Guidelines for Success

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

Orange Grove Elementary Guidelines for Success

1) Respect - Treating yourself and others with kindness and consideration
2) Responsibility - Doing your best and taking ownership for your words and actions
3) Honesty - Using truthful speech and behavior
4) Self-motivation - Working in a careful and consistent manner without giving up

2. Where are common area expectations posted?

Common area expectations are posted throughout the school in the cafeteria, main hallway, and front office. We are also in the process of purchasing signs that highlight our expectations. These will be posted on the outside walkways around the school. The common area expectations are reviewed frequently during the school year. They are discussed by the school counselor and principal on the morning news. Teachers discuss the expectations with their individual classes. They are reviewed during monthly classroom lessons by the school counselor. The principal and school counselor will also meet with each grade level individually at the beginning of the year for an assembly to teach and review common area expectations. Expectations are communicated to parents and families through campus signs, school newsletters, student handbook, and the counselor's bi-monthly newsletter.

3. How are common area expectations communicated?

The common area expectations are reviewed frequently during the school year. They are discussed by the school counselor and principal on the morning news. Teachers discuss the expectations with their individual classes. They are reviewed during monthly classroom lessons by the school counselor. The principal and school counselor will also meet with each grade level individually at the beginning of the year for an assembly to teach and review common area expectations. Expectations are communicated to parents and families through campus signs, school newsletters, student handbook, and the counselor's bi-monthly newsletter.

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

Classroom expectations and rules are posted in the classroom. In the beginning of the year, each class creates a mission statement and rules. These are aligned with the Guidelines for Success. The classroom rules and mission statements are both posted in the individual classrooms. The signs highlight how the rules and mission statements and rules underscore the Guidelines for Success. Teachers teach expectations, rules, and procedures in the beginning of the year. They are reviewed as a class frequently throughout the year and individually as needed.

Goal 1

Present Level of Performance

In the 2014-2015 school year, 38 students had 10 or more unexcused absences.

Expected Level of Performance

In the 2015-2016, 0 students will have 10 or more unexcused absences.

GAP

1. What problem have you identified?

Daily school attendance for all students at Orange Grove is the goal and expectation. The exception to this would be if a student had a reason that qualified as an excused absence. In the 2014-2015 school year, there were 3,117 student absences. Of those absences, 1,707 (55%) were unexcused. From this data, we are seeing that many of the absences that are occurring are either for invalid reasons or the process for excusing an absence is unknown.

2. What is your Desired Outcome/Measureable Goal?

Our goal is to have 0 students with 10 or more unexcused absences.

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

- Parents do not know or follow the proper procedure for excusing absences
- Students are absent for invalid reasons (not due to sickness, family vacations, etc.)
- Students and families do not understand or value the importance of daily attendance
- Teachers are not aware of or are not following the proper procedures for reporting an excused absence or for changing an absence from unexcused to excused when it is called for.

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

- Lack of awareness of the proper procedure for excusing absences by teachers or parents

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

Barriers identified through problem solving model and SBLT.

Goal 1

4. How will this problem be solved?

Teacher training

Implementation Steps
(Including professional development)

1) Provide training for teachers to review the process for attendance. The training would be a review of the Attendance Procedure Flowchart. This would outline what the teacher roles and responsibilities are in attendace.

Person(s) Responsible

Child Study Team

Timeline / By When?

August

Initiated: 8/21/2015
Ongoing: Y
Pending:
Completed:

Communicate clearly with parents about attendance policy

Implementation Steps
(Including professional development)

1) Use the student handbook, school newsletter, School Messenger and individual phone calls to communicate with parents.

2) Explain what is an acceptable and excused absence.

3) Explain the procedure for reporting an absence

4) Encourage parents to have their child in school unless they have a valid reason for an absence

Person(s) Responsible

Child Study Team

Timeline / By When?

August and ongoing

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

Child Study Team meetings

Implementation Steps
(Including professional development)

1) School Social Worker will gather most recent attendance data from FOCUS and DecisionEd

2) Twice a month the CST team will discuss students that are beginning to or continuing to have problems with attendance.

Person(s) Responsible

Principal, Social Worker, School Counselor

Timeline / By When?

