Guidelines for Success

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

There are four MKR school rules that focus on school success:
Be Respectful
Be Responsible
Be Safe
Be an Active Learner
Students are reminded of these four school rules daily via our daily news show and teachers teach and remind students of these rules. Our four basic rules have been long standing MKR rules based on research. We maintain these four rules that encompass all possible situations. Students can easily remember these rules and all elementary discipline situations can easily attach to our rules.

2. Where are common area expectations posted?

The four school rules are posted in the cafeteria, media center, art, and music. The rules are communicated, with examples in all these areas as well as in PE.

3. How are common area expectations communicated?

The four school rules are posted in the cafeteria, media center, art, and music for students to visually observe. The rules are verbally communicated and students are given examples in all areas as well as in PE.

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

The four school rules are expectations school-wide so classroom teachers utilize these rules and may add a couple rules specific to classroom learning. They are taught in the classrooms with examples and communicated via welcome back letters, newsletters, notes to parents and school messenger.

Goal 1

Present Level of Performance

For the 2014-2015 school year we had a total of 159 referrals for all students.

Expected Level of Performance

It is expected to have no more than 127 referrals for the 2015-2016 school year.

GAP

The gap is 20% or 32 referrals.

1. What problem have you identified?

It is expected that all students follow the four school rules and remain in class, fully engaged for maximum learning.

It is an expectation that all students are engaged in learning. As a Marzano pilot school we delved deeper into learning engagement. We have used IPI data and at times specific classroom data, such as use of an engagement tool. Recently the Assistant Principal, Jeane Morehouse, completed Coaching Classroom Management in which specific engagement data capturing strategies would be utilized. These learned strategies will be a continuous piece to improve student engagement.

2. What is your Desired Outcome/Measureable Goal?

The measurable goal is a reduction of referrals by 20% or 32 less than the 2014-2015 school year.
2014-2015: 159 referrals 2015-2016: 127 or less referrals are expected.

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

One possible barrier is teachers not utilizing/receiving the training and support that is offered for classroom management-many issues are directly correlated to this.

Another possible barrier is the lack of a specific school-wide positive behavior plan for inside the classroom. Many teachers had there own plan and some did not. Many teachers were consistent with their plan and some were not. We are confident with adding a Tier II to our SWPBP and giving support via our Classroom Management Coach that teachers/staff will have all they need to successfully support all students.

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

The most valid and alterable barrier is teachers having a strong classroom management ability.

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

It is the right barrier to address as research shows that a strong classroom management system that is consistent decreases behavior issues and increases engagement

Goal 1

4. How will this problem be solved?

All teachers will have classroom management training.

Implementation Steps
(Including professional development)

The A/P gave a whole faculty training on 8/18 regarding classroom management and introduced her role as the Classroom Management Coach.

Person(s) Responsible

Jeane Morehouse

Timeline / By When?

8/18/15

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

Continued whole faculty training for classroom management.

Implementation Steps
(Including professional development)

The A/P will have additional whole faculty trainings as she attends trainings that will support this goal and as the referral data indicates a need.

Person(s) Responsible

Jeane Morehouse

Timeline / By When?

6/2016

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

Individual classroom teachers will have a coaching cycle of Classroom Management

Implementation Steps
(Including professional development)

The A/P will follow the coaching cycle from her Coaching the Classroom Management training.

Person(s) Responsible

Jeane Morehouse

Timeline / By When?

June 2016

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

All teachers will receive information about STOIC and will have ongoing or individual training as information comes to the Classroom Management Coach/AP or a need arises.

Implementation Steps
(Including professional development)

1-STOIC trained during preschool.
2-Individual coaching given to those who need it.
3-Additional information shared with teachers as it is given to the Classroom Management Coach/AP

Person(s) Responsible

Jeane Morehouse

Timeline / By When?

June 2016

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

Goal 1

5. Data collection and management

Referral data will be used to monitor this goals.

Implementation Steps
(Including professional development)

The SBLT/MTSS will review the monthly data and compare it to 2014-2015 monthly data.
A/P will give monthly updates to teachers and Leadership Team.
RtI lead will add weekly and monthly data to "Rawlings Reminders"

Person(s) Responsible

Jeane Morehouse
and
Jacqui Oester

Timeline / By When?

