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. The school GFS were clearly identified by the foundations team. These were shared with the staff during preschool and then shared with the students during a grade level assembly by the administrator. These are posted around the school in the hallways and cafeteria.

GFS:

The Lancer Way
Loyalty to school
Arrive on time
Neat attire
Courage to do the right thing
Excel at learning
Respect self and others

2. The common-area expectations were clearly identified by the foundations team. These were shared with the staff during preschool and then shared with the students during a grade level assembly by the administrator. These are posted around the school in the hallways and cafeteria.

Common Area Expectations:

CAFETERIA:
Clean up
Transition quickly and quietly
Follow grooming/dress code
Follow all processes and procedures
Participate openly/ follow teacher expectations
Controlled voice and body

HALL
Pick up
Transition quickly and quietly
Follow grooming/dress code
Walk in an orderly manner
Participate openly/ follow teacher expectations
Controlled voice and body

OUTSIDE
Leave only foot prints
Transition quickly and quietly
Follow grooming/dress code
Walk in an orderly manner on walkway
Participate openly/ follow teacher expectations

Controlled voice and body

BUS AREA
Honor others personal space
Transition quickly and quietly
Follow grooming/dress code

Goal 1: To increase student engagement and appropriate behavior by decreasing the number of referrals for class disruption by 20% as measured by discipline data.

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?

All teachers will engage all students in rigorous tasks that are aligned with grade level and content area standards.
Barriers: Teachers may not know what a rigorous task looks like, lack of fidelity and consistency of using the classroom management plan

Implementation Steps

Train the teachers during preschool
Monitor the use of a classroom management plan
Analyze the discipline data monthly at each SBLT meeting
Analyze discipline data monthly at Grade Level PLC
Provide coaching/assistance as necessary
Teachers will use collaborative structures in all classrooms
Use of formative assessments
Daily walkthroughs and immediate feedback

Person(s) Responsible

Administrators
Behavior Specialist
MTSS Coach
Instructional Coaches
Teachers

Timeline / By When?

08/11/14

Initiated	1/26/15 Revised	Completed
8/11/2014	Ongoing	

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Teachers will use collaborative structures in all classrooms
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Daily walkthroughs and immediate feedback

Person(s) Responsible

Administrators
Behavior Specialist
MTSS Coach
Instructional Coaches
Teachers

Timeline / By When?

Training will conclude August 14
Ongoing monitoring through out the year.

Initiated	1/26/15 Revised	Completed
8/11/2014	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?

Clearly present the GFS to all staff members and discuss the need for learning first.

Implementation Steps

Present and discuss during preschool trainings to teachers and staff
Present and discuss during beginning of year assembly for each grade level
Continue to reinforce the GFS (LANCER Way) on a daily basis
Daily walkthroughs and immediate feedback

Person(s) Responsible

Administration Team
Teachers and staff

Timeline / By When?

By August 15th to share with teachers
By August 22nd to share with students

Initiated	1/26/15 Revised	Completed
8/11/2014	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

The MTSS Coach will pull the data (referral, tardy, attendance) and present to the SBLT each month, the PLC leaders will then take this data to their PLC to discuss and next steps. The data will be broken up by month per grade level comparing black and non-black students. We will also compare this data to the previous school year. Individual student and teacher behavior and academic data will be discussed at our MTSS meetings each Monday afternoon.

Implementation Steps

Presentation of data
Collaboration to decide next steps
Monitoring fidelity
Comparing the data to the previous month and year
Comparing black and nonblack academic and behavior data

Person(s) Responsible

MTSS Coach
PLC Leaders
Admin Team

Timeline / By When?

08/11/14

Initiated	**2/16/15 Revised**	**Completed**
8/11/2014	Ongoing	

Goal 2: To increase responsible student behavior in our black students by decreasing the number of referrals for disrespect, insubordination, classroom disruption and lack of cooperation 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?

The MTSS coach will pull referral data for the students involved in these interventions. This data will be shared during the weekly MTSS meeting, biweekly SBLT meetings and monthly Grade Level PLC.
Collaboration with MTSS team, SBLT, PLC and students to problem solve how to close the achievement gap (Is what we are doing working or do we need to alter?)
Barriers: The amount of students needing interventions with a lack of time and resources

Implementation Steps

Pull data
Assign groups and mentors
Collaborate and problem solve
Monitor and compare data

Person(s) Responsible

Administration
MTSS Coach
Behavior Coach
Instructional Coaches
Instructional Staff

Timeline / By When?

