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:

School-Wide Guidelines for Success

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

See attached (in school-wide reward system) for posted common area expectation details.

Goal 1: If and when a student earns a referral our goal is to make it a one time event. Our African American boys who receive a referral will be assigned a mentor .

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?

a. We will have a parent/student conference the first time a student receives a discipline referral.
b. We will develop a success plan with the student and parent the first time a student receives a discipline referral.
c. Put the plan into action, monitor it, and make revisions as needed.

Implementation Steps

a. When a student receives a referral, a conference will be scheduled between the student, parent, administrator, and teacher writing the referral/ and or guidance counselor.
b. A success plan will be created by the conference committee.
c. African American boys who receive a referral will be assigned a mentor.
d. The committee will put the plan into action, monitor it, and make revisions as necessary.

Person(s) Responsible

Tekoa Moses, Assistant Principal

Timeline / By When?

The goal itself is ongoing for the entire school year. The plan is to have the parent conference the day the referral is earned if at all possible and to have a success plan in place with in 24 hours of the referral.

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

Referral data will tell us if we are meeting our goal.   If a child receives a second referral we are not reaching our goal. A secondary data source for this goal is the data we collect from the success plan reviews.

Implementation Steps

Keep a record of all students who earn referrals and the number of referrals they earn.

Person(s) Responsible

Tekoa Moses
Garyn Boyd

Timeline / By When?

Ongoing with bi-weekly referral data reports to staff

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

Goal 2: At least 80% of our students will buy into our school wide positive behavior plan

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?

1. Development of the plan by a team of teachers and principal (June 2014)
2. Attain staff buy-in so the plan is consistently implemented (July 2014)
3. Schedule the days / times the school store will be open (July 2014)

Implementation Steps

1. PAWS printed and distributed to staff, grade level jars bought and labled and displayed, first day assembly for all grade levels, TV studio up and running to recognize students, development of the school store and securing volunteers to work the store 2x per month, develop and implement student surveys

Person(s) Responsible

Tekoa Moses / Garyn Boyd

Timeline / By When?

1. Roll out 8/18/2014
2. School Store open on 9/5/2014
3. Students survey 10/3/2014

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

1. Development of the plan by a team of teachers and principal (June 2014)
2. Attain staff buy-in so the plan is consistently implemented (July 2014)
3. Schedule the days / times the school store will be open (July 2014)

Implementation Steps

1. PAWS printed and distributed to staff, grade level jars bought and labeled and displayed, first day assembly for all grade levels, TV studio up and running to recognize students, development of the school store and securing volunteers to work the store 2x per month, develop and implement student surveys

Person(s) Responsible

Timeline / By When?

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

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

1. Collect data on the number of different students and frequency of students who visit the school store
2. Collect, analyze, and share student survey data
3. Revisit the plan if necessary

Implementation Steps

1. Students sign in at the school store with each visit
2. Develop and implement student survey
3. Schedule time to share student survey results with staff and to revisit plan

Person(s) Responsible

Tekoa Moses

Timeline / By When?

10/10/2014

Initiated	**Status**	**Completed**

Goal 3:   School Wide Implementation of Covey's 7 Habits for the Leader in Me

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?

Develop road map for the year and stick to it

Implementation Steps

Read the book The Leader in Me, develop lessons, implement lessons at grade level assemblies, develop lessons and strategies for teachers to reinforce the 7 Habits

Person(s) Responsible

Tekoa Moses, Garyn Boyd, Classroom Teachers

Timeline / By When

Assembly dates 8/25, 9/29, 10/27, 11/17, 12/15, 1/26, 2/23, 3/23, 4/27, 5/18

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

Implementation Steps

Person(s) Responsible

Timeline / By When

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

Goal 3 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

1. Collect data on student leadership qualities as identified by their classroom peers.
2. Collect, analyze, and share student data of demonstrated leadership behaviors.
3. Revisit the plan if necessary

Implementation Steps

1. Once a month, students will select a classmate that has demonstrated the current leadership habit. Students will nominate and then vote on their selections.
2. Collect data on the number of students nominated by their peers as demonstrating the objective leadership habit.
3. Share data results with staff and students.

