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

  A. Respect and take care of all living things
  B. Respect and take care of all nonliving things
  C. Have a positive attitude
  D. Do you very best

2. Common area expectations have been clearly communicated but not posted in all areas

  A. Media Center
   1. Inside voices
   2. Share books
   3. Wait turn to check out books
   4. Be respectful to other students and practice the "Guidelines for Success" for school and specific to Media Center

  B. Bus Circle
   1. Sit with assigned group until called by assistant or adult
   2. Use calm voices
   3. Walk carefully and orderly up the bus steps when called
   4. Wear seat belt while bus is transporting students

  C. Hall
   1. Use quiet voices in line
   2. Walk at all times
   3. Be sure to have a pass
   4. Walk with a partner

  D. Bike Rack
   1. Respect all patrols
   2. Respect other bike riders and all pedestrians
   3. Stay on sidewalk and exit at crosswalk

  E. PE/Playground
   1. Stay on the PE field or playground at all times
   2. Respect all adults and students
   3. Respect and take care of all equipment
   4. Follow all rules
   5. Keep hands to self at all times

  F. Car Circle
   1. Sit with your grade level
   2. Use calm voices
   3. Walk carefully to the station you are called to
   4. Walk carefully to your parent or parent's car

Benchmarks of Quality Score: 105 / 107 = .98

3. Classroom expectations/rules have been clearly identified, most are posted, and for the most part they have been clearly communicated

Goal 1: Reduce referrals by 50%

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?

See also Alignment of CMS
--Increase positive to negative interactions with students
--3-5 positive support systems were implemented

Implementation Steps

See also Alignment of CMS

Person(s) Responsible

See also Alignment of CMS
Behavior Coach and Students

Timeline / By When?

See also Alignment of CMS
Referrals and Out of School Suspension reviewed monthly

Initiated	Status	Completed
8/11/2014	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?

Implement core behavior program

Implementation Steps

1. Introduce core behavior program to teachers
2. Introduce core behavior program to parents at Parent University
3. Roll out behavior program to students
4. STOIC walk through is done 4 times per year

Person(s) Responsible

Behavior Coach
Principal
Assistant Principal

Timeline / By When?

June 2015

Initiated	Status	Completed
08/11/2014	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

Teachers take data on the behavior checklist weekly.

Referral and suspension data is entered in a timely manner

Referral and suspension data is shared weekly with teachers

TIER 2 data is shared monthly with teachers in PLC's

TIER 3 meetings are held regularly and interventions are updated regularly

Implementation Steps

Behavior checklists are turned in weekly to the behavior coach

Referral data is entered within 48 hours; a copy of the referral is given to the teacher and the parent

Parents and teachers

Person(s) Responsible

Behavior Coach

Classroom teacher

Timeline / By When?

Behavior checklists are entered weekly

Referrals and suspension are entered within 48 hours

Initiated	Status	Completed
8/11/2014	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?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated	Status	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?

Implementation Steps

Person(s) Responsible

Timeline / By When

Initiated		**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

1. Positive Referrals
2. Cafe' Dots

Implementation Steps

1. Positive referrals-any student that does not receive an office referral during the week, may earn a positive referral on Friday which results in students being able to wear a non-uniform day on Friday
2. Cafe' Dots-Classes earn dots by their teacher's name for good behavior; after a class accumulates ten dots, it results in the class getting a prize (i.e.popsicles, cookies, etc.)

Person(s) Responsible

Cafe Workers

Timeline / By When?`

Positive referrals occur every Friday
Cafe dots-daily

Initiated	**Status**	**Completed**
8/18/2014	Pending	

Strategy

1. Bulldog Bucks
2. PAWS Prints

Implementation Steps

Bulldog Bucks-Classes may earn up to one Bulldog Buck for each of their specials; lunch, PE, Art, Music, Media; each time a class accumulates 25 bulldog bucks, a prize is given.
PAWS Prints-Any student may earn a PAW Print for exhibiting a positive attitude, appreciating the world around them, walking in line correctly; depending on the student's gradel level, they put their name in the grade-level box; on Thursdays, three name are drawn from the grade-level boxes; the drawn names are called out on the news show, and given a prize

Person(s) Responsible

Teachers

Timeline / By When?`

Every Thursday and Friday

Initiated	**Status**	**Completed**
8/18/2014	Ongoing	

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?

Please see upload

Implementation Steps

Please see upload

Person(s) Responsible

Please see upload

Timeline / By When?

Please see upload

Initiated	Status	Completed
	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?

Please see upload

Implementation Steps

Please see upload

Person(s) Responsible

Please see upload

Timeline / By When?

Please see upload

Initiated	Status	Completed

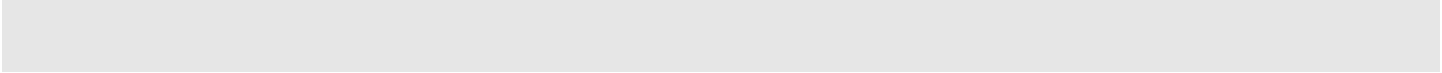## Action Plan:

Plan to Monitor for Fidelity of Implementation

1. STOIC Walkthroughs
2. Basic 5 Observations
3. District Walkthroughs
4. IPI Walkthroughs

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

1. Behavior trainings for staff (August/January/March)

2. TIER 2/TIER 3 trainings in PLC's

3. Behavior Request forms

4. RTI trainings

5. Child Abuse training

6. CPI Training

7. Bullying training

8. Behavior flowchart for Tiered Levels

9. Review of positive referral data and office referral data

10. School-wide behavior plan shared with parents during Open House

11. Behavior Assemblies for Students

12. Parent University