Guidelines for Success

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

   Always do your best
   Respect others and yourself
   Treat others kindly
   Safety first

2. Where are common area expectations posted?

   Our guidelines to success are posted all around our building in common areas. Each classroom has a framed copy posted.

3. How are common area expectations communicated?

   It is an expectation that teachers teach these expectations at the beginning of the school year and use them in guiding their own classroom rules/management system. Each teacher develops and teaches their classroom expectations/rules throughout the school year. Rules and consequence along with rewards are posted in each classroom.

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

   It is an expectation that teachers teach these expectations at the beginning of the school year and use them in guiding their own classroom rules/management system. Each teacher develops and teaches their classroom expectations/rules throughout the school year. Rules and consequence along with rewards are posted in each classroom.
Goal 1

Present Level of Performance

53 Behavior Reports over the 14-15 school year

Expected Level of Performance

Continue to reduce the number of behavior reports written by 10%

GAP

1. What problem have you identified?

The students will know, understand and comply with school expectations. Class and Campus Disruptions is our highest category of behavior reports. Over the past 3 years of data, we have noticed a reduction in these numbers with a slight increase last year.

2. What is your Desired Outcome/Measureable Goal?

By the end of the 2015-16 school year, the number of behavior reports in this area will be reduced by 20%.

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

Category is too broad
Several Plans within the student’s daily schedule

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

Category is too broad - will break this category down

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

We have seen a reduction in behavior reports because we have focused on providing data to teachers.
Goal 1

4. How will this problem be solved?

Provide professional development on discipline gaps

Implementation Steps
(INCLUDING PROFESSIONAL DEVELOPMENT)
Implement an ongoing book study with staff concentrating on working with our own perceptions/stereotypes and strategies that will decrease the discipline gap between black and non-black students by 10%.

Person(s) Responsible

Timeline / By When?

By September 23, 2015

Initiated:
Ongoing: Y
Pending:
Completed:

Ongoing dialogue with our “Arts” team to discuss common language and processes.

Implementation Steps
(INCLUDING PROFESSIONAL DEVELOPMENT)

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing: Y
Pending:
Completed:

Create consistent behavior plan across grade levels and disciplines.
Implementation Steps
(Including professional development)

Training

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:  Y
Pending:
Completed:

School wide monthly studies focusing on the barriers listed above.

Implementation Steps
(Including professional development)

Book study

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:  Y
Pending:
Completed:
Goal 1

5. Data collection and management

Student data will be collected and monitored (behavior reports)

Students that exhibit positive behavior are allowed to go to recess during their lunch period.

The SBLT meets weekly to monitor behavior and cycle through the problem solving process.

Implementation Steps
(Including professional development)

Person(s) Responsible
School Social Worker
School Principal

Timeline / By When?
SBLT meets weekly to monitor behavior and cycle through the problem solving process.

Initiated:
Ongoing: Y
Pending:
Completed:
Goal 1

6. Support Plan

Posted rules & guidelines

Implementation Steps
(Including professional development)
   All teachers have rules and guidelines

Person(s) Responsible
   Principal

Timeline / By When?
   Pre Planning

Initiated: 8/20/2015
Ongoing: Y
Pending: 
Completed: 
Goal 1

7. Fidelity Plan

Monitor

Implementation Steps
(Including professional development)
   SBLT and Leadership Meetings

Person(s) Responsible

   Principal
   School Counselor

Timeline / By When?

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:
Goal 2

Present Level of Performance

- 53 Behavior Reports over the 2014-15 school year

Expected Level of Performance

- Continue to reduce the number of behavior reports by 10%

GAP

1. What problem have you identified?

   The students will know, understand and comply with school expectations. Our largest number of referrals written were in kindergarten.

2. What is your Desired Outcome/Measureable Goal?

   By the end of the 2015-16 school year, the number of behavior reports will be reduced by 10%.

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

   Kindergarten students are not used to the school setting.
   Lack of positive behavior plan specific for kindergarten.

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

   Lack of positive behavior plan specific for kindergarten.

