Guidelines for Success

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

School-Wide
Have respect for self and others.
Always being prepared and on time to class.
Will make good choices.
Keep focused on goals.
Show responsibility.
Cafeteria
Keep hands, feet and food to yourself.
Stay in your seat during lunch.
Raise your hand and get an adult's permission to leave yoru seat.
Leave your area clean.
Throw trash in the garbage.
Hallways
Keep hands and feet to yourself.
Walk at all times.
Use appropriate language.
Follow staff member's instructions at once.
Outside Bus and Car Circle
Keep hands and feet to yourself.
Walk at all times.
Stay on sidewalk areas.
Walk bikes.

2. Where are common area expectations posted?

Hallways
Cafeteria
Bike Rack
Bus Circle
Car Circle
Front Office
Grade Level Office

3. How are common area expectations communicated?

On morning announcements daily.
Posted in all areas
Taught in classrooms
Communicated by administration daily in cafe
Via parent connect calls by principal
Newsletter
Website

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

Classroom rules are posted by each teacher and align to the school wide rules and expectations. They are clearly posted and taught by each teacher.

Goal 1

Present Level of Performance

2321 REFERRALS
1071 ARE FOR CLASSROOM DISRUPTION, DEFIANCE, NOT COOPERATING.

Expected Level of Performance

GOAL: LESS THAN 30% OF REFERRALS FOR THESE BEHAVIORS

GAP

16-20%

1. What problem have you identified?

Students need to follow classroom expectations. When expectations are followed, class disruptions are minimal. Teachers often view defiance and not cooperating are classroom disruptions. This inhibits the learning of others.

2. What is your Desired Outcome/Measureable Goal?

To reduce the number of referrals for classroom disruption, defiance, and not cooperating by 20% by June 2016.

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

Teachers need to identify the major and minor behavioral definitions and consequence hierarchy. Teachers need to follow the HAWKS school-wide classroom procedure system. Teachers will teach the expectations and follow the hierarchy. Students will have clear and consistent expectations set in every classroom. Students will have clear and consistent positive reinforcement and consequences for their chosen behaviors. This leads to a consistent environment for students.

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

Teachers being consistent in teaching their expectations for behavior. School-wide expectations being followed with consistency in all classrooms. Referrals are being written consistently for behavior infractions.

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

we know that major and minor behaviors need to be consistent across the school so that referrals are written for consistent behaviors.

Goal 1

4. How will this problem be solved?

Staff are taught school-wide expectations for behavior and how to implement these expectations into classrooms.

Implementation Steps
(Including professional development)

MTSS Team review school wide expectations with staff during preschool. Classroom posters are provided for each room

Person(s) Responsible

Administration/
PBS Leadership Team

Timeline / By When?

Ongoing

Initiated: 8/17/2015
Ongoing: Y
Pending:
Completed:

Teachers teach expected behaviors to students to students first week of school and ongoing.

Implementation Steps
(Including professional development)

All teachers teach expectations on ALL classrooms. LA teachers teach school-wide expectations for common areas.

Person(s) Responsible

Teachers

Timeline / By When?

Ongoing

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

Completed:

Grade Level assemblies to teach common area behavior expectations

Implementation Steps
(Including professional development)

Assistant Principal conducts a Fireside Chat to teach behavior expectation. Lesson includes hallway behavior, appropriate language, cafe behavior, respect for self and others, being prepared and on time, making good choices, personal responsibility and electronic devices.

Person(s) Responsible

Administrators

Timeline / By When?

Week of August 24, 2015
Week of January 4, 2016
Week of April 4, 2016

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 1

5. Data collection and management

Referrals Data will be collected and monitored by administration.

Implementation Steps
(Including professional development)

APs bring the data to weekly administrative team meetings. AP Nash takes to monthly PBS Leadership Team.

Person(s) Responsible

Assistant Principals

Timeline / By When?

Weekly

Initiated: 8/31/2015
Ongoing: Y
Pending:
Completed:

Goal 1

6. Support Plan

Administration supports the PBS Leadership Team

Implementation Steps
(Including professional development)

Support is given to teachers with high number of referrals.

Support is given to common areas with concerns.

Person(s) Responsible

Administration and PBS Leadership Team

Timeline / By When?

ongoing

Initiated: 8/31/2015
Ongoing: Y
Pending:
Completed:

Positive support, including reinforcers, are put into place as data shows areas of concern. This is tracked weekly.

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 1

7. Fidelity Plan

We track the data weekly so that fidelity to plan is monitored and assured.

Implementation Steps
(Including professional development)

ongoing

Person(s) Responsible

administration. Principal monitors weekly.

Timeline / By When?

ongoing

Initiated: 8/31/2015
Ongoing:
Pending:
Completed:

Goal 2

Present Level of Performance

Expected Level of Performance

GAP

1. What problem have you identified?

Students need to report to class on time every period, every day for bell to bell instruction. We used our tardy data from 2014-2015.

2. What is your Desired Outcome/Measureable Goal?

All students will report to class on time to every period every day for bell to bell instruction.

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

Students do not see the importance of being on time to class. They see the social aspect of being in the halls as more rewarding than being to class on time.

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

We feel providing a social alternative to halls is going to help us.

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

We are confident that the social aspect is the right one to address at this age.