Guidelines for Success

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

Guidelines for Success
San Jose ABC's
A=Act Responsibly
B=Be Respectful
C=Cooperate

Bathroom B's
Do your Business
Mind your Business
Get Back to Business

EAT
Eat your own food
Act responsibly
Take time to clean up

WALK
Walk quietly
Act Responsibly
Lead By Example
Keep on Track

Pre-School: Staff revisits discipline data and previous school wide guidelines for success.

2. Where are common area expectations posted?

Clearly identified guidelines are posted in the classrooms, hallways, bathrooms and lunchroom during preschool and are maintained and refreshed throughout the school year.

3. How are common area expectations communicated?

Guidelines are reviewed in primary(k-2) and intermediate assemblies during the first week of school. In addition, guidelines for success will be reviewed at the faculty meting during preschool.   Teachers will review these guidelines for success during the first two weeks of school daily as to account for new students that may arrive later.

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

First week of school: Each classroom teacher created a chart of desired behaviors/expectations-classroom, bathroom, hallway, etc. Parent letter to explain classroom expectations/rules is due to principal by end of first week. The parent letter will then be sent home to communicate behavior expectations and plan with parents by end of 2nd week.

Goal 1

Present Level of Performance

total number of office referrals for 2014-15 school year was 51

Expected Level of Performance

Reduce number of office referrals to 40

GAP

9

1. What problem have you identified?

All students should be able to explain and provide examples of our school wide expectations. Students should model expectations on a daily basis.
Monthly PBS data collection tools are used to identify this problem.

2. What is your Desired Outcome/Measureable Goal?

Total number of office referrals for 2014-15 school year, based on data from DecisionEd, indicates that we had 51 office referrals.
The goal for the 2015-16 school year is to reduce these to 40 referrals.

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

Regular monitoring of student knowledge of schoolwide behavior expectations was not previously conducted.
Previously, there was no data to analyze the depth of student and staff understanding of schoolwide expectations.

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

The most alterable barrier is professional development for staff and educating students on our positive behavior support systems and schoolwide expectations.

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

Based on the September monthly PBS walkthrough indicated a need for addressing schoolwide expectations and positive behavior support systems.

Goal 1

4. How will this problem be solved?

Family Involvement

Implementation Steps
(Including professional development)

-Monthly newsletter
-Event flyers
-Monthly Events such as Grandparents Day, Father Bring Your Child To School Day, Walk to School Day, Fall Festival, etc.

Person(s) Responsible

Community Involvement
Coordinator

Timeline / By When?

8/15

Initiated:
Ongoing: Y
Pending:
Completed:

Hawk News

Implementation Steps
(Including professional development)

Daily Reminders of expectations on Hawk News

Person(s) Responsible

Hawk News Crew and Media Specialist

Timeline / By When?

9/15

Initiated:
Ongoing: Y

Pending:
Completed:

Modeling Schoolwide Expectations on Hawk News

Implementation Steps
(Including professional development)

Examples and nonexamples of schoolwide expectations(roleplaying)

Person(s) Responsible

Guidance Counselor

Timeline / By When?

10/15

Initiated:
Ongoing: Y
Pending:
Completed:

Positive Reinforcement

Implementation Steps
(Including professional development)

Randomly asking students about the schoolwide expecations and reinforcing with ABC bucks

Person(s) Responsible

Administration and Behavior Specialist

Timeline / By When?

10/15

Initiated:
Ongoing: Y
Pending:
Completed:

Schoolwide Expectations

Implementation Steps
(Including professional development)

Schoolwide expectations in monthly newsletters

Person(s) Responsible

Community Involvement Coordinator

Timeline / By When?

10/15

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 1

5. Data collection and management

Use referral data to analyze improvement and reduction of referrals

Implementation Steps
(Including professional development)
Analyze referrals at monthly PBS meetings

Person(s) Responsible

Administration/
behavior specialist for data and discussions
SBLT team meetings for individual student discussions

Timeline / By When?

9/15-6/16

Initiated:
Ongoing: Y
Pending:
Completed:

PBS Walkthrough data to analyze improvement and increase awareness of schoolwide expectations

Implementation Steps
(Including professional development)
Analyze walkthrough data at monthly PBS meetings

Person(s) Responsible

PBS team

Timeline / By When?

9/15

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 1

6. Support Plan

Analyze data

Implementation Steps
(Including professional development)
    Monthly agendas at PBS Meetings
    Meeting Reminders
    Structured Activities

Person(s) Responsible

    Administration and Behavior Specialist

Timeline / By When?

    9/15

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 1

7. Fidelity Plan

Analyze Data

**Implementation Steps
(Including professional development)**
Monthly Meeting Minutes

Person(s) Responsible

Administration and Behavior Specialist

Timeline / By When?

