
Guidelines for Success

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

Respect/Responsibility
Attitude
Yields
Success

2. Where are common area expectations posted?

CHAMPS

Cafeteria
Grade Level Pods

3. How are common area expectations communicated?

Common area expectations are reviewed with staff during pre-planning. Students take part in grade level positive behavior assemblies within the first ten days of school to introduce/review school wide expectations. The guidance counselor also visits classroom within the first month of school to talk with specific classes that maybe having challenges following these expectations.

During monthly positive behavior celebrations, Guidelines for Success are always reviewed as well as certain school wide expectations that may be needed as determined by data collection.

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

During the first five days of school, all classroom teachers establish rules/expectations in classrooms with students. These are posted in classrooms and monitored during days 5-10 of school by administration.

Goal 1

Present Level of Performance

Implementation with fidelity of recognizing Tier 1 school wide positive behavior referrals with the unintended consequence of partial implementation of 100% student recognition due to students receiving Tier 2 and Tier 3 academic interventions during the identified time of recognition.

Expected Level of Performance

Modified recognition time as to not interfere with core and tiered instruction. Full implementation and 100% student recognition of positive behavior referrals.

GAP

1. What problem have you identified?

Because of the time identified by the positive behavior committee being 200-2:30, group of students could not be recognized on a consistent basis due to Tier 2 and Tier 3 academic interventions. This decreased the effectiveness of the positive behavior referral and the recognition that comes with making the referral meaningful.

Data: Staff and student input/end of year survey.

2. What is your Desired Outcome/Measureable Goal?

100% of the students receiving positive behavior referrals will be recognized daily for following school expectations and guidelines for success.

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

Inability of positive behavior committee to foresee that the 2:00-2:30 time period would unintentionally leave out students from being recognized for their positive behavior due to their uninterrupted literacy block or Tier 2 and Tier 3 intervention and instruction which is required by the state.

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

Adjusting the time of student recognition to lunch time so that it does not take away from instructional time and so that 100% of the students can be recognized within 24 hours or receiving the positive behavior referral.

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

In order for the school wide behavior system to work, 100% of the students should be recognized for their positive behavior referrals within 24 hours or it becomes an irrelevant positive referral.

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Goal 1

4. How will this problem be solved?

Meet with positive behavior team and organize whole staff meeting to refine Tier 1 expectations and determine best way to make cafeteria recognition work

**Implementation Steps
(Including professional development)**

1. Meet with PBS team
2. Develop Agenda

Person(s) Responsible

Assistant principal

Timeline / By When?

8/28/15

Initiated:

Ongoing:

Pending:

Completed:

Whole staff meeting to define Tier 1 expectations and recognition process.

**Implementation Steps
(Including professional development)**

1. Review GFS expectations.
2. Align positive behavior referrals to GFS.
3. Define process for rewarding Tier 1 positive behavior.
4. Define process for timely recognition

Person(s) Responsible

Whole Staff
PBS team
Assistant Principal

Timeline / By When?

9/1/15

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Initiated:
Ongoing:
Pending:
Completed:

Implement recognition process

**Implementation Steps
(Including professional development)**

Teach classes how to alert assistant principal of stingray salute during lunch.

Person(s) Responsible

Assistant principal

Timeline / By When?

9/10/15

Initiated:
Ongoing:
Pending:
Completed:

Review processes monthly with PBS team

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

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**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

Goal 1

5. Data collection and management

Daily number of students being recognized and classes which are being recognized.

Implementation Steps
(Including professional development)

Person(s) Responsible

Assistant Principal

Timeline / By When?

Ongoing

Initiated:

Ongoing:

Pending:

Completed:

Goal 1

6. Support Plan

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

First SBLT meeting during the first week of student attendance.

Initiated:

Ongoing:

Pending:

Completed:

Goal 1

7. Fidelity Plan

Monthly monitoring as detailed in above action steps.

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Goal 2

Present Level of Performance

Infrequent and incomplete implementation of social skills and bullying lessons school wide.

Expected Level of Performance

Ongoing bullying lessons and social skills lessons as needed by grade level behavior data.

GAP

1. What problem have you identified?

With the addition of a new and energized guidance counselor, clear communication and expectations established on what the guidance position should be doing at the elementary level, students will have access to social skills and bullying lessons as needed

2. What is your Desired Outcome/Measureable Goal?

Established skills groups occurring on a scheduled rotating basis. Small groups developed to meet Tier 2 behavior needs with monthly reporting at SBLT.

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

Unclear expectations between SBLT/Guidance/administration. Misunderstandings and follow through not monitored properly.

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

New guidance counselor hired and expectations have been established between SBLT/guidance/administration/teachers. All stakeholders on same page.

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

Teachers and students have requested consistent Tier 2 behavior support, as well as support at Tier 1 within the classroom through social skills groups.

Goal 3

Present Level of Performance

Partial implementation of mentoring programs for African American Students in 4th and 5th grade.

Expected Level of Performance

Full implementation

GAP

1. The identified problem for Goal 3 is:

Problem: African American students are assigned mentors in the beginning of the school year. Last year, our team was inconsistent with monitoring the frequency of mentor to student meetings, topics covered, and the assignment of new African American students who arrive to our school to a mentor/mentor group.

