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:

Our Goal for School wide Success- is 100% Student Success. We have determined that by making our school wide rules and expectations clearly posted in all common areas including: the Offices, Hallways, Cafeteria,Restrooms and Classrooms, students will be able to take more ownership and pride in making every choice a successful one.

The Guidelines which have been set in place for the students to be 100% successful are:
Have respect for self and others
Always being prepared and on time to class
Make good choices
Keep focused on goals
Show responsibility

Goal 1: To Decrease Defiance and Insubordination on campus

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?

Revised Behavior Cards with the 4 Point System (Warning, Warning, Signature and Time Out). Building Bridges and Connections with the students. Consistency: Day to Day, Class to Class.

Implementation Steps

Behavior Card:
Pre School meeting with teachers and staff to create buy in. First day of school every student was given a planner which holds the behavior card.
Building Bridges- Having the Administration check and connect with their teachers. Teachers to building bridges with their students
Consistency. Administration checking in with the Staff and the Teachers

Person(s) Responsible

Behavior Card- teachers and students
Building Bridges - Administration (with all stake holders) and teachers (with students)
Consistency- Administration and Teachers

Timeline / By When?

Behavior Cards-
Preschool for staff, First day of school for students
Building Bridges- Administration will touch base with the teachers during PLC's .
Consistency- ongoing

Initiated	Status	Completed
8/12/2014		

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

Behavior Card- collect data on the card through the electronic folders.
Building Bridges- Teachers will provide the SBLT with specific names and strategies they have deemed working for their particular student
Consistency- Teachers will present this information to their administrator every 4 weeks during a PLC

Implementation Steps

Behavior Card: Administration/ Teachers- will electronically note in the electronic behavior folders with the students name, grade and infraction.
MTSS Coach- will collect data from referrals, ISS and OSS form FOCUS every nine weeks.
Building Bridges : Teachers will use strategies they deem to work with each student individually to build and maintain a connection with them.
Consistency: Reviewing policies and procedures during PLCs with teachers and staff members -

Person(s) Responsible

Behavior Card :Administration/ Teachers, and MTSS coach.
Building Bridges; Administration
Consistency: Administration/ Teachers

Timeline / By When?

Behavior Card- data will be collected every nine weeks
Building Bridges; monthly in PLC
Consistency: daily

Initiated	**Status**	**Completed**
8/12/2014		

Goal 2: To decrease the number students skipping class

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?

Revised Behavior Cards with the 4 Point System (Warning, Warning, Signature and Time Out). Building Bridges and Connections with the students. Consistency: Day to Day, Class to Class.

Implementation Steps

Behavior Card:
Pre School meeting with teachers and staff to create buy in. First day of school every student was given a planner which holds the behavior card.
Building Bridges- Having the Administration check and connect with their teachers. Teachers to building bridges with their students
Consistency. Administration checking in with the Staff and the Teachers

Person(s) Responsible

Behavior Card- teachers and students
Building Bridges - Administration (with all stake holders) and teachers (with students)
Consistency- Administration and Teachers

Timeline / By When?

Behavior Cards-
Preschool for staff, First day of school for students
Building Bridges- Administration will touch base with the teachers during PLC's .
Consistency- ongoing

Initiated	**Status**	**Completed**

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**

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

Behavior Card- collect data on the card through the electronic folders.
Building Bridges- Behavior Card- collect data on the card through the electronic folders. Teachers will provide the SBLT with specific names and strategies they have deemed working for their particular student
Consistency- Teachers will present this information to their administrator every 4 weeks during a PLC

Implementation Steps

Behavior Card: Administration/ Teachers- will electronically note in the electronic behavior folders with the students name, grade and infraction.
MTSS Coach- will collect data from referrals, ISS, and OSS from FOCUS every nine weeks.
Building Bridges :Behavior Card: Administration/ Teachers- will electronically note in the electronic behavior folders with the students name, grade and infraction.
 Teachers will use strategies they deem to work with each student individually to build and maintain a connection with their
Consistency: Reviewing policies and procedures during PLCs with teachers and staff members -

Person(s) Responsible

Behavior Card :Administration/ Teachers, and MTSS coach.
Building Bridges; Administration
Consistency: Administration/ Teachers

Timeline / By When?

