
Guidelines for Success

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

Blanton's BEST Make a SPLASH!
Guidelines for Success

Believes in myself and my abilities
Engages in learning tasks
Soars to Success
Takes responsibility for my words and actions

Stays Safe
Performs successfully
Leads others as engaged and accountable learners
Acts Responsibly
Speaks Respectfully
Honestly interacts with others

2. Where are common area expectations posted?

The GFS mini poster is on display in all Classrooms, the front Office, and in the Cafe. Along with the GFS, the expectations are further defined through an additional mini poster that outlines why the "B" in Blanton stands for BEST!

Be Safe

- * Follow hallway procedures
- * Keep hands, feet and objects to yourself

Be Respectful

- * Respect myself, others and their property
- * Use kind words and actions
- * Follow all staff directions
- * Voice Level 0 or 1

Be Responsible

- * Make "good choices," even when no one is looking
- * Go immediately to your assigned area
- * Keep items in backpacks
- * Enter quietly

Be Present and on time to class

Believe in myself and my potential for learning

3. How are common area expectations communicated?

- 1) Through daily messages on the "Blanton Vision" News Program
- 2) By all staff members in classrooms, hallways, Cafe, and buses
- 3) Bulletin Boards and Mini posters in classrooms and around the campus, including the Cafe & Office
- 4) Through the use of the "Clip It" color-coded system by which students clip up and/or down based on actions and their final color is reflected in each student's daily Agenda Planner.
- 5) Through the utilization of reinforcers / positive reward system that includes, Class DoJo points, Blue and Pink notes, "Brag Tags," Award Ceremonies, etc.

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

Class rules are written and agreed upon jointly by teachers and students after collaborating together. They are posted in each classroom next to the universal, school-wide posted "Clip It" charts.

"Clip It" charts allow teachers to interact positively with students and reinforce appropriate behaviors in the classrooms as well as correct irresponsible behavior fluently so as to not interrupt the flow of instruction in the classroom. The use of "Clip It" charts allows students more opportunities to earn positive rewards and reinforcement for positive behaviors because the movement of the clips on the charts is both up and down throughout the day as student behaviors are acknowledged and addressed. These processes align with the STOIC components of interacting positively with students and correcting irresponsible behavior fluently.

Class DoJo is used across the campus with a minimum of the following expectations incorporated, since "School is our students 'First Job'":

- * On time arrival
- * "Dressed for Success" in the mandatory school uniform
- * Demonstrating respect and following directions

Goal 1

Present Level of Performance

The Instructional Practices Inventory (IPI) data for student engagement collected for the Spring of 2015 indicates that Blanton Elementary's Teacher Led Instruction measured at 55% for active student participation. STOIC Walkthrough data will be used this year in place of the IPI data to identify and measure student engagement.

Expected Level of Performance

The expected Level of Performance for active student participation of teacher led instruction is 85%.

GAP

The gap between Blanton's Present Level of Performance and the Expected Level of Performance of active student engagement of teacher led instruction is 30%.

1. What problem have you identified?

Blanton wants our students to be actively engaged with teacher led instruction to increase student learning and achievement. Data from the Instructional Practices Inventory (IPI) collected during classroom visits / walkthroughs provided insight that our students demonstrated only a 55% active student participation for teacher led instruction.

2. What is your Desired Outcome/Measureable Goal?

Our desired outcome is for Blanton Elementary School to increase student engagement in the classroom and fidelity of implementation of our schoolwide behavior plan, in order to decrease disciplinary incidents across school. Classroom Routines will be well-established, taught, practiced and monitored by teachers who "regularly review expectations regarding rules and procedures to ensure their effective execution" (Domain 1, DQ 6). Staff members will consistently and fairly "acknowledge adherence to rules and procedures" (Domain 1, DQ 7) and "establish and maintain (positive) effective relationships with students" (Domain 1, DQ 8).