Begin by September 15, 2015

Initiated	**2/16/15 Revised**	**Completed**
9/15/2014	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?

Assign all "At-Risk" black students a mentor who will develop and monitor a personalized learning plan.
Invite all "At-Risk" black students to attend ELP programs

Implementation Steps

Reach out to community programs to assist in mentoring our students in need.
Staff members will choose a black student to mentor throughout the year
Ensure all "At Risk" black students receive targeted advisement in small group or individual setting related to course selections.
Increase participation in diversion programs in lieu of suspension/expolsion
Identify all students who are eligible for 5000 Role Models and Girlfriends and encourage participation
Provide staff professional development on classroom management, building respect, and understanding student personalities and responding appropriately.

Teachers will work with Instructional Coaches, MTSS Coach and Behavior Specialist when requested by teacher or administrator.

Person(s) Responsible

MTSS Coach
PLC Leaders
Admin Team
Instructional Staff

Timeline / By When?

Begin August 8, 2014

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

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Provide staff professional development on classroom management, building respect, and understanding student personalities and responding appropriately.
Teachers will work with Instructional Coaches, MTSS Coach and Behavior Specialist when requested by teacher or administrator.

Person(s) Responsible

Administration
MTSS
Instructional Coaches
Behavior Specialist
Instructional Staff

Timeline / By When?

Begin by August 8, 2014

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

The MTSS coach will pull referral data for the students involved in these interventions. This data will be shared during the weekly MTSS meeting, biweekly SBLT meetings and monthly Grade Level PLC.
Collaboration with MTSS team, SBLT, PLC and students to problem solve how to close the achievement gap (Is what we are doing working or do we need to alter?)

Implementation Steps

Pull data
Assign groups and mentors
Collaborate and problem solve
monitor and compare data

Person(s) Responsible

Administration
MTSS Coach
Behavior Coach
Instructional Coaches
Instructional Staff

Timeline / By When?

Begin by September 15, 2015

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 2/16/15	Completed
9/15/2014	Pending	

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

All students who follow the school GFS and/or classroom teachers expectations will have the opportunity to earn positive referrals, E-Team cards, and end of marking period behavior celebration (Field Day).

Implementation Steps

Teachers will give students who follow the GFS and/or classroom expectations a positive referral. The positive referral will also be given to the grade level AP. Every other Friday in the cafeteria these students will be rewarded ice cream. Students who earn 5 or more E's on their report card will earn an E-Team card. This card will allow early entry into the cafeteria and eating in the courtyard.
Students with no referrals and no tardies for the marking period will be allowed to attend the end of the marking period field day.

Person(s) Responsible

Administrative Team
Teachers

Timeline / By When?`

Begins August 18, 2014

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

Strategy

All students who follow the school GFS and/or classroom teachers expectations will have the opportunity to earn positive referrals, E-Team cards, and end of marking period behavior celebration (Field Day).
Encouragement from a mentor (staff member, 5000 Role Models, Girlfriends, Bethel Community Foundation)

Implementation Steps

Teachers will give students who follow the GFS and/or classroom expectations a positive referral. The positive referral will also be given to the grade level AP. Every other Friday in the cafeteria these students will be rewarded ice cream. Students who earn 5 or more E's on their report card will earn an E-Team card. This card will allow early entry into the cafeteria and eating in the courtyard.
Students with no referrals and no tardies for the marking period will be allowed to attend the end of the marking period field day.
Students will meet with their mentor/group at least monthly to check in on behavior, academics, etc.

Person(s) Responsible

Administrative Team
Teachers

Staff
Instructional Coaches
Behavior Coach
MTSS Coach

Timeline / By When?`

Begins August 18, 2014

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

All classroom management plans need to be submitted to the grade level AP by August 15, 2014.

Implementation Steps

Teachers will carry out their plan with fidelity.
Administration will monitor these plans for fidelity.

Person(s) Responsible

Administrative Team
Teachers
MTSS and Behavior Coach as needed

Timeline / By When?

Administrative Team
Teachers
MTSS and Behavior Coach as needed

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

Action Plan:
Plan to Monitor for Fidelity of Implementation

Goal 1: To increase student engagement and appropriate behavior by decreasing the number of referrals for class disruption by 20% as measured by discipline data.

