
Guidelines for Success

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

Lynch Elementary is a Positive Behavior Support (PBS) School. Our Guidelines for Success/Expectations are referred to as our "PAWS" for Success. The PAWs for success include; Be Responsible, Be a Rule Follower, Be Respectful, Be Safe and Civil to Others and Be Honest and Trustworthy.

2. Where are common area expectations posted?

A laminated PAWs poster is placed in all classrooms, cafeteria and hallways.

3. How are common area expectations communicated?

The PAWs for success are referred to during the morning news by students, teachers, administration. The expectations are also referred to by staff in the cafeteria, media center and all classrooms.

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

Classrooms utilize PAWs expectations as well as CHAMPs. CHAMPs posters communicate specific behavior criteria in written, verbal and/or graphic form.

Goal 1

Present Level of Performance

106 referrals were written in 2014/15 school year.

Expected Level of Performance

No more than 80 referrals will be written in 2015/2016

GAP

Reduce the number of referrals by 26

1. What problem have you identified?

The data shows that striking another student and Defiance as our highest infractions over the last three years. We want students to be able to solve conflict and communicate with peers/ without becoming physical.

2. What is your Desired Outcome/Measureable Goal?

By May 2016, reduce the number of referrals from 106 to 80

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

Students have not been taught to deal with conflict in a non physical way and lack coping skills.

Teachers, are not familiar with deescalation techniques.

The definition of Defiance/Insubordination is vague and/or subjective

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

Students have not been taught to deal with conflict in a non physical way and lack coping skills.

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

All students want to be successful academically and behaviorally. Students don't want referrals or to be in trouble with their teacher or administrator. All students want to learn. If they knew how to solve their problems without receiving an referral they would do so.

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

9/9/2015

Goal 1

4. How will this problem be solved?

Provide ongoing PBS PD Faculty and Staff

**Implementation Steps
(Including professional development)**

Provide professional development to staff during Pre-school (8/15/14)
Provide explicit PBS lesson plans to teachers for students

Person(s) Responsible

Melissa Russell
Michael Chapman

Timeline / By When?

quarterly

Initiated: 8/14/2015
Ongoing: Y
Pending:
Completed:

Reemphasize CHAMPS and PAWS for SUCCESS expectations daily using various forms of media and explicit instruction.

**Implementation Steps
(Including professional development)**

Conduct CHAMPS and PAWS for SUCCESS orientation in the cafeteria
Teachers review lesson plans as needed
Communicate expectations and coping strategies on the morning show and electronic media
Hang posters in all classrooms and public areas

Person(s) Responsible

Johnnie Crawford
Julie Jones
All Staff

Timeline / By When?

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

9/9/2015

Daily

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Check & Connect/Lunch Pals and Social Skills Counseling

Implementation Steps

(Including professional development)

Meet with Dr. Brimm and representative from Lunch Pals

Recruit Mentors and make sure they are registered volunteers

Identify students needing support

Person(s) Responsible

Barbara Bitzer, Kirston Haley, Susan Sullivan

Michael Chapman

Dr. Brimm

Timeline / By When?

9/30/15

Initiated: 8/1/2015

Ongoing: Y

Pending:

Completed:

Goal 1

5. Data collection and management

Student referrals data found in Data Warehouse

**Implementation Steps
(Including professional development)**

Behavior Specialist will run monthly reports on referrals and share with the administration team and SBLT.

Person(s) Responsible

Michael Chapman
Denise Malone

Timeline / By When?

9/30/15

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

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

9/9/2015

Goal 1

6. Support Plan

District Behavior Specialist

**Implementation Steps
(Including professional development)**

District Behavior Specialist schedule regular meeting to support our behavior specialist

Person(s) Responsible

Chantelle Herra

Timeline / By When?

8/28/15, then weekly for 5 weeks

Initiated: 8/28/2015

Ongoing: Y

Pending:

Completed:

PBS Team will attend District PBS training

**Implementation Steps
(Including professional development)**

PBS Team will attend District PBS training

Person(s) Responsible

PBS TEAM

Timeline / By When?

9/30/15

Initiated:

Ongoing: Y

Pending:

Completed:

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

9/9/2015

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

Goal 1

7. Fidelity Plan

Review Lesson Plans

**Implementation Steps
(Including professional development)**

Review lesson plans to ensure strategies are implemented.

Person(s) Responsible

Johnnie Crawford
Julie Jones
Michael Chapman

Timeline / By When?

Daily

Initiated: 9/15/2015

Ongoing: Y

Pending:

Completed:

Administrative Walkthroughs

**Implementation Steps
(Including professional development)**

Administration will walkthrough classrooms daily

Person(s) Responsible

Julie Jones
Johnnie Crawford

Timeline / By When?

