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## **Guidelines for Success**

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

High Point uses PBS. The Guidelines for Success are as follows:

GFS(POSTED THROUGHOUT SCHOOL)

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BE RESPECTFUL

\* BE RESPONSIBLE

\* BE PATIENT

\* BE SAFE

\* DO YOUR JOB

### **2. Where are common area expectations posted?**

1. School -Wide GFS's expectations have been clearly identified and delivered per posters delivered to all staff per mailbox.

2. Common Area Expectations are posted and have been clearly communicated to teachers and staff by Common Area signage throughout the school and our school wide process folder given to all classroom teachers, specialists and in workroom for staff.

COMMON AREA EXPECTATIONS:

AM ARRIVAL:

1. Arrive at school no earlier than 8:05
2. Sit on white line outside front gate.
3. Keep hands, feet and objects to self.
4. Use a level 1-2 voice level

Per verbal/Modeling:

1. Follow adult directions the first time.
2. Enter in an orderly manner straight line.
3. Go directly to cafeteria
4. Report to PE court when finished with breakfast.

Cafeteria Entering:

1. Enter thru east doors.
2. Conversation level 0.
3. Keep p hands, feet objects to self.

Lunch Line:

1. Conversation level 0.
2. Listen to the adults.
3. Make selection quickly and move down line to cashier.

At Table:

1. Stay seated/Conversation level 2
2. Raise your hand for help.
3. Keep hands, feet , food, objects to self.

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4. Clean up floor/area.
5. Always walk.

Dismissal from tables:

1. Remain seated.
2. Teacher/ cafe employee dismisses one table at a time.
3. Conversation level 0.
4. Walk in a straight line out the door.

Corridor to PE Expectations:

1. Arrive on time.
2. Teachers walk students to dots.
3. Conversation level 0.

### **3. How are common area expectations communicated?**

Common area expectations are communicated to the teachers in way of meeting with the behavior coach and behavior specialist. A folder is given to all staff with expectations to be taught within their classroom culture and community building. Posted expectation signage is also pointed to and utilized as classes are walk by them. Also, Behavior Coach addresses them on the am announcements as well as administration during lunch via microphone and also power point displayed on stage screen.

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

- ~Classroom expectations/rules are designed and identified by the individual teacher and are stated as observable and measurable 3-5.
- ~Each teacher turns in their classroom management plan to the behavior specialist and the behavior coach.
- ~ Behavior coach reviews and assist teachers in tweeking anything on their plan.
- ~ALL classroom teachers and specialists are required to have our school wide rule(per our PBS team) keep hands feet objects to self and( also Conversation level poster) to help decrease our hands on behavior data.
- ~ Class expectations/Rules are to be taught, modeled, practiced and retaught as necessary especially thru out the year...after winter break,,after or before state testing etc.
- ~Teachers have may use their own or the lesson plans provided by behavior specialist/coach to communicate expected behaviors and may also discuss non examples.

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## Goal 1

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### Present Level of Performance

As of now 0% ODR

17/48 staff turned in class plan

2/48 Hands on lesson plan update 11/2015-

### Expected Level of Performance

ODR's decrease of 10% Had 284 2014-2015

The goal is 256 ODR's

### GAP

48% class plan 9/21 75% Update:11/2015

75% hands on plan 38% Update: 11/2015

### 1. What problem have you identified?

The problem and what we want students to know is to follow our Guidelines for Success, classroom rules and be sensitive to cultural differences.

The data we used was from our school wide discipline data and ODR's for Strike of student. 2nd being class disruption.

### 2. What is your Desired Outcome/Measureable Goal?

48/48 Classroom teachers to have turned in their classroom management plans and Hands on lesson activity.

Decrease in referrals from last year by 10%.

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

Time fitting in class meetings, teacher's knowledge having observable and measurable rules in class.

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

The time- Will be shortened from a regular class meeting and condensed to 5 minute at times during social studies and health or as integrated with the reading curriculum and character traits/books. Also based on classroom ODR data and differentiation with teachers.

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

As discussed in our SBLT team meetings last year and also aligning it with our SIP plan,(decrease suspensions and strike of student data , reviewing of their class plans and looking at their rules to make sure their observable and measurable and conferring with teachers.

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## Goal 1

### 4. How will this problem be solved?

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Teachers will conduct class meetings in the classroom and engaging discussions with book of the month character traits focused around our GFS, school wide behavior common area expectations and teach team building and cultural diversity.barrier- (time limited) faculty committment beginning of year

#### Implementation Steps (Including professional development)

1. Assess teachers knowledge on class meetings using chart of expert, somewhat, not at all.;
2. Based upon data, behavior coach and or behavior specialist will have PD either individually with teachers or grade level teams if necessary and an overview of a condensed version of a class meeting
3. Teachers will turn in class plans and lesson for hands on behavior strike of student T chart.

