

RAYTOWN SUCCESS ACADEMY

(RSA)
K- 12



RSA

- 1 PRINCIPAL
- 1 ADMIN INTERN
- 20 CERTIFIED STAFF
- 25 CLASSIFIED STAFF
- 1 NURSE
- 1 PART TIME COUNSELOR
- 3 SOCIAL WORKERS
- 2 INTERVENTIONIST

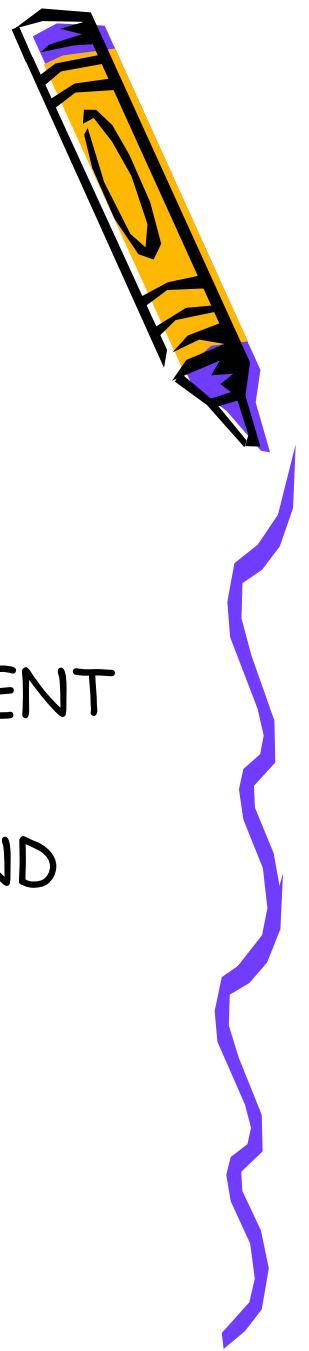


PROGRAMS

- ALTERNATIVE SCHOOL
- SCHOOL FLEX PROGRAM
- MISSOURI OPTIONS
- LONG-TERM SUSPENSION PROGRAM



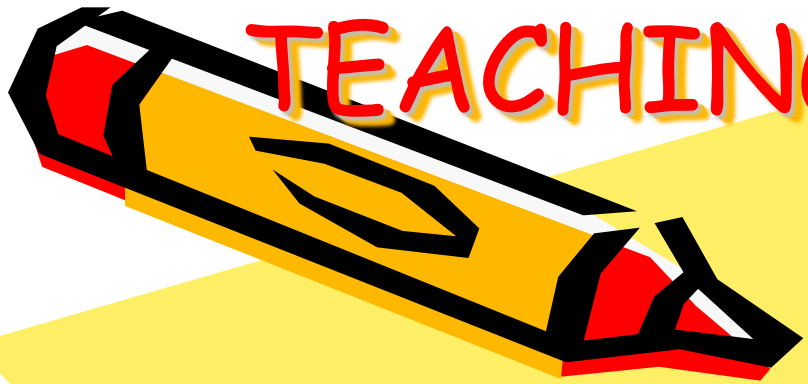
RSA ENTRY



- REFERALL FROM CARE TEAMS WITHIN RAYTOWN SCHOOLS (Tier 3 students)
- Transferring from an Alternative Setting
- APPROVAL FROM THE DIRECTOR OF STUDENT SERVICES
- ORIENTATION WITH SOCIAL WORKER AND PRINCIPAL
- For the Long Term Suspension Program (Disciplinary Hearing)



TEACHING BEHAVIORS



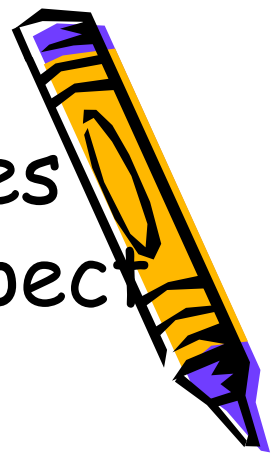
Directly teaching desired behaviors is essential to classroom management.

"The goal of effective classroom management is not creating "perfect" children, but providing the perfect environment for enhancing their growth, using research-based strategies that guide students toward increasingly responsible and motivated behavior."

~ Sprick, Knight, Reinke & McKale, 2006



The Raytown Success Academy believes that students should know what to expect and what is expected of them.



