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## **Guidelines for Success**

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

At Highland Lakes Elementary, we believe that all children learn best in an environment that is safe, calm, nurturing and consistent. We have a school wide behavior program called "Go for the Green!" Classroom teachers have established expectations for student behavior that focuses on respect, responsibility and self-control. The behavior expectation extend through all classroom and school areas. Student behavior is coded daily in the student planner to communicate to parents. School wide rules include:

- \*Respect others
- \*Be cooperative
- \*Listen and follow directions
- \*Put forth your best effort
- \*Maintain a safe environment

The color code:

Green = E  
Blue = V  
Yellow = N  
Red= U

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

Expectations are posted in hallways, cafeteria, multi-purpose room, classrooms and all specialist areas.

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

Highland Lakes staff uses a common language when talking to students about behaviors:

- \*Using character traits to describe desired behaviors
- \*Posters displayed in prominent areas
- \*Teachers wear Go for the Green t-shirts
- \*Go for the Green is utilized in the cafeteria as well and each classroom uses a cup system
- \*Morning announcements

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

Be respectful of others  
Be cooperative  
Listen and follow directions  
Put forth best effort  
Maintain a safe environment

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Teachers use a variation when developing class rules. Standard is 5-7 rules stated in a positive way. Minimize the usage of no and don't and write them out using the expected behavior.

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## Goal 1

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### Present Level of Performance

Last year we had 217 school wide referrals

(74% EBD; 26% Gen Ed)

### Expected Level of Performance

Reduce school wide referrals by 20%

(42 less for total of 175)

### GAP

20% or 42 referrals

### 1. What problem have you identified?

74% of referrals came from EBD population (Used FOCUS to gather data) whereas they only comprise 5% of population

In a comparison to two similar schools demographically (EBD kiddos) the gap was much more evident at Highland Lakes Elementary.

Highland Lakes	School A	School B
EBD 74%	EBD 55%	EBD 42%
Gen Ed 26%	GE 45%	GE 58%

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

To reduce the number of overall referrals by 20% while shortening the percentage gap of EBD To Gen Ed students.

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

- \*New teachers in EBD positions
- \*New behavior specialist
- \*New social worker
- \*Transition from exiting AP to new hire (end of January)
- \*Effective systems not established early or maintained after
- \*Updated paperwork not completed prior to beginning of school year

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

Returning staff with well established systems going into the school year. A full day of professional development was

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provided for EBD on July 7th, 2015 in which teachers, teaching assistants, behavior specialist and administration attended.

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

When comparing our behavior data to other like populated schools this is one of the areas where we had a substantial gap in numbers. This was an area that was discussed at great lengths during our summer training and one that we identified as high priority need.

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**Goal 1**

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

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**\*De-escalation techniques**

**Implementation Steps  
(Including professional development)**

Role play different scenarios and staff responses (done pre-school)

**Person(s) Responsible**

Principal/AP

**Timeline / By When?**

Ongoing and Continuous practice

**Initiated:** 7/7/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Review Lesson Plans**

**Implementation Steps  
(Including professional development)**

Review Planbook prior to upcoming week and confer with teachers

**Person(s) Responsible**

Assistant Principal

**Timeline / By When?**

Begin 8/24 and continue throughout

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

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**Completed:**

**Adherence and diligence with leveling system**

**Implementation Steps  
(Including professional development)**

Discussed during professional development and in EBD PLC's

**Person(s) Responsible**

Behavior Specialist

**Timeline / By When?**

Beginning of school year and continuous

**Initiated:** 8/21/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 1**

**5. Data collection and management**

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**Referral data in FOCUS**

**Implementation Steps**  
(Including professional development)

**Person(s) Responsible**

Behavior Specialist, AP and Principal

**Timeline / By When?**

Monitor over the course of each grading period

**Initiated:** 8/21/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 1**

**6. Support Plan**

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**Modeling and Role Play (Coaching situations and adherence to leveling)**

**Implementation Steps  
(Including professional development)**

Professional Development in pre-school training and monthly PLC's.

