
Guidelines for Success

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

Our school-wide guidelines for success include the following:

- * Learning about our students' culture and building relationships between staff and students.
- * Creating an environment where students and staff feel safe and respected
- * Integrating our Pro Active Behavior Plan into the "way of work" to reduce disciplinary incidences
- * Integrating the PBS plan more consistently

2. Where are common area expectations posted?

School-wide expectations are posted on hallway walls and bulletin boards. Since we are an open campus, it is not possible to post expectations on outside walls.

3. How are common area expectations communicated?

Common area expectations are taught in every classroom, every day, during Social/Emotional class. The expectations are reinforced with positive comments when students are observed following the expectations and students are redirected when they are not following the expectations.

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

Classroom expectations are taught during 1st period Social/Emotional class and each teacher restates this as students rotate from class to class. It has been determined that each area (elementary, middle and high school) utilize the same classroom expectations for consistency. The teams unite with their behavior specialists to develop classroom expectations during preschool. Classroom Walls and bulletin boards display the expectations and are frequently referred to.

Goal 1

Present Level of Performance

3538 (Classroom/Campus Disruption)

Expected Level of Performance

1769 (Classroom/Campus Disruption)

GAP

1769

1. What problem have you identified?

Based on the number of referrals from the school year 2013/2014, it is essential that students learn appropriate classroom behaviors. This includes appropriate language, following classroom expectations, routines, flow of the day, and processes and procedures established by the classroom teacher. This process begins with teaching the Pro Active Plan to our students and consistent enforcement of all classroom rules.

2. What is your Desired Outcome/Measureable Goal?

Our desired outcome is a reduction in referrals for class/campus disruption and defiant behaviors that interfere with the learning process. We will measure this goal through data entry on the daily behavior point sheets as well as referral data. The data will be reviewed by the MTSS/RtI team and discussed with CST teams for accommodations and/or modifications.

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

There are two distinct possibilities our goal was not reached during the 14/15 school year:

1. We serve students who are identified as EBD (Emotional/Behavior Disorder) who require many supports for behavior and academics. Also, major portions of our students have very high incidences of police/legal involvement from their communities. Incarceration and runaway status continue to interfere with learning and closing any academic gaps.
2. Last year we had several teachers who were new to our population and our district. This contributed to a lack of consistency with our guidelines and expectations.

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

The most valid and alterable barrier for this goal is teacher consistency. Since student movement is essential (due to certifications), teachers must be on the same page when aligning their classrooms and setting expectations. Any breakdown in the process, regardless of how minor, contributes to an increase in referral data as well as a lack of learning for students.

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

We can only address the situations that are in front of us. We cannot alter incarcerations or community legal issues. However, providing directions in a consistent manner, setting the same classroom expectations and classroom rules, and following the hierarchy of behavior interventions shows validity for the process and consistency school-wide.

Goal 1

4. How will this problem be solved?

Teach secondary staff the Pro Active Plan

**Implementation Steps
(Including professional development)**

Schedule time during preschool for behavior team to review

Person(s) Responsible

Ms. Bostwick

Timeline / By When?

prior to 8/21/15

Initiated: 8/18/2015

Ongoing: Y

Pending:

Completed: 8/21/2015

Discuss classroom behavior management during preschool

**Implementation Steps
(Including professional development)**

Schedule time for staff to meet and discuss protocol, challenging students, and effective strategies when dealing with specific students within their teams

Person(s) Responsible

Behavior Specialists assigned to each area

Timeline / By When?

prior to 8/21/15

Initiated: 8/19/2015

Ongoing: Y

Pending:

Completed: 8/21/2015

**15/16 School-wide Behavior Plan
Richard L. Sanders School**

8/26/2015

Goal 1

5. Data collection and management

Daily behavior point sheets

**Implementation Steps
(Including professional development)**

Teachers received training on the behavior sheets and how to mark them.

Person(s) Responsible

classroom teachers

Timeline / By When?

8/24/15

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Referral Data

**Implementation Steps
(Including professional development)**

Teachers received training on the referral forms and how to be more effective in their use.

Person(s) Responsible

All staff

Timeline / By When?

8/24/15

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

Using CST meetings to review and remind staff of expectation

**Implementation Steps
(Including professional development)**

A calendar has been developed school-wide for CST meetings

Person(s) Responsible

Behavior Specialists and Social Workers

Timeline / By When?

8/21/15

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

collection of data for relevant discussion of behaviors and the number of incidences

**Implementation Steps
(Including professional development)**

Review of data - looking for number and frequency of behavior

Person(s) Responsible

teachers, Social Workers, Behavior Specialists

Timeline / By When?

8/21/15

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

We will see a decline in the number of referrals

**Implementation Steps
(Including professional development)**

We will review this data on a regular basis

Person(s) Responsible

Behavior Specialists, Social Workers, Teachers

Timeline / By When?

ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

We will see an increase in the amount of student engagement

**Implementation Steps
(Including professional development)**

As students decrease their undesired behaviors, we will see an increase in desired behaviors

Person(s) Responsible

teachers, Behavior Specialists

Timeline / By When?

ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

Present Level of Performance

Fighting (minor) - 264
Strike a student - 255

Expected Level of Performance

Fighting (minor) - 100
Strike a student - 100

GAP

Fighting (minor) - 164
Strike a student - 155

1. What problem have you identified?

The referral data from the last school year (2014/15) was used to identify severe discipline areas - fighting (hands on others) is an area of concern. Since we are a CPI school, safety is paramount for students and staff. Secondary students need to learn other avenues for handling anger and stress, which often leads to a physical conflict. The Pro Active Plan identifies these areas and provides opportunities for supports for our students. Our Character Education room allows older students opportunities for tension reduction with support so teaching and practicing a new skill can occur.

2. What is your Desired Outcome/Measureable Goal?

Our desired outcome is to decrease the number of physical altercations on campus (fight/minor or strike/student) and increase students' ability to utilize other means of handling stress and anger. We will use behavior data to include referral data and daily behavior point sheets to monitor students' success.

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

There are many reasons that we are still working on this goal:

1. Lack of consistency by staff - there were many new teachers (or new to our county) on campus. Many did not share the same vision but were also unable to handle an EBD population.
2. We also experienced a difference in the way each area behavior specialist (elementary, middle, HS) handled student events.

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

The most valid and alterable barrier is setting expectations for staff and monitoring the follow-through process. This can be observed on a daily basis by behavior specialists as well as walk-thru data supported by our administration.

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

Before we will see a drop in inappropriate behaviors, our staff must be consistent with expectations for classroom, common areas, and school buses. Once consistency is observed by the students and the consequences for negative choices is realized, we should see a decline.

Goal 2

4. How will this problem be solved?

Meet with staff during preschool for training

**Implementation Steps
(Including professional development)**

Staff received training and were given expectations to follow with their team

Person(s) Responsible

Ms. Smith, Assistant Principal

Timeline / By When?

during preschool week

Initiated: 8/20/2015

Ongoing: Y

Pending:

Completed:

Staff met with individual teams and set agenda's for students, classroom expectations, and classroom hierarchies

**Implementation Steps
(Including professional development)**

Several meetings were scheduled for all staff to attend

Person(s) Responsible

Behavior Specialists and teachers

Timeline / By When?

during preschool week

Initiated: 8/20/2015

Ongoing: Y

Pending:

Completed:

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CPI I and II training

**Implementation Steps
(Including professional development)**

to be scheduled on campus

Person(s) Responsible

Ms. Douglas, Principal

Timeline / By When?

As soon as possible

Initiated: 8/17/2015

Ongoing:

Pending: Y

Completed:

Goal 2

5. Data collection and management

We will use daily behavior point sheets and referral data for review

Implementation Steps (Including professional development)

The CST will meet monthly and the MTSS/Rtl team meets monthly to review the data

Person(s) Responsible

Social Worker, Behavior Specialist, teachers, MTSS/Rtl members

Timeline / By When?

this is ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Attendance data for CPI training

Implementation Steps (Including professional development)

This training is pending based on schedules

Person(s) Responsible

Ms. Douglas

Timeline / By When?

As soon as possible

Initiated: 8/18/2015

Ongoing:

Pending: Y

Completed:

Goal 2

6. Support Plan

Attendance to CPI I and II is mandatory

**Implementation Steps
(Including professional development)**

teachers will be given sufficient notice for scheduling

Person(s) Responsible

Ms. Douglas

Timeline / By When?

as soon as possible

Initiated: 8/24/2015

Ongoing:

Pending: Y

Completed:

Discussions during CST meetings will occur regarding behavior management and problem areas

**Implementation Steps
(Including professional development)**

Teachers will receive ongoing training from their behavior specialists for classroom management

Person(s) Responsible

behavior specialists

Timeline / By When?

8/24/15

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

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Goal 2

7. Fidelity Plan

CPI Training

**Implementation Steps
(Including professional development)**

waiting for dates from district

Person(s) Responsible

Ms. Douglas

Timeline / By When?

as soon as possible

Initiated: 8/24/2015

Ongoing:

Pending: Y

Completed:

ongoing teacher training with behavior specialists and social workers

**Implementation Steps
(Including professional development)**

Meeting dates are scheduled and are listed on school calendar

Person(s) Responsible

Behavior Specialists, teachers, and Social Workers

Timeline / By When?

8/24/15

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

Present Level of Performance

Threats/Intimidation - 80

Expected Level of Performance

Threats/Intimidation - 40

GAP

40

1. The identified problem for Goal 3 is:

Our school is a center setting assigned to students who are identified as Emotional/Behavior Disorders. We do not have a discrepancy in discipline between black and non-black students. It is our goal to provide our students an environment that supports care, welfare, safety and security for everyone. Our purpose is to teach our students appropriate social behaviors and language. We use our referral data and daily behavior point sheet data as a means to identify problems.

