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:

Mission:
The mission of Melrose Center for Communication and Mass Media is to educate and prepare each student for college, career and life by teaching them to be safe, respectful and responsible learners.

Vision:
Unite with parents and community to ensure 100% success for all students.

School-Wide Guideline for Success:
Respectful - Full of respect, characterized by, or showing politeness or caring
Responsible - Having a capacity for moral decisions and therefore accountable; capable of rational thoughts or actions
Safe - Secure from liability to harm, injury, danger, or risk. Dependable or trustworthy

1. GFS have been discussed with staff and they are located in staff handbook.
2. Common area expectations are posted and clearly defined in: Hallways, Cafeteria, Restrooms and Classrooms (with demonstration and role plays or video).
3. Classrooms rules will reflect the GFS expectations and be in alignment with the 10 point behavior scale, posted in the classroom and clearly defined.

Goal 1: In order to create a safe classroom learning environment, we will decrease the number of referrals by 25% by June 2015

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?

Barrier: Lack of high structure in the classroom

Strategy: Develop classrooms that are highly structured.

Implementation Steps

Establish procedures for:
Arrival and dismissal
Distributing materials and turning in assignments
Requesting help from teacher
Transitions to new activities or settings
Unexpected interruptions and emergency situations
Independent and group work
Returning to class
Reinforcing classroom behavior expectations

Classroom environments arranged for ease of access to needed area

Expectations for transitions, Guidelines for Success, and Classroom rules posted in every classroom

Develop restroom policy and procedures

Peace nook- area where a student can "self-impose" for cool down.
Time out desk- preferred next to door.
Student of the week desk- Decorated.

Person(s) Responsible

Behavior Coach, Classroom teachers & Administrative Team for fidelity checks of Classroom management documentation and STOIC walk thru data.

Timeline / By When?

By October 31, 2014

Initiated	1/26/15 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?

Barrier: Lack of meaningful relationships between students and teachers.

Strategies:

A. Increase positive to negative ratio of interactions, 5:1 Specific praise or compliment.

B. Professional Development, i.e. Book Studies

Implementation Steps

A. STOIC for benchmark data.
  1. Debrief with faculty : School Trends; Grade level data; Specific to classroom data.
  2. Provide support through PLC's
  3. Progress monitor

B. Increase opportunity for professional development in classroom management and relationship building.

Person(s) Responsible

Behavior Specialist, ProEd and MTSS Coach

Timeline / By When?

A. Every 3 months throughout the year.

B. One per semester.

Initiated	1/26/15 Revised	Completed
10/08/2015	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?

Barrier: Lack of specific and consistent consequences for misbehaviors.

Strategy: Develop a schedule of consequences menu.

Implementation Steps

SBLT collaborate to develop consequences that will be consistently followed for specific misbehaviors.

Teacher informed and asked for feedback on process.

Process revisited by SBLT and modified with feedback from teachers.

Parent notification via letter.

Student notification via PBS Pep Rally.

Person(s) Responsible

Behavior Specialist
Behavior Coach
MTSS Coach
Assistant Principal
Principal
Classroom Teachers

Timeline / By When?

December 2014- June 2015

Initiated	1/26/15 Revised	Completed
12/3/2014	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

Office call log, referrals, incident reports, STOIC Walk thru, LMS log for PD

Implementation Steps

Access data base on a weekly schedule to review and share with staff.
Weekly PLC Behavior data chats and Monthly SBLT Behavior meetings to review data.
Review STOIC data to identify areas of needed improvement.

Person(s) Responsible

Behavior Specialist/Coach/MTSS Coach

Timeline / By When?

Weekly review throughout the school year.

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

Goal 2: Decrease the number of referrals by 25% with our African American population by June 2015.

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?

Barrier: Students lack of pride in their school and themselves.

Strategy: Developed student groups to increase students' pride in school.
Pathfinders- Team building skills
Girlfriends of Pinellas County program
5000 Role models of Excellence program
Student Council
Girl Scouts
Multicultural committee
Mentors Program

Implementation Steps

Identify adult facilitator for each group, Students selected based on specific criteria for each group. Establish location and time for each meeting. Application with parent notification and permission granted for participation in each group.

Pathfinders- Scheduled time by grade level all students
Girlfriends- Selected group of female students
5000 RM- Open to grade 4/5 male students
Student Government- Representative from grades 3-5

Person(s) Responsible

Pathfinders- Classroom teachers
Girlfriends- Behavior Coach
5000 RM Behavior Specialist and Classroom Teacher
Student Government- Classroom Teacher and staff

Timeline / By When?

Ongoing throughout the year- June 2015

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

Roster of the number of students involved in and activities held in clubs
Review of behavior office call, referrals, and attendance data
Review needs assessment data.

Implementation Steps

List of activities held and number of student's involved (signature sheets, Agendas, etc..)
Assessment scheduled through the year.
Activities held with various groups
Referral process and review of findings with the SBLT.

