Guidelines for Success

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

R.O.A.R.

Respectful
On Task
Aim High
Responsible

2. Where are common area expectations posted?

Walking Feet, keep line neat
Mouths closed tight, stay to the right
Hands by your side, show your Davis Pride!

3. How are common area expectations communicated?

Common Area expectations are explicitly taught in every classroom during the first week of school and re-taught /revisited as needed. Modeling of expected behavior will be conducted on an as needed basis.

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

All classrooms have the Goals For Success, "R.O.A.R." posted for students and "Common Area Guidelines" are posted throughout campus to serve as reminders. Common Area Expectations also have been provided for each student to write or draw what each expectation looks like/sounds like.

Goal 1

Present Level of Performance

Baseline - no data available 8/26/2015

Expected Level of Performance

All classrooms will participate and issue certificates. Specialists will award at least one student per week.

GAP

1. What problem have you identified?

Increase positive behavior recognition school-wide as measured by weekly Certificate of "PAWS" itive behavior.

2. What is your Desired Outcome/Measureable Goal?

Every classroom will participate and recognize one student to celebrate each week on Friday mornings.

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

1. Inconsistent use of recognition system
2. Lack of student buy-in

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

Inconsistent implementation by all instructional staff.

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

Based on previous reward plan and input from all stakeholders, including students, staff, and behavior team.

Goal 1

4. How will this problem be solved?

Monitoring fidelity of the new Positive Behavior Plan

Implementation Steps
(Including professional development)

Periodic checks in data book located in Media Center for consistency and fidelity by each teacher.

Person(s) Responsible

1. Family and Community Liaison
2. School Administrator

Timeline / By When?

First week of school.

Initiated: 8/28/2015
Ongoing: Y
Pending:
Completed:

Goal 1

5. Data collection and management

Maintain data for each classroom .

Implementation Steps
(Including professional development)

   1. Students will record their name in teacher log in media center.

Person(s) Responsible

   Family and Community Liaison

Timeline / By When?

   First week of school

Initiated: 8/28/2015
Ongoing: Y
Pending:
Completed:

Goal 1

6. Support Plan

Prizes for each student who has been awarded a Certificate of "PAWS" itive behavior

Implementation Steps
(Including professional development)

Students will select one prize from school bookstore on Friday mornings.

Person(s) Responsible

Media Center Staff

Timeline / By When?

First week of school and subsequent Fridays.

Initiated: 8/28/2015
Ongoing: Y
Pending:
Completed:

Create Certificate of "PAWS"-itive behavior to use as a means of celebrating behavior and communicating with parents and family.

Implementation Steps
(Including professional development)

1. Create certificate
2. Introduce to all staff members.
3. Distribute to all instructional staff as needed

Person(s) Responsible

1. School Secretary
2. Assistant Principal

Timeline / By When?

Initiate issuing of certificates during first week.

Initiated: 8/28/2015
Ongoing: Y
Pending:

Completed:

Goal 1

7. Fidelity Plan

Monitoring of log in the Media Center

Implementation Steps
(Including professional development)

Pull student log to ensure all teachers/classrooms are participating routinely

Person(s) Responsible

Assistant Principal

Timeline / By When?

first week of school

Initiated:
Ongoing:
Pending: Y
Completed:

Goal 1

8. What is the response to your intervention in each goal area?

As of 10/28/2015

Summary of Data Review

Data-based Decision

Next Steps

Goal 2

Present Level of Performance

Inconsistent use of Dining Plan

Expected Level of Performance

1. Full use of Blue Cups for behavior
2. Attendants will use Dining Room behavior tracking forms to communicate misbehavior in Cafeteria
3. Records of behavior tracking maintained in classroom behavior folder.

GAP

1. What problem have you identified?

Go Blue Dining Plan

2. What is your Desired Outcome/Measureable Goal?

Students to understand and demonstrate positive and proper manners in the Davis Dining Room.

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

Not implementing blue cups consistently to monitor student behavior.
Inconsistent issuing and use of Cafeteria Behavior Tracking Form by dining room staff

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

1. Change cups on each table to show "blue" when students enter. Cafeteria attendants will change colors to (Green, Yellow, and Red) as needed.
2. Consistent use of dining room Behavior Tracking form, adding a place for parents to acknowledge behavior, and maintaining a "Behavior Tracking" folder in the classroom to organize and collect forms.

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

Input from Cafeteria Staff and School-Wide Behavior team.

Goal 2

4. How will this problem be solved?

Updating dining room behavior tracking form and use by dining room staff.

Implementation Steps
(Including professional development)
1. Modify dining room behavor form.
2. Use of form by staff when student behavior warrants.
3. Teachers will send home for
parent signature.
4. Once parent signs, students will return to classroom teacher for documentation.
5. Monitor consistency of use by school administration

Person(s) Responsible

Cafeteria Staff and School Administration

Timeline / By When?

Immediate and Ongoing review

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

Modified use of blue cups to monitor classroom behavior at each table in the dining room.

Implementation Steps
(Including professional development)
1. Cups will start on blue this year and adjusted to level of class behavior.
2. Students will know status immediately
3. Cafe attendants will track progress on data chart visible for all classes.

