Guidelines for Success

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

Walsingham has a Positive Behavior System (PBS) that is embedded with Champs. Walsingham's GFS are clearly identified to each classroom teacher with a set of lesson plans for school-wide expectations and the first four days of school. Each classroom teacher has the GFS posted in their classroom and they refer to them daily. We are continuing with our PAWS for Success into our GFS. Each classroom and common area will have a PAWS poster up and staff and students will refer to these throughout the day.

2. Where are common area expectations posted?

Each classroom and common area will have the PAWS for Success poster displayed.

3. How are common area expectations communicated?

During the first week of school the teacher will have lesson plans with the school wide expectations for the common areas. These lessons are taught by classroom teachers and specialists on the appropriate ways to behave in the classroom, hallways, media center, PE, Cafeteria, art, music, etc.

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

We are implementing a CHAMPS/PBS expectation of classroom expectations. The classrooms will come up with the classroom rules and expectations together, this will give the students buy in. The expectations will be posted in each classroom and they will be reviewed daily with the students.

Goal 1

Present Level of Performance

There are 13 referrals in the common areas

Expected Level of Performance

50% less

GAP

6

1. What problem have you identified?

Increase appropriate behaviors in the common areas by using our school wide expectation lessons plans, modeling CHAMPS, PAWS for Success and GFS. We used the data from focus.

2. What is your Desired Outcome/Measureable Goal?

Our desired outcome/measurable goal would be for students to act appropriately in the common areas of the school. Such as: hallways, cafeteria, PE, Art, Music. We would measure this through the decrease in the number of incident/referrals being written by 50%.

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

The reason that our goal has not yet been reached is that teachers have not continually reviewed the expectations and remind students of their behaviors as they walk through the hallways.

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

To have teachers and specialists continually review the expectations with their students of the expected behaviors throughout the common areas. They will follow the school wide classroom expectation lessons for the first 5 days of school to teach the students the correct expectations for the common areas.

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

The reason we know this is the right barrier to address is from the number of incident or referrals that we receive on students being disruptive.

Goal 1

4. How will this problem be solved?

The strategy is for the teachers to teach the school wide expectations, PAWS for Success during the first week of school and review them throughout the year.

Implementation Steps
(Including professional development)

Teachers will receive the lesson plans for school wide expectations that they will implement during the first week of school. Teachers will continue to review the PAWS for Success and school wide expectations throughout the year and refer to the PAWS for Success posters in their classrooms and in common areas.

Person(s) Responsible

Principal, Assistant Principal, Classroom teachers, Guidance counselor, Specialists, teacher associates.

Timeline / By When?

During Preschool training Assistant Principal will review the lesson plans with teachers and go over the PAWS for Success poster.

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

Goal 1

5. Data collection and management

We will use incident and referrals that are written based on students behavior inthe common areas.

Implementation Steps
(Including professional development)

Teachers, specialists and teacher associates will be trained on how to fill out the referral/incident form and to know the difference between the them.

Person(s) Responsible

Principal and Assistant Principal

Timeline / By When?

During Preschool training Assistant Principal will review the form with staff and show them how to fill it out properly.

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

Goal 1

6. Support Plan

We will support them by having them attend CHAMPS refresher training.

Implementation Steps
(Including professional development)

All staff at Walsingham will attend a CHAMPS refresher training at the school/

Person(s) Responsible

Principal

Timeline / By When?

This professional development will take place in September.

Initiated: 8/18/2015
Ongoing: Y
Pending:
Completed:

Goal 1

7. Fidelity Plan

By the decrease in incident/referrals turned in for inappropriate behavior in common areas.

Implementation Steps
(Including professional development)
We will keep a constant look at the discipline data in Focus.

Person(s) Responsible

Principal, Assistant Principal

Timeline / By When?

Throughout the 2015-2016 school year.

Initiated: 8/18/2015
Ongoing: Y
Pending:
Completed:

Goal 2

Present Level of Performance

There we 34 student striking student referrals.

