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:

Be Polite
Be Safe
Show a Positive Attitude
Show Self Control
Participate Fully in Our Learning

Goal 1: Focus on whole child by analyzing attendance data.

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?

Analyze attendance/tardy data

Dunedin Elementary School's average attendance data has been at 95% daily during the first semester. Our goal is to increase our daily attendance average 2 percentage points to 97% by the end of the school year.

The average tardy per day first semester was 18% with 4% extreme tardies. Our goal is to decrease our daily tardies 1 percentage point to 17% by the end of the school year.

Implementation Steps

*data reviewed/analyzed by Child Study Team bi-weekly & action steps developed
 *attendance/tardy data analyzed by SBLT/MTSS (Behavior SIP) team monthly
 *Share data with parents, faculty and students
*Parent conferences, home visits,
 *School wide data displayed positively on TV (ie. 90% of students on time to school each day)
 *Continue Check and Connect with grades K-5 for the third year

Person(s) Responsible

*Student data compiled and monitored by Child Study Team (DMT, Social Worker, Administration, Guidance)
*Individual student data monitored by MTSS Team: MTSS Coach, Social Worker, Behavior Specialist, School Counselor, Diagnostician, Administration, and Psychologist for students identified at risk
**Champion Students Mentoring Program - lowest performing students supported by staff (coordinated by RTI Facilitator)

Timeline / By When?

Bi-weekly/Monthly

Initiated	**1/26/15 Revised**	**Completed**
09/25/2014	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?

Analyze Achievement

Implementation Steps

*MTSS- Weekly meetings to analyze data
Tier 2 Academic Interventions
*Tier 3 Academic interventions - PSW/IEP

Person(s) Responsible

Classroom teachers, MTSS Team, Title 1 Teachers, VE Teachers

Timeline / By When?

Daily/Weekly

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?

Analyze behavior data

Implementation Steps

*MTSS weekly meetings to analyze data
*SBLT bi-monthly meetings to discuss school-wide concerns
*Bully lessons in classrooms, social skills lessons in the classroom (Second Step) , individual and small group counseling,
*System in place to manage behavior calls/incidence
*PBIP/FBA
*Tier 1, Tier 2, and Tier 3 Interventions
*Champion Students Mentoring Program - lowest performing students supported by staff (coordinated by RTI Facilitator)
*Character Kid of the Month (School Counselor)
*CHAMPS

Person(s) Responsible

Social Worker, Behavior Specialist, School Counselor, Administrators

Timeline / By When?

Bi-weekly/Monthly

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?

Implementation Steps

Person(s) Responsible

Timeline / By When?

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

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

We access FOCUS data biweekly to determine students that have 5 or more unexcused absences in a 30 day period or 10 unexcused absences in 90 days.

Implementation Steps

*letters home, parent conferences, home visits, phone calls
*bi-weekly meetings with Child Study Team to review data
*Referral to truancy intervention program when other interventions are not successful

Person(s) Responsible

Child Study Team (DMT, Social Worker, Administration, Guidance)

Timeline / By When?

First meeting 9/25/14 Process is ongoing and will continue through the end of the school year

Initiated	**2/16/15 Revised**	**Completed**
9/25/2014	Ongoing	

Strategy

We continue to meet biweekly to analyze attendance and tardy data.

Implementation Steps

*parent conferences
*attendance letters sent to home
*phone calls
*home visits
*maintain attendance binder
*perfect attendance rewards given at the end of each grading period

Person(s) Responsible

Child Study Team: Kerry Apuzzo, Principal; Christina Murphy, Assistant Principal; Lynne Anthony, Social Worker; Maria Ortiz, DMT; Leah Holzer, School Counselor

Timeline / By When?

Biweekly/ongoing

Initiated	**2/16/15 Revised**	**Completed**
9/25/2015	Ongoing	

Goal 2: All students and staff will participate in the school-wide behavior management system to promote positive behaviors throughout the whole school.

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?

*Train all staff in PBS philosophy
Starting 2014-15 school year 0% of the staff was trained on the current school wide behavior plan. By October 2014 100% of staff will be provided with training on the school wide behavior plan.

Implementation Steps

*Determine the role student groups will have in the development of school culture -student leadership (student counsel, patrols, TV Anchors)
*Positively reinforce school-wide expectations
*Bully prevention
*Eagle Ticket Program to include common area expectations. Develop a process for classrooms in each grade level who earn a specified amount of Eagle Tickets to receive a reward.
*School-wide social skills instruction in each classroom.

Person(s) Responsible

Classroom teachers
district trainers

Timeline / By When?

