Guidelines for Success:

1.   **Have the school-wide GFS expectations been clearly identified?**
2.   **Are common-area expectations posted and clearly communicated?**
3.   **Have the classroom expectations/rules been clearly identified, posted and clearly communicated?**

Questions to guide discussion:

We use RAYS for GFS expectations.
Respect: Earn the respect of others by treating them how you want to be treated
Act responsibly: Do your Job. Prepare to work and learn
Your Best is Expected: Even when it is hard (grit)
Self Control: Stay Calm and make positive choices.
Posters of these expectations are placed around the school.

2. We are using CHAMPS for the hall, the cafeteria, in line, and transitions between class. Signs will be posted around campus showing the CHAMPS expectations. All teachers were presented the CHAMPS expectations at the beginning of the year to ensure that they taught and enforced the CHAMPS expectations to their students.

Cafeteria
Conversation: Level 1 Voices
Help: Raise hand, do not get out of seat
Activity: Eat Lunch
Movement: No movement during lunch
Participation: Keep your bottom on your seat, touch and eat your own food, Keep the cafeteria bully free, clean up your area after eating

Class Transitions
Conversation: Level zero voices
Help: Complete the transition and the raise your quiet hand, do not shout out or approach your teacher for help
Activity: Students will move from one area of the room to another, students will move from one activity to another.
Movement: Immediately move from one area to the next, DO NOT move anywhere else
Participation: Listen to your teachers directions very carefully, walk silently from one area to the other, keep hands to yourself as you move

Fire Drill
Conversation: No talking during fire drills
Help: No help during fire drill
Activity: Students will walk from one area of the school to another in a single file line
Movement: Walk to line order, walk right behind the person in front of you out of the door
Participation: Eyes forward, hand to your side and still, walk quietly directly behind the person in front of you

3. The whole school is using a 1-5 behavior point system. This system is posted and used in all classrooms. Teachers created their own classroom rule with their students. These rules are posted in their rooms.

Goal 1: To reduce the number of referrals by 25% from the 2013-2014 school year. 933 to 700

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implementing a school wide 1-5 behavior management system with fidelity.

Implementation Steps

1. Define with staff the 1-5 behavior management criteria and system. 2. Staff uses the system on a daily basis with students. 3. Teachers host parties for student earning an average of 3 or better on a weekly basis. 4. Monitor the number of 1's-5's earned by each student with the goal of having a bell curve with three at the top.

Person(s) Responsible

1. Behavior Coach & Staff   2. Staff 3. Teachers   4. Behavior coach and teachers.

Timeline / By When?

1. Preschool 2. Throughout year on a daily basis 3. Throughout year on a weekly basis. 4. Throughout year on a monthly basis.

    Initiated   **3/4/15 Revised**   **ongoing**

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Create an electronic behavior call log. Have those at the front desk who are taking the behavior calls record vital data, such as name of student, name of teacher who called, what happened, and where it happened, with each call. Use a database storing this data to alert behavior staff which students or teacher to work with. This will allow the leadership team to be proactive with behavior interventions and prevent the need for referrals.

Implementation Steps

1. Create call log 2. Put call log on all computers in the front office. 3. Record vital information with each behavior call that comes in 4. Monitor data on a weekly basis to determine if interventions are need on a school wide, class wide, in individual student basis.

Person(s) Responsible

 1. Behavior Coach 2. Media Specialist 3. Front office staff 4. SBLT & Child Study Team

Timeline / By When?

1. During staff training 2. During staff training 3. Throughout the school year 4. Weekly during child study and SBLT

    Initiated   **3/4/15 Revised**   **ongoing**

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Create and host a calm down corner in every classroom. Allow students to use the calm down corner when they are feeling angry and need a break. This is to prevent students from acting out or leaving the classroom when feeling angry and express or release their angry in a positive way.