RSA Matrix

Expectations

All Settings

Hallways

Cafeteria

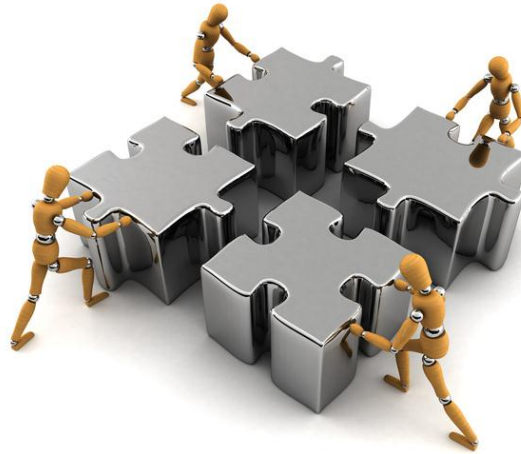
Classroom

Arrival
Departure

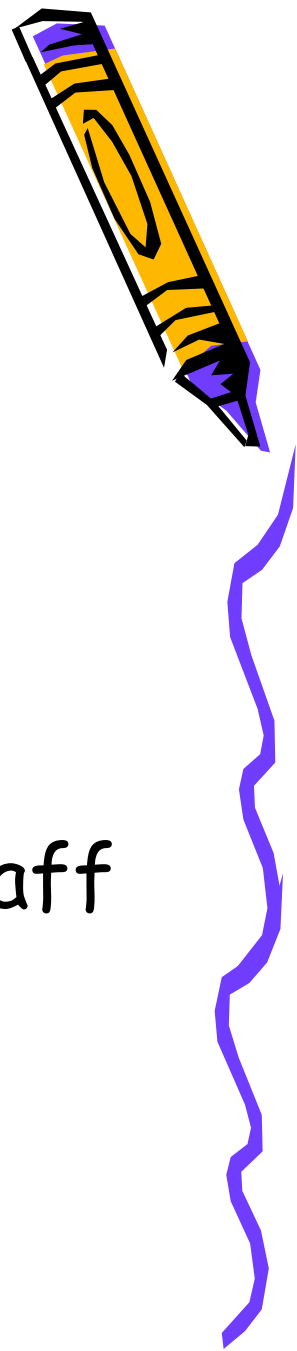
Be Respectful	Use appropriate school language. Dress appropriately for school	Be on task	Walk quietly	Use positive and kind words in an appropriate tone	Wait quietly and patiently in line for food
Be Safe	Bring only approved items to school KHAFAAOOTY	Get help from an adult when needed	Be right behind your peer with adequate space (arm length)	Enter and exit in a single file line on the wall side of the stairwell	Stay in your seat Talk only to others at your table Provide all unwanted food to the adult in charge
Be Accountable	Follow directions from all staff	Be alert and ready Complete assignments	Remain with adult at all times	Walk directly to your bus or into the building	Sit in your assigned seat



TEAM PHILOSOPHY



At Raytown Success Academy ALL staff are responsible for clarifying and teaching expected behaviors.



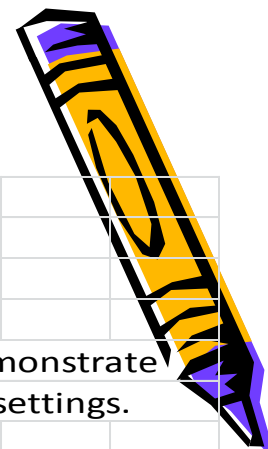
Teachers



Teachers facilitate PBS lesson plans during Advisory every Wednesday and throughout the week when appropriate.



Sample Lesson Plan



PBS Lesson Plan - RSA High School 17 October, 2012

Topic: Being Respectful, Safe, Accountable in all settings

Instructional Goal:

Students will understand what it means to be respectful, safe and accountable in all settings at school.

Guided Practice (We do):

In discussion, students will give examples and demonstrate how to be respectful, safe and accountable in all settings.

Students will be given an opportunity to comment on how to make the behavior more RSA, if possible.

Instruction (I do):

Class discussion

Students will be asked to define what respectful, safe and accountable means to them.

Student responses will be shaped into observable behaviors.

For example, if they say "nice", they would be asked what that means, using a specific example.

Review key behaviors from the RSA Matrix

Demonstrate/role play

Students will determine the RSA value of a behavior demonstrated by the staff and other students.

Students will give examples of how the incorrect behavior can be corrected.