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

Possible reasons that our goal has not been reached is our teachers limited knowledge of strategies to increase active engagement and / or effectively implement the schoolwide behavior plan with fidelity.

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

Of the barriers we seek to overcome, our priority is to increase the knowledge base of our teachers in regards to strategies available to increase active student engagement and accountability for teacher led instruction. This in conjunction with the effective implementation of the schoolwide behavior plan will result in greater time on task and ultimately higher student achievement.

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

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We know that this is the right barrier to address as a result of collected data that indicates that student engagement is lower than that expected and because it is alterable. As a result being alterable, student engagement will increase during teacher led instruction.

Goal 1

4. How will this problem be solved?

Teachers will be reintroduced to strategies that increase active student engagement and participation of teacher led instruction. An awareness of the Instructional Practices Inventory will support use of strategies that promote best practices in teaching across all grade levels.

**Implementation Steps
(Including professional development)**

Teachers will be responsible for the following in order to increase classroom engagement:

1. Noticing and reacting to students not engaged.
2. Using response rate techniques to maintain student engagement in questions and monitoring the extent to which the techniques keep students engaged.
3. Academic games and inconsequential competition will maintain engagement and keep students focused on the academic content of the game.
4. Physical movement and a lively pace will enhance engagement and help tighten transitions.
5. Demonstrating intensity and enthusiasm for learning.

Person(s) Responsible

K-5 Teachers
Administration
SBLT

Timeline / By When?

08/24/2015

Initiated: 8/24/2015

Ongoing: 9/18/2015

Y

Pending:

Completed: 6/3/2016

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

**15/16 School-wide Behavior Plan
Blanton Elementary School**

10/28/2015

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

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

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

Goal 1

5. Data collection and management

Instructional Practices Inventory (IPI) data collected through walk through observations

**Implementation Steps
(Including professional development)**

Training on walk through collection form.

Person(s) Responsible

Administration-IPI Collection team
SBLT

Timeline / By When?

08/24/2015

Initiated: 8/31/2015
Ongoing: Y
Pending:
Completed: 6/3/2016

Goal 1

6. Support Plan

Training will be presented through Professional Development Tuesdays on student engagement and disengagement

**Implementation Steps
(Including professional development)**

Professional Development Tuesdays will be used to depict what student engagement looks like and how to best accomplish student engagement. What Best Practices in Teaching looks like and how to accomplish.

Person(s) Responsible

Administration
IPI Data Collection Team
SBLT

Timeline / By When?

08/25/2015

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed: 6/7/2016

Goal 1

7. Fidelity Plan

Through Data Collection that will occur three times a year, we will determine whether engagement strategies are implemented and successful.

**Implementation Steps
(Including professional development)**

Data will be reviewed and analyzed through Professional Learning Communities and on Professional Development Tuesdays. Strategies will be reviewed and revised as dictated by data collection.

Person(s) Responsible

Administration
Leadership Team
IPI Collection Team
K-5 Teachers

Timeline / By When?

08/25/2015

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed: 5/31/2016

Goal 2

Present Level of Performance

In 2014-2015, referrals indicate that 185 occurrences of students Strikes/Student incidences occurred.

Expected Level of Performance

In 2015-2016, referrals of occurrences of Strike/Students should be no more than 92 incidences.

GAP

A gap of 93 of occurrences of Strike/Student incidents currently exists.

1. What problem have you identified?

Students need to understand the effects that occurrences of Strike/Student incidents have on the victim, as well as the perpetrator through socially appropriate guidance lessons. These lessons will inform and educate students on what and why certain behaviors are unacceptable, as well as teach an appropriate response to feelings (conflict resolution) that result in the undesired behavior.

2. What is your Desired Outcome/Measureable Goal?

The Discipline / Olweus Bully Prevention Committee will utilize discipline data to help drive the topics for classroom guidance lessons that will have a measurable and desirable outcome of a decrease in incidences of Strike/Students.