Person(s) Responsible

Tekoa Moses, classroom teachers

Timeline / By When?

Nomination dates 8/22, 9/26, 10/24, 11/14, 12/12, 1/23, 2/20, 3/20, 4/24, 5/15

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

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. Administrators and teachers will create a plan to recognize and reward students on a monthly basis who have not received a discipline referral. At the end of the month, students will be invited to a No- Referral Celebration if they have not received a discipline referral. Administrators will create a schedule for the Celebrations. Teachers will be responsible for meeting with their classes and having them to vote on next months No- Referral Celebration.
2. The evidence of these strategies will be made available through the monthly referral data. The expected outcome is that students who have earned a referral and missed out on this months' celebration, will in return be motivated to attend the next one.

Implementation Steps

1. Administrators will provide a list of eligible students to participate in the No- Referral Celebration by Monday afternoon the week prior to the celebration.
2. Teachers will notify parents that their child will not be participating in the celebration and attending a study session instead. During this time, students will have the opportunity to reflect on the behavior that caused them to miss out on the celebration.

Person(s) Responsible

Tekoa Moses and Garyn Boyd
Teachers will be responsible for communicating with the parents about their child missing out on the celebration.

Timeline / By When?`

The first referral free celebration will be the last Friday in October.
The students will vote on Novembers Celebration the first Monday in November.
November's No Referral Celebration Reward or Recognition will be announced on the morning news show.

Initiated	**2/16/15 Revised**	**Completed**
6/30/2014	Ongoing	

Strategy

1. Students will earn PAWS for demonstrating "Lion Pride" in common areas. Students will place their PAWS in their grade level jars displayed in the school cafeteria. Students will also earn Working PAWS for time spent in afternoon clubs, completing homework, and time spent on the iPad.
2. Bi- weekly, an administrator will choose a name from each grade level jar to be celebrated on the morning news. This student will also receive a positive phone call home, name posted on the cafeteria wall, and lion pride button. Working PAWS can be spent at the school store on a monthly basis.

Implementation Steps

1. Administrators and staff will pass out PAWS to eligible students.
2. Administrators will have a bi-weekly drawing for "Lion Pride" common areas participants.

3. Students will spend their Working PAWS at the school store on a monthly basis.
4. The School Store Designee will have students sign in to the school store and indicate the number of PAWS they will be spending.
5. Students will be given a survey.
6. Administrators will share student survey data.

Person(s) Responsible

Tekoa Moses, Garyn Boyd, School Store Designee

Timeline / By When?`

10/10/14

Initiated	**2/16/15 Revised**	**Completed**
6/30/2014	Ongoing	

Strategy

1. Students will nominate a peer demonstrating the leadership habit for the month. This classroom leader will be celebrated at the following monthly assembly as a review of the previous leadership habit. This student will receive an award identifying the habit displayed. Teachers will turn in their grade level name to adminstration to construct the student certificates. A picture of each student will be displayed on the leadership Wall of Fame.
2. Evidence of the strategies will be visible through the student nominations of peers demonstrating Covey's leadership habits. As students learn of habit, they will reflect upon how it can or has been used in the school environment. All students will benefit as they identify student leaders and behaviors worthy of repetition.

Implementation Steps

1. Administrators and classroom teachers will introduce the leadership habit for the month.
2. Students will study the habit and identify peers demonstrating the behaviors.
3. Students will then nominate a peer leader with clear evidence of the identified strategy.
4. The student nominees will be celebrated at the next monthly leadership assembly and added to the leadership wall of fame.

Person(s) Responsible

Tekoa Moses, Garyn Boyd, Classroom Teachers

Timeline / By When?`

The first assembly will begin 10/3/14

Initiated	**2/16/15 Revised**	**Completed**
6/20/2014	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?

Read Covey's Seven Habits of Effective Leadership, Provide professional development and opportunites for teachers to create lessons on Covey's Habits, Use school wide assemblies to highlight leadership strategies for students.

