Guidelines for Success

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

Be Honest
Be Respectful
Be Responsible
Be Motivated
Be a Buddy

2. Where are common area expectations posted?

Restroom - posted inside and door to restroom
Hallway - posted in the hallways
Playground - posted on fence
Cafe' - posted on all ways in the cafe.
Car Line - posted on poles for students to see in their seating area.

3. How are common area expectations communicated?

Common area expectations are communicated by the classroom teachers, guidance counselor and principal in the classroom, the cafe and over the announcements.

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

The classroom expectations and rules are established the first week of school with the input from the students. The expectations are posted in the classroom for all to see. They are communicated with parents at Open House, class newsletter and verbally with the students daily and as needed throughout the year.

Goal 1

Present Level of Performance

2 students with an office referral

Expected Level of Performance

0%

GAP

100%

1. What problem have you identified?

The problem identified is that a significant number of students or families who are referred to the Intervention and Appeals Committee are new to our school, either incoming kindergarten or have been transferred from another school.

I want students and families to become more familiar with the fundamental guidelines and our behavior expectations.

The data source is from reviewing the folders of students who were referred to the Intervention and Appeals Committee during the last school year and from feedback parents have given.

2. What is your Desired Outcome/Measureable Goal?

My desired outcome is for less new families to be referred to the Intervention and Appeals Committee.

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

Possible barriers could be not enough time dedicated to teaching the fundamental guidelines to students and families from all stake holders, previous learned behaviors have not been modified to the way of work in a fundamental school.

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

Educating my parents about the fundamental policies is the most valid barrier.

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

I know that this is the right barrier to address from feedback from my parents, IAC Committee members and my fundamental committee.

Goal 1

4. How will this problem be solved?

New Parent Fundamental Policy Meeting.

Implementation Steps
(Including professional development)

Setting a time and day

Person(s) Responsible

Principal

Timeline / By When?

September

Initiated: 8/27/2015
Ongoing: Y
Pending:
Completed:

Current fundamental parents share strategies that work in their home at required parent meetings and school newsletter.

Implementation Steps
(Including professional development)

Identify parents.
Collect their strategies.
Publish in newsletter and/or schedule parent to speak at required parent meeting.

Person(s) Responsible

Principal

Timeline / By When?

September and ongoing

Initiated: 8/27/2015
Ongoing: Y
Pending:
Completed:

Goal 1

5. Data collection and management

IAC Folders

Implementation Steps
(Including professional development)

Collect folders
Review who and why students are coming before IAC.

Person(s) Responsible

Principal

Timeline / By When?

October
January
March
June

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

Goal 1

6. Support Plan

Conference with those helping to support the New Parent Meeting.

Implementation Steps
(Including professional development)

Person(s) Responsible

Bauman

Timeline / By When?

September

Initiated: 9/11/2015
Ongoing:
Pending:
Completed: 9/14/2015

Collect information from stake holders for newsletter :tips on being successful in a fundamental school.

Implementation Steps
(Including professional development)

Person(s) Responsible

Bauman

Timeline / By When?

October
November
December
January
February
March
April
May

Initiated: 9/1/2015

Ongoing: Y
Pending:
Completed:

Goal 1

7. Fidelity Plan

Ientifying students who are referred to IAC.

Implementation Steps
(Including professional development)

Reviewing list with guidance and DMT.

Person(s) Responsible

Principal

Timeline / By When?

October
January
March
June

Initiated: 8/27/2015
Ongoing:
Pending:
Completed:

Goal 3

Present Level of Performance

12 referrals for the 2014 - 2015 school year.
8 Black and 4 Non-black

Expected Level of Performance

Students/families follow the fundamental guidelines.

GAP

Higher number of referrals for black than non-black.

1. The identified problem for Goal 3 is:

The problem identified is that more black students receive behavior referrals compared to the non-black students.

I want students to become more familiar with the fundamental guidelines and our behavior expectations.

I want the students to have a relationship with the faculty and staff.

The data source is from reviewing the folders of students who received behavior referrals during the last school year and from feedback parents have given.

2. What is your Desired Outcome/Measureable Goal?

My desired outcome is for the ratio of referrals to be equal to one another or less than the number of non-black students.

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

Possible barriers could be not enough time dedicated to teaching the fundamental guidelines to students and families from all stake holders, previous learned behaviors have not been modified to the way of work in a fundamental school and lack of building relationships with students.