September and ongoing

Initiated: 8/26/2015
Ongoing: Y
Pending:
Completed:

Addressing attendance concerns

Implementation Steps
(Including professional development)

1) Teachers will contact parents after repeated absences

2) If absences continue Child Study Team will make contact with the parents

3) If issue persists, actions will be taken by the CST, including attendance letters, 3 day warning letters, and parent conferences.

Person(s) Responsible

Teachers, Child Study Team

Timeline / By When?

September and ongoing

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

Perfect Attendance Awards (Individual)

Implementation Steps
(Including professional development)

1) Teachers will enter attendance data daily

2) At the end of the grading period, students with perfect attendance (no excused or unexcused absences) will receive a certificate and prize, and have their name announced at our awards ceremony and listed in the school newsletter.

Person(s) Responsible

Teachers, Principal

Timeline / By When?

September and ongoing

Initiated: 10/28/2015
Ongoing: Y
Pending:
Completed:

Monthly Class Attendance Awards

Implementation Steps
(Including professional development)

1) Teachers will enter attendance data daily

2) At the end of each month, the principal will announce the class with the best attendance. This class will receive a reward.

Person(s) Responsible

Teachers, Principal

Timeline / By When?

September

Initiated: 10/1/2015
Ongoing: Y
Pending:
Completed:

Goal 1

5. Data collection and management

Daily attendance data

Implementation Steps
(Including professional development)

    1) Train teachers to input attendance data correctly

    2) Regularly analyze attendance data that has been entered.

Person(s) Responsible

    CST team

Timeline / By When?

    September and ongoing

Initiated: 8/21/2015
Ongoing: Y
Pending:
Completed:

Goal 1

6. Support Plan

Provide periodic reviews to teachers

Implementation Steps
(Including professional development)

During the year, review the attendance procedures with the staff as needed.

Person(s) Responsible

Child Study Team

Timeline / By When?

December, March

Initiated:
Ongoing:
Pending: Y
Completed:

Share data with staff

Implementation Steps
(Including professional development)

At monthly faculty meetings we will share attendance data

Person(s) Responsible

School Counselor

Timeline / By When?

September, ongoing

Initiated:
Ongoing:
Pending: Y
Completed:

Goal 1

7. Fidelity Plan

Child Study Team Meetings

Implementation Steps
(Including professional development)

Review attendance data and communicate with teachers regarding the accuracy of the data

Person(s) Responsible

Child Study Team

Timeline / By When?

September and Ongoing

Initiated: 8/26/2015
Ongoing: Y
Pending:
Completed:

Regular, twice monthly meetings of Child Study Team

Implementation Steps
(Including professional development)

Post meeting schedule on Outlook calendar with individual invitations to members

Person(s) Responsible

School Counselor

Timeline / By When?

September and ongoing

Initiated: 8/26/2015
Ongoing: Y
Pending:
Completed:

Goal 2

Present Level of Performance

Of 24 minor incident forms, 15 (63%) incidents occurred in common areas, outside of the classroom

Expected Level of Performance

Increased consistency in expectations for behavior in common areas leading to a decrease in incidents in common areas by 20%.

GAP

1. What problem have you identified?

Based on data from our Minor Incident Reports, teachers and staff are observing issues with behaviors in common areas/outside of the classroom. This includes the cafeteria, main hallway, and in transition from one place to another. We want staff to become consistent with their expectations and rules for behavior in common areas, including their use of STOIC and CHAMPS tools.

2. What is your Desired Outcome/Measureable Goal?

Our goal is to decrease the number of minor incidents in the common area of the school by 20%.

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

- Undefined expectations/rules for certain activities in common areas
- Students do not know the expectations/rules for common areas
- Lack of consistency in expectations among teachers

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

Students do not know the expectations/rules for common areas

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

Through the problem solving model discussed by the School Based Leadership Team.

Goal 2

4. How will this problem be solved?

Re-teaching of Rules and Expectations

Implementation Steps
(Including professional development)

The Principal and School Counselor will meet with each grade level and review the rules and expectations for the common areas

Person(s) Responsible

Principal, School Counselor

Timeline / By When?

August

Initiated: 8/31/2015
Ongoing:
Pending:
Completed: 9/3/2015

Classroom Reviews of Rules and Expectations

Implementation Steps
(Including professional development)

Teachers will periodically review the expectations and rules for common areas with their class.

Person(s) Responsible

Classroom Teachers

Timeline / By When?

August and ongoing

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

School-wide review of common area rules and expectations

Implementation Steps
(Including professional development)

Regular reviews of the expectations and rules will occur through announcements made on the morning news.

