Guidelines for Success

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

Skyview Eagle Guidelines for Success are:

-E   Exhibit Respect
-A   Act Responsible
-G   Give 100%
-L   Listen Politely
-E   Eagerly Learn

2. Where are common area expectations posted?

Eagle Cafe
All Classrooms
Media Center
Conference Room
Building Wings

3. How are common area expectations communicated?

First week of school Assembly reviewing Eagle Guidelines for Success expectations for returning students and teaching expectations for new students utilizing CHAMPs to implement our school-wide positive behavior program

Assistant Principal features Guidelines for Success in monthly school newsletter

Weekly call out to parents features Eagle Guidelines for Success

WSKY News-show reviews daily the Eagle Guidelines for Success

Teachers tell parents about the Eagle Guidelines for Success at Open House to create positive expectations for student behavior at school and home

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

Eagle Guidelines for Success taught through CHAMPS posting CHAMPS visuals for students to know positive behavior expectations and choices for ALL classes Pre-K through Fifth Grade

Teachers have been trained on how to implement CHAMPS strategies Routinely and Enacted on the Spot using the Marzano Domain 1 Framework. New teachers to Skyview will be trained by the Assistant Principal the first month of school.

Goal 1

Present Level of Performance

77 referrals

Expected Level of Performance

62

GAP

20%

1. What problem have you identified?

Too many office referrals accumulated over the school year. Our goal is for our students to know the Eagle Guidelines for Success and how to utilize them when situations arise. A key component of our goal is for students to understand how CHAMPS positive behavior system supports their academic and behavior success.

Non-black students receive the majority of office referrals. Non-black students received 64 office referrals while black students received 13 office referrals. The goal to reduce office referrals by 20% will decrease the number of non-black students receiving referrals.

2. What is your Desired Outcome/Measureable Goal?

Decrease office referrals by 20% from 77 to 62 office referrals for all students in K-5th grade.

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

Barriers: New students to Skyview who aren't familiar with school-wide expectations for behavior. CHAMPS common language was not established and communicated with fidelity to our students and stakeholders.

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

New students to Skyview who arrive throughout the school year. We will decrease the number of office referrals of new students to Skyview by:

- School Counselor will meet new students the first week of attendance at Skyview to introduce the school-wide Eagle Guidelines for Success to new students and how CHAMPs is used to implement positive behavior and academic success.

-Classroom teacher will assign a classroom buddy to support new students' transition to new school and new class.

-Classroom teacher and school counselor will make positive phone call home within the first week of school and to ask parents if they have any questions or concerns about their child's new school for their academic and behavior success

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

Referral data shows that majority of the referrals are from new students to Skyview who are unfamiliar with Eagle Guidelines for Success and how to be successful using CHAMPS strategies to improve behavior.

Goal 1

4. How will this problem be solved?

CHAMPS Positive Behavior Management System implemented school-wide

Implementation Steps
(Including professional development)

Pre-school CHAMPS training for new teachers to Skyview and refresher training for overall staff

Person(s) Responsible

Administrator

Timeline / By When?

Pre-school

Initiated: 8/17/2015
Ongoing: Y
Pending:
Completed:

CHAMPS Positive Behavior Management System implemented in classrooms during first six weeks of school

Implementation Steps
(Including professional development)

Teachers teach students how to implement CHAMPS for academic and behavior success as teachers create a community of learners

Person(s) Responsible

Classroom teacher

Timeline / By When?

First six weeks of school

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed: 10/9/2015

STOIC strategies implemented in teacher's classrooms for students academic and behavior success

Implementation Steps
(Including professional development)

STOIC training for all Eagle Staff

Person(s) Responsible

Administrator

Timeline / By When?

Throughout school year

Initiated: 9/29/2015
Ongoing: Y
Pending:
Completed:

Classroom teacher will assign a class buddy to support new student transition to new school and new class. School Counselor will meet with new student during the first week of school to explain Eagle Guidelines for Success.