9/15

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 1

8. What is the response to your intervention in each goal area?

As of 12/1/2015

Summary of Data Review

testing summary

Data-based Decision

testing decision

Next Steps

testing next steps

Goal 2

Present Level of Performance

Referrals for 2015-16 school year=51
7 referrals (5 MultiRacial students received referrals)

Expected Level of Performance

Referrals for Multi-Racial Student
Less than 9%; if you want to reduce the % of Multi-Racial students receiving referrals <9%, the # of students should go from 5 to 2

GAP

3 students

1. What problem have you identified?

In the 2014-15 school year, San Jose had a total of 49 office referrals. 9.2% of our student population is multi-racial. 17.2% of our students receiving infractions were multi-racial.
It is our priority at San Jose to ensure that all students be successful learners. This is done through a culture of respect, understanding and tolerance of all cultures of both staff and students. The weekly SBLT meetings and monthly PBS meetings are held to ensure that this mission is accomplished by analyzing data through FOCUS, BOQ, SWBP, and DecisionEd.

2. What is your Desired Outcome/Measureable Goal?

We will strive to ensure that less than 9% of our disciplinary referrals will be from the MultiRacial Subgroup. We will work to ensure that no discrepancies occur between any subgroups.

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

The gap between multiracial and other subgroups was not analyzed in depth in previous years.

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

In the 2014-15 school year, data analysis at PBS meetings did not include an indepth analysis of referrals of various subgroups, specifically multiracial compared to other subgroups as a monthly agenda item.
Analysis of discrepancies between multiracial subgroups and other subgroups was conducted on a limited basis.

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

Data from DecisionEd indicates that there is a need for monthly analysis of subgroups.

Goal 2

4. How will this problem be solved?

Develop and maintain a schoolwide atmosphere of cultural proficiency and responsiveness

Implementation Steps
(Including professional development)

Team leader meetings to build and maintain a school wide atmosphere of cultural proficiency and responsiveness. Collect, analyze and discuss students who need to have an individual behavior plan, refer for RTI Support

Person(s) Responsible

Administration Professional Development, compile reward and referral data and facilitate staff discussions
SBLT review and discuss data

Timeline / By When?

-8/15

Initiated:
Ongoing: Y
Pending:
Completed:

Professional Development through Article Studies
-Recommendations for Addressing Disproportionality in Education

Implementation Steps
(Including professional development)

-Read and analyze various articles
on discrepancies between multiracial and other subgroups
-PBS members to discuss with teams

Person(s) Responsible

PBS Team Members

Timeline / By When?

10/15

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 2

5. Data collection and management

Implement School Wide Positive Behavior Interventions and Supports to build a foundation of prevention

Implementation Steps
(Including professional development)

Defining and teaching a small set of positive school wide behavior expectation to all students.
-establishing a regular pattern in which all adults acknowledge and reward appropriate student behavior.

Person(s) Responsible

Administration and Behavior Specialist-Rewards and referral data and discussions, Open House Presention

Timeline / By When?

8/15

Initiated:
Ongoing: Y
Pending:
Completed:

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Goal 2

6. Support Plan

Analyze data-Multi Racial and Other Subgroups

Implementation Steps
(Including professional development)

At PBS meetings, data, based on referrals, will be anlayzed to ensure that there is not a discrepancy between black and nonblack students.

Person(s) Responsible

PBS Team

Timeline / By When?

9/15

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 2

7. Fidelity Plan

Analyze data

**Implementation Steps
(Including professional development)**

Data on student referrals of Multiracial and other subgroups will be monitored. If data stays the same or decreases, it will be determined that the goal continues to be met.

Person(s) Responsible

Administration

Timeline / By When?

8/15

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 3

Present Level of Performance

51 Referrals
7 referrals; (5 black students received referrals)
44 referrals; (24 nonblack students received referrals)

Expected Level of Performance

Referrals for Black or African American Students =8% or lower; if you want to reduce the % of Black students receiving referrals to 8% or lower then the # of students should go from 5 to 2

GAP

3 students

1. The identified problem for Goal 3 is:

In the 2014-15 school year, San Jose had a total of 49 office referrals. 8.2% of our student population is black or African American. 17.2% of students receiving infractions were black or African American.
It is our priority at San Jose to ensure that all students be successful learners. This is done through a culture of respect, understanding and tolerance of all cultures of both staff and students. The SBLT weekly meetings and monthly PBS meetings are held to ensure that this mission is accomplished by analyzing data through FOCUS, BOQ, SWBP and DecisionED.

2. What is your Desired Outcome/Measureable Goal?

We will strive to ensure that less than 8% of our disciplinary referrals will be from the African American/black subgroup. We will work to ensure that no discrepancies occur between any subgroups.

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

The gap between referrals of black and nonblack students was not analyzed in depth in previous years.

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

During the 2014-15 school year, data analysis at PBS meetings did not include focusing on subgroups, specifically black/African American subgroup as a monthly agenda item.
Analysis of discrepancies between black and nonblack subgroups were conducted on a limited basis.