Person(s) Responsible

School Counselor, Principal

Timeline / By When?

August and ongoing

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

Increase Signs in common areas that reinforce rules and expectations

Implementation Steps
(Including professional development)

1) Order signs that display character traits and character messages

2) Post in high traffic locations to serve as reminders to students about behavior

3) Post signs with School Wide Expectations in all common areas of the school

Person(s) Responsible

Principal, School Counselor

Timeline / By When?

August

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

Goal 2

5. Data collection and management

Minor Incident Reports

Implementation Steps
(Including professional development)

1) Teachers are trained to use the Minor Incident Report forms

2) Data is collected and analyzed including location of misbehavior

Person(s) Responsible

Staff, School Counselor

Timeline / By When?

August and ongoing

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

Goal 2

6. Support Plan

Train teachers to use STOIC and CHAMPS

Implementation Steps
(Including professional development)

1) Provide training for Positive Proactive Classroom Management that includes the STOIC acronym and various tools used in CHAMPS

2) Set up schedule of periodic classroom reviews led by teacher

Person(s) Responsible

School Counselor

Timeline / By When?

August and ongoing

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

Goal 2

7. Fidelity Plan

Monitor data

**Implementation Steps
(Including professional development)**

   1)Monitor minor infraction data through SBLT

   2) Questions students to check for understanding

Person(s) Responsible

   SBLT

Timeline / By When?

   September

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

Goal 3

Present Level of Performance

In the 2014-2015 school year, students who are black accounted for 1 discipline referral (out of 5 total - 20%), 2 Minor Incident Reports (out of 24 total - 8%), and 1 Discipline Incidents (out of 1 - 100%).

Expected Level of Performance

The Expected Level of Performance is zero referrals, minor incident reports, and discipline incidents.

GAP

1. The identified problem for Goal 3 is:

Based on discipline and referral data from FOCUS and from Minor Incident Form data, we have very few recorded discipline issues. Because of the low numbers it is difficult to draw conclusions or see patterns about any group of students at our school. However, we want all students to be successful in school and this includes being respectful, responsible, self-motivated, and highly engaged. To reach this goal, misbehavior in the classroom and in common areas of the campus should be corrected and prevented.

2. What is your Desired Outcome/Measureable Goal?

Our goal is to have zero referrals, minor incident reports, and discipline incidents from all students including those students who are black.

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

- Students have not been taught the expectations of the classroom or common area
- Students need extra practice to learn and apply the expectations and rules
- Students choose not to follow the expectations and rules that have been taught to them

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

- Students choose not to follow expectations that have been taught to them

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

Through the problem solving model discussed by the School Based Leadership Team.

Goal 3

4. How will this problem be solved?

Continue to provide Tier 1 Behavior Intervetnions

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

1) Monthly classroom lessons based on character trait of month

2) Teachers and staff focus on school-wide expectations - review, refer to, and embed character traits in daily lessons.

3) School-wide Positive Behavior Reward Program - Orange You Special

4) Citizen of the Month - monthly recognition program

Person(s) Responsible

Classroom Teachers, SBLT

Timeline / By When?

August

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

Provide Tier 2 Behavior Interventions

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

1) Develop a behavior incentive program for a small group of students showing a need for behavior improvement that is not met by Tier 1 Interventions

2) Small Group Counseling - form small groups to address issues such as anger management, social skills, conflict resolution, and friendship skills.

Person(s) Responsible

1) Student Services

Timeline / By When?

As data shows is necessary

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

Earlier interventino for students not following expectations

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
1) Collect data on minor incident infractions
2) Meet with teachers at SBLT to discuss interventions
3) Implement Tier 2 interventions
4) If student is not successful with Tier 2 interventions, implement Tier 3 interventions

Person(s) Responsible

Classroom Teachers, SBLT

Timeline / By When?

August

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

Goal 3

5. Data collection and management

Minor Incident Reports, Office Discipline Referrals

Implementation Steps
(Including professional development)

1) Provide training on addressing discipline, including the difference between major and minor behaviors, the consequence hierarchy, and our Referral and Minor Incident forms.

2) Collect forms and analyze data

Person(s) Responsible

Staff, School Counselor

Timeline / By When?

