## 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. Yes, our school-wide GFS expectations have been clearly identified: Trojan P.R.I.D.E Expectations: Prepared to learn, Respect yourself, others and your classroom, Invest time and talents wisely, Do your best, Everyone achieves together.

2.  Yes, common area expectations are posted and clearly communicated:

A.  Classroom

Be on time

Bring your materials everyday

Be ready to learn

Put away electronic devices

B..Hallways

Use your passing time to gather class materials

Have student ID at all times

Show your hall pass when requested by an adult

C.  Cafeteria

Be ready to order your lunch

Wait your turn in line patiently

Have your money ready if needed

D.  Restroom

Have your hall pass

Have your student ID at all times

Use the closest restroom

3. Yes, classroom expectations/rules have been clearly identified, posted and clearly communicated.

## Goal 1: Reduce the occurrence of classroom disruptions 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?**

Professional development for all faculty members during pre-school and throughout the school year focusing on classroom management, student and teacher expectations and the administrative discipline matrix.

### Implementation Steps

Professional development plan developed and implemented for the faculty during pre-school with planned follow-up throughout the school year based on discipline data trends from the previous school year.

### Person(s) Responsible

Monica McIntosh, MTSS
Barry Brown, Principal
SBLT

### Timeline / By When?

Initial professional development 8/13/14 with ongoing PD during PLC's, 30 and Out trainings and STOIC Training

| Initiated | Status | 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?

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### Strategy

Analyze discipline data tri-weekly, determine patterns and provide support and interventions

### Implementation Steps

Develop interventions that can be easily implemented
School-wide rewards and consequences posters

### Person(s) Responsible

Monica McIntosh, MTSS
Barry Brown, Principal

### Timeline / By When?

Data Review week 3, 6, and 9 of each grading period during A-Team and SBLT meetings. professional development facilitated through the JHMS LLC.


**Initiated**                                    **Status**                                    **Completed**

## Goal 2: Reduce the number of African American Males Students with out of school suspensions 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?**

Create viable alternative to out of school suspensions options  that will provide consistent support for AA Male Students.

**Implementation Steps**

Review referral data, schedule parent conference, develop academic success plan through guidance, refer to violence prevention  specialist for groups, assign to ELP for tutorial support and academic remediation, and student progress will be monitored by the MTSS Process.

**Person(s) Responsible**

Monica McIntosh, MTSS
Barry Brown, Principal
PBS Team

**Timeline / By When?**

Data retrieved every three weeks on going review.

**Initiated**                              **Status**                              **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

Analyze discipline data tri-weekly, determine patterns and provide support and interventions

**Implementation Steps**

Develop interventions that can be easily implemented
School-wide rewards and consequences posters

**Person(s) Responsible**

Monica McIntosh, MTSS Facilitator
Barry Brown, Principal
SBLT

**Timeline / By When?**

Data retrieval every three weeks on going review.

| **Initiated** | **Status** | **Completed** |
| --- | --- | --- |

## 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 |
| --- |

**Implementation Steps**

**Person(s) Responsible**

**Timeline / By When?`**

| Initiated | Status | 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?**

**Implementation Steps**
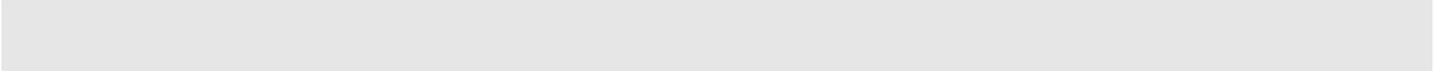
**Person(s) Responsible**

**Timeline / By When?**

| **Initiated** | **Status** | **Completed** |
| --- | --- | --- |

## Action Plan:
**Plan to Monitor for Fidelity of Implementation**

## Professional Development:

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