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:

Lynch Elementary is a Positive Behavior Support (PBS) School. Our Guidelines for Success/Expectations are referred to as our :PAWS" for Success. A laminated poster is placed in all classrooms and strategically displayed across campus. The PAWs for success include; Be Responsible, Be a Rule Follower, Be Respectful, Be Safe and Civil to Others and Be Honest and Trustworthy. These guidelines are referred to by all teachers and staff. The PAWs for success are referred to during the morning news by students, teachers and administration.

Goal 1: All staff will utilize the Positive Behavior Support (PBS) system with fidelity therefore reducing suspensions/referrals by 50% and increasing student engagement

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 & implement a token economy utilizing the Positive Behavior Support (PBS) system i.e. PAWS for SUCCESS and CHAMPS criteria.

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Implementation Steps

Define guidelines for how students earn tokens
Roll out token system to staff & students
All staff members are given tokens to reward students.

Person(s) Responsible

Mary Gary & Melissa Russell

Timeline / By When?

8/20/2014 to deliver tokens & create advertisements on the morning news
Store ("Lion's Den") will be open on a weekly basis first semester & revisited to determine if it can be done on a bi-weekly basis. Store begins 8/29/2014.

Initiated	3/4/15 Revised	ongoing
7/31/2014		8/29/2014

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 a Reflect & Redirect Room (RRR)

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Implementation Steps

Identify space for RRR
Identify staff and scheduled for RRR
Establish and communicate protocol and use of the RRR

Person(s) Responsible

Mary Gray, Melissa Russell and Administration

Timeline / By When?

8/20/14

Initiated	3/4/15 Revised	ongoing

6/30/2014   8/20/2014

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?

Utilize Saturday School (SS) in lieu of ISS or OSS.

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Implementation Steps

Create process and schedule for (SS)
Assign staff

Person(s) Responsible

Administration

Timeline / By When?

10/31/14

Initiated	3/4/15 Revised	ongoing
7/31/2014	Pending	

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 ongoing PBS PD Faculty and Staff

Implementation Steps

Provide professional development to staff during Pre-school (8/15/14)
Provide explicit PBS lesson plans to teachers for students

Person(s) Responsible

Mary Gray and Melissa Russell

Timeline / By When?

Monthly

Initiated	3/4/15 Revised	ongoing
8/15/2014	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?

Reemphasize CHAMPS and PAWS for SUCCESS expectations daily using various forms of media and explicit instruction.

Implementation Steps

Conduct CHAMPS and PAWS for SUCCESS orientation in the cafeteria
Teachers review lesson plans as needed
Meet with Media Specialist regarding the use of Morning show and electronic media
Hang posters in all classrooms and public areas

Person(s) Responsible

All Staff

Timeline / By When?

8/18/14

Initiated	3/4/15 Revised	ongoing
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?

Check & Connect and Social Skills Counseling

Implementation Steps

Recruit Mentors and make sure they are registered volunteers
Identify students needing support

Person(s) Responsible

Barbara Bitzer, Kirston Haley, Susan Sullivan and Mary Gray

Timeline / By When?

9/30/14

Initiated	3/4/15 Revised	ongoing
	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

To generate monthly reports on referrals and suspensions and share this information at SBLT & PBS monthly meetings. Following the PBS meetings, data will be shared at following week's faculty meeting and monthly SAC meetings.

Implementation Steps

Calendar out days for SBLT, PBS/CHAMPS Committee, SAC and Faculty to review referrals and suspension data.

Person(s) Responsible

Mary Gray, Denise Malone, Melissa Russell

Timeline / By When?

On-going (monthly)

Initiated	3/4/15 Revised	Completed
9/24/2014	Ongoing	

Strategy

Generate and share monthly reports on teacher use of Pride Tokens and share information at SBLT & PBS monthly meetings. Following the PBS meetings, data will be shared at following week's faculty meeting and monthly SAC meetings.

Implementation Steps

Create Pride token log book and assign recorder
Calendar out days for SBLT, PBS/CHAMPS Committee, SAC and Faculty to review Pride Token use data.