August

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

Goal 3

6. Support Plan

Provide booster sessions to review discipline process for addressing misbehavior

Implementation Steps
(Including professional development)

Use faculty meetings to review the steps teachers should take to address misbehavior

Person(s) Responsible

School Counselor

Timeline / By When?

September

Initiated:
Ongoing:
Pending: Y
Completed:

Goal 3

7. Fidelity Plan

Monitor Data

Implementation Steps
(Including professional development)

1)Monitor minor infraction data through SBLT

2) Question students to check for understanding

Person(s) Responsible

SBLT

Timeline / By When?

September

Initiated:
Ongoing:
Pending: Y
Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

- Orange You Special

- Citizen of the Month

- Rotary Students of the Month

- Bring Up Grades Kiwanis reward program

- I-Station, ST Math, and Ticket to Read achievement recognition

- Principal's List, Honor Roll, Perfect Attendance Celebration

- Monthly Attendance Classroom Rewards

- Brag Tags

2. Describe the procedure/practice used.

When a class is observed behaving in an exemplary manner and demonstrating the Guidelines for Success, they are rewarded with a paper orange by an Orange Grove staff member. The goal for the class is to earn enough oranges to spell out a set list of words (Respect, Responsibility, Honesty, Self-Motivation, and Orange Grove). When an orange is awarded, the classroom teacher writes a letter on the orange (starting with R for respect, then e, s, etc.) and posts the orange in the classroom. When a class finishes a word, they receive a special reward. They then move on to the next word on the list.

For Citizen of the Month, each month every classroom teacher selects a student from their class that has displayed the character trait of the month. Their names are announced on the Morning News, they receive a school T-shirt, and that month's group of students has lunch with the principal on a designated day.

Fifth grade students are also eligible to be Rotary Students of the Month. Fifth grade teachers select students from their classes each month that have shown leadership, character, and self-motivation. These students attend a Rotary luncheon with the principal one day during the month and are recognized for their accomplishments.

Bring Up Grades (BUGs) is a reward program based on academic achievement. Students in 3rd-5th grade participate and are rewarded at the end of each grading period for brining up grades in at least one subject area while maintaining all other grades.

Students are recognized for achievement through participation in ST Math, I-station, and Ticket to Read

At the end of each grading period students in grades 3-5 have an assembly to recognize those students who have perfect attendance, made Honor Roll, or made Principal's List. They receive certificates and prizes as well as have their names listed in the school newsletter.

At the end of each month, the classroom with the best attendance is recognized and receives a reward for their

efforts.

Brag tags are charms that are given to students for various accomplishments. All students in the school receive a chain that they can either keep at home or hang in their classroom. Throughout the year, students earn brag tags to put on their chains to show what they have achieved this school year.

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

Orange You Special is a program that starts in the beginning of the year. It runs throughout the year with different classes reaching their goals at different times. The entire staff participates in this program. Oranges are earned anywhere in the school.

Citizen of the Month and Rotary Students of the Month are selected by classroom teachers and rewards are implemented by the Principal.

BUGs is a program that starts at the beginning of the 2nd grading period based on grades from the 1st grading period. The program is in place for the entire grading period and then starts over again in the next grading period. The program coordinator is the school counselor.

The Principal's List, Honor Roll, and Perfect Attendance Celebration occurs at the end of each grading period. The classroom teachers and the Principal as well as the office staff are all part of this process.

Monthly Attendance Classroom Rewards are coordinated by the Principal each month

Brag Tags are given out by individual teachers throughout the year. The school counselor and PE teacher award them to students for achievements in exercise and healthy habits. Teachers award them to their students for meeting

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

These strategies provide rewards for desired behaviors.

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

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

In the beginning of the school year, staff is trained in Positive Proactive Classroom Management and STOIC. Teachers are taught what aspects of the classroom structure they can manipulate, how to be explicit in teaching students their expectations, to constantly monitor student behavior, to interact positively in order to improve student behavior, and when corrections are needed, to do so briefly, fluently and consistently. CHAMPS tools are provided for teacher use within the classroom based on the level of structure necessary.

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

The implementation of Positive and Proactive Classroom Management

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

Discipline and referral data shows that our classrooms typically are successful with Tier 1 behavior interventions. However data is used to determine when Tier 2 interventions are needed, including additional classroom character lessons and specialized behavior plans.

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

Based on the classroom management our expectations are high student engagement, respect, responsibility, and self-motivated students.