Guidelines for Success

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

The school-wide expectations have been clearly identified and reviewed with staff during pre-school PBS training, and they are as follows: (Acronym S.P.L.A.S.H.): Strive Academically, Pay Respect to Self and Others, Listen and Respond Appropriately, Always do your Best, Solve Problems, Help Each Other. There will be a school wide poster contest during the first week of school and winners will have their poster displayed in the hallways of the school. Cafeteria and Hallway procedure posters will also be made and prizes given to students for excellent work. This activity will teach expectations and rules while rewarding positive behavior and reinforcing learning of the expectations and the rules.

2. Where are common area expectations posted?

Posters will be displayed on every wing, throughout the main hallway, and in the front office.

3. How are common area expectations communicated?

There will be a school wide poster contest during the first week of school and winners will have their poster displayed in the hallways of the school. Cafeteria and Hallway   procedure posters will also be made and prizes given to students for excellent work. This activity will teach expectations and rules while rewarding positive behavior and reinforcing learning of the expectations and rules.

School Wide Guidelines For Success Expectations:

Expectations

Strive Academically
Pay Respect to Self and Others
Listen and Respond Appropriately
Always do Your Best
Solve Problems
Help Each Other

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

Classroom rules will also be developed with the students and posted during the first week of school and will be visible in all classrooms.

School Wide Guidelines For Success Expectations and Rules:

Expectations	Rules
Strive Academically	1. Be On-Task and Give Full Effort
Pay Respect to Self and Others	2. Use Appropriate Words and Actions
Listen and Respond Appropriately	3. Follow Staff Directions
Always do Your Best	4. Complete All Assigned Tasks to Your Best Ability

Solve Problems	5. Solve Problems Calmly, Safely & In-Area
Help Each Other	6. Lend a Hand; Do the Right Thing

Goal 1

Present Level of Performance

Students began understanding last year where they were academically and behaviorally but it was not consistent across all grade levels or within grade levels by tracking their own progress in Data Chat Binders.

Expected Level of Performance

We are expecting all students in all grade levels to be able to consistently identify where they are performing academically and behaviorally compared to the expectation by referring to or utilizing their Data Chat Binders.

GAP

The gap includes new students entering after school began were not always provided a binder or taught how to track their own progress. Additionally, high school students were not introduced to tracking their own progress until after second semester began. We estimate that approximately 60% of students were taught and were tracking their own progress.

1. What problem have you identified?

We want students to be able to identify where they are academically and behaviorally and track their progress towards their academic grade level standards and behavioral goals consistently in their Data Chat Binders

2. What is your Desired Outcome/Measureable Goal?

The desired outcome is that students will be able to use their Data Chat Binders to identify their current levels of performance and be able to compare their present level of performance to the the expectations of the standards for their grade level.

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

Staff and students needed additional support in the context of training and practice to reach the goal. Data Chat Binders will also be set up and distributed to teachers for new students. Returning students will have their binders delivered to their teachers from last year so that they can continue monitoring.

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

Providing the binders for teachers so that they don't need to take the time to complete the initial set up of the binder for each student. We will continue training staff and providing support they need on a small group or individual basis. Training will continue throughout the year regarding tracking student progress as it relates to the students in our school and the new Marzano Appraisal. In turn, teachers and associates will be expected to train students in tracking their own progress in their Data Chat Binders and provide support as needed on an individual basis.

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

We know these are the right barriers because teachers and associates have asked for additional support and are seeking the students binders from the previous year or they are asking for new binders for new students. We know students need more training because not all students were able to identify where they were either academically or behaviorally even using the Data Chat Binders. Additionally, tracking student progress is research based and supported by the Marzano appraisal system. In addition, it is one of the proven high impact strategies that increases student achievement. We also surveyed our staff about which of the high impact strategies they wanted to focus on and learn more about during their PLCs and tracking student progress was one of the top three things the staff wants to focus on.

Goal 1

4. How will this problem be solved?

Continuing training during preschool and through our PLCs which will be focused on the Marzano strategies throughout the year including tracking student progress.

Implementation Steps
(Including professional development)

Professional development will occur during preschool and ongoing during PLCs throughout the year.

Person(s) Responsible

Team Leaders and Administrators

Timeline / By When?

Beginning Preschool with ongoing monitoring throughout the school year.

Initiated: 8/13/2015
Ongoing: Y
Pending:
Completed:

Goal 1

5. Data collection and management

Student Data Chat Binders will be monitored. Teachers will be participating in monthly data chats using the school data wall.

Implementation Steps
(Including professional development)

Preschool training including discussions around the data wall and what data is most valuable to our school. We will also be providing Excel for Teachers to all teachers in the building.

Person(s) Responsible

Team Leaders
Administrators
Reading Coach

Timeline / By When?