Desired Outcome: Sexton Elementary's goal for our 4th and 5th grade African American male and female students is that all students in this subgroup are assigned to a mentor or mentoring group specifically designed for meeting their needs throughout the school year. Meetings will be monitored by the School based leadership team to ensure that meetings are occurring at least once per month.

2. What is your Desired Outcome/Measureable Goal?

100% of the African American Students in 4th and 5th grade will be connected to an adult through a one on one mentor or mentoring program specifically tailored to meet the needs of the students on a month to month basis. Monitoring of these student through SBLT monthly

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

Inconsistent monitoring based on inconsistent communication between SBLT and family community liasion on mentor assignment. Not reviewing students new to Sexton on a monthly basis.

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

Scheduled monthly monitoring of African American Students in SBLT on a monthly basis, inviting the family community liasion to be part of those conversations.

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

Monthly monitoring at SBLT with input from the family community liasion will ensure that we are both monitoring that new students in the African American Subgroup are being mentored monthly as well as that our current students are meeting with their mentors as well as if the level of implementation is enough based on the behavior and academic

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data also being collected.

Goal 3

4. How will this problem be solved?

Identify all African American Students in 4th and 5th grade by the third week of school during SBLT on Wednesday September 9th.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

- Add item to SBLT agenda.
- Assign person to pull data by that meeting date.
- Create chart with students listed on it with mentoring as part of the intervention.
- Invite community liasion to be part of the conversation.

Person(s) Responsible

SBLT/Family Community Lliasion

Timeline / By When?

First SBLT meeting

Initiated:

Ongoing:

Pending:

Completed:

Work with Family Community Liasion to secure mentors/mentor group leaders during the month of September so that all current 4th and 5th grade African American Students are in an established mentor partnership/group by the beginning of October

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

1. Weekly updates during SBLT on status of mentors from Family community liasion during the month of September
2. Monitoring of what students are assigned to what mentor/group.

Person(s) Responsible

Family Community liasion and SBLT

Timeline / By When?

October 1st

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Initiated:
Ongoing:
Pending:
Completed:

First Wednesday of October SBLT will revisit current students and monitor current level of implementation accomplished during the month of September

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
Item added to SBLT agenda.

Person(s) Responsible
SBLT

Timeline / By When?
First Wednesday of October

Initiated:
Ongoing:
Pending:
Completed:

First Wednesday of every month SBLT will pull the current list of African American students in 4th and 5th grade and ensure that any new students who have joined the Sexton family during the month prior are known and connected to a mentor/mentoring group.

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

Person(s) Responsible
SBLT

Timeline / By When?
Ongoing

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Initiated:
Ongoing:
Pending:
Completed:

Ongoing academic and behavior monitoring of African American students through PLC conversation and MTSS conversation (occurring on a 6 week rotation)

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

RTI coach and leadership team monitor during weekly meetings if PLC's are including this conversation in their PLC's.

Person(s) Responsible

RTI coach and leadership team monitor during weekly meetings if PLC's are including this conversation in their PLC's.

Timeline / By When?

Ongoing

Initiated:
Ongoing:
Pending:
Completed:

Goal 3

5. Data collection and management

Ongoing monthly monitoring of behavior and academic data for African American Subgroup through PLC and MTSS work.

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Goal 3

6. Support Plan

Clear goals and expectations established during SBLT.

**Implementation Steps
(Including professional development)**

Goals determined and vision for subgroup shared during first SBLT meeting

Person(s) Responsible

Assistant Principal

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

Goal 3

7. Fidelity Plan

Goals determined and vision for subgroup shared during first SBLT meeting

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

School wide implementation of positive behavior referral system called STING RAY SALUTES. This strategy is tiered to meet needs of students at all Tiers of behavior intervention.

2. Describe the procedure/practice used.

1. Positive Behavior team establishes procedures for classroom teachers to give positive behavior referrals on a daily basis.
2. Every classroom teachers gives between 1-4 positive behavior referrals for showing one of the guidelines for success during the day.
3. Students who earn a stingray salute meet with assistant principal during their lunch time and are celebrated daily. This celebration includes a picture which is hung on the wall of fame as well as progressive incentives. Students keep salutes, teacher monitors number earned, when students earn 5 they earn a book and a token. When students earn 10, they have earned a book, a token, and a prize, when students earn 15, they earn a book, a token and a pizza party which is held one time at the end of each semester.
4. Students are recognized for their work throughout the month at a month positive behavior incentive celebration.

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

1. How: Daily teachers monitor student expectations and GFS and reward 1-4 students with positive behavior referral. Assistant principal or designee recognizes students daily.
2. When: During classroom instruction and during lunch.
3. Where: Throughout campus throughout the day.
4. Whom: Teachers and Assistant Principal

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

Since assistant principal has arrived and established new expectations and monitoring procedures for stingray salutes, overall referral rates have dropped since 2011/2012. These current levels will be maintained or improved upon during this school year with constant modification of strategies to fit unique student needs.

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

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

CHAMPS

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

CHAMPS is a research based program

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

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

CHAMPS aligns with our GFS, which aligns to our School Wide positive behavior system. One fluid system.