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

   In the past we have had a plan to support behavior with kindergarten students in the cafeteria.
Goal 2

4. How will this problem be solved?

Implement cool down area

Implementation Steps
(Including professional development)
    Work with teachers on how to do this

Person(s) Responsible
    School Counselor

Timeline / By When?
    August 2015

Initiated: 
Ongoing:  Y
Pending: 
Completed: 

Goal 2

5. Data collection and management

School Behavior Report

Implementation Steps
(Including professional development)
  SBLT and Leadership Meeting

Person(s) Responsible

  Principal
  School Counselor

Timeline / By When?

Initiated:  8/24/2015
Ongoing:  Y
Pending:  
Completed:  
Goal 2

6. Support Plan

School Counselor will implement strategies to cool down in the monthly guidance lessons.

Implementation Steps
( Including professional development)
School Counselor will work with kindergarten teachers

Person(s) Responsible
School Counselor

Timeline / By When?
Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:
Goal 2

7. Fidelity Plan

Monitor

Implementation Steps
(Including professional development)
  SBLT and Leadership Meeting

Person(s) Responsible
  Principal
  School Counselor

Timeline / By When?

Initiated:  8/24/2015
Ongoing:  Y
Pending:  
Completed:  
Goal 3

Present Level of Performance

53 Behavior Reports over the 2014-15 school year

Expected Level of Performance

Continue to reduce the number of behavior reports by 10%

GAP

1. The identified problem for Goal 3 is:
   Students at Perkins are expected to know, understand and comply with the school wide behavior rules. Discipline data was used to identify a gap between black and non black students.

2. What is your Desired Outcome/Measureable Goal?
   By the end of the 2015/16 school year, the gap between black and non-black students will reduce by 30% as measured by behavior reports.

3. What are possible reasons that your goal has not yet been reached (barriers)?
   1. Schedule and course load
   2. Perceptions by staff

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

3b. How do you know that this is the right barrier to address (validation)?
   Recent research
   Focus on training
Goal 3

4. How will this problem be solved?

Book Study

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
  Monthly Staff PLC - studying perceptions and stereotypes

Person(s) Responsible
  Principal
  School counselor

Timeline / By When?
  End of 2016

Initiated: 8/19/2015
Ongoing: Y
Pending: 
Completed:
Goal 3

5. Data collection and management

Behavior Reports

Implementation Steps
(Including professional development)
Monthly PLC with data being shared

Person(s) Responsible

Principal
School Counselor

Timeline / By When?

Initiated: 8/19/2015
Ongoing: Y
Pending: 
Completed: 
Goal 3

6. Support Plan

Use of book to do with Book Study

Implementation Steps
(INCLUDING PROFESSIONAL DEVELOPMENT)
Montly PLC

Person(s) Responsible

Principal
School Counselor

Timeline / By When?

Initiated: 8/19/2015
Ongoing: Y
Pending:
Completed:
Goal 3

7. Fidelity Plan

SBLT Review of Data

Implementation Steps
(Including professional development)
Review Guidelines

Person(s) Responsible
Principal
School Counselor

Timeline / By When?

Initiated: 8/19/2015
Ongoing: Y
Pending:
Completed:
School-wide Reward System

1. What are your school-wide reward strategies?

   Students that exhibit positive behavior are allowed to go to recess during their lunch period.

2. Describe the procedure/practice used.

   Students must wear ID badges. Students who have ID badge at the time of recess get to go outside to play. Those who do not have to sit at the silent table.

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

   Daily

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

   This is a daily plan and is not contingent on previous behavior.
Alignment of Classroom Management Systems With The School-Wide Behavior Plan

1. What STOIC-based classroom management system is implemented in your school?
   
   Each classroom teacher is responsible to create their management plan based on the Guidelines for Success. Videos have been created for our morning news show to help teach expectations.

2. How do you know that your classroom management system is research based?
   
   Teachers have been trained with CHAMPS.

3. How is your classroom management system aligned to data?
   
   Teachers review data at the beginning of school and throughout the school year.

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