
Guidelines for Success

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

Be Safe
Be Respectful
Be Responsible

2. Where are common area expectations posted?

Common area expectations are posted in common areas.

Cafeteria:

Walk at all times.
Stay in your seat.
Use respectful words.
Remember to STOP and THINK.
Clean up your area.
Use table manners.
Use a quiet voice.

Hallways:

S - Straight
S - Silent
S - Short
S - Smiling

3. How are common area expectations communicated?

Common area expectations are communicated to students through classroom lessons. Students are explicitly taught these expectations at the beginning and middle of the school year, and also as needed throughout the school year including times when new students arrive.

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

1. Come to class on time every day.
2. Be prepared with supplies and a can-do attitude.
3. Keep hands, feet, and objects to yourself.
4. Always follow directions.
5. Grow brain by developing your IB Learner Profile traits.

Goal 1

Present Level of Performance

110 disciplinary referrals occurred in classrooms.
63 disciplinary referrals were identified as class disruption.

Expected Level of Performance

Decrease disciplinary referrals and classroom disruption by at least 25%.

GAP

Reduce the number of disciplinary referrals for class disruption by at least 16.

1. What problem have you identified?

Students at Sanderlin should know and follow the rules, procedures, and expectations in all areas of the school, especially classroom rules and routines. The data used to identify this problem came from disciplinary referral locations. The large majority of referrals occurred in classrooms.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome is to reduce classroom disciplinary incidents by at least 25%.

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

Possible reasons that this goal has not been reached include:

Students may not clearly understand classroom rules and routines.
Students may not be motivated to comply with classroom rules.
Students may gain peer attention and favor by not following classroom rules.
Students may need outlets built in during the day to reduce frustration.

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

The most valid and alterable barrier to this problem is that students may not clearly understand classroom rules and routines.

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

Our analysis of data shows that class disruption is occurring across the school. Safe and Civil Schools research indicates that this is therefore a schoolwide problem (Tier 1). Developing and implementing clear classroom management plans will set the stage for teachers to deal with problem behaviors productively.

15/16 School-wide Behavior Plan
James B. Sanderlin PK-8

8/27/2015

Goal 1

4. How will this problem be solved?

Explicitly teach and implement schoolwide rules, procedures, and expectations.

**Implementation Steps
(Including professional development)**

Provide training during pre-planning on classroom management plans.

Develop structured and thorough classroom management plans.

Explicitly teach rules, procedures, and expectations.

Person(s) Responsible

Sue Cehi

Teachers

Teachers

Timeline / By When?

August 21, 2015

August 24, 2015

First week of school after breaks and as needed

Initiated: 8/21/2015

Ongoing: Y

Pending:

Completed:

Goal 1

5. Data collection and management

Incidents of classroom disruptions will be monitored.

**Implementation Steps
(Including professional development)**

Behavior data reports will be analyzed monthly and reported to faculty.

Person(s) Responsible

Sue Cehi

Timeline / By When?

Monthly

Initiated: 8/21/2015

Ongoing: Y

Pending:

Completed:

Students will be observed by administrators during classroom walkthroughs.

**Implementation Steps
(Including professional development)**

Administrators to observe and talk to students during walkthrough visits to monitor their awareness of rules, procedures, and expectations.

Person(s) Responsible

Denise Miller
Sue Cehi

Timeline / By When?

At least quarterly

Initiated: 8/24/2015

Ongoing: Y

**15/16 School-wide Behavior Plan
James B. Sanderlin PK-8**

8/27/2015

**Pending:
Completed:**

Goal 1

6. Support Plan

Provide training in classroom management strategies.

**Implementation Steps
(Including professional development)**

Provide initial training for developing classroom management plans.

Provide monthly "Tips of the Trade" professional development.

Provide one-on-one coaching for teachers when needed.

Person(s) Responsible

Sue Cehi

Denise Miller
Sue Cehi

Sue Cehi

Timeline / By When?

August 21, 2015

Monthly

As needed

Initiated: 8/21/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

Students will be observed by administrators during classroom walkthroughs.

**Implementation Steps
(Including professional development)**

Administrators to observe and talk to students during walkthrough visits to monitor their awareness of rules, procedures, and expectations.

Person(s) Responsible

Denise Miller
Sue Cehi

Timeline / By When?

At least quarterly

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

Goal 2

Present Level of Performance

1 of 2 on Benchmark of Quality indicator #46

Expected Level of Performance

2 on Benchmark of Quality indicator #46

GAP

1 point

1. What problem have you identified?

Students should know that they are valued and an important part of the school community. Benchmarks of Quality indicator #46 was used to determine need to improve in this area.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome is an increase in the ratio of positive to negative interactions with students. This will be measured on the Benchmarks of Quality school self-assessment.

Benchmark of Quality #46: Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors.

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

Teachers feel inundated with teaching the curriculum.
Data is not regularly taken for this indicator.
It is difficult for teachers to collect this data.

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

It is difficult for teachers to collect this data.

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

Teachers at Sanderlin tend to be very reflective of their practice. Taking this data while teaching and working with students is distracting and takes focus off of learning.

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James B. Sanderlin PK-8**

8/27/2015

Goal 2

4. How will this problem be solved?

SBLT will tally positive to negative interactions data during walkthroughs and provide this data to teachers.

**Implementation Steps
(Including professional development)**

Perform classroom walkthroughs and record data for each teacher.

Person(s) Responsible

SBLT Team Members

Timeline / By When?

