
Guidelines for Success

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

The Sawgrass Lake Elementary school-wide guidelines for success are:

- Be Respectful
- Be Responsible
- Be Safe

2. Where are common area expectations posted?

Common area expectations are posted in the hallways, cafeteria, bathrooms, media center, office and all specials areas.

3. How are common area expectations communicated?

Common area expectations are posted around the school and reviewed with students by teachers the first week of school and ongoing throughout the year.

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

Classroom expectations/rules are:

- Be Respectful
- Be Responsible
- Be Safe

Classroom rules are posted in each room and are reviewed daily by teachers.

Goal 1

Present Level of Performance

Expected Level of Performance

GAP

1. What problem have you identified?

Use of a common language, school wide, regarding behavior expectations in all areas of the school

2. What is your Desired Outcome/Measureable Goal?

All staff and students using the same "common language" when dealing with behavior situations.

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

New staff for the 2015-2016 school year

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

Teaching the common language to the new staff.

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

This barrier will allow all staff members to use the same language when dealing with behavior.

Goal 1

4. How will this problem be solved?

Introduction to common language to all staff members at meeting.

**Implementation Steps
(Including professional development)**

Professional Development will be provided all year on the use of a common language.

Person(s) Responsible

Assistant Principal
Principal
Behavior Specialist
Guidance Counselor

Timeline / By When?

January 2016

Initiated: 9/2/2015

Ongoing: Y

Pending:

Completed:

Goal 1

5. Data collection and management

Student referrals

Implementation Steps
(Including professional development)

Person(s) Responsible

Assistant Principal
Principal

Timeline / By When?

Ongoing

Initiated: 8/26/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

Campus/Classroom Observations

Implementation Steps
(Including professional development)

Person(s) Responsible

Assistant Principal
Principal

Timeline / By When?

Ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

Present Level of Performance

Expected Level of Performance

GAP

1. What problem have you identified?

All african-american students that need additional support with behavior will be identified and placed in our "monitor-mentor" program.

2. What is your Desired Outcome/Measureable Goal?

Students who are identified will be partnered up with a staff member or trained mentor to provide support in increasing self esteem and positive self image.

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

We have recieved numerous new students to Sawgrass Lake.

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

Finding staff and mentors to provide support to students.

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

This will allow all students that need a mentor to have one.

Goal 2

4. How will this problem be solved?

Work with our volunteer coordinator to get mentors for our program.

**Implementation Steps
(Including professional development)**

Provide training to mentors and teachers on the monitor-mentor program

Person(s) Responsible

Assistant Principal
Principal

Timeline / By When?

Ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

5. Data collection and management

Student behavior data and classroom teacher input as well as parent input.

Implementation Steps
(Including professional development)

Person(s) Responsible

Assistant Principal
Principal

Timeline / By When?

Ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

6. Support Plan

Provide resources and strategies for teachers and mentors.

Implementation Steps
(Including professional development)

Person(s) Responsible

Assistant Principal
Principal
Behavior Specialist

Timeline / By When?

On Going

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

Montly meeting with mentors and teachers involved with the program.

Implementation Steps
(Including professional development)

Person(s) Responsible

Assitant Principal
Principal
Behavior Specialist

Timeline / By When?

On going

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Our school wide reward strategy is the Gators Being Good Ticket System

2. Describe the procedure/practice used.

Students earn tickets by following school wide rules and procedures posted in all common areas. Tickets are handed out randomly by all school personnel.

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

Strategies will be implemented throughout the day by all staff members.

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

Positive reinforcements strategies given randomly has been proven to shape positive behavior.

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

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

Each teacher has developed their own classroom management system based on their individual teaching style or needs of the students. All classes follow the same guidelines of the Be Respectful, Be Responsible and Be Safe school wide rules.

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

Our CMS is based on the Commitment to Character researched based program.

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

Behavior data is analyzed by the SBLT Team and CMS strategies are reviewed based on SBLT discussions.

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

A decrease in the number of classroom and campus disruptions as well as a decrease in the number of referrals is the expectation.