Guidelines for Success

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

Fuguitt uses PBS. Our school-wide Guidelines for Success based on Covey's 7 Habit of Happy Kids. They are:
Be proactive
Begin with the end in mind
Put first things first
Think win-win
See first to understand, then to be understood
Synergize
Sharpen the saw

2. Where are common area expectations posted?

The common area expectations are posted in all classrooms, Media Center, and cafeteria and all hallways.

3. How are common area expectations communicated?

Common area expectations are communicated by teachers sharing them with their students and teaching the expectations in the beginning of the year using lessons found on Covey's Leader in Me website. Each teacher has a laminated set of common area expectations with both pictures and words to explain the expectation. These expectations are also communicated through our School Wide Behavior Plan that is developed and revised by our staff on an ongoing basis. These expectations are included in our school compact.

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

The classroom expectations/rules are developed by each classroom teacher and their class. The teachers use our school guidelines for success to guide them in the development of classroom expectations and rules that the children buy into after having the opportunity to provide input.

Be proactive.
Begin with the end in mind.
Put first things first.
Think win-win.
Seek first to understand and then to be understood.
Synergize.
Sharpen the saw.

Goal 1

Present Level of Performance

36 Fuguitt students received referrals for defiance and insubordination that disrupted the classroom learning.

Expected Level of Performance

Our expectation is that 0 students receive disciplinary action for defiance or insubordination.

GAP

The current gap is 36 students.

1. What problem have you identified?

We want Fuguitt students to know how to effectively interact with others and be able to be a positive member of their classroom and active particpant in learning. The data was derived from the Discipline Code Breakdown report from the 2014-2015 school year.

2. What is your Desired Outcome/Measureable Goal?

Our desired outcome is to reduce the number of referrals for defiance and insubordination to zero as measured by the school discipline incidents and referrals.

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

Possible reasons that this goal has not been reached at Fuguitt is due to a need for teachers to receive updated strategies to engage students in learning that will reduce misbehavior and best classroom management practices.

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

The most alterable barrier is teacher behavior and the need for coaching.

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

Administration and SBLT review of student behavior data, informal observation, and formal observations show that this is the right barrier to address.

Goal 1

4. How will this problem be solved?

Training provided by a Behavior Specialist.

Implementation Steps
(Including professional development)
Contact PCS Behavior Center for recommended trainor.

Scheduled preplanning training for entire staff.

All staff attends and support provided by Administration, MTSS Coach and trainor throughout the school year as needs arise.

Person(s) Responsible

Administration

Timeline / By When?

8/17/15

Initiated: 7/15/2015
Ongoing: Y
Pending:
Completed:

Ongoing support of classroom teachers by the Administration, SBLT, and the MTSS Coach.

Implementation Steps
(Including professional development)
Plan in place and shared with staff during preplanning of support available. and procedure to access that support.

Person(s) Responsible

Administration

Timeline / By When?

August 2015 through June 2016

Initiated: 8/18/2015
Ongoing: Y

Pending:
Completed:

Goal 1

5. Data collection and management

Incident and referral counts from FOCUS and Data Dashboard.

Implementation Steps
(Including professional development)
Administration will run a bi-weekly report to be shared with staff and reviewed during PLCs.

Person(s) Responsible

Administration

Timeline / By When?

Bi-weekly

Initiated: 9/8/2015
Ongoing: Y
Pending:
Completed:

Goal 1

6. Support Plan

Ongoing support of classroom teachers by Admins, SBLT, and MTSS Coach.

Implementation Steps
(Including professional development)

Development of Behavior Tier 2 Intervention for students as needed. with the teacher directly involved.

Person(s) Responsible

Admin, SBLT,and MTSS Coach.

Timeline / By When?

As needed.

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

Goal 1

7. Fidelity Plan

Admin will conduct classroom walkthroughs and observations, review PLC notes, and track data for behavior infractions.

Implementation Steps
(Including professional development)

Admin will provide feedback to classroom teachers and discuss possible need of coaching based on data collected.

Person(s) Responsible

Admin.

Timeline / By When?

August 2015-June 2016

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

Goal 1

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

As of 9/8/2015

Summary of Data Review

Data-based Decision

Next Steps

Goal 2

Present Level of Performance

During the 2014-2015, 34 student referrals were written for striking other students.

Expected Level of Performance

We expect none of our students to receive referrals for striking others.

