
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:

1. The school wide GFS expectations have been clearly identified to include fundamental guidelines.
 - a. Be Honest
 - b. Be Respectful
 - c. Be Responsible
 - d. Be Motivated

2. Common area expectations are posted and clearly communicated.
 - a. restroom
 - b. hallway
 - c. cafeteria
 - d. car line

3. The classroom expectations/rules have been clearly identified and clearly communicated and align to the school wide guidelines for success to include fundamental guidelines.
 - a. Teachers establish classroom expectations/rules the first week of school.
 - b. Teachers review the agenda with students.

14/15 School-wide Behavior Plan
Madeira Beach Fundamental

3/16/2015

Goal 1:

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?

Reduce the number of IAC Referrals from 59 to 50 (K-5)/104 to 94 (6-8)

Implementation Steps

Establish school wide class expectations/procedures to include fundamental guidelines.

Person(s) Responsible

Principal, Assistant Principals, Guidance and Classroom Teacher

Timeline / By When?

August 2014 - June 2015

Initiated
8/18/2014

3/4/15 Revised
Ongoing

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?

Identify the root cause for referrals

Implementation Steps

Parent teacher conferences, individual conversations with students, as well as teachers

Person(s) Responsible

Principal, Assistant Principals, Guidance and Classroom Teachers

Timeline / By When?

August 2014 to June 2015

Initiated
8/18/2014

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?
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Strategy

Build relationships with students and parents.

Implementation Steps

Class building activities/meetings, parent teacher conferences, individual conversations with students.

Person(s) Responsible

Principal, Assistant Principal(s), Guidance and Classroom Teachers

Timeline / By When?

August 2014- June 2015

Initiated

8/18/2014

3/4/15 Revised

Ongoing

Completed

Goal 2: Reduce the number of referrals between black and non-black 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?

Analyze data from Last year office referrals and collect data this year on office referrals.

Implementation Steps

Review referrals to office during the 13-14 school year. Collect data from teachers of students who are nearing a referral to the office.

Person(s) Responsible

Guidance, Assistant Principals and Principal

Timeline / By When?

Ongoing

Initiated
8/18/2014

3/4/2015 Revised
Ongoing

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?

Identify the root cause for referrals.

Implementation Steps

Parent teacher conferences, individual conversations with students, as well as teachers and establish a behavior plan.

Person(s) Responsible

Principal, Assistant Principals, Guidance, and Classroom Teachers

Timeline / By When?

August 2014 to June 2015

Initiated
8/18/2014

3/4/2015 Revised
Ongoing

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 data from last year office referrals and collect data this year on office referrals.

Implementation Steps

Review referrals to office during the 13-14 school year. Collect data from teachers of students who are nearing a referral to the office.

Person(s) Responsible

Guidance, Assistant Principals and Principal

Timeline / By When?

Ongoing

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
8/18/2014

revised 3/17/15
Ongoing

ongoing

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

Continue Commitment to Character Awards, continue Positive Behavioral System with Manta Money, continue the use Honor Pass.

Implementation Steps

Review steps with classroom teachers, students and parents.

Person(s) Responsible

Classroom teacher, Principal, Assistant Principals and Guidance

Timeline / By When?

August and as needed

Initiated
08/18/2014

2/16/15 Revised
Ongoing

Completed

Strategy

Continue implementation of Manta Money Recognition

Implementation Steps

Review steps with classroom teachers, students and parents.

Person(s) Responsible

Classroom teacher, Principal, Assistant Principals and Guidance.

Timeline / By When?

August and as needed

Initiated
8/18/2014

2/16/15 Revised
Ongoing

Completed

Strategy

RTI to review the school wide rewards/recognition data and behavior committee.

Implementation Steps

**14/15 School-wide Behavior Plan
Madeira Beach Fundamental**

3/16/2015

Identify times to review this information.

Person(s) Responsible

Principal, SBLT, Behavior Committee

Timeline / By When?

September, Dec/Jan and June

Initiated

8/18/2014

2/16/15 Revised

Ongoing

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?

Monitor student and teacher actions.

Implementation Steps

Walk through

Person(s) Responsible

Principal and Assistant Principals

Timeline / By When?

Ongoing

Initiated

8/18/2014

1/26/15 Revised

Ongoing

Completed

Action Plan:

Plan to Monitor for Fidelity of Implementation

Ongoing reminders about the Fundamental guidelines.

Continue to invite District speakers to speak with our students and parents. For example, Joan Reubens spoke with students and parents about Anti-Bullying and behavior expectations.

Continue to build relationships with all stakeholders through fun events such as the Fish Fry.

Principal and Assistant Principal continue to conduct walk through's.

Continue to analyze discipline data of black and non black students.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

- ESE Book Study
- Performance Matter training (data chats)
- Formative Assessments training
- Technology training (IPAD, Senteo's, SMART Board).

**14/15 School-wide Behavior Plan
Madeira Beach Fundamental**

3/16/2015

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

Madeira Beach Fundamental continuously review the fundamental guidelines and expectations. The Administrative team are continuously conducting walk through's.

Black and Non-Black students have been invited to be a part of the Girlfriends, 5000 Role Models, PMAC and STEP organizations. The enrollment has increased tremendously. The organization now includes (4th through the 8th grade). There has been a significant decrease in IAC, Intervention and Appeals, meetings. We are continuously reviewing the fundamental guidelines may be a root cause of the decrease in meetings.