
Guidelines for Success

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

Skycrest uses PBS. The school-wide Guidelines for Success:

1. Be Respectful
2. Be Responsible
3. Be Safe
4. Be an Active Learner

Common Area Expectations/Rules:

1. Ask for Help
2. Appropriate Voices
3. Use Equipment Appropriately
4. Safe Hands and Feet
5. Stay in Assigned Areas
6. Keep Areas Clean

2. Where are common area expectations posted?

Common area expectations are posted in the Cafeteria, Media Center, Hallways, and Computer Lab.

3. How are common area expectations communicated?

Common area expectations are communicated to students throughout the school year during explicit instruction of behavioral expectations within the classroom taught by the classroom teacher. In addition, common area expectations are communicated by all faculty/staff by providing students with visuals, posters, and verbal representation of our expectations throughout the school year.

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

The classroom expectations/rules are identified and created by each individual teacher. Classroom expectations/rules are clearly posted in the front of every classroom or in an area where students can easily see on a daily basis. Classroom expectations/rules are clearly communicated by the classroom teacher through planned lessons, providing examples and non-examples, posters, signs, and an array of various visuals. In addition, each classroom teacher has posted within their classroom our school-wide Guidelines for Success.

Goal 1

Present Level of Performance

106 students have received incident reports regarding defiance/Insubordination for the 2014/2015 school year.

Expected Level of Performance

Skycrest Elementary would like to reduce the amount of defiance/insubordination by 20% for the 2015/2016 school year (no more than 85 incidents).

GAP

The gap between present level of performance and the expected level of performance is 21 behavioral incidents regarding defiance/insubordination (approx. 20%).

1. What problem have you identified?

Skycrest Elementary has a continual high number of student behavioral incidents being reported as defiance/insubordination. Data from Skycrest incidence reports indicate 106 students received behavior reports for defiance/insubordination.

Students need to know what is expected of them at all times during the school day. All instructional staff need to teach students all processes and expectations throughout the school year. Instructional staff need to teach, model (examples and non-examples), and revise/modify behavioral expectations on a continual basis.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome/measurable goal is to have no more than 87 incident reports for defiance/insubordination for the 2015/2016 school year (approx. 20% decrease).

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

1. Teaching of specific expectations (examples and non-examples) not being taught with fidelity.
2. Behavioral lessons being taught to students are not continual throughout the school year.
3. New staff members and first year teachers who don't have much experience with classroom management.
3. Lack of common language and continual reference to our school-wide Guidelines for Success and Common Area Expectations.

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

New staff members and first year teachers with minimal classroom management training and/or experience.

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

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Many 1-2 year teachers seek support in the area of classroom management. In addition, Skycrest Elementary has ten staff members who are have been teaching for 1-2 years.

Goal 1

4. How will this problem be solved?

Provide support in Class DOJO

Implementation Steps (Including professional development)

1. Provide technical support (signing up, setting up the students, how to print reports, etc.)
2. Provide examples on how to implement within the classroom.
3. Provide examples and support on how to reward students based on positive behaviors.
4. Provide examples and support on behavioral interventions based on negative behaviors.

Person(s) Responsible

Mrs. Ryckman

Timeline / By When?

Beginning of the school year.

Monthly/ As Needed Basis

Initiated: 8/21/2015

Ongoing: Y

Pending:

Completed:

Inform and review the Positive Behavior Systems (PBS) schoolwide expectations.

Implementation Steps (Including professional development)

1. Collect teacher/student behavioral data.
2. Analyze positive and negative behaviors.
3. Plan for interventions, rewards, student review of expectations, etc.
4. Revise or continue PBS strategies which yield positive student behaviors.

Person(s) Responsible

Administration

PBS Team

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Classroom Teachers

Timeline / By When?

Second Tuesday of each month.

Initiated: 9/8/2015

Ongoing: Y

Pending:

Completed:

Provide timely and supportive feedback on PBS strategies and class DOJO implementation within the classroom.

