Guidelines for Success

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

1.) The School wide GFS expectations have been established based on Fundamental Guidelines and with the Commitment to Character Traits. These guidelines are distributed to families and are part of each students' agenda. Communication of theses expectations are also part of the daily routines of students. A Guidelines of Success page is included in the student agenda with tips to assist students and families.

2.) Expectations are placed in common areas and stairwells around the campus.

3.) Classroom expectations are clearly defined and communicated during the first week of school and behavior management plans are developed and communicated to both student and families.

PROGRAM STRUCTURE

Membership in fundamental schools is a privilege enjoyed by interested and qualified Pinellas County students. Therefore, students are expected to exhibit exemplary achievement and conduct while in membership in these programs. The fundamental school provides for those students who work best where expectations are clearly defined. A strong emphasis is placed on the requirement that home and school work together to promote successful learning.

The fundamental elementary school includes kindergarten through fifth, the middle school includes grades 6-8 and the high school is grades 9-12. A quiet, well-disciplined and structured learning environment is maintained. All rules and policies are strictly enforced. The fundamental school incorporates instructional methods and curriculum based on the Florida Standards and Pinellas County Schools Student Expectations. These schools deliver the same approved core curriculum as other schools. A collaborative spirit exists within a framework of mutual respect, cooperation and regard for the rights and property of others and is viewed as an integral part of the school environment.

**** Read and Review- PARENTAL EXPECTATIONS AND RESPONSIBILITIES

A student's continued enrollment in a fundamental program depends upon the cooperation of parents or guardians in this educational philosophy. Fundamental school parents and students are expected to comply with all the following commitments:

·   Sign the parent commitment letter affirming, in writing, that they will abide by all policies, procedures and rules of the school as a condition of enrollment.
·   Understand that fundamental programs are designed for those students who excel in a structured learning environment.
·   Understand that continued enrollment in this school depends on cooperation and compliance with all fundamental policies and procedures, including arrival and dismissal procedures.
·   Adhere to the parent/guardian requirements concerning attendance at Parent-Teacher Association (PTA), Parent-Teacher-Student Association (PTSA), School Advisory Council (SAC) or other approved meetings.
·   Adhere to the Homework/Classwork Guidelines, and Discipline Guidelines –This includes individual classroom management plans that are aligned with fundamental policy.
·   Review and sign all homework assignments.
·   Understand that reassignment of a student to a district discipline program or expulsion will result in immediate removal from the school; no readmission will be considered.

·   At elementary and middle school (except Thurgood Marshall) parents provide transportation to and from school

2. Where are common area expectations posted?

Expectations are posted at the entrance of each stairwell near the downstairs bathrooms inside each stairwell, in the cafe, at the front entrance and inside each student agenda.

3. How are common area expectations communicated?

Common area expectations are communicated as the total school wide expectations - therefore they are reflected in classroom management plans which are aligned to the fundamental guidelines. These policies are communicated to students on a daily basis in the classroom and throughout the school. Reminders are reinforced on the morning news show daily. Families are required to sign a parental agreement form saying that they will support all of the fundamental policies. these polices are reviewed at open house and are part of the school handbook that goes home on the first day of school. These policies are also part of the student agenda book. Generally there are references to policies in each newsletter as well as the automated phone messages that are sent when needed.

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

The classroom expectations are aligned to the fundamental policies. Teachers discuss with students the fundamental expectations and as a class help to define the classroom management plan. The basic expectations are also outlined on the infraction forms that student may receive if expectations are not being followed.

Goal 1

Present Level of Performance

Intervention and Appeals Committee Meetings for student not meeting fundamental expectations-

Expected Level of Performance

Expectations is to reduce the number of student/family IAC meetings by 20%

GAP

64 IAC meetings to 51 IAC- reductions of 13

1. What problem have you identified?

The data used to identify this issue was IAC data from the 2013/2014 school year compared to the 2014/2015 school year. The problem(s) from this data was the following: Students and their that are new to fundamental tend to have a difficult time adjusting to the fundamental guidelines. The majority of the IAC meetings were for 4th and 5th grade students. This seems to be a trend of the upper grades. The desired outcome is for new students to have a better understanding be able to carry out expectations. Data used was IAC data base.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome is to reduce the number of students that come to IAC particularly in the the upper grades.