Implementation Steps

1. Teach staff about the calm down corner and how to implement it in the classroom. 2. Create a calm down corner in each classroom. 3. Teach students what the calm down corner is used for an how to access it 4. Allow student to use the calm down corner when angry1. Teach staff about the calm down corner and how to implement it in the classroom. 2. Create a calm down corner in each classroom. 3. Teach students what the calm down corner is used for an how to access it 4. Allow student to use the calm down corner when angry

Person(s) Responsible

1. Mrs. Stach, Kindergarten teacher 2. Teachers 3. Teachers 4. Teachers and students

Timeline / By When?

1. During staff training prior to school starting 2. Prior to the start of school 3. The first or second week of the school year 4. Throughout the school year.

Initiated   **3/4/15 Revised**   **ongoing**

Goal 1 Data Collection and Management:

1.   **Did your team access and use the student data information systems?**
2.   **What is the correlation between reinforcement of positive behaviors and targeted behaviors?**
3.   **Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?**
4.   **Does the plan identify a regular schedule of data and analysis?**

Strategy

The needed referral data is entered and stored in the the district data system and will be used by the SBLT and child study team to monitor progress towards goal. The needed behavior call data is will be entered by the front office staff and is stored on a Google document.

Implementation Steps

1. Enter referral data into the district database 2. Monitor the behavior data throughout the year looking for patterns of behavior 3. Use data to create interventions and monitor progress towards goal

Person(s) Responsible

1. Behavior team 2. SBLT and child study team 3. SBLT and child study team

Timeline / By When?

1. Throughout the year 2. Weekly throughout year 3. Weekly throughout the year

Initiated   **3/4/15 Revised**   **Completed**

Strategy

The needed referral data is entered and stored in the the district data system and will be used by the SBLT and child study team to monitor progress towards goal.

Implementation Steps

1. Enter referral data into the district database 2. Monitor the behavior data throughout the year looking for patterns of behavior 3. Use data to create interventions and monitor progress towards goal

Person(s) Responsible

1. Behavior team 2. SBLT and child study team 3. SBLT and child study team

Timeline / By When?

1. Throughout the year 2. Weekly throughout year 3. Weekly throughout the year

Initiated   **3/4/15 Revised**   **Completed**

Goal 2: Increase positive classroom culture by having a 1:5 ratio of positive to negative interactions with students.

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Have staff development giving teachers strategies to increase the amount of positive interactions they have with students such as using rubber bands on on arm that they move to another for every positive, posting something in their room to remind them, follow each negative with a positive, set a timer that reminds the teacher to give a positive each time it goes off. Afterward monitor that a method to increase the ratio of positive to negative interactions is used and well as the amount of positive and negative interactions used in the classroom.

Implementation Steps

1. Hold staff development 2. Teachers use methods to increase positive interactions with students 3. Administration and behavior team monitor use of techniques

Person(s) Responsible

1. Behavior team 2. Teachers 3. Behavior team and administrators

Timeline / By When?

1. By September 16th 2. During the end of September 3. Monthly throughout the year

Initiated	**3/4/2015 Revised**	**Completed**

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated	**3/4/2015 Revised**	**Completed**

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implementation Steps

Person(s) Responsible

Timeline / By When?

6

Initiated   **3/4/2015 Revised**   **Completed**

Goal 2 Data Collection and Management:

1. Did your team access and use the student data information systems?
2. What is the correlation between reinforcement of positive behaviors and targeted behaviors?
3. Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?
4. Does the plan identify a regular schedule of data and analysis?

Strategy

Assign the administration and behavior team to make random observations of the amount of positive and negative interactions teachers are having with students. Observations will be once a month for 10 minutes. Data will be combined by grade level and posted/announced. AN increase in the ratio of positive interactions to negative interactions should make more a more positive classroom culture. It should benefit all students.

Implementation Steps

1. Create a observation schedule. 2. Assign administration and behavior team a grade level to observe. 3. Make observations and record data. 4. Compile observational data and share with teachers.

Person(s) Responsible

1. Behavior coach 2. Behavior coach 3. Administration and behavior team 4. Behavior coach

Timeline / By When?

1. Prior to September 19th 2. Prior to September 19th 3. Once a month throughout the school year 4. Once a month throughout the school year

Initiated	**Status**	**Completed**

Goal 3: Teach social skills to each student everyday using skill streaming and have students practice throughout the week.