October 2014

Initiated	**2/16/15 Revised**	**Completed**
10/01/2014	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	**2/16/15 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

Provide training, education and reinforcement of Guidelines for Success

Implementation Steps

*conducted staff meeting to train teachers on School Wide Behavior System
*trained students during open court sessions on how to earn positive rewards and redeem eagle tickets
*continuous information relayed to students and staff via morning news show
*bully lessons in each classroom presented by Social Worker and School Counselor
*Character Kid of the month recognized on morning news show, open court, and hallway bulletin board
*CPI training provided for all staff
*CPI Crisis Team identified and trained
*Student Council meetings

Person(s) Responsible

 Lynne Anthony, Dawn Gonzalez

Timeline / By When?

Ongoing throughout the school year/revised as necessary

Initiated   **Status**   **Completed**

Goal 3: Monitor and expand school wide use of CHAMPS for all teachers.

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?

100% of instructional staff will develop and implement a positive classroom behavior management plan. This plan will be turned into the Behavior Specialist by October 2014.

Implementation Steps

Teachers will review plan with students
Teachers will positively reinforcement appropriate behaviors
Classroom teachers develop a process to orient new students who start after the school year begins (ie. assign a peer buddy in the classroom)
All teachers including PE, Art and Music have a reward system for celebrating student success
Behavior Cohort developed and provided bi-weekly by Behavior Specialist. Based on plan evaluations and walk through information specific teachers were invited to attend.

Person(s) Responsible

Classroom teachers
Behavior Specialist

Timeline / By When

Ongoing

Initiated	**revised 2/16/15**	**Completed**
10/1/2014	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 2/16/15**	**Completed**

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

Classroom plans reviewed by Behavior Specialist and Social Worker

Implementation Steps

*Plans turned in to Behavior Specialist
*Classroom rules and GFS posted in all classrooms
*Classroom behavior plans revised by teachers with support as needed
*School wide reward system utilized for GFS

Person(s) Responsible

Behavior Specialist

Timeline / By When?

Ongoing through the end of the school year

Initiated	**revised 2/16/15**	**Completed**
11/1/2014	Ongoing	

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

Eagle Dollars- Students earn dollars for exhibiting guidelines for success (GFS) in common areas and cafeteria. An earned dollar is given to the classroom teacher to be used by the whole class. There will be a menu of rewards available with a variety of dollar amounts. For example a popcorn party may cost the class 100 eagle dollars.

Implementation Steps

Train teachers and students about the expectations for earning eagle dollars.

Person(s) Responsible

Behavior Specialilst

Timeline / By When?`

October 1, 2014

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

Strategy

Character of the month - Each teacher will choose one student who exhibits the character trait.

Implementation Steps

That student will receive a certificate and a button to wear showing they exhibited the character trait.
The school counselor introduces the character of the month on the morning announcements.

Person(s) Responsible

Guidance Counselor

Timeline / By When?`

Septermber 2014/ongoing

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?

Teacher's are expected to turn in their classroom management system to the Behavior Specialist by Oct. 1, 2014.

Teachers who do not turn in their plan by Oct. 1 referred to administration.

Behavior Specialist is available to assist with development of plans as needed.

Implementation Steps

Teachers develop classroom behavior management plans
Teachers teach students classroom expectations and implement plan with fidelity.

Person(s) Responsible

Classroom teachers

Timeline / By When?

October 1, 2014/ongoing

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

Action Plan:
Plan to Monitor for Fidelity of Implementation

Discipline Data are entered weekly into a school database.

School-wide data are reviewed at MTSS meetings on a monthly basis.

The Behavior Specialist and/or Administrative Team will communicate the data patterns to faculty and staff during staff meetings.

Behavior team will meet regularly to discuss and revise plans

Data will be shared with staff by Behavior Team

Increase ratio of positive to negative

Teach staff about cultural proficiency

Check in Check out with fidelity

Share data with faculty

Make transitions smooth and fluid

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Behavior Handbook as a tool for all staff

Teachers will attend PBS training

*Behavior Specialist will coach teachers in the classrooms as needed with behavior strategies. Coaching in classrooms will continue throughout the year.

*Bully prevention training for reporting held for staff at the beginning of the school year

Teachers will access county trainings for professional growth including True Color, book study, CPI.

*Bi-weekly Positive Behavior Cohort

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

*Creating a positive behavior cohort to teach/learn strategies/problem solve behavior issues which will be used as a vehicle to provide specific feedback to those teachers identified through the STOIC walkthrough.
*Social Skills lessons in all grade levels
*Classroom behavior management plans tailored to grade level expectations and student needs
*Student behavior plans created to address individual behavior needs
*Champion student program (check and connect)
*Relationship building with students and parents
*Home visits, parent conferences and phone calls
*Mentor program
*Individual and group counseling
STOIC walkthrough
Analyze data from walkthrough
Cycle data chats based on formative assessments are used to make adjustments to the school wide behavior plan. This aligns to our SIP.