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## **Guidelines for Success**

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

The schoolwide guidelines for success at Woodlawn Elementary is D.I.V.E.S.. Students are expected to demonstrate respect. Initiate cooperation. Value honesty. Exercise responsibility and show compassion. The guidelines are reviewed with the entire staff on August 18, 2015.

### **2. Where are common area expectations posted?**

The schoolwide Guidelines for Success are posted in all classrooms and in common areas like the cafeteria, front office, and hallways.

### **3. How are common area expectations communicated?**

Common area expectations are based on the CHAMPS behavior management system and were reviewed with staff on August 18th.

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

Classroom teachers formulate classroom expectations and rules in collaboration with their students. Classroom expectations and rules align with school wide expectations.

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## Goal 1

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### Present Level of Performance

116 referrals striking students  
40 referrals for fighting

### Expected Level of Performance

Reduce the number of referrals by 30% or 47 less referrals for striking and fighting.

### GAP

#### 1. What problem have you identified?

The problem we have identified for Woodlawn Elementary is students striking and fighting with other students.

We have identified social skills, and conflict resolution as needed interventions for our student population.

Data is collected using ODS to track school wide incidences of striking and fighting.

#### 2. What is your Desired Outcome/Measureable Goal?

Reduction in the number of referrals by 30% or 47 referrals.

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

- \* Lack of social skills training for students
- \*Lack of professional development
- \*Lack of cultural competency among staff
- \*Insufficient Male role models
- \*Lack of consistent school wide expectations

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

It is our priority to provide consistent school wide expectations through increased staff development.

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

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Striking accounts for 53% of referrals school wide.

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**Goal 1**

**4. How will this problem be solved?**

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**-Daily social skills lesson**

**Implementation Steps  
(Including professional development)**

- Social Skill lesson included in daily Morning Meeting and Guidance lesson
- Added staff members with EBD/ESE experience,

**Person(s) Responsible**

- Guidance Counselor
- Behavior Specialist
- Social Worker
- Classroom Teacher
- P.E. Coach

**Timeline / By When?**

August - June

Ongoing interventions

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**-Professional Development**

**Implementation Steps  
(Including professional development)**

- Continued CHAMPS training, SBLT CPI II training, GEN ed staff w/ CPI I, Cultural Competency training
- Book Studies to be completed in PLC's and staff meetings

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**Person(s) Responsible**

- Behavior Coach, CPI trainers, TNT
- Behavior Specialist

**Timeline / By When?**

- August - June
- Ongoing book study from September - June

**Initiated:** 8/18/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**-Mentoring programs**

**Implementation Steps  
(Including professional development)**

- 5000 Role Models
- About Faces
- Check in/Check out
- Lunch Bunch (small group)

**Person(s) Responsible**

- Behavior Coach
- Behavior Specialist
- Social Worker
- Guidance Counselor
- P.E. Coach
- Vice Principal

**Timeline / By When?**

August - June

5000 Role Models  
and About Faces will begin in October

**Initiated:** 8/31/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**-Behavior Plans**

**Implementation Steps  
(Including professional development)**

- School Wide Behavior Plan
- Classroom Behavior Plans
- individualized Behavior Plans

**Person(s) Responsible**

- Guidance Counselor
- Behavior Coach
- Behavior Specialist
- Vice Principal
- Principal
- Classroom Teacher
- School Psychologist
- School Social Worker

**Timeline / By When?**

August - June

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Schoolwide No Striking Slogan**

**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

Assistant Principal and Principal

**Timeline / By When?**

October 10, 2015 -June

**Initiated:** 10/13/2015

**Ongoing:** Y

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**Pending:  
Completed:**

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**Goal 1**

**5. Data collection and management**

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**School wide behavior referrals**  
**ODS - Online data system**

**Implementation Steps**  
**(Including professional development)**

Behavior data is collected in ODS

**Person(s) Responsible**

-Behavior Specialist  
-Classroom Teachers

**Timeline / By When?**

September 2015  
and ongoing

**Initiated:** 9/1/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

**Daily point sheets**

**Implementation Steps**  
**(Including professional development)**

**Person(s) Responsible**

**Timeline / By When?**

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



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**Goal 1**

**6. Support Plan**

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**-Coaching Classroom Management**

