Guidelines for Success

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

Consistent school-wide behavior management plan with an early warning system that addresses student academic and behavior needs which will increase student engagement and proficiency standards.

Positive Attitude
Always do your Best
Work Hard
Safe Actions

Jaguars always display positive student behaviors at 74th Street Elementary School. Faculty and staff look to reward students who demonstrate a positive attitude, who work hard, and who personify the school wide expectations. Students earn PAWS that are used for various activities throughout the year. PAWS can be used throughout the year for a variety of incentives based activities.
As well as PAWS, 74th Street Elementary uses a school wide behavior system based on defined colors. It is our goal that every student achieves their highest potential every day using the color system. Our expectation is that PAWS will help students remain on a Blue or better every day. Students on a blue level or above continually display behaviors that meet or exceed our school wide expectations. Classroom incentives are created and maintained for all students who remain on the blue level or above. Students who earn the Yellow and Orange levels will receive documented interventions to help improve their behavior. These students are able to move back up the color system if their behavior improves. There are consistent procedures in place for how a student moves up and/or down the color system.

2. Where are common area expectations posted?

Common area expectations are posted in each of the classrooms and throughout the school posted throughout the hallways.

3. How are common area expectations communicated?

Students are initially instructed on the common area expectations, then reinforced through out the day, rewarding paw bucks for the behaviors. Also, students are consistently reminded as they transition through out the day. Administration presents schoolwide expectations to the students in assemblies at the beginning of the school year. These expectations are revisited each quarter at awards assemblies and students are given awards based on good behaviors exhibited.

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

Classroom expectations are posted by the teacher in the classroom. Teachers follow a color matrix for behavior where students start their day on satisfactory. As the day progresses students move up and down on the chart depending on adherence to classroom rules. Students are reminded throughout the day of expectations through the use of the color system.

Goal 1

Present Level of Performance

498 students out of a total of 594 received some sort of infraction.

Expected Level of Performance

We will reduce this rate by a minimum of 10% in thie school year.

GAP

This 10% reduction is a difference of 50 referrals.

1. What problem have you identified?

All staff want students to know the schoolwide expectations and be able to consistently demonstrate their use and knowledge of these expectations.
We identified that there was a problem with this based on the number of referrals over the past 3 years within the school. The referral numbers were pulled from data warehouse. There were also a large number of suspensions last year based on students not following the schoolwide expectations.

With a large number of new teachers, training and establishing consistency is the most significant barrier. Also, 3 to 1 positive behavior and use of PAW bucks for consistent reinforcement is an identified problem. Teacher and student surveys were used to determine this need.

2. What is your Desired Outcome/Measureable Goal?

Students behavior is reflective of amount of PBS/PAW bucks obtained through the year. The measurable goal is reached through determination of how many paw bucks students obtain. We want to see that 95% of the student body will consistently use their bucks for all incentives. In addition, we want to see a 20% reduction in the number of referrals and referrals resulting in suspension with the more consistent use of PBS.

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

Consistency among teachers and not enough time. Also, not enough support structures were in place last year for alternatives to out of school suspension.

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

To reinforce consistency of utilization of PAWs bucks to reinforce positive behavior with better and more schoolwide and classroom incentives for use of PAW bucks.
Additional support and structures being put into place for alternatives to out of schools suspension.

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

This is the appropriate barrier as previous implementation reflected that as teachers consistently gave PBS/PAW bucks student behavior improved and less referrals were written on chronic misbehavior.

Goal 1

4. How will this problem be solved?

-PBS color system in place with reward system
-Modeling by all staff members
-Classroom and schoolwide incentives.

Implementation Steps
(Including professional development)
- Training of teachers
-Teachers working with other teachers
-Teacher incentives

Person(s) Responsible

Entire staff

Timeline / By When?

Throughout the school year

Initiated:
Ongoing: Y
Pending:
Completed:

Additional support structures have been added such as Saturday School, before and after school detention, In School Suspension, Behavior Groups and Guidance Groups, etc. to assist with limiting the number of out of school suspensions.

Implementation Steps
(Including professional development)
Training of teachers
Behavior Coach and Behavior Specialist receive training and create a plan for interventions that do not involve out of school suspension.

