
Guidelines for Success

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

Sandy Lane uses PBS. Our Guidelines for success are "SHARK". "S" for Self-Motivation, "H" for Honesty, "A" for A+ Attitude, "R" for Responsibility and "K" for Kinship. School-wide GFS expectations are clearly posted in every learning area and common areas using PBS and CHAMPS.

2. Where are common area expectations posted?

The school's guidelines for success are painted all throughout both the common areas of the school as well as the classroom pods and hallways. They are located in the front office lobby and the media center. They are located on our main hallways as well as the cafeteria. These guidelines are also painted in each pod and above the water fountains in the pod classrooms.

3. How are common area expectations communicated?

Each teacher has posters describing CHAMPS expectations as well as classroom rules and expectations. All teachers actively teach, model school wide expectations and reinforce expected behavior. Each teacher teaches these guidelines in their classes along with the other expectations as an introduction to the school year. These guidelines are then re-taught and reinforced throughout the school year.

Also, we reinforce these expectations during our school wide assemblies.

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

The classroom expectations/rules are identified using the school wide expectations (SHARK) and the school "Shining Shark Rules" that have been produced by the staff, as a guide. Each classroom teacher must align their classroom expectations to them. Classroom rules are posted in each classroom and " The Shining Shark Rules" are posted throughout the common areas of the school. The rules/ expectations for each classroom setting are introduced, modeled, practiced and reinforced heavily throughout the school year.

Goal 1

Present Level of Performance

45% of our referrals are a result of class/campus disruption or fighting.

Expected Level of Performance

Less than 25% of our referrals will come from class campus disruption and/or fighting.

GAP

Current gap from Present levels to expected levels of performance is 20%.

1. What problem have you identified?

We want students to be able to behave responsibly and respectfully in every classroom and school situation. We want students to be able to utilize scholarly language to resolve conflicts. We used our referral data to identify this problem.

2. What is your Desired Outcome/Measureable Goal?

We would like the students to be able to handle conflicts, anger, and to gain attention appropriately using appropriate strategies so less instructional time is lost.

We want the number of referrals to decrease as a result the number of students following the school wide expectations will increase.

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

Difficulty immersing the strategies taught in Second Step within the school day. Students are not assimilating the lessons from the 2nd STEP time into other areas of their day.

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

Continue implementing Second Step daily school wide.
Implement teachings throughout the day (teachable moments) to help students understand that these skills are to be used throughout their day.

Train the non-classroom teachers on our Second Step strategies.

Identify key strategies to target during our morning news.

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

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Using weekly Second Step walkthroughs to identify staff members that need additional training or support.
Based on referral data, students are not receiving referrals during Second Step Time.
Based on interview data, non-classroom teachers are not implementing all of the Second Step strategies.
Behavior referrals and incident reports from those teachers that appear to need further support.

Goal 1

4. How will this problem be solved?

Weekly engagement data and Second Step walkthroughs will be conducted utilizing the Second Step walkthrough form and engagement data form. Feedback will be provided to the teachers and the MTSS team. The MTSS team will focus on how to improve engagement based on data. The MTSS team will identify areas of needed Professional Development for teachers based on implementation data. We will review referral and incident report data weekly.

Implementation Steps (Including professional development)

Collect data weekly on the implementation of Second Step utilizing the Second Step Form. This will be collected by the behavior specialist, RTI coach and administration. The data will be reviewed at the MTSS team and during PLC's. Weekly engagement data will be collected utilizing the CHAMPS 5 and 15 minute form. Teacher will complete a self assessment every semester. Referral and incident report data will be used to assess areas of need for focus with Second Step lessons. This will also allow us to see if the lessons were taught, and if we see a reduction in that type of behavior.

Person(s) Responsible

MTSS Coach, Behavior Coach, AP, Principal, Guidance Counselor.

Timeline / By When?

8/24/2015

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Teach Second Step strategies to all staff members.

Implementation Steps (Including professional development)

Professional development for non-classroom teachers on Second Step.

Person(s) Responsible

M. Dedert

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Timeline / By When?

8/31/2015

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

Post Second Step strategies throughout the school.

