
Guidelines for Success

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

Be Respectful, Be Responsible, Be Safe

2. Where are common area expectations posted?

Hallways, Cafeterias, restrooms, bus patio, media center

3. How are common area expectations communicated?

During the first week of school, teachers will be taking the time in class to establish both classroom procedures and review common area expectations.

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

Each staff member has been trained on major vs. minor behaviors and the progression of discipline within the discipline matrix. Students will be taught the processes and procedures of each class along with the basic process of discipline within the classroom. Social studies classes will review the code of conduct and the discipline matrix during the first week of school. Posters of the discipline process will be up in each classroom by the end of the first week of school. Social contracts will be developed to establish positive relationships with all students.

Goal 1

Present Level of Performance

508 referral for defiance/insubordination for the 2014-15 school year.

Expected Level of Performance

Have no more than 450 referrals in this area

GAP

Reduction of 10% or 58 referrals throughout the year.

1. What problem have you identified?

We want students to be respectful, responsible and safe at all times on the school campus. We used referral data from the 2014-15 school year and feedback from surveys to identify this area of concern.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome is to have less referrals in this area than last school year and to have a positive and safe learning environment for all staff and students. The measurable goal is 10% or 58 referrals less than the 2014-15 school year.

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

Major barriers from the previous year were the processes and procedures for discipline were not fully reviewed with all/ new staff. There was confusion with the implementation of the "Capturing Kid's Hearts" strategies and the actual school discipline progression plan.

The discipline referral that we were using was not user friendly and resulted in inaccurate data being recorded.

Teachers needed to spend the first few days going over the guidelines for success, positive behavior system with incentives and the discipline matrix.

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

All the above areas have been addressed with staff.

Capturing kids hearts strategies will be used to establish a positive classroom culture and atmosphere.

The discipline matrix and discipline progression plan was taught/ reviewed with old and new staff and will be reviewed with all students.

The discipline referral was revised and will give a more accurate count of each infraction. The new referral aligns with

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the focus drop down boxes and is more user friendly.

The first few days of school will be used to review the school wide guidelines for success, referral discipline matrix, positive behavior system (PBS), social contract for the classroom and have students create a goal for where they want to be by the end of the school year.

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

We used a collection of stakeholder informal and formal input to determine the areas in need of improvement.

Goal 1

4. How will this problem be solved?

1. Capturing Kids hearts strategies will be reviewed and social contracts posted in the classroom for all teachers.

**Implementation Steps
(Including professional development)**

New teachers and old will receive training during pre school

Person(s) Responsible

Kiana Porter Isom/ Robin Mobley

Timeline / By When?

August 18th, 2015

Initiated: 8/18/2015

Ongoing:

Pending:

Completed: 8/18/2015

2. Discipline matrix and progression plans were reviewed with staff and with students.

**Implementation Steps
(Including professional development)**

All staff received a training on the Schoolwide Discipline Plan purpose, goals and areas of focus during pre-school

Person(s) Responsible

Derrick Lyons, Heather Crawford, Kristy Evans

Timeline / By When?

August 18th, 2015

Initiated: 8/18/2015

Ongoing:

Pending:

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Completed: 8/18/2015

3. Discipline referral to be changed and aligned with FOCUS system.

**Implementation Steps
(Including professional development)**

Referral was created and pilot tested during the Spring 2014-15 school year.

Teachers will use the current referral until the new referral arrives

Person(s) Responsible

Derrick Lyons

Timeline / By When?

October 1st, 2015

Initiated: 8/3/2015

Ongoing:

Pending: Y

Completed:

4. First days of school will be used to review guidelines for success, Positive Behavior System (PBS), and class/school processes and procedures for common areas.

**Implementation Steps
(Including professional development)**

Training held for all staff on these topics and what to cover during their classes

Person(s) Responsible

Derrick Lyons

Timeline / By When?

August 18th, 2015

Initiated: 8/24/2015

Ongoing:

Pending: Y

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Completed: 8/18/2015

Goal 1

5. Data collection and management

Student discipline referrals

**Implementation Steps
(Including professional development)**

Every other 3 weeks we will review the referrals for students and the infraction codes.

Training will be given to those teachers who struggle with meeting school goals.

Person(s) Responsible

Multi tiered System of Supports team

Timeline / By When?