**Person(s) Responsible**

Behavior Specialist

**Timeline / By When?**

Continuous

**Initiated:** 7/7/2015

**Ongoing:** Y

**Pending:**

**Completed:**



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**Goal 1**

**7. Fidelity Plan**

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**Referral Data**  
**Continuous Monitoring**

**Implementation Steps**  
**(Including professional development)**  
Pre-school training and monthly PLC's

**Person(s) Responsible**  
Behavior Specialist and AP

**Timeline / By When?**  
Continuous

**Initiated:** 8/21/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

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## Goal 2

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### Present Level of Performance

Highland Lakes had a total of 64 out of school suspensions during the 2014-2015 school year.

### Expected Level of Performance

Reduce the number of out of school suspensions by 20% (total of 51)

### GAP

This would bring a reduction of 13 OSS (20%)

### 1. What problem have you identified?

47% of out of school suspensions came from EBD population (used FOCUS to gather data) whereas they only comprise 5% of population.

In comparison to two similar schools demographically (EBD population) the gap was much more evident at Highland Lakes Elementary.

Highland Lakes	School A	School B
47 OSS EBD	33 OSS EBD	33 OSS EBD
17 Gen Ed	9 Gen Ed	120 Gen Ed

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

To reduce the number of overall Out of School Suspensions by 20% while shortening the percentage gap of EBD to Gen Ed students.

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

- \*New teachers in EBD positions
- \*New Behavior Specialist
- \*New Social Worker
- \*Transition of exiting AP to new hire (end of January)
- Effective systems not established early or maintained after
- \*Updated paperwork not completed prior to the beginning of the school year

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

Returning staff with well established systems going into the school year. A full day of professional development for EBD was provided on July 7th, 2015 in which teachers, teaching assistants, behavior specialist and administrators attended.

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

When comparing our behavior data to other like populated schools, this is one of the areas where we had a substantial gap in numbers. This was an area that was discussed in great lengths during our summer training and one that we identified as high priority need.

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## Goal 2

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

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#### De-escalation techniques

**Implementation Steps**  
(Including professional development)

Role play different scenarios and staff responses (Done pre school)

**Person(s) Responsible**

Principal/AP

**Timeline / By When?**

ongoing and continuous practice

**Initiated:** 7/7/2015

**Ongoing:** Y

**Pending:**

**Completed:**

#### Adherence and diligence with leveling system

**Implementation Steps**  
(Including professional development)

Discussed during professional development and in EBD PLC's

**Person(s) Responsible**

Behavior Specialist

**Timeline / By When?**

Ongoing and continuous practice

**Initiated:** 8/21/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 2**

**5. Data collection and management**

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**Suspension data in FOCUS**

**Implementation Steps**  
(Including professional development)

**Person(s) Responsible**

Behavior Specialist/AP and Principal

**Timeline / By When?**

Ongoing and continuous

**Initiated:** 8/21/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 2**

**6. Support Plan**

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**Modeling and Role Playing (Coaching situation and adherence to level systems)**

**Implementation Steps  
(Including professional development)**

Professional development in preschool training and monthly PLC's

**Person(s) Responsible**

Behavior Specialist

**Timeline / By When?**

Ongoing and continuous

**Initiated:** 7/7/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 2**

**7. Fidelity Plan**

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**Suspension data**  
**Continuous monitoring**

**Implementation Steps**  
**(Including professional development)**

Pre school training and monthly PLC's

**Person(s) Responsible**

Behavior Specialist and AP

**Timeline / By When?**

Ongoing and Continuous

**Initiated:** 8/21/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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## Goal 3

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### Present Level of Performance

Black students comprised 35% of all discipline referrals while making up 3% of the total population.

### Expected Level of Performance

A reduction to less than 10% of overall referrals for black students.

### GAP

40% (28-30 referrals)

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

Black students made up 75 of the 217 referrals given during the 2014-2015 school year.

