Guidelines for Success

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

Ponce de Leon uses PBS. The school wide guidelines include:
Participate respectfully
Operate safely
Navigate toward self-motivation
Cooperate responsibly
Extend honesty

2. Where are common area expectations posted?

Hallway
Use a level) voice when traveling through the hallways
Walk along the right side of the hallway
Help keep our school clean by picking up trash in the hallways
Keep hands, feet and unkind works to yourself
If you need to tie your shoe please finish quickly

Cafeteria
Use level 2 voice when talking to friends at your table.
Follow directions given by adults in the cafeteria
Face forward in line.
Keep your area clean.
Keep hands, feet and unkind words to yourself.
Eat food only from your tray.
Take correct food items only.

Bathroom
Use a level 0 or 1 voice when traveling to the bathroom with your buddy.
Complete personal needs and return to your classroom.
Be sure to clean up after yourself before you leave.
Keep your hands, feet and unkind words to yourself.
Use restroom only when needed.

3. How are common area expectations communicated?

The MTSS - Behavior Coach shared common area expectation during a preschool meeting on 8/13/15. These expectations where included in a Powerpoint presentation that was then forwarded to the staff. Classroom teachers are provided with charts created for common area expectations. These charts and guidelines for success are expected to be shared with all students in the beginning week of school. Most teachers take a tour of these common areas within the first week to model appropriate behavior.

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

Each classroom teacher including specialists are expected to create a classroom management and discipline plan. These plans are from the work of Randy Sprick and Safe and Civil schools. The interactive template (figure 5.1) was

provided to each of the classroom teacher at the opening meeting on 8/13/15. Teachers were given time to collaborate with others to work on their plan and seek out clarifying information from the MTSS-Behavior Coach. All plans are required to be submitted to the Assistant Principal by 9/14/15. Part of this discipline plan is to outline classroom expectations and develop classroom rules. These rules and expectations can be included in a guideline for success template that was provided to the staff at the 8/13/15 meeting. After communicating the expectation and rules with the class, the teacher will then post them in a location in the classroom in which it can be clearly seen and referred to often. It is an expectation that each classroom teacher refers to their guidelines for success and classroom rules while moving students up and down on their five tiered classroom behavior management plan.

Goal 1

Present Level of Performance

According to 2014-2015 data 148 students received discipline referrals.

Expected Level of Performance

Decrease referrals for defiance by 20% by the May 2016.

GAP

The gap between our results from last year and our goals for this year is 37 referrals.

1. What problem have you identified?

Students are not remaining in class 100% of the time due to behavior or task avoidance issues. The data used for this problem are discipline incidents and referrals reported on Focus.

2. What is your Desired Outcome/Measureable Goal?

Reduce the amount of students leaving instruction due to behavior or task avoidance. This goal can be measure by reducing the amount of discipline referrals recorded last year in focus by 20%.

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

Students are acting out to avoid tasks that may be rigorous and require academic stamina they do not possess or wish to put forth.
The content being delivered is either above or below the level of the student which causes them to lose interest and seek attention in other ways.
The teacher has not identified the function of the behavior in which the acting out student is exhibiting.
This defiant behavior has not been accurately identified and defined.
Examples and Non-examples have not been provided with fidelity.
Students are provided with desired attention whether it is positive or negative when they are exhibiting defiant behavior.

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

Determine the function of the behavior the acting out student is exhibiting.

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

This barrier may be caused by many different functions; however, once and individuals behavior function has been addressed and validated the student can continue to be successful. This may look different per student; however, it would eliminate the need to address the entire class when trying to extinguish behaviors.

Goal 1

4. How will this problem be solved?

Each classroom teacher is requiredto hold a daily morning (class) meeting based up on the work of Roxann Kriete in the Morning Meeting Book.

Implementation Steps
(Including professional development)

Beginning on day 1 each classroom teacher is required to hold a 10 minute morning meeting. This meeting may not take place first thing in the morning due to L300 requirements and the master schedule.