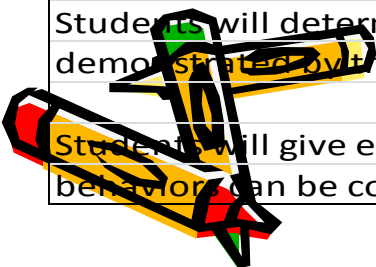
Check for Understanding (You do):

Students will be monitored during transitions, classroom instruction time, restroom breaks and all other settings to see how they follow the principles of RSA.

During the next Advisory (24 October), students will be asked to analyze their behavior, giving an example of how they WERE RSA and how they were NOT RSA in the previous week.

For each non-compliant example, the student will discuss ways to modify their behavior so that they will be in compliance with the school principles of RSA.

For each compliant behavior, students will analyze and discuss why they complied.



General Lesson Template for Teaching School Behavioral Expectations



Step 1: Introduce the Expectation

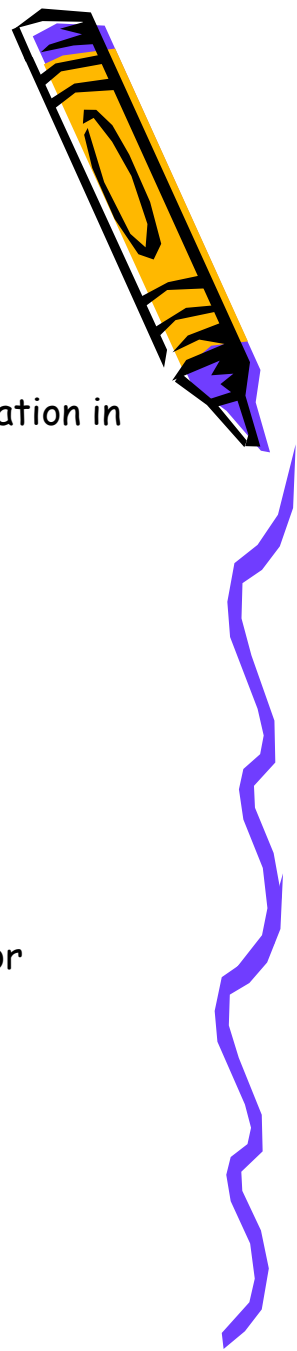
- A. Briefly outline what the focus of the lesson will be, what activities will be engaged in, and what your expectations are for the lesson.
- B. Check for understanding by asking students to tell you what they will be working on and doing during the lesson.
- C. State the expectation and its definition.

Step 2: Demonstrate the Expectation

- D. Model at least two positive and negative examples of the expectation; emphasize the positive.
 - 1. Use another adult or a student to demonstrate these examples.
 - 2. Give students observation tasks, such as:
 - a. "List all the things that I/he/she did that were 'safe'"
 - b. "List all the things that I/he/she did that were 'not safe'"



Teaching Behavioral Expectations



- E. Conduct a role-play: choose one to three students to participate.
- F. Require one student to demonstrate the skill in response to an example.
- G. Have students fill out goal sheet that would be required of each expectation in the various locations in the building.
- H. Coach students on key expectation (skills) as needed.
- I. Refer to the expectation and the definition when giving feedback.
-
- **Step 3: Provide Monitoring and Feedback**
- J. Discuss the role-play, focusing on the targeted skill for the lesson.
- 3. Use key words when discussing the role-play.
- Example: "That's right, she walked facing forward; this action was safe."
- 4. Provide specific feedback to students during the discussion.
- K. Use real situations throughout the day/class/quarter/year as needed for further examples to discuss and use for review.



Social Workers



Social workers teach Behavior Skills lessons during Group once per week and work with individual students to focus on behavior skills at other appropriate times throughout the week.



