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:
Top 3 Goals and Strategies

Problem Area Specific Behaviors Strategies
1. Repeated Misconduct
2. Bullying
3. Attendance

School Wide Guidelines for Success/Expectations:
* Respect Others
* Cooperate with Others
* Listen and Follow Directions
* Put Forth Your Best Effort
* Maintain a Safe Environment

Common Area Expectations and Rules

Setting and Expected Behaviors
Expectations (GFS) Cafeteria Rules Hall Rules Commons Areas
Be Respectful • Level 2 voice
• Talk to students next to you
• Keep hands, feet, and objects to yourself
Be Responsible • Raise your hand and wait for an adult to come to you • Walk with purpose and safety in mind
Be Safe • Stay in seats and on bottoms • Walk to the right
• Keep hands beside, in pockets, or behind you
Be Motivated

Plan/Schedule for Teaching Guidelines and Rules

10/28/2014 - Teach staff
Overview of SBLT, PBS and MTSS/RtI: Behavior
Basic Principles of Behavior
Data-Based Decision-Making (definitions, referral form, and referral process)
Expectations (GFS) and Rules
Reward/Recognition Program
Effective Consequences
Expectations/Guidelines for Success
Rules
Reward/Recognition System

Reward/Recognition System
a. Panther Paws
b. Student of the Month

Benchmarks of Quality Score: 91 / 107 = .85
Responding to Problem Behavior Flow Chart:

a. Process for Incident Report
b. Process for Referrals

c. School store

Benchmarks of Quality Score: 91 / 107 = .85
Goal 1: Reduce the percent of repeated misconduct discipline incidents for all subgroups by 20%.

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?

Students with the highest numbers of referrals over the last school year and this school year will be a part of the school's Check & Connect program.

Implementation Steps

Analyzing initial referral data from last three years by using student data information systems. We will analyze check and connect data with referral data.

Person(s) Responsible

MTSS Behavior Team

Timeline / By When?

MTSS Behavior Team will meet bi-weekly.
An administration team will attend the Prep and Implementation training that will be on 11/3/2014. This team will oversee the Check & Connect program. The mentors will attend the training on 11/4/2014 & 11/5/2014.

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?

Staff will have the opportunity for Professional Development to learn how to increase the positive to negative interactions with students that exhibit behaviors in the school setting. Staff will have the opportunity for Professional Development to increase their awareness of different personality traits and to help improve the level of mutual understanding and communication.

Implementation Steps

Teachers will have the opportunities to attend a Dealing with Differences training.
Teachers will have the opportunities to attend a True Colors training.

Person(s) Responsible

Faculty and Administrative Staff

Timeline / By When?

Dealing with Differences Training will be offered in November onsite.

Initiated 3/4/15 Revised ongoing

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?

Students will have a classroom presentation designed to increase children's sensitivity to individuals with disabilities. Students participate in the hands-on simulated activities that depict what people with certain disabilities might experience.

**Implementation Steps**

Classroom presentations will be conducted.

**Person(s) Responsible**

Administration will work with FDLRS to schedule presentations

**Timeline / By When?**

Presentations will occur throughout the school year.

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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?

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Implementation Steps</th>
<th>Person(s) Responsible</th>
<th>Timeline / By When?</th>
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3/4/15 Revised Ongoing

Completed
Goal 2: Reduce Schoolwide Absences by 10%

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 PAWS Program which stands for Panther Attendance With the Social Worker. It is a program initiated by the school social worker that was designed to encourage and reward students for their good attendance.

Implementation Steps
The students who have a high rate of attendance concerns will checks in with the school social worker and/or guidance counselor to review their attendance weekly. The program will reward the students with positive reinforcement / paw points for their attendance. The student can spend their paw points on reinforcers of their choice.

Person(s) Responsible
School Social Worker and School Guidance Counselor

Timeline / By When?
Students will meet with School Social Worker and School Guidance Counselor every Thursday to discuss their week.

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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?

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Goal 3: Reduce Bully Incidents by 10%.

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?

School Staff, Students and Parents will be trained on Bully Prevention and the implementation of the Olweus Bully Prevention Program will occur.

Implementation Steps

Discipline/Bully Prevention Team will attend Olweus training to learn steps to implement the Bully Prevention Program.

Person(s) Responsible

Discipline/Bully Prevention Committee.

Timeline / By When

The Olweus Bully Prevention Program will be implemented throughout the school year.

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

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?

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<th>Strategy</th>
<th>Panther PAWS</th>
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**Implementation Steps**

Students can earn a panther paw from any staff member when they are demonstrating good choices.

Teachers collect them and deliver them to the blue box on the check out counter in the media center that corresponds to the their grade level (EBD classes have teacher name on box).

On Friday morning, one name is drawn from each box and read over the morning announcements.

Those students, whose names are called, may then come to the media center to choose a reward. Either a doubloon, worth 50 cents in the student store, or a coupon for a free snack in the cafeteria.

**Person(s) Responsible**
The librarian oversees the implementation of the Panther Paws program.

**Timeline / By When?**

Panther Paws is a school wide program that is ongoing throughout the school year.

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<th>Strategy</th>
<th>Student of the Month</th>
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**Implementation Steps**

Teachers choose a student that displays the characteristics of the character trait for that month and they are presented a certificate during an awards ceremony held each month.

**Person(s) Responsible**

Teachers and the Administrative Staff

**Timeline / By When?**

Student of the Month awards are given out monthly by the Principal.

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**Strategy**
Go for the Green Color System

**Implementation Steps**
Each teacher will implement a color system that is aligned with the school wide behavior plan rubric.

**Person(s) Responsible**
Teachers and Administrative Staff

**Timeline / By When?**
Go for the Green takes effect at the beginning of the school year and will be ongoing.

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Action Plan:
Plan to Monitor for Fidelity of Implementation

All Processes will be monitored and reviewed on a bi-weekly basis during the MTSS Behavior meetings.
### Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

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<td>Dealing with Differences</td>
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<td>Check and Connect</td>
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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**

None of the goals were revised based on response to intervention as of yet. We are continuing to implement strategies that were initiated at the beginning of the school year.