
Guidelines for Success

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

1. The school-wide Guidelines for Success (GFS) are posted in all common areas of the campus and in classrooms. The GFS will also be reviewed on the morning announcements weekly.
2. Common area expectations are posted in all common areas and explicitly taught in class, by classroom teachers and during class guidance lessons.
3. All classrooms maintain a tier 1 behavior system. Classroom expectations and/or rules that align to the GFS are clearly posted in all classrooms and reinforced daily by the classroom teacher. Each teacher is required to submit a detailed classroom behavior plan to administrators.
Tarpon Springs Elementary School GFS are:

T-Take Responsibility
S-Show Respect
E-Engage in Learning
S-Show Self Control

2. Where are common area expectations posted?

Posters identifying the GFS are posted in hallways, cafeteria, office and other areas across campus.

3. How are common area expectations communicated?

GFS are emphasized by classroom teachers, featured on the news and reviewed at assemblies.

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

Each classroom designs expectations and rules independently that align with the GFS. They are posted and referenced frequently by classroom teachers and supported by all staff in the school that interact with those students.

Goal 1

Present Level of Performance

Approximately 2% suspensions during 2014-2015
48 students received one or more ODR's in 2014-2015.

Expected Level of Performance

Maintain or reduce under 2%.

GAP

No gap exists at this time.

1. What problem have you identified?

Desired outcome: All students should be successfully engaged in classroom learning 100% of the school day.
Data: Office Discipline Referrals

2. What is your Desired Outcome/Measureable Goal?

Exhibit appropriate behavior by following the Guidelines for Success in all areas of the campus.

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

Lack of student practice or instruction in the GFS
Lack of teacher professional development on teaching and supporting the GFS.

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

Lack of teacher professional development on teaching and supporting the GFS.

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

ODR's that indicate misbehavior due to lack of engagement demonstrates the need for increased quality and fidelity in teaching the GFS.

Goal 1

4. How will this problem be solved?

Collaborative planning to increase quality of lessons teaching the GFS.

**Implementation Steps
(Including professional development)**

Provide teams with stipends for after school extended collaborative planning time.

Master block schedule to provide mutual planning time for teams during the school day.

PD on collaborative planning strategies.

Person(s) Responsible

Principal

Timeline / By When?

Preschool

Ongoing

Initiated: 8/12/2015

Ongoing: Y

Pending:

Completed:

Provide professional development in teaching the GFS.

**Implementation Steps
(Including professional development)**

Professional development scheduled (book study, related activities at staff meetings).

Person(s) Responsible

Principal

Timeline / By When?

Preschool

ongoing

Initiated: 8/13/2015

**15/16 School-wide Behavior Plan
Tarpon Springs Elementary School**

9/22/2015

Ongoing: Y
Pending:
Completed:

Goal 1

5. Data collection and management

Planbook.com lesson plans

**Implementation Steps
(Including professional development)**

Review of planbook.com lessons

Person(s) Responsible

Principal

Timeline / By When?

Weekly

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

Number of ODRs indicating students not engaged in learning

**Implementation Steps
(Including professional development)**

Review of ODRs in Child Study Team

Person(s) Responsible

Principal

Timeline / By When?

Biweekly

Initiated: 8/13/2015

Ongoing: Y

Pending:

**15/16 School-wide Behavior Plan
Tarpon Springs Elementary School**

9/22/2015

Completed:

Goal 1

6. Support Plan

Feedback provided
Review of discipline data with staff.

Implementation Steps
(Including professional development)

Provide feedback
review discipline data at staff meetings.

Person(s) Responsible

principal

Timeline / By When?

weekly

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

Administrator walkthroughs

**Implementation Steps
(Including professional development)**

Feedback on implementation of plans.

Person(s) Responsible

principal

Timeline / By When?

weekly

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

Completion of lesson plans demonstrating quality and collaboration and resulting in reduced ODRs.

**Implementation Steps
(Including professional development)**

Feedback on completed plans

Person(s) Responsible

principal

Timeline / By When?

weekly

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

**15/16 School-wide Behavior Plan
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9/22/2015

reduction in ODRs

**Implementation Steps
(Including professional development)**

Review ODRs

Person(s) Responsible

Child Study Team

Timeline / By When?

biweekly

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

Goal 1

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

As of 1/4/2016

Summary of Data Review

Data-based Decision

Next Steps

Goal 2

Present Level of Performance

Approximately 11% of the students were absent 10% or more days for 2014-2015

Expected Level of Performance

Reduce the number of students absent 10% or more days by 6% in 2015-2016

GAP

There is a gap of 5% between current levels of performance and desired levels of performance.

1. What problem have you identified?

A significant number of students are missing 10% or more school days. We would like students in class 95% or more of the school days. We utilized daily attendance data to identify this problem.

2. What is your Desired Outcome/Measureable Goal?

Our desired outcome is to have students in attendance at school for 95% or more of the school days.

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

Lack of parent initiative to assure on-time attendance of their children.
Lack of motivating incentives to encourage students to be at school on time

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

Lack of motivating incentives to encourage students to be at school on time..

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

Attendance from 2013-14 to 2014-15 improved when we began incorporating motivating incentives for students

Goal 2

4. How will this problem be solved?

Monthly perfect attendance incentives.

**Implementation Steps
(Including professional development)**

Promote incentives by making announcements on the morning news, sending home flyers and providing information in the monthly newsletter.

Person(s) Responsible

Principal

Timeline / By When?

9/2015-6/2016

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

Goal 2

5. Data collection and management

Daily attendance from Focus

**Implementation Steps
(Including professional development)**

Monitor attendance at Child Study Team meetings.