Implementation Steps

(Including professional development)

1. Conduct classroom walkthroughs.
2. Provide the teacher with timely feedback based on observations.
3. Plan, revise, or continue effective behavioral strategies to increase student engagement.

Person(s) Responsible

Administration

PBS Team

Classroom teachers

Timeline / By When?

Four times per year or as needed

Initiated: 9/7/2015

Ongoing: Y

Pending:

Completed:

Goal 1

5. Data collection and management

Behavioral incident reports generated by staff regarding student defiance/insubordination

Implementation Steps

(Including professional development)

1. Collect, group, and analyze behavioral incident reports.
2. Analyze the data reported and produce a visual representation of behavioral incident reports to share with faculty/staff during PBS, Staff, or PLC meetings.
3. Reflect on the data and make the necessary interventions needed.

Person(s) Responsible

Mrs. Defant

Timeline / By When?

Bi-Monthly

Initiated: 10/5/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

Provide timeline and dates for all strategy/intervention steps needed to complete to ensure our plan is completed with fidelity and to track our goals of decreasing student defiance/insubordination.

**Implementation Steps
(Including professional development)**

1. Create and share the timeline of the strategy/implementation steps to the faculty/staff.
2. Share data and other important information regarding our SWBP with the faculty/staff.
3. Make revisions, if needed.

Person(s) Responsible

Administration

Timeline / By When?

September 25, 2015

Initiated: 9/25/2015

Ongoing:

Pending: Y

Completed:

Invite all staff/faculty to attend our monthly PBS meetings. Highly recommend for 1-2 year teachers to attend.

**Implementation Steps
(Including professional development)**

1. Share with staff/faculty the dates of our PBS meetings.
2. Send out e-mails as a friendly reminder of all upcoming meetings.
3. Create a calendar of events for staff to view upcoming meetings and professional development.

Person(s) Responsible

Administration

Timeline / By When?

August 24, 2015- May 30, 2016

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Initiated: 8/18/2015
Ongoing: Y
Pending:
Completed:

Goal 1

7. Fidelity Plan

Collect and analyze student behavioral incident reports.

**Implementation Steps
(Including professional development)**

1. Print and view all behavioral incident reports bi-monthly to assess teacher and student needs regarding defiance/insubordination reports.
2. Take notes during meetings and provide the staff with a copy regardless of participation.
3. Create and conduct a staff survey regarding the implementation of providing continual and timely support with class DOJO and PBS strategies.

Person(s) Responsible

Mrs. Defant
Mrs. Bernard

Timeline / By When?

August 24, 2015- May 30, 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

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

As of 10/6/2015

Summary of Data Review

Data-based Decision

Next Steps

As of 12/8/2015

Summary of Data Review

Data-based Decision

Next Steps

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9/29/2015

As of 2/9/2016

Summary of Data Review

Data-based Decision

Next Steps

As of 4/12/2016

Summary of Data Review

Data-based Decision

Next Steps

As of 5/10/2016

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Summary of Data Review

Data-based Decision

Next Steps

Goal 2

Present Level of Performance

2014 Current Attendance Rate of 96.11% including 172 students with excessive absences and 148 students with excessive tardies.

Expected Level of Performance

For the 2015/2016 school year Skycrest would like to increase the student attendance rate by 2% (approx. 97.7% attendance rate).

GAP

The gap between present level of performance and expected level of performance is 1.59 (approx. 2%).

1. What problem have you identified?

According to Pinellas County Schools Attendance Tardy and Suspension (SIP0050), Skycrest Elementary has a current student attendance rate of 96.11% including 172 students with excessive absences and 148 students with excessive tardies.

Students should be able to attend school on a daily basis unless indicated by an excused note from home and/or doctor.

2. What is your Desired Outcome/Measureable Goal?

Skycrest Elementary would like to have a student attendance rate of a minimum of 97.7%, a 2% increase from the previous school year. This would indicate and ensure that all students are in class everyday receiving daily instruction.