Daily

Initiated: 8/24/2015

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

9/9/2015

Ongoing: Y
Pending:
Completed:

Review Lesson Plans

**Implementation Steps
(Including professional development)**

Teachers are required to provide
lesson plans when requested

Person(s) Responsible

Mr. Crawford
Ms. Jones

Timeline / By When?

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

Collect Professional Development documentation

**Implementation Steps
(Including professional development)**

Collect and review professional development sign in sheets

Person(s) Responsible

Mr. Crawford
Ms. Jones
Mrs. Wray

Timeline / By When?

1/01/16

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

9/9/2015

Initiated: 8/21/2015

Ongoing: Y

Pending:

Completed:

Goal 2

Present Level of Performance

106 referrals were written in 2014/15 school year and 96 of them were for male students

Expected Level of Performance

No more than 66 referrals will be written in for male students 2015/2016

GAP

Reduce the number of referrals for male students by 30 referrals.

1. What problem have you identified?

The data shows that striking another student and defiance as our highest infractions over the last three years. We want students to be able to solve conflict and communicate with peers/ without becoming physical.

2. What is your Desired Outcome/Measureable Goal?

Our goal is to reduce the number of referrals for male students from 96 to 66.

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

Students have not been taught to deal with conflict, personal loss and they lack coping skills.

Teachers, are not familiar with deescalation techniques and cultural nuances

The definition of Defiance/Insubordination is vague and/or subjective

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

Students have not been taught to deal with conflict in a non physical way and lack coping skills.

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

All students want to be successful academically and behaviorally. Students don't want referrals or to be in trouble with their teacher or administrator. All students want to learn. If they knew how to solve their problems without receiving a referral they would do so.

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

9/9/2015

Goal 2

4. How will this problem be solved?

Provide ongoing PBS PD Faculty and Staff

Implementation Steps (Including professional development)

- Provide professional development to staff during Pre-school (8/15/14)
- Provide explicit PBS lesson plans to teachers for students

Person(s) Responsible

Melissa Russell
Michael Chapman

Timeline / By When?

Quarterly

Initiated: 8/14/2015
Ongoing: Y
Pending:
Completed:

Reemphasize CHAMPS and PAWS for SUCCESS expectations daily using various forms of media and explicit instruction.

Implementation Steps (Including professional development)

- Conduct CHAMPS and PAWS for SUCCESS orientation in the cafeteria
- Teachers review lesson plans as needed
- Communicate expectations and coping strategies on the morning show and electronic media
- Hang posters in all classrooms and public areas

Person(s) Responsible

Johnnie Crawford
Julie Jones
All Staff

Timeline / By When?

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

9/9/2015

Daily

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Check & Connect/Lunch Pals and Social Skills Counseling

Implementation Steps

(Including professional development)

Meet with Dr. Brimm and representative from Lunch Pals

Recruit Mentors and make sure they are registered volunteers

Identify students needing support

Person(s) Responsible

Barbara Bitzer, Kirston Haley, Susan Sullivan

Michael Chapman

Dr. Brimm

Timeline / By When?

9/30/15

Initiated: 8/1/2015

Ongoing: Y

Pending:

Completed:

Goal 2

5. Data collection and management

Student referrals data found in Data Warehouse

**Implementation Steps
(Including professional development)**

Behavior Specialist will run monthly reports on referrals and share with the administration team and SBLT.

Person(s) Responsible

Michael Chapman
Denise Malone

Timeline / By When?

9/30/15

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

6. Support Plan

District Behavior Specialist

**Implementation Steps
(Including professional development)**

District Behavior Specialist schedule regular meeting to support our behavior specialist

Person(s) Responsible

Chantelle Herarra

Timeline / By When?

8/28/15, then weekly for 5 weeks

Initiated: 8/28/2015

Ongoing: Y

Pending:

Completed:

PBS Team will attend District PBS training

**Implementation Steps
(Including professional development)**

PBS Team will attend District PBS training

Person(s) Responsible

PBS Team

Timeline / By When?

Monthly

Initiated: 9/30/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

Will review progress during School Based Leadership Team meetings and Student Intervention Team meetings.

Review Lesson Plans

Implementation Steps (Including professional development)

Monitor student data
Monitor recruitment of mentors and number visits

Person(s) Responsible

Barbara Bitzer
Denise Malone
Tonya Austin

Timeline / By When?

monthly

Initiated: 9/30/2015

Ongoing:

Pending: Y

Completed:

Administrative Walkthroughs

Implementation Steps (Including professional development)

Administration will walkthrough classrooms daily

Person(s) Responsible

Johnnie Crawford
Julie Jones

Timeline / By When?

