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## **Guidelines for Success**

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

1. Exhibit Self-Control
2. Tolerant
3. Respect Yourself and Others
4. Be Responsible
5. Persevere

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

The guidelines for success are posted in the stairwells, hallways, cafeteria, PE field and front office as well as in every classroom.

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

Common area expectations were given to the faculty through staff meetings. Faculty was expected to teach the rules and expectations the first week of school. Mrs. Kidd also reviewed expectations by grade level during lunch each day the first week of school.

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

School-wide rules were revised at the end of the 14-15 school year due to our data. The current school wide rules are

1. Keep hands, feet and objects to yourself.
2. Follow instruction the first time given.
3. Bring required material every day.
4. Work during work time.
5. Walk at all times in the classroom and hallway.
6. Maintain a clean and and graffiti free environment.

Classroom rules are posted in every classroom and are aligned to the school wide point system.

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## **Goal 1**

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### **Present Level of Performance**

For the 14-15 school year 274 students received 1810 referrals. 31% of those referrals came from 3% of our students and 55% of the referrals came from 7% of our students.

### **Expected Level of Performance**

1 per 300 students per month

### **GAP**

When removing the students with 20+ referrals 241 students received over 800 referrals. This gives us a huge discrepancy.

#### **1. What problem have you identified?**

36% of our referrals were for physical aggression, 11% for defiance and 30% for class/campus disruptions.

Students need to be able to communicate their needs and wants as well problem solve peer conflicts. Behavior specialist, social worker, and guidance counselor will be pulling weekly groups with the focus of physical aggression and defiance.

School wide expectations have been revised and are being routinely taught and practiced with assistance of TNTP. New hallway expectations are a level 0 and a behavior tracker will be used to help reduce and monitor tier 1 and tier 2 behaviors.

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

Improve the climate and culture of the learning environment as measured by the decrease in student referral and suspension rate by 25%.

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

Lack of monitoring and implementation of consequences/redirections with fidelity and equity.

Lack of engaging/culturally relevant pedagogy.

Lack of clear expectations for discipline process instructional staff and students.

Lack of clear monitoring system to guide behavioral interventions for tier 2.

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

A clear monitoring system using a school created point sheet to guide behavioral interventions at Tier 1 will be implemented and monitored by the Behavior Specialist on a daily basis with the intent to identify trend data regarding students' behavior. The MTSS Coach will monitor lesson plans and implementation of tier 2 behavior interventions to ensure that students receive research based interventions.

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

Referral data indicates that our tier 1 behavior strategies are not implemented with fidelity and strategies for tier 2 interventions need to be identified and implemented to support the behavioral needs of students. For the 14-15 school year 31% of the referrals came from 3% of our students and 55% of the referrals came from 7% of our students.

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**Goal 1**

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

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**Tier I behavior strategies implemented with fidelity.**

**Implementation Steps  
(Including professional development)**

- \* School wide professional development from TNTP
- \* School wide professional development form administrative team/designee regarding school wide expectations

**Person(s) Responsible**

TNTP  
Administrative Team/Designee

**Timeline / By When?**

Completed by June 2016

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

**Tier 2 behavior strategies identified and implemented to meet the behavioral needs of the students**

**Implementation Steps  
(Including professional development)**

Student Services team will create a flow chart identifying strategies for students to be successful within the learning environment.

**Person(s) Responsible**

Student Services Team

**Timeline / By When?**

Completed by October 2015

**Initiated:** 8/28/2015  
**Ongoing:** Y  
**Pending:**

**15/16 School-wide Behavior Plan  
Lakewood Elementary School**

11/9/2015

**Completed:**

**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:  
Ongoing:  
Pending:  
Completed:**

**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:  
Ongoing:  
Pending:  
Completed:**

**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

**15/16 School-wide Behavior Plan  
Lakewood Elementary School**

11/9/2015

**Timeline / By When?**

**Initiated:**

**Ongoing:**

**Pending:**

**Completed:**

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**Goal 1**

**5. Data collection and management**

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**Behavior Specialist to monitor Point Sheets**

**Implementation Steps  
(Including professional development)**

Teachers turn point sheets in daily

**Person(s) Responsible**

Marino

**Timeline / By When?**

Daily

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Monthly STOICs**

**Implementation Steps  
(Including professional development)**

STOIC (CHAMPs) shared with staff members.

**Person(s) Responsible**

Marino/Winters

**Timeline / By When?**

To start no later than Sept. 30th

**Initiated:** 9/3/2015

**Ongoing:** Y

**Pending:** Y

**Completed:**

**15/16 School-wide Behavior Plan  
Lakewood Elementary School**

11/9/2015

**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:**

**Ongoing:**

**Pending:**

**Completed:**



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**Goal 1**

**6. Support Plan**

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**Professional Development for all staff members to help clarify the intent for monitoring with fidelity through the use of the point sheet.**

**Implementation Steps  
(Including professional development)**

Professional Development during pre-school and on-going as needed with at least a once a month refresher for building capacity.

