
Guidelines for Success

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

- Be A Star
- S - Safety First
- T - Think, Achieve, Learn
- A - Act Kind
- R - Respect Others

2. Where are common area expectations posted?

Hallways, Cafeteria, Front Office, Media Center

3. How are common area expectations communicated?

- *Morning Show
- *Posters
- *Teachers will teach through lesson plans
- *Verbally reinforced by staff

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

Grade level teams use the GFS, CHAMPS and PBS to develop age appropriate rules and expectations. They are communicated through lesson plans, posters, classroom meetings and daily reinforcement. Each teacher is responsible for developing a classroom behavior plan and is required to post rules/expectations included in their plan within the classroom.

Goal 1

Present Level of Performance

2014-15 Average daily attendance was 94.6%

Expected Level of Performance

2015-16 Average daily attendance of 95.6%

GAP

1%

1. What problem have you identified?

FOCUS data was used to establish attendance percentage. Students should know that missing school negatively impacts their academic success and future goals. Students need to take responsibility for school attendance and know the difference between an excused and unexcused absence.

2. What is your Desired Outcome/Measureable Goal?

Average daily attendance at Dunedin Elementary will be 95.6% or higher by June of 2016.

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

Transportation
Parent work schedules
Upheaval in the home
Student anxiety
Transitory population
Family belief system

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

Staff can work to decrease student anxiety and negative beliefs regarding school.

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

It is the one barrier we believe we can most influence with our students through positive verbal reinforcement, the school wide reward system, class lessons on anti-bullying, social skills, and character education/kid character of the month, and classroom management systems.

We have less influence over situations and experiences that happen outside of the school setting.

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

10/2/2015

Goal 1

4. How will this problem be solved?

Analyze data during child study team meetings bi-weekly
Attendance notes home, phone calls, student conferences, parent conferences, home visits

Implementation Steps
(Including professional development)

Data reviewed/analyzed by the Child Study Team bi-weekly and action steps developed.
Data continuously shared with students.
Attendance/tardy data analyzed by SBLT/MTSS (Behavior SIP) team monthly
Reward perfect attendance
Re-institute Check and Connect with grades K-5

Person(s) Responsible

Child Study team: DMT, Social Worker, Administration, Guidance
Teachers

Timeline / By When?

Ongoing, beginning with first child study team

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

Goal 1

5. Data collection and management

FOCUS data of student absences

**Implementation Steps
(Including professional development)**

Child Study Team meets bi-weekly to review and analyze Data to determine next steps

Person(s) Responsible

Child Study Team

Timeline / By When?

8/27/16 first meeting and continuing all school year

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

Child Study Team will meet to determine appropriate action to take

**Implementation Steps
(Including professional development)**

Letters sent home
phone calls
Parent conf.
Student consultation

Person(s) Responsible

Social Worker with help from the Child Study Team

Timeline / By When?

August 27th

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

The Child Study Team has minutes that are written and reviewed bi-weekly

**Implementation Steps
(Including professional development)**

Minutes are reviewed bi-weekly to determine an absence pattern for students.

Person(s) Responsible

Child Study Team

Timeline / By When?

August 27th until June 2016

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

Goal 2

Present Level of Performance

150 total Level 2 discipline referrals (incident report) in 2014-15
108 total Level 3 discipline referrals in 2014-20155

Expected Level of Performance

In 2015-16 we will reduce Level 2 referrals by 5% to 143 and reduce Level 3 referrals by 5% to 103

GAP

1. What problem have you identified?

School wide behavior plan is not as effective as it could be.

2. What is your Desired Outcome/Measureable Goal?

Reduce Level 3 referrals 10% by May 2016.

When students follow GFS (safety, think, learn and achieve, act kind, respectful) referrals will be reduced.

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

Classroom and school-wide expectations are not valued

The student struggles with impulse control and problem-solving strategies

The school wide positive reinforcement system is not appropriately suited for the behavior or the student

Behavior reinforcement is not implemented with fidelity

Some staff was confused on some processes

Parent involvement is minimal for that population

Ratio of positive to negative interactions

Frequency of positive reinforcement

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

Based on fidelity checks and progress monitoring of positive interventions, we determined that the school wide behavior plan required restructuring to make sure the reinforcements and interventions are appropriately suited for students' behavior and implemented with frequency and fidelity.

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

Research based and observations of staff to student interaction

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

10/2/2015

Goal 2

4. How will this problem be solved?

Developed new school wide reward system. Students earn stars for following GFS guidelines. Stars used for token economy and student recognition weekly.

**Implementation Steps
(Including professional development)**

Educate teachers on contents of behavior binder including new school wide reward system.
Provide bi-monthly behavior cohort to problem solve specific behavior concerns and provide teachers with additional behavior strategies.
Create new STAR GFS including posters, star tokens, a lottery wheel, and reinforcers.
Teachers will instruct students about the new reinforcement system and it will be reviewed at Open Court and the Morning Show.

Person(s) Responsible

Behavior Team

Timeline / By When?

June 2015 to June of 2016

Initiated: 8/19/2015

Ongoing: Y

Pending:

Completed:

Goal 2

5. Data collection and management

School-wide discipline data

**Implementation Steps
(Including professional development)**

- Develop Behavior plan
- Taught plan to teachers
- Teachers taught plan to students
- Providing STARS for Following GFS guidelines
- Providing opportunity to trade STARS for positive reinforcers

Person(s) Responsible

- Behavior Team
- All Staff and students

Timeline / By When?