All year

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

Informal and formal parent, student and staff feedback

**Implementation Steps
(Including professional development)**

Input will be collected informally and formally from all stakeholders throughout the year using various surveys

Person(s) Responsible

Administration

Timeline / By When?

All year

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

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Goal 1

6. Support Plan

Eagle University trainings will be conducted for those teachers who struggle with classroom management

**Implementation Steps
(Including professional development)**

Training will be given to those teachers who struggle with meeting school goals.

Person(s) Responsible

Administration/ MTSS coach

Timeline / By When?

All year

Initiated: 8/24/2015

Ongoing:

Pending:

Completed:

Goal 1

7. Fidelity Plan

Referral data indicates an improvement in the selected area

**Implementation Steps
(Including professional development)**

Every other 3 weeks we will review the referrals for students and the infraction codes.

Person(s) Responsible

MTSS team

Timeline / By When?

all year

Initiated: 8/24/2015

Ongoing:

Pending:

Completed:

Goal 2

Present Level of Performance

110 Class/Campus disruption referrals

Expected Level of Performance

No more than 90 referrals in the area.

GAP

20% reduction or 20 less referrals

1. What problem have you identified?

We want students to be respectful, responsible and safe at all times on the school campus. We used referral data from the 2014-15 school year and feedback from surveys to identify this area of concern.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome is to have less referrals in this area than last school year and to have a positive and safe learning environment for all staff and students. The measurable goal is 20% or 20 referrals less than the 2014-15 school year.

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

At first this area does not look as though it would be in need of attention for the 2015-16 school year. However, when considering that the referral form will be changing to make the data more accurate. This area will grow in numbers thus it is important to address it proactively going into this school year.

Major barriers from the previous year were the processes and procedures for discipline were not fully reviewed with all/ new staff. There was confusion with the implementation of the "Capturing Kid's Hearts" strategies and the actual school discipline progression plan.

The discipline referral that we were using was not user friendly and resulted in inaccurate data being recorded.

Teachers needed to spend the first few days going over the guidelines for success, positive behavior system with incentives and the discipline matrix.

Students need to be taught what the discipline process is in order for them to achieve their own academic goals. Goal setting will be completed with students during the first week of school.

Cultural norms need to be reviewed considering our population is very diverse. Teachers did not know why systems are put into place to help close the achievement and behavior gap between black and non-black students.

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

All the above areas have been addressed with staff.

Capturing kids hearts strategies will be used to establish a positive classroom culture and atmosphere.

The discipline matrix and discipline progression plan was taught/ reviewed with old and new staff and will be reviewed with all students.

The discipline referral was revised and will give a more accurate count of each infraction. The new referral aligns with the focus drop down boxes and is more user friendly.

The first few days of school will be used to review the school wide guidelines for success, referral discipline matrix, positive behavior system (PBS), social contract for the classroom and have students create a goal for where they want to be by the end of the school year.

Culturally responsive training will be provided through Eagle University PLC trainings.

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

We used a collection of stakeholder informal and formal input to determine the areas in need of improvement. Data indicates a major discrepancy between black and non-black students.

Goal 2

4. How will this problem be solved?

1. Capturing Kids hearts strategies will be reviewed and social contracts posted in the classroom for all teachers.

**Implementation Steps
(Including professional development)**

1. Capturing Kids hearts strategies will be reviewed and social contracts posted in the classroom for all teachers.

Person(s) Responsible

Kiana Porter Isom and Robin Mobley

Timeline / By When?

Pre-School

Initiated: 8/18/2015

Ongoing:

Pending:

Completed: 8/18/2015

2. Discipline matrix and progression plans were reviewed with staff and with students.

**Implementation Steps
(Including professional development)**

- All staff received a training on the Schoolwide Discipline Plan purpose, goals and areas of focus during pre-school

Person(s) Responsible

Derrick Lyons, Heather Crawford, Kristy Evans

Timeline / By When?

Pre-school

Initiated: 8/18/2015

Ongoing:

Pending:

Completed: 8/18/2015

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3. Discipline referral to be changed and aligned with FOCUS system.

**Implementation Steps
(Including professional development)**

Referral was created and pilot tested during the Spring 2014-15 school year.