Beginning in Preschool and ongoing throughout the year.

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

One PLC a month will be in the front conference room where the data wall is located so that the data can be updated and reviewed for trends and provide a basis for discussions related to how the students here are reaching the standards.

Implementation Steps
(Including professional development)

The data PLC is led by an administrator or the reading coach, data is added to the wall and various by level, teachers and behavior specialists are expected to bring the data to be added with them to the meeting. Depending on the level and the needs, we incorporate professional development specific for each team into the meeting and offer other resources.

Person(s) Responsible

Team Leaders
Administrators
Reading Coach

Timeline / By When?

Beginning in Preschool and ongoing throughout the year.

Initiated: 8/20/2015
Ongoing: Y
Pending:
Completed:

Goal 1

6. Support Plan

We will support the team leaders and teachers by providing them with training and resources through iObservation and by using the book The Art and Science of Teaching by Marzano.

Implementation Steps
(Including professional development)

Professional development will occur through PLCs and may include reading chapters in The Art and Science of Teaching by Marzano, related resources in iObservation, and watching videos related to the strategy.

Person(s) Responsible

Team Leaders, Reading Coach, administrators

Timeline / By When?

Beginning during pre-school and ongoing throughout the year

Initiated: 8/13/2015
Ongoing: Y
Pending:
Completed:

Goal 1

7. Fidelity Plan

During the monthly PLC meeting in the data room, teachers will be held accountable for reviewing, discussing, and bringing specific pieces of data to add to the data wall.

Implementation Steps
(Including professional development)

On 8/20/15 - Data Wall meeting and discussion was held with each PLC team to solicit feedback, discuss data sources, and plan out the monitoring.

Person(s) Responsible

administrators

Timeline / By When?

During preschool and continued throughout the year

Initiated: 8/20/2015
Ongoing: Y
Pending:
Completed:

Goal 2

Present Level of Performance

Continue to improve implementation of the Level System to Motivate Students to Improve Behavior (and Potentially Reintegrate)

Expected Level of Performance

All students will track their own progress on the Level System continually working to improve their own behavior by taking responsibility for their actions and monitoring their own progress with support as needed from staff.

GAP

Approximately 60% of students were tracking their own progress last school year and could identify where they were on the Level System and what that meant.

1. What problem have you identified?

We want students to understand the Level System, the purpose of it, and how to track their progress in relation to the Level System. All of our students are placed at Calvin due to the significant behaviors they exhibit. We want students to improve their behavior so that they can spend more time focused on academics and reintegrate to a general education school.

2. What is your Desired Outcome/Measureable Goal?

100% of students will track their behavior progress on the Level System by graphing their daily points, setting goals, and monitoring their own progress towards the goals with support as needed from staff.

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

Our first barrier last year was to train the staff for full implementation school wide. Each hallway (level - elementary, middle and high) started at different times in the year with various levels of implementation. This year during preschool the Level System was reviewed with all staff and the training incorporated trauma informed care as well. There will be follow up training as needed in PLCs, small groups, and individual based on the needs of staff and students.

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

Our priority is to build consistency in implementation of the Level System school-wide with students tracking their own progress.

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

We observed inconsistency across the different levels and we know that consistency is integral to the success of a

school-wide level system. We also know that when speaking to students that they could not always identify where they were in relation to the Level System.

Goal 2

4. How will this problem be solved?

Training during pre-school and ongoing training and follow up throughout the school year.

Implementation Steps
(Including professional development)
   Pre-school training and follow up as needed in monthly data chat meetings by level.

Person(s) Responsible

   administrators
   social workers
   behavior specialists

Timeline / By When?

   Beginning Preschool with ongoing monitoring throughout the school year.

Initiated: 8/20/2015
Ongoing: Y
Pending:
Completed:

Goal 2

5. Data collection and management

Their daily points sheets and graphs showing their progress on the Level System while monitoring their behavior of concern and replacement behavior.

Implementation Steps
(Including professional development)
training students to review their point cards daily, graph their points, set goals and monitor their own behavior of concern and replacement behavior.

Person(s) Responsible

students, all staff for supporting students, administrators

Timeline / By When?

Beginning Preschool with ongoing monitoring throughout the school year.

Initiated: 8/20/2015
Ongoing: Y
Pending:
Completed:

Goal 2

6. Support Plan

Provide resources, provide the Data Chat Binders, additional training as needed

Implementation Steps
(Including professional development)

meeting with students and teachers to monitor implementation and monitoring consistency with students in comparison to the data wall

Person(s) Responsible

teachers, social workers, behavior specialists, administrators

Timeline / By When?

Beginning Preschool with ongoing monitoring throughout the school year.