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

Skycrest Elementary has indicated some barriers of student attendance including the following:

1. Transportation- There is a high percentage of Skycrest families and students that walk to school making it difficult at times to get to school on time.
2. Obtaining excused absences/tardies- Parents and families might not know what is expected or needed to have their child be excused for absences and/or tardies.
3. Organization and Student Responsibility- Students might be expected to get themselves ready for the school day. Students might not know or have difficulty getting ready for school resulting in tardies or absences.

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

Informing and supporting parents and families on how to assist their children with at home organization and responsibility (ex. morning routines).

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

Skycrest Elementary believes this is the right barrier to address because it will allow our staff to offer parental support throughout the school year by offering Positive Behavioral Support workshops. In addition, this barrier is supported by our school-wide Positive Behavior Support (research-based interventions). The Positive Behavior Support organization offers numerous parent resources which can be shared and taught to families to implement at home.

Goal 2

4. How will this problem be solved?

Provide parent/family workshops : "Parents Partnering in PBS"

**Implementation Steps
(Including professional development)**

1. Create a team of staff who are interested in helping our families with PBS workshops.
2. Plan effective and informational parent/family workshops in PBS interventions to use at home to increase self responsibility.
3. Provide parents/families with workshop dates, times, and information regarding the workshop.
4. Survey parent/family input based on the workshop given to use as data and reflection.

Person(s) Responsible

Administration

PBS team members

Timeline / By When?

9/23/15-6/3/16

Initiated: 9/8/2015

Ongoing: Y

Pending: Y

Completed:

Goal 2

5. Data collection and management

Reports generated by FOCUS to track student attendance.

Implementation Steps (Including professional development)

1. Run frequent student attendance reports.
2. Send letters home regarding continual tardies and/or absences.
3. Send invitations to all parents and families about our "Parents Partnering in PBS" workshops.

Person(s) Responsible

Administration

PBS Team members

Timeline / By When?

8/24/15-6/3/16

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Parent Surveys

Implementation Steps (Including professional development)

1. Create a timeline of workshops that will be available and allow parents to sign up prior to the workshop date.
2. Analyze the number of interested parents/families.
3. Modify the workshops and/or keep the workshops open.
4. Collect parent surveys after attending the workshops.
5. Analyze the parental input.
6. Revise/modify workshops to fit the needs of our school.

Person(s) Responsible

Administration

PBS Team members

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Timeline / By When?

9/7/15-6/3/15

Initiated: 9/23/2015

Ongoing: Y

Pending: Y

Completed:

Goal 2

6. Support Plan

Recruit various staff members to work collaboratively as a PBS team.

**Implementation Steps
(Including professional development)**

1. Invite all staff/faculty to participate in the PBS intervention team.
2. Recruit and get teacher buy in for the purpose of our goals during PLCs.
3. Collaboratively plan effective strategies to inform and teach parents/families of PBS interventions to increase student responsibility.

Person(s) Responsible

Administration

PBS Team members

Timeline / By When?

9/8/15-6/3/16

Initiated: 8/28/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

Gather student attendance reports from FOCUS

**Implementation Steps
(Including professional development)**

1. Run student attendance reports monthly from FOCUS.
2. Cross reference continual tardy/absent students to see if the student's family attended one of our PBS workshops.

Person(s) Responsible

Marylynn Hagedorn; Social Worker

Timeline / By When?

9/23/15-6/3/15

Initiated: 9/8/2015
Ongoing: Y
Pending: Y
Completed:

Goal 2

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

As of 10/6/2015

Summary of Data Review

Data-based Decision

Next Steps

As of 12/8/2015

Summary of Data Review

Data-based Decision

Next Steps

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9/29/2015

As of 2/9/2016

Summary of Data Review

Data-based Decision

Next Steps

As of 4/12/2016

Summary of Data Review

Data-based Decision

Next Steps

As of 6/7/2016

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9/29/2015

Summary of Data Review

Data-based Decision

Next Steps

Goal 3

Present Level of Performance

Of the 110 Black or African American students for the 2014/2015 school year, 25.5% have at least one referral (28 students).

Of the 321 referrals generated, 27.7% were attributed to Black students.

