Guidelines for Success

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

PRIDE Expectations
P Prepared to learn
R Respect yourself, others and your classroom
I Invest time and talents wisely
D Do your best
E Everyone achieves together

Inquirers- We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

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Thinkers- We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators- We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled- We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.
We take responsibility for our actions and their consequences.

Open-minded- We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring- We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies We are resourceful and resilient in the face of challenges.

Balanced-We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective- We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

2. Where are common area expectations posted?

In the cafeteria, Classrooms, Hallways, Restroom, Main stairwell, Grade level offices

3. How are common area expectations communicated?

Announcements, on the school website, teachers, school news

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

Classroom Expectations are:
Be on time
Bring your materials everyday
Be ready to learn
Put away electronic devices

They are posted in the classrooms and the teachers go over their classroom expectations with the students

Goal 1

Present Level of Performance

61% of the students received 0 ODR"s

Expected Level of Performance

50% of students to receive 0-1 ODR's

GAP

the gap is 11

1. What problem have you identified?

The problem that we have identified is that the majority of office discipline referrals are generated in the classrooms. We want students to be present and engaged in academics. We want students to know what the classroom expectations are and how to have academic and behavioral success. We used the discipline data in Focus to identify the problem.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome is for the number of office discipline referrals generated in the classroom to be reduced by 20%.

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

Lack of consistency
Poor classroom management plans
Lack of school wide consequences to support behavior
Lack of school wide routines to reduce inappropriate classroom behavior

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

Lack of school wide routines to reduce inappropriate classroom behavior

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

We know that this is the right barrier to address based on data from walk throughs, it is alterable and easy to monitor.

Goal 1

4. How will this problem be solved?

Use STOIC to develop and monitor classroom routines

Implementation Steps
(Including professional development)

Acclimate teachers to STOIC during Pre-school PD

Identify teachers who need additional training in classroom routines

Person(s) Responsible

MTSS Team
Administration

Timeline / By When?

Ongoing

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

Development of school-wide classroom routines to reduce inappropriate classroom behavior

Implementation Steps
(Including professional development)

Implement, model and reiterate school-wide classroom expectations
Positive Interactions
Structure

Person(s) Responsible

MTSS Team
Administration
Classroom teacher

Timeline / By When?

Ongoing

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

Development of in class school wide consequences to support behavior

Implementation Steps
(Including professional development)

Re-direct and review expectation
Conversations with student/parents
Time out/seat change
Parent contact/conference
Student services referral

Person(s) Responsible

Classroom Teacher
MTSS Team
Administration

Timeline / By When?

Ongoing

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

Professional development to support school-wide procedures

Implementation Steps
(Including professional development)

Pre-school PD
Department/Common planning PD
40 and out training
Individualized action plan

Person(s) Responsible

MTSS Team
Administration
Instructional Staff Developer

Timeline / By When?

Ongoing

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

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Goal 1

5. Data collection and management

We will use the discipline data in Focus

Implementation Steps
(Including professional development)
    Data progress monitoring to promote dialogue based on aggregated data
    Reflect and problem solve based on data for continuous improvement

Person(s) Responsible

    SBLT
    Data Manager

Timeline / By When?

    Data collected and analyzed triweekly

Initiated: 9/4/2015
Ongoing: Y
Pending:
Completed:

We will collect STOIC data

Implementation Steps
(Including professional development)
    Walkthroughs

Person(s) Responsible

    MTSS Coach,
    SBLT

Timeline / By When?

    Weekly

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Goal 1

6. Support Plan

Meet and problem solve during the SBLT

Implementation Steps
(Including professional development)

MTSS coach to attend MTSS professional development throughout the school term.

Meeting Map

MTSS Action Plan

Person(s) Responsible

SBLT

Timeline / By When?

9/1 weekly

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Goal 1

7. Fidelity Plan

STOIC walk throughs
Progress monitoring

Implementation Steps
(Including professional development)

Classroom Management STOIC Checklist
STOIC PD

Person(s) Responsible

Administration

Timeline / By When?