Initiated: 8/20/2015
Ongoing: Y
Pending:
Completed:

Goal 2

7. Fidelity Plan

meeting with students and teachers to monitor implementation and monitoring consistency with students in comparison to the data wall

Implementation Steps
(Including professional development)

ongoing meetings with students and teachers to monitor implementation and monitoring consistency with students in comparison to the data wall

Random Data Chat Binder checks

Person(s) Responsible

social workers, behavior specialists, and administrators

Timeline / By When?

Beginning Preschool with ongoing monitoring throughout the school year.

Initiated: 8/20/2015
Ongoing: Y
Pending:
Completed:

Goal 3

Present Level of Performance

2014-2015 - Black students received 2,855 referrals out of a total of 5,387 for the entire school.

2014-2015 black students were suspended out of school 41 times out of the total suspension of 88 for the school

Expected Level of Performance

The numbers were slightly out of proportion based on the overall student body percentages. We expect with the implementation of the first two goals to see a school-wide decrease and the percentages to be aligned with the percentages of the student body racial composition.

GAP

There is a slight discrepancy identified in our data from the 2014-2015 school. The average number of referrals for a student identified as black students are .47 times that of other students.

1. The identified problem for Goal 3 is:

We want students to be able to identify where they are academically and behaviorally and track their progress towards their academic grade level standards and behavioral goals consistently in their Data Chat Binders.

We want students to understand the Level System, the purpose of it, and how to track their progress in relation to the Level System. All of our students are placed at Calvin due to the significant behaviors they exhibit. We want students to improve their behavior so that they can spend more time focused on academics and reintegrate to a general education school.

We want to identify and intervene with our "Sweet Sixteen" which will be our black students with the highest number of referrals across the school. The administrators and social workers will meet with these students individually every month to review their behavioral and academic data. These students will also have access to the administrators and social workers on a daily basis as needed.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome is that students will be able to use their Data Chat Binders to identify their current levels of performance and be able to compare their present level of performance to the the expectations of the standards for their grade level.

100% of students will track their behavior progress on the Level System by graphing their daily points, setting goals, and monitoring their own progress towards the goals with support as needed from staff.

We want our "Sweet Sixteen" to decrease the number of referrals in comparison to their peers and to improve their grades academically.

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

Staff and students needed additional support in the context of training and practice to reach the goal. Data Chat Binders will also be set up and distributed to teachers for new students. Returning students will have their binders delivered to their teachers from last year so that they can continue monitoring.

Our first barrier last year was to train the staff for full implementation school wide. Each hallway (level - elementary, middle and high) started at different times in the year with various levels of implementation. This year during preschool the Level System was reviewed with all staff and the training incorporated trauma informed care as well. There will be follow up training as needed in PLCs, small groups, and individual based on the needs of staff and students.

Reasons this goal has not been reached may include mobility of students, community and family circumstances, lack of understanding of expectations both behavioral and academic and the need to adhere to them for future success.

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

Providing the binders for teachers so that they don't need to take the time to complete the initial set up of the binder for each student. We will continue training staff and providing support they need on a small group or individual basis. Training will continue throughout the year regarding tracking student progress as it relates to the students in our school and the new Marzano Appraisal. In turn, teachers and associates will be expected to train students in tracking their own progress in their Data Chat Binders and provide support as needed on an individual basis.

Our priority is to build consistency in implementation of the Level System school-wide with students tracking their own progress.

Continue to teach students so that their understanding of expectations increases and why it is important for them and their future.

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

We know these are the right barriers because teachers and associates have asked for additional support and are seeking the students binders from the previous year or they are asking for new binders for new students. We know students need more training because not all students were able to identify where they were either academically or behaviorally even using the Data Chat Binders. Additionally, tracking student progress is research based and supported by the Marzano appraisal system. In addition, it is one of the proven high impact strategies that increases student achievement. We also surveyed our staff about which of the high impact strategies they wanted to focus on and learn more about during their PLCs and tracking student progress was one of the top three things the staff wants to focus on.

We observed inconsistency across the different levels and we know that consistency is integral to the success of a school-wide level system. We also know that when speaking to students that they could not always identify where they were in relation to the Level System.

We have continued to work with all of our students and know that improvement increases with knowledge and understanding of expectations.

Goal 3

4. How will this problem be solved?

In addition to those in Goal 1 and Goal 2, for only our African American students (sweet sixteen) at least one administrator and the social worker will meet with each student individually to review and discuss their behavioral and academic data, progress towards graduation and if appropriate the reintegration specialist monthly. We will set goals with the students in each area and monitor their progress.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
   Same as Goal 1 and Goal 2

Person(s) Responsible

   administrators, social workers for the specific students

Timeline / By When?

