
Guidelines for Success

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

Sutherland Elementary implements school-wide guidelines for success. We have adopted the acronym SOAR to teach our school wide expectations. Our school expectations are as follows: Safety First, Open your Mind to Learning, Act Responsibly, Respect People and Property.

2. Where are common area expectations posted?

Common area expectations are posted in our entry way, in the cafeteria, in the media center, as well as in each classroom.

3. How are common area expectations communicated?

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

Goal 1

Present Level of Performance

80% of our students meet or exceed conduct expectations of Satisfactory or Above.

Expected Level of Performance

100% of our students will meet or exceed conduct expectations of Satisfactory or Above.

GAP

20%

1. What problem have you identified?

Inconsistent classroom management plans and lack of alignment with school goals were barriers. We wanted to develop a systematic way of monitoring Tier 1 data. We used conduct grades on report cards, referrals and discipline calls to determine a need for a more systematic way of work.

We want all students to know and be able to follow classroom and school wide expectations consistently. We also want to have alignment between classroom management plans and school wide expectations.

2. What is your Desired Outcome/Measureable Goal?

All Sutherland students will follow classroom and school wide expectations (satisfactory or above) 100% of the time as measured by conduct grades.

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

Changing enrollment throughout the year.
Lack of a systematic process for orienting new students over the school year
Differentiated needs of students with respect to behavior

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

We have implemented a new process for re-teaching and orienting students new to our school throughout the school year .

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

As we review our data through MTSS, it is evident that students who consistently have difficulties with conduct expectations are those that do not know the Sutherland Way.

**15/16 School-wide Behavior Plan
Sutherland Elementary School**

8/27/2015

Goal 1

4. How will this problem be solved?

A systematic process for re-teaching and orienting new students throughout the school year.

Implementation Steps

(Including professional development)

- Share expectations at opening faculty meeting
- Develop information packets for new students
- Teaching expectations to all students at the start of the school year
- Review data bi-weekly at MTSS

Person(s) Responsible

Danielle Matthews, Guidance Counselor
Classroom teachers

Timeline / By When?

on-going

Initiated: 8/18/2015

Ongoing: Y

Pending:

Completed:

Goal 1

5. Data collection and management

Collection of weekly conduct grades for any student receiving an "N" or "U" for the week.

Implementation Steps

(Including professional development)

- Orient staff at opening faculty meeting
- Review expectations with teachers
- Review expectations with students
- set up PD on classroom management techniques as needed

Person(s) Responsible

- Classroom teachers
- Sandy Campanaro, Office Clerk
- MTSS

Timeline / By When?

on-going

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

Provide coaching as needed based on data review

**Implementation Steps
(Including professional development)**

- Review weekly conduct grades
- Determine areas that may need additional support
- Provide individualized coaching to teachers as needed

Person(s) Responsible

MTSS
School-based Administrators

Timeline / By When?

on-going

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

Review of weekly conduct grades.

**Implementation Steps
(Including professional development)**

Classroom teachers report weekly conduct grades for any student not meeting expectations of "S" or above

Person(s) Responsible

Classroom teachers
MTSS

Timeline / By When?

on-going

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

Present Level of Performance

Last year 6 referrals were written.

Expected Level of Performance

0 referrals written

GAP

There is not a significant gap.

1. What problem have you identified?

Referral data was used to identify a problem. Students should know and be able to follow classroom and school wide expectations consistently. Teachers also need to have consistent implementation of classroom management plans.

2. What is your Desired Outcome/Measureable Goal?

Sutherland will have 0 referrals written in a given school year based on referral data.

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

Changing enrollment
Lack of alignment and implementation of classroom management plans

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

Lack of alignment and implementation of classroom management plans by classroom teachers.

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

As we review conduct grades it was evident that there was inconsistent data from classrooms within a grade level. When looking at referrals written, they correlated with the data we reviewed.

Goal 2

4. How will this problem be solved?

A Priority System is in place to better support behavior needs prior to a referral being written.

P1--immediate assistance is needed

P2-Assistance is needed within the hour

P3-Assistance is needed before the end of the day.

The Priority System is in place to support classroom management plans and ensure that progressive discipline is followed before a referral is written.

**Implementation Steps
(Including professional development)**

Orient staff during pre-school to the priority system
Teach expectations to all students

Person(s) Responsible

Classroom teachers
MTSS

Timeline / By When?

on-going

Initiated: 8/18/2015

Ongoing: Y

Pending:

Completed:

Goal 2

5. Data collection and management

Referral data will be used to monitor progress toward our goal.