Monthly reviews will take place the last SBLT/MTSS meeting each month.

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

Goal 1

6. Support Plan

A/P train/impart information as she attends training.

Implementation Steps
(Including professional development)

1-A/P attends trainings.
2-Share with SBLT/MTSS.
3-Impart information with whole faculty.
3-Identify teachers who need additional training in classroom management.

Person(s) Responsible

A/P

Timeline / By When?

Monthly updates, reviews.
Training information as A/P attends.

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

Goal 1

7. Fidelity Plan

Walk-throughs by the administrators

Implementation Steps
(Including professional development)

Walkthrough using the Marzano tool with specific reflection and feedback regarding the whole faculty training and individual coaching.

Person(s) Responsible

Jeane Morehouse, AP and Rebecca Moore,
Principal

Timeline / By When?

Daily

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

Referral data will show a decrease.

Implementation Steps
(Including professional development)

Review monthly referral data.

Person(s) Responsible

Jeane Morehouse and Jacqui Oester

Timeline / By When?

Monthly

Initiated: 9/2/2015
Ongoing: Y
Pending:
Completed:

Goal 2

Present Level of Performance

For the 2014-2015 school year we had:
ISS 27
OSS 23

Expected Level of Performance

Our goal is to reduce both the OSS and ISS by 10%:
OSS-21 or less
ISS-24 or less

GAP

OSS-2
ISS-4

1. What problem have you identified?

The number of student in school and out of school suspensions needs to be reduced. There is a correlation between students who have struggles in learning and have behavior concerns that may result in ISS and OSS. Last year we had 23 out of school suspensions and we had 27 in school suspensions.

2. What is your Desired Outcome/Measureable Goal?

Our goal is to reduce both the OSS and ISS by 10% so OSS-21 or less and ISS-24 or less.

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

We did reduce our ISS from 2013-2014 from 30 down to 27.
Unfortunately our OSS increased from 2013-2014 of 21 to 22 in 2014-2015.

One possible barrier is teachers not utilizing/receiving the training and support that is offered for classroom management-many issues are directly correlated to this.

Another possible barrier is the lack of a specific school-wide positive behavior plan for inside the classroom. Many teachers had there own plan and some did not. Many teachers were consistent with their plan and some were not. We are confident with adding a Tier II to our SWPBP and giving support via our Classroom Management Coach that teachers/staff will have all they need to successfully support all students.

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

We did reduce our ISS from 2013-2014 from 30 down to 27.
Unfortunately our OSS increased from 2013-2014 of 21 to 22 in 2014-2015.

One possible barrier is teachers not utilizing/receiving the training and support that is offered for classroom management-many issues are directly correlated to this.

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

The ISS and OSS are fall at the end of the domino effect of poor class management>referral>ISS or OSS. With the right training and tools teachers will be more confident and competent to address and ignite behavior concerns before they escalate.

Goal 2

4. How will this problem be solved?

All teachers will have classroom management training.

Implementation Steps
(Including professional development)

The A/P gave a whole faculty training on 8/18 regarding classroom management and introduced her role as the Classroom Management Coach.

Person(s) Responsible

Jeane Morehouse

Timeline / By When?

8/18/15

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

Continued whole faculty training for classroom management.

Implementation Steps
(Including professional development)

The A/P will have additional whole faculty trainings as she attends trainings that will support this goal and as the referral data indicates a need.

Person(s) Responsible

Jeane Morehouse

Timeline / By When?

8/18/15

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

Individual classroom teachers will have a coaching cycle of Classroom Management

Implementation Steps
(Including professional development)

The A/P will follow the coaching cycle from her Coaching the Classroom Management training.

Person(s) Responsible

Jeane Morehouse

Timeline / By When?

June 2016

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

All teachers will receive information about STOIC and will have ongoing or individual training as information comes to the Classroom Management Coach/AP or a need arises.

Implementation Steps
(Including professional development)

1-STOIC trained during preschool.
2-Individual coaching given to those who need it.
3-Additional information shared with teachers as it is given to the Classroom Management Coach/AP

Person(s) Responsible

Jeane Morehouse

Timeline / By When?

June 2016

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

Goal 2

5. Data collection and management

ISS and OSS data will be used to monitor this goals.