Expected Level of Performance

50% less

GAP

17

1. What problem have you identified?

We would like to reduce the number of referrals of students striking other students. We used our discipline data from Focus. During the 2014-2015 school year we had 34 student striking student referrals.

2. What is your Desired Outcome/Measureable Goal?

Our desired outcome/measurable goal would be for students to reduce the number of student striking student referrals. We would like to reduce the number of referrals by 50%.

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

The reason why this goal has not been met is due to teachers needing a refresher in CHAMPS and implementing it in their classrooms with fidelity.

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

Our teachers and staff will have tier 1/core behavior management n place in their classrooms. Teachers will implement and utilize the PAWS for Success posters in their classrooms. The students who have Tier 2 behavior plans will be implemented in their classrooms by their teachers and reviewed by the SBLT team.

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

The reason we know this is the right barrier to address is from our data. This area is the highest on our data charts with 34 referrals.

Goal 2

4. How will this problem be solved?

Teachers will implement a Tier 1/Core behavior management system in their classrooms (CHAMPS, PAWS for Success, Class dojo).

Implementation Steps
(Including professional development)

Teachers will take a refresher course in CHAMPS.

After our Guidance Counselor attended behavioral training over the summer, that with Tier 1 refresher training this should help to reduce the number of students striking other students

Person(s) Responsible

Classroom teachers, Principal, Assistant Principal

Timeline / By When?

During the 2015-2016 school year

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

Goal 2

5. Data collection and management

We will use the number of referrals that have been entered into Focus for out data.

Implementation Steps
(Including professional development)
Teachers will use CHAMPS as their classroom management system.

Person(s) Responsible

Classroom Teachers, Principal and Assistant Principal

Timeline / By When?

During the 2015-2016 School year.

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

Goal 2

6. Support Plan

Teachers will have support in implementing CHAMPS in their classroom.

Implementation Steps
(Including professional development)

Teachers will take a refresher course in CHAMPS.

Person(s) Responsible

District Trainers

Timeline / By When?

Fall of 2015

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

Goal 2

7. Fidelity Plan

By looking at the data from referrals we will be able to see if the CHAMPS program

Implementation Steps
(Including professional development)
    Teachers will attend CHAMPS PD.

Person(s) Responsible
    District Trainers

Timeline / By When?
    Fall 2015

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

Goal 3

Present Level of Performance

Black students are 4.54 times more likely to have at least one referral than other students.

Expected Level of Performance

Black students will receive referrals at an equal rate compared to other races.

GAP

4.54 reduction

1. The identified problem for Goal 3 is:

Decrease the number of in school and out of school suspensions by our African American students. We used discipline data in Focus to see the number of in school and out of school suspensions. The data shows there was a total of 14 in school and out of school suspensions for our African American.

2. What is your Desired Outcome/Measureable Goal?

Our desired outcome/measurable goal would be to decrease the number of in school and out of school suspensions for our African American students by 50%. We would measure this through the number of in school and out of school suspensions.

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

The majority of our African American referrals came from 3 students. Two of those students are no longer at Walsingham and the third student has an FBA. Those would be the barriers as to why our goal has not been reached.

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

Our priority at WES is to have all teachers implementing CHAMPS and Paws for Success in their classrooms. This will give the classroom teachers a strong core behavior management program and for students to follow those expectations.

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

We know this is the barrier to address because we want all of our students to be here at WES to learn. There were three African American students who received the in school and out of school suspensions. These three students have been reviewed by the SBLT team and have either PBIP's or FBA's in place.

Goal 3

4. How will this problem be solved?

We will set up a mentoring program for our African American students they will bring their (Academic/Behavior) data folder to their mentor to review.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
Teachers will be chosen to be mentors to our African American students. Depending on the behavior plan that was developed for the student will generate if the student meets daily or weekly with the their mentor. They will need to bring their data (Academic/Behavior)folder with them when they meet with their mentors.