**Implementation Steps
(Including professional development)**

Referral data will be reviewed bi-weekly as we also review conduct grades for each student.

Person(s) Responsible

DMT
MTSS
Classroom Teachers

Timeline / By When?

on-going

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

Goal 2

6. Support Plan

Provide coaching as needed based on data review.

**Implementation Steps
(Including professional development)**

Review referral data bi-weekly
Meet with teachers whose data show inconsistencies
Provide coaching for areas of need.

Person(s) Responsible

School Administrators and MTSS

Timeline / By When?

on-going

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

Goal 2

7. Fidelity Plan

Reviewing call logs for the Priority System
Review of referral data
Monitoring of classroom management plans

Implementation Steps
(Including professional development)

Review documentation process for front office personnel
Discuss Priority system calls at MTSS

Person(s) Responsible

MTSS

Timeline / By When?

on-going

Initiated: 8/17/2015

Ongoing: Y

Pending:

Completed:

Goal 3

Present Level of Performance

1 of the 6 referrals was for a black student and the remaining 5 referrals were for non-black students

Expected Level of Performance

0 referrals given for any student.

GAP

There is not a significant gap based on the data.

1. The identified problem for Goal 3 is:

Referral data was reviewed. We want all students to consistently know and follow all classroom and school wide expectations.

2. What is your Desired Outcome/Measureable Goal?

0 referrals will be written for any student as measured by referral data in a given year.

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

Lack of consistent implementation of classroom management plans by classroom teachers
Systematic professional development on cultural competence

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

Systematic professional development on cultural competence.

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

The referral data is indicative of a need to address this barrier.

Goal 3

4. How will this problem be solved?

Site-based professional development on cultural competence.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Give needs assessment to staff

Structure site based PD days to include cultural competence training

Person(s) Responsible

School Administrators

Timeline / By When?

on-going

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

5. Data collection and management

Referral data will be reviewed bi-weekly.

**Implementation Steps
(Including professional development)**

DMT pull referral data bi-weekly
MTSS review referral data bi-weekly

Person(s) Responsible

DMT
MTSS

Timeline / By When?

on-going

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

6. Support Plan

Provide training on cultural competence utilizing district resources

**Implementation Steps
(Including professional development)**

Develop a schedule of PD for the school year

Person(s) Responsible

School Administrators

Timeline / By When?

on-going

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

Review of the referral data bi-weekly as well as review of weekly conduct grades

**Implementation Steps
(Including professional development)**

- Monitor data bi-weekly
- Meet with teachers as needed based on inconsistent data

Person(s) Responsible

- MTSS
- School Administrators

Timeline / By When?

on-going

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

School-wide Reward System

1. What are your school-wide reward strategies?

Our school wide reward strategies include our monthly Seahawk Salute for student recognition of expectations. We also have a positive behavior plan for our cafeteria.

2. Describe the procedure/practice used.

Seahawk Salute: Every month 2 students are selected from each classroom and are recognized for showing consistent effort/motivation as our "Seahawk" student, as well as our "SOAR" award for students who emulate our school wide expectations consistently. Students are selected based on teacher and/or student feedback. The student names are published in our monthly newsletter and shown on the morning news. The last Friday of each month students receiving this recognition are given an ice pop during lunch.

Cafeteria Plan: Classes that consistently follow the cafeteria expectations are given a "Sammy" ticket or multiple "Sammy" tickets that are collected in a class shopping bag. At the end of each week the class with the most tickets collected will receive an incentive. The grade level with the most tickets at the end of the week will have their grade level banner displayed for the week ahead. Progressive Discipline steps are in place for students.

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

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

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

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

We are implementing the STOIC checklist with all classroom teachers. This checklist encompasses all of the essential elements to create a classroom management system to support student learning.

Positive Behavioral Interventions and Support or PBIS is the cornerstone to our school wide and classroom management program.

The STOIC checklist is broken down to review flow of the day, physical layout of the classroom and attention signals. It also includes a process for teaching the expectations to all students and that all expectations are rooted in data. Once expectations have been taught, it is essential to observe classroom behavior to make adjustments or differentiate as needed to support all students.

The STOIC checklist will be shared school wide at a faculty meeting and will be communicated to families via newsletters, the School Improvement Plan and our web site.

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

Utilizing strategies that are rooted in the STOIC model align with PBIS, as well as the Marzano framework.

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

Bi-weekly review of conduct grades and referral data, as well as review of each report card cycle. These data sources are used to make adjustments to classroom management plans and school wide goals.

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

100% compliance from all students with classroom and school expectations.