Implementation Steps
(Including professional development)

The SBLT/MTSS will review the monthly data and compare it to 2014-2015 monthly data.
A/P will give monthly updates to teachers and Leadership Team.
RtI lead will add weekly and monthly data to "Rawlings Reminders"

Person(s) Responsible

Jeane Morehouse
and
Jacqui Oester

Timeline / By When?

June 2016

Initiated: 9/2/2015
Ongoing: Y
Pending:
Completed:

Goal 2

6. Support Plan

A/P train/impart information as she attends training.

Implementation Steps
(Including professional development)

A/P train/impart information as she attends training.

Person(s) Responsible

Jeane Morehouse

Timeline / By When?

June 2016

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

Goal 2

7. Fidelity Plan

Walk-throughs by the school administrators

Implementation Steps
(Including professional development)

Walkthrough using the Marzano tool with specific reflection and feedback regarding the whole faculty training and individual coaching.

Person(s) Responsible

Jeane Morehouse, AP

Rebecca Moore,
Principal

Timeline / By When?

June 2016

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

OSS/ISS will show a decrease.

Implementation Steps
(Including professional development)

Review monthly OSS/ISS data.

Person(s) Responsible

Jeane Morehouse and Jacqui Oester

Timeline / By When?

June 2016

Initiated: 9/2/2015
Ongoing: Y
Pending:

Completed:

Goal 3

Present Level of Performance

In the 2014-2015 school year 64 of my total referrals were for black students.

Expected Level of Performance

Black students attending this year make up 15% of our student population so the expected level of performance is that they receive no more that 15% of referrals of 19 of the goal of 127 for the school

GAP

The gap is 45 referrals.

1. The identified problem for Goal 3 is:

In 2014-2015 we had 109 black students some of who received one or more of 64 referrals for black students. Non-black students totaled 531 and received 110 referrals.
This data is from data warehouse and is slightly different from my school data in Focus Portal which showed that 54 students were for black students and 97 were for non-black students.

Our black/non-black data was negatively skewed this year due to two students, Student A was in the RtI process and student Bwas working with a therpist on some serious mental health issues. Student A was a kindergarten student who came to us from another school with no data. He began with us on January 14, 2015. He had 13 referrals due to behaviors that were written to accurately track his data for the RtI process. Student B, a third grade girl, received six referrals mostly due to episodes connected to her mental health diagnosis and the painstaking process for her and her family to work to support her mental health balance. Without these 19 referrals our black students referral count would have been 45. We unequivocally accept that is still an unacceptable amount and we will strive to train our teachers/staff and work harder to build relationships to support all of our students.

2. What is your Desired Outcome/Measureable Goal?

Our whole school target is 127 referrals. Since 100 black students make-up 15% of my entire population of 654 students then the goal is for those students to receive 15% or less of referrals, which is 19 referrals or less.

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

One possible barrier is teachers' own individual misunderstanding of the gap and our student needs.
It is believed that our faculty/staff was not aware of the negative impact the referrals made. With this knowledge presented to the entire staff, STOIC training, and an opportunity to look closely at the data we are more equipped to reduce referrals and better support our black students for present and future success. We will continue to explicitly share data and train faculty/staff.

Another possible barrier is teachers not receiving the training and support needed.

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

The most valid and alterable barrier is lack of knowledge.

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

My observational data validates this as in the first training on 8/18/15 teachers were highly engaged, interested, and saddened by the information shared.

Goal 3

4. How will this problem be solved?

All teachers will have classroom management training.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
    The A/P gave a whole faculty training on 8/18 regarding classroom management and introduced her role as the Classroom Management Coach.

Person(s) Responsible

    Jeane Morehouse

Timeline / By When?

    8/18/15

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

The A/P gave a whole faculty training on 8/18 regarding classroom management and introduced her role as the Classroom Management Coach.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
    The A/P will have additional whole faculty trainings as she attends trainings that will support this goal and as the referral data indicates a need.

Person(s) Responsible

    Jeane
    Morehouse

Timeline / By When?

