that are having difficulty

Arrange and Schedule groups

Monitor progress of students referral data

Person(s) Responsible

Guidance Counselor

School Psychologist

Social Worker

Administration

Timeline / By When?

ongoing

Initiated: 10/14/2015
Ongoing: Y
Pending:
Completed:

Behavior Coach will walk through all classrooms at least monthly with a specific focus and collect data about students engage, positive to negative interactions.

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

Behavior coach will collect data using data collection tools in Coaching Classroom Management book and share findings with individual teachers and staff.
Coach will use strategies from Coaching Classroom Management to benefit classrooms/teachers experiencing difficulties.

Person(s) Responsible

Behavior Coach

Timeline / By When?

ongoing

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

Each Black and Multi-Racial student will be given a learning style inventory.

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

The Behavior Coach will score the inventories and communicate results to classroom teachers with direction on how to use the results to plan appropriate instructional learning styles to increase students engagement and learning.

Person(s) Responsible

Behavior Coach

Timeline / By When?

Inventory given by 11/20/15

Initiated: 10/23/2015
Ongoing:
Pending:
Completed:

Goal 3

5. Data collection and management

Student discipline data in FOCUS, behavior plan data, alert forms will be discussed at SBLT meetings.

Implementation Steps
(Including professional development)

Progress of this group of students will be discussed weekly at SBLT meetings.

Team will determine if plan is working, needs altering, can be faded.

Person(s) Responsible

SBLT

Timeline / By When?

Weekly

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

Goal 3

6. Support Plan

Provide training for mentors.

Implementation Steps
(Including professional development)

Attend mentor training available through LMS.

Person(s) Responsible

Mentor

Timeline / By When?

When available

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

Goal 3

7. Fidelity Plan

Student discipline data in FOCUS, behavior plans, alert forms will be discussed at SBLT meetings.

    Implementation Steps
    (Including professional development)
        Monthly SBLT will look at the data collected for each student and determine if the plan is effective, needs altering or can be faded.

    Person(s) Responsible

        SBLT

        Classroom Teacher

        Mentor

        Student Group Sponsor

    Timeline / By When?

        ongoing

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

School-wide Reward System

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1. What are your school-wide reward strategies?

Three (3) Panther Pride Tickets distributed to ALL staff on Friday for following week.

Staff distributes 3 tickets - acknowledging character trait displayed.

Student gives ticket to teacher. Teacher puts name on ticket and gives student a Panther Paw Sticker to wear on shirt.

ALL staff acknowledge students wearing stickers by saying and giving "High Five for Panther Pride."

Teacher sends tickets to the Media Center on Thursday by 3:00.

Tickets go in drawing on Friday FTV - 10 winners each week.

Winners receive Panther Paw necklace from the guidance counselor (directly following FTV).

Character Assembly during last week of each month recognizes one student per classroom who earns the Citizen of the Month award. Families of those students are invited to attend the assembly celebrate with their student.

Bus assistants/drivers will identify one student in every twenty that ride each bus that and has followed the bus rules and expectations each month. That students will have their name announced on FTV and will receive a certificate and a pencil.

2. Describe the procedure/practice used.

Teachers incorporate school-wide expectations into their classroom behavior plan and teach and reinforce the expectations the first week of school.

Reinforcement of expected behaviors occurs daily.

Character Education program is implemented by guidance counselor. A specific character trait is the focus each month and appropriate materials that support that train are made available.

Reminders of expected behaviors are part of the student news on a weekly basis.

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

Please refer to numbers 1 and 2.

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

Most students meet behavior expectations at Frontier. 65 of the 700 students earned one or more referrals in the 14

-15 school year. That represents 9% of our students. That means 91% of our students were without any discipline referrals.

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?

Structure/Environment - Classrooms are organized with student safety and ease of access to all learning and materials needed throughout the day.

Teaching of expectations - Poster size paw print of GFS are posted in every classroom and all common areas. Introductory - All teachers will teach School-wide GFS the first week of school. School-wide GFS are incorporated into classroom GFS expectations. Reinforcement of expectations is provided daily. On-going direct instruction and teachable moments are used to teach expectations. Character Education program is implemented by guidance counselor through teaching in each classroom once a month (focus is character trait of the month and school-wide GFS). Provide refresher training, as needed. Keep it out there - school pledge, songs, cheers, FTV

Observing/Monitoring - Teachers conduct engagement sweeps throughout the day with the goal of refocusing any student not actively engaged in the classroom. Students know they are expected to participate in their learning.

Interacting positively with students - Forming positive relationship with each student is a priority for all school personnel. Teachers strive to have at lease a 3:1 ratio of positive to negative communication with students.

Corrections fluidly delivered - Teachers respond to inappropriate behavior in a brief, calm and consistent manner. The goal is to correct the behavior and interrupt instruction for the least amount of time.

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

Foundations: Establishing Positive Discipline Policies is the research based behavior management system used at Frontier. The author is Randy Sprick, Ph.D. His program provides a positive and proactive approach to discipline.

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

Teachers collect data about student behavior on a daily basis using specific criteria. That behavior grade is recorded in student agenda books and on a class chart the teacher keeps in her plan book.

This data is used to determine which students are experiencing difficulty following classroom/school-wide expectations.

Students experiencing difficulty are discussed at PLC's and/or SBLT metings as needed using the data collected.

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

Low numbers of students with discipline referrals is the expected outcome of effective classroom management systems.