RSA 2013-2014 Character Traits of the Month

September - positive attitude

October - responsibility

November - respect

December - problem solving

January - healthy relationships

February - communication

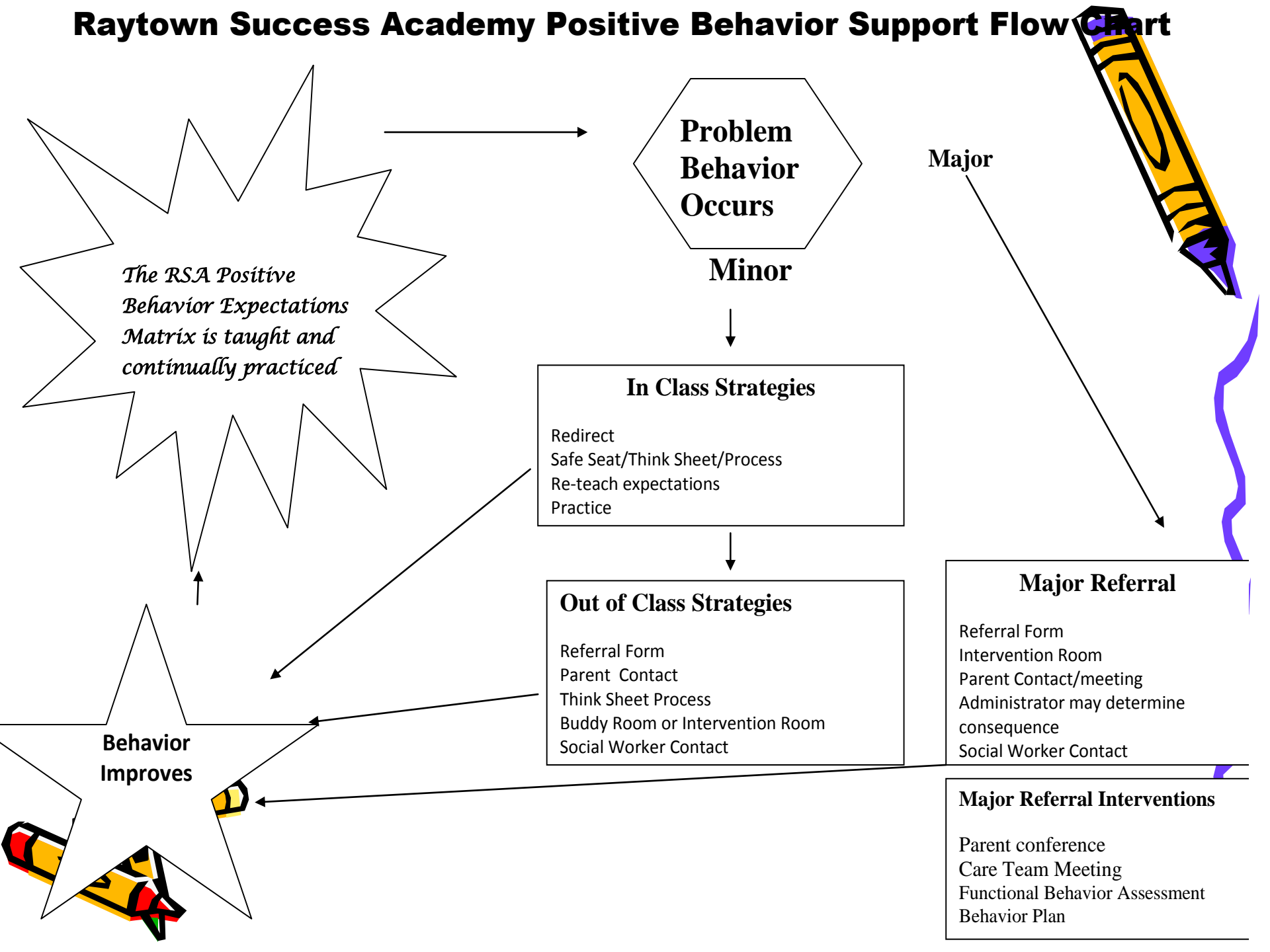
March - accountability

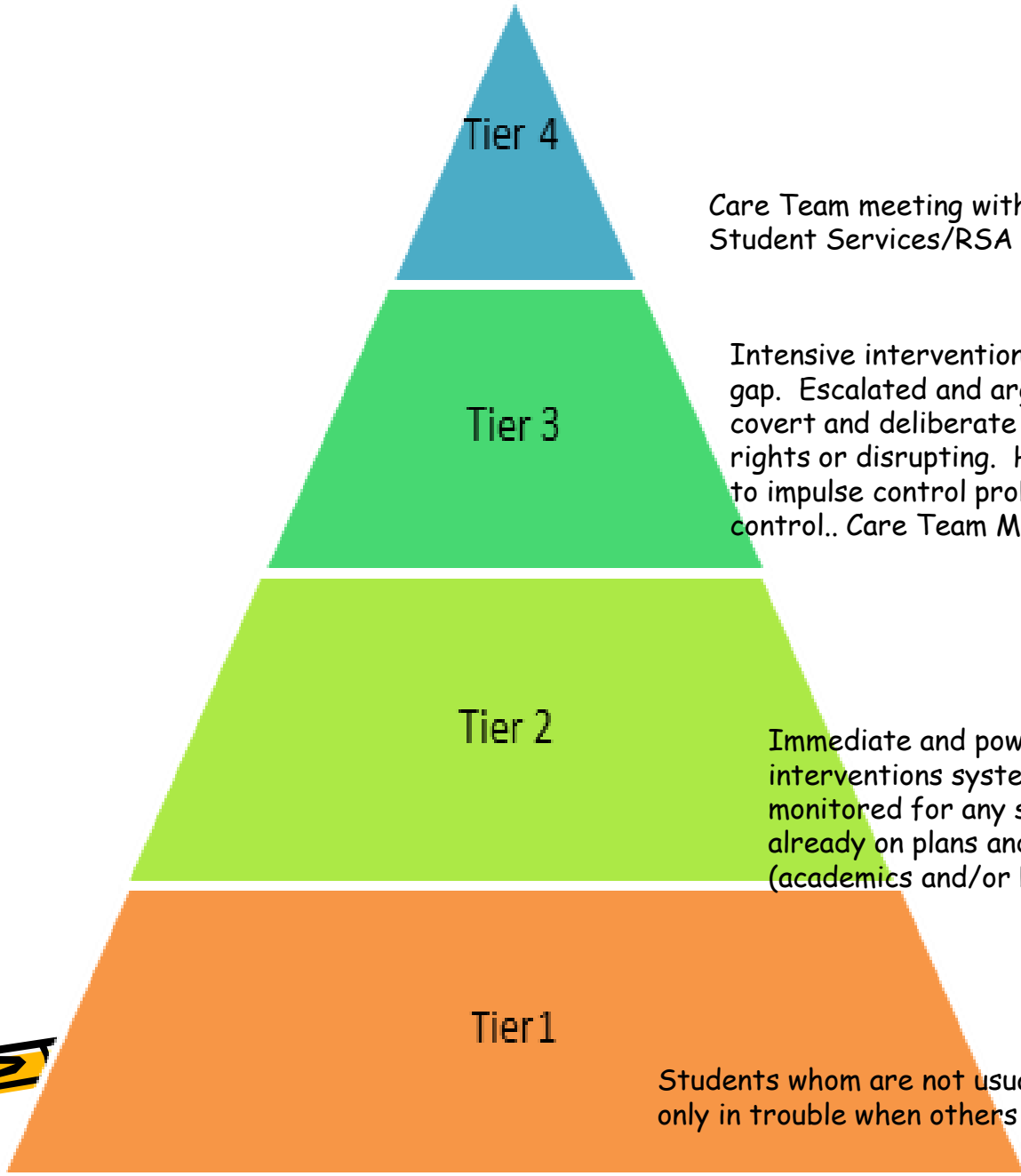
April - citizenship

May - self care



Raytown Success Academy Positive Behavior Support Flow Chart



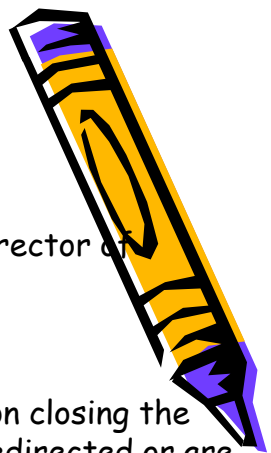


Care Team meeting with parent/Director of Student Services/RSA team

Intensive interventions focused on closing the gap. Escalated and argue when redirected or are covert and deliberate about violating others rights or disrupting. Have chronic problems due to impulse control problems and seems to have control.. Care Team Meeting w/parent

Immediate and powerful targeted interventions systematically applied and monitored for any students not achieving. Are already on plans and are showing improvement (academics and/or behavior).

Students whom are not usually or are never in trouble/or are only in trouble when others initiate problems.



SORTING IT OUT

ORGANIZING SOLUTIONS FOR THE WHOLE CLASS

Identify the following categories of students who:



<p>A coherent and viable curriculum that embeds ongoing monitoring for all students - Students whom are not usually in trouble/or only in trouble when other initiate problems - ok with Academics</p> <p>TIER 1</p>	<p>Immediate and powerful targeted interventions systematically applied and monitored for any students not achieving. Are already on plans and are showing improvement (academics and/or behavior) IEP and 504 plans included TIER 2</p>	<p>Intensive interventions focused on closing the gap. Escalated and argue when redirected or covert and deliberate about violating others rights or disrupting. Have chronic problems due to impulse control problems and seem to have control. TIER 3</p>	<p>CARE TEAM Meeting - Not being successful on plan for academics or behavior - or not coming to school</p> <p>TIER 4</p>



