
Guidelines for Success

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

1. Respect all living things
2. Respect all non-living things
3. Have a "paws"itive attitude
4. Do you very best

2. Where are common area expectations posted?

They will all be posted in the courtyard, bike rack, cafeteria, PE, Media center, Car circle

3. How are common area expectations communicated?

Through behavior assemblies, Parent University, PLC's

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

Each classroom has its unique rules that relate directly to the Guidelines for success

Goal 1

Present Level of Performance

Referrals increased by 35%
Out-of-school suspensions increased by 29%

Expected Level of Performance

Reduce office referrals by 55% (203 or less)
Reduce out-of-school suspensions by 51%

GAP

Referrals (90%)
Suspensions (80%)

1. What problem have you identified?

We want students to know the rules, expectations, positive behavior system

We used the data from office referrals, suspensions, and Marzano Post-tests to identify the problem

2. What is your Desired Outcome/Measureable Goal?

Reduce office referrals by 55% and out-of-school suspensions by 51%

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

Implementation of consistent interventions, behavior system

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

Implement consistent behavior system and interventions

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

The behavior system was implemented the year before with fidelity and office referrals and out-of-school suspensions were reduced by 50%

Goal 1

4. How will this problem be solved?

Train Stakeholders

**Implementation Steps
(Including professional development)**

Train staff
Train parents
Train students

Person(s) Responsible

Foundations' Team

Timeline / By When?

8/19/15-8/28/15

Initiated:

Ongoing:

Pending:

Completed: 8/28/2015

Implement Interventions

**Implementation Steps
(Including professional development)**

TIER 2 and TIER 3 students

Person(s) Responsible

Leadership Team

Timeline / By When?

9/2/15-6/3/15

Initiated:

Ongoing:

Pending: Y

Completed:

**15/16 School-wide Behavior Plan
Gulfport Elementary School**

8/28/2015

Implement Motivational Programs

**Implementation Steps
(Including professional development)**

Target low performing African-American males

Person(s) Responsible

Leadership Team

Timeline / By When?

9/5/15-6/3/15

Initiated:

Ongoing:

Pending: Y

Completed:

Goal 1

5. Data collection and management

Weekly Behavior Checklists

**Implementation Steps
(Including professional development)**

Analyze and Evaluate data weekly

Person(s) Responsible

Behavior Coach

Timeline / By When?

weekly

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

Office referrals and suspensions

**Implementation Steps
(Including professional development)**

Analyze and evaluate data weekly

Person(s) Responsible

Behavior Coach

Timeline / By When?

Weekly

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

Implement interventions

**Implementation Steps
(Including professional development)**

Chart of listed students and interventions

Person(s) Responsible

Leadership Team

Timeline / By When?

Updated weekly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

Referrals will decrease and behaviors will minimize

**Implementation Steps
(Including professional development)**

Analyze and Evaluate data weekly

Person(s) Responsible

Leadership Team

Timeline / By When?

Weekly

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

Goal 1

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

As of 9/2/2015

Summary of Data Review

The Leadership team will PDSA discipline data weekly

Data-based Decision

Based on the data, the Leadership team and the Foundations' team will make decisions about students, interventions, and programs

Next Steps

PDSA

Goal 2

Present Level of Performance

See Goal 1

Expected Level of Performance

See Goal 1

GAP

See Goal 1

1. What problem have you identified?

See Goal 1

2. What is your Desired Outcome/Measureable Goal?

See Goal 1

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

See Goal 1

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

See Goal

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

See Goal 1

Goal 2

4. How will this problem be solved?

See Goal 1

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Goal 3

Present Level of Performance

See Goal 1

Expected Level of Performance

See Goal 1

GAP

See Goal 1

1. The identified problem for Goal 3 is:

See Goal 1

2. What is your Desired Outcome/Measureable Goal?

See Goal 1

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

See Goal 1

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

See Goal 1

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

See Goal 1

Goal 3

4. How will this problem be solved?

See Goal 1

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Positive Referrals
Bulldog Bucks
PAWS Prints
No Uniform Days

2. Describe the procedure/practice used.

Positive Referrals (Fridays for students not receiving referrals)
Bulldog Bucks (students earn them for desired behaviors at all specials)
PAWS Prints (students earn them individually for respect and desired behaviors)

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

Strategies will be consistently implemented across all campus setting by all staff members

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

When implemented with fidelity, office referrals and suspensions were reduced by 50%. Strategies deal with attention, tangible, sensory, escape/avoidance behaviors

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

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

Teachers are expected to collect behavior data on every student daily

Teachers are expected to implement the school-wide behavior plan

Teachers are expected implement positive systems in their classrooms

STOIC Walkthroughs for each classroom will be scheduled throughout the year.

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

It will target specific behaviors for attention, escape/avoidance, escape, sensory needs

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

Targets African American males that are receiving referrals and out of school suspensions

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

Low behavior marks for each student on the behavior checklists