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

Possible reasons are due to students arriving at Lakeview in the 4th and 5th grades. These students and their families have an adjustment to make to the new way of work for them as family in a fundamental environment and as a student in a fundamental school.

Another possible reason is that families may not have a true understanding of the program when they apply.

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

The priority is to increase the clarity of the program to new families/students and assist them in the adjustment process.

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

This barrier will have the highest impact. This program is built on the fundamental guidelines and expectations- therefore the more the aspects are understood the smoother the transition and the greater student success. Review

of IAC data provided the information for this goal with the majority of the 4th and 5th grade students being new to Lakeview Fundamental.

Goal 1

4. How will this problem be solved?

Review and adjust the mentor program to involve new parents along with new students

Implementation Steps
(Including professional development)

Meet with 2015/2016 student mentors in May of 2015 for training.

Summer letter to mentors and new families to alert them to the mentor meet and greet on the Friday prior to the first day of school.

Person(s) Responsible

Guidance Counselor
Principal

Timeline / By When?

Mentor/Mentee Meeting - 8/21/15

Letter sent by guidance counselor a week prior to school

Initiated: 5/29/2015
Ongoing: Y
Pending:
Completed:

Goal 1

5. Data collection and management

The student data that will be used in overall IAC data along with specific data for new to Lakeview students and families

Implementation Steps
(Including professional development)

none at this time

Data base kept of all student that come to IAC.

Person(s) Responsible

Principal

teachers

guidance counselor

DMT

Timeline / By When?

August 24, 2015

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 1

6. Support Plan

Reports per infraction period to the guidance counselor and to teachers regarding the status of students.

**Implementation Steps
(Including professional development)**

PD- none at this time

Each time a student receives enough infractions to come to IAC they will be added to the data base.

Person(s) Responsible

Principal and guidance counselor

Timeline / By When?

8/24-6/16

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

Provide time for mentor meetings with guidance counselor and principal to revisit the success of the new students at specific points during the school year.

**Implementation Steps
(Including professional development)**

Discuss with counselor specific days and times for the to meet with the students.

Person(s) Responsible

Principal and guidance counselor

Timeline / By When?

8/21/15- until 6/16

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

Goal 1

7. Fidelity Plan

As data is tracked during each infraction period- evidence will be obvious as to the success of the program/intervention.

Implementation Steps
(Including professional development)

No Professional development at this time.
~Collect IAC referrals

~Discuss the data with staff

~Analyze with staff the antecedents/success of students that have improved since visiting IAC.

Person(s) Responsible

Principal
Guidance Counselor
DMT
Teachers

Timeline / By When?

8/24-6/16

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

Goal 2

Present Level of Performance

The present level for the 14/15 school year is 7 discipline referrals that were input with the code of   other offense.

Expected Level of Performance

The expected performance is to reduce the total number of incidences coded as other offense by a minimum of 50%.

GAP

The gap between the present data and expected date is 3-4 referrals.

1. What problem have you identified?

The majority of the discipline referrals for the 2014/2015 school year was coded in the area of other incidences.   This indicates that these referrals were for violation of fundamental policies that required more that a fundamental infraction form.   The desired outcome is for students to be able to have a better understanding of policies . Data used will be referral data from FOCUS and the administrator's data base.

2. What is your Desired Outcome/Measureable Goal?

The goal is to reduce the number of incidences coded as Other Offense /Discipline Referrals from total of 7 to no more than 4. This will be measured by the number of referrals per year in this coded area.

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

The possible reasons :

~ Fundamental Guidelines/Policies were violated beyond that of a fundamental infraction.

~ Students didn't understand the expectations of fundamental.

~ Students lacked the skills to problem solve.

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

The most valid barrier and or our priority is that all students and families clearly understand the policies and the expectations. This can be accomplished by more saturation of the polices and expectations to students.