Behavior Card- data will be collected every nine weeks
Building Bridges; monthly in PLC
Consistency: daily

Initiated	**Status**	**Completed**

Goal 3: decrease the suspension number of African American Students

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?

Largo Middle School will implement proven strategies to address the Bradley-MOU law. We will do this by working on decreasing the number of suspension among our African American population. The strategies which we will implement are as follows : 5000 Role Models , Check and Connect and Girlfriends.

Implementation Steps

5000 Role Models-Meeting will be help young men in a mentoring environment
Check and Connect- a program which will provide students that pose a higher risk factor to receive a mentor to work through school by positive supports throughout the week and and being seeing at least 2 times a week.
Girlfriends- Meeting will be held to help young ladies in a mentoring environment.

Person(s) Responsible

Teachers, Mentors, Students

Timeline / By When

to begin at the end of September and run through the end of the school year.

Initiated   **Completed**

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

During SBLT we review specific data - based on number of referrals among the African American population verse the the other populations in our school.

Implementation Steps

Data reviewed every nine weeks by the SBLT .

Person(s) Responsible

MTSS -will collect data and compare referrals , OSS, and ISS between our African America population and other ethnicities in FOCUS: presenting to the SBLT. The SBLT to help make decisions to help create success among the African American population

Timeline / By When?

Reviewed every (at least) every nine weeks

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

Largo Middle School has a Gold /Red Card behavior System in-place. Students will carry the card and only receive a signature after the outlined steps (warning, warning ,signature) This will encourage to make positive choices and think about their actions while in school and class.

Implementation Steps

Students will carry the card (which is in their planner and receive a signature only when the behavior steps have been followed by a teacher (warning, warning, signature and then time out with another teacher). Teachers will document signature in the Behavior card folder - located in Public Folders.

Person(s) Responsible

Students, Teachers and Administration

Timeline / By When?`

Data will be collected for more prevalent behaviors on campus. Students will be given a "clean slate" and start fresh every nine weeks

Initiated	Status	Completed
8/18/2014	Ongoing	

Strategy

Largo Middle School Students will be given ROAR cards. This is a card that is given for positive behaviors and actions seen by teacher, staff and administration around campus and in class.

Implementation Steps

Administration will place 20 tickets in teachers mailboxes at the beginning of every week. Staff. Teachers, Administrators will be able to pass these cards out to students when they see them: being Respectful, Optimistic, Achieving a goal and being Responsible. Cards will be "cashed in" for reward opportunity.

Person(s) Responsible

Administration- passing out cards to teachers and Staff
 Teachers/ Staff- for passing the cards out- looking for the positives in students

Timeline / By When?`

Rewards will be granted at least one day a week.

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?

The teachers will model their classroom rules to adhere to school wide expectations. Giving each teacher weekly PLC meeting to ensure that their expectations in the class align with the school expectations. Presentation of school wide and classroom procedures given to teachers pre school

Implementation Steps

Teachers will communicate their class rules. They should follow the 4 point system (warning, warning, signature [with a phone call home], time out), We will also be using the ROAR card which helps to enforce the Positive aspect of the students behavior.

Person(s) Responsible

Students , Staff and Administration

Timeline / By When?

This was presented pre school (the administrations expectation). Administration will meet bi-monthly to maintain the programs and make sure that there is consistency with the teachers, staff and administration.

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

Action Plan:
Plan to Monitor for Fidelity of Implementation

What:
Our goal is to successfully implement the Behavior Card system at Largo Middle School. To help build the positive relationship with the students and staff through the use of the ROAR card- and have the celebrations of success for the students to keep this program going and successful.

Who is responsible-
The teachers to implement with fidelity along with the Administration
 The MTSS Coach will collect the data needed to ensure the Fidelity of the program.
The SBLT will meet to ensure that the goals set are being met, and those students who are not being successful have plans in place to help make them successful.

Time Frame-

The program will be for the duration of the 2014-2015 school year.
The Behavior Committee will meet monthly to review the activities and make sure that both programs are being implemented with fidelity.

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

The Behavior team will attend the District mandated School Wide Behavior classes throughout the year.

The team will also provide in-school services to maintain a consistent implementation of the School Wide Behavior Card and ROAR programs.