Person(s) Responsible

Mary Gray, Denise Malone

Timeline / By When?

8/29/14

Initiated	3/4/15 Revised	Completed
7/31/2014	Ongoing	

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Goal 2: Eliminate disparity of referrals/suspensions between African American students and their non-black counterparts

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 social emotional supports through GIRLFRIENDS INC.

Implementation Steps

Contact office of Strategic Partnerships for policy and procedural details
Identify students using referral/achievement data and teacher recommendation
Conduct parent meeting
Recruit Mentors
Establish a calendar for meetings and activities

Person(s) Responsible

Susan Sullivan
Barbara Bitzer

Timeline / By When?

November 14, 2014

Initiated	**3/4/2015 Revised**	**Completed**
10/6/2014	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?

Provide social emotional supports through 5000 Role Models

Implementation Steps

Contact office of Strategic Partnerships for policy and procedural details
Identify students using referral/achievement data and teacher recommendation
Conduct parent meeting
Recruit Mentors
Establish a calendar for meetings and activities

Person(s) Responsible

Johnnie Crawford III

Timeline / By When?

November 14, 2014

Initiated	**3/4/2015 Revised**	**Completed**
10/6/2014	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

To generate monthly reports on referrals and suspensions and share this information at SBLT & PBS monthly meetings. Following the PBS meetings, data will be shared at following week's faculty meeting and monthly SAC meetings.

Implementation Steps

To generate monthly reports on referrals and suspensions and share this information at SBLT & PBS monthly meetings. Following the PBS meetings, data will be shared at following week's faculty meeting and monthly SAC meetings.

Person(s) Responsible

Susan Sullivan
Barbara Bitzer
Denise Malone

Timeline / By When?

December 15, 2014

Initiated	**Status**	**Completed**

Goal 3:

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
10/6/2014	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

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated   **revised 3/4/15**   **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

We will implement a token economy.

Implementation Steps

Educate staff about token economy, distribute tokens to staff. Stock school store (Lions Den) with incentives that can be purchased with tokens. Educate students about how to earn tokens for following guidelines for success on the morning news and classroom.

Person(s) Responsible

Ms. Gray

Timeline / By When?`

8/22/14

Initiated	2/16/15 Revised	Completed
8/22/2014	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?

Teachers utilize DOJO, PAWS for Success and CHAMPS in their classroom management system in conjunction with the SWBP

Implementation Steps

Provide professional development to staff during Pre-school (8/15/14)
Provide explicit PBS lesson plans to teachers for students
Conduct CHAMPS and PAWS for SUCCESS orientation in the classroom
Teachers review lesson plans as needed
Use morning show and electronic media to reinforce and communicate expectations
Hang posters in all classrooms and public areas

Person(s) Responsible

Classroom Teacher

Timeline / By When?

On-going

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

Action Plan:

Plan to Monitor for Fidelity of Implementation

Collect and monitor referral, suspension, walkthrough, calls to classroom and Lion's Den data. All data will be reviewed during SBLT meetings and shared with staff and students using electronic and print media. Specific additional support will be provided to students and staff based on data or by request.

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

PBS and CHAMPS Training -Pre-school
Increasing student engagement with technology
Monthly PBS/Champs PD refreshers
CPI 1 & 2 Training

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

Goal 2: Eliminate disparity of referrals/suspensions between African American students and their non-black counterparts

Data: For the 2014-2015 school year, African American students make up 10.6% of the school population, yet account for 26.8% of the infractions. Further analysis of the data shows that (2) African American students account for (10) of the 15 referrals.

Our original strategy was to provide one to one mentors for our Black students who have received (4) or more referrals and provide group mentoring to students who have received less than (3) referrals.Due to lack of available mentors, administration and staff meet with and counsel African American students identified as needing additional support. Additional efforts have been made to build a rapport with students and parents. Activities include book studies, lunch bunch and individual, end of day check-in and positive parent phone calls. In addition, we will utilize Saturday School not only in lieu of suspensions, but to build positive relationships with students.