Person(s) Responsible

Child Study Team

Timeline / By When?

9/2015-6/2016

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

Goal 2

6. Support Plan

Working with the Volunteer Coordinator and PTA to communicate with parents/ public to obtain items for incentives.

**Implementation Steps
(Including professional development)**

Information published in newsletter, attendance on agenda at PTA meetings, Volunteer Coordinator contacts area businesses for tangible, financial support.

Person(s) Responsible

Child Study Team

Timeline / By When?

9/2015-6/2016

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

Information published in newsletter; attendance on agenda at PTA meetings; Volunteer Coordinator contacts area businesses for tangible, financial support.

**Implementation Steps
(Including professional development)**

Make sure information is published on newsletter; make sure attendance is on agenda at PTA meetings; make sure Volunteer Coordinator contacts area businesses for tangible, financial support.

Person(s) Responsible

Child Study Team

Timeline / By When?

9/2015-6/2016

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

Goal 2

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

As of 1/4/2016

Summary of Data Review

Data-based Decision

Next Steps

Goal 3

Present Level of Performance

Percentage of black students receiving suspensions is 50%.
Percentage of black students receiving ODRs is 41%.

Expected Level of Performance

Percentage of black students receiving ODRs and suspensions matches total represented population of 33%.

GAP

A 17% gap exists between black and nonblack students receiving suspensions. An 8% gap exists between black and nonblack students receiving ODRs.

1. The identified problem for Goal 3 is:

A gap exists between the percentage of black and non-black students receiving suspensions.

Students should follow the GFS and be successfully in class 100% of the time.

Analysis of disaggregated suspension data was completed to determine black and non-black suspension rates.

2. What is your Desired Outcome/Measureable Goal?

To reduce the discipline discrepancy between Black and Non-Black we have implemented the following additional support services.

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

Lack of professional development for teachers in cultural proficiency.
Lack of instruction in the GFS for students.

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

Lack of professional development for teachers in cultural proficiency.

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

Teacher professional development has a significant opportunity to effect change in teachers and students.

**15/16 School-wide Behavior Plan
Tarpon Springs Elementary School**

9/22/2015

Goal 3

4. How will this problem be solved?

Provide PD for teachers.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Set up and deliver appropriate professional development.

Person(s) Responsible

Principal

Timeline / By When?

monthly

Initiated:

Ongoing: Y

Pending:

Completed:

Increase presence of multicultural books in classrooms and school library.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Provide teachers with ideas and support in using multicultural books available.

Person(s) Responsible

Curriculum specialist

Timeline / By When?

all year

Initiated:

Ongoing: Y

Pending:

Completed:

Goal 3

5. Data collection and management

ODR and suspension data.

**Implementation Steps
(Including professional development)**

The School Based Leadership Team will review, analyze and disaggregate the ODR and suspension data.

Person(s) Responsible

SBLT

Timeline / By When?

9/2015-6/2016

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

Goal 3

6. Support Plan

Assisting with professional development plans; purchase multicultural books.

**Implementation Steps
(Including professional development)**

Provide and deliver PD to staff; provide and deliver books to staff.

Person(s) Responsible

SBLT

Timeline / By When?

9/2015-6/2016

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

The percentage of black students receiving ODRs and suspensions matches total represented population.

**Implementation Steps
(Including professional development)**

The School Based Leadership Team will review, analyze and disaggregate ODR and suspension data.

Person(s) Responsible

SBLT

Timeline / By When?

9/2015-6/2016

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

Goal 3

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

As of 1/4/2016

Summary of Data Review

Data-based Decision

Next Steps

School-wide Reward System

1. What are your school-wide reward strategies?

Provide school-wide positive reinforcement for whole classes.

1. Implementation Steps

"Caught Red Handed Squares" of Success will be given out by all staff members to classes and students who are demonstrating the GFS.

Person(s) Responsible

School Based Leadership Team (SBLT)/Positive Behavior Support (PBS) Team

Timeline / By When?

Ongoing, 8/2015 through 6/2016

Provide school wide positive reinforcement for individual students.

2. Implementation Steps

"Positive Postcards" will be given out by all staff members to individual students who are demonstrating the GFS.

Students are recognized on the morning news. Postcards will also be sent home with students so that parents can recognize them at home, as well.

Person(s) Responsible

All staff.

Timeline / By When?

Ongoing, 8/2014 through 6/2015.

2. Describe the procedure/practice used.

Red Squares

"Caught Red Handed Squares" of Success are given out by all staff members to classes and students who are demonstrating the GFS. Each class tracks the number of red squares earned and sets a goal to celebrate. When the goal is reached, the class holds a celebration. Number of red square celebrations are tracked for each class by the SBLT.

Positive Postcards

Positive Postcards are given out by staff members to individual students who are demonstrating the GFS. Postcards are read on morning news and sent home with students.

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

Strategies are implemented throughout the entire school year by all students and staff.

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

Strategy follows Positive Behavior Support Systems.

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

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

Classroom behavior plans to GFS, including:

Classroom mission and rules;
Tiered behavior system representing compliance;
Positive rewards and consequences for behaviors established.

Implementation Steps

Each class will develop a mission statement; have classroom rules posted; positive behavior rewards and consequences will be discussed.

Person(s) Responsible

School Based Leadership Team (SBLT)/Positive Behavior Support (PBS) Team/Staff

Timeline / By When?

Ongoing, 8/2015 through 6/2016

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

Programs aligned with Positive Behavior Support Systems.

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

Data is collected on effectiveness and used to make process improvements.

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

Reduced ODR's
Culturally Responsive Classroom Environments
Reduced suspension rate
Improved attendance rate
Higher achievement results