**Implementation Steps  
(Including professional development)**

Observations, coaching, follow up

**Person(s) Responsible**

-Behavior Coach

**Timeline / By When?**

August - June

**Initiated:** 8/18/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**ODS support request**

**Implementation Steps  
(Including professional development)**

Provide teacher training to request support through ODS

**Person(s) Responsible**

-Behavior Coach

-Behavior Specialist

**Timeline / By When?**

August - June

**Initiated:** 8/31/2015

**Ongoing:**

**Pending:** Y

**Completed:**

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**Goal 1**

**7. Fidelity Plan**

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**-Ongoing Progress Monitoring**

**Implementation Steps  
(Including professional development)**

ODS data, observations, coaching, Follow up, data collected in FOCUS

**Person(s) Responsible**

- Behavior Coach
- Behavior Specialist
- Administration

**Timeline / By When?**

August - June

**Initiated:** 8/18/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**-SBLT Behavior Team Meetings**

**Implementation Steps  
(Including professional development)**

Bi-weekly team meetings

**Person(s) Responsible**

Principal, Assistant Principal  
Behavior Coach, Behavior Specialist, Guidance Counselor, Social Worker, Psychologist

**Timeline / By When?**

**Initiated:**

**Ongoing:**

**Pending:**

**Completed:**

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## Goal 2

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### Present Level of Performance

383 referrals were given in the school year 2014-2015

### Expected Level of Performance

Reduce the number of referrals by 12%.

### GAP

47

#### 1. What problem have you identified?

We want students to be aware and follow school wide expectations.

School discipline data was utilized to determine the need to reduce the number of referrals

#### 2. What is your Desired Outcome/Measureable Goal?

To reduce the number of referrals by 12% and create awareness of school wide expectations.

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

Lack of fidelity in implementation of Tiered behavior system; Tier 1-School Wide behavior management (CHAMPS), Tier 2-Small group, individual point systems, support requests, individual counseling, check in check out system, Tier 3-Individualized Behavior Plans (FBAs and PBIPs).

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

Fidelity of implementation of Tiered behavior system

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

Students with Tier 2 and Tier 3 interventions received the majority of referrals.

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## Goal 2

### 4. How will this problem be solved?

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#### Classroom coaching

**Implementation Steps  
(Including professional development)**

grade level and school wide PLCs

Observations

individual coaching

on site CPI training

**Person(s) Responsible**

Behavior Coach

Principal

Vice Principal

Behavior Coach

Social worker

Guidance Counselor

District CPI trainer

**Timeline / By When?**

ongoing

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

#### Mentoring

**Implementation Steps  
(Including professional development)**

off site coaching

**Person(s) Responsible**

Behavior Coach



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**Timeline / By When?**

ongoing

**Initiated:** 9/1/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Social skills**

**Implementation Steps  
(Including professional development)**

Classroom Guidance

Social Skills training

Tier 2 Small Group

**Person(s) Responsible**

School Counselor

School Counselor

Social Worker

Behavior Specialist

**Timeline / By When?**

ongoing

**Initiated:** 8/31/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 2**

**5. Data collection and management**

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**Discipline referral data**

**Implementation Steps  
(Including professional development)**

monitor data bi-weekly

**Person(s) Responsible**

Behavior team

**Timeline / By When?**

ongoing

**Initiated:** 8/28/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 2**

**6. Support Plan**

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**Behavior team**

**Implementation Steps  
(Including professional development)**

Bi-Weekly meetings with action steps

CPI trainings

FBA training

Classroom management training

**Person(s) Responsible**

Behavior team

District CPI trainer

District staff

**Timeline / By When?**

ongoing

**Initiated:** 8/28/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Teacher support**

**Implementation Steps  
(Including professional development)**

Observations

Coaching

Grade level and School wide PLCs

CHAMPS refreshers

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**Person(s) Responsible**

Behavior Team

classroom teachers

**Timeline / By When?**

ongoing

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 2**

**7. Fidelity Plan**

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**Bi-Weekly data review**

**Implementation Steps  
(Including professional development)**

Data will be reviewed at behavior team meetings

**Person(s) Responsible**

Behavior Team

**Timeline / By When?**

Ongoing

**Initiated:** 8/28/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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## **Goal 3**

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### **Present Level of Performance**

During the 2014/2015 school year black students received 74% of discipline referrals issued and non black students received 26% of discipline referrals

### **Expected Level of Performance**

No discrepancy between black and non black students receiving discipline referrals

### **GAP**

48% more referrals are issued to black students

### **1. The identified problem for Goal 3 is:**

In the 2014/2015 school year 383 referrals were issued, non black students received 100 referrals (26%) and black students received 283 (74%). This data was gathered from FOCUS.

