Guidelines for Success

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

Southern Oak uses Positive Behavior Support. Our school-wide Guidelines for Success are to be respectful, responsible, and kind.

2. Where are common area expectations posted?

Common area expectations are clearly posted and visible in the cafeteria and the hallways.

3. How are common area expectations communicated?

They are communicated through classroom instruction, assemblies, student agendas, and through the use of the morning show. Classroom teachers create the classroom expectations aligned to our school-wide behavior plan with input from their students. Expectations are posted in the classrooms and are communicated to families.

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

Classroom teachers develop their individual class rules with their students following CHAMPS. Teachers post their expectations in the room for student's to see.

Goal 1

Present Level of Performance

Classroom referrals increased from 93 to 97.

Expected Level of Performance

88 referrals

GAP

5 referrals

1. What problem have you identified?

When comparing our data from the 2013/2014 school year to the 2014/2015 school year, classroom referrals increased from 93 to 97 referrals. Emotional Behavior Disorder (EBD) students accounted for 41 of the 93 classroom referrals and 19 of the 101 total referrals. One EBD student was responsible for 17 referrals in the 13/14 school year. General Education referrals increased in the classroom from 52 to 78.

2. What is your Desired Outcome/Measureable Goal?

To decrease classroom referrals from 97 to 88 by June 2016.

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

We have a few students who frequently receive referrals. These students account for the majority of the classroom referrals.
We have EBD students who are identified as special behavioral needs and therefore generate additional referrals.

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

Our priority is to support students with multiple referrals.

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

33 out of 97 referrals were from students with more than 3 referrals.

Goal 1

4. How will this problem be solved?

EBD students will receive weekly counseling

Implementation Steps
(Including professional development)

The social worker will meet with students and conduct individual/group interventions

Person(s) Responsible

Melissa Valentine

Timeline / By When?

Ongoing/End of the year

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

Key staff members will meet with students who frequently receive referrals to provide a buddy system.

Implementation Steps
(Including professional development)

Students will be identified who need additional support. Staff members will be identified to team up with students. Buddies will meet periodically to check in with each other.

Person(s) Responsible

Various

Timeline / By When?

August/End of the year

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

Guidance counselor pulls weekly social skill/anger management groups

Implementation Steps
(Including professional development)

Guidance counselor identifies students based on need. Guidance counselor pulls weekly groups.

Person(s) Responsible

Melanie Every

Timeline / By When?

August/End of the year

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

Goal 1

5. Data collection and management

Referral data

Implementation Steps
(Including professional development)

Multi Tiered System of Support Team (MTSS) will monitor referral data biweekly

Person(s) Responsible

MTSS

Timeline / By When?

August/biweekly until June

Initiated: 9/3/2015
Ongoing: Y
Pending:
Completed:

Goal 1

6. Support Plan

The MTSS team will provide training and suggestions on how to support students

Implementation Steps
(Including professional development)

Meet with mentors to provide suggestions on when to meet and how to establish a relationship with the students.

Person(s) Responsible

MTSS

Timeline / By When?

September

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

Goal 1

7. Fidelity Plan

The MTSS will check in with the mentors to see how the program is going.

Implementation Steps
(Including professional development)
    MTSS meets with mentors

Person(s) Responsible

    MTSS

Timeline / By When?

    October

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

Goal 1

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

As of 11/13/2015

Summary of Data Review

Data-based Decision

Next Steps

Goal 2

Present Level of Performance

15 referrals of students striking other students

Expected Level of Performance

0 referrals for striking students

GAP

15 referrals

1. What problem have you identified?

Comparing 13/14 to 14/15 data, the number of referrals for striking a student decreased from 16 to 15.

2. What is your Desired Outcome/Measureable Goal?

Our goal is to have no physical aggression against students.

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

Students are lacking social skills and have issues with compulsivity and anger management.

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

Students are in need of anger management and social skills.

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

Students struggle to find alternative solutions when faced with confrontation.

Goal 2

4. How will this problem be solved?

Social skills to teach appropriate interactions.

Implementation Steps
(Including professional development)

Identify students in need of social skills. Create schedule. Meet with the students.

Person(s) Responsible

Teacher, guidance counselor, social worker, and behavior specialist.

Timeline / By When?

August/End of the year

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

For students with FBAS, conduct FBA reviews for the students who have had referrals for striking to ensure that appropriate interventions are in place to teach replacement behaviors.

Implementation Steps
(Including professional development)

Review referral data to identify students.
FBA facilitator will review FBAs.

Person(s) Responsible

MTSS and FBA facilitator.

Timeline / By When?

November- data review

Initiated: 11/10/2015
Ongoing: Y
Pending:

Completed:

General education students

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Goal 2

5. Data collection and management

Referrals

Implementation Steps
(Including professional development)

MTSS will monitor referrals on students striking students

Person(s) Responsible

MTSS

Timeline / By When?