Person(s) Responsible

Classroom teachers

Timeline / By When?

First day of school

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

Within the morning (class) meeting, each classroom teacher is also required to embed social skills lessons through the use of SMART steps curriculum and Tough Kids Social Skills curriculum.

Implementation Steps
(Including professional development)

The social skills curriculum should be embedded into morning (class) meetings after the first ten days of schools. This allows the classroom teacher time to build their classroom culture.

Person(s) Responsible

Classroom teachers

Timeline / By When?

After the first ten days of school.

Initiated: 9/8/2015

Ongoing: Y
Pending:
Completed:

MTSS-Behavior Coach will be available for problem solving meetings with particular students. This will be done through conducting a STOIC walkthrough and collecting data that can then be shared with the classroom teacher. The coach and teacher can work together to develop a plan of action. The coach is also available for modelin/coaching if necessary or requested by the classroom teacher.

Implementation Steps
(Including professional development)

The classroom teacher may identify a need for professional development that the MTSS-Behavior Coach can address OR the data collected from a STOIC walkthrough has indicated that the classroom teacher may need additional professional development in regards to behavior management.

Person(s) Responsible

MTSS-Behavior Coach
Classroom Teachers
Assistant Principal

Timeline / By When?

Walkthroughs will begin in September.

Initiated: 9/14/2015
Ongoing: Y
Pending:
Completed:

Classroom management professional development training is provided to staff by MTSS - Behavior coach during the October 19 teacher in-service day.

Implementation Steps
(Including professional development)

1 hour and 15 minute training provided in two sessions. Material covered, Morning Meeting refresher, culturally responsive instruction and strategies to avoid power struggles. Additional training will be provided through requests.

Person(s) Responsible

MTSS - Behavior Coach

Interested classroom teachers and staff members
17 total

Timeline / By When?

Planning for training began in early October based on data collected in STOIC walkthroughs

Initiated: 10/19/2015
Ongoing: Y
Pending:
Completed:

Goal 1

5. Data collection and management

Classroom teacher may start collecting tier 1 behavior data once she has identified a student that may need additional behavior accomodations.

Implementation Steps
(Including professional development)
    Professional development in regards to the importance and effectiveness of a STOIC walkthrough.

Person(s) Responsible

    Classroom teacher
    MTSS-Behavior Coach

Timeline / By When?

    As evidenced by compliance to classroom behavior plans.

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

MTSS-Behavior Coach will be contacted and will conduct a STOIC walkthrough in order to collect tier 1 classroom data.

Implementation Steps
(Including professional development)
    Professional development in regards to classroom management strategies developed from the work of Randy Sprick and his Coaching Classroom Management book.

Person(s) Responsible

    MTSS-Behavior Coach

Timeline / By When?

    As evidenced by STOIC walkthrough

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

Goal 1

6. Support Plan

Classroom teachers will meet with MTSS-Behavior Coach once a month during their PLC to discuss data and grade level trends in accordance with tier 1 STOIC data.

Implementation Steps
(Including professional development)

Scheduled montly PLC meetings with MTSS - Behavior Coach

Person(s) Responsible

Classroom teachers
MTSS- Behavior Coach

Timeline / By When?

October

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

MTSS-Behavior Coach will attend monthly PBS training.

Implementation Steps
(Including professional development)

Scheduled monthly PBS meetings at Administration Building to receive professional development in regards to behavior management strategies.

Person(s) Responsible

MTSS-Behavior Coach
Assistant Principal

Timeline / By When?

9/9, 10/14,11/11, 1/13,2/10,3/9, 4/13

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

Completed:

Goal 1

7. Fidelity Plan

Monthly STOIC walkthroughs data collected with fidelity

Implementation Steps
(Including professional development)

Monthly data chats with grade level teams and MTSS- Behavior Coach

Person(s) Responsible

MTSS-Behavior Coach
Classroom teachers

Timeline / By When?

October

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

Formal and Informal walkthroughs by administrative team

Implementation Steps
(Including professional development)

Administration will conduct biweekly formal and informal walkthrough and provide feedback.