#### Person(s) Responsible

Teachers, Behavior Coach, Behavior Specialist. AP

#### Timeline / By When?

9/2/15

Initiated: 9/7/2015

Ongoing: Y

Pending: Y

Completed:

(How will the Coaching Classroom Training be communicated and implemented?)RS.. 9/15..  
Coaching classroom training will be communicated by use of data chart teachers used and conferring/modeling with the 4 who stated no knowledge of meetings. It will be implemented by collaborating with teacher to schedule a time to model

#### Implementation Steps (Including professional development)

#### Person(s) Responsible

#### Timeline / By When?

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

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**Goal 1**

**5. Data collection and management**

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**ODR and Positive Office Awards**

**Class Plans turned in**

**Lesson plan submitted**

**Implementation Steps  
(Including professional development)**

1. Input of data daily.
2. Review of data weekly

3. Review montly data

PD differentiated coaching

**Person(s) Responsible**

Behavior specialist, behavior coach

Principal AP ,Behavior Specialist coach

**Timeline / By When?**

9/4/15

**Initiated:** 8/27/2015

**Ongoing:** Y

**Pending:** Y

**Completed:**

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**Goal 1**

**6. Support Plan**

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**The strategy is to utilize the behavior coach for the process**

**Implementation Steps  
(Including professional development)**

1. Teachers are to utilize their classroom plans and teach our 5 GFS. May use lesson plans provided if needed.
2. Teachers will use the schoolwide behavior plan in conjunction with having observable and measurable 3-5 posted rules.
3. Behavior coach and specialist will review plans and give feedback if needed.
4. Behavior coach if requested may model lessons and class meetings for teachers

**Person(s) Responsible**

Teacher Behavior coach, Behavior specialist, AP

**Timeline / By When?**

Start Plans out 8/26/15

**Initiated:** 8/26/2015  
**Ongoing:** Y  
**Pending:** Y  
**Completed:**

**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:**  
**Ongoing:**  
**Pending:**



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**Completed:**

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**Goal 1**

**7. Fidelity Plan**

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**1.Data Collection**

**Implementation Steps  
(Including professional development)**

1. Teachers given school wide behavior plan and folder.
2. Lesson plans were provide to teach GFS and rules.
- 3.Behavior coach placed in box copies of plan/hands on lesson
4. Teachers to turn back in after taught.

**Person(s) Responsible**

Teachers, Behavior coach, Behavior specialist AP

**Timeline / By When?**

9/11/15

**Initiated:** 8/26/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 1**

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

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**As of 9/21/2015**

**Summary of Data Review**

37/48 75% Class management plans  
19/48 40% School wide hands feet lesson

**Data-based Decision**

Discussed in SBLT today 9/21 suggested that Social worker guidance counselor to help out teaching lessons in classes.

**Next Steps**

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**Goal 2**

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**Present Level of Performance**

see next goal

**Expected Level of Performance**

**GAP**

**1. What problem have you identified?**

**2. What is your Desired Outcome/Measureable Goal?**

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

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

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

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## **Goal 3**

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### **Present Level of Performance**

Strike of student: Black was 27% Non-Black 73%

### **Expected Level of Performance**

16% of our population is AA but they are receiving 30% if the referrals

### **GAP**

The risk ratio is 2 times more likely for the AA students to receive a referral and we want to reduce that to below 1.0  
We want to reduce our AA strike referrals by 11%.

#### **1. The identified problem for Goal 3 is:**

~ The PROBLEM: We have identified based upon our trend of data is STRIKE of STUDENT/student.

~ WHAT we want our children TO KNOW/DO: Follow the school wide rule of keep hands, feet and objects to self when it comes to fighting or purposeful hands on behaviors. We want them to use our school strategy of discussing problems with their teachers/class during class meeting times/community building, using their words instead of hands to help solve peer to peer conflict. Also we want them to utilize Ms Evancho, for her peer to peer problem/solution intervention. They may also utilize social worker, school counselor psychologist etc.

~ DATA: We used was our portal/focus referral data and also compared it to the Risk Ratio dashboard from May 12th last year 2014-2015. (given by Renee - MTSS Area 2)

#### **2. What is your Desired Outcome/Measureable Goal?**

Our desired measurable goal is to decrease our African American strike of students goal by 11%

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

Last year our goal was met by decreasing our referrals for strike of student from 109 previous year to year 2014-2015 84. However, our African american students remained high as compared to the non black peers. A barrier that we observed could be teacher cultural sensitivity and also ROI not being 5:1

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

The most valid and alterable barrier/ which is our priority would be aligning school wide expectation and classroom rules together and to follow our school wide behavior plan with fidelity. Also to use our new this year steps/flowchart for hands on with our African American students. Also, teachers need to increase ROI to 5:1 and provide more positive office awards as well.