Person(s) Responsible

Administration
RTI Coach
Behavior Coach
Behavior Specialist
Guidance Counselor

Timeline / By When?

Throughout the school year

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 1

5. Data collection and management

- Referral data
- Color system data
-PBS/PAW bucks expenditure

Implementation Steps
(Including professional development)

- Pinellas county referral system
- Behavior color tracking chart
- Tally of dollars spent after events

Person(s) Responsible

Miller, Bachnik,
Succar

Timeline / By When?

Throughout the school year

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

Goal 1

6. Support Plan

- PD
-Consistency
-Reinforcement of procedures

Implementation Steps
(Including professional development)
   -PD
   -modeling
   - committee meeting reviews

Person(s) Responsible

   PBS team

Timeline / By When?

   all year

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 1

7. Fidelity Plan

Monthly meetings
SBLT discussions weekly

Implementation Steps
(Including professional development)
    Member checks
    Fidelty checks through meetings.

Person(s) Responsible

    Miller, Bachnik,
    Succar

Timeline / By When?

    School year

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

Goal 2

Present Level of Performance

95% of students adhere to common school attire

Expected Level of Performance

All students will wear common school attire as defined by the student handbook and listed on school's website, email and phone informationals.

GAP

5% of the student body will improve with consistenly wearing uniforms.

1. What problem have you identified?

We want students at 74th Street to be able to focus on instruction and know that the way they dress sets them up for success. Last school year, we had a great deal of bullying issue with regard to clothing and dress code issues with the older students. This data was identified by discipline referrals.

Students will know how and consistently abide by the dress code. Through parent, teacher and community interest and voting, it was determined uniforms were the best approach to improve students' academic and behavioral success.

2. What is your Desired Outcome/Measureable Goal?

That student behavior will improve and is based on less referrals and daily color tracking charts.
A 20% reduction in bullying or dress code related referrals which will result in an increase in school wide incentive participation and student academic performance.

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

1st year implementation

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

Consistency is a barrier as the year progresses.
Cost for families of the uniform.
Keeping the uniforms looking appropriate (clean).
Making sure students are wearing the defined colors as per the school's dress code

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

Research shows students who wear uniforms have less behavioral issues and academics improve.

Goal 2

4. How will this problem be solved?

- Parent involvement
-Consistency

Implementation Steps
(Including professional development)
    Emails, phone calls and letters home.

Person(s) Responsible

    Bachnik, Miller, Succar

Timeline / By When?

    School year

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

Goal 2

5. Data collection and management

Tally of students who are not in dress code each day.

Collection of the number of referrals being written for dress code and bullying issues will be collected monthly and reviewed by SBLT.

> **Implementation Steps**
> **(Including professional development)**
>
>
> **Person(s) Responsible**
>
> Miller
>
>
> **Timeline / By When?**
>
> school year
>
>
> **Initiated:**
> **Ongoing:**   Y
> **Pending:**
> **Completed:**

Goal 2

6. Support Plan

-Provided input from teachers
-Overall school working on identifying students who need reminders
-Community partners donations for uniform money to help students in need

Implementation Steps
(Including professional development)
   -PTA assists in fundraisers
   -Teachers recognizing students who are not following dress code

Person(s) Responsible

   Schoolwide

Timeline / By When?

   School year

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

Goal 2

7. Fidelity Plan

Clear and concise dress code policy
Consistent reminders
Parent contact

Implementation Steps
(Including professional development)
Parent reminders
Calls home
Providing dress if parents can't afford.

Person(s) Responsible

Administration and teachers

Timeline / By When?

School year

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

Goal 3

Present Level of Performance

African American students who make up 18% of the student body received 32% of the referrals last school year.

Expected Level of Performance

As a result we will reduce the amount of 32% by 50% this school year.

GAP

The gap is 16%.

1. The identified problem for Goal 3 is:

The students will be able to improve their behavior and academic learning through the implementation of the The AVID program is a schoolwide college ready program that targets students who may face adversity in their learning and behavior as a result of race, and ethnicity. The program provides organizational skills, teacher strategies and mentoring to keep under-served and or minority students on or above academic expectations.