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Designate a time to teach skill streaming on a daily basis ensuring that each student will be taught social skills.

Implementation Steps

1. Create weekly schedule to integrate skills streaming into morning meeting. 2. Define and or practice skills over the announcements on a daily basis. 3 Teach skills to students during morning meeting on a daily basis. 4. Reinforce student use of skills through positive teacher feedback and announcement shout outs.

Person(s) Responsible

1. Behavior Coach 2. Vice Principal and School Counselor 3. Teachers 4. Teacher, Students during sharing portion of morning meeting, and Vice Principal and School Counselor over the announcements.

Timeline / By When

1. Completed 2. Daily throughout year 3. Daily throughout year 4. At least every Thursday and Friday during the share portion of Morning Meeting and over annoucements

Initiated   **revised 3/17/15**   **ongoing**

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implementation Steps

Person(s) Responsible

Timeline / By When

Initiated   **revised 3/17/15**   **ongoing**

Goal 3 Data Collection and Management:
1.   Did your team access and use the student data information systems?
2.   What is the correlation between reinforcement of positive behaviors and targeted behaviors?
3.   Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?
4.   Does the plan identify a regular schedule of data and analysis?

Strategy

Monitor that skill streaming skills are being taught to each student each day through observations as well as the referral data. Because students will be learning socials skills on a daily basis our referrals in the areas of fighting, striking an adult, and striking students should decrease.

Implementation Steps

1. Monitor that skill streaming is being taught by teachers on a daily basis. 2. Monitor the rate of referrals in the area of fights, striking others, and striking adults compared to the rates from last year. 3. Analyze data on a monthly basis during discipline committee meetings.

Person(s) Responsible

1. Behavior coach and administration 2. Behavior coach 3. Discipline committee.

Timeline / By When?

1. Weekly 2. Monthly 3. Monthly

           Initiated   **revised 3/4/15**   **Completed**

Develop A School-Wide Reward/Recognition System Aligned To Targeted Behavior:

1.   How, when, where, and by whom will strategies be implemented?
2.   Are documented strategies evidence- based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?

Strategy

Student can earn weekly in class celebrations by maintaining a 3.0 average or above on their daily behavior grade. This will promote adherence to the RAYS and positive behavior in the classroom.

Implementation Steps

1. Use 1-5 point behavior management system in the classroom. 2. Average out scores on a weekly basis. 3. Host a weekly party for those who maintain a 3 or above average. 4. Have students who don't earn celebration go to alternate location

Person(s) Responsible

1. Teacher   2. Teacher using tracker spreadsheet. 3. Teacher 4. Teacher from same grade level

Timeline / By When?`

Tracking will be done on a daily basis and celebrations will be hosted weekly

Initiated	**2/16/15 Revised**	**Completed**

Strategy

Each week a different social skill will be taught and practiced school wide. Students who exhibit these skills during the week will receive shout out on the announcements. Students will also be given an opportunity to recognize their own classmates who have exhibited the targeted social skill during the share portion of morning meeting on Thursday and Fridays.

Implementation Steps

1. Teach social skills on a weekly basis   2. Nominate students who have exhibited skills 3. Announce students in the classroom or over morning announcements

Person(s) Responsible

1. Teacher, School Counselor and Vice Principal 2. Teacher and other students 3. School Counselor, Vice Principal & other students

Timeline / By When?`

1. Daily 2. Weekly though out year 3. Weekly throughout year

Initiated	**2/16/15 Revised**	**Completed**

Strategy

On a weekly basis student will be recognized who have exhibited the GFS expectations.

Implementation Steps

1. School will promote RAYS throughout the school year. 2. Teachers will nominate 3 students who have exhibited RAYS throughout the week. 3. Administration will go class to class to recognize those students who were nominated in front of their peers and reward them with a pencil.