How Students are moved through from one tier to the next



- ❖ If a student arrives at RSA with a plan they are automatically placed on Tier 2 to continue support of Plan and review interventions that are appropriate for RSA.
- ❖ If a student arrives without a plan they begin on Tier 1 for interventions based upon on their referral need
- ❖ If a student starts to display behaviors that leads into a pattern , their classroom starts completing ABCF charts
- ❖ Decision rule is placed on the number of events and frequent visits. This is communicated from the classroom Teacher to Interventionist and Administrators during students issues meetings or care team meetings
- ❖ Student is then moved to Tier 2 interventions and a Success Plan is created for the student
- ❖ Student is monitored on plan for 6 weeks with interventions - data is still being gathered



How Students are moved through from one tier to the next

- ❖ If student is still exhibiting behaviors after 6 week interventions - team meets with parents and school staff to change interventions or move student to Tier 3 for a Behavior Support Plan.
- ❖ Student Issues meetings for k-8 are every other week. High school student issues are once a month as well as Care Team meetings.
 - ❖ Difference between student issue meetings - cover all students
 - ❖ Care Team Meetings - focus on one student at a time. Parents are invited and outside agencies that have direct contact with students. Parent provided information regarding outside supports and/or events that may affect school.



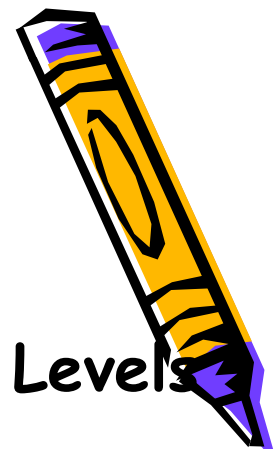
Why Am I on a Plan?



- Student behaviors and plans are divided up by 4 tiers at RSA. Each tier represents the severity and consistency of a specific students' behavior. This information comes from data our staff documents daily. The tier at which the student is under, dictates the type of plan that specific student will be on.
- The essential purpose of any plan is to give extra support to a student who needs support to be more successful during a school day.
- MYTHS
 - Students are not put on plans just because staff members don't like them.
 - Students aren't put on plans for no reason. Each plan is backed by school data.
 - Students "DO" have input on their plans.



The Different Tiers



Difference in Tiers

- Tier 1
 - All students
 - Proactive and Prevention
 - 80% of student body
- Tier 2
 - High Efficiency
 - Rapid Response
 - 15% of student body
- Tier 3
 - Individual Students
 - Data Driven
 - Intense, durable procedures
 - 5% of student body
 - Parent Involvement (mandatory)

Plans based on Tier Levels

- Tier 1
 - No plan
 - Praise - Proactive visits
 - Structure
 - PBS matrix expectations
- Tier 2
 - Success plans
 - Bulleted list of support adults will provide
 - Practicing Skills
 - Individual Triage
 - Adult collaboration
 - Visual Aids
- Tier 3
 - Behavior Support Plan
 - Specific plan
 - Care Team meetings
 - FBA
- Tier 4
 - All interventions list above
 - Director of Student Service