At least quarterly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

5. Data collection and management

Data used to monitor progress will be the ratio of positive to negative interactions during classroom visits.

**Implementation Steps
(Including professional development)**

Perform classroom visits and record data for each teacher.

Person(s) Responsible

SBLT Team Members

Timeline / By When?

At least quarterly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

Goal 2

6. Support Plan

Provide professional development monthly with instructional staff on classroom management strategies.

**Implementation Steps
(Including professional development)**

Identify problematic behaviors.

Provide research based professional development to assist teachers in managing problematic behaviors.

Provide coaching to individuals as needed.

Person(s) Responsible

Denise Miller
Sue Cehi

Timeline / By When?

Monthly

Initiated: 8/21/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

SBLT will meet to review data to monitor implementation.

**Implementation Steps
(Including professional development)**

SBLT will meet monthly and analyze the ratio of interactions data collected.

SBLT will determine professional development needs based on data.

Person(s) Responsible

Denise Miller
Sue Cehi

Timeline / By When?

Monthly

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

Goal 3

Present Level of Performance

32.8% of the student population are black, and account for 61.7% of disciplinary incidents.

Expected Level of Performance

32.8% of the student population are black, and account for 32.8% of disciplinary incidents.

GAP

There is a gap in reported discipline of 28.9% for black students.

1. The identified problem for Goal 3 is:

Students at Sanderlin will know that an adult on campus is there to support them emotionally, socially, and behaviorally. Students will be able to express themselves verbally without being disruptive to the learning environment.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome is to see a significant decline in referrals received by black students.

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

Students don't feel engaged in the learning environment because they lack a positive relationship with an adult on campus.

Lack of community resources limits communication (changes in phone numbers).

Adults feel frustrated with problematic behavior.

Students feel frustrated academically.

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

Students don't feel engaged in the learning environment because they lack a positive relationship with an adult on campus.

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

Low positive ratios of interaction contribute to a lack of student engagement.

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James B. Sanderlin PK-8

8/27/2015

Goal 3

4. How will this problem be solved?

Through a site based connect a kid program, students will be matched with an adult this school year to improve engagement.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Create a list of at-risk students.

Strategically match at-risk students with an adult role model (who is not their current teacher).

Role-models will meet with students weekly.

Person(s) Responsible

SBLT

SBLT

School Employees

Timeline / By When?

Weekly

Initiated: 9/8/2015

Ongoing: Y

Pending:

Completed:

Goal 3

5. Data collection and management

Student behavior letter grades will be used to monitor progress.

**Implementation Steps
(Including professional development)**

Students will record their letter grades on a log to use during connect a kid meetings.

SBLT will review data quarterly and discuss student behavior trends.

Person(s) Responsible

Students/connected adults

SBLT

Timeline / By When?

Quarterly

Initiated: 9/8/2015

Ongoing: Y

Pending:

Completed:

Goal 3

6. Support Plan

Monthly professional development will be provided to connected adults.

**Implementation Steps
(Including professional development)**

Identify strategies for improving relationships between students and adults.

Provide training to support connected adults in building strong relationships with students.

Person(s) Responsible

Denise Miller
Sue Cehi

Timeline / By When?

Monthly

Initiated: 9/8/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

Data collection.

Staff and student feedback.

**Implementation Steps
(Including professional development)**

Students will record their letter grades on a log to use during connect a kid meetings.

SBLT will review data quarterly and discuss student behavior trends.

A survey will be developed to solicit feedback from staff and students.

Person(s) Responsible

Student/connected adult

SBLT

SRI T

Timeline / By When?

Quarterly

Initiated: 9/8/2015

Ongoing: Y

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Sanderlin celebrates student success through the following reward strategies:

Super Star Notes (PYP)
Golden Tickets (MYP)
iTags (both PYP and MYP)

2. Describe the procedure/practice used.

Super Star Notes are presented to PYP students by teachers, bus drivers, and staff members for demonstrating characteristics of the IB Learner Profile. Students bring Super Star Notes to the principal or assistant principal to celebrate at the end of the day.

Golden Tickets are presented to MYP students by teachers, bus drivers, and staff members for demonstrating characteristics of the IB Learner Profile. Students submit their tickets to win prizes.

To earn iTags, students choose an IB Learner Profile trait to focus their character development. Students demonstrate and document their efforts to earn an iTag.

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

Super Star Notes will be implemented daily throughout the school by any school staff member or bus driver.

Golden Tickets will be implemented daily throughout the school by any school staff member or bus driver.

iTags are awarded on a quarterly basis by the principal at an awards ceremony to students who have earned them.

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

These strategies are part of a research-based PBS model and support Sanderlin's goals for improving the ratios of interaction.

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

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

All staff were trained in the STOIC acronym during pre-planning. Each classroom teacher has submitted a STOIC-based classroom management plan to the assistant principal. Classroom management plans are based on CHAMPS research-based practices as well as the research-based IB framework that supports growth of the 10 IB Learner Profile Traits: Inquirer, Thinker, Communicator, Risk-taker, Knowledgeable, Principled, Open-minded, Balanced, Caring, and Reflective.

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

Sanderlin's classroom management plans are based on CHAMPS and the IB framework, both of which are supported by research.

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

Monitoring and data collection are critical components of Sanderlin's classroom management plans. Student behavior data is recorded daily and monitored by teachers. Teachers then make changes to their plans to foster continuous growth of IB Learner Profile Traits.

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

Students will demonstrate character growth as they earn iTags and document their efforts to develop the IB Learner Profile.