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

Previously we failed to educate our students on what was acceptable behavior, how it looked, examples and non-examples of the behaviors, assuming they "knew" and understood what the set expectations were for the classroom and throughout the school.

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

The most valid and alterable barrier that is our priority is to reduce the number of occurrence of Strike/Student incidences. By teaching students what acceptable behavior looks like based on the need demonstrated by the data through appropriate guidance lessons, occurrences will decrease providing for a safer learning environment for all.

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

We know this is the right barrier to address because the data indicates the problem behavior that needs to be reduced.

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10/28/2015

Goal 2

4. How will this problem be solved?

The SBLT and PBS/Rtl Committee will analyze discipline data and trends across grade levels to determine Tier I interventions for teachers and guidance lessons that can be given across grade level s to decrease negative discipline school wide.

Implementation Steps (Including professional development)

1. Topics identified according to discipline data show strike/Student and Defiance/Insubordination are the two top negative incidences that occurred school wide in 2014-2015.
2. 264 incidents occurred in the classroom area showing that guidance lessons would benefit peers as well.
3. Lesson plans will reflect that literature topics chosen for read aloud, and will intermittently reflect topics that are disciplinary trends across the grade level.
4. SBLT will analyze the incidences of disciplinary action and locations of incidents in order to determine if guidance lessons and teacher read aloud are having a positive impact on discipline throughout the school.

Person(s) Responsible

Administrators
Guidance Counselor
K-5 Teachers
SBLT

Timeline / By When?

08/24/2015

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed: 6/3/2016

Goal 2

5. Data collection and management

The SBLT will analyze the discipline data across the grade levels to determine the impact of classroom guidance lessons.

Implementation Steps (Including professional development)

The SBLT will meet weekly to discuss academic and discipline data.

Person(s) Responsible

FOCUS and the Data Warehouse will be used to pull the School Wide Behavior Report so that the following issues can be analyzed for review: Incidents, Location of incidents, Attendance, and Responses. Discipline data will help drive decision making for all Tier I interventions school wide.

Timeline / By When?

Administrators
K-5 Teachers
Guidance Counselor
SBLT

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed: 6/3/2016

Goal 2

6. Support Plan

Classroom Teachers will be supported by the Guidance Counselor and SBLT Team.

**Implementation Steps
(Including professional development)**

Teachers will be provided with grade-level read-aloud books that will set the stage for the guidance counselor to provide age appropriate lessons.

Person(s) Responsible

Guidance Counselor
SBLT
Literacy Committee

Timeline / By When?

09/07/2015

Initiated: 9/7/2015
Ongoing: Y
Pending:
Completed: 6/3/2016

Goal 2

7. Fidelity Plan

SBLT and the PBS/Rtl committee will analyze discipline data and trends of student occurrences of Strike/Students incidences that occur at school.

**Implementation Steps
(Including professional development)**

Tier I interventions to support Classroom Teachers will be in addition to the Classroom and School Wide Behavior Plan

Person(s) Responsible

Guidance Counselor, PBS/Rtl Committee, SBLT

Timeline / By When?

09/07/2015

Initiated: 9/7/2015
Ongoing: Y
Pending:
Completed: 6/3/2016

Goal 3

Present Level of Performance

For the 2014-2015 school year, a total of 235 referrals were written for our Black/African American Students who make up 18.4% of Blanton's student population, versus a total of 277 referral written for our non-Black/African American Students.

Expected Level of Performance

The expected level of performance is a 0% discrepancy ratio of referrals written for Black/African American students vs non Black African American students.

GAP

A gap of 277 written referrals exists between our Black/African American students vs. our non-Black/African American students.

1. The identified problem for Goal 3 is:

The 2014-2015 ODR report was used to identify this data.

School-wide behavior expectations set standards and procedures that will ensure a school climate that maximizes student achievement and safety.