Person(s) Responsible

Cafeteria Staff and School Administration

Timeline / By When?

Immediate implementation

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

Goal 2

5. Data collection and management

1. Classroom behavior folder

Implementation Steps
(Including professional development)
    1. New behavior form for cafeteria attendants
    2. Attendants will complete tracking form and give to classroom teacher.
    3. Parents will sign form as acknowledgment.
    4. Forms returned and stored in classroom behavior folder.

Person(s) Responsible

    Cafeteria Attendant and Classroom teacher

Timeline / By When?

    Immediate implementation

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

2. Student data tracked and monitored in cafeteria.

Implementation Steps
(Including professional development)
    1. Once a class has earned a blue cup for behavior and paw print will be added next to class name.
    2. After a class has reached 15 paw prints, students will earn a popsicle party
    3. "Popsicle Princess" celebrates with students in cafeteria.

Person(s) Responsible

    Cafeteria Attendants and Manager

Timeline / By When?

Immediate

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

Goal 2

6. Support Plan

Provide resources for cafeteria staff and classroom teachers.

Implementation Steps
(Including professional development)
1. Petition PTA to support plan by providing Popsicles
2. Family and Community Liaison will create data chart in Cafeteria and will replace as needed

Person(s) Responsible

School Administration

Timeline / By When?

Immediate

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

Goal 2

7. Fidelity Plan

Daily monitoring and feedback from all staff members

Implementation Steps
(Including professional development)

Person(s) Responsible

School Administration

Timeline / By When?

Immediate

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

Monthly behavior team input

Implementation Steps
(Including professional development)
Schedule monthly behavior team meetings.

Person(s) Responsible

School behavior team

Timeline / By When?

Directly following each grading period

Initiated: 8/25/2015
Ongoing: Y
Pending:
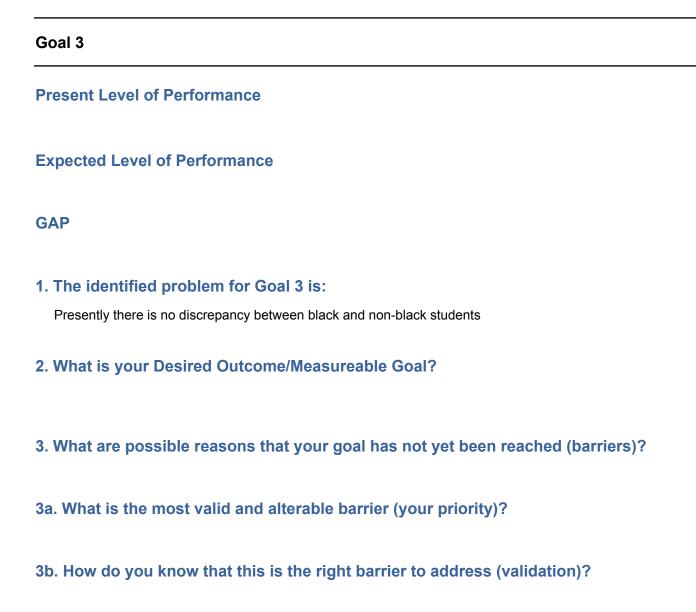**Completed:**

Goal 2

8. What is the response to your intervention in each goal area?

As of 10/28/2015

Summary of Data Review

Data-based Decision

Next Steps

Goal 3

Present Level of Performance

Expected Level of Performance

GAP

1. The identified problem for Goal 3 is:

Presently there is no discrepancy between black and non-black students

2. What is your Desired Outcome/Measureable Goal?

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

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

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

School-wide Reward System

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1. What are your school-wide reward strategies?

Weekly "PAWS"itive certificates will be issued as an acknowledgment to those students exhibiting/modeling exemplary behavior in the classroom and in common areas, including cafeteria.

2. Describe the procedure/practice used.

1. One certificate will be awarded by every teacher on Friday mornings in classroom.
2. Instructional and support staff will fill out "PAWS"-itive certificate and present to students in the classroom on Friday mornings in class.
3. Students can redeem certificates at school store until 9:00am on Fridays in the Media Center. There will be a selection of prizes available to chose from.
4. Students will fill out log book at school store for each teacher that participates.

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

How - In the classroom each teacher will award one student a certificate of "PAWS"itive behavior.
When - Weekly on Friday mornings.
Where - In the classroom and redemption will be in the Media Center.

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

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

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

1. Established processes, each classroom has a behavior management system alighned to GFS (Color chart, CHAMPS, Class Dojo)
2. Guidelines For Success, Explicitly teach expectations, Use of grade level behavior scale
3. Classroom Behavior Plans
4. Certificates of "PAWS"itive behavior, school store
5. Adjustments are as needed and in a timely manner.

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

We follow PBS guidelines in developing school-wide behavior plan.

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

The behavior management team meets monthly to determine school-wide, classroom, and individual student needs based on discipline data.

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

1. Respectful behavior in all settings.
2. Increased use and recognition of positive behavior referrals
3. Decreased incidents of repeated misconduct