Guidelines for Success

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

THE MUSTANG WAY
Show **Respect** for myself and others by:
Keeping hands and feet to self
Using quiet voices in quiet zones in the building
Walking throughout the building
Leaving all toys, games and electronic devices at home
Being kind to others

Be **Responsible** for my learning by:
Being prepared for school
Arriving to school on time and staying until dismissal

Be **Honest** by:
Telling the truth
Admitting mistakes
Solving the problem

2. Where are common area expectations posted?

Common area expectations are posted in our hallways, bathroom and cafeteria.

3. How are common area expectations communicated?

Teachers review expectations with students during the first week of school and then reviewed again throughout the school year.

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

All classroom expectations use the Mustang Way - Respect, Responsibility and Honesty. Students and teachers then identify examples and at times non-examples. These are then posted in the classroom and are reviewed daily with the use of our common language.

Goal 1

Present Level of Performance

During the 14-15 school year, 41 referrals were written in a non classroom setting (PE field, cafeteria, playground, etc)

Expected Level of Performance

During the 15-16 school year, we would expect no more than 25 referrals written not in a classroom setting (PE field, cafeteria, playground, etc)

GAP

16 referrals

1. What problem have you identified?

We want all students to know that the character traits - respect, responsibility and honesty "The Mustang Way" is an expectation in all areas of the school, not just the classroom.
Data was gathered from Focus.

2. What is your Desired Outcome/Measureable Goal?

We would like to decrease the number of referrals written in these areas to no more than 25.

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

Students new to Oakhurst, including Kindergateners, have not had the time or reinforcement of our common language The Mustang Way - Respect, Responsibility and Honesty.

Common language is not used throughout the school in all areas - cafeteria, hallways, specials

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

Use of common language throughout the school

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

An increase in the common language in all areas, will help students understand that respect, responsibility and honesty are expectations throughout the school.

Goal 1

4. How will this problem be solved?

Increase use of The Mustang Way in all areas of the school

Implementation Steps
(Including professional development)

Review with staff at beginning of the year our common language and again mid year

All teachers introduce, review and use our common language

Person(s) Responsible

Administration

Behavior Specialist

Teacher

Timeline / By When?

Beginning of year

Mid year (January)

Initiated: 8/18/2015
Ongoing:
Pending:
Completed:

Common area expectations are posted (hallway, bathroom, cafeteria, etc)

Expectations are reviewed with students frequently

Implementation Steps
(Including professional development)

Common area expectations are posted

Person(s) Responsible

Administration

Behavior Specialist

Teacher

Timeline / By When?

Beginning of year

Initiated: 8/18/2015
Ongoing:
Pending:
Completed:

Goal 1

5. Data collection and management

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of referrals written not in the classroom

Implementation Steps
(Including professional development)
Discussed at MTSS

Person(s) Responsible

Behavior Specialist

Timeline / By When?

1 time per month at MTSS meeting

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

Goal 1

6. Support Plan

Continue to model and emphasize the importance of our common language

Implementation Steps
(Including professional development)

Modeling

Review at staff meetings

Person(s) Responsible

Administration

Behavior Specialist

Timeline / By When?

Ongoing

Initiated: 8/18/2015
Ongoing:
Pending:
Completed:

Goal 1

7. Fidelity Plan

Decrease in # of referrals written in non classroom settings

Implementation Steps
(Including professional development)

Pull data from focus

Person(s) Responsible

Behavior Specialist

Timeline / By When?

Once a month

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

Goal 2

Present Level of Performance

During the 14-15 school year, we had 43 students (K-5) who were absent 18 days or more

Expected Level of Performance

During the 15-16 school year, we would like no more than 33 students (K-5) to be absent 18 days or more

GAP

10 students

1. What problem have you identified?

Focus was used to generate this data
We want students to be in attendance everyday in their classroom

2. What is your Desired Outcome/Measureable Goal?

During the 15-16 school year, we would like no more than 33 students (K-5) to be absent 18 days or more

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

Parents are unaware of the rules regarding excused and unexcused

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

Parents understanding excused and unexcused

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

We have absences that are due to family vacations, extra curricular activities, etc.