1. The student will establish responsibility or ownership of the problem.
2. The student will practice making decisions.
3. The student will solve the problem in a manner that does not make a problem for others.
4. The student and the situation will be dealt with on an individual basis, keeping in mind that fair is not always equal.
5. The student's respect and self-esteem will remain intact.
6. The student will learn from his/her mistakes.

2. What is your Desired Outcome/Measureable Goal?

Decrease the number of office discipline referrals gap between black and non-black students by 10% for the 2015-2016 school year.

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

The school wide behavior management plan is not implemented with the same level of fidelity across all classrooms, including at Specials and in some of the ALPHA program classrooms. Other possible barriers to achieving our discipline goal may include a lack of Cultural Competence Training by some staff members, high frustration level experienced by some low performing students, and some students having difficulty making the transition between who has the authoritative role at home vs. who has the authoritative role at school.

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

Ensure a comprehensive understanding of the school wide behavior management plan in place and monitor the fidelity of implementation across all classrooms.

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

Observation and analyzing behavior data (location, referring personnel) demonstrates that the highest incidents of referrals are generated by the personnel where positive relationships are not formed, clear structures and processes are not well-established and where the schoolwide behavior plan is not being implemented correctly or with fidelity.

Goal 3

4. How will this problem be solved?

Classroom behavior systems will be utilized in all classrooms with all students in order to decrease the discipline gap.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Continued attendance at district PBS monthly training sessions. Information brought back and presented to staff during PD Tuesdays on a monthly basis.

Person(s) Responsible

PBS Team members

Timeline / By When?

September 2015-May 2016

Initiated:

Ongoing:

Pending:

Completed:

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Each classroom uses a clip chart to monitor behavior. Each student has a clothespin, or clip with his or her name on it. All students begin at green when they enter the classroom. Clips can be moved up or down throughout the school day as behaviors are acknowledged and addressed. Students can earn points to buy prizes based on the level they land on at the end of the day. The point scale ranges from 1 to 4. Super student. The Super Student level is reserved for outstanding behavior. A student who reaches this level will earn a special note home and a jewel on his/her clip. After five jewels, clips will be retired to the Hall of Fame and a new clip will be given. Great-job students can move to the Great job level for continuing to display good behavior. Good choices students show that they are making the right behavior decisions throughout the day. Ready to learn is where students start their

Person(s) Responsible

Classroom Teachers

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Timeline / By When?

August 2015-June 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Feedback from administrative walk-throughs observing elements of Domain 1 in the Marzano Framework: DQ6: Establishing Classroom Routines and DQ8: Establishing and Maintaining Effective Relationships with Students as aligned to the STOIC checklist.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Administrative walk-throughs with feedback provided on observance of elements from the Marzano Framework that align to the STOIC checklist.

Person(s) Responsible

C. Maggio

M. Maiorana

Timeline / By When?

August 2015-June 2016

Initiated: 8/28/2015

Ongoing: Y

Pending:

Completed:

Behavior Incident Reports to be used for behaviors not considered severe in order to identify patterns in behavior and put an individual plan in place for students to have more opportunities to be successful in the classroom.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

1. Develop a Classroom and Campus Documented incident report.
2. Present to staff and vote for approval of use.
3. Explain incident report to students and the difference between it and a discipline referral.
4. Communicate expectations, definitions of Classroom and Campus Documented Incident Report vs. Discipline Referral to parents at workshop and in school newsletter.

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Person(s) Responsible

1. C. Maggio/D. Holland
2. Administration
3. Classroom teachers
4. Administration

Timeline / By When?

1. August 2015
2. September 2015
3. September 2015
4. September/October 2015

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

5. Data collection and management

The School Based Leadership Team (SBLT) will identify and track discipline data for all subgroups through FOCUS and the Data Warehouse. Class Dojo will be used by the classroom teachers to track school wide discipline data, along with attendance, uniform compliance, and respect to teachers.

