Guidelines for Success

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

The school-wide Guidelines for Success are:
Be Respectful
Be Responsible
Be Safe
Be Your Best

2. Where are common area expectations posted?

Common area expectations are posted throughout the school campus.

3. How are common area expectations communicated?

Common area expectations are communicated to staff, families, and students. They are posted throughout the school campus and also verbally communicated.

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

Each classroom has their own set of expectations, which are all centered around the Guidelines for Success.

Goal 1

Present Level of Performance

91 students

Expected Level of Performance

68 students

GAP

23 students

1. What problem have you identified?

There are too many students absent more than 10% of the school year. FOCUS and Data Warehouse were used to identify this problem.

2. What is your Desired Outcome/Measureable Goal?

To decrease the number of students who are absent more than 10% of the school year by 25%.

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

Lack of attendance policy communication to parents.
Lack of communication to parents of students who continue to have absences

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

The lack of communication to parents of students who continue to have absences.

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

Once parents know that their child is being monitored regularly, and if the students' absences continue to increase, they could possibly face prosecution, I believe that the parents will try much harder to get their students' to school and on time.

Goal 1

4. How will this problem be solved?

*Child Study Team will meet regularly to monitor attendance.
*Communication to parents of the attendance policies through a variety of avenues.

Implementation Steps
(Including professional development)
   *Attendance policies communicated to parents regularly.
   *Consistent meetings by the CST.

Person(s) Responsible

   *Child Study Team
   *Administration
   *Teachers

Timeline / By When?

   The strategies will be implemented throughout the school year. So this will be an ongoing process.

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 1

5. Data collection and management

The student data that will be used to monitor this is the attendance portions in FOCUS and Data Warehouse.

Implementation Steps
(Including professional development)

FOCUS and Data Warehouse will be monitored weekly and students exhibiting multiple absences will be documented. Appropriate actions will be discussed as well as next steps.

Person(s) Responsible

CST and administration.

Timeline / By When?

This will be an ongoing process.

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 1

6. Support Plan

Planned communication and regularly scheduled CST meetings.

Implementation Steps
(Including professional development)

Consistent communication of individuals apart of the CST.

Person(s) Responsible

CST and administration.

Timeline / By When?

This process will be ongoing.

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

Goal 1

7. Fidelity Plan

Monitoring attendance through FOCUS and Data Warehouse.

Implementation Steps
(Including professional development)
    Regular meetings of CST.

Person(s) Responsible

    CST and administration.

Timeline / By When?

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

Goal 2

Present Level of Performance

21 students

Expected Level of Performance

15 students

GAP

6 students

1. What problem have you identified?

Too many student with Out of School Suspensions.

2. What is your Desired Outcome/Measureable Goal?

To decrease the number of out of school suspensions by 30%.

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

Teachers not receiving training and support on implementing the School-Wide Positive Behavior Plan.

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

Teachers receiving training and support on the School-Wide Positive behavior plan.

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

Once teachers understand and implement the SWPBP effectively, behaviors will decrease.

Goal 2

4. How will this problem be solved?

Promote and expand the program through the use of multi media, classroom guidance, literacy and recognition programs

Implementation Steps
(Including professional development)

*During the morning announcements, a character quote is presented that relates to each month's highlighted character trait.
*Monthly guidance lessons are related to the monthly character trait

Person(s) Responsible

School Counselor
Administrators
Teachers

Timeline / By When?

Ongoing

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

Goal 2

5. Data collection and management

The student data that will be used is the behavior data in FOCUS and Data Warehouse.

Implementation Steps
(Including professional development)

FOCUS and Data Warehouse will be monitored weekly by the SBLT.

Person(s) Responsible

SBLT

Timeline / By When?

Ongoing

Initiated: 8/27/2015
Ongoing: Y
Pending:
Completed:

Goal 2

6. Support Plan

Planned communication through regularly scheduled SBLT meetings.

Implementation Steps
(Including professional development)

Consistent communication of the individuals of the SBLT and teachers.

Person(s) Responsible

SBLT

Timeline / By When?

Ongoing

Initiated: 8/27/2015
Ongoing: Y
Pending:
Completed:

Goal 2

7. Fidelity Plan

Monitoring behavior data through FOCUS and Data Warehouse.

Implementation Steps
(Including professional development)

Regular meetings of the SBLT.

Person(s) Responsible

SBLT

Timeline / By When?

Ongoing

Initiated: 8/27/2015
Ongoing: Y
Pending:
Completed:

Goal 3

Present Level of Performance

Expected Level of Performance

GAP

1. The identified problem for Goal 3 is:

2. What is your Desired Outcome/Measureable Goal?

To decrease the number of incidences among the African American students by 25% in order to eliminate the achievement gap between AA students and non-AA students.

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

Teachers not receiving training and support in implementing the School Wide Positive Behavior Plan, as well as teachers not understanding cultural competency.

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

Teachers not receiving training and support in implementing the School Wide Behavior Plan.

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

Once teachers effectively implement the SWPBP, behaviors will decrease.

Goal 3

4. How will this problem be solved?

*Promote and expand the SWPBP through use of multi media, classroom guidance, literacy and recognition.
*Have teachers refer to the SIP to help implement strategies to support our AA students

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
*During the morning announcements, a character quote is presented that relates to each month's highlighted character trait.
*Monthly guidance lessons are related to the monthly character trait.

Person(s) Responsible

Administrators
School Counselor
Teachers

Timeline / By When?

Ongoing

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

Goal 3

5. Data collection and management

FOCUS and Data Warehouse will be used to monitor the progress toward the goal.

Implementation Steps
(Including professional development)
FOCUS and Data Warehouse will be monitored weekly by the SBLT.

Person(s) Responsible

SBLT

Timeline / By When?

Ongoing

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

Goal 3

6. Support Plan

Communication through regularly scheduled SBLT meetings.

Implementation Steps
(Including professional development)
Consistent communication of the individuals of SBLT and teachers.

Person(s) Responsible

SBLT
Teachers

Timeline / By When?

Ongoing

Initiated: 8/27/2015
Ongoing: Y
Pending:
Completed:

Goal 3

7. Fidelity Plan

Monitoring behavior data through FOCUS and Data Warehouse.

Implementation Steps
(Including professional development)

Regular meetings of the SBLT.

Person(s) Responsible

SBLT

Timeline / By When?

Ongoing

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

School-wide Reward System

1. What are your school-wide reward strategies?

In every classroom , teachers will recognize students daily for exhibiting targeted behavior and weekly during class celebrations. Grade level celebrations will be conducted following each grading period. Common area expectations posted throughout campus.

2. Describe the procedure/practice used.

Teachers will use at least 3:1 Positive to Negative Ratio of interactions as a strategy to consistently promote positive behaviors. Based on daily behavior students will earn time toward "Earned Activity Time" on Fridays (25-30mins)

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

In every classroom, teachers will recognize students daily for exhibiting targeted behavior and weekly during class celebrations. Grade level celebrations will be conducted following each grading period. Common area expectations will be posted throughout the campus.

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

Different elements of CHAMPS are implemented within the SWPBP.

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

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

Teachers will develop a positive classroom management system to be reviewed and approved by the Assistant Principal. Expectations will be taught during the first week of school and reviewed frequently throughout the school year.

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

Different elements of CHAMPS are implemented into the classroom management systems.

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

Elements in the system are developed to decrease the most problematic areas and promote positive behaviors.

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

A decrease in all behavior incidences.