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

Building relationships with students.

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

Research states that a positive relationship must be built.

Goal 3

4. How will this problem be solved?

Check and Connect with black students

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
  See the student first thing in the morning, check in with student in cafe and/or a prearranged time.

Person(s) Responsible

  principal
  guidance

Timeline / By When?

  August

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

Mentors to students

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
  Meet with student at lunch or a prearranged time.

Person(s) Responsible

  principal
  community involvement

Timeline / By When?

  September

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Motivational speaker for students.

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

Guidance is seeking information from a speaker a teacher heard this summer.

Person(s) Responsible

Guidance
Principal

Timeline / By When?

September

Initiated: 9/1/2015
Ongoing:
Pending:
Completed:

Goal 3

5. Data collection and management

Volunteer Hours

Implementation Steps
(Including professional development)
Check with teacher to see that students are being met with their mentor.

Person(s) Responsible

community involvement

Timeline / By When?

ongoing

Initiated: 9/1/2015
Ongoing:
Pending:
Completed:

Referral data

Implementation Steps
(Including professional development)
review referrals

Person(s) Responsible

principal

Timeline / By When?

ongoing

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

Goal 3

6. Support Plan

Seek mentors from the school community.

Implementation Steps
(Including professional development)

Ask stake holders for interest in mentoring.

Person(s) Responsible

principal
community involvement
teachers

Timeline / By When?

ongoing

Initiated:
Ongoing:
Pending:
Completed:

Goal 3

7. Fidelity Plan

Check with Community Involvement Person and Guidance on Status of mentors.

Implementation Steps
(Including professional development)

Person(s) Responsible

Bauman
King

Timeline / By When?

September and Ongoing

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Check and Connect

Implementation Steps
(Including professional development)

Person(s) Responsible

Bauman
Lott

Timeline / By When?

Ongoing

Initiated: 10/1/2015
Ongoing:

Pending:
Completed:

Guest Speaker

Implementation Steps
(Including professional development)

Check with Dr. Brimm's Office or Joan Reubens

Person(s) Responsible

Bauman
Lott

Timeline / By When?

October

Initiated: 10/1/2015
Ongoing: Y
Pending:
Completed:

School-wide Reward System

---

1. What are your school-wide reward strategies?

Jazzy Jaguar Recognition every Monday.
Class Coin Recognition
Student of the Month
Positive Behavior Referral

2. Describe the procedure/practice used.

Each week, a homeroom teacher selects a student who has displayed good character to be the Jazzy Jaguar. Students is recognized Monday morning on announcements. Students selects a friend and eats lunch on the stage.

Individual students and classes are recognized when they are observed following the school-wide expectations by receiving a coin. At the end of each month, classes who have earned 30 coins are recognized with their name on the board in the cafe and by their teacher.

Each month, all instructional teachers select a student who has displayed good character in their class. This student is recognized on a bulletin board in our front hallway and has lunch with the principal and a friend. A certificate, school water bottle and pen are given.

A student may receive a positive behavior referral from anyone of campus who is observed being a productive citizen on campus. This may include an improvement a student has made or going above and beyond.

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

Jazzy Jaguar Recognition - classroom teacher identifies a student by the end of the week. The teachers record the child's name on a list that is announced on Monday by our guidance counselor. The student selects a friend to sit with at lunch on the stage.
Class Coin Recognition - any faculty or staff member can recognize a class or individual student with a coin. Coins are earned by displaying Commitment to Character traits, following our Tribe agreements. Classes who earn 40 coins in a month are recognized by the principal.
Student of the Month - all instructional teachers select a student who has demonstrated Commitment to Character traits. The student is invited to have lunch with the principal in the Rainbow Garden at school. The student is given a certificate and a trinket. Their picture is also taken and displayed on a bulletin board. They also may invite a friend.
Positive Behavior Referral - any faculty or staff member can recognize a student for showing improvement, making good choices, etc.. A positive referral is filled out and delivered by the principal. This is ongoing throughout the year.

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

Positive Behavior Support Training

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

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

STOIC-based classroom management systems that are used and implemented at our school is the use of a visual system like DOJO or a colored system where all students can monitor where they are. All teachers utilize the the systems from CHAMPS.

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

We use CHAMPS which is research based.

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

Teachers review how their class performs daily/weekly.

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

Teachers to follow the process and students to make good decisions. Students should know what steps need to be taken to turn their behavior around.