**Person(s) Responsible**

SBLT and/or MTSS

**Timeline / By When?**

August 2015, with on-going monthly refreshers regarding behavior expectations for students.

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

**Professional development for all persons using LLI for Tier II interventions.**

**Implementation Steps  
(Including professional development)**

MTSS Coach ensures completion of training through dedicated walkthroughs, and collaboration with Reading Coach (school and/or district based).

**Person(s) Responsible**

Winters

**Timeline / By When?**

August 2015 with on-going support as needed

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

**15/16 School-wide Behavior Plan  
Lakewood Elementary School**

11/9/2015

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**Goal 1**

**7. Fidelity Plan**

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**Tier 2 Fidelity Checks**

**Implementation Steps  
(Including professional development)**

MTSS Coach will utilize appropriate checklists and randomly observe Tier 2 sessions. A review of lesson plans and schedules will occur regularly.

**Person(s) Responsible**

Winters

**Timeline / By When?**

Twice a month to start no later than Sept. 30th.

**Initiated:**

**Ongoing:**

**Pending:** Y

**Completed:**

**Tier 1 Fidelity Checks**

**Implementation Steps  
(Including professional development)**

MTSS Team will review point sheet data to help identify trends in students' behavior.

**Person(s) Responsible**

MTSS Team

**Timeline / By When?**

At least once per month, but the intent is 2x's per month. To start not later than October 1st.

**Initiated:**

**Ongoing:**

**Pending:** Y

**Completed:**

**15/16 School-wide Behavior Plan  
Lakewood Elementary School**

11/9/2015

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## Goal 3

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### Present Level of Performance

85% of our referrals for the 14-15 school year came from black students, 9% from white students, 2% from our Hispanic students and 4% from our students of mixed race.

### Expected Level of Performance

Expected level is no more than 77% for black students, 13% for white students, 6% for Hispanic students, and 4% for students of mixed race.

### GAP

There is an 8% gap between our percentage of black students and percent of referrals they have received. We have the same discrepancy between our white/Hispanic students and they amount of referrals they have received.

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

85% of our referrals for the 14-15 school year came from black students, a disproportionate number compared to the fact that black students consist of 77% of the student population. To address this discrepancy, students need to learn to self-advocate without creating disruptions. To measure this goal: Focus/Portal and/or Decision Ed to ensure that we are on track to reducing the number of referrals specifically for black students.

What do we want students to do? The percentage of Black Students who had referrals for disruption (434)/out-of-area (82) (516 Referrals/33%) may indicate a lack of culturally relevant rigorous engaging lessons. The goal would be measured by a decrease of 3%, to a total of 500 referrals, for the combination of disruption and/or out-of-area referrals as measured by Focus/Portal for the 2015-16 school year.

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

The desired outcome for black students is that they will be engaged in their own learning not disrupt and/or leave the learning environment evidenced by a reduction in referrals specific to black students in regards to disruption and/or out-of-area as measured by Focus/Portal and/or Decision Ed.

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

Instructional strategies within the learning environment are not culturally relevant?

Staff members lack the needed resources to recognize the differences between self-advocacy and disruption in the lens of cultural diversity?

Tier 1, Tier 2, and Tier 3 behavioral strategies are not fully designed to meet the specific needs of black students?

Tier 1 behavioral strategies do not specifically meet the diverse population of our school?

**15/16 School-wide Behavior Plan  
Lakewood Elementary School**

11/9/2015

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

Tier 1 behavioral strategies do not specifically meet the diverse population of our school.

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

The disproportionate amount of referrals for black students in contrast than they represent 77% of the student population: thus Tier 1 behavioral strategies are not fully successful for at least 80% of the student population.

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**Goal 3**

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

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**Cultural Diversity Training through a book study.**

**Implementation Steps**

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

- \*Incorporate TNTP process strategies (gender and ethnic neutral)
- \*Book study addressing how different cultures respond in differing situations

**Person(s) Responsible**

TNTP  
Administrative Team/Designee

**Timeline / By When?**

June 2016

**Initiated:**

**Ongoing:**

**Pending:** Y

**Completed:**

**STOIC Walkthroughs to ensure a positive learning environment using a 5:1 positive interaction, especially with black students in comparison to other subgroups within the classroom.**

**Implementation Steps**

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

- \*Incorporate Marzano's STOIC walkthrough form to monitor a positive learning environment

**Person(s) Responsible**

Winters/Marino

**Timeline / By When?**

One time per month to be implemented no later than September 30th.