Goal 2: To increase responsible student behavior in our black students by decreasing the number of referrals for disrespect, insubordination, classroom disruption and lack of cooperation by 20%.

Administrative team will monitor the implementation of the classroom management plan of each teacher. If a teacher is in need of classroom management support the administrative team will refer the teacher to the Behavior Specialist or MTSS Coach. MTSS Coach and Behavior Specialist will meet with the teacher to develop and implement a classroom management plan that meets the needs of the students and is aligned to the School GFS. MTSS Coach will pull a list of our "At-Risk" black students. From this list the Administrative team will work with teachers and staff to assign these students a mentor. Teacher will work with their student to build a relationship and encourage appropriate behavior and academic success. The teacher will document their time with the student in FOCUS contact log. The MTSS Coach and Administrative Team will monitor the behavior infractions of those students being mentored. At the end of a marking period the names teachers who have written 3 or less referrals will be entered into a drawing for a prize.

The school will seek to maintain their partnership with The Bethel Community Foundation and Dr. Cromartie. The administrative team will ensure that all of our students who have high infractions will receive the referral for the Bethel Community Center.

The MTSS coach will keep track of all positive referrals that have been earned. She will compile the data monthly and will compare black and non-black positive referral data. The administrative team, SBLT and PLC's will collaborate not only around behavior infractions, but positive behavior referrals. They will also collaborate around academics.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Building Mutual Respect- August 4th
Unwrapping the Standards- August 5th
PBS/Foundations- August 8th
"What's Behind the Mask" (building relationships) August 12th
Leading a Professional Learning Community- August 12th
IPI data - What it means and how it is used --August 12th
School Improvement Plan- August 12th
Binder Program- August 12th
Reading Program- August 12th
Core Connections with Chris Lewis- August 13th
Rubrics and Scales- August 13th
Classroom Management (CHAMPS Strategies) August 13th MTSS Coach and Math Coach
Management of Collaborative Structures-- August 13th
Formative Assessments used to guide instruction. August 13th
Use of Technology to increase engagement- August 6th and 13th
AVID Strategies- August 13th, and August 15th
Engagement Strategies January 14, 2015
Classroom Processes and Procedures January 28, 2015

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

How will you reduce the discipline discrepancy between Black and Non-Black?
We will reduce the discipline discrepancy between Black and Non-Black by continuing to focus our professional development on building student/teacher relationships, cultural awareness and student engagement. The goal is to increase the teachers' cultural awareness and learn how to build relationships to lessen the discipline issues from our black population. To mentor our black students that are having discipline issues. We have included such students into the 5000 Role Model program and provided one on one teacher members for each of these students
We will continue to provide our black students access our school wide rewards; E-Team, Field Day, Positive Referrals, Honor Roll and Principal List.

Goal 1: To increase student engagement and appropriate behavior by decreasing the number of referrals for class disruption by 20% as measured by discipline data.
This goal continues to be a work in progress. We have provided Professional Development to the entire staff on Student Engagement on January 14th. This training was followed up by Professional Development on Classroom Process and Procedures with a focus on appropriate consequences and positive praise before writing referrals. This training was given to teachers who were given an invite, but others attended as well. The MTSS Coach, Behavioral Specialist, Math Coach, Science Coach and Reading Coach have been working with teachers on behavior management as well as content specific classroom structures. We continue to share School Wide behavior data and academic data weekly in our leadership meetings. We also continue to share this data bimonthly in our SBLT meetings. The SBLT leaders have continued to bring this data back to their PLC's for discussion.

Goal 2: To increase responsible student behavior in our black students by decreasing the number of referrals for disrespect, insubordination, classroom disruption and lack of cooperation by 20%.
This goal also continues to be a work in progress. We continue to meet weekly in leadership meetings to discuss student data. We also meet bimonthly as an MTSS Team to discuss specific students and their needs. We have begun a School Wide discussion on a school wide definition for defiance. Our neediest black students have teacher mentors. We also continue to include these students in 5,000 Role Models and Girlfriends. The grade-level counselors have worked with groups of students to target classroom behavior and attendance. Our Prevention Specialist also continues to provide groups for many of our needy students. The Behavior Specialist, MTSS Coach, Social Worker and School Psychologist work daily with students one on one or in groups counseling them on appropriate school behaviors. We also continue to provide teachers with support in their classrooms by providing coaching on classroom management strategies