Person(s) Responsible

1. All Staff   2. Teachers 3. Administration

Timeline / By When?`

1. All year 2. Weekly throughout the year 3. Weekly throughout the year

Initiated   **2/16/15 Revised**   **Completed**

Alignment of Classroom Management Systems With The School-Wide Behavior Plan:
1.   How, when, where, and by whom will strategies be implemented?
2.   Are documented strategies evidence- based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

The 1-5 behavior point school wide behavior point system is the keystone of the classroom management system. All teachers use this system on a daily basis with their students. Teachers were told of this system prior to the start of school and using it daily. This is expected to benefit all students. They are expected to try and earn a 3-5 on a daily basis.

Implementation Steps

1. 1-5 system defined and presented to teachers 2. 1-5 system presented to parents at open house and sent home in a letter to parents. 3. Teachers define and present 1-5 system to students. 4. Students receive 1-5 based on behavior during the day and take home that point to show to parents.

Person(s) Responsible

1. Behavior coach and behavior specialist 2. Principal and behavior specialist 3. Teachers 4. Teachers

Timeline / By When?

1. Prior to school starting 2. Open house and first day of school 3. First day of school and throughout the school year. 4. Everyday of the school year

Initiated	**1/26/15 Revised**	**Completed**

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Teaching of CHAMPS procedures and expectations for hallways, transitions between classes, the cafeteria and for fire drills are part of the school wide behavior plan and the individual classroom management. This strategy is expected to benefit all students. The expectations is that referrals from the hallway decrease because of this strategy.

Implementation Steps

1. CHAMPS expectations are defined and presented to teachers 2. Teachers define and present CHAMPS expectations to students. 3. Students follow CHAMPS expectations on a daily basis.

Person(s) Responsible

1. Behavior coach, Mrs. Moraniec and Mrs. Maxfield 2. Teachers 3. Teachers and students

Timeline / By When?

1. Prior to school starting 2. First day of school and throughout the school year 3. Everyday of the school year

Initiated	**1/26/15 Revised**	**Completed**

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

A structured flow chart of consequences is used school wide and as part of each classroom management system. The flow chart describes the consequences teacher could use for negative behavior exhibited by the students and well and school consequences for more extreme behaviors. This is expected to benefit all students by deterring students from exhibiting negative behavior because they know what the consequence they will earn. It is also expected that school wide referrals will drop because of this strategy.

Implementation Steps

1. Create flow chart and consequence list. 2. Present information to the teachers 3. Teachers use consequences when students show negative behaviors. 4. Behavior staff deliver consequences as needed for those students who have moved beyond classroom consequences.

Person(s) Responsible

1. Behavior coach and behavior specialist 2. Behavior coach and behavior specialist 3. Teachers 4. Behavior coach, behavior specialists, and administration

Timeline / By When?

1&2. Prior to the start of school 3. Daily as needed 4. Daily as needed

          Initiated   **1/26/15 Revised**   **Completed**

Action Plan:
Plan to Monitor for Fidelity of Implementation

Each strategy and data collection piece is embedded with deadline and/or regular reviews of data by designated teams or individual staff members. What follows is a yearly schedule of deadlines and data reviews as well as the person and/or team responsible in parentheses.

During preschool staff training: Training on the 1-5 behavior point system (behavior team), training on the use of the calm down corner (Stach)

September 16th behavior training: Train teachers on 5:1 positive to negative ratio of interactions (behavior team)

Daily Basis: Log all behavior calls (front office staff), use the 1-5 behavior point system with students (teachers), use of the cool down corner for students (teachers), teaching skill streaming on announcements (vice principal and school counselor), teaching skill streaming during morning meeting (teachers)

Weekly Basis: Monitoring of behavior call log (Child Study Team), monitoring of referral data (child study team and school based leadership team), monitoring the use of school streaming taught in morning meeting (behavior coach and administrative team), host weekly celebrations for students earning a 3.0 or above average (teachers), announcement shout outs for students showing weekly skill streaming skill (counselor and vice principal), RAYS awards for students exhibiting RAYS behavior for the week (administration)

Monthly Basis: Monitoring the use of the 1-5 behavior point system with the goal of a bell curve (behavior coach), observe teachers and record data on ratio of positive to negative student interactions (behavior team and administration), posting of positive to negative interaction data (behavior coach), monitor referrals for striking and fighting and their correlation with the teaching of social skills (discipline committee)