Implementation Steps

1. Administration and teachers will read Covey's book.
2. Work sessions to construct leadership lesson plans.
3. Instruct students on leadership strategies.
4. Students nominate classmates based on strategies.
5. School wide assemblies
6. Gather, analyze, and share leadership nominee data.

Person(s) Responsible

Tekoa Moses
Garyn Boyd
Classroom teachers

Timeline / By When?

Nomination dates 8/22, 9/26, 10/24, 11/14, 12/12, 1/23, 2/20, 3/20, 4/24, 5/15
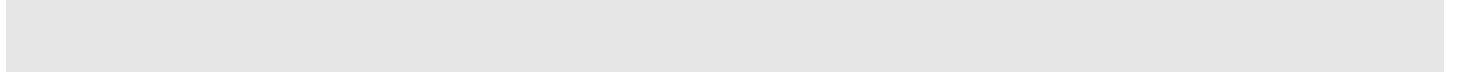Assembly dates 8/25, 9/29, 10/27, 11/17, 12/15, 1/26, 2/23, 3/23, 4/27, 5/18

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

Action Plan:
Plan to Monitor for Fidelity of Implementation

1. Analyzing referral data on a monthly basis from the behavior database. Classroom teachers are responsible for turning referrals in to Tekoa Moses and Garyn Boyd. Share monthly updates on referral data. Schedule time to revisit and update plan and status of the goals with staff.

2. The effectiveness of Goal 2 will be evaluated through the school store data turned in to Tekoa Moses on a monthly basis. Mrs. Moses will then be responsible for the sharing of survey results in a timely manner with staff and families. The plan will then be modified if necessary.

3. Share research and findings of student peer nominees demonstrating Covey's leadership habits on a monthly basis. Teachers will be responsible for turning in the names of student nominees to Tekoa Moses. Mrs. Moses will then analyze the data and share it with the teachers and students at the monthly school assemblies. The effectiveness of the plan will be monitored and evaluated by the number and frequency of student nominations. The plan will then be modified if necessary.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

1. School administrators, Guidance Counselor, and/or the School Psychologist will partner with classroom teachers and parents to create a success plan to respond to student behavior with the first referral given.

2. Mrs. Moses will provide professional development for the School Store Designee to effectively gather data as students visit the store.

3. Professional development for teachers to implement Covey's Seven Habits of Effective People. Tekoa Moses and Garyn Boyd will facilitate training for teachers to successfully implement Covey's Seven Habits.

Midyear:

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

Enter a summary of the current status of implementation

Kings Highway continues to make various attempts to foster the development of positive behavior and outstanding citizenship. During response to intervention we recognized that we do not have adequate data that supports how our token economy is impacting student behavior. We then decided to provide students a survey identifying their value of the school-wide reward system. are According to the mid-year data it can be concluded that the number of referrals and incidences have decreased. We will continue the implementation of this plan as well as the sharing of data with our staff, students, and SAC.

Goal 1 Although our data doesn't show a discrepancy between the number of African American (10%)and White student infractions (8%), we will continue to seek mentors for African American males receiving referrals. Each student that receives a referral is continuing to participate in a conference with their families, teachers, administrator, and school counselor. We did however notice a discrepancy between our girls and boys.

Goal 2- We need to collect data to determine if our students value lion bucks and visiting our school store. Although we know this is going to be soft data, due to the fact that students value the store, we will then shift their thinking to behavior desired to participate in the school store. As an administrative team we want to shift the purpose for which students are earning lion bucks away from mediocre compliance to academic excellence and on task behavior expectations demonstrated.

Goal 3- We will continue the development of the Seven Habits. Based on response to intervention we revised this goal to include products and visuals of student implementation and acquisition of each habit. Input from teachers and staff included hand signals and gestures as well as posters. The evidence used to drive these revisions were instituted while recognizing that we needed student visuals to make the habits more meaningful.

As a school we are addressing the discrepancy between black and non-black discipline through a SMART goal created for Magnet Schools of America to deepen the cultural understanding of our teachers. Many of our African American students are also included in the number of students with frequent absences and tardies. As an administrative team we want to foster positive relationships between school and home so that teachers will make initial contact with parents instead of the school social worker.