Implementation Steps
(Including professional development)

EAgle Guidelines for Success
CHAMPs positive behavior implementation

Person(s) Responsible

Classroom teacher

School Counselor

Timeline / By When?

Throughout school year as new students arrive to Skyview

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

Classroom teacher and school counselor will make a positive behavior phone call to new student's parents and ask if the parent has any questions or concerns we can address.

Implementation Steps
(Including professional development)

Positive phone call to parents and asking parents for feedback to support new students' transition to Skyview

Person(s) Responsible

Classroom teacher

School Counselor

Timeline / By When?

Throughout school year as new students arrive to Skyview

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

Goal 1

5. Data collection and management

Office referrals
Student assessment data after each cycle

Implementation Steps
(Including professional development)

Administrators will monitor for CHAMPS and STOIC strategies being used in classrooms and school-wide.
Administrators will give feedback to teachers who need additional support in implementation

Person(s) Responsible

Administrators

Timeline / By When?

August 24, 2015
until June 7, 2016

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

Goal 1

6. Support Plan

CHAMPS implementation
STOIC strategies

> **Implementation Steps**
> **(Including professional development)**
> > PD training
> > Monitoring
> > Feedback

> **Person(s) Responsible**
> > Administration

> **Timeline / By When?**
> > August 24,'15-June 7, '16

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

Goal 1

7. Fidelity Plan

Reduction in office referrals
New students are aware of Guideline for Success and practice them
Increase school-wide positive rewards
Learning gains from one assessment cycle to the next
School counselor will touch-in with each student who has an office referral
Students will track their academic and behavior progress to achieve their academic and behavior end-of-the-year goals

Implementation Steps
(Including professional development)

SBLT will review office referrals
Grade Level PLCs will review student referrals

Person(s) Responsible

SBLT
Classroom teachers
Students
School Counselor

Timeline / By When?

August 24, '15-June7, '16

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

Student and Parent end of the year surveys

Implementation Steps
(Including professional development)

SBLT will review student and parent end of the year surveys collecting data on how new students and parents were welcomed and supported at Skyview

Person(s) Responsible

SBLT will create surveys

AdvancED surveys

Title One parent surveys

Timeline / By When?

May-June 7, 2016

Initiated: 5/2/2016
Ongoing: Y
Pending:
Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Classroom teachers celebrate student success in academics and behavior in a variety of ways
Eagle Medals are awarded quarterly for students who have achieved the grade level expectations for either academic or behavior or both
Charms are awarded quarterly for excellence in Specials, attendance, honor roll, principal's list and excellence in reading
Ice cream treats are given to students who have accomplished Holiday Learning and are also awarded charms

2. Describe the procedure/practice used.

Classroom teachers with student input decide on criteria to celebrate student success during the first six weeks of school when setting classroom positive management process and procedures
Grade Level Teams decide on criteria to award Eagle Medals
Specials decide on criteria to award Charms
 uses student data to award attendance, honor roll, principal's list
Assistant Principal awards reading charms based on student reading artifacts given to AP from teachers

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

How: Eagle Staff pre-school training professional development on Domain 1: DQ 1, Celebrating Student Success.

When: Pre-school training and throughout the school year

Where: Classroom and school-wide and information about SWPB distributed to parents through newsletter, school messenger and website

Whom: Administrators, classroom teachers. students and parents

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

CHAMPS and STOIC strategies are researched-based systems

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

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

CHAMPS is utilized in classrooms and throughout the school for common language all students to continuously improve behavior
Marzano Instructional Framework strategies are being implemented school-wide to increase student learning gains and improve behavior

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

CHAMPS is a proven positive behavior managment system and Marzano Instructional Framework are the 10 BEST instructional practices; also research-based

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

Administrators, SBLT and teachers are constantly reviewing student data to determine next steps to improve student academics and behavior

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

Twenty percent decrease in office referrals and 70% student mastery of FL Standards and SAT 10 by end of the school year.