Guidelines for Success

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

Our school has a PBS in place. Our school-wide Guidelines for Success are built around the acronym of our school mascot - BEARS. The Guidelines for Success are as follows:

B - Be responsible
E - Engage in learning
A - Always try your best
R - Respect yourself and others
S - Support our fellow Bears

2. Where are common area expectations posted?

Common area expectations are posted prominently throughout the school in a STAR matrix. We believe "the key to success is being a STAR!" The STAR matrix is posted in each classroom and in common areas, such as the cafeteria.

3. How are common area expectations communicated?

During the first week of school, a "Bear Necessities" school-wide assembly is held to review the school-wide behavior plan. The STAR matrix and common area expectations are presented for hallway rules, cafeteria rules, and field rules. The matrix includes rules for safety, teamwork, attitude, and responsibility. Additionally, the school-wide behavior plan is reinforced during the year through lesson plans, classroom guidance lessons, classroom walkthroughs, and PLC learning opportunities to help teachers reinforce school expectations and manage behaviors in the classroom.

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

During the first week of school, teachers hold classroom meetings to collaboratively establish classroom rules that align with the STAR matrix behavior plan.

Goal 1

Present Level of Performance

ABSENCES:
2014-2015 - 4.5% average daily absences

Expected Level of Performance

4.3% average daily absences

GAP

0.2%

1. What problem have you identified?

In order to increase student engagement and achievement, we want to decrease daily absences.

2. What is your Desired Outcome/Measureable Goal?

Our desired outcome is to decrease the overall percentage of absences of 4.5% to 4.3%.

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

Some possible barriers to the goal include: students not arriving to school on time; student illness; transportation issues; lack of recognition at school for good attendance.

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

School recognition of good attendance.

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

This is the appropriate barrier as we have school-based control over this barrier and it is alterable.

Goal 1

4. How will this problem be solved?

Weekly grade level attendance recognition awards

Meet with CST and Early Warning Signs SIT committees to review attendance data/trends

Implementation Steps
(Including professional development)

Attendance recognition awards will be announced on STAR News. At the end of each semester, the classes with the best attendance will receive a student-determined celebration (ex. iPad party, extra recess, free reading) in their classroom.

Person(s) Responsible

AP

Timeline / By When?

9/4/15

Initiated: 9/4/2015
Ongoing: Y
Pending:
Completed:

Goal 1

5. Data collection and management

FOCUS attendance reports

**Implementation Steps
(Including professional development)**

Collect and disaggregate data from FOCUS

Meet with CST and Early Warning SIT committees to review and discuss attendance data and discuss strategies to increase attendance.

Person(s) Responsible

AP

Timeline / By When?

9/4/15

Initiated: 9/4/2015
Ongoing: Y
Pending:
Completed:

Goal 1

6. Support Plan

Monitor students with excessive absences

Implementation Steps
(Including professional development)
    Communicate absence data with CST to identify next steps.

Person(s) Responsible

    AP

Timeline / By When?

    8/24/15

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

Goal 1

7. Fidelity Plan

Fewer absences will occur from those students with frequent, multiple absences.

**Implementation Steps
(Including professional development)**

Meet with/mentor students exhibiting frequent absences to set goals and identify causes.

Person(s) Responsible

AP

Timeline / By When?

9/4

Initiated: 9/4/2015
Ongoing: Y
Pending:
Completed:

Goal 2

Present Level of Performance

SUSPENSIONS:
2013-2014 - 16 total (6 OSS, 10 ISS)
2014-2015 - 23 total (9 OSS, 14 ISS)

Expected Level of Performance

16 total suspensions for 2015-2016

GAP

-7

1. What problem have you identified?

We noticed that suspension rates were lower in 2013-2014 and then increased in 2014-2015. Therefore, we would like to reduce the number of suspensions by 7 incidences to return to 16 total which was the level in 2013-2014.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome/measure goal is to reduce the overall number of suspensions by 7 incidences.

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

Some potential barriers include the lack of parental support and follow through at home; the increase in number of general education students with behavior needs (ADHD, ESE, etc.); and an increased number of novice teachers lacking classroom management training/skills.

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

The most valid and alterable barrier is the increased number of novice teachers who lack classroom management skills.

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

The is the appropriate barrier to focus on as it is alterable.

Goal 2

4. How will this problem be solved?

Tier II Interventions Supports/Strategies

Implementation Steps
(Including professional development)
Coaching support by MTSS/RtI coach, monthly progress and data results shared at staff meetings

Person(s) Responsible
MTSS Coach

Timeline / By When?
2015/16 School Year

Initiated: 9/4/2015
Ongoing: Y
Pending:
Completed:

STOIC Training

Implementation Steps
(Including professional development)
Professional Development

Person(s) Responsible
Renee Sutter

Timeline / By When?
10/19/15

Initiated: 10/19/2015
Ongoing:
Pending:
Completed: 10/19/2015

Goal 2

5. Data collection and management

The number of suspensions will be monitored on a monthly basis through FOCUS. Additionally, the types of behaviors identified on each referral (resulting in suspension) will be monitored, as well.

**Implementation Steps
(Including professional development)**

Data will be shared with staff and SBLT and professional development/support will be offered as needed based on data.

Person(s) Responsible

AP

Timeline / By When?

2015-16 School Year

Initiated: 10/2/2015
Ongoing: Y
Pending:
Completed:

Goal 2

6. Support Plan

Students receiving OSS will be paired with a mentor.

We will also utilize "Paws"itive notes/calls to reinforce positive behavior choices and academic efforts.

Implementation Steps
(Including professional development)

Teachers will implement Tier II strategies to support student behavioral needs and celebrate student successes.

Person(s) Responsible

AP

Timeline / By When?