2. What is your Desired Outcome/Measureable Goal?

There will be a 50% decrease in the number of referrals written on African-American students.

At least a 10% reduction in the number of minority students non-proficient on standardized tests and grade level academics and at least a 10% reduction in the number of black students receiving discipline referrals.

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

1st year implementation

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

In general, black students are underperforming academically versus non-black students.

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

1st year implementation; because there is a discrepancy in academic performance between black and non-black students.

Goal 3

4. How will this problem be solved?

-Consistency

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
-Fidelity check of binders
-PBS/PAW bucks for compliance
-Celebrations of class implementation

Person(s) Responsible

Principal and Assistant Principal

Timeline / By When?

Throughout school year

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

Goal 3

5. Data collection and management

Tally of classroom compliance

Implementation Steps
(Including professional development)
-Teachers will be trained on WICOR strategies

Person(s) Responsible

AVID team

Timeline / By When?

Throughout the school year

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

Goal 3

6. Support Plan

-AVID trainings

Implementation Steps
(Including professional development)

- AVID trainings with teachers at school site

Person(s) Responsible

AVID team

Timeline / By When?

Throughout school year

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

Goal 3

7. Fidelity Plan

-Check schoolwide compliance

Implementation Steps
(Including professional development)
-Fidelity checks
-trainings

Person(s) Responsible

Administration and AVID team

Timeline / By When?

Throughout school year

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

School-wide Reward System

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1. What are your school-wide reward strategies?

Students are given PAW bucks throughout the school day for positive behavior support. Also students are given a color for Excellent, Great, Satisfactory behavior to reinforce positive behavior support.
Students redeem paw bucks at weekly in class incentives, daily school store, monthly school wide celebrations , quarterly celebrations and year end celebrations.

74th Street Color System
All students begin their day on a blue color
5-Purple-E (Excellent): Role model for classroom expectations throughout the day. Awarded 3 PAWS at the end of the day (phone call or note home).
4-Green-V (Very Good): Follows classroom expectations for work and participation. Awarded 2 PAWS at the end of the day.
3-Blue-S (Satisfactory): Meets classroom expectations with minimal reminders throughout the day. Awarded 1 PAW buck at the end of the day.
2-Yellow-N (Needs Improvement): Struggles to meet classroom expectations for work and participation.
1-Orange-U (Unsatisfactory): Repeatedly did not meet school/classroom expectations for work and participation (phone call or note home).
**Daily color should be recorded at the end of each day in the agenda/behavior sheet.

2. Describe the procedure/practice used.

Consistent handing out of PAW bucks for positive behavior through out the school day by all parties: teachers, administration, cafeteria, plant crew. Incentive schedules are posted and reiterated on the morning news on a daily basis.

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

Daily, in classes, in the hallways, at lunch by all members of the staff. Teachers will use their classroom expectations to recognize students who are following expectations and reward them with jaguar bucks or raising their behavior color. Teacher will use the hallway, cafeteria, media center, office (etc.) classroom expectations to recognize and reward students as stated above. Students have weekly, monthly and quarterly incentives they work towards in acquiring jaguar bucks. Teachers, Administrators and staff will reward students for positive behavior and remind students of the upcoming incentives. All spending of jaguar bucks are accounted for and are a measure of whether bucks a distributed and spent.

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

As part of the PBIS researched based program all strategies stem from the program and are aligned to PBIS. As a result, data is collected, coded and analyzed through data system on PBIS website in accordance to Pinellas county school program.

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

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

PBIS is our classroom management system in line with the STOIC model.

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

Teachers are provided with STOIC template and a minimum of three fidelity checks are done a year. Teachers are trained on the STOIC template/rubric and provided in classroom assistance as fidelity checks occur.

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

PBS color system entails a color tracking sheet that is assessed and input in data base. Jaguar bucks spent are tracked on a monthly basis to check usage.
Uniform compliance is tracked and data is compiled on a daily basis that will be charted throughout the school year.
Data is reviewed at weekly SBLT and CST meetings.

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

Academic success will increase
Behavior will improve
Reduction in Referrals
Schoolwide environment will consist of a positive learning and behavior environment.
School is safe and secure for all students.