**Implementation Steps
(Including professional development)**

The SBLT will continue to use the Response to Intervention (RtI) problem solving process to implement behavioral interventions that are based on data driven decisions made by both the classroom teacher and SBLT.

Person(s) Responsible

K-5 Teachers
Administration
SBLT

Timeline / By When?

08/24/2015

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

6. Support Plan

Teachers will be supported with technology used to collect data through Class DoJo.

**Implementation Steps
(Including professional development)**

The Technology Specialist will assign iPads to each classroom teacher that has been formatted and adapted to utilize the Class DoJo program.

Person(s) Responsible

Technology Specialist

Timeline / By When?

08/24/2015

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed: 6/3/2016

Goal 3

7. Fidelity Plan

We will know that the strategy has been implemented as a review of collected data occurs monthly by the MTSS Coach and SBLT Team.

**Implementation Steps
(Including professional development)**

All K-5 Teachers are expected to set their Class DoJo Program for the option of sharing collected data. Each month, the MTSS / SBLT will review the collected data to be sure of implementation of the program.

Person(s) Responsible

MTSS Coach
SBLT

Timeline / By When?

08/24/2015

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed: 6/3/2016

School-wide Reward System

1. What are your school-wide reward strategies?

Blanton employs a variety of schoolwide reward systems aligned with attendance, achievement and behavior. The specific awards, beyond the classroom ones earned for acquired Dojo points, are used to recognize and reinforce students' good choices, and include the following:

"Dolphin Denim" Day - provides those students who have earned Perfect Attendance each month (including having 3 or less tardies / early releases) the opportunity to wear denim blue jeans, in place of their uniform bottoms, on the last Friday of the month. The names of the qualifying students, also go into a drawing to win a Blanton Spirit shirt, to wear with their jeans.

Attendance & Academic Award Ceremonies are held each grading period. The recipients are selected based on their grades in each of the academic subject areas, as well as having received E's, V's or S's for behavior, work habits, effort, and in the Specials of PE, Art and Music. In addition to certificates being presented for Perfect Attendance, Honor Roll and Principal's List in front of peers and parents, each student receives a pencil, Brag Tag, and "goody pack" of free meals, drinks, etc.

BUGs (Bringing Up Grades) Program - facilitated by our School Guidance Counselor, focuses on those students performing below grade level expectations. These students learn study skills and set goals for improvement. Those who meet their goal are awarded a BUGs pencil and Brag Tag, as well as have a lunch & treat celebration (ice cream) together with the School Counselor.

TKC (Terrific Kids Club) - students who are outstanding citizens, in that they consistently put forth excellent effort every day and exhibit the "Commitment to Character" Qualities in their words and actions, serving as models for their class, are recognized monthly on the Blanton Vision News Show and receive certificates.

Blanton's BEST "Bucket Fillers" - These students are recognized every grading period for consistently performing random "Dolphin Deeds of Kindness" in their classrooms and around campus, positively contributing to our Blanton "family" / community. In addition to these deeds being verbally recognized, students also receive "Bucket Filler" Brag Tags to display on their backpacks.

Pink "Dynamic Dolphin" Notes - awarded to students who model good work habits and behavior. In addition to the certificate earned, students are able to come to the front office to select a prize from the AP's "Tackle Box of Treasures."

Blue "SPLASH! Salutes" - awarded to students that model Blanton's BEST Core Values through their commitment to the character traits of Respect, Responsibility, Honesty and Self-Motivation, as demonstrated through both their scholarly achievement and excellent conduct. In addition to the certificate earned, students receive dolphin pencils, stickers, book marks and upon receiving their 5th certificate, has the opportunity to select a book of their choice to take home and add to their own personal library.

Running Club - during PE, one day a week, students add to their Health & Fitness Goals, by earning "toe tokens" for every 5 miles run.

