Guidelines for Success

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

Be cooperative.
Be respectful.
Be responsible.
Be productive.
Be safe.

2. Where are common area expectations posted?

On main hallway bulletin board, on our school website, and in all classrooms.

3. How are common area expectations communicated?

At students assemblies, at Back to School Night, on our school website and morning announcements.

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

Teachers post their expectations and rules in each of their classrooms. Teachers communicate expectations on an as needed basis.

Goal 1

Present Level of Performance

25 discipline referrals processed in the 2014-2015 school year.
Referral breakdown by ethnicity: White-21, Black-2, Hispanic-2.
One unsubstantiated bullying report filed.

Expected Level of Performance

Maintain number of referrals at 25 or less.

GAP

No gap identified.

1. What problem have you identified?

There are no problems identified. There are no gaps between discipline of Black and non-Black students.

Students are enrolled in programs that offer lots of hands-on activities in labs that engage students, thereby reducing discipline infractions. Students are also engaged in project-based learning, personalized learning and competency-based instruction.

2. What is your Desired Outcome/Measureable Goal?

To keep the number of discipline referrals at 25 or below.

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

Lack of effective classroom management.
Weak relationships between students and staff members.

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

Lack of effective classroom management.

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

Because lack of effective classroom management contributed to the number of discipline referrals.

Goal 1

4. How will this problem be solved?

Walkthroughs to determine ineffective classroom management strategies.

Implementation Steps
(Including professional development)

Provide coaching to staff members who are using ineffective classroom management techniques.

Have teachers attend classroom management training.

Person(s) Responsible

Director

Timeline / By When?

Weekly throughout the school year.

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

Goal 1

5. Data collection and management

Collect discipline data from Focus.

Implementation Steps
(Including professional development)

Provide feedback to teachers and staff, and enroll in classroom management training if needed.

Person(s) Responsible

Director

Timeline / By When?

Weekly throughout the school year.

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

Goal 1

6. Support Plan

We will continue using effective classroom management and student recognition programs as we have done in the past.

Implementation Steps
(Including professional development)

Coaching
Classroom management training

Person(s) Responsible

Director

Timeline / By When?

Weekly throughout the school year.

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

Goal 1

7. Fidelity Plan

The number of discipline referrals written.

Implementation Steps
(Including professional development)

Collect discipline data on Focus.

Person(s) Responsible

Director

Timeline / By When?

Monthly.

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

Goal 2

Present Level of Performance

Expected Level of Performance

GAP

1. What problem have you identified?

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)?

Goal 3

Present Level of Performance

25 discipline referrals from last year.
Referral breakdown by ethnic group. White-21, Black-2, Hispanic-2.

Expected Level of Performance

Maintain low number of referrals.

GAP

No gap identified.

1. The identified problem for Goal 3 is:

Present level of performance indicates there is no gap.

2. What is your Desired Outcome/Measureable Goal?

Maintain low numbers of referrals for black students.

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

Personal bias
Lack of classroom management

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

Lack of classroom management

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

Ineffective classroom management contributes to discipline referrals.

Goal 3

4. How will this problem be solved?

Walkthroughs to determine ineffective classroom management strategies.

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

Provide coaching to staff members who are using ineffective classroom management techniques.

Have teachers attend classroom management training.

Person(s) Responsible

Director

Timeline / By When?

Weekly throughout the school year.

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

Provide engaging, hands-on learning activities.

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

Training in personalized learning and project based learning.

Person(s) Responsible

Director

Timeline / By When?

Weekly during PLC meetings and personalized learning teams.

Initiated: 10/7/2015
Ongoing: Y
Pending:
Completed:

Goal 3

5. Data collection and management

The number of discipline referrals.

Implementation Steps
(Including professional development)

Collect discipline referral data from Focus.

Person(s) Responsible

Director

Timeline / By When?

Monthly.

Initiated: 8/31/2015
Ongoing: Y
Pending:
Completed:

Goal 3

6. Support Plan

Coach teachers on effective classroom management.

Implementation Steps
(Including professional development)
   Provide resources to teachers.

Person(s) Responsible

   Director

Timeline / By When?

   Weekly

Initiated: 9/2/2015
Ongoing: Y
Pending:
Completed:

Coach teachers on personalized learning and project based learning.

Implementation Steps
(Including professional development)
   Teachers will meet in PLCs to create and implement personalized learning and project based learning activities.

Person(s) Responsible

   Director

Timeline / By When?

   Weekly

Initiated: 10/7/2015
Ongoing: Y
Pending:
Completed:

Goal 3

7. Fidelity Plan

Collect data to determine the number of times students are engaged in hands-on learning.

Implementation Steps
(Including professional development)

Conduct walkthroughs to collect data.

Person(s) Responsible

Director

Timeline / By When?

Weekly

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

School-wide Reward System

1. What are your school-wide reward strategies?

Student of the Month
Certificates
Special class awards
Recognition celebrations
Monthly e-newsletter
School web site

2. Describe the procedure/practice used.

Two programs select one student each month based on grades, effort, attendance, and other attributes contributing to student success. 18 students are recognized in this program each year.
Teachers develop and implement his/her own recognition programs by using certificates, special class awards, and recognition celebrations.
Monthly e-newsletter highlights student accomplishments throughout the school. Newsletters are posted on our school website, shared with our feeder schools and district employees.
Student accomplishments are posted on bulletin boards and on our school website.

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

Two programs select one student each month based on grades, effort, attendance, and other attributes contributing to student success. 18 students are recognized in this program each year.
Teachers develop and implement his/her own recognition programs by using certificates, special class awards, and recognition celebrations.
Monthly e-newsletter highlights student accomplishments throughout the school. Newsletters are posted on our school website, shared with our feeder schools and district employees.
Student accomplishments are posted on bulletin boards and on our school website.

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

The low numbers of referrals.

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

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

Excellent classroom management skills of teachers and staff, coupled with clearly defined student expectations, and a hands-on rich learning environment lessen the amount of discipline infractions by our students.

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

Clear expectations
High expectations
Positive behavior system
Highly engaging learning activities
Strong and positive relationships between teachers and students

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

Effective classroom management skills of teachers is aligned to low number of discipline referrals.

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

Low numbers of discipline referrals.