Black students are 2.11 times more likely to have at least one referral than all other students.

Expected Level of Performance

Currently Skycrest Elementary has 124 Black or African American students enrolled. The expected level of performance is to decrease Black or African American student referrals by 10%, no more than 17.7% referrals attributed to Black students.

GAP

The gap between present level of performance and expected level of performance is approx. 7 student referrals.

1. The identified problem for Goal 3 is:

Skycrest Elementary would like students to know and understand what is expected of them throughout the school day in regards to behavioral expectations.

Data used to identify this problem includes the Skycrest Data Analysis provided by the district and FOCUS referral reports.

2. What is your Desired Outcome/Measureable Goal?

Skycrest Elementary would like to decrease the Black and African American student referrals by 10% (no more than 21 student referrals).

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

Possible reasons the goal has not yet been reached include the following:

1. Cultural Competence- Lack of staff awareness on cultural differences/awareness
2. Prejudices
3. Discrimination

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

The most valid and alterable barrier is staff cultural competence. It is believed that the staff could use additional understanding and learning in cultural differences.

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

This is the right barrier to address because staff has minimal training and understanding of cultural competence. In addition, the staff at Skycrest Elementary has not maintained continual and/or frequent training in this area of concern.

Goal 3

4. How will this problem be solved?

Provide staff and faculty with Cultural Competence training: "Ouch! That Stereotype Hurts!"

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

1. Request "Ouch! That Stereotype Hurts!" training for Skycrest Elementary from the professional development department.
2. Conduct the professional development to staff on campus (if possible).
3. Obtain teacher feedback based on the professional development provided.

Person(s) Responsible

Administrators

SBLT Team Members

PBS Team Members

Timeline / By When?

10/30/15

Initiated: 8/13/2015

Ongoing: Y

Pending: Y

Completed:

Book Study

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

1. Create and send staff an interest survey.
2. Provide a book that correlates to our goals and seeks the interest of the staff.
3. Conduct book study.
4. Create and send staff survey to collect and analyze input based on the book study.

Person(s) Responsible

Administrators

SBLT Team Members

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PBS Team Members

Timeline / By When?

1/19/16-5/27/16

Initiated: 9/1/2015
Ongoing: Y
Pending: Y
Completed:

Classroom Management Training

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

1. Request and recruit teacher leaders who attended the classroom management training to share viable information gained during this training to the staff.
2. Create, collect, and analyze staff input regarding classroom management training.
3. Provide additional staff needs in the areas of behavioral management.

Person(s) Responsible

Administration

Mrs. Powers, Mrs. Bruce

Timeline / By When?

10/7/15

Initiated: 9/21/2015
Ongoing: Y
Pending: Y
Completed:

Trauma Training

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

1. Request Trauma Training from the district office of professional development/student services.
2. Provide training after school hours for staff members interested.

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3. Create, collect, and analyze a staff survey regarding the training.
4. Provide additional/continual trauma training.

Person(s) Responsible

Mrs. Flory

Administrators

PBS Team Members

Timeline / By When?

First semester
8/24/15-1/18/15

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed: 9/15/2015

Only AA students and their parents are invited to participant in a pancake breakfast and iStation club before school - this will continue periodically throughout the year. Building relationships with these students and parents will ultimately reduce their behavior incidents, referrals, ISS, and OSS.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

1. Run FOCUS report to indicate the number of AA students.
2. Create and send parent invitations.
3. Plan and create data presentation for parents/families.
4. Provide breakfast, review student data information, provide before school iStation club and YMCA membership opportunities.
5. Collect and review parent questions and/or concerns.
6. Plan additional parent breakfast opportunities.

Person(s) Responsible

Administration Team

Teacher Leaders

PBS Team Members

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9/29/2015

Timeline / By When?

10/01/15-5/27/15

Initiated: 9/21/2015

Ongoing: Y

Pending: Y

Completed:

Goal 3

5. Data collection and management

FOCUS student referral reports

Implementation Steps

(Including professional development)

1. Collect and organize all student referrals.
2. Meet monthly to analyze student referrals by subgroup.
3. Continually review and teach behavioral expectations to students.
4. Develop behavioral interventions that meet the needs of the Black and African American population.