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

A decrease in referrals of 40% total referrals which would comprise less than 10% of all referrals for black students.

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

High prevalence of referrals from our black students in EBD classrooms (80% of referrals given to black students)

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

Improved systems for start of year processes

Identification strategies that are used to deescalate behaviors before they get to referral level

Training of teachers and teaching assistants on when to call for help and strategies to use before doing so

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

The majority of referrals are coming from our EBD population and strategies listed above should help us reduce those numbers.



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**Goal 3**

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

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**Proactive approach to identify escalating behaviors**

**Implementation Steps**

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

Preschool training and PLC"s

**Person(s) Responsible**

Behavior Specialist

**Timeline / By When?**

Preschool and continuous

**Initiated:** 7/7/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Strict adherence to leveling system**

**Implementation Steps**

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

Preschool and PLC's

**Person(s) Responsible**

Behavior Specialist

**Timeline / By When?**

Preschool and continuous

**Initiated:** 7/7/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Purposeful lesson planning for subgroups**

**Implementation Steps**

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

Staff meetings, PLC's, Team Leader and SBLT meetings

**Person(s) Responsible**

AP

**Timeline / By When?**

Continuous

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 3**

**5. Data collection and management**

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**Priority Report discipline and absentee data**

**Implementation Steps  
(Including professional development)**

Monitoring

**Person(s) Responsible**

AP

**Timeline / By When?**

Continuous over the course of the school year

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 3**

**6. Support Plan**

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**Review discipline data and review with teachers to identify trends**

**Implementation Steps  
(Including professional development)**

Potential training on techniques dealing with differences among students and sensitivity to culture

**Person(s) Responsible**

AP

**Timeline / By When?**

Throughout school year with quarterly checks of data

**Initiated:** 9/22/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 3**

**7. Fidelity Plan**

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**Reduction in percentage of referrals for black students**

**Implementation Steps  
(Including professional development)**

Monitor priority reports through Decision Ed

**Person(s) Responsible**

Principal and AP

**Timeline / By When?**

Throughout the school year

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

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## School-wide Reward System

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

Go for the Green

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

At Highland Lakes Elementary, classroom teachers have established expectations for student behavior that focuses on respect, responsibility, and self-control. The behavior expectations extends through all classrooms and school areas. School-wide rules include:

- \*Respect others
- \*Be cooperative
- \*Listen and follow directions
- \*Put forth your best effort
- \*Maintain a safe environment

Color Code:

Green =E

Blue =V

Yellow =N

Red =U

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

Student behavior is coded every day by classroom teachers in the student planner to communicate to parents.

Expectations are posted in hallways, cafeteria, multi purpose room, classrooms and special areas.

Strategies are reviewed during morning announcements, teachers and staff members wear "go for the green" T-shirts, and posters are throughout the school campus

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

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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?**

The STOIC system is evident in our Go for the Green system at HLE

\*Classrooms have class break, teachers are enthusiastic, Flow of the Day is posted to show schedule of activities and provide structure

\*Teachers spend a great deal of time the first few days of school Teaching and modeling the expectations that they have in class for an assortment of processes.

\*Teachers and other staff members Observe whether students are meeting expectations (monitoring and supervising)

\*Staff continuously watch for praise worthy behavior and provide feedback

\*Administrators and members of the leadership team collect and analyze meaningful data throughout the year

\*Staff interact in a positive way with students

\*Feedback is age appropriate

\*Staff is proactive is correcting misbehavior fluently (use of brief corrections that do not disrupt flow of instruction; calm and consistent corrections that are immediate)

Some in the intermediate grades have begun to implement strategies from Class Dojo as well

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

STOIC (used in a variety of ways) is a system supported by the district

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

Teachers can collect data using a color system to identify behavior for the day. Trends may appear that alert a potential issue and referral to MTSS team. Class Dojo could be utilized in the same way.

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

Students know what is expected of them and how they are supposed to handle different processes in class and around the school. Teachers model the behavior and also interact positively with students in an age appropriate way that builds trust.