Guidelines for Success

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

 The GFS expectations are clearly identified and reviewed annually. Common-area expectations are aligned to classroom expectations and are clearly communicated at the start of each school year to all students by their classroom teacher. The expectations are posted within the classrooms, provided to parents and students within the classroom management plan, and within the student/parent handbook. The classroom expectations are aligned to the school wide expectations and are clearly communicated to all stake holders (students, parents, and visiting adults).

The school wide GFS expectations have been clearly identified to include fundamental guidelines
a. Be Honest
b. Be Respectful
c. Be Responsible
d. Be Motivated

2. Where are common area expectations posted?

Common area expectations are posted and clearly communicated in the following areas:
a. restroom
b. hallway
c. Student/parent/handbook
d. school website
e. fundamental agreement form

3. How are common area expectations communicated?

Common-area expectations are aligned to classroom expectations and are clearly communicated at the start of each school year to all students by their classroom teacher.

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

The expectations are posted within the classrooms, provided to parents and students within the classroom management plan, and within the student/parent handbook. The classroom expectations are aligned to the school wide expectations and are clearly communicated to all stake holders (students, parents, and visiting adults)

Goal 1

Present Level of Performance

The 2014-2015 school year resulted in zero disciplinary referrals.

Expected Level of Performance

The expected level of performance is to remain with zero disciplinary referrals for the 2015-2016 school year.

GAP

There is no GAP between other students and blacks and no GAP between the 2014-2015 school year and the expected level of performance for the 2015-2016 school year.

1. What problem have you identified?

During the first week of school teachers will ensure that their classroom management plans are aligned the school's. Within the first week of school for students, classroom teachers will instruct students on the expectations. The data used was from referral data inputted into Focus.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome is to decrease the number referrals for other offenses.

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

During the 2013-2014 school year there were zero referrals for other offenses. During the 2014-2015 school year a total of two referrals for other offenses was entered into Focus. Barriers that may have resulted in the goal not being reached and the increase in the number of referrals from one school year to the next is that students and parents new to the fundamental school may not have read the handbook, listened to the verbal expectations within the classroom and required PTA meetings, or observed posted expectations around the campus.

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

To help ensure that the goal is meet, this school year a back to school meeting for new parents and students has been scheduled in addition to the orientation meeting to help review campus wide expectations prior to the first day of school. In addition, with the support of PTA and current parents and students, each new fmaily/student will be provided a parent mentor and student mentor to be available to answer questions or concerns.

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

Communication of the school wide expectations and fundamental policies and procedures is an important aspect of orientating students and parent to the Panther way.

Goal 1

4. How will this problem be solved?

Increase the use of the Panther Way across the school campus

Implementation Steps
(Including professional development)

Review with staff at the first staff meeting and also with parents at the first mandatory PTA meeting.

Person(s) Responsible

Brennan

Timeline / By When?

Start of the school year

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

In common areas have posted the expectations

Implementation Steps
(Including professional development)

Teachers to revew with students

Person(s) Responsible

All staff members

Timeline / By When?

Start of the school year

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

Goal 1

5. Data collection and management

The number of referrals that are written campus wide

Implementation Steps
(Including professional development)

Discussed with SBLT as referrals are written

Person(s) Responsible

All of SBLT

Timeline / By When?

1 time per month as referrals are written

Initiated: 9/15/2015
Ongoing: Y
Pending:
Completed:

Goal 1

6. Support Plan

Continue to reinforce the use of common language campus wide

Implementation Steps
(Including professional development)
Modeling and reviewing at staff meetings

Person(s) Responsible

All staff members

Timeline / By When?

all year

Initiated: 8/11/2015
Ongoing:
Pending:
Completed:

Goal 1

7. Fidelity Plan

If at the end of the school year there is no referrals

Implementation Steps
(Including professional development)

Pull discipline data from Focus

Person(s) Responsible

SBLT

Timeline / By When?

once a month

Initiated: 9/15/2015
Ongoing: Y
Pending:
Completed:

Goal 3

Present Level of Performance

During the 2014-2015 school year there were no referrals. No discipline gap was evident between any subgroup.

Expected Level of Performance

To maintain zero referrals written for the current school year

GAP

No gap is evident

1. The identified problem for Goal 3 is:

To continue to follow the Panther Way

2. What is your Desired Outcome/Measureable Goal?

To have zero referrals by the end of the current school year as measured by data within Focus.

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

No gap is evident at this time.

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

To continue to review expectations with all students to prevent disciplinary referrals from being needed.

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

If the students and parents are aware of the expectations they will be able to adhere to them.

Goal 3

4. How will this problem be solved?

Students and parents new to the school will meet with the principal prior to entering class to review expectations.

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

Teachers will review class expectations with studnets and parents upon entering the school.

Person(s) Responsible

All staff members.

Timeline / By When?

all year

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

Goal 3

5. Data collection and management

Referral data entered into focus.

    Implementation Steps
    (Including professional development)
      Monthly review of data

    Person(s) Responsible

      SBLT

    Timeline / By When?

      all year

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

Goal 3

6. Support Plan

Students that are observed not following school wide expectations will be reminded of them. Also parents will be communicated with to provide support at home to help remind the student of the expectations.

**Implementation Steps
(Including professional development)**

Provide posted expectations and a studnet parent handbok.

Person(s) Responsible

All staff members

Timeline / By When?

all year

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

Goal 3

7. Fidelity Plan

SBLT will review data from Focus.

Implementation Steps
(Including professional development)

Moonthly meetings to review data and each grading period to present to various grade levels.

Person(s) Responsible

SBLT

Timeline / By When?

ongoing

Initiated: 9/8/2015
Ongoing: Y
Pending:
Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Pasadena Fundamental Elementary is focused on reducing the number of infractions that classrooms earn in a given week. Classrooms that earn zero infractions for the week will be recognized with announcements on the morning show, news letter, and a lunch bunch with the Principal.

2. Describe the procedure/practice used.

Teachers maintain a log of infractions by report card periods. At the start of school students are explained the school wide opportunity for lunch bunch and class recognition along with reminders during the year on the morning tv show.

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

classroom teacher monitors classroom infraction data weekly
Recognize Classrooms with 0 infractions for the week are recognized with a lunch bunch

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

The strategy utilized is based upon classroom data for the number of infractions that are issued. During the last 3 years utilizing the reward system school-wide in addition to the individual classroom reward systems, the number of students referred to the Intervention and Appeals committee has been decreaseng year to year.

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

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

Establish classroom rules and consequences that align with Guidelines for Success and CHAMPS

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

Aspects from CHAMPS and Guidelines for Success and utilized to develop classroom behavior management plans that are aligned to fundamental policies and procedures

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

Classroom management systems were developed based upon fundamental policies and routinely reviewing available infraction and referral data.

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

To reduce the number of referrals entered into FOCUS and also the number of students that are brought before IAC.