Several areas have been identified as problems; striking, fighting, class and campus disruption, students being in unauthorized locations, repeated misconduct, and insubordination/defiance.

The expectation is students come to school ready to learn and are able to adhere to school wide behavioral expectations throughout campus.

### **2. What is your Desired Outcome/Measureable Goal?**

Reduce the 48% discrepancy between the number of black and non black students receiving referrals.

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

Possible barriers for reaching our goal include:

64% of referrals are issued to students with ESE eligibility, the majority of these students are placed in the EBD units.

Cultural competency related to managing behaviors of black students

Compromised fidelity in the use of classroom behavior management

Lack of effectiveness of tier 2 behavior interventions

Lack of family engagement

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

Increase cultural competency among school staff

Improve Tier 2 interventions

Increase fidelity of classroom behavior management

Increase family engagement

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

The 48% gap between black and non black students receiving referrals demonstrates a lack of cultural competency related to managing behaviors of black students.

Proper implementation of tier 1 and 2 behavior management strategies and interventions would reduce the number of referrals and the gap between black and non black students.

Increased family engagement would provide additional options for behavior interventions.

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**Goal 3**

**4. How will this problem be solved?**

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**Cultural competency training**

**Implementation Steps**

**(Including professional development opportunities aligned to Positive Behavior Supports)**

book studies

district wide trainings

**Person(s) Responsible**

Behavior Specialist

Behavior Coach

**Timeline / By When?**

Ongoing

**Initiated:** 9/1/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Tier 2 Interventions**

**Implementation Steps**

**(Including professional development opportunities aligned to Positive Behavior Supports)**

Groups

**Person(s) Responsible**

Guidance Counselor

Social Worker

**Timeline / By When?**



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ongoing

**Initiated:** 9/21/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

## Family Engagement

**Implementation Steps  
(Including professional development opportunities aligned to Positive Behavior Supports)**

family fun nights  
Parent telephone calls  
Parent conferences  
Agendas  
Positive notes

**Person(s) Responsible**

Behavior and academic teams  
Classroom teachers

**Timeline / By When?**

throughout the school year

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

## PMAC

**Implementation Steps  
(Including professional development opportunities aligned to Positive Behavior Supports)**

**Person(s) Responsible**

**Timeline / By When?**

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**Initiated:  
Ongoing:  
Pending:  
Completed:**

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**Goal 3**

**5. Data collection and management**

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**Discipline referral data**

**Implementation Steps  
(Including professional development)**

Bi-Weekly behavior team meetings

**Person(s) Responsible**

behavior team

**Timeline / By When?**

ongoing

**Initiated:** 8/28/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 3**

**6. Support Plan**

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**Professional development**

**Implementation Steps  
(Including professional development)**

Book studies

Observations and coaching

Grade level and school wide PLCs

**Person(s) Responsible**

Behavior team

classroom teachers

**Timeline / By When?**

ongoing

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 3**

**7. Fidelity Plan**

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**Behavior Team**

**Implementation Steps  
(Including professional development)**

Bi-Weekly meetings with data reviewed

Review of ODS

Observations

**Person(s) Responsible**

Behavior Team

**Timeline / By When?**

Ongoing throughout the year

**Initiated:** 8/28/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:**

**Ongoing:**

**Pending:**

**Completed:**

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## School-wide Reward System

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### 1. What are your school-wide reward strategies?

Woodlawn Elementary reward strategies include the Champion of the Month, Foundation Builders, and A.V.I.D. Scholar Award, Cafeteria Scholars, Friday Sprit Days.