Teachers will use the current referral until the new referral arrives

Person(s) Responsible

Derrick Lyons

Timeline / By When?

October 2015

Initiated: 8/3/2015

Ongoing:

Pending: Y

Completed:

4. First days of school will be used to review guidelines for success, Positive Behavior System (PBS), and class/school processes and procedures for common areas.

**Implementation Steps
(Including professional development)**

Training held for all staff on these topics and what to cover during their classes

Person(s) Responsible

All staff

Timeline / By When?

8/28/15

Initiated: 8/18/2015

Ongoing:

Pending: Y

Completed:

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Goal setting with students

**Implementation Steps
(Including professional development)**

Teachers will have each student set a goal for themselves within the first week of school.

Person(s) Responsible

All staff

Timeline / By When?

8/28/15

Initiated: 8/24/2015

Ongoing:

Pending: Y

Completed:

Goal 2

5. Data collection and management

Student Discipline Data

Implementation Steps (Including professional development)

Every other 3 weeks we will review the referrals for students and the infraction codes.

Training will be given to those teachers who struggle with meeting school goals.

Person(s) Responsible

Multi- tiered system of support

Timeline / By When?

All year

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Stakeholder feedback

Implementation Steps (Including professional development)

Informal and formal collected from all stakeholders

Person(s) Responsible

Administration

Timeline / By When?

All year

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

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Goal 2

6. Support Plan

Trainings for those teachers who have difficulties with class/ campus disruptions.

**Implementation Steps
(Including professional development)**

Training for all staff and resources provided so that processes and procedures are implemented during the first month of school.

Person(s) Responsible

Derrick Lyons

Timeline / By When?

pre-school

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

Follow up trainings for staff that are in need of extra support

**Implementation Steps
(Including professional development)**

Eagle University trainings on classroom management and processes/ procedures

Person(s) Responsible

Administration/
content coaches

Timeline / By When?

all year/ as needed

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

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Goal 2

7. Fidelity Plan

Referral data will indicate a reduction of incidents in this area.

**Implementation Steps
(Including professional development)**

Every other 3 weeks we will review the referrals for students and the infraction codes.

Person(s) Responsible

MTSS team

Timeline / By When?

All year

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

Present Level of Performance

805 referrals for Black students

Expected Level of Performance

720 referrals for Black Students

GAP

80 referrals or 10%

1. The identified problem for Goal 3 is:

We want students to be respectful, responsible and safe at all times on the school campus. We used referral data from the 2014-15 school year and feedback from surveys to identify this area of concern. We met in June with the Multi Tiered Systems of Support specialist from the district and discussed the discrepancy between black and non-black students at our school. We highlighted areas of importance moving forward in solving this problem.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome is to have less referrals in this area than last school year and to have a positive and safe learning environment for all staff and students. The measurable goal is 10% or 80 referrals less for black students than the 2014-15 school year.

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

Major barriers from the previous year were the processes and procedures for discipline were not fully reviewed with all/ new staff. There was confusion with the implementation of the "Capturing Kid's Hearts" strategies and the actual school discipline progression plan.

The discipline referral that we were using was not user friendly and resulted in inaccurate data being recorded.

Teachers needed to spend the first few days going over the guidelines for success, positive behavior system with incentives and the discipline matrix.

Training needs to be implemented that is culturally responsive in regards to lesson plans to keep student engaged.

At first this area does not look as though it would be in need of attention for the 2015-16 school year. However, when considering that the referral form will be changing to make the data more accurate. This area will grow in numbers thus it is important to address it proactively going into this school year.

Major barriers from the previous year were the processes and procedures for discipline were not fully reviewed with all/ new staff. There was confusion with the implementation of the "Capturing Kid's Hearts" strategies and the actual school discipline progression plan.

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

All the above areas have been addressed with staff.

Capturing kids hearts strategies will be used to establish a positive classroom culture and atmosphere.

The discipline matrix and discipline progression plan was taught/ reviewed with old and new staff and will be reviewed with all students.

The discipline referral was revised and will give a more accurate count of each infraction. The new referral aligns with the focus drop down boxes and is more user friendly.

The first few days of school will be used to review the school wide guidelines for success, referral discipline matrix, positive behavior system (PBS), social contract for the classroom and have students create a goal for where they want to be by the end of the school year.