GAP

34 referrrals

1. What problem have you identified?

We want students to be able to keep their hands to themselves and choose positive methods of expressing emotions.

2. What is your Desired Outcome/Measureable Goal?

Our desired outcome is to reduce the number of referrals for striking others to zero from 34.

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

A possible barrier is that students do not possess the skills needed to express themselves through positive behaviors when they are emotional.

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

The most alterable barrier is teaching students techniques for dealing with emotions when confronted with a challenging situation.

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

This is the right barrier to address based on interviews with students after the striking incident occurred. Students complete a "Thinking Sheet" identifying the events that occurred before, during and after the incident. This data was then analyzed and patterns were identified. Lack of knowledge of positive alternate behaviors was the most common reason for incidents occurring.

Goal 2

4. How will this problem be solved?

Teachers will teach the Covey 7 Habits of Happy Kids.

Implementation Steps
(Including professional development)

The staff will participate in refresher training for the 7 Habits.

Person(s) Responsible

Lighthouse Team

Timeline / By When?

August 2015-June 2016

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

Coaching teachers with students that have previously had an incident involving the striking of others.

Implementation Steps
(Including professional development)

Identify students and current teacher.

Check on progress of student.

Meet with individual teachers as needed.

Person(s) Responsible

Admin, Guidance Counselor, SBLT members, MTSS Coach

Timeline / By When?

August 2015-June 2016

Initiated: 9/8/2015
Ongoing: Y

Pending:
Completed:

Goal 2

5. Data collection and management

Student incidences and referrals as logged into FOCUS.

Implementation Steps
(Including professional development)

Teachers will maintain continual contact with parents of students and log data into the Parent Contact Log in FOCUS.

Person(s) Responsible

Classroom teachers.

Timeline / By When?

August 2015-June 2016

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

Goal 2

6. Support Plan

Support will be provided to classroom teachers to teach the Covey 7 Habits.

Implementation Steps
(Including professional development)

Lighthouse Team:
-Book of the Month
-7 Habits refresher for staff meetings
-Leader in Me website access

Person(s) Responsible

Lighthouse Team

Timeline / By When?

August 2015-June 2016

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

Goal 2

7. Fidelity Plan

A reduction of school wide referrals for striking others.

Implementation Steps
(Including professional development)
Bi-weekly review of data by SBLT.

Ongoing data review and monitoring by classroom teacher.

Person(s) Responsible

SBLT

Classroom teacher

Timeline / By When?

August 2015-June 2016

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

Elimination of repeat behavior of striking others and receiving multiple referrals for the same offense.

Implementation Steps
(Including professional development)
Bi-weekly review of data by SBLT.

Ongoing data review and monitoring by classroom teacher.

Person(s) Responsible

SBLT

Classroom teacher

Timeline / By When?

    August 2015-June 2016

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

Goal 2

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 3

Present Level of Performance

91 referrals out of 165 referrals were received by African American students.

Expected Level of Performance

The percentage of referrals received by African American students should not exceed the percentage of referrals received by other subgroups.

GAP

Referrals to African American students=55% of referrrals.
Referrals to all other subgroup students=45% of referrals.

1. The identified problem for Goal 3 is:

Reduce the number of referrals received by African-American students. The data shows that there is a higher percentage of African-American students receiving disciplinary referrals. The risk ratio for the AA students is 3.18. Our AA students are 3 times more likely to receive a referral, ISS or OSS than other students.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome is to reduce the percentage of referrals received by African American students at Fuguitt.

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

Possible barriers to reaching this goal are lack of strategies by classroom teachers to differentiate for African American students and classroom engagement strategies that promote movement, music, mouth, meaning, models, and using multiple checks for understanding (the 6Ms).

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

The most alterable barrier is classroom engagement strategies that are differentiated for African American students.

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

This is the right barrier to address based on data from FOCUS and the Data Warehouse that shows a disproportionate number of African American students receiving disciplinary referrals.

Goal 3

4. How will this problem be solved?

Training provided to classroom teachers to differentiate and provide culturally responsive teaching for our African-American students.
The training was provided to all staff members during pre-school on classroom management.
On the Professional Development day in October, all staff received training on Culturally Responsive Teaching.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
Research and schedule a visit by a qualified trainer in the 6Ms (Meaning, models, multiple checks for understanding, mouth, movement, and music)

Person(s) Responsible
Admins and MTSS coach

Timeline / By When?
August 2015-June 2016

Initiated: 8/17/2015
Ongoing:
Pending: Y
Completed:

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

Data logged in FOCUS by Fuguitt personnel.