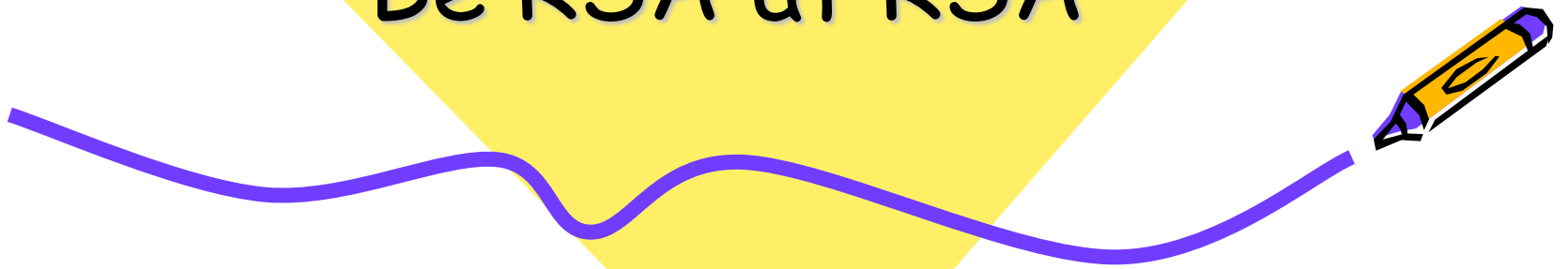
Figure 1

Director of Student Support
Services



RSA STUDENTS VIEWS ON PBS

Be RSA at RSA

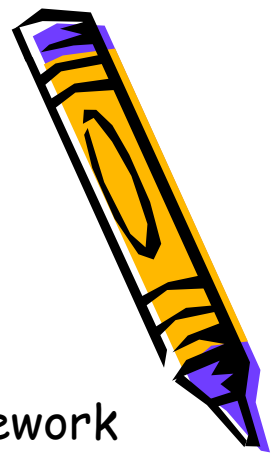


STUDENT LEADERS

- 90% OF ATTENDANCE
- Currently on level 3 or 4
- Potential Leadership Skills
- No Major Referrals



What is PBS



- School-Wide Positive Behavior Supports (SW-PBS) is a framework for schools to proactively support the success of all students. It is a school-wide and prevention-based way of helping all students to achieve important academic and social goals. We know that when good behavior and good teaching come together, our students will excel in their learning.
- Staff will begin to establish several clear rules for the behavior we expect in all areas of our school. We will explicitly teach those expectations to the students and recognize them frequently for appropriate behavior. The expectations will be taught and reinforced by all staff in our schools.



School Matrix

- BE RSA at RSA
- RESPECTFUL, SAFE, ACCOUNTABLE
- SPECIFIC BEHAVIOR IS OUTLINE
SO STUDENTS CAN EASILY KNOW
WHAT IS EXPECTED AT SCHOOL



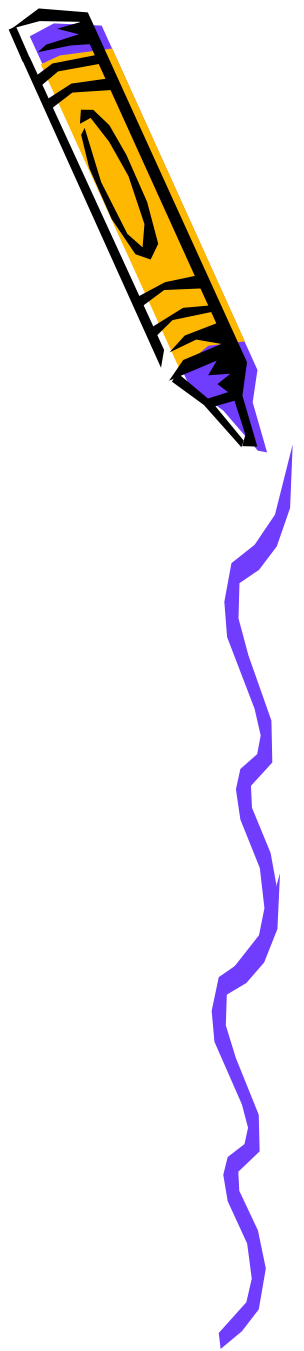
Incentives/Privileges at RSA



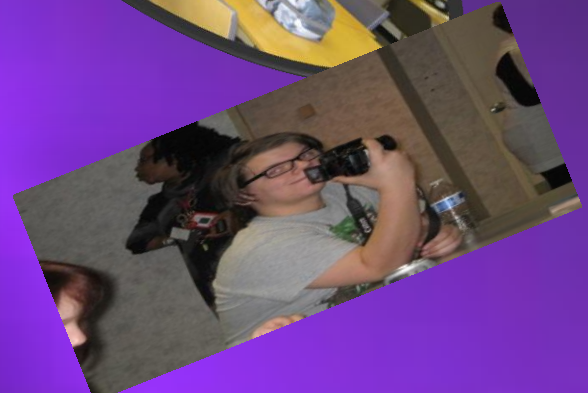
- Golden Tickets
 - Treats Every Friday
- Purple Tickets - 4:1
- Attendance Incentive
 - Weekly
 - Semester
 - Yearly
- Level System - Field Trips
- School Store
 - K-8
 - High School
- Honor Roll
- Lunch with Principal
- Staff member of the Month
- Quarterly Celebrations