Implementation Steps

(Including professional development)

Create posters highlighting strategies from Second Step.

Person(s) Responsible

M. Dedert.

Timeline / By When?

8/31/15

Initiated: 8/28/2015

Ongoing: Y

Pending:

Completed:

Goal 1

5. Data collection and management

Incident reports and referrals will be used to monitor behaviors in classrooms. Student engagement form, The basic 5 and the 15 minute form.

**Implementation Steps
(Including professional development)**

Collect data on Second Step, Data to be reviewed at MTSS and PLC's. Additional training including Professional Training and coaching within the classroom will be used to support.

Person(s) Responsible

MTSS Coach, Behavior Coach, AP, Principal, Guidance Counselor

Timeline / By When?

8/24/2015

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

Goal 1

6. Support Plan

**Data to indicate need for Professional Development or/ and Coaching
Professional Development and/ or coaching in class to support.**

**Implementation Steps
(Including professional development)**

Walk thru data, Professional Development for new staff members, continued data for Second Step and engagement. Continue monitoring until behavior shows there is a need.

Person(s) Responsible

MTSS Coach, Behavior Coach, AP,Principal, Guidance Counselor

Timeline / By When?

8/24/22015

Initiated: 8/17/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

Data gathering
Identify areas needed for support
Professional Development
Coaching

Implementation Steps
(Including professional development)

Collect data using Second Step , The basic 5, The 15 minute engagement form
MTSS and PLC's to identify areas of need
Professional Development and/ or Coaching to support

Person(s) Responsible

MTSS Coach, Behavior Coach, AP, Principal, Guidance Counselor

Timeline / By When?

8/24/2015

Initiated: 8/17/2015

Ongoing: Y

Pending:

Completed:

Goal 2

Present Level of Performance

As of the end of the 2015 school year Sandy Lane Elementary had 103 Out of School Suspensions

Expected Level of Performance

Expected level of performance for the 2016 school year is 80 Out of School Suspensions

GAP

This represents a 20% GAP between our PLOP and expected level of performance

1. What problem have you identified?

The problem identified is a high number of Out of School Suspensions because of instances of physical aggression and severe campus disruption. This data was obtained through a review of suspension records and Discipline Referrals

2. What is your Desired Outcome/Measureable Goal?

Sandy Lane's desirable goal is to reduce the amount of OSS by 20%.

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

Out of School Suspensions of reduced steadily over the last 3 years. A possible barrier to not obtaining our goal this year may be a lack of student investment in the school wide PBS, use of the Shark Shilling.

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

Sandy Lane Elementary's priority is to ensure 100% classroom participation in our PBS system to include: use of the positive referral, 5:1 positive to negative ratio, implementation and proper delivery of the Shark Shilling, and use of the Shining Shark award we are also adding a PBS necklace incentive program from our students.

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

This is the right barrier to address because we were unable to analyze how often, who, and how much the PBS system was being implemented by teachers last year. It has been hypothesized that poor implementation of the PBS lead to reoccurring and escalating problem behaviors, ultimately leading to OSS.

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Goal 2

4. How will this problem be solved?

Walkthrough and review of classrooms implementation of school wide token economy

**Implementation Steps
(Including professional development)**

Weekly review of behavior data at MTSS meeting with school leadership

Retraining applied as necessary

Person(s) Responsible

Behavior Specialist
MTSS Coach

Timeline / By When?

9/2/15

Initiated: 8/19/2015

Ongoing: Y

Pending:

Completed:

Goal 2

5. Data collection and management

Amount of shillings distributed and used as recorded by each class "bank"

**Implementation Steps
(Including professional development)**

Mandate every class to have a bank, a Shilling value board, and a reinforcer cost board

Person(s) Responsible

School Based Leadership Team

Timeline / By When?

8/19/15

Initiated: 8/20/2015

Ongoing: Y

Pending:

Completed:

Goal 2

6. Support Plan

Mentors, coaches, and school leadership will provide examples and model through role play (practice)

**Implementation Steps
(Including professional development)**

On the spot corrections

Person(s) Responsible

School Base Leadership Team, Mentors, and Coaches

Timeline / By When?