    June 2016

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

Completed:

All teachers will receive information about STOIC and will have ongoing or individual training as information comes to the Classroom Management Coach/AP or a need arises.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
1-STOIC trained during preschool.
2-Individual coaching given to those who need it.
3-Additional information shared with teachers as it is given to the Classroom Management Coach/AP

Person(s) Responsible

Jeane Morehouse

Timeline / By When?

June 2016

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

Goal 3

5. Data collection and management

Referral data will be used to monitor this goals.

Implementation Steps
(Including professional development)

The SBLT/MTSS will review the monthly data and compare it to 2014-2015 monthly data.
A/P will give monthly updates to teachers and Leadership Team.
RtI lead will add weekly and monthly data to "Rawlings Reminders"

Person(s) Responsible

Jeane Morehouse
and Jacqui Oester

Timeline / By When?

Monthly reviews will take place the last SBLT/MTSS meeting each month.

Initiated: 9/2/2015
Ongoing: Y
Pending:
Completed:

Goal 3

6. Support Plan

Monthly reviews will take place the last SBLT/MTSS meeting each month.

Implementation Steps
(Including professional development)
> Monthly updates, reviews.
> Training information as A/P attends.

Person(s) Responsible
> Jeane Morehouse

Timeline / By When?
> Monthly updates, reviews.
> Training information as A/P attends.

Initiated: 9/2/2015
Ongoing: Y
Pending:
Completed:

Goal 3

7. Fidelity Plan

Walk-throughs by the A/P

Implementation Steps
(Including professional development)

Walkthrough using the Marzano tool with specific reflection and feedback regarding the whole faculty training and individual coaching.

Person(s) Responsible

Jeane Morehouse

Timeline / By When?

8/24/15

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

Referral data will show a decrease.

Implementation Steps
(Including professional development)

Review monthly referral data.

Person(s) Responsible

Jeane Morehouse

Timeline / By When?

9/02/15

Initiated: 9/2/2015
Ongoing: Y
Pending:
Completed:

School-wide Reward System

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1. What are your school-wide reward strategies?

Tier I
Rocket Reward reinforcement menu:
Ø   50- Rocket for classroom door
Ø   100- Toe Token and other wonderful treasures for each student
Ø   150- Ice-pops for entire class
Ø   200- Read-aloud with Ms. Moore or Ms. Morehouse plus a Toe Token for each student
Ø   250- Kinect dance celebration in the Multi-purpose room
Ø   300- Pizza celebration for entire class

Classes will earn a rocket if they earn a Café Kudos in the cafeteria (whole class rocket).

Tier 2 (Classroom)
v   5- Student Certificate
v   10- Treasure Box
v   15- Name announced on morning announcements and *photo on cafeteria display (photo consent)
v   20- Rocket Spirit Stick
v   30- Helper at PE, Art, or Music for a class
v   40- Lunch at the booth on the stage with a friend
v   50- Grand Prize Pack and a call home from the Principal/AP

2. Describe the procedure/practice used.

Rawlings Elementary School-Wide Positive Reinforcement
"Rawlings Rockets"
Tier 1- (School-wide) Process and procedures are intended for all Rawlings students in specific settings and across campus. Rockets are received for following expectations.
Rocket Rewards are earned in common areas for following Rawlings' School-wide Expectations:

Safe   Respectful   Responsible   Active Learner

Rocket Reward reinforcement menu:
Ø   50- Rocket for classroom door
Ø   100- Toe Token and other wonderful treasures for each student
Ø   150- Ice-pops for entire class
Ø   200- Read-aloud with Ms. Moore or Ms. Morehouse plus a Toe Token for each student
Ø   250- Kinect dance celebration in the Multi-purpose room
Ø   300- Pizza celebration for entire class

Classes will earn a rocket if they earn a Café Kudos in the cafeteria (whole class rocket).

Please email Cindy Bennett when your class has reached a level described above.
Cindy will take care of:
·   Notifying the morning announcement team
·   Coordinate the reinforcements and class rewards
·   Handing out the door ribbons and Spirit Sticks
  *Todd Haraminac will be the support for Cindy when coordinating reinforcements and distributing rewards.