Person(s) Responsible

Guidance Counselor, social worker, school psychologist, classroom teachers, principal, assistant principal.

Timeline / By When?

During the 2015-2016 school year.

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

Cultural Competency refresher training for all staff.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
During our monthly PD meetings we will implement cultural competency training.

Person(s) Responsible

Administration and SBLT.

Timeline / By When?

During the 2015-2016 school year.

Initiated: 8/24/2015

Ongoing: Y
Pending:
Completed:

We will be implementing Check and Connect for specific African American Students who have academic and behavior concerns.

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

Our guidance counselor will train specific teachers in the connect and check intervention to help support our African American students. Those teachers will meet to check and connect with those students based on their need. This could be daily, weekly or monthly based on their need.

Person(s) Responsible

Administration, SBLT, Guidance counselor and classroom teachers.

Timeline / By When?

During the 2015-2016 school year.

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

Goal 3

5. Data collection and management

Classroom teachers will collect data according to their classroom behavior management system, collect data on frequency charts.

Implementation Steps
(Including professional development)

Teachers will be trained by the guidance counselor, social worker and school psychologist on how to use the frequency charts and read the FBA or PBIP plans.

Person(s) Responsible

Guidance counselor, social worker, school psychologist, principal, assistant principal.

Timeline / By When?

During the 2015-2016 school year.

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

Goal 3

6. Support Plan

Teachers will be able to set up meetings with the guidance counselor, social worker, school psychologist, to review the behavior plans.

Implementation Steps
(Including professional development)

Teachers will meet with the guidance counselor, social worker or school psychologist to go over the behavior plans and whenever they need support.

Person(s) Responsible

Guidance counselor, social worker, school psychologist, principal, assistant principal.

Timeline / By When?

During the 2015-2016 school year.

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

Goal 3

7. Fidelity Plan

We will know that the strategy is working by the reduction of in school and out of school suspensions of our African American students.

Implementation Steps
(Including professional development)

Teachers will have continued support from the guidance counselor, social worker and school psychologist in order to follow the students behavior plans.

Person(s) Responsible

Guidance counselor, social worker, school psychologist, principal, assistant principal.

Timeline / By When?

During the 2015-2016 school year.

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

School-wide Reward System

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1. What are your school-wide reward strategies?

Our school wide reward system is we have student of the week. The students who follow the GFS and the PAWS for Success will be eligible to earn student of the week status from their teacher. Each student will receive a Student of the Week pin and my principal is proud of me pencil.

In our cafeteria we have a school wide reward system for the classrooms who earn 5 green days in the cafeteria will receive a pop corn party at he end of the week.

2. Describe the procedure/practice used.

Teachers will use classroom expectations to earn Student of the Week. In the cafeteria the students have a colored cup system that when they earn 5 green days in a row for their behavior will earn them a class popcorn party.

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

These strategies will be implemented by the classroom teachers, cafeteria staff, assistant principal and principal. They will be implemented in the classrooms, the cafeteria and the common areas.

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

All of our strategies align to PBS. Data will be tracked through the alignment of goal 1.

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?

PBS is the STOIC-based classroom management system implemented in our school.

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

Our classroom behavior management systems are CHAMPS and PBS which are both research based programs.

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

We looked at the behavior data from the 2014-2015 school year to align to what we needed to work on this year with student behaviors. We set up a committee of administration and classroom teachers to look over the data to see the areas where we needed improvement. These are the areas we have included in our plan. Teachers will be having a refresher course in CHAMPS. The teachers will also have the support of the SBLT team to assist them with student behaviors.

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

1. As a result of implementing CHAMPS and Paws for Success in the classrooms we are expecting the outcome of a decrease of inappropriate behaviors in common areas.

2. In having a strong core/Tier 1 classroom management system in place the expected outcome will be a decrease in the number of student striking student referrals.

3. As a result of the mentoring program for our African American students we will see a decrease in their in school and out of school suspensions.