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

Data from DecisionEd indicates a need for monthly data analysis of subgroups.

Goal 3

4. How will this problem be solved?

Develop and maintain a schoolwide atmosphere of cultural proficiency and responsiveness

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
-Team leader meetings to build and maintain a school wide atmosphere of cultural proficiency and responsiveness.
-Collect, analyze and discuss students who need to have an individual behavior plan, refer for RTI support.

Person(s) Responsible

Administration-Professional Development, compile reward and regerral data and facilitate staff discussions
SBLT -review and discuss data

Timeline / By When?

8/15

Initiated:
Ongoing: Y
Pending:
Completed:

Professional Development through Article Studies
-Recommendations for   Addressing Disproportionality in Education

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
-Read and analyze various articles on discrepancies between black and nonblack subgroups
-PBS members to discuss with teams

Person(s) Responsible

PBS team members

Timeline / By When?

10/15

Initiated:

Ongoing: Y
Pending:
Completed:

Goal 3

5. Data collection and management

Implement School Wide Positive Behavioral Interventions and Supports to build a foundation of prevention.

Implementation Steps
(Including professional development)

-defining and teaching a small set of positive, school wide behavior expectations to all students
-establishing a regular pattern in which all adults acknowledge and reward appropriate student behavior
-minimize the likelihood that problem behaviors will be inadvertently rewarded
-collecting and using discipline and implementation data to guide efforts

Person(s) Responsible

Administration and Behavior Specialist-Rewards and referral data and discussions, Open House Presentation
Guidance Counselor will provide all teachers with character trait, behavior lessons via email on a weekly basis

Timeline / By When?

8/15

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 3

6. Support Plan

Analyze data-black and nonblack

Implementation Steps
(Including professional development)

At PBS meetings, data, based on referrals, will be analyzed to ensure that there is not a discrepancy between black and nonblack students.

Person(s) Responsible

PBS team

Timeline / By When?

9/15

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 3

7. Fidelity Plan

Analyze data

Implementation Steps
(Including professional development)

Data of nonblack and black student referrals will be monitored. If data stays the same or decreases, it will be determined that goal continues to be met.

Person(s) Responsible

Administration

Timeline / By When?

8/15

Initiated:
Ongoing: Y
Pending:
Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

-Celebrate positive behavior through ABC bucks recognition of successfully following Guidelines for Success using ABC store and walk and talk at lunch(positive reinforcement in cafeteria).

-Celebrate increased student achievement through recognition of improved academics and behaviors

2. Describe the procedure/practice used.

-Preschool meeting to review Guidelines for Success, school wide expectations of ABC Bucks and Walk and Talk process.
-Informational assembly with students regarding Guidelines for Success, how to earn ABC bucks for positive behavior, how ABC bucks can be used for purchasing tangible items at ABC store(trinkets, lunch with principal, pencils, etc).
-Review expectations for Walk and Talk and what behavior must be demonstrated to earn going out to walk and talk as well as expectations at Walk and Talk(15 minutes of outside, supervised play for 2nd half of lunch period).
-Students are identified by positive behavior referrals. These "referrals" are sent home by teachers. Students names are flashed on HAWK news for one week.

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

ABC Bucks-all staff will receive ABC bucks to distribute to students for following Guidelines for Success throughout the day(catch them being good).
-Walk and Talk-students have the option of going outside after eating lunch(15 min) if they have followed rules in cafeteria-daily determined by staff in cafeteria.
-Each teacher identifies students that are following guidelines of success. Students receive positive referrals that are sent home. In addition, they are recognized on the HAWK news.

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

ABC Bucks recognition, Walk and Talk and Positive Referrals are part of the PBS system.

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

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

Teachers will create classroom expectations, rewards and consequences with the students in the classroom(during initial class meetings); plan will include use of ABC bucks as part of reward system; plan should align to Guidelines for Success.

All teachers at San Jose take into account the structure of their classroom to promote optimal learning. Expectations are taught through a variety of ways-lesson plans, role modeling, role playing and through the Hawk News by the guidance counselor. Behaviors are monitored and data is kept daily through conduct grades on Agenda or class dojo points. Positive interaction(minimum of 4:1) is used and encouraged by all staff members. Challenges are brought to the attention of the SBLT team.

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

At San Jose Elementary, principles of CHAMPS, a research based system, is utilized.

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

Teachers will show that their classroom management system will track discipline progress of students through the use of agendas and/or dojo.

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

Teachers will develop classroom management plan with students during first week of school. Teachers will submit classroom management plan to administration for review. Administration will provide feedback on classroom management plan; teachers to add/revise as necessary. Administration refer to the behavior plans of teachers when dealing with disciplinary issues.
Classroom management system will help to meet goal of student achievement, increasing positive behavior and student safety and contributing to positive learning and social environment.