Video



Family Fun Night

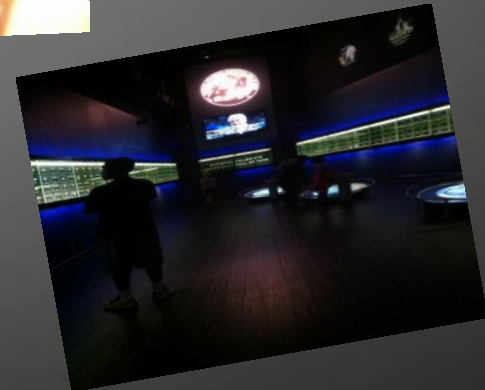
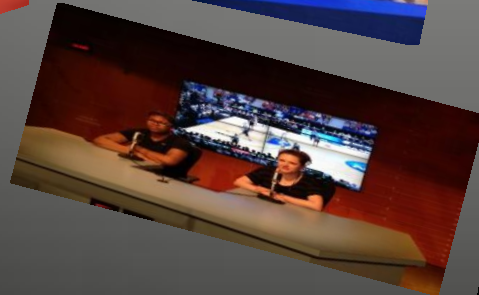
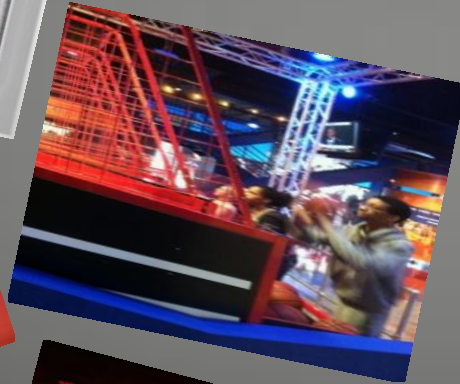


Family Fun Night !



RSA level 3 &4 Field Trip

College Basketball Experience



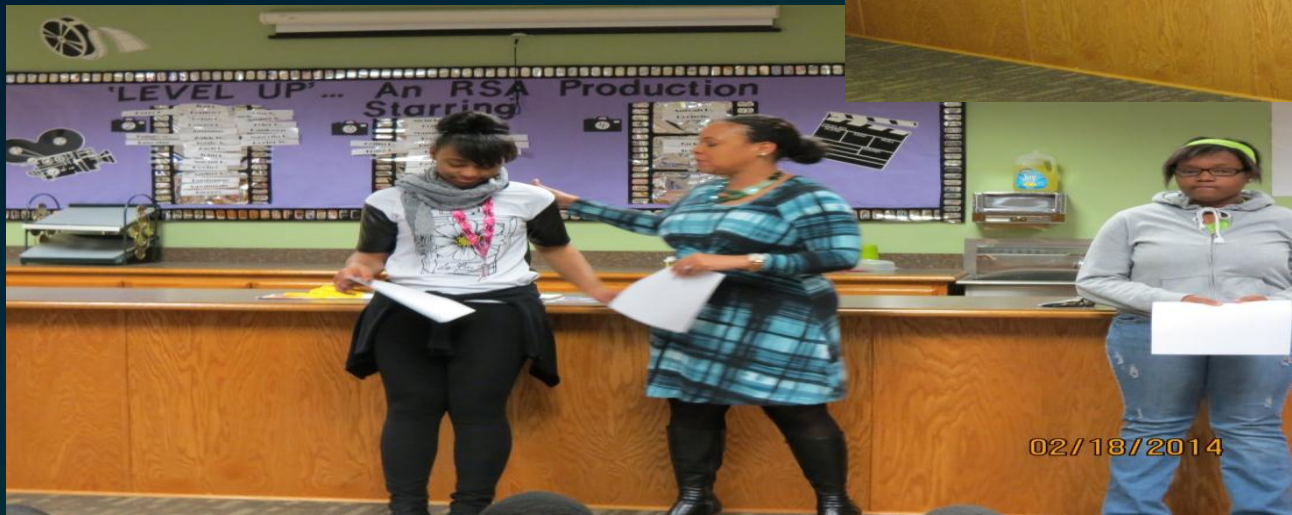
Student Recognition



Honor Roll Students



School Store Helpers



Level Celebration



RSA 2012-2013 Characteristics of the Month

September - Purposeful

October - Integrity

November - Community Minded

December - Empathy

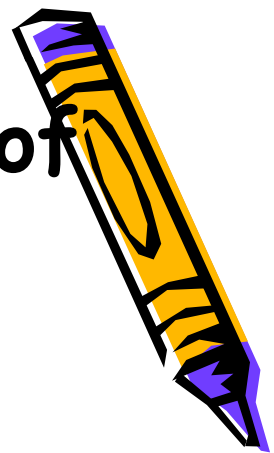
January - Self-disciplined

February - Peaceful

March - Humorous

April - Endurance

May -- Grateful



"AN OUNCE OF
PREVENTION IS
WORTH A POUND
OF CURE."