### 2. Describe the procedure/practice used.

Champion of the Month students are nominated by their teacher or staff member for exhibiting the character trait of the month or demonstrates proficiency of the targeted behavior. The teacher/staff member writes a short biography and submits to the Guidance Counselor. The parents are then called and invited to a schoolwide, monthly ceremony where the student receives a "Champion of the Month" tshirt, a certificate, Optimist Club sticker, and their picture displayed in our lobby.

Foundation Builders are recognized weekly and are identified by their teachers for reaching a predetermined academic or behavior goal. Administrators visit classrooms every Friday and recognize the student in front of the class. the student is given a certificate and a their name is placed on a "Foundation Block" and displayed in a common area.

A.V.I.D. Scholars are recognized by the teachers that dress in school uniform daily, brings AVID binder to school everyday, works collaboratively with classmates, follows CHAMPS and the D.I.V.E.S. ( Guidelines for Success) expectations, and comes to school organized and prepared for the learning day.

Cafeteria Scholars are rewarded by following the cafeteria CHAMPS expectations. ( Staying in seat, raising hand for assistance, using a level 1-2 voice, and cleaning their areas) Tables are monitored by cafeteria assistants and awarded a green, yellow, or red colored cone at the end of the lunch period. This data is then displayed on a bulletin board. Schoolwide reward is given to each class who received 80% of green for the month.

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

Champion of the Month ... Guidance Counselor, Principal, Assistant Principal, teachers; Ampitheater ; Monthly

Foundation Builders... Principal, Assistant Principal, Teachers; Schoolwide: Weekly

A.V.I.D. Scholars ...A.V.I.D. Culture team members, ongoing; Classrooms and at specials; ongoing

Cafeteria Scholars... Implemented by Administration, cafeteria assistants ; in the cafeteria ; monthly

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

CHAMPS and the Elements of the S.T.O.I.C. are researched based behavior interventions. The aforementioned strategies are aligned to behavior data will be used to reduce the number of referrals received by students. We will monitor the progress of these strategies by ODS (Online Data System), Focus, number of Champion of the Month, Foundation Builders, and A.V.I.D. Scholar referrals. The SBLT Behavior team will also be monitoring the schoolwide behavior points for each class biweekly.

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

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

The classroom management system currently implemented at Woodlawn Elementary is the CHAMPS (Conversation, Help, Activity, Movement, Participation, and Success) model for proactive and positive discipline.

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

Based on the most recent recommendations set forth by researchers and the U.S. Department of Education, CHAMPS is an evidenced based approach to classroom behavior management. Safe and Civil Schools conducted many district based research studies where CHAMPS has been implemented with remarkable results. These results include reduction in classroom disruptions, office referrals, and in and out of school suspensions along with increases in teachers' perceptions of efficacy, student motivation and behavior.

Sprick, Randy (2009) CHAMPS. A Proactive & Positive Approach to Classroom Management  
Eugene, Oregon, Pacific Northwest Publishing, INC.

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

The CHAMPS behavior model has observation tools that will be used to collect data to help teachers adjust classroom management plans. CHAMPS also aligns to RTI (Response to Intervention) in which a three tiered approach to supporting students through identifying a target behavior and problem solving. CHAMPS serves as the Tier I or prevention and intervention stage of classroom and schoolwide behavior management. The SBLT Behavior team will monitor schoolwide behavior through our ten point system (students earn up to ten points in a school day for meeting expectations throughout the school day). This data is entered into each teacher's data folder wherein a graph is created and analyzed biweekly by the SBLT team. Additional processes include monitoring the number of referrals and infractions in FOCUS and ODS (Online Data System), and observations by walkthroughs by administration and behavior coach and behavior specialist.

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

The most important outcome we are expecting as a result of using this classroom management plan is to teach students responsible behavior for success in life, increase self-motivation and increase student achievement. Specific outcomes include the reduction of referrals schoolwide, reduction of striking offenses, and a close in the gap between the number of referrals between African-American and white students. A final outcome or expectation would be increasing the fluency of the STOIC principles (Structure, Teach, Observe, Interact, and Correct) with teachers. These principles help educate students about the behaviors needed for school but doesn't devalue their customs or practices from home.