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports
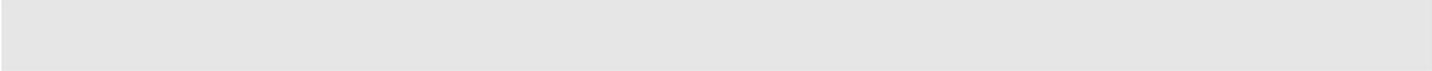
1. School counselor and behavior coach will attend monthly PBS training held by the district
2. Behavior coach will attend monthly MTSS meeting put on by the district.
3. Once a month all staff will attend school wide training about behavior put on by behavior coach and behavior specialist.
4. Chantelle Herrara will present to staff on behavior throughout the year.
5. TNT staff will work with administrators and coaches and coaching behavior management.
6. Coaches will use methods taught by TNT team to work with teachers on behavior management skills.

Midyear:
1. **Which goals, barriers and strategies were revised based on response to intervention?**
2. **What evidence was used to drive the revisions?**
<mark>Be sure to include how you are addressing the discrepancy between Black and Non-Black discipline in your response to intervention discussion.</mark>

Enter a summary of the current status of implementation

Office Referrals:
YTD Referrals: 340
Days of School: 134 (46)
Average referrals per day: 2.54
Total # referrals at end of year at current pace: 457

End of year goal: Less than 700 (a 25% reduction from previous year)

Referral data is sent out on a weekly basis to all staff through e-mail. Referrals are more formally discussed during monthly Behavior and PBIS committee meetings. Interventions are put into place based on referral data. Referrals data is also discussed during school based leadership team meetings.

So far this school year the average number of referrals written per day have decreased when compared to the last two years. Please see the attached referral data.
A couple of highlights:
1. We did not see the large spikes in behavior in December and January that were seen the last two years.
2. This year our staff has written around 340 referrals. In April 2013 alone, 384 referrals were written.

We attribute the decrease in referrals to a variety of factors including staff retention, use of interventions such as the calm down corner and the teaching of skill streaming on a daily basis, trying to eliminate the grey area around discipline as well as creating and applying consequences consistently based on a premade consequence matrix , and using TNTP practices on a daily basis in the classroom.

Having a 5:1 positive to negative ratio of interactions.
This goal was changed early in the school year when our school partnered with The New Teacher Project (TNTP). The time allotted for training around 1:5 positive to negative ratio of interactions was given to TNTP for trainings. They hosted bimonthly behavior management trainings at our school, which engaged staff on strengthening core management techniques such as giving clear direction to students and getting 100% percent of student following those instructions. Also, the focus of coaches and administration shifted from the planned ratio of interaction tracking and staff development to practicing with teachers and reinforcing the techniques promoted by TNTP. With this being said, 5:1 positive to negative ratio of interactions is embedded in some of the skills taught by TNTP such as positive narration.

The new school goal is 100% of all instructional staff will practice the TNTP skills. A skill practice session is schedule every two weeks. Skills practiced have included:
1.   MVPT directions. Specifically stating the Movement, Voice level, and how student should Participate when each direction is given. In addition to this a Time frame is given. As an example a teacher may say to a student, "When I say go you have ten seconds to walk to your designated carpet square, sit down on a level 0, and have your eyes on me. Go."
2.   Positive framing. Narrating all of the positive in the classroom as it is happening. A teacher might say, "I see red row all opening their books and starting to read," or "Jaquan is working quietly, Kayla is on a level 0, Tyreke already has his pencil out an is working diligently…"

3.   100%. Holding the expectation that 100% of students will comply with directions 100% of the time. To help meet this expectation, teachers can use one or more of the following interventions after giving the expectation or direction: nonverbal reminders, positive group corrections, anonymous individual corrections, private individual corrections, lightening quick public corrections, consequences. TNTP encourages teachers to use least invasive form of intervention necessary.

By changing the original goal teachers were able to work on 5:1 positive to negative ratio interactions as well as other