Biweekly beginning in September

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

Goal 2

6. Support Plan

MTSS will meet to determine additional supports needed for mentors and facilitators

Implementation Steps
(Including professional development)

MTSS will meet biweekly and discuss progress to determine any additional supports required

Person(s) Responsible

MTSS

Timeline / By When?

Biweekly beginning in September

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

Goal 2

7. Fidelity Plan

MTSS will monitor the implementation of the plan

Implementation Steps
(Including professional development)

MTSS will meet biweekly and discuss implementation

Person(s) Responsible

MTSS

Timeline / By When?

Biweekly beginning in September

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

Goal 2

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

As of 11/10/2015

Summary of Data Review

Our data has shown that there are a 5 students who have received 7 referrals for striking students or adults.

Data-based Decision

Further data review will be conducted at the FBA meetings.

Next Steps

Added an action step to review FBAs and reviewed individual needs. Cocial skills training for stuxdents not previously identified will happen now by the guidance counselor and we will seek permission of the parents for mentors.

Goal 3

Present Level of Performance

There were 18 out of 83 black students who received 33 referrals. 21.7% of all black students received a referral.

Expected Level of Performance

12% of all referrals received by black students

GAP

reduce black risk factor from 2.82 to 1.0.

1. The identified problem for Goal 3 is:

Of the 83 black students, 21.7% have at least one referral. Black students are 2.82 times more likely to have at least one referral than all other students. 27.7% of students with at least one referral are black; this group comprises 12% of the total student population. Of the 101 referrals generated, 32.7% were attributed to black students. Students identified as black receive an average of 0.4 referrals per student. The average number of referrals for a student identified as Black is 3.57 times that for all other students. Our school has emotional behavior disorder units that account for 37% of all referrals. 5 out of 18 black students were EBD and accounted for 14 of the referrals.

2. What is your Desired Outcome/Measureable Goal?

To decrease the black referrals by 20%.

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

Students lack social skills, anger management, and have impulse control issues.
Our school has emotional behavior disorder units that account for 37% of all referrals. 5 of the 18 black students were EBD and accounted for 14 of the referrals.

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

Identifying students who are African American who specifically need interventions.

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

Identifying students for intervention is the initial requirement in providing support and decreasing referrals.

Goal 3

4. How will this problem be solved?

Provide mentors for identified African American students who had multiple referrals the previous school year.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
   Identify students, assign mentors to students, have students and mentors meet.

Person(s) Responsible

   Various

Timeline / By When?

   September/End of the year

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

Provide social skill and anger management groups for targeted African America students in need of intervention.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
   Identify students, pull groups

Person(s) Responsible

   Guidance counselor

Timeline / By When?

   September/End of the year

Initiated: 9/1/2015

Ongoing: Y
Pending:
Completed:

Behavior coach attended professional development over the summer. She then shared the STOIC and CHAMPS training information with the staff during the September staff meeting.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)

1. Identify Coach
2. Coach attends Training
3. introduced coach to staff sharing her areas of expertise
4. Provide professional development to staff
5. Support staff in ongoing professional development and individual growth dealing with diversity.

Person(s) Responsible

Mandy Larkin

Timeline / By When?

July/End of the year

Initiated: 7/29/2015
Ongoing: Y
Pending:
Completed:

Implement Check and Connect with African American population

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)

1. Obtain materials on check and connect
2. Train staff in Check and connect
3. Teachers implement it with their students

Person(s) Responsible

Classroom Teachers

Timeline / By When?

September/End of the year

Initiated: 9/22/2015
Ongoing: Y
Pending:
Completed:

Goal 3

5. Data collection and management

Black students receiving referrals

Implementation Steps
(Including professional development)
   MTSS will monitor black referrals

Person(s) Responsible

   MTSS

Timeline / By When?

   biweekly starting in Septemebr

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

Goal 3

6. Support Plan

Identified mentors will be supported by MTSS and the behavior coach.

Implementation Steps
(Including professional development)
1. Behavior coach provide training to the staff
2. MTSS will meet with identified mentors for support
3. Behavior coach will provide resources to mentors as needed to meet the student's individual needs.

Person(s) Responsible

MTSS

Timeline / By When?

September/June

Initiated: 9/10/2015
Ongoing: Y
Pending:
Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

The school uses a recognition system where students can earn tickets for their classroom for good behavior.

2. Describe the procedure/practice used.

Students are recognized while in common areas by staff members other than their classroom teacher. The classroom teacher tracks their class progress and notifies administration for recognition and reward once the class reachers the reward levels.

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

All teachers and staff will recognize students in common areas that are following the school wide expectations while in areas such as cafeteria, hallway, during the school day, arrival, and dismissal times.

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

The school follows the CHAMPS model.

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

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

CHAMPS

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

CHAMPS is a nationally recognized program and PCS has adopted the program for positive behavior support.

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

Referral data is reviewed biweekly during MTSS meetings and discipline meetings. Professional development on classroom management is then determined.

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

Decreased referrals, increased time spent in class, and increased engagement.