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

This is the right barrier to address because per our PBS team meetings and SBLT we analyzed the data our school wide plan was not followed with fidelity.

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**Goal 3**

**4. How will this problem be solved?**

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**Our strategy will be utilizing a step flow chart for our African American students (see implementation steps for flow chart specifics)**

**Implementation Steps**

**(Including professional development opportunities aligned to Positive Behavior Supports)**

1. Full staff training on the flow chart

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1. 1st strike of students- Teacher will call for assistance prior to writing referral

Student will confer with ms. Evancho and Mr. Vanderloop for reteaching/modeling of our school wide expectation of be safe. Documentation will be done on our HP strike student form. which is sent home to parents.

3. 2nd strike of student-teacher will call for assistance prior to writing a referral. Student will meet with and confer with AP, retaught and documented again.

3rd strike of student- Teacher will call for assistance prior to writing a referral- Student will meet with principal a

**Person(s) Responsible**

Ms. Robinson, Mr. Vanderloop and Ms. Evancho

**Timeline / By When?**

August 20th 2015

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 3**

**5. Data collection and management**

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**ODR and Positive Office Awards**

**Implementation Steps  
(Including professional development)**

1. Input of data daily.
2. Review of data weekly
3. Review montly data
4. PD differentiated coaching

**Person(s) Responsible**

Behavior specialist, behavior coach

Principal AP ,Behavior Specialist coach

**Timeline / By When?**

August 20th 2015

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:** 8/20/2015



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**Goal 3**

**6. Support Plan**

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**The strategy is to utilize the behavior coach for the flow chart process of strike of student hands on process**

**Implementation Steps  
(Including professional development)**

1. Teachers are to utilize their classroom plans and rule of keep hands feet to self.
2. Teachers will use the schoolwide behavior plan in conjunction with it as well as having a menu of consequences.
3. If strike of student, teacher calls for assistance prior to writing referral.
4. Student comes down to confer with behavior coach and she documents on form

**Person(s) Responsible**

Teacher Behavior coach, Behavior specialist, AP

**Timeline / By When?**

Starts Monday August 24th 2015

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:** Y

**Completed:**

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**Goal 3**

**7. Fidelity Plan**

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**Flow chart steps**

**Implementation Steps  
(Including professional development)**

Checking the documented 1-3rd offenses for hands on behavior

**Person(s) Responsible**

behavior coach, Behavior specialist

**Timeline / By When?**

monthly data at SBLT

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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## **School-wide Reward System**

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### **1. What are your school-wide reward strategies?**

Positive office Awards to target positive behaviors of students using our school-wide processes and Guidelines for Success

### **2. Describe the procedure/practice used.**

This is done in an overt way to pump it up.

Students then receive their certificate and come to front office for treasure box and if time permits a positive phone call home.

Twice a year, we have a drawing for 2 brand new bicycles. Also random names will be pulled and announced on WEGL.

Data is Collected on child grade level race etc by Mr. Vanderloop or Ms. Evancho

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

HOW: Per our preschool meeting with all teachers and staff, grade levels, Teachers are given or can copy or take from forms box, our positive office awards.

WHEN: Teachers will pick 3 students per week that are demonstrating classroom and school wide expectations.

WHERE: In the classroom, specials, cafeteria in hallways etc

WHOM: Classroom teachers, specialist and any staff members

As per plc conversations, teachers are given a goal of giving 3 students per week a positive office award for using any of our Guidelines for Success based on our demographics/portal 45%

Hispanic, 25% White, 21% African- American 5%- Hawaiian Islander, Asian 4%, 2% American Indian/Alaskan This is done in an overt way to pump it up. Students then receive their certificate and come to front office for treasure box and if time permits a positive phone call home. Twice a year, we have a drawing for 2 brand new bicycles. Also random names will be pulled and announced on WEGL. Data is Collected on child grade level race etc by Mr. Vanderloop or Ms. Evancho

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

Our documented strategies are evidenced base due to behavior coach AP and principal attending PBS monthly trainings for the past 3 years.

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## **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- Guidelines for Success, Conversation levels Classroom rules, Environment

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

By teachers trained with CHAMPS New teacher Institute and coaching with behavior coach

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

By using our observable and measurable rules and follow thru and consistency, teachers using classroom processes, procedures, aspects of CHAMPS should have fewer ODRs or calls to office as monitored by data collection of ODRS and Behavior CALL LOG

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

(Incomplete information) RS9see below..9/21)

9/15...Expected outcomes will be a decrease in ODRs by 10% and an increase in our POA's by 15%(changed had it %flipped)