2. What is your Desired Outcome/Measureable Goal?

Our desired outcome is to reduce our present level of performance in half for threats and intimidation. We must teach our students appropriate methods of communication and have opportunities to practice these new skills.

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

Possible reasons this goal was not reached last year are:

1. Lack of consistency from staff regarding school-wide and classroom expectations.
2. Different approaches and consequences from Behavior Specialists
3. We are serving a different type of student - many of our HS and MS students are heavily engaged in the legal system (Jail, Court, Probation) and are not yet willing to make adjustments in their behaviors.

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

Our most valid and alterable barrier for our secondary students has to do with the amount of engagement our students have with the legal system (Jail, Courts, and Probation). Based on after-school behaviors and activities, our students can lose extensive periods of time out of school and classes. Neighborhood behaviors are often brought to school which interferes with student learning.

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

Threats and intimidation are not socially accepted behaviors. Students must learn other ways to seek help if needed.

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Goal 3

4. How will this problem be solved?

Students to learn the Pro Active Behavior Plan

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Beginning the 1st day of school, students to have the Pro Active Plan introduced during Social/Emotional

Person(s) Responsible

Behavior Specialist and teachers

Timeline / By When?

Begin on 8/24/15 thru end of school year

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Students to ask for support when confronted with verbal escalation

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

This process will begin the 1st day of school thru the school year

Person(s) Responsible

Behavior Specialist, teachers, Social Workers

Timeline / By When?

8/24/15 - ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

5. Data collection and management

In-class behavior data and teacher observations

Implementation Steps
(Including professional development)

The form is completed and teachers are aware of how to use it

Person(s) Responsible

Teachers

Timeline / By When?

8/24/15 - ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Referral data

Implementation Steps
(Including professional development)

The form is completed and teachers are aware of how to use it

Person(s) Responsible

Teachers

Timeline / By When?

8/24/15 - ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

6. Support Plan

Established meeting schedule to discuss the processes and procedures

**Implementation Steps
(Including professional development)**

At this time, we are using behavior specialist and Social Workers - unsure of specific needs

Person(s) Responsible

Behavior Specialists and Social Workers

Timeline / By When?

8/24/15 - ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

We will see a decrease in the number of referrals and incidences

**Implementation Steps
(Including professional development)**

This information is documented on behavior point sheets and referrals. Information will be entered into the data base

Person(s) Responsible

Behavior Specialists, Social Workers, and MTSS/RtI

Timeline / By When?

8/24/15 - ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

We utilize the Positive Behavior Support Plan for school-wide behavior. This is a research based program and requires respect for persons, values, feelings and beliefs, families and friends. It also provides us with an educational approach to problem behavior. Our reward system focuses on groups or independent behavior. Rewards are offered daily, weekly, monthly, and at the end of each marking period for those students who have earned it.

2. Describe the procedure/practice used.

Every classroom has an in-class reward system designed to reinforce positive behaviors. Every teacher is asked to develop a plan to identify various ways behaviors are managed:

- * Parents are contacted to keep them informed and to gather their input.
- * Lesson Plans are developed that support a proactive approach to addressing these skill deficits and are aligned to classroom expectations.
- * Expectations are taught and classrooms are managed by the teacher

Additionally, our school supports monthly activities for students who have earned their points on the bus, exercise polite behaviors to staff and students, and follow school-wide expectations.

Our reward systems, in-class and school-wide, are designed to increase the likelihood that desired behaviors will be repeated, fosters a positive climate, and hopefully, reduces the need for engaging in disciplinary actions.

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

Our PBS Team meets monthly, with the first meeting scheduled for next week. During these times, the team discusses the first school-wide event and set criteria for students to work toward or master. The Behavior Specialists supported teachers on their teams with setting up their in-class reward system prior to school starting.

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

The Positive Behavior Support methods include Federal, State and District initiatives that include IDEA, Differentiated Accountability, MTSS/RtI, NCLB, and the Bullying and Harassment policies. PBS allows us to align all of our initiatives through problem identification, problem analysis, intervention design, and response to intervention, fo in-class and school-wide behaviors

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

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

Our school follows the Pro Active Plan for all secondary students and the Positive Behavioral Point System for elementary students. Both plans ensure opportunities to nurture character development and teach replacement behaviors. Both plans also allow students to gain personal ownership and responsibility for their behavioral choices.

Teachers instruct their classes on the following:

- * Classroom Expectations
 - * Classroom Hierarchy
 - * The Behavior Process
- PBS Plan

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

Our classroom management system is supported by the Positive Behavior Management System, which is research based.

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

Because we are a Center Setting, it is imperative to look at behavior data and determine exactly what's happening and if patterns exist. Our daily behavior point sheet and referral data are aligned to Functional Behavior Assessment Data (FBA), class periods, and specific times of day for common areas. This data is reviewed frequently for FBA review and to determine school-wide concerns.

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

We expect to see reductions in our referrals and overall inappropriate behaviors.