Implementation Steps
(Including professional development)
Reports will be created bi-weekly.

Person(s) Responsible

DMT and Admin.

Timeline / By When?

September 2015-June 2016

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

Admin review of teacher lesson plans and observations of classroom activity.

Implementation Steps
(Including professional development)
Review and discuss data collected.

Person(s) Responsible

SBLT and staff

Timeline / By When?

September 2015-June 2016

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

Goal 3

6. Support Plan

Staff development in the incorporation of the 6Ms in planning and daily instruction.

Implementation Steps
(Including professional development)

Expert in 6M lesson integration will present to staff.

Person(s) Responsible

Admin.

Timeline / By When?

October 2015

Initiated: 8/28/2015
Ongoing:
Pending: Y
Completed:

Coaching provided to support classroom teacher use of the 6Ms in planning and daily instruction.

Implementation Steps
(Including professional development)

Identify student and teacher if disciplinary referral is made.

Provide support/coaching to teacher to integrate the 6Ms into daily planning and instruction.

Model lessons using the 6Ms when needed.

Provide feedback after teacher observations by Admin.

Person(s) Responsible

Admin., MTSS Coach and PCS Expert.

Timeline / By When?

As needed and ongoing.

Initiated: 8/27/2015
Ongoing: Y
Pending:
Completed:

Goal 3

7. Fidelity Plan

Analyze bi-weekly disciplinary report generating a gap analysis of African American students receiving referrals as compared to other subgroups receiving referrals.

> **Implementation Steps**
> **(Including professional development)**
>
> Report generated by DMT
>
> SBLT analyze report and generate gap analysis.
>
> Present report to staff.
>
> **Person(s) Responsible**
>
> DMT
>
> SBLT
>
> Admin
>
> **Timeline / By When?**
>
> Ongoing

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

Goal 3

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

As of 12/1/2015

    Summary of Data Review

    Data-based Decision

    Next Steps

School-wide Reward System

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1. What are your school-wide reward strategies?

Fuguitt Elementary uses several positive reward systems:
*Gator Bucks: earned by classes for group positive behavior.
*Bentley Bucks: earned as individuals for positive behavior.
*Student Leader of the Week for each classroom: earned for demonstrating leadership habits.
*Student Leader of the Month for each classroom: earned for demonstrating leadership habit for the month.
*Purple Cafe' Cones: earned by classes following cafe' expectations.
*Classroom Teacher Positive Reward systems: individual teachers use a variety of positive reward systems and incentives to recognize positive behavior choices by their students.

2. Describe the procedure/practice used.

Fuguitt relies heavily on teacher input to recognize student behaviors that are in alignment with expectations. Teachers complete a nomination form to recognize students' positive behaviors and all stakeholders come to consensus to recognize these students.

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

Strategies will be implemented by Admin, coaches, specialists/support, classroom teachers and parents on and ongoing basis daily, weekly and monthly. Leaders of the Week are displayed in the classrooms and announced on Gator Gab, Fuguitt's daily news show. Leaders of the Month are recognized at a bimonthly leadership assembly where parents are invited to attend.

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

By following a PBS system, students are earning rewards for appropriate behavior. CHAMPS strategies are well supported as evidence based and support the Leader in Me Habits. The data gathered from FOCUS shows a decline in numerous types of offenses such as stealing, fighting, and bus misconduct. This suggests that our implementation and consistent use of PBS, CHAMPS and Leader in Me 7 Habits is having a positive impact.

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

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

Teachers implement the 7 Habits of Happy Kids (Covey) and CHAMPS in daily instruction and student interaction. This provides the means for teachers to create a positive classroom environment where expectations are taught on a regular basis. Teachers have full access to the research based 7 Habits of Happy Kids resources provided on the Covey website as a Covey Leader in Me school, year 3.

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

Covey and CHAMPS is well documented and supported by research. Please see Impact_of_7H_on_Schools_Colleges.pdf at LeaderinMe.org

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

The classroom management systems are aligned to data in the areas that are targeted in accepted best practices designed to promote a safe and happy learning environment.

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

Specific outcomes expected are students clearly understanding classroom expectations and procedures, how to meet those expectations, how they will be rewarded for meeting those expectations and the consequences associated for not following the expectations. This provides a safe learning environment where students can reach the highest student achievement possible.