Guidelines for Success

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

Largo Middle uses PBS. Our Goal for School wide Success is 100% Student Success. We have determined that by making our school wide rules and expectations clearly posted in all common areas including: the Offices, Hallways, Cafeteria, Restrooms, and Classrooms, students will be able to take more ownership and pride in making every choice a successful one.

The Guidelines which have been set in place for the students to be 100% successful are:

Have respect for self and others
Always being prepared and on time to class
Make good choices
Keep focused on goals
Show responsibility

2. Where are common area expectations posted?

Common area expectations are posted in all common areas including: Offices, Hallways, Cafeteria, Restrooms, and Classrooms.

3. How are common area expectations communicated?

Common area expectations are communicated by teachers to their respective students. Additionally administrators make classroom tours in which they set their expectations for all students. Reinforcement of the expectations takes place on an ongoing basis through teacher/student and administrator/student interactions.

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

Have respect for self and others
Always being prepared and on time to class
Make good choices
Keep focused on goals
Show responsibility

Goal 1

Present Level of Performance

There were 270 referrals for "lack of cooperation" in the 2014/2015 school year. Prior data indicated the highest behavior incidences being "Defiance/Insubordination."

Expected Level of Performance

We expect a 25% reduction in referrals/incidents for the 2015/2016 school year

GAP

reduce number to 200 referrals for "lack of cooperation"

1. What problem have you identified?

We want our students to cooperate with others in their learning environment. One of our largest referral categories last year was "lack of cooperation," and "Defiance/Insubordination" represented the highest incidence in prior behavior data.

2. What is your Desired Outcome/Measureable Goal?

Our desired outcome would be a 25% reduction in referrals and incidents for the 2015/2016 school year.

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

Possible reasons for the high incidences of lack of cooperation on campus could include:

Last year was the first year of our new Red Card/Yellow Card Behavior System leading to inconsistent teacher implementation.
Another consequence of last year being the first year of this behavior plan, is that students were not accustomed to it. Although the system was new to 6th graders and new students, 7th and 8th graders may have been slower to benefit from it.

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

Our emphasis this year is to push for highly consistent teacher implementation of our Red Card/Yellow Card Behavior System. Additionally, legacy students are diminishing in number, as 6th and 7th graders will have encountered and utilized this system.

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

Consistency is the most critical factor in any initiative. The longer the system is utilized, the more established it will become. This also provides the opportunity for fine tuning to enhance its effectiveness and efficiency over time.

Goal 1

4. How will this problem be solved?

Revised Behavior Cards incorporated into Student Planners. Enhanced teacher understanding and utilization of the system.

Implementation Steps
(Including professional development)

Pre-School meeting with teachers and staff to reinforce procedures and buy-in. The first day of school each student was given a planner which contains the behavior card.

Ongoing administrative reinforcement with students, teachers, and staff.

Person(s) Responsible

Behavior Committee

All administrators

Teaching staff

Timeline / By When?

8/24/15

Initiated: 8/20/2015
Ongoing: Y
Pending:
Completed:

Building Bridges and Connections with students.

Implementation Steps
(Including professional development)

Reinforcement of the initiative during Pre-School training. Administration checking and connecting with their teachers. Teachers building bridges with their students.

Person(s) Responsible

Administrators and teachers.

Timeline / By When?

    Administrators will touch base with teachers during PLC's.

Initiated: 8/13/2015
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

Behavior card data will be collected on both the cards and through the use of electronic folders.

Implementation Steps
(Including professional development)

Administration/Teachers - will electronically note in the electronic behavior folders with the student name, grade, and infraction.
MTSS coach - will collect data from referrals every nine weeks.

Person(s) Responsible

Administrators, Teachers, and MTSS coach.

Timeline / By When?

Data collection every nine weeks.

Initiated: 8/13/2015
Ongoing: Y
Pending:
Completed:

Teachers will provide SBLT with specific students and strategies they have deemed working in building bridges. Teachers will present this information to their administrator every 4 weeks during a PLC.

Implementation Steps
(Including professional development)

Teachers will use strategies they deem to work with each student individually to build and maintain a connection with them.
Administrators will review policies and procedures with teachers and staff members during PLC's.

Person(s) Responsible

Administrators and Teachers

Timeline / By When?

Daily, with monthly PLC follow-up.

Initiated: 8/13/2015
Ongoing: Y
Pending:
Completed:

Goal 1

6. Support Plan

Monthly meetings with Title 1 Specialist

Implementation Steps
(Including professional development)

Learned strategies incorporated into weekly PLC's

Person(s) Responsible

PLC leader

Timeline / By When?

Monthly

Initiated: 9/2/2014
Ongoing: Y
Pending:
Completed:

Goal 1

7. Fidelity Plan

Walk throughs
Non-evaluative observations

Implementation Steps
(Including professional development)

Post conversations

Person(s) Responsible

Administrator/Teacher

Timeline / By When?

Pending

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

Goal 2

Present Level of Performance

+/-240 incidences on an annual basis over recent years

Expected Level of Performance

25% reduction in incidences

GAP

reduce to 180 incidences

1. What problem have you identified?

Students skipping class has represented a sizable portion of our incidences of behavior problems.

2. What is your Desired Outcome/Measureable Goal?

Our desired outcome would be to reduce referrals and incidences by 25%.

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

Possible reasons that these levels are high could include:

Class lessons are not as engaging as they could be.
Students find it too easy to be released from classes presenting the opportunity for not returning.
Student apathy regarding rules and consequences.
We have a full time hall monitor which may result in the detection of more skippers than if we didn't have one.