8/19/15

Initiated: 8/19/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

Compliance count of classrooms meeting PBS expectations

**Implementation Steps
(Including professional development)**

Direct instruction of proper implementation

Person(s) Responsible

School Based Leadership, Mentors, and Coaches

Timeline / By When?

8/19/15

Initiated: 8/19/2015

Ongoing: Y

Pending:

Completed:

Goal 2

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

As of 9/30/2015

Summary of Data Review

Data-based Decision

Next Steps

Goal 3

Present Level of Performance

As of the end of the 2014/2015 school year Black students (49% of the population) received 77% of referrals.

Expected Level of Performance

School expectation is to have no more than 60% of referrals received by Black students

GAP

The GAP is currently at +17%

1. The identified problem for Goal 3 is:

We want our students to engage in behavior that is cooperative, respectful, and contributes to their learning and the learning of others. Data indicates that the most commonly referred incident was class/campus disruption, followed by defiance and insubordination.

2. What is your Desired Outcome/Measureable Goal?

We want to decrease the % of referrals from Black students to no more than 60% of the school's total referrals.

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

Possible barriers to our goal could be how we are utilizing the "Shark Shilling" and a lack of teacher understanding of how to implement a Token Economy in regards to a school wide and classroom behavior management system. Another barrier may be inaccurate reporting of incidents or poorly defined expectations for what constitutes a referral. Lastly, teachers may not have a clear understanding of how to resolve incidents and proactively put tiered interventions in place in the classroom to reduce future occurrences of the same problem behavior.

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

The most important barrier is to alter is the implementation of our school wide positive behavior system, "The Shark Shilling", and use of a token economy to increase desired behavior.

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

During observations throughout the 2014/2015 school year multiple classrooms were giving a less than a 5:1 ratio of positive to negative statements. Also, a frequent complaint of students centered on when they could use their Shark Shillings; and teachers were not able to give an accurate report of how many Shillings could be earned for students achieving desired outcomes both academically and behaviorally.

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Goal 3

4. How will this problem be solved?

Use of the "Shark Shilling" in the classroom as well as common areas of the school. AA students will receive additional monitoring and feedback through a specialized mentoring program tracked with data folders.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Training on implementing a Token Economy in the classroom for all teachers k-5

Person(s) Responsible

Behavior Specialist

Timeline / By When?

8/20/15

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Defining the process for Discipline Referrals

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Training on Behavior Management flow chart for all teachers K-5

Person(s) Responsible

Behavior Specialist

Timeline / By When?

8/20/15

Initiated: 8/21/2015

Ongoing: Y

Pending:

Completed:

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Professional development for staff on CHAMPS, PBS, and SWBP.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Training on CHAMPS, Teach Like a Champion (TNTP) techniques and on PBS during pre-school. Additionally, training will be on our swbp.

Person(s) Responsible

Behavior Specialist
MTSS coach
AP

Timeline / By When?

During Preschool

Initiated: 8/20/2015

Ongoing: Y

Pending:

Completed: 8/21/2015

Foundations team/MTSS team to track progress of action plan and to ensure training is delivered to staff.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Foundations team meets monthly along with MTSS team to review data and to check on progress of SWBP action steps.

Also to decide on P.D. for staff.

Person(s) Responsible

Administration
MTSS coach
Leadership Team
Foundations Team

Timeline / By When?

Monthly

Initiated: 9/14/2015

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Ongoing: Y
Pending:
Completed:

Ongoing Professional Development.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Embedded pd occurs throughout all of our trainings. We model our expectations. Additionally, in class coaching occurs utilizing TNTP strategies.

Person(s) Responsible

Leadership Team

Timeline / By When?

Weekly

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

Goal 3

5. Data collection and management

"Banks" showing how many Shark Shillings each student has earned will be posted in each classroom. Classroom totals will be compared to maintain consistency throughout the school

**Implementation Steps
(Including professional development)**

Have all teacher post names and amount of current shillings.
All teachers post a token value chart and a reinforcer cost chart

Person(s) Responsible

Teacher, Behavior Specialist, MTSS Coach

Timeline / By When?

