Guidelines for Success

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

Respectful to all

Stingrays show tolerance and consideration for others.   Stingrays work collaboratively with staff and other students. Stingrays select both verbal and nonverbal methods of expressing thoughts, feelings, needs, and concerns in ways that are acceptable within the school environment and respect personal space, rights, and property.

Always be prepared

Stingrays follow directions the first time and comply with directives provided by staff within a reasonable time frame. Stingrays take responsibility for their own actions.

Yearn to learn

Stingrays remain engaged in learning activity.   Stingrays concentrate or focus attention on the learning activity and keep the learning environment free from distractions or disruptions.

Safe in all places

Stingrays make decisions that are positive and healthy for themselves and others.   Stingrays keep hands, feet, and objects to themselves.   Stingrays are self-motivated, self-aware, and persistent.

2. Where are common area expectations posted?

RAYS Way Posters: Are posted in the hallways and in each common area with student visibility.
School-Wide Expectations and Common Rules apply to all areas of the school, including on the bus and during arrival and dismissal. Poster and letter-size versions of the RAYS Way expectations are available to each staff member for display in classrooms and offices. Copies of posters can be requested from Mr. Smith or the PBS Committee.

3. How are common area expectations communicated?

Each teacher is given the expectations of the common areas through an email and hard copy. Once the teacher receives the documents, they are responsible for teaching the expectations of all common areas to their individual classes. In addition, the assistant principal and student support advisor will make morning announcement to remind students of the school wide expectations.

Student Arrival
•   Students will report as they arrive to designated classrooms under teacher supervision. Students will be allowed into the classrooms at 8:25.   (All other adults will be assigned strategic posts throughout the school)

Dismissal
·   Car riders are dismissed by the teacher at the bell and should be in the car circle no later than 2:40.
·   YMCA students will be dismissed by teacher at 2:35 to the Multi-purpose room.
•   Bus riders and van riders will be loaded at 2:35 through the bus breezeway, they will report to the bus circle after

their bus is announced on the SHE TV.
- Walkers and bike riders will be dismissed at 2:35 by their grade level teacher.
- Parents wishing to pick up students prior to dismissal must report to the office to sign their child out.

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

Goal 3

Present Level of Performance

Expected Level of Performance

GAP

1. The identified problem for Goal 3 is:

The students will be able to understand and demonstrate the RAYS Way Expectations.

The data used will be the combination of referrals and tracked coupon purchase sheet. The team will analyze if the students receiving the referrals are not receiving the coupons based on three areas: student behavior, teacher recognition, insufficient coupon amounts.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome is that the amount of referrals received by black students does not exceed the percentage of black students enrolled.

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

Monitoring with fidelity and follow up

Lack of training in cultural proficiency

Lack of conversation of the issue

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

Conversation and then Cultural training

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

This is the right barrier to address because if the staff is unaware of the cultural differences then the conversations can not begin.

Goal 3

4. How will this problem be solved?

- Strategic monthly readings/mutli media addressing culture

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
Implemented through PLC meetings - one monthly topic

Person(s) Responsible

Administration Team

Timeline / By When?

To begin next PLC meeting

Initiated: 9/16/2015
Ongoing: Y
Pending:
Completed:

- Reflective questioning on the readings

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
Implemented through PLC meetings - one monthly topic

Person(s) Responsible

Team Leaders

Timeline / By When?

To begin after the next PLC meeting

Initiated: 9/23/2015
Ongoing: Y
Pending: Y

Completed:

Goal 3

5. Data collection and management

coupon checklist by student at the end of every 9 weeks

Implementation Steps
(Including professional development)

Person(s) Responsible

teachers

Timeline / By When?

end of first 9 weeks

Initiated: 10/16/2015
Ongoing:
Pending: Y
Completed:

referral report every 9 weeks

Implementation Steps
(Including professional development)

Person(s) Responsible

administrators

Timeline / By When?

end of first 9 weeks

Initiated: 10/16/2015
Ongoing:
Pending: Y
Completed:

Goal 3

6. Support Plan

Staff continuous growth

Implementation Steps
(Including professional development)
Cultural Proficiency training

Person(s) Responsible

administration

Timeline / By When?

Initiated:
Ongoing:
Pending: Y
Completed:

Goal 3

7. Fidelity Plan

monitoring survey
monitoring data

Implementation Steps
(Including professional development)

Person(s) Responsible

administration

Timeline / By When?

Initiated:
Ongoing:
Pending: Y
Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

RAYS Way Coupons: Staff members are encouraged to distribute RAYS Way coupons to acknowledge students who are following School Wide Expectations. Students will be able to use their coupons to purchase items in a school store. At the end of the month the PBS team will recognize the top grade level in primary and intermediate for the most coupons spent on the SHE TV program.

2. Describe the procedure/practice used.

Coupons:
This is an individual positive reinforcement system in which RAYS Way coupons are distributed randomly by staff to students when they are observed demonstrating one or more of the school-wide expectations.

Faculty and staff are encouraged to use RAYS Way coupons in the classroom and around campus.

Faculty and staff are encouraged to verbally describe the behavior being displayed and the expectation being met (e. g., "Thank you for participating safely by walking.").

Faculty and staff should not to give RAYS Way coupons to students who ask for them. Students are expected to keep track of their own RAYS Way coupons (teachers may assist by providing an organizational tool such as a pouch).

Students are not permitted to give, borrow or loan RAYS Way coupons to others. Students can later redeem the WAYS Ray Coupons at the school store for items of their choosing.

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

The Positive Behavior Support Team (PBS) will be in charge of the structure of the strategies for the school wide system. They will implement the detailed plan to the teachers no later than October.

They will monitor grade level participation, student feedback, and improving the needs based on the monitored areas.

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

The PBS team uses the discipline data to drive the RAYS Way coupons in the areas to monitor in order to decrease the number of referrals through positive reinforcement.

The strategies developed will be based on the student needs according to the discipline data.

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

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

Marzano Framework with CHAMPS

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

Marzano is a district approved research-based system

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

STOIC walkthrough data

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

100% of students follow the RAYS Way Expectations