Person(s) Responsible

Administrators

SBLT Team Members

PBS Team Memebers

Timeline / By When?

Monthly

9/8/15-5/10/16

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

Teacher surveys

Implementation Steps

(Including professional development)

1. Design a survey on survey monkey regarding book study interests.
2. Plan and implement a book study to enhance understanding on cultural competence.
3. Design a reflection survey on survey monkey to get feedback on the completion of the book study.
4. Revise/continue staff needs on cultural competence.

Person(s) Responsible

Administrators

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SBLT Team Members

PBS Team Members

Timeline / By When?

Initiated: 9/15/2015

Ongoing:

Pending: Y

Completed:

Goal 3

6. Support Plan

District trainers

**Implementation Steps
(Including professional development)**

1. Ask for support in training staff on cultural competence from the professional development office.

Person(s) Responsible

Administrators

Timeline / By When?

10/30/15

Initiated: 8/26/2015

Ongoing: Y

Pending: Y

Completed:

Goal 3

7. Fidelity Plan

Create calendars and timelines

**Implementation Steps
(Including professional development)**

1. Collect all data.
2. Plan tentative dates and times for training and book study.
3. Create timeline of events for staff.

Person(s) Responsible

Administrators

Timeline / By When?

10/30/15

Initiated:

Ongoing:

Pending: Y

Completed:

Goal 3

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

As of 11/10/2015

Summary of Data Review

Data-based Decision

Next Steps

As of 3/8/2016

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?

The school-wide reward strategies include giving "Eagle Awards" and "Super Kid Awards."

2. Describe the procedure/practice used.

Monthly: Eagle Awards are given to students who demonstrate improving, continuing, and/or excelling in academics, commitment to character, and in the areas of Art, Music, and P.E.

Weekly: Super Kid Awards are given to students who demonstrate improving, continuing, and/or excelling in academics, commitment to character, and/or other areas within the classroom.

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

Eagle Awards: Each instructional teacher will nominate a student for an Eagle Award. Once the teacher nominates a student, the student lists are combined to create a master list which is then reviewed by administration. The office clerks and paraprofessionals are given the final copy of the student names being recognized for the monthly Eagle Award and create invitations to invite family members. In addition, a monthly assembly will take place in the cafeteria inviting all Eagle Award students to get recognized. The assembly is televised to all other students in the classroom.

Super Kid Awards: Each classroom teacher will nominate a student for a Super Kid Award. The student name is reviewed by administration. On Friday, administration will distribute the awards to the students being recognized with a pencil and/or other various tactile rewards in the morning before school.

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

Eagle and Super Kid Awards allow students to be recognized for specific behaviors that demonstrate our school wide guidelines for success and common area expectations. In addition, these strategies are evidence-based because the teacher indicates specifically what actions the student/s took to receive the award/s. This will ensure the student is recognized for specific positive behaviors.

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

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

The STOIC-based classroom management system implemented at Skycrest Elementary is the Positive Behavior System (PBS).

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

According to the Florida's Positive Behavioral Support Project (fpbs) it states the following

"On a school-wide level, PBS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as exhibiting the expected behavior, and communicate findings to the staff, students, and families. The PBS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented."

"On an individual level, PBS uses functional behavior assessments to understand the relationships between a student's behavior and characteristics of his or her environment. The functional behavior assessment identifies multiple strategies to effectively reduce problem behavior including changing systems, altering environments, teaching skills, and focusing on positive behaviors."

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

PBS classroom management system is aligned to the specific behavioral interventions put in place for students who are struggling behaviorally. In addition, data is collected on the effectiveness of the behavioral interventions during our monthly PBS team meetings.

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

The outcomes expected include the following:

1. Create effective intervention plans that will impede the problem behaviors.
3. Create a support system for students.
4. Collaboration between teachers, administrators, and parent/families.
5. Student success in behavioral expectations.