
Guidelines for Success

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

The GFS for Tarpon Fundamental are:

Think Responsibly
Show Respect
Focus on Learning
Expect the Best
Safety First

2. Where are common area expectations posted?

The GFS are posted in all common areas including the cafeteria, bathrooms, hallways and Media Center. In addition, all classrooms have these GFS posted. These guidelines are made into posters and are visible for all students to see easily.

3. How are common area expectations communicated?

Common area expectations are communicated through the GFS posters, teacher instruction and common area adult supervision. Specifically in the cafeteria, the aides remind students via the microphone of the expectations daily and also walk around to remind students individually when needed. Additionally, the GFS are reviewed each day on the school wide morning announcements.

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

Each classroom's set of expectations align with our school wide GFS and are appropriate for the grade level. These expectations also align with Fundamental policy and are clearly communicated to all parents at our mandatory Open House, parent newsletters and PTA meetings.

Goal 1

Present Level of Performance

225 year end total behavioral infractions from previous school year

Expected Level of Performance

112 behavioral infractions school wide by the end of this school year

GAP

112

1. What problem have you identified?

In looking at our infraction data, we would like to decrease our behavioral infractions, specifically in the area of disrespect towards others. We would like to increase the amount of kindness, respect and empathy kids have towards each other and their teachers.

2. What is your Desired Outcome/Measureable Goal?

We would like to decrease last year's total of 225 behavioral infractions by 50% this school year.

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

A possible barrier is parental support when a behavioral infraction negatively effects their child. Sometimes teaching the parent is part of the process while teaching the child what is and what is not appropriate at school. Another possible barrier is the inconsistency of infractions given across grade levels. Some teachers give infractions much more often than others, while others give very few for the same behaviors.

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

The expectations of Tarpon Fundamental with immediate feedback to students is crucial to overcoming this goal. The barrier of consistent feedback from staff to students across grade levels is completely alterable as it is a matter of teaching and reminding everyone what our priorities while are aligning with our GFS.

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

When we look at grade level data, there is often some inconsistency between teams regarding how many infractions given and reasons why. In order to uphold a common voice throughout our school, it is imperative that we are consistent with one another, our parents and our students.

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Goal 1

4. How will this problem be solved?

Teach students about respect, kindness and empathy

**Implementation Steps
(Including professional development)**

Counselor will conduct monthly lessons in each classroom on this topic as well as offer small group and individual support to those who may benefit.

Person(s) Responsible

L. Snare

Timeline / By When?

Ongoing all year

Initiated: 8/25/2015

Ongoing: Y

Pending:

Completed:

Gather and share infraction data after each infraction period with staff.

**Implementation Steps
(Including professional development)**

Discuss trends in infraction data in order to move to consistency. Have conversations about what we are giving infractions for and how often

Person(s) Responsible

E. Meils; A.Zarb; L.Snare; teachers

Timeline / By When?

After each Infraction period

Initiated: 10/16/2015

Ongoing: Y

Pending:

Completed:

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Goal 1

5. Data collection and management

Infraction data

**Implementation Steps
(Including professional development)**

A. Zarb will collect all infractions and sort by teacher and reason for infraction. This data will allow us to analyze how many infractions are being given per teacher and the reasons why in order for us to discuss consistency among teachers

Person(s) Responsible

A. Zarb, E. Meils, L. Snare, teachers

Timeline / By When?

throughout the year

Initiated: 10/16/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

Provide classroom guidance lessons on respect and empathy towards others

**Implementation Steps
(Including professional development)**

Research teaching strategies that work best for this instruction including appropriate literature

Person(s) Responsible

L.Snare

Timeline / By When?

ongoing through school year

Initiated: 8/25/2015

Ongoing: Y

Pending:

Completed:

Assist analyzing infraction data

**Implementation Steps
(Including professional development)**

Review infraction data and analyze for possible trends before meeting with teachers to help facilitate conversation and assistance.

Person(s) Responsible

A.Zarb, E. Meils, L.Snare

Timeline / By When?

after each infraction period

Initiated: 10/16/2015

Ongoing: Y

Pending:

Completed:

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Goal 1

7. Fidelity Plan

Decrease in behavioral infractions

**Implementation Steps
(Including professional development)**

Analyze infraction data each marking period and keep track of count

Person(s) Responsible

A. Zarb, L. Snare

Timeline / By When?

after each infraction period

Initiated: 10/16/2015

Ongoing: Y

Pending:

Completed:

Consistency of behavioral infractions among teachers

**Implementation Steps
(Including professional development)**

Analyze infraction data after each marking period by teacher and grade level to look for inconsistencies. Discuss with teachers the details of their infractions given in order to foster a more unified voice with students.

Person(s) Responsible

A.Zarb, E.Meils, L.Snare

Timeline / By When?

after each infraction period

Initiated: 10/16/2015

Ongoing: Y

Pending:

Completed:

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Goal 3

Present Level of Performance

Expected Level of Performance

GAP

1. The identified problem for Goal 3 is:

Currently, we do not have a discrepancy between black and non-black students. Tarpon Fundamental does not have sub groups at this time.

2. What is your Desired Outcome/Measureable Goal?

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

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

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

School-wide Reward System

1. What are your school-wide reward strategies?

When students are noticed making good choices and following the GFS, a staff member will write that student's name on a Paw white board. These white boards are displayed in each classroom to allow recognition to be given school-wide. These names stay up for the entire infraction period. At the end of the infraction period, all of the names written will be entered into a drawing to earn lunch with the principal. This drawing will take place at our Paw-ssembly. The more times a student's name is written on a white board, the more times their name will be entered into the drawing. Approximately 5-10 names will be drawn each time.

2. Describe the procedure/practice used.

When students are noticed making good choices and following the GFS, a staff member will write that student's name on a Paw white board. These white boards are displayed in each classroom to allow recognition to be given school-wide. These names stay up for the entire infraction period. At the end of the infraction period, all of the names written will be entered into a drawing to earn lunch with the principal. This drawing will take place at our Paw-ssembly. The more times a student's name is written on a white board, the more times their name will be entered into the drawing. Approximately 5-10 names will be drawn each time.

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

Students can be recognized with their name on a white board all day and every day for their good choices. All staff can add a student's name to a white board around the school: classrooms, Music room, art, etc. A parent volunteer will walk around and take the names written and how many times each name is written to then place those students into a drawing for the Paw-ssembly.

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

This reward system aligns to the PBIS model through implementation school-wide with attainable access to all staff and students. The random drawing makes it an extra bonus to earn your name on a white board more than one time to better your chances for earning lunch with the principal. Student name count will go up each infraction period due to students wanting to have their name in the drawing.

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

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

Classroom management plans align with Fundamental policy and our GFS. Teachers have high expectations and fundamental policy is strictly enforced to ensure a positive learning environment. Teachers begin with redirecting a student, followed by a note in the planner, a warning/ infraction given and then, should behaviors persist, the student would be sent to the Principal.

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

Due to our limited behavioral problems, our data shows that a more intensive, research based behavioral system is not needed at this time. Certainly there is room for improvement, but overall students respond well to what is in place.

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

Since we track the number of infractions and what they are for, teachers can see the correlation to expectations and any trends that may be visible. Adjustments are made in the classroom when necessary ... when data shows there is a need. Our data shows no suspensions, expulsions or substantiated bullying reports from the last school year.

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

Students are expected to follow all school classroom expectations at all times. Fundamental policy is in place day one and enforces these expectations in the classroom.