Daily

**15/16 School-wide Behavior Plan
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9/9/2015

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

Present Level of Performance

In the 2014/15 school year African American students accounted for 29% of the referrals but were 11% of the school population.

Expected Level of Performance

The percentage of referrals for African American students will not exceed their percentage of the population.

GAP

Reduce the percentage of referrals for African Americans by 18 percent.

1. The identified problem for Goal 3 is:

The data in Decision Ed shows the percentage of referrals written for African American students was almost three times as high their population. We want our African American students to be able to solve conflict, interact with staff and communicate with peers without incident.

2. What is your Desired Outcome/Measureable Goal?

In the 2015/16 school year the percentage of referrals for African American students will not exceed their percentage of the population.

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

Students have not been taught to deal with conflict, personal loss and they lack coping skills.

Teachers, are not familiar with deescalation techniques and cultural nuances

The definition of Defiance/Insubordination is vague and/or subjective

Lack of positive role models and mentors.

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

Lack of positive role models and mentors.

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

The other barriers can and have been address with the general population and the disparity still exist.

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

9/9/2015

Goal 3

4. How will this problem be solved?

Provide social emotional supports, role models and guidance through GIRLFRIENDS INC.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

- Contact office of Strategic Partnerships for policy and procedural details
- Identify students using referral/achievement data and teacher recommendation
- Conduct parent meeting
- Recruit Mentors
- Establish a calendar for meetings and activities

Person(s) Responsible

Barbara Bitzer
Johnnie Crawford
Tonya Austin

Timeline / By When?

9/30/15

Initiated: 8/17/2015

Ongoing:

Pending:

Completed:

Provide social emotional supports, role models and guidance through 5000 Role Models.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

- Contact office of Strategic Partnerships for policy and procedural details
- Identify students using referral/achievement data and teacher recommendation
- Conduct parent meeting
- Recruit Mentors
- Establish a calendar for meetings and activities

Person(s) Responsible

Barbara Bitzer
Johnnie Crawford
Tonya Austin

**15/16 School-wide Behavior Plan
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9/9/2015

Timeline / By When?

9/30/15

Initiated: 8/17/2015

Ongoing:

Pending:

Completed:

Goal 3

5. Data collection and management

Student referrals data found in Data Warehouse

**Implementation Steps
(Including professional development)**

Behavior Specialist will run monthly reports on referrals and share with the administration team and SBLT.

Person(s) Responsible

Michael Chapman
Denise Malone

Timeline / By When?

9/30/15

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

6. Support Plan

Mentors will receive training and curriculum resources from the district

Implementation Steps
(Including professional development)

Person(s) Responsible

Barbara Bitzer
Tonya Austin

Timeline / By When?

9/30/15

Initiated:

Ongoing:

Pending: Y

Completed:

Goal 3

7. Fidelity Plan

Will review progress during School Based Leadership Team meetings and Student Intervention Team meetings.

**Implementation Steps
(Including professional development)**

- Monitor student data
- Monitor recruitment of mentors and number visits
- Reveiw calendar for meetings and activities

Person(s) Responsible

- Barbara Bitzer
- Denise Malone
- Tonya Austin

Timeline / By When?

9/30/15

Initiated:

Ongoing:

Pending: Y

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Token Economy

2. Describe the procedure/practice used.

Students can receive tokens for exhibiting PAWS for Success characteristics in public areas and during specials. Students can not ask for a token or receive one from their homeroom teacher. Once a week, before or after school, students may purchase items from the store (LION'S DEN). The store is ran by volunteers, behavior specialist and other non-classroom staff.

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

Educate staff about token economy, distribute tokens to staff. Stock school store (Lions Den) with incentives that can be purchased with tokens. Educate students about how to earn tokens for following guidelines for success on the morning news and classroom

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

The Token economy is a researched based school-wide strategy, the strategy provides immediate and deferred incentives for students. A token provides an immediate sense of accomplishment for students who need it while other students not only wait to purchase an item on Friday but or save multiple tokens to purchase a special item. We have seen more than a 50% reduction in infractions from the 2013/14 school year and the 2014/15 school year.

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

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

Teachers utilize DOJO, PAWS for Success and CHAMPS in their classroom management system in conjunction with the SWBP.

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

Our Classroom management systems are supported through professional development by the Pinellas County district

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

Our classroom management system is taught to all students and reinforced daily. Our system is taught to all staff and ongoing support is available.

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

We expect there will be an reduction in referrals and an increase in student achievement for all students.