Guidelines for Success

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

Pinellas Central Elementary School

Guidelines for Success

1. Be responsible for yourself and your actions
2. Be respectful to everyone
3. Be motivated to do quality work
4. be honest to yourself and others

2. Where are common area expectations posted?

Our Guidelines for Success are posted in every classroom, every common area used by students or staff and in every office used by students and staff.   Our Guidelines for Success and school-wide expectations are included in the our staff handbook and our student's AVID binders carried between school and home daily. Common area expectations are also posted throughout the school. These include cafeteria, hallway and library expectations. These expectations are communicated to students and parents via student agendas, posted signs, assemblies, newsletters and on our website.

3. How are common area expectations communicated?

Following PBS Guidelines, these expectations are taught, modeled and practiced to ensure success for students. Parents are made aware of classroom expectations in home school communications, Open House School Messenger and at parent-teacher conferences.The monring news programs is also used as needed to communicate and or remind students of school wide expectations.

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

The classroom expectations/rules are developed by grade level teams with the involvement of students. This process is a part of culture building during the first few days of school. The expectations and consequences are posted in the rooms and are including in the Avid Binders for the parents to see. These expectations and consequences are shared with parents at Open House and during conferences. We have a school wide reporting system to families for daily results of following the school and class expectations. Each students goes home with an E V S N or U as aligned to our quarterly progress reports.

Goal 1

Present Level of Performance

Present level of performance is 23 total physical aggressions in the 2014-25 school year - 14 student on student and 9 on adult.

Expected Level of Performance

No more than 10 physical aggression referrals during the 2015-2016 school year.

GAP

13 physical aggression referrals

1. What problem have you identified?

Continue to decrease the incidents of physical aggressions students exhibit on other students and staff.

This goal was selected based on referral data from the last 3 years. Referrals have dropped significantly but any physical aggression is too many. We have worked diligently to decrease the incidents but will continue to work on this goal until there are less that 0-5 incidents in a school year.

The data on physical aggressions are:

	Against Students	Against Staff	Total
2012-2013	57	29	86
2013-2014	37	18	54
2014-2015	14	9	23

All our subgroups are represented in this data with White, Black, Hispanic and Asian as well as ESE and ESOL These physical aggressions were exhibited by both male students with 20 and female with 3. Asian Students had 2, Black 6, Hispanic, 7 and White 8 which represents Black 6 (26%) and non Black 17(73%). Our Black students represent 12.2 percent of our populationThis gap will be addressed in the action steps below.

2. What is your Desired Outcome/Measureable Goal?

Our goals is to decrease the incidents of students attempting to solve problems through the use of physical aggression to 10 or less as measured by the number of discipline referrals indicating striking students or adults.

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

We have drastically decreased the number of physical aggressions over the last three years, but will continue to work on this goal until all students demonstrate alternative problem solving strategies and skills

Students have not learned problem solving, social skills and conflict resolution yet at this age. This is developmental

and we feel it is part of our responsibility in teaching to also include these age appropriate affective skill.s

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

The most valid and alterable barrier we will try to overcome is the lack of knowledge of alternative problem solving strategies. Many of our young students have not had the need or opportunity to learn problem solving strategies within their families or community activities.   Some of our students live in poverty where stress is high and exposure to domestic violence is prevalent. We feel our students have not have the opportunity to see other problem solving strategies used in real work situations enough to practice and internalize more verbal ways of problem solving.   We believe explicit teaching and training will help overcome this barrier.

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

Because we have had success in decreasing the incidents over the past three years.

Goal 1

4. How will this problem be solved?

All K-3 classes will have Guidance classes monthly that focus on non violent problem solving strategies and recognizing cultural differences that may contribute to misunderstanding that lead to physical aggressions This will address the gap between Black and non Black referrals for physical aggressions.

Implementation Steps
(Including professional development)

   1. Guidance Schedule will be developed. 2. Curriculum will be aligned to age and problem solving. 3. Embracing differences will be a part of the series.

Person(s) Responsible

   Janet Rosen- Guidance Counselor

Timeline / By When?

   Monthly -Sept 2015- May 2016

Initiated: 9/7/2015
Ongoing: Y
Pending:
Completed:

Peer Mediation will begin with initial year implementation

Implementation Steps
(Including professional development)

   1. Guidnace couselor will facilitate program. 2. Training of 4th and 5th grade students as peer mediators. System of mediations reporting, scheduling and following up will be planned and inplemented

Person(s) Responsible

   Janet Rosen- 4th and 5th grade teachers

Timeline / By When?

   Beginning October2015 - May 2016

Initiated: 10/12/2015
Ongoing: Y
Pending:
Completed:

The

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Goal 1

5. Data collection and management

Referrals written for striking student or adults

**Implementation Steps
(Including professional development)**
Collect Monthly and reviewd by SBLT and PBS SIP Goal team.

Person(s) Responsible

Dr. Walsh, Principal and PBS SIP Team Chair - Hope Nichols

Timeline / By When?

Monthly

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Number of Peer Mediations conducted

**Implementation Steps
(Including professional development)**
Log of outcomes reviews monthly

Person(s) Responsible

Janet Rosen, Guidance Counselor
Walsh, Administrator and Hope Nichols, PBS SIP Chair

Timeline / By When?

Monthly

Initiated: 10/6/2015
Ongoing: Y
Pending:
Completed:

Goal 1

6. Support Plan

District Guidance Support

Administrator working with PBS SIP Chair

Implementation Steps
(Including professional development)

Refresher with Peer Mediation

Setting up processes to efficiently collect data monthly

Person(s) Responsible

District guidance deopartment and Janet Rosen

Administrator - Walsh

Timeline / By When?

Sept. 2015

Sept 2015

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 1

7. Fidelity Plan

Referral Data and actions will be shared and monitored at SBLT and PBS SIP committee meeting

Implementation Steps
(Including professional development)
Monthly meeting will include data shareingand implemntation status

Person(s) Responsible
Walsh and Nichols

Timeline / By When?
Monthly

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

School-wide Reward System

1. What are your school-wide reward strategies?

Our school wide recognition system consists of monthly assemblies for recognizing students who meet or exceed expectations in academics and behavior as well as those who improve based on goal setting. Students, classes and grade levels are individually recognized on the morning news after reaching a milestones in St. Math, I Station, Honor Roll and Principals List as well as Exhibiting the Character Word of the Month and earning the Super Student of the Month Awards for each class.Students accomplishments are hilightedon our website as well in the newsletter monthly.

2. Describe the procedure/practice used.

Monthly assemblies - all students in school are together and students stand to be recognized for their accomplishments. Certificates are disbursed through the classroom teacher and the teachers and staff send recognitions to the webmaster, Newsletter editor and news crew coordinator to be recognized in these formats.

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

Process are in pplace for these strategies. Administrator, teachers, staff send information about recognitions the staff responsible for managing the product - assemblies, website, newsletter, news station, etc. This occurs on a monthly basis based on the master calendar with deadlines posted.

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

The strategies are aligned to data because they are derived form goal setting and criteria. They are research based because they are part of our PBS guidelines.

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

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

All these are in place and were presenting in pre-school to all staff. STOIC walkthroughs occur three times a year and components are documented as part of the Marzano Framework used to evaluate teachers.

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

Becuause the componets or based on our PBS guidelines.

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

Data is collected each month on students who receive an N or U during the month. This data is used to determine needs for intervention such as small group or individual reteaching to the expectatiaon behavior. This data is also used to determine the strength of the core classroom management instruction and system.

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

All students are expected to consistently earn S, E or V at least 90% of the days of school.