August 30th

Initiated: 6/10/2015

Ongoing: Y

Pending:

Completed:

Goal 2

6. Support Plan

Provided a flow chart for decision making

Lesson Plans

Bi-monthly behavior cohorts

Classroom observations

Data sharing

coaching on interventions

Make STARS for staff

Implementation Steps

(Including professional development)

Trained teachers on August 19, 2015

Give staff STARS to reward students

Person(s) Responsible

Behavior Team

Whole staff

Timeline / By When?

August 19, 2015

Initiated: 8/19/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

Progress monitoring
Classroom observations

Implementation Steps
(Including professional development)

Number of STARS given out and cashed in.

Person(s) Responsible

Behavior team

Timeline / By When?

August 30th

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

Present Level of Performance

34% of students with at least 1 referral were black, however this group comprised only 16.4% of our total population

Expected Level of Performance

In 2015-16 % or less of referrals will be for black students

GAP

There is a 17.8% gap between non black and black referrals

1. The identified problem for Goal 3 is:

Disproportionate number of black student referrals compared to non black student referrals.
PBS data was used. Students should be able to learn and display the GFS and utilize problem solving strategies.

2. What is your Desired Outcome/Measureable Goal?

Reduce black student referrals by 20% by May of 2016.

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

Classroom and school-wide expectations are not valued
The student struggles with impulse control and problem-solving strategies
The behavior intervention (s) is not appropriately suited for the behavior or the student
Behavior interventions are not implemented with fidelity
Parent involvement in minimal for that population

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

Making sure the intervention(s) are appropriately suited for the student and the behavior and implementing interventions with fidelity. The student also needs to be taught problem-solving strategies.

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

It is the one we have the most control and influence over in the short-term to help begin to turn the behavior around.

Goal 3

4. How will this problem be solved?

Provide lesson plans for teachers to teach students to follow the GFS and learn how to problem solve

Progress monitor the interventions to ensure they are appropriate and being implemented with fidelity.

Gather and share behavior data with teacher and whole staff.

Behavior binder

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Educate teachers on contents of behavior binder

Provide bi-monthly behavior cohort to problem solve specific behavior concerns and provide teachers with additional behavior strategies.

Problem solving with students individually when needed by behavior team

Students will be included in determining reinforcement strategies and educated on consequences for repeat behavior.

Person(s) Responsible

Behavior team

Timeline / By When?

June 2015 to June of 2016

Initiated: 8/19/2015

Ongoing: Y

Pending:

Completed:

Goal 3

5. Data collection and management

Discipline data of black students versus non black students

Implementation Steps

(Including professional development)

Development behavior binder including lesson plans
Bi-monthly behavior cohort
Trained teachers on behavior binder

Person(s) Responsible

Development behavior binder including lesson plans
Bi-monthly behavior cohort
Trained teachers on behavior binder

Timeline / By When?

June 2015 to June 2016

Initiated: 8/19/2015

Ongoing: Y

Pending:

Completed:

Goal 3

6. Support Plan

Provided a flow chart for decision making

Lesson Plans

Bi-monthly behavior cohorts

Classroom observations

Data sharing

coaching on interventions

Progress monitoring of behavior interventions and fidelity with the teacher

Implementation Steps

(Including professional development)

Trained teachers on August 19, 2015

Development of individual behavior plans.

Person(s) Responsible

August 19, 2015

Timeline / By When?

August 2015 to June 2016

Initiated: 8/19/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

Progress monitoring: The MTSS coordinator will gather referral data and discuss it with the MTSS team bi-weekly to determine if strategies are effective. Comparative data between last year and this year will allow the team to determine the effectiveness of school wide and classroom behavior plans/strategies. The behavior team will review classroom management plans and periodically observe for fidelity. Plans will be changed as needed to provide more positive reinforcement for students to decrease referrals.

**Implementation Steps
(Including professional development)**

Review behavior plans with teachers and adjust interventions as necessary. Ongoing behavior cohort to support teachers' classroom behavior management

Person(s) Responsible

Behavior Team/MTSS

Timeline / By When?

September 11, 2015

Initiated: 9/11/2015

Ongoing: Y

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

We developed new Guidelines for Success called STARS which stand for Safety First, Think, Learn, Achieve, Act Kind, Respect Others

Staff throughout the school will reward students they see demonstrating the guidelines for success

2. Describe the procedure/practice used.

Each student has the ability to earn a yellow STAR for demonstrating the GFS in the common areas of the school. For those students who have difficulty maintaining behavior we have developed a flow chart of the processes used to refer a child for a level 2 incident report or a level 3 referral. There is a phone script provided so teachers know how to call for assistance from the Behavior team. Once an incident or referral is received the behavior specialist addresses the behavior and determines a consequence.

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

All staff have access to incident and referral forms, STARS for rewards, phone script and access to behavior team. Positive reinforcers are given daily in common areas for all students exhibiting GFS

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

Token economy is evidence based.

Research with individuals in school settings using token economy has been firmly established. Token reinforcement has been proven effective with a variety of behaviors. (Kazdin, 1977).

When token economies were used to decrease inappropriate behavior by rewarding on task behavior there was proven efficacy. (Coupland & McLaughlin, 1981).

Data will be analyzed to determine if school wide token economy is effectively reducing referrals specifically with our black male population.

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

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

Behavior Team/Administrators have not followed through on implementation school wide. We will investigate more on this topic with the expectation of implementation.

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

All classroom behavior plans will be turned in to the behavior team and reviewed to ensure they are evidenced based.

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

Classroom behavior plans will be adjusted to fit the behavior needs of the students based on behavior data. This is an ongoing process throughout the year.

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

Reduction in class disruptions and referrals and incident reports.
A higher positive than negative interaction.