Training will be implemented that helps identify strategies to help keep all students engaged in the content.

Mentor program showed that those who had a mentor were more likely to be more successful behaviorally and academically.

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

We used a collection of stakeholder informal and formal input to determine the areas in need of improvement. Data indicates a major discrepancy between black and non-black students. The MTSS specialist indicated that students at our school are more likely to get a referral if they are black.

Goal 3

4. How will this problem be solved?

Goal 1 and Goal 2 strategies will occur according to previous stated timelines

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Person(s) Responsible

Various

Timeline / By When?

Initiated: 8/24/2015

Ongoing: Y

Pending: Y

Completed:

Training will occur to help teacher develop culturally responsive lesson plans

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Feedback through lesson plans

Content area coaches will help develop lessons with teachers to help keep all students engaged.

Person(s) Responsible

Administration and content coaches

Timeline / By When?

All year

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

Continuation of mentor program- Eagle Eye Mentoring

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Selection of students

Selection of mentors

Person(s) Responsible

Derrick Lyons

Timeline / By When?

All year/ as needed

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

Goal 3

5. Data collection and management

Referral data for black students

**Implementation Steps
(Including professional development)**

Review every three weeks to determine progress

Person(s) Responsible

MTSS team

Timeline / By When?

all year

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Eagle Eye mentor program will provide mentors with training and data on their mentee's progress

**Implementation Steps
(Including professional development)**

Training every other month provided

Person(s) Responsible

Derrick Lyons

Timeline / By When?

Bi-Monthly

Initiated: 9/11/2015

Ongoing: Y

Pending:

Completed:

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Goal 3

6. Support Plan

Training will be provided to those teachers who need help developing lesson plans or behavior management strategies within the classroom

**Implementation Steps
(Including professional development)**

Identify teachers at first MTSS meeting and throughout the year.

Person(s) Responsible

MTSS team

Timeline / By When?

all year

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

Referrals for black students will decrease as compared to the previous year.

**Implementation Steps
(Including professional development)**

Look at referral data every 3 weeks to determine progress

Person(s) Responsible

MTSS team

Timeline / By When?

all year

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

The T3 (Tyrone turnaround team) will meet once per month to discuss strategies and incentives to help encourage and reinforce positive behavior.

Talon tickets

Soaring Eagle 100 Club

Eagle Express Cards

School wide activities and incentives

Teacher created incentives within the classroom

2. Describe the procedure/practice used.

Talon tickets will be used to reward students for displaying the guidelines to success characteristics. Students can use them to purchase items from the school bookstore, within the classroom or to gain access to special incentives for positive behavior.

Soaring Eagle 100 club will identify students to receive positive referrals for displaying the PCS positive characteristics. Once they get the referral, they will then receive an Eagle Express Card which involves various incentives such as going first in the lunch line, gaining access to activities and use as a pass to get out of a tardy sweep.

Schoolwide activities include dances, food related incentives, speakers, popsicle parties etc.

Teacher created incentives includes use of talon tickets for special events within the school lunch period, homework passes and the teacher school store.

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

All staff will be implementing these strategies throughout the year.

School wide incentives will occur every 6 weeks or as determined by the PBS team.

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

All data indicates that the student perform and behave more positively when there is an incentive in place for them to do so.

Using certain incentives will help students keep focused and reduce referrals for the entire school and certain populations.

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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 have been trained on the structure and environment importance using the "Capturing Kid's Hearts" strategies. Teachers will create a positive atmosphere through the social contract and monitor its effectiveness through their discipline plan and the climate of the classroom. Positive interactions should, at the very least, be a 3:1 positive ratio.

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

Marzano framework strategies and indicators through Domain 1 have been highlighted to determine the best value in regards to creating and maintaining a positive learning environment.

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

The classroom management system that is in place at Tyrone is based both in research and data collected throughout the 2014-15 school year. Data and feedback from all stake holders indicates that processes and procedures were not emphasized enough at the beginning of the school year and throughout the year. The data shows an increase in defiance/ insubordination referrals which indicates that students and teachers need to have a clear understanding of both the social contract and the procedures within the class/school. Students did not know why these procedures were important leading to confusion, frustration and eventually discipline.

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

All staff, students and faculty will have mutual respect for each other, share responsibility while maintaining a safe, fun and positive learning environment.