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

The most alterable barriers would be insufficiently engaging lessons and teachers releasing students from the classroom too easily.

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

If students are engaged in the classroom they will not be thinking about how to leave or where they would rather be. If teachers don't allow students excessive opportunities to leave class, there will be less opportunity to not return in a timely manner. Additionally, with less students in the halls, it is easier to identify students who may be skipping.

Goal 2

4. How will this problem be solved?

Enhanced and more engaging classroom lessons.

Implementation Steps
(Including professional development)

Teacher training and adoption of Marzano strategies.

Person(s) Responsible

Administrators

Timeline / By When?

Pre-School training days - ongoing trainings

Initiated: 8/11/2015
Ongoing: Y
Pending:
Completed:

Utlilization of planners for passes and emphasis to teachers of the need to keep students in class when possible

Implementation Steps
(Including professional development)

All students need to carry a planner for their pass. Teachers informed not to simply send students to the office or gym.

Person(s) Responsible

Administrators and teachers

Timeline / By When?

Pre-School - ongoing reinforcement

Initiated: 8/13/2015
Ongoing: Y
Pending:
Completed:

Initiation of the MYP at our school.

Implementation Steps
(Including professional development)

This is the initial year and training is being rolled out to staff on a needs basis as the program enters additional grade levels.

Person(s) Responsible

MYP Coach

Timeline / By When?

Summer Training, Pre-School training,
On-going training

Initiated: 8/5/2015
Ongoing: Y
Pending:
Completed:

Goal 2

5. Data collection and management

Student referrals will be monitored and analyzed.

Implementation Steps
(Including professional development)

Data will be monitored and analyzed at least every nine weeks.

Person(s) Responsible

RTI/MTSS Coach

Timeline / By When?

End of grading period

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

Goal 2

6. Support Plan

RTI Meetings, SBLT Meetings with all grade levels. CST Meetings.

Implementation Steps
(Including professional development)
Attending district trainings.

Person(s) Responsible

Child study team.

Timeline / By When?

Pending

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

Goal 3

Present Level of Performance

59.6% have at least one referral.
Risk ratio is 1.92 times that of all other students
The average number of referrals for a Black student is 3.28 times that for all other students.

Expected Level of Performance

reduce closer to school average of 1/3
Reduce risk ratio closer to 1.0
Reduce the average number of referrals closer to the school average.

GAP

reduce to 1%

1. The identified problem for Goal 3 is:

We want to decrease the referral rate for African American students. At this time the risk ratio fro AA students is 2:1. AA students are 16% of our population and they are receiving 27% of the referrals, ISS, OSS ,etc.

2. What is your Desired Outcome/Measureable Goal?

Our desired outcome is to move the rates of referral markedly toward the school averages.

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

The implementation of 5000 Role Models/Girlfriends were not run as effectively as we hoped. Teachers were not highly aware of the gap in suspension rates between African American and non African American students.

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

5000 Role Models and Girlfriend implementation with stronger leaders.

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

We are aware of other schools where stronger leadership has existed and implementation was more effective.

Goal 3

4. How will this problem be solved?

5000 Role Models/Girlfriends - only AA students are participating

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
Monitoring of the group, effective training, and seek a more qualified leader.

Person(s) Responsible

Mr. White, Mrs. Rainey

Timeline / By When?

September

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

Make teachers aware of gap in referral rate for African American and non-African American

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
Address in PLCs

Person(s) Responsible

PLC leaders

Timeline / By When?

September 2

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

LMS had a representative at the coaching classroom management on July 29-30 Ms. Ramos will continue to work with teachers by going into classrooms, conducting classroom management trainings and working with coaches and APs.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
will continue to attend PD training. Will continue to address issue with teacher and AP.

Person(s) Responsible

Ms. Ramos, Ms. Rainey.

Timeline / By When?

mid Summer 2015.

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

Goal 3

5. Data collection and management

During SBLT we review specific data - based on number of referrals among the African American population versus the other population in our school

Implementation Steps
(Including professional development)

Data reviewed every four weeks by the SBLT team

Person(s) Responsible

MTSS coach - will collect data and compare referrals between our African American population and other ethnicities in FOCUS: presenting to the SBLT
SBLT - will help make decisions to help create success among the African American population.

Timeline / By When?

Reviewed at least every nine weeks

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

Goal 3

6. Support Plan

District wide trainings for implementation of 5000 Role Models and Girlfriends

Implementation Steps
(Including professional development)

Mandate DWT's

Person(s) Responsible

Mr. White/Mrs. Rainey

Timeline / By When?

September

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

School-wide Reward System

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1. What are your school-wide reward strategies?

We are utilizing the Red Card/Yellow Card Behavior System to provide incentives for those students with good behavior. Use of ROAR cards.

2. Describe the procedure/practice used.

Students with acceptable behavior are able to attend selected activities. Acceptable behavior is differentiated by grade level and dictates a maximum number of signatures and no referrals.

ROAR cards awarded by teachers for exceptional effort

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

Strategies are implemented by Administration with support from the Behavior Committee. Behavior Committee will meet once a month and relay all information to staff at monthly meetings.

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

The strategies are aligned to the Red Card/Yellow Card 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?

School wide MYP utilizing both Marzano and Depth of Knowledge.

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

STOIC and Marzano are research based systems for classroom management - the middle years program is a researched based system

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

The classroom management system is aligned to our student's discipline/behavior data. You are focusing on where our needs are greatest.

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

fewer referrals, fewer ISS days, fewer OSS days which will lead to more teacher/student instructional time.