Goal 2

4. How will this problem be solved?

Parents will be made aware of attendance policy

Implementation Steps
(Including professional development)
Attendance policy is in student handbook

ConnectEd messages

Person(s) Responsible

Administration

Timeline / By When?

ongoing

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

CST will meet to address student absences

Implementation Steps
(Including professional development)
CST will discuss students absences

Person(s) Responsible

CST

Timeline / By When?

ongoing

Initiated: 9/2/2015
Ongoing:
Pending:

Completed:

Parents will be notified when absences become a concern (reach 10 or more excused/unexcused)

**Implementation Steps
(Including professional development)**
Letters or phone calls will be made

Person(s) Responsible

CST

Timeline / By When?

ongoin

Initiated: 9/2/2015
Ongoing:
Pending:
Completed:

Teachers will be informed of attendance policy

**Implementation Steps
(Including professional development)**
Reviewed during staff meetings

Person(s) Responsible

Administration

Timeline / By When?

ongoing

Initiated: 8/18/2015
Ongoing:
Pending:
Completed:

Goal 2

5. Data collection and management

Will use Focus

Implementation Steps
(Including professional development)
   Data will be pulled twice a month

Person(s) Responsible

   DMT
   Social Work

Timeline / By When?

   Twice a month

Initiated: 9/2/2015
Ongoing:
Pending:
Completed:

Goal 2

6. Support Plan

CST will gather, analyze the absences data

Implementation Steps
(Including professional development)
    Meet twice a month

Person(s) Responsible

    CST

Timeline / By When?

    ongoing

Initiated: 9/2/2015
Ongoing:
Pending:
Completed:

Goal 2

7. Fidelity Plan

Decrease in # of total absences

Implementation Steps
(Including professional development)

Use of focus to analyze data

Person(s) Responsible

CST

Timeline / By When?

Ongoing

Initiated: 9/2/2015
Ongoing:
Pending:
Completed:

Goal 3

Present Level of Performance

During the 14-15 school year, a total of 9 students received an out of school suspension. Three of these students were African American

Expected Level of Performance

We would like to have no more than 5 OSS, with no more than one of those being an African American student

GAP

2 students

1. The identified problem for Goal 3 is:

Follow the expectations of the Mustang Way

2. What is your Desired Outcome/Measureable Goal?

We would like to have no more than 5 OSS, with no more than one of those being an African American student

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

Students not understanding the Mustang Way

Students possibly not being reinforced frequently

Lack of consistency with redirections

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

Students not being reinforced frequently and consistently

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

These 3 students have been on a CICO card and have seen some improvement yet not consistent enough

Goal 3

4. How will this problem be solved?

New teachers will be trained and modeled on interventions used for these students

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

Individual Point Card

CICO

Person(s) Responsible

Behavior Specialist

Teachers

Timeline / By When?

Ongoing

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

Goal 3

5. Data collection and management

Individual point cards will be collected and data used to analyze

Observations of interventions

Implementation Steps
(Including professional development)
Create data collection tools
Train staff on how to record data

Person(s) Responsible

Behavior Specialist

Psychologist

Social Worker

Timeline / By When?

ongoing

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

Goal 3

6. Support Plan

Ongoing modeling and observations for teachers with students and interventions

Implementation Steps
(Including professional development)
  Observing
  Modeling

Person(s) Responsible

  Behavior Specialist

  Psychologist

  Social Worker

Timeline / By When?

  ongoing

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

Goal 3

7. Fidelity Plan

MTSS will discuss data from cards and observations and make appropriate suggestions

Implementation Steps
(Including professional development)

Twice a month MTSS will discuss behavior

Gather data to discuss

Person(s) Responsible

MTSS

Behavior Specialist

Timeline / By When?

ongoing

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

School-wide Reward System

1. What are your school-wide reward strategies?

1. Students are recognized frequently with specific positive praise - using our common language, the Mustang Way.

2. Classroom teachers chose one student a week to be our Weekly Oakhurst Winner or WOW.

3. Classroom teachers select one student a month who demonstrates the character word of the month (ie - Respect, responsibility)

2. Describe the procedure/practice used.

1. Students are recognized frequently with specific positive praise - using our common language, the Mustang Way.

2. Classroom teachers chose one student a week to be our Weekly Oakhurst Winner or WOW.

3. Classroom teachers select one student a month who demonstrates the character word of the month (ie - Respect, responsibility)

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

The positive specific praise is used by all staff members, from plant operators, cafeteria staff and teachers

Classroom teachers are responsible for our WOW winner and Character winner of the month

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

With only 7% of our student population earning any type of office referral. The positive strategies and positive reinforcers are working for 93% of our student population. The 7% of students receiving referrals are followed and discussed at MTSS, with the majority on some type of CICO system.

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?

All teachers use teaching of expectations, monitoring, modeling and observing those expectations. Redirection is done fluently and with respect.

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

All classrooms use a 5 point scale that is aligned to the Pinellas County Progress Report and Marzano. The scales reflect the conduct grade of E,V,S,N,U. This is a fluid system that students can move up and down the scale throughout the day.

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

All classrooms use a 5 point scale that is aligned to the Pinellas County Progress Report and Marzano. The scales reflect the conduct grade of E,V,S,N,U

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

Decreased referrals
Increased academic engagement time