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**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?
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**Questions to guide discussion:**

Schoolwide Guidelines for Success

1. Be Safe
2. Be Respectful
3. Be Responsible

Cafeteria

- T Talk in a restaurant voice.
- R Raise your hand if you need something.
- E Eat only your own food.
- A Always stay in your seat.
- T Travel the correct walk pattern.

Hallways

- S Straight
- S Silent
- S Short
- S Smiling

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**Goal 1: Decrease incidents of class disruption by 20% from 53 to 42.**

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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?**

Track EVSNU behavior data on each student and analyze monthly to identify students in need of additional intervention.

**Implementation Steps**

Track behavior data daily.

Analyze data monthly.

Identify students in need of intervention.

Create behavior plans for students struggling at Tier 1.

Provide interventions.

Monitor data.

Increase/decrease/change interventions for individual students based on data.

**Person(s) Responsible**

SBLT/RtI Team, School Counselor, Classroom Teacher

**Timeline / By When?**

Ongoing practice

**Initiated**

8/18/2014

**1/26/15 Revised**

Ongoing

**Completed**

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**Goal 2: Decrease incidents of striking other students by 20% from 41 to 33.**

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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?**

The majority of striking incidents occur at PE.

**Implementation Steps**

Analyze and discuss data regarding striking of other students with the PE department.  
Discuss and implement policies to improve supervision/visibility at PE.

**Person(s) Responsible**

PE department

**Timeline / By When?**

Ongoing

**Initiated**  
8/18/2014

**2/16/15 Revised**  
Ongoing

**Completed**

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**Goal 3: Decrease incidents of defiance/insubordination by 20% from 28 to 22.**

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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?**

Track EVSNU behavior data on each student and analyze monthly to identify students in need of additional intervention.

**Implementation Steps**

Track behavior data daily.

Analyze data monthly.

Identify students in need of intervention.

Create behavior plans for students struggling at Tier 1.

Provide interventions.

Monitor data.

Increase/decrease/change interventions for individual students based on data.

**Person(s) Responsible**

SBLT/RtI Team, School Counselor, Classroom Teacher

**Timeline / By When**

Ongoing practice

**Initiated**

8/18/2014

**revised 2/16/15**

Ongoing

**Completed**

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**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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**Strategy**

iTags are earned when students exhibit and provide evidence of the IB Learner Profile Trait they are working towards displaying consistently.

**Implementation Steps**

Students choose an IB Learner Profile trait in which to work on. Students keep a portfolio on their development of that trait and complete a culminating activity to demonstrate their learning

**Person(s) Responsible**

Classroom Teacher

**Timeline / By When?**

Ongoing throughout the school year

**Initiated**

8/18/2014

**2/16/15 Revised**

Ongoing

**Completed**

**Strategy**

Sanderlin Superstar Notes are given to recognize students who exhibit the Learner profile both at school and on the school bus. Students visit Dr. Miller or Ms. Cehi in the office for special recognition. A schedule is posted with a morning and afternoon time slot for this recognition.

**Implementation Steps**

Teachers and staff members actively look for students displaying Learner Profile traits and award them with a Superstar Note.

**Person(s) Responsible**

All staff award notes to students. Principal and Assistant Principal celebrate notes with students individually at the end of each day.

**Timeline / By When?**

Ongoing throughout the school year

**Initiated**

8/18/2014

**2/16/15 Revised**

Ongoing

**Completed**

**14/15 School-wide Behavior Plan  
James B. Sanderlin PK-8**

2/6/2015

**Strategy**

Spectacular Sanderlin Salute is a certificate for students demonstrating Learner profile traits, which is given at the end of the marking period.

**Implementation Steps**

Students demonstrating progress toward Learner Profile iTags - but have not yet earned them - are recognized for their efforts and encouraged to keep up the good work.

**Person(s) Responsible**

Classroom teachers

**Timeline / By When?**

Ongoing throughout the school year

**Initiated**

8/18/2014

**2/16/15 Revised**

Ongoing

**Completed**

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**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?**

Provide initial training for new teachers and refresher training for all at the beginning of the school year.

**Implementation Steps**

Uniform Student Behavior Management System

Classroom behavior management systems will be reviewed with the students and posted in the classroom. Uniform language will be used throughout all grade levels to articulate the students' behavior displayed daily; using letters E, V, S, N, U. These letters will be communicated daily in the students' agenda and reflected on the report card. These letters represent the following:

Excellent: exceeds expectations; exhibiting all appropriate IB Learner Profile traits, Excellent IB PYP/MYP Student & daily role model.

Very Good: above expectations, exhibiting most IB Learner Profile traits, Very good PYP/MYP student

Satisfactory: Meeting expectations, exhibiting some IB Learner Profile traits, Satisfactory PYP/MYP student

Needs Improvement: Needs support to meet expectations, PYP/MYP student in progress

Unsatisfactory: Needs intensive support to meet expectations.

Essential Agreements: will be created by the class to determine acceptable learning behavior.

Class Meetings: will be held in which the PYP/MYP component is emphasized for classroom performance.

Team Building activities: in classrooms are conducted periodically as needed to strengthen PYP/MYP expectations

**Person(s) Responsible**

Classroom teachers, parents

**Timeline / By When?**

Ongoing throughout the school year

**Initiated**

8/18/2014

**1/26/15 Revised**

Ongoing

**Completed**

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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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To monitor the fidelity of classroom management systems, and to identify students in need of additional support, the following steps are taken:

1. Teachers will enter data daily on a behavior tracking form and in student agendas.
2. The Assistant Principal, School Counselor, and SBLT/RtI team will review data monthly.
3. PLCs will analyze data monthly and discuss areas of concern and strategies to improve.
4. Review of data will be shared with staff one time per grading period as part of a behavior update.

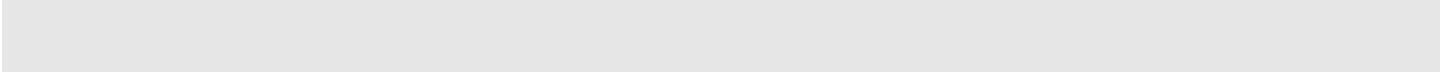


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**Professional Development:**

List Professional Development Opportunities Aligned To The Positive Behavior Supports

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1. Ongoing IB training that includes incorporation of IB attitudes and profiles as a means of changing social behavior.
  2. Love and Logic by Jim Fay – mini-training on a principles-based approach to discipline.
  3. CHAMPS by Randy Sprick – Review of STOIC model

**14/15 School-wide Behavior Plan  
James B. Sanderlin PK-8**

2/6/2015

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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.**

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**Enter a summary of the current status of implementation**

See attached upload.