   Ongoing weekly monitoring and updates beginning in September with teams

Initiated: 9/3/2015
Ongoing: Y
Pending:
Completed:

Teach and re-teach the expectations in small group or individually with the "Sweet Sixteen" group.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
   Provide expectations to students and then provide ongoing support as needed

Person(s) Responsible

   social workers, DMT, and administrators

Timeline / By When?

   ongoing throughout the school year

Initiated: 8/13/2015

Ongoing: Y
Pending:
Completed:

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

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Goal 3

5. Data collection and management

Same as Goal 1 and Goal 2

Implementation Steps
(Including professional development)
Same as Goal 1 and Goal 2

Person(s) Responsible

Same as Goal 1 and Goal 2

Timeline / By When?

Same as Goal 1 and Goal 2

Initiated: 8/13/2015
Ongoing: Y
Pending:
Completed:

Collect and review referral and academic data

Implementation Steps
(Including professional development)
identify the "sweet Sixteen"

collect data from DMT and teachers to review with each of the 16 students identified

Person(s) Responsible

social workers, DMT and administrators

Timeline / By When?

Ongoing throughout the school year

Initiated: 8/13/2015
Ongoing: Y
Pending:
Completed:

Goal 3

6. Support Plan

Same as Goal 1 and Goal 2

Implementation Steps
(Including professional development)
    Same as Goal 1 and Goal 2

Person(s) Responsible

    Same as Goal 1 and Goal 2

Timeline / By When?

    Same as Goal 1 and Goal 2

Initiated: 8/13/2015
Ongoing: Y
Pending:
Completed:

Provide needed resources, positive feedback, facilitate discussions

Implementation Steps
(Including professional development)
    gather and disseminate resources
    schedule meetings and develop timelines to meet with all 16 students on a regular basis

Person(s) Responsible

    social workers, DMT and administrators

Timeline / By When?

    Ongoing throughout the school year

Initiated: 8/13/2015
Ongoing: Y
Pending:
Completed:

Goal 3

7. Fidelity Plan

Same as Goal 1 and Goal 2

Implementation Steps
(Including professional development)
   Same as Goal 1 and Goal 2

Person(s) Responsible

   Same as Goal 1 and Goal 2

Timeline / By When?

   Same as Goal 1 and Goal 2

Initiated: 8/13/2015
Ongoing: Y
Pending:
Completed:

Collect and review student behavioral and academic data and compare it to the progress of their peers

Implementation Steps
(Including professional development)
   collect data for "Sweet Sixteen" and other students then analyze for trends and areas to target for improvement.

Person(s) Responsible

   social workers, DMT and administrators

Timeline / By When?

   ongoing throughout the school year

Initiated: 8/13/2015
Ongoing: Y
Pending:
Completed:

School-wide Reward System

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1. What are your school-wide reward strategies?

1. Every week students earn points to spend in the school store as a part of teaching them to track their own progress and PBS (Positive Behavior Supports). Points are earned by exhibiting prosocial behavior as well as correct usage of replacement behavior.

2. Random reinforcement - to "catch" students engaging in appropriate/replacement behaviors by randomly entering classrooms and giving tangible reinforcers to students with teacher knowledge and support.

2. Describe the procedure/practice used.

1. Teach or re-teach students how to earn points and what the school store process is; students record points in portfolio daily and students shop in the store weekly. Students also have the opportunity to save and accumulate points for larger ticket items.

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

1. Daily - teachers/associates

Daily and weekly SW/BS/psychologist/administration

By 8/25/16 students will be taught or re-taught how to record points and will be prepared for the first school store shopping experience of the year by the end of the first week.

2. Purchase/collect reinforcers; check with teacher about behavior to be reinforced just prior to entering classroom; distribute reinforcement and provide specific praise; repeat at random times throughout week (BS/SW/Psychologist)

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

Positive Behavior Supports and random reinforcement is research based and used to improve behaviors school wide.

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

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

Teach classroom hierarchy to all students within the first week of school

Encourage Recognition of positive/improved behavior via request for reinforcement by BS/SW

teachers and students can nominate others for Dolphin "SPLASH" which are read over the morning announcements recognizing individuals for prosocial behaviors which they exhibit.

CHAMPs school-wide

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

CHAMPs is a research based classroom and school-wide behavior management system.

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

Teacher/associate to teach hierarchy and post in visible area within the classroom

Teacher requests either via email, in person, or via intercom, BS/SW/psychologist responds and provides either tangible reward or facilitates game (for example, silent speedball) to reinforce positive student behavior in class

The daily point cards are aligned to classroom and school-wide expectations which are taught and reinforced throughout the school year using scheduled and random reinforcements.

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

Expected outcomes of using classroom management systems includes higher student engagement and focus on academic instruction to build the knowledge and skills of our students. We should also see a decrease in referrals and an increase in prosocial behaviors.