
Guidelines for Success

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

Guidelines for Success:

1. Be Safe
2. Be Responsible
3. Be Respectful

2. Where are common area expectations posted?

Guidelines for Success are posted in all classrooms and common areas (Cafeteria, Hallways, Bathrooms, etc.).

3. How are common area expectations communicated?

Prior to school, the Guidelines for Success are presented to and discussed with the teachers along with the following resources for supporting the Guidelines for Success: Discipline Flow Chart, Major/Minor Incident Management guidelines and the CHAMPS book.

The classroom teachers introduce and review the Guidelines for Success to the students during the district supported First 10 Days of School Curriculum. They are announced daily on the Mt. Vernon Morning School, addressed daily and revisited on an as needed basis. They are incorporated as part of the behavioral intervention process as students work with the Behavior Specialist, Social Worker, etc.

The Guidelines for Success are introduced to the parents during Open House and revisited during parent conference held by the teachers. They are used during conversations with the parent during phone conferences, IEP meetings and any other communications with the parents. In addition, the guidelines are noted in the monthly school newsletter.

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

The individual classroom expectations/rules align with the school-wide Guidelines for Success. Teachers discuss with their students the Guidelines for Success and they collaboratively create a class mission statement and the classroom expectations. They are reviewed during the the district supported First 10 Days of School Curriculum and referenced on an as needed basis. They are also reviewed by the classroom teacher on an as needed basis and referenced by the Behavior Specialist, Social Worker, etc during the behavior intervention process,

Goal 3

Present Level of Performance

During the 2014-2015 school year, Mt. Vernon ES had a total number of referrals at 230.

The 230 total referrals could be further broken down to 127 referrals earned by black students and 103 referrals earned by non-black students.

37 black students earned the 127 referrals and 29 non-black students earned the 103 referrals.

Expected Level of Performance

The discipline referral data should be representative of our student racial make-up. Our population is comprised of 55% black and 45% non-black.

GAP

With our referral count at 127/103 black versus non-black, the percentages of our referrals align with our school racial make-up.

1. The identified problem for Goal 3 is:

We, at Mt. Vernon ES, want our students to be more receptive to our Guidelines for Success and the reinforcement systems we have established to support the guidelines. We have determined that the majority of our discipline referrals (166 or 72% of overall referrals) were given to students with disabilities. There were 33 students that earned these 166 referrals. A further breakdown showed the 23 (17 black and 6 non-black) students were in our EBD units. If we enhance our social skill lessons, build in additional reinforcement systems and regularly tie in the Guidelines for Success we may be able to reduce the number of referrals received by our students with disabilities services in our EBD classrooms.

2. What is your Desired Outcome/Measureable Goal?

We would like to create and maintain an atmosphere that is culturally relevant to our specific population in students with disabilities. Based on this, we want to reduce our referrals in our EBD classrooms by 25%.

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

Mt. Vernon ES received several administrative placements from other schools and we gained a 4th EBD unit. We need to increase our efforts through offering more supports to our new students and better acclimate them to our expectations. We also did not receive additional supports with the gained unit so we will need to modify our in-house staffing model to support these units.

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

The student knowledge of our Guidelines for Success and expectations at Mt. Vernon ES.

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

The data indicated that the bulk of our referrals came from our students with disabilities and we had a gained unit in EBD.

Goal 3

4. How will this problem be solved?

In house support for teachers and students in the EBD units.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Professional development, modifying the school-wide reinforcement schedule for the EBD classrooms

Person(s) Responsible

Principal, Assistant Principal, Behavior Specialist, Curriculum Specialist

Timeline / By When?

Ongoing with monthly monitoring

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

5. Data collection and management

Referral data

**Implementation Steps
(Including professional development)**

Monitor the discipline referrals by grade level/racial demographics and review monthly.

Person(s) Responsible

Behavior Specialist

Timeline / By When?

Ongoing, monthly

Initiated: 9/7/2015

Ongoing: Y

Pending:

Completed:

Goal 3

6. Support Plan

Embedded professional development through CHAMPS

**Implementation Steps
(Including professional development)**

Introduce new lessons, strategies, etc. to the teachers and students allowing for a more diverse knowledge of strategies.

Person(s) Responsible

Behavior Specialist, Social Worker

Timeline / By When?

Ongoing

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

Data review

**Implementation Steps
(Including professional development)**

Review monthly behavior data, referrals, etc.

Person(s) Responsible

Behavior Specialist

Timeline / By When?

Ongoing, monthly

Initiated: 9/7/2015

Ongoing: Y

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Mt. Vernon ES has several reinforcement systems in place to support the Guidelines for Success.

The Mt. Vernon Bucks are based on the Guidelines for Success. All staff members on campus carry the Mt. Vernon Bucks with them as they move throughout the campus. As students follow the Guidelines for Success, they are randomly reinforced for their behavior.

The student receives a Mt. Vernon "Buck" to place in the classroom collection box. The classroom teacher and students keep a count of their bucks and decide together what level of reward they are working towards. The class receives rewards based on the number of bucks earned:

50 Bucks = Popcorn Party

100 Bucks = 30 minutes of recess (Students eat lunch on the patio and get to play on the playground)

200 Bucks = Cotton Candy Party

Mt. Vernon holds monthly SMILE Student Luncheon. SMILE stands for Students Most Improved Learn and Excel and each month teachers select one student from their class that has demonstrated an improvement in supporting our Guidelines for Success. The teacher completes a certificate that is submitted to the Administration/ Behavior Specialist. Lunch is provided and students are recognized for their achievement.

2. Describe the procedure/practice used.

All staff members carry the Mt. Vernon Bucks to reward individual students or classes displaying the Guidelines for Success.

The individual classroom teachers and student keep count of the bucks earned.

Behavior Specialist keeps track of the bucks earned and rewards by class.

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

Teacher introduces the Guidelines for Success and clearly defines the expectations required to earn bucks to the students beginning in August 2015 and continues through May 2016.

Mt. Vernon Bucks given to students or classes displaying the Guidelines for Success by all staff anywhere on campus on a daily basis or as observed.

Behavior Specialist tracks classroom bucks earnings and offers the reinforcement monthly beginning in September 2015 through May 2016.

Behavior Specialist to review with staff the number of reinforcements and behavior related data at monthly meetings.

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

Mt. Vernon ES stress the importance of effective classroom management and the use of current best practices to maintain an effective, efficient and safe learning environment. Teachers receive feedback during walkthroughs and Staff Meetings. Behavior and reinforcement trends are shared during PLCs. Staff Meetings and Data Chats allowing us to make the necessary modifications to our processes.

The Behavior Specialist aggregates discipline data by grade level, location, etc. to help in improving our processes at Mt. Vernon ES.

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

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

We focus on creating a classroom based system that aligns with our school-wide guidelines for success. Each teacher implements a level system in their classroom that is encompassing the creation of a structured environment with established expectations taught and reviewed regularly. During the first 10 days of school, classroom teachers model, practice and review the school guidelines for success and discuss how the classroom expectations align with these guidelines. We then tie in the observation and monitoring of these expectations through our "Buck" reinforcement system. Staff throughout campus carry Mt. Vernon Bucks and randomly hand them out to students or classes following the guidelines for success.

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

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

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