**Initiated:**

**Ongoing:**

**15/16 School-wide Behavior Plan  
Lakewood Elementary School**

11/9/2015

Pending: Y  
Completed:



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**Goal 3**

**5. Data collection and management**

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**Reduction in referrals in comparison to this time last year.**

**Implementation Steps  
(Including professional development)**

Review data with Student Services Team  
Review data with SBLT

**Person(s) Responsible**

Student Services Team Members  
Winters/Designee

**Timeline / By When?**

June 2016

**Initiated:**

**Ongoing:**

**Pending:** Y

**Completed:**

**Running Record data and/or LLI OPM to ensure on-track data regarding academic interventions for black students in comparison to other subgroups.**

**Implementation Steps  
(Including professional development)**

Review data with Student Services Team  
Review data with SBLT

**Person(s) Responsible**

MTSS Coach  
LLI Teachers  
Reading Coach  
Staff (those completing running records)

**Timeline / By When?**

3x's per year (Running Records) and LLI OPM one time per grading period.

**15/16 School-wide Behavior Plan  
Lakewood Elementary School**

11/9/2015

**Initiated:**  
**Ongoing:**  
**Pending:** Y  
**Completed:**

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**Goal 3**

**6. Support Plan**

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**Professional development to support Student Services Team and/or SBLT in accessing referral data for comparison.**

**Implementation Steps  
(Including professional development)**

Design a professional development session(s) for Student Services Team and/or SBLT

**Person(s) Responsible**

MTSS Coach/Winters

**Timeline / By When?**

2x's per year, or as needed

**Initiated:**

**Ongoing:**

**Pending:** Y

**Completed:**

**Professional development for LLI Teachers and/or Reading Coach to define data according to different subgroups.**

**Implementation Steps  
(Including professional development)**

Design a professional development session(s) LLI, Reading Coach and/or SBLT

**Person(s) Responsible**

MTSS Coach/Winters

**Timeline / By When?**

2x's per year, or as needed

**Initiated:**

**Ongoing:**

**Pending:** Y

**Completed:**

**15/16 School-wide Behavior Plan  
Lakewood Elementary School**

11/9/2015

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**Goal 3**

**7. Fidelity Plan**

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**Design Plan for professional development will be approved by Student Services Team and/or SBLT Team.**

**Implementation Steps  
(Including professional development)**

Sign-In sheets for completion of Professional Development

**Person(s) Responsible**

Student Services Team Member and/or SBLT Team Member

**Timeline / By When?**

June 2016

**Initiated:**

**Ongoing:**

**Pending:** Y

**Completed:**

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## **School-wide Reward System**

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

The over all goal for Lakewood Elementary School students is to be provided a diverse education to reach their academic and life goals (Lakewood's Mission) Additionally, the vision for Lakewood Elementary students is that they will succeed, no exceptions no excuses. To support the mission and vision at the Tier I level the PBS team implemented school wide behavior supports. For example students could be "Caught Being Good" tickets throughout the week across the campus, the names are placed in box, and five tickets are drawn every Friday and students chosen are allowed to pick from a menu of options.

Additionally, PBS celebrations will occur one time per month specifically based on student's point sheets (85%) and this allows the opportunity for all students to earn points towards participation in monthly PBS celebrations. Another example of school wide behavior supports is a monthly celebration for students who chose to follow the GSF and did not receive any type of behavioral referral that warrants redirection towards positive choices.

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

Caught Being Good - 10 tickets are given to all staff members (paras included). Staff is instructed to give tickets to students who are caught making good choices within a negative situation. Tickets are collected at 2pm every Friday and five names are read over the intercom just before dismissal.

No Referral Celebrations - No referral celebrations will occur during the last hour on the last day of the month (or week of the month). Lists are printed out the night before for of students unable to attend.

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

PBS committee is being formed. Behavior specialist will facilitate and a calendar and responsibility list will be created.

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

Caught Being Good and No Referral Celebrations align with PBS and by rewarding the positive choices in negative situations it increases the likelihood that desired behaviors will be repeated. This in turn will foster a more positive school climate. Rewards are aligned to our school wide expectations and rules and will be varied to maintain student interest.

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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?**

Lakewood Elementary School participates in Positive Behavior Support (PBS) to ensure that students are provided the opportunity for a diverse education that allows them the means to lifelong success. To support this process, Lakewood Elementary School strives to implement all aspects of STOIC with monthly monitoring using the STOIC monitoring tool provided through the Marzano foundation.

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

PBS/TNTP (researched based strategies for success) Marzano influenced STOIC based upon Design Questions 6 & 7

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

The classroom management system at Lakewood Elementary school is measured through the reduction of referrals by 25% (1810 referrals for the 2014-15 to 1357 referrals for the 2015-16).

The STOIC monitoring tool is utilized monthly with the lens of a positive classroom environment: To measure classroom alignment the monthly STOIC will be analyzed seeking school wide trends towards ensuring a learning environment where all students are provided an education with the diverse learner in mind.

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

Reduction of referrals by 25% and identified increase of positive:negative ratios (5:1).