2. Describe the procedure/practice used.

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Dolphin Denim Day posters are on display in each room, as students are either absent or repeatedly late, the student's name is removed from the chart each month. At the end of each month, Blanton's DMT runs a query and confirms those students earning Dolphin Denim Day, and stickers are provided to teachers to place in each student's Agenda book, if they are among those that earned the privilege of wearing denim jeans the next day/last Friday of the month. On Dolphin Denim Day, the names of the qualifying students are placed in a jar and a name is drawn on Blanton Vision to come to the studio and collect their earned Dolphin Spirit T-shirt, which can be worn that day and on future Dolphin Denim Days.

Perfect Attendance, Honor Roll and Principal's List Assemblies are scheduled, advertised and conducted every grading period.

BUGs students are selected with the input of teachers and verified by the School Guidance Counselor, who meets with them weekly in a form of an Academic Check In / Check Out system. This aligns well with our AVID Goal Setting System and we prepare students from "Crayons to College" to be "AVID learners" here at Blanton.

TKC and Bucket Filler programs are facilitated by the submission of names by classroom teachers and specialists.

Pink "Dynamic Dolphin" and Blue "SPLASH! Salutes" are awarded across the campus by all staff members.

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

Led by Blanton's BEST Administrative Team and staff, students will be recognized daily for awards honors received based on the positive choices demonstrated across campus. Students will come to collect treasures the APs Tackle Box of Prizes and the Principal's Basket of Dreams by grade level:

PK-1: Tuesday
Grade 2 & 3: Wednesday
Grades 4 & 5: Thursday

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

Research has demonstrated that incentives increase motivation to achieve overall goals set by individuals. Each of the above implemented reward systems focus on positive choices and the achievement of the schoolwide expectations set for all students. Each of the above named rewards further reinforce the 5:1 ratio of positive to negative interactions expected across our Blanton BEST campus and align to our mission of inspiring lifelong learning and providing opportunities for our students to gain knowledge, skills and develop character for success in our changing world. This has been reinforced through our monthly PBS/Rtl training & the researched work done by USF and other experts in the field of education and behavioral management, including Randy Sprick at Safe and Civil Schools.

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

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

Clip-it system is aligned to the CHAMPS system through Safe and Civil Schools. "Clipping up" directly aligns to interacting positively with students and "Clipping down" aligns to correcting students fluently. The expectations are explicitly taught during the first weeks of school and are reviewed throughout the year, especially right after breaks in the school year.

The OLWEUS Bullying Prevention Program provides explicit lessons for teachers to teach expectations, definitions, and strategies for students to recognize and avoid bullying behaviors. Materials are provided to inform parents of the same expectations, definitions, and strategies students are taught in order to create a strong sense of community and support.

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

CHAMPS has been implemented in various schools and school districts throughout the country. Data has been collected and analyzed by numerous researchers and has been found to be a successful classroom management system. Our classroom teachers that implemented the "Clip-it" system collected data throughout the 2014-2015 school year and shared data with SBLT. The system showed positive results in the classrooms in which it was implemented with fidelity.

OLWEUS Bullying Prevention Programs have been implemented throughout the country. Research reports have indicated the program has had a positive impact on students and schools. This program is being implemented for the first time at Blanton Elementary for the 2015-2016 school year. Data will be collected and analyzed throughout the year to determine the impact of the program on the students and families at the school.

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

Points earned are entered into Class Dojo throughout the day. Graphs are generated monthly and shared with SBLT. Discipline data from FOCUS is also shared with SBLT. Reports from K12 Alerts are generated monthly and shared with SBLT. Data is analyzed by SBLT members and decisions are made regarding interventions to be put in place for individual students that are struggling to meet school wide expectations.

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

It is expected that the total number of discipline referrals school wide is decreased by 10% for the 2015-2016 school year as compared to the 2014-2015 school year.

The number of anonymous alerts will also decrease by 10% for the 2015-2016 school year as compared to the 2014-2015 school year.