2015-16 School Year

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

Goal 2

7. Fidelity Plan

OSS will be minimal as a result of Tier II interventions.

Implementation Steps
(Including professional development)

Person(s) Responsible

AP

Timeline / By When?

2015-16 School Year

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

Goal 3

Present Level of Performance

Our present level of performance, as well as the preceding two years is as follows:
2012-2013 - 39% referrals received by Black students
2013-2014 - 33% referrals received by Black students
2014-2015 - 9% referrals received by Black students

Expected Level of Performance

Our expected level of performance is to reduce the number of referrals of Black students by 7%.

GAP

-2%

1. The identified problem for Goal 3 is:

At Starkey Elementary during the 2014-15 school year, 10% of Black students received discipline referrals. This data is concerning as Black students make up only 6% of the student population. Our discipline data is tracked through the Pinellas County FOCUS database. We would like for Black students to reduce their discipline referrals in the 2015-16 school year.

2. What is your Desired Outcome/Measureable Goal?

Our desired outcome is for Black students to reduce discipline referrals by 7%.

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

One possible reason this goal has not yet been reached includes inconsistent implementation of classroom behavior management plans (including rewards and consequences). Another possible barrier is insufficient professional development with regard to STOIC Data. Increasing teachers depth off knowledge of STOIC principles could positively impact our ability to reach our goals school-wide.

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

Our priority is to focus on consistent implementation of classroom behavior management plans and Tier II interventions.

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

The is the correct barrier as it is alterable.

Goal 3

4. How will this problem be solved?

Tier II interventions support/Proactive Intervention Strategies including a daily check-in with a staff member/mentor.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
Coaching support by MTSS/RtI coach, monthly progress and data results shared at staff meetings

Culturally Responsive Professional Development (Oct.)

Person(s) Responsible

MTSS/RtI Coach

Timeline / By When?

2015-16 School Year

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed: 10/19/2015

STOIC Support

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
School-wide professional development (self-assessment and ongoing support with MTSS coach)

Person(s) Responsible

Renee Sutter

Timeline / By When?

October 19, 2015

Initiated: 9/18/2015
Ongoing:
Pending:
Completed: 10/19/2015

Goal 3

5. Data collection and management

The number of referrals processed will be monitored on a monthly basis through FOCUS. Additionally, the types of behaviors identified on each referral will be monitored, as well.

Implementation Steps
(Including professional development)

Data will be shared with staff and SBLT and professional development/support will be offered as needed based on data.

Person(s) Responsible

AP

Timeline / By When?

2015-16 School year

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

Goal 3

6. Support Plan

Students receiving more than three discipline referrals will be paired with a mentor.

"Paws"itive notes/calls to reinforce positive behavior choices and academic efforts.

Implementation Steps
(Including professional development)

Mentors are encouraged to meet with their students weekly during lunch time to support students in their academic pursuits and to help model appropriate behavior.

Person(s) Responsible

AP

Timeline / By When?

2015-16 School Year

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

Goal 3

7. Fidelity Plan

Weekly debriefs with MTSS/RtI Coach and coaching logs.

Bi-weekly debriefs with mentors.

Implementation Steps
(Including professional development)

MTSS/RtI will demonstrate evidence of Tier II interventions used/recommended for students.

Person(s) Responsible

AP

Timeline / By When?

2015/16 School Year

Initiated: 9/14/2015
Ongoing: Y
Pending:
Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Our school-wide reward strategy offers students rewards in the form of "Bear Paws". When exhibiting outstanding behavior (i.e.: following the STAR matrix with fidelity, being an exemplary Starkey citizen, displaying the character trait of the month, etc.) students may receive a Bear Paw from a staff member.

2. Describe the procedure/practice used.

Bear Paws are used in the following manner:

Monthly:
-A minimum of one student per class will be chosen for demonstrating the character trait of the month. These students will be featured on Star News, will have their pictures displayed on the Citizen of the Month Bulletin Board, and will also receive a certificate and letter of achievement to bring home, as well as five Bear Paws.

-A student store will be held in the cafeteria/multipurpose room during lunches once a month. Students may use Bear Paws to "purchase" rewards. Reward amounts will range from 5 Bear Paws (i.e.: a sticker, eraser, etc.) to 200 Bear Paws which would be a grand prize.

Throughout the Year:
-"Paws"itive notes and calls will be sent home to recognize students achievement academically (i.e.: trying their best on an assignment) or behaviorally (demonstrating the Star Matrix expectations).

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

All staff members have access to Bear Paws and can pass them out to any student demonstrating the expectations set forth in the Star Matrix or in our Guidelines for Success.

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

Motivating students by providing an incentive is a research-based strategy of the CHAMPS model that has been successfully implemented at Starkey Elementary. Our Benchmarks of Quality score improved by 9% last school year; therefore, we will continue our Bear Paws reward system, as well as have thorough data discussions within our Early Warning Signs SIT monthly committee meetings. We also will continue to review monthly behavior progress and data at staff meetings and with SAC.

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

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

All teachers will develop their own classroom management systems aligned with the guiding principles and values of CHAMPs. Each behavior plan will clearly outline the expected behaviors, consequences, and positive reinforcements to be used in the classroom. Proactive intervention strategies will also be used to de-escalate behaviors before becoming extreme. Students should be given time to correct their own behavior.

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

CHAMPs is a proactive and positive approach to classroom management. CHAMPs translates the research on effective classroom and behavior management into easy-to-implement, practical strategies for classroom teachers.

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

Data regarding attendance and behavior are monitored weekly. Data dictates the effectiveness of our management system. Goals and next steps are identified pursuant to the data analysis by our CST, SBLT, and Early Warning Signs SIT.

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

We expect to have fewer behavioral concerns due to the researched-based strategies, frequent data analysis, and proactive response to data being practiced at Starkey Elementary.