Weekly

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

Goal 3

Present Level of Performance

92% of our referrals come from Black students however, they only make up 64% of the population

Expected Level of Performance

80% or less of the referrals will come from Black students

GAP

The gap 12

1. The identified problem for Goal 3 is:

We want students to know the PRIDE Expectations and to follow the PRIDE Expectations as well as the IB Learner Profiles. The data used to identify the problem was taken from Focus.

2. What is your Desired Outcome/Measureable Goal?

The percentage of discipline referrals for black students to be reduced at least 12% or more.

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

Lack of consistency
Lack of school wide classroom behavior management plans
Lack of positive relationships
Lack of professional development in the area of behavior management

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

Professional development in behavior management

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

The majority of the referrals are generated in the classroom

Goal 3

4. How will this problem be solved?

Professional Development in Behavior Management

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
Handling Common Classroom Management Issues

Person(s) Responsible

H. Jaspers

Timeline / By When?

Sept 25
Oct 9 and 23
Nov 13
Dec 4
Jan 8 and 22
Feb 5 and 19
Mar 4

Initiated: 8/19/2015
Ongoing: Y
Pending:
Completed:

Classroom Observations

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
STOIC Walk through tool

Person(s) Responsible

Administration
MTSS Facilitator
Psychologist

Timeline / By When?

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

Goal 3

5. Data collection and management

We will use the discipline data in focus

Implementation Steps
(Including professional development)
data collected every 3 weeks

Person(s) Responsible

McIntosh

Timeline / By When?

9/14/15

Initiated: 9/14/2015
Ongoing: Y
Pending:
Completed:

STOIC data

Implementation Steps
(Including professional development)
during walk throughs

Person(s) Responsible

Admin, MTSS team

Timeline / By When?

9/1/15

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Goal 3

6. Support Plan

PD on Classroom Management

Implementation Steps
(Including professional development)
Preschool PD

Person(s) Responsible

MTSS team

Timeline / By When?

8/19/15

Initiated: 8/19/2015
Ongoing: Y
Pending:
Completed:

On going PD Classroom Management

Implementation Steps
(Including professional development)
Monthly trainings

Person(s) Responsible

Hans Jaspers

Timeline / By When?

8/25/15

Initiated: 9/25/2015
Ongoing: Y
Pending:
Completed:

Goal 3

7. Fidelity Plan

Data Collection: reduced # of referrals by black students

Implementation Steps
(Including professional development)

PD

Person(s) Responsible

SBLT

Timeline / By When?

9/14/15

Initiated: 9/14/2015
Ongoing: Y
Pending:
Completed:

School-wide Reward System

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1. What are your school-wide reward strategies?

Increase the use of character cash for positive behaviors
Increase the use of positive referrals
Celebrate student success with the use of monthly incentives
Positive parent contact

2. Describe the procedure/practice used.

Students are recognized for exhibiting the PRIDE expectations as well as the IB Learner Profiles
Character cash is given out when students meet the expectations
Positive Behavior certificates are given out quarterly for students who consistently exhibit the PRIDE expectations
Administrators recognize students for receiving positive referrals

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

Strategies are used in the classroom, cafeteria, the hallways and the implementation was 8/24/15 and it is ongoing.
Any adult on campus is able to reward a student for exhibiting the PRIDE expectations or the IB Learner profiles.

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

The strategies are evidence based because research states positive behavior supports goal is to stop undesirable behavior by: Replacing with a new behavior or skill, altering environments, teaching appropriate skills and rewarding appropriate behavior. The data in the past showed us that when we had positve behavior supports in the past the behavior of the students changed.

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?

We are using STOIC as well as CHAMPS

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

STOIC is a proactive and positive approach to classroom management and CHAMPS is also researched based and when used with visual aids it promotes a positive learning environment.

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

We looked at the data and determined that 86% of the ODR's were generated in the classroom and the one constant was lack of consistency school-wide with consequences as well as lack of consistency with school-wide classroom routines to reduce inappropriate behavior.

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

We expect that the referral rate will be reduced at least 20%.