Guidelines for Success

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

At Lake St. George Elementary we, "Walk the Wildcat Way"

1. Wildcats are safe
2. Wildcats are respectful
3. Wildcats are responsible.

2. Where are common area expectations posted?

Cafeteria
PE Hallway
Classroom Buildings
Main Lobby
Front Office

3. How are common area expectations communicated?

We all share the same common language of "Walking the Wildcat Way!"
All students and staff know what this means.
A Schoolwide assembly is being held on Friday, August 28 to go over our Guidelines for Success with all students and staff.
Our guidance counselor reviews are "Walk the Wildcat Way" with all new incoming students.

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

Teachers classroom expectations/rules are guided by our GFS. Rules are posted in all classrooms. Teacher's discipline plans are due to AP by Friday, September 18, 2015.

Goal 1

Present Level of Performance

10% of student body incidences

Expected Level of Performance

5% of student body incidences.

GAP

50%

1. What problem have you identified?

We want to have a common hand signal to grab student attention throughout the campus. Everyone uses different attention getters for students to pay attention to the speaker. It has been seen as a need for our school to come up with a common signal.

2. What is your Desired Outcome/Measureable Goal?

The number of classroom and campus disruption will decrease by half.

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

We have never had a common signal to get student attention on campus.

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

Schoolwide common language and attention signal for entire student body. We will teach this week one at our school wide assembly.

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

Our SBLT team has brought this to administration's attention over the last several years.

Goal 1

4. How will this problem be solved?

School wide assembly will take place to introduce our school wide plan.

Implementation Steps
(Including professional development)

Monitor the number of staff members that incorporate the school wide signal into their daily classroom instruction.

Person(s) Responsible

Prinicpal
AP
Behavior Specialist
Guidance Counselor

Timeline / By When?

October 2015

Initiated: 8/31/2015
Ongoing: Y
Pending:
Completed: 9/4/2015

Survey students each week about what our Wildcat symbol means (3 or W) fingers up
Wildcats are safe
Wildcats are respectful
Wildcats are responsible

Implementation Steps
(Including professional development)

Monitor the number of students that know what our symbol means.

Person(s) Responsible

Principal
AP
Behavior Specialist
Guidance Counselors
Teachers
Staff

Timeline / By When?

2/12/15

Initiated: 9/7/2015
Ongoing: Y
Pending:
Completed:

Goal 1

5. Data collection and management

Decrease class/campus disruption

Implementation Steps
(Including professional development)

SBLT behavior team will monitor class/campus disruption

Person(s) Responsible

SBLT Behavior Team

Timeline / By When?

September 2015

Initiated: 8/31/2015
Ongoing: Y
Pending:
Completed:

Spot checks of students during the day.
of classroom/campus disruptions recorded in Focus

Implementation Steps
(Including professional development)

1. Classroom visits
2. Cafeteria checks
3. Hallway discussions
4. Specials pop ins

Person(s) Responsible

All staff

Timeline / By When?

2/12/15

Initiated: 9/7/2015
Ongoing: Y
Pending:

Completed:

Goal 1

6. Support Plan

1. Monitor School wide plan
2. Gather class/campus disruption data
3. Analyze data

Implementation Steps
(Including professional development)
    Review Data with SBLT team
    Share data with staff

Person(s) Responsible

    SBLT Behavior Team

Timeline / By When?

    September 2015-June 2016

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

1. Monitor School wide plan
2. Gather class/campus disruption data
3. Analyze data

Implementation Steps
(Including professional development)
    Review data with SBLT team
    Share data with staff

Person(s) Responsible

    SBLT Behavior

Timeline / By When?

    September 2015-June 2016

Initiated: 9/21/2015
Ongoing: Y
Pending:
Completed:

Goal 1

7. Fidelity Plan

1. School wide participation in strategy.
2. Decrease of class/campus disruptions.

Implementation Steps
(Including professional development)

Review Data with SBLT team
Share data with staff

Person(s) Responsible

SBLT Behavior Team

Timeline / By When?

September 2015-June 2016

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

same as above

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 10/6/2015

Summary of Data Review

Students are excited about our new GFS school wide award system. A class a week is chosen who is following our GFS "perfectly" and gets to go outside for extra recess time with AP and Behavior Specialists.

Data-based Decision

Next Steps

Goal 2

Present Level of Performance

29% of our total student body have received referrals.
14% of our black students have received referrals.
3% of our white students have received referrals.

Expected Level of Performance

14% of our total student body to receive referrals.
3% or less of our black students to receive referrals
3% or less of our white students to receive referrals

GAP

50%

1. What problem have you identified?

11% more black students receive referrals than white students.
We used school wide data.

2. What is your Desired Outcome/Measureable Goal?

14% or less of our total student body to receive referrals.
3% or less of our black students will receive referrals.
3% of less of our white students to receive referrals.

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

Mentor program for black students not established.
Training staff on what constitutes a referral.

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

Starting a mentor program for our black students.

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

Extra assistance through a mentor program will give our black students the support they need by building relationships with adults in the school. Building a level of trust is imperative to cultivating a positive, diverse school community.

Goal 2

4. How will this problem be solved?

Creating mentor program
Mentors collaborating with teachers.

> **Implementation Steps**
> **(Including professional development)**
>> Mentor workshop
>> Utilizing staff to become mentors.

> **Person(s) Responsible**
>> Administration Team

> **Timeline / By When?**
>> September 2015-June 2016

Initiated: 10/1/2015
Ongoing: Y
Pending:
Completed:

Goal 2

5. Data collection and management

Referral data of white vs. black students

Implementation Steps
(Including professional development)

Tracking referrals bi-monthly at SBLT Behavior team meetings

Person(s) Responsible

SBLT Behavior Team

Timeline / By When?

October 2015- June 2016

Initiated: 10/1/2015
Ongoing: Y
Pending:
Completed:

Goal 2

6. Support Plan

Recruit staff members to become mentors

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

Person(s) Responsible

   Administration Team

Timeline / By When?

   October 2015-June 2016

Initiated:
Ongoing:
Pending:
Completed:

Goal 2

7. Fidelity Plan

Staff making time to meet with students

Implementation Steps
(Including professional development)

Marking calendar of mentorship times

Person(s) Responsible

Staff

Timeline / By When?

October 2015- June 2016

Initiated: 10/1/2015
Ongoing: Y
Pending:
Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Commitment to character celebrations

2. Describe the procedure/practice used.

Teachers choose students of the month for our C2C celebration

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

Celebrations will take place at the end of the month.
Free time outside will be given at the end of the day.
Administration team will supervise the celebrations

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

Data will be collected to see how our goals are being met. (Referral data, GFS and mentor data)

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?

Positive Behavior Systems

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

I researched it.

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

We expect undesirable behavior to be reduced with the use of positive behavior supports. We want to prevent problem behavior from occurring, to teach and focus on skill development, to reinforce positive behaviors through our positive behavior system. and to use classroom/school data to know when to revisit

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

Adherence to school wide and classroom rules.