Teacher responsibilities:
· Hand out Rawlings Rockets to students in common areas
· Collecting and counting your class Rockets
· Emailing Cindy when you reach a level
· Turning in your Rockets at the front office basket (or keep the rockets and re-use them for other students)
· Ensuring your reinforcement is provided in a timely manner

Tier 2 (Classroom) This process supports behavior management within the classroom setting. It can be linked with your current classroom management plan. Teachers can reward individual students with a rocket for following school-wide expectations along with set classroom expectations on a consistent basis. For example: a student earns a rocket for achieving 5 "purples" (top color) in a row or showing consistent positive behavior throughout the week.
Students will be tracked individually on a chart for rockets earned outside of and within the classroom. Once a student reaches the set number of rockets then they receive the following reinforcement:
v   5- Student Certificate
v   10- Treasure Box
v   15- Name announced on morning announcements and *photo on cafeteria display (photo consent)
v   20- Rocket Spirit Stick
v   30- Helper at PE, Art, or Music for a class
v   40- Lunch at the booth on the stage with a friend
v   50- Grand Prize Pack and a call home from the Principal/AP

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

Tier I
Rockets are earned by students, on behalf of their class, in the common areas for following our four school rules. All faculty /staff can give a rocket to a student following the rules, or a class following the rules. The rocket goes to the teacher where she/he will track the amount and notify the school counselor when a reward is earn. The principal also reads the incremental class reward winners on the news.

Tier 2 (Classroom)
This process supports behavior management within the classroom setting. It can be linked with your current classroom management plan. Teachers can reward individual students with a rocket for following school-wide expectations along with set classroom expectations on a consistent basis. For example: a student earns a rocket for achieving 5 "purples" (top color) in a row or showing consistent positive behavior throughout the week.
Students will be tracked individually on a chart for rockets earned outside of and within the classroom. Once a student reaches the set number of rockets then they receive another reinforcement.

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

The following information is taken from a Powerpoint from the University of Oregon and University of Connecticut.
It is the research that supports our School Wide Positive Behavior Plan.

Slide 1
School-wide Positive Behavior Support
Rob Horner and George Sugai
University of Oregon and University of Connecticut

www.pbis.org www.swis.org

Slide 16

School-wide Systems(All students all settings all times)<u>Create a positive school culture:</u>

School environment is predictable

1. common language
2. common vision (understanding of expectations)
3. common experience (everyone knows)

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

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

STOIC was shared with faculty/staff during pre-school.
All teachers use a Champs-based behavior management system in their class in which a child begins the day on a positive color place, such as "green." The teacher clips up or moves their color up when the student(s) is/are making good choices. If a student is not following a school rule then they will clip down or move their color down. Students can earn their way back up.

In addition, our SWBP, Rawlings Rockets, has a tier II in which the teacher can intertwine the rockets sytem into the class to support this.

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

Champs is research based.

The following information is taken from a Powerpoint from the University of Oregon and University of Connecticut.   It is the research that supports our School Wide Positive Behavior Plan, The Rawlings Rockets.
Slide 1
School-wide Positive Behavior Support
Rob Horner and George Sugai
University of Oregon and University of Connecticut
www.pbis.org www.swis.org

Slide 16
School-wide Systems(All students all settings all times)Create a positive school culture:
School environment is predictable
1.   common language
2. common vision (understanding of expectations)
3. common experience (everyone knows)
School environment is positive
regular recognition for positive behavior
School environment is safe
violent and disruptive behavior is not tolerated
School environment is consistent
adults use similar expectations.

Slide 18
Invest in Prevention (school-wide)Build a Culture of Competence
Define behavioral expectations
Teach behavioral expectations
Monitor and reward appropriate behavior
Provide corrective consequences for behavioral errors.
Information-based problem solving
Do not expect school-wide efforts to affect students with chronic problem behavior.

Slide 32
On-going Reward of Appropriate Behavior

Every faculty and staff member acknowledges appropriate behavior.5 to 1 ratio of positive to negative contacts

System that makes acknowledgement easy and simple for students and staff.
Different strategies for acknowledging appropriate behavior (small frequent rewards more effective)Beginning of class recognition
Raffles
Open gym
Social acknowledgement
Are Rewards Dangerous?
"…our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances."Judy Cameron, 2002
Cameron, 2002

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

Referral, Refocus, ISS, OSS, and rocket by class and individual students is a direct result of classroom management.

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

Student learning engagement/time on task will increase and students will be more successful.