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

Lakeview has very few referrals throughout an entire year. Referrals are tracked and therefore the data from the tracking indicates that students that received these referrals were also in violation of fundamental guidelines.

Goal 2

4. How will this problem be solved?

During the first weeks of school teachers will develop their classroom management plans. Plans to implement 3:1 ration for positive to negative.

Implementation Steps
(Including professional development)
Meet with teachers and review expectations for plans.

~ Plans will be sent electronically to Principal and reviewed

~If necessary plans will be returned for revisions

Person(s) Responsible
Teachers

Timeline / By When?
Plans developed by 8/28/15

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

Emphasis on Marzano DQ7 and DQ9

Implementation Steps
(Including professional development)
Faculty Meetings / Seminars with and emphasis on Marzano

Person(s) Responsible
Administration
Teachers
SBLT/MTSS

Timeline / By When?
Throughout the school year. Grading and infraction periods

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

Goal 2

5. Data collection and management

Referral Data from FOCUS

Implementation Steps
(Including professional development)

~ Data created by the principal

~ Principal will add referral once they are processed

~ At the end of each grading period - The DMT will pull the data form focus.

~ Principal and DMT will compare coding

~ Adjustments made if necessary

Person(s) Responsible

Administration

DMT

Timeline / By When?

Each grading period/infraction period

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

Goal 2

6. Support Plan

Address discipline concerns when the teams meet with the SBLT/MTSS

Implementation Steps
(Including professional development)

~ SBLT/MTSS meets a minimum of 3 times per month

~ concerns regarding discipline will be discussed

~ Develop and or Review interventions that have been put in place- fidelity- successes- changes

Person(s) Responsible

Administration
SBLT/MTSS

Timeline / By When?

All throughout the school year

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

Consult with our district level behavioral specialist if needed

Implementation Steps
(Including professional development)

~ If successes is not being met
consult with our district assigned/ on call behavior specialist.

Person(s) Responsible

Administration

Timeline / By When?

As needed

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 2

7. Fidelity Plan

Through observation and walkthroughs

Implementation Steps
(Including professional development)

~ Observation schedule developed by the principal - Minimum of 4 times per year

~ During observations of walkthroughs- focus on identified students and teacher DQ7 and DQ9

Person(s) Responsible

Adminstration

Timeline / By When?

Initiated:
Ongoing: Y
Pending:
Completed:

Tracking of referrals/Infractions

Implementation Steps
(Including professional development)

As stated above

Principal and DMT will track referrals and compare coding for referrals.

~DMT - develop IAC folders for each student that has appeared before the IAC.   Similar to a cum folder.

Person(s) Responsible

Administration
DMT

Timeline / By When?

Initiated:

Ongoing: Y
Pending:
Completed:

Goal 3

Present Level of Performance

The present referral data indications that 10 Black students received referrals and 3 non-black students

Expected Level of Performance

The expected level of performance is to reduce the gap between black and non black studednts

GAP

The current gap is 7 referrals

1. The identified problem for Goal 3 is:

The goal is not only to reduce the gap but have students utilize positive approaches to problem solving. Data used - DecsionED   data and school records.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome is to reduce the gap of referrals between black and non-black students by a minimum of 7 referrals.

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

Possible Reasons;

~ Students do not have a clear understanding of the expectations

~ Student have a need to use better problem solving skills

~ Student do not have enough tools in their "toolbox" to make the desired positive decisions

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

The most valid and probable reason is that student need to hone thier problem solving skills.

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

Through interviews of the students that were involved in these incidences. Feedback from the students indicated that they didi not take time to think thing through and had a more reactive approach to solving their problems.

Goal 3

4. How will this problem be solved?

Make further connections with students

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
Mentor Program

Person(s) Responsible

All faculty and Staff

Guidance Counselor

Timeline / By When?

Throughout the 2015/2016 school year

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

Monitor students in the subgroups that receive their first referral

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
MTSS meetings

Consulting with the district behavior specialist if needed

Person(s) Responsible

Administration

Timeline / By When?

