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:

1.   School-wide Goals for Success have been posted in all common areas and in all classrooms. (see example below)
2.   C.H.A.M.P's is used for common-area expectations. They are posted in the common areas. Teachers review with students. (see example below)
3.   Classroom expectations/rules are posted in C.H.A.M.P's format. Teachers review with students. (see example below)

Guidelines for Success
Panda (PAL)
Positive
Attentive
Learner

Common Area Expectations (Cafeteria)
C=Level 2
H=Raise Hand to get Eisenhower Adult's Attention
A=Eating Lunch
M=Stay Seated While Eating. Walk When Movement is Allowed.
P=Eat and Touch Only Your Food. Clean up Table and Floor.

Common Area Expectations (Arrival/Dismissal)
C=Level 2
H=Ask a Patrol or Eisenhower Adult
A=Eating Breakfast. Sit in Lobby with your grade level.
M=Walking Feet
P=Be on Time. Be Prepared. Go Straight to Destination.

Common Area Expectation (Hallway)
C= Level 1 (with a buddy) Level 0 (with your class)
H=Ask an Eisenhower Adult
A=Walking in Hallways
M=Walk in Straight Line. Follow Adult Directions
P=Go Straight to Destination. Keep Hands and Feet to Yourself.

Common Area Expectation (Bathrooms)
C=Level 1 (whisper)
H=Ask an Eisenhower Adult
A=Restroom Break
M=Walking Feet
P=Respect Privacy, Wash Hands & Flush Toilet. Keep Hands & Feet to Yourself.

Classroom Expectations (Conversation Levels)

Benchmarks of Quality Score: 89 / 107 = .83

0=No Talking
1=Whisper
2=Conversation
3=Teacher Voice
4=PE Voice

Goal 1:

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

Classrooms implementation of "morning Meetings" as a part of the curriculum.

Person(s) Responsible

Classroom teachers

Timeline / By When?

Starting on first day of schoo. (8/18/14)

Initiated	1/26/15 Revised	Completed
8/18/2014	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

During Marzano Iobservation classroom visits (formal and infoclassroom observations), record the number of times that a teachers scores a "4' (innovating) in the area of DQ8: Establishing and Maintaining Effective Relationships with students.

Implementation Steps

Iobservation training.
Schedule classroom observations (both formal and informal)

Person(s) Responsible

Principal and Assistant Principal,

Timeline / By When?

December 2014 and May 2015.

Initiated	**2/16/15 Revised**	**Completed**
8/18/2014	Ongoing	

Goal 2:

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?

Reduce the number of student physical contact referrals by 10%. (most of our student physical contact referrals happen at PE)

Implementation Steps

Have PE department engage students in activities that promote good sportsmanship between students.

Person(s) Responsible

PE department

Timeline / By When?

All year

Initiated	2/16/15 Revised	Completed
8/18/2014	Ongoing	

Goal 3:

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?

During Marzano Iobservation classroom visits (formal and infoclassroom observations), record the number of times that a teachers scores a "4' (innovating) in the area of DQ5: Engaging Students.

Implementation Steps

Iobservation training.
Schedule classroom observations (both formal and informal)

Person(s) Responsible

Principal and Assistant Principal

Timeline / By When

December 2014 and May 2015.

Initiated	revised 2/16/15	Completed
8/18/2014	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

See Attached file for Reward/Recognition document.

Implementation Steps

Already implemented. Monitor for effectiveness.

Person(s) Responsible

Assistant Principal and SWBP Team

Timeline / By When?`

Started 8/2010

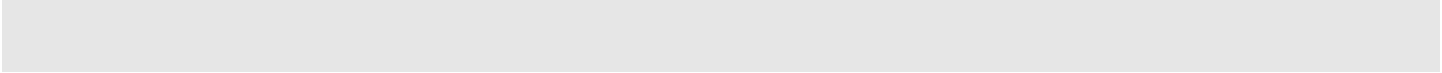| Initiated	2/16/15 Revised	Completed
9/1/2010	Ongoing	

Action Plan:

Plan to Monitor for Fidelity of Implementation

1. Monthly meetings by School-wide Positive Behavior Team. Review of discipline data from Portal.
2. Weekly School Based Leadership Team meetings (Mondays) to review discipline data.
3. Weekly grade level PLC's to monitor data collected by teachers for minor incidents.

Professional Development:
List Professional Development Opportunities Aligned To The Positive Behavior Supports

1. Staff Meeting to review Eisenhower School-wide Behavior Plan. (see attached Power point) (8/12/14)
2. Review School-wide Behavior Plan with new staff members during new staff orientation meeting. (8/13/14)
4. Bullying Prevention program reviewed with all staff at Staff meeting. (8/12/14)
5. Bullying Prevention program reviewed with all new staff at new staff orientation meeting. (8/13/14)
6. "Child Safety Matters" program for all grades. Provided by school Guidance Counselor (9/14-12/14)
7. Bully Prevention Training for all school staff. on going at staff meetings)
8. Child Safety Matters. School-wide program for all grade levels. Conducted by school guidance counselor.

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

Enter a summary of the current status of implementation

As of 9/26/15, Eisenhower has 31 documented referrals in Portal. Below is a the breakdown.

African-American: 9
Hispanic: 11
White: 8

In order to help all of our students be successful at Eisenhower, we have the following mentor programs presently in place

Might Pandas: Targeting 4th and 5th grade "at risk" boys.
Panda Pearls: Targeting 4th and 5th grade "at risk" girls.
Bridging the GAP: School Guidance Counselor working with selected African American students.
Big Brother/Big Sisters: Volunteers from Bay Care Health meet weekly with "at risk" students, from grade K-5 during the students lunch time.
B.U.G.S (Bring Up School Grades) program, in conjunction with Kiwanis Club. Volunteers/mentors work with designated 3rd and 4th grade students.