8/21/15

Initiated: 8/21/2015
Ongoing: Y
Pending:
Completed:

All incident reports and discipline referrals will be submitted to Behavior Specialist via electronic form

**Implementation Steps
(Including professional development)**

Create new electronic versions of incident reports and discipline referrals; present power point on expectations regarding discipline referrals; have teachers maintain records on class room incident reports

Person(s) Responsible

Teacher, Behavior Specialist

Timeline / By When?

8/20/15

Initiated: 8/21/2015
Ongoing: Y

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**Pending:
Completed:**

Goal 3

6. Support Plan

Walkthroughs; email; mentoring, problem solving meetings regarding behavior

**Implementation Steps
(Including professional development)**

Weekly review of discipline data

Weekly review of positive referrals received

Person(s) Responsible

Principal
AP
MTSS Coach
Behavior Specialist

Timeline / By When?

8/20/15

Initiated: 8/28/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

Walkthroughs

**Implementation Steps
(Including professional development)**

performed daily

Person(s) Responsible

Principal
AP
MTSS Coach
Behavior Specialist

Timeline / By When?

8/20/15

Initiated: 8/20/2015

Ongoing: Y

Pending:

Completed:

Discipline data review

**Implementation Steps
(Including professional development)**

reviewed weekly

Person(s) Responsible

Principal
AP
MTSS Coach
Behavior Specialist

Timeline / By When?

8/20/15

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Initiated: 8/20/2015
Ongoing: Y
Pending:
Completed:

Goal 3

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

As of 9/30/2015

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As of 9/30/2015

Summary of Data Review

Data-based Decision

Next Steps

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School-wide Reward System

1. What are your school-wide reward strategies?

Shark Shilling, Positive Referral, Shining Shark Award, Student of the Month, Attendance Award, Shark Shilling party, school wide necklaces and charms for outstanding performance.

2. Describe the procedure/practice used.

Students receive charms for excelling in positive student attributes to place on a necklace they are given at the beginning of the school year.

Shark Shillings are earned for performing specific behaviors and can then be used for items in the school store or rewards in the classroom.

Shining Shark award is given for displaying our school's guidelines for success and can be turned in for rewards.

Student of the month is given through teacher nomination.

Positive Referral is given to students demonstrating one of Sandy Lane's guidelines for student success.

Attendance Award is a shared trophy for the student who has perfect attendance for the month.

Shark Shilling parties are available weekly for students who earned (x) amount

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

All day, all areas of the school, and all employees are to be giving Shark Shillings

Charms are distributed by Assistant Principal after notified by teacher

Attendance Award is given by School Social worker and Guidance Counselor

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

Shark Shillings are an example of a token economy which is evidence based and used when working with children diagnosed with developmental disabilities to include spectrum disorders; other interventions were offered through Pinellas County Schools PBS training and Behavior Specialist training. Sandy Lane has had a decrease in Discipline Referrals, ISS, and OSS over the past 3 years when these interventions were implemented with fidelity.

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

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

We utilize CHAMPS. CHAMPS is a proactive and positive approach to classroom management.

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

CHAMPS is entirely compatible with more than 30 years of research on how effective teachers manage their classrooms in ways that enhance academic achievement. Second, Safe and Civil Schools has many examples of district based studies where CHAMPS has been implemented with remarkable results. Improvements include marked reductions in classroom disruptions, office referrals, and in-school and out of school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior. (page.10 from CHAMPS 2nd edition book)

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

By actively observing student behavior, teachers can influence students to use their best behavior. Data collection assists teachers in spotting trends across time, which are then used to adjust the management plan to further improve student behavior.

Data guides how to structure and organize classrooms and common areas for our students. Data also guides key areas/processes that need to be "CHAMPed" in order for students to achieve success.

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

CHAMPS is designed to help the classroom teacher develop or fine tune an effective classroom management plan that is proactive, positive, and instructional. CHAMPS model guides the teacher in how to make effective decisions about managing behavior. CHAMPS model allows teachers to make informed data based decisions. One outcome of CHAMPS is that students should be treated with dignity and respect. . .