Upon the student's first referral and then ongoing

Initiated:
Ongoing: Y
Pending:

Completed:

Goal 3

5. Data collection and management

All referral and infraction data

Implementation Steps
(Including professional development)

Continue the school based data base and the use of FOCUS and DecisionEd

Person(s) Responsible

DMT

Administration

Teachers

Guidance Counselor

Timeline / By When?

Throughout the 2015/2016 school year.

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

Goal 3

6. Support Plan

**Regular meetings with guidance
and the MTSS - at least 3 times per month.Develop and share MTSS Calendar-**

**Implementation Steps
(Including professional development)**

No Professional Development

Meet to discuss any students that are underperforming in the are of behavior

Person(s) Responsible

Principal

Guidance Counselor

MTSS

Timeline / By When?

On going

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 3

7. Fidelity Plan

Monitoring of IAC data
Monitoring of Referrals
Sharing of data

Implementation Steps
(Including professional development)

After each infraction period data will be updated and shared with all staff and SBLT/MTSS

Person(s) Responsible

Principal

Timeline / By When?

on going

Initiated:
Ongoing: Y
Pending:
Completed:

School-wide Reward System

---

1. What are your school-wide reward strategies?

~ Dolphin of the Week Program

~ Caught Having Good Manners

~ The Golden Garbage Can Award

~ Individual classroom reward systems

~ Dining Al Fresco for positive Cafe behavior

2. Describe the procedure/practice used.

~ Names are submitted to the principal once a week from each teacher. Students are recognized for their positive behavior choices /Committee To Character. The principal announces the student names on the a.m. Show each Friday. the principal them visits each classroom to award the student with their dolphin pencil and the dolphin of the week zipper pull.

~ Student names are submitted to the guidance counselor or the names is placed in the fish bowl i the office for going above and beyond for positive choices and good behavior/manner. Student names are pulled from the fish bowl on Wed. mornings on the a.m. show. The name is announced, posted on the large bulletin board in the main hallway and receive a "prize" and a written certificate from the guidance counselor.

~ Plant operations monitors the classrooms and submit a primary class and an intermediate class each week. These classrooms are recognized for their treatment and their responsibility in their classroom. These classes receive the Golden Garbage Can Award to display in their classes for one week.

~ Individual classroom management plans are developed and submitted to the principal for approval

~ Classes that follow behavior expectations in the cafe can earn a chip. Each month the class at each grade level with the most chips dines Al Fresco in our outdoor learning/dining area.

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

Names for the DOW are submitted Tues.- Thurs. of every week to the principal via e-mail. This strategy is implemented by the principal

Caught Having Good manners is on going and names can be turned into the fishbowl at any time during the week. This strategy is implemented by the guidance counselor.

Plant Operations and the principal worked together to monitor the classrooms for the manner in which students respect their classroom environment in terms of cleanliness etc. Plant operations submits the name of a primary classroom and an intermediate classroom on Friday p.m. The Golden Garbage Can award is delivered by Plant Operations to the winning class on Monday mornings.

Teachers develop management plans based on fundamental policies and guidelines with the assistance of their students. This occurs in the classroom. Teachers are responsible for implementation and the principal along with the teachers are responsible for monitoring the plans.

This strategy is implemented in the cafe and managed by the cafe staff and principal.

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

Lakeview Fundamental has very few discipline issues- Dolphin of the Week is based on C2C as well as the Golden Garbage Can Award. All programs are based on rewards for positive choices.

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

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

Our Fundamental Policies clearly outlines behavior expectations are aligned with STOIC

STOIC

Structure/Organization

Teach Students How to Behave Responsibly

Observe/Supervise

Interact Positively

See Fundamental Policies as per DAP handbook for alignment

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

The management system is based on Fundamental policies and based on Commitment to Character both which are supported by our district.

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

Teachers develop their system based on C2C and Fundamental Policies.

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

The expected outcomes are reduced infractions, reduced IAC meetings and reductions in referrals.