Person(s) Responsible

Principal
Assistant Principal

Timeline / By When?

After the first ten days of school to allow teachers to build classroom culture.

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

Goal 2

Present Level of Performance

skip to goal 3

Expected Level of Performance

GAP

1. What problem have you identified?

see goal 3 for AA students

2. What is your Desired Outcome/Measureable Goal?

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

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

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

Goal 3

Present Level of Performance

According to 2014-15 data, 59.3% of our discipline referrals were from African American students

Expected Level of Performance

Decrease office referrals for defiance by 20% by May 2016.

GAP

The gap between our discipline data from last year and our decrease of 20% is 22 less referrals.

1. The identified problem for Goal 3 is:

All students should be able to abide by our school-wide Guidelines for Success.
These Guidelines have been shared with all families through our school-wide newsletter.
All families will also receive information regarding our school-wide Guidelines for Success at Open House.
Our Principal and Assistant Principal hosted grade level assemblies where they shared our school-wide expectations and Guidelines for Success.
Students that all well informed of our school-wide Guidelines for Success and expectations will greatly reduce the likelihood of receiving a discipline referral.
The data used to support this is the amount of discipline referrals reported in focus.

2. What is your Desired Outcome/Measureable Goal?

Our goal is to reduce the number of discipline referrals for defiance from the 2014 - 2015 school year by at least 20% by May 2016.

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

Students that were new to Ponce de Leon Elementary may not clearly understand our school-wide expectations of Guidelines for Success.
Teachers are unsure of the function of our students behaviors which often results in a power struggle between students and teacher.
Staff may have a lack of understanding of cultural norms.
Defiance is not defined in student friendly terms therefore students have little buy in.

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

Teachers are unsure of the function of our students behavior which often results in a power struggle between student and teacher.

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

According to our historical data, our largest amount of discipline referrals are written for defiance or insubordination. These types of discipline referrals are most often the result of a power struggle between student and teacher.

Goal 3

4. How will this problem be solved?

Build a culturally response classroom through the use of daily morning meetings.

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

Each classroom teacher will use The Morning Meeting Book by Roxan Kriete and SMART steps Social Skills curriculum in daily morning meetings.

Person(s) Responsible

Classroom Teacher

Timeline / By When?

Will begin 8/24/15 and happen daily

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

MTSS-Behavior Coach will provide coaching for new and experienced teachers who need assistance with classroom management with the use of Coaching Classroom Management text from Safe and Civil Schools.

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

MTSS-Behavior Coach will conduct monthly STOIC walkthroughs and provided feedback.
New teachers and experienced teacher who request or required additional support will be provided through the coaching model.

Person(s) Responsible

MTSS-Behavior Coach

Timeline / By When?

Informal walkthroughs will begin week 1. Formal STOIC walkthroughs will begin week 2.

Initiated: 8/31/2015

Ongoing: Y
Pending:
Completed:

Mentor check in system. Each member of the leadership team has been assigned a grade level in which they are responsible for checking in with their mentees weekly.

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

Using data to develop strategies to support AA students within a mentor check in system.

Person(s) Responsible

Paula Texel
Greg Logan
Marilee Hoffman
Sadra Bostick
Christen Ku
Adrienne Delong

Timeline / By When?

Students have been identified and currently collecting data to create mentor plan and goals.

Initiated: 11/3/2015
Ongoing: Y
Pending:
Completed:

Goal 3

5. Data collection and management

Discipline referral reported to focus.

Implementation Steps
(Including professional development)
   PBS team will attend meetings to look over school-wide discipline data.

Person(s) Responsible

   PBS team

Timeline / By When?

   monthly beginning in September

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

STOIC walkthroughs will generate Tier 1 data.

Implementation Steps
(Including professional development)
   MTSS-Behavior Coach will meet with grade level teams in monthly PLC's.

Person(s) Responsible

   MTSS-Behavior Coach, Classroom teachers

Timeline / By When?

   monthly beginning in September

Initiated: 9/14/2015
Ongoing: Y
Pending:
Completed:

Goal 3

6. Support Plan

MTSS- Behavior Coach and Assistant Principal will attend monthly PBS meetings.

Implementation Steps
(Including professional development)
During this time collaboration will occur with our schools with similar situations.

Person(s) Responsible

Assistant Principal and Behavior Coach

Timeline / By When?

monthly beginning in Septebmer

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

Goal 3

7. Fidelity Plan

Assistant Principal and Behavior Coach will work collaboratively to review data weekly.

Implementation Steps
(Including professional development)

MTSS- Behavior meetings will be held bi-weekly to discuss Tier 1, Tier 2 and Tier 3 student data.

Person(s) Responsible

Guidance Counselor, Psychologist, Social Worker, Assistant Principal, MTSS-Behavior Coach

Timeline / By When?

bi-weekly beginning in September

Initiated: 9/10/2015
Ongoing: Y
Pending:
Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Panther points combine three systems of reward (PE. Lunch, Panther Paws) into one point system. Panther points are earned by classes and individuals in three ways.
1. points awarded during specials
2. points awarded during lunch
3. points awarded to individual students or classes during the day.

Panther points are awarded using positive, behavior specific language.

2. Describe the procedure/practice used.

Panther points are tracked using the Panther Points Tracking Sheets as they are earned. Panther points are tracked using three colors to allow for classroom goal setting. On average, a class should expect to earn between 30 - 60 panther points per week and reach the end of the 200 point goal sheet every 4 - 5 weeks.

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

Classes earn a reward after every 200 points earned. Classes earning 200 points are announced at monthly character presentations. All students in the class earn the class reward regardless of daily behavior grade. Teachers are responsible for notifying Kim Dumaine when the class reachers a goal so that it can be announced. Teachers are responsible for scheduling and supervising class rewards.

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

Panther point tracking sheets are not only used to track the total number of points, they are also used to identify behavioral trends within a particular class. Since points earned from the cafeteria, specials, and individual panther paws are recorded in different colors, they paint a visual picture of areas of strength and weaknesses. Students that earn most of their points in specials and earn very little in lunch, would need a class meeting that focuses on reteaching the guidelines for success of the cafeteria and brainstorming strategies to help remedy the situation.

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

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

S - The master schedule has been created to best meet the needs of our students based on past data results. Fifth grade is now scheduled in the last specials block to ease the transmission to dismissal. This is a change from the past year where Kindergarten had the last specials block.

T - Common area expectations and guidelines for success are taught on day 1 and reiterated constantly. Supervision is provided in all common areas to encourage adherence to guidelines for success.

O - Classroom teachers and fellow staff members are constantly scanning their rooms and the school

I - Positive interactions are encouraged through the use of our school-wide Panther Points.

C - Staff members saturate all common areas in order to correct fluently. This includes classroom teachers greeting their students at the door 15 minutes before the tardy bell.

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

Our 5 tiered classroom management system and approaches are based upon CHAMPs and the work of Randy Sprick and Safe and Civil Schools.

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

Our classroom management system are directly aligned to those of specials and the cafeteria. Each of these also follow the same five tiered system. The management plan includes 5 tiers. These tiers are represented by letters, color and numbers. This system is followed school-wide. Level 5 is an E and is purple, Level 4 is a V and is blue, Level 3 is a S and is green, Level 2 is an N and is yellow, Level 1 is a U and is red. This school-wide system is aligned to the data since it is used to track school-wide panther points.

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

The classroom management system is designed to communicate daily behavior to student, parents and administration. This management system identifies the daily behaviors of individual students as well as class-wide behaviors. The daily snapshot of behavior is designed to reward those that are displaying appropriate behavior and identify those that need additional intervention strategies. Those that need additional intervention strategies will then be tracked using an individual behavior plan that has been created with input from classroom teacher, MTSS Behavior Coach, Administration and parents.