Person(s) Responsible

MTSS, SBLT, and Behavior Specialist/Coach

Timeline / By When?

On Going- June 2015

Initiated	**Status**	**Completed**

Goal 3: Reduce number of incident calls for common areas by 25% by June 2015

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?

Barrier: Students unaware of expectations in common areas.

Strategies: Clearly defining, posting, and demonstrating expectations.

Implementation Steps

Assigned seating in cafeteria.
Champs posters posted to display desired expectations in hallways, cafeteria and restrooms.
Green, Yellow and Red cones for monitoring successful behavior in the cafeteria
Create a reward system for desired expectations of every 50 points earns a popcorn party for the class.
Grade level roll out the first week of school and when returning to school after winter break.
Videos demonstrating expectations to be run weekly in cafeteria.
Guideline for Success Tickets
Inform teachers and staff members of expectations.

Person(s) Responsible

Behavior Specialist
Classroom teachers
Cafeteria staff
Administration

Timeline / By When

September- June of 2015

Initiated	**revised 2/16/15**	**Completed**
9/1/2014	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?

Barrier: Lack of reward system for positive behavior in the cafeteria.

Strategy: Develop a reward system that will highlight students demonstrating positive behaviors in the cafeteria. In order to maintain a respectful, responsible and safe environment in the cafeteria, the staff will reward points daily to classrooms. Throughout the school year, classrooms will earn the predetermined reward when points are met. (Nov. 3rd)

Implementation Steps

Create a menu of incentives students can earn for an identified number of points
Points earned from cones in cafeteria for positive behavior and meeting expectations will be displayed using Class Dojo to track daily points.

Points will be given at the end of the lunch period and added to the Class Dojo for teacher and student notification.

Person(s) Responsible

PBS Team
Cafeteria staff

Timeline / By When

January 2015

Initiated	**revised 2/16/15**	**Completed**
12/15/2014	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

Collecting Data from Guidelines for Success Tickets, Class Dojo and incident reports.

Implementation Steps

GFS ticket viewed biweekly
Class Dojo weekly
Incident reports monthly

Person(s) Responsible

Behavior Specialist

Timeline / By When?

January 2015 -June 2015

Initiated	revised 2/16/15	Completed
12/18/2014	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?

Strategy

Create school-wide reward systems for students and staff that will promote positive behavior.

Implementation Steps

Manatee Mall is the school wide reward system directly aligned with the Classroom Behavior System.
Mighty manatees
Citizen of the Month
Golden Garbage Can Reward
Honor Roll
Principal List
Bring Up Grades Rewards
Monthly PBS Pep Rallies
School dance 2x per year Dec./June
Guidelines for success tickets (Breakfast with Mr. Williams biweekly student with highest number of tickets in each classroom)
Manatee money (cafeteria) Class Dojo for visual (Dec. 2014)

    Staff
Perfect attendance Reward
Marvelous Manatee Bulletin Board
MEL TV spotlight
Teacher Appreciation Week
Holiday gatherings
Team Building Activities
Holiday luncheons

Presentation to staff during preschool and monthly reminders.

Person(s) Responsible

PBS Team.

Timeline / By When?`

8/18/2014-June 2015

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?

Barrier: Inconsistency of Classroom Management System to support school-wide behavior plan.

Strategy: Reestablish school-wide classroom management system with frequent fidelity checks.

Implementation Steps

Obtain feedback from staff regarding the current management system
Meet as a team to modify the process according to feedback
Reestablish school-wide classroom management system by providing training to staff
Introduce the system to students
Notify parents of CMS
Monitor system for fidelity

Person(s) Responsible

Behavior Specialist and PBS team.

Timeline / By When?

August 2014- June 2015

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

Action Plan:
Plan to Monitor for Fidelity of Implementation

SBLT
Professional Development in needed areas.
Meet with students/staff to discuss data, expectations, and the SWBP
Timelines established for meetings and topics.
Teacher share moments.
Classroom management checklist.(STOIC)
10 Point classroom management system
Guidelines for success tickets
Motivated Manatee

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

PBS Trainings
PLC/ Data review (Decision Ed.)
Champs
Moodle
MTSS
Behavior (Classroom management etc..)
Book Studies

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 3 was revised: Reduce number of incident calls for common areas by 25% by June 2015.

While looking at the office call data, the trend was shown to be a high number of students eloping. The Administrative team adopted a level of consequence sheet to address several issues especially eloping. The information was shared with parents, students and staff. We achieved 100% buy-in and implemented the level of consequences on December 1, 2014. We accounted for high levels of detentions and out of school suspension, this being new to the students and teachers. The highlight was we immediately noticed a drastic drop in students eloping. The students learned quickly that leaving the classroom would earn them an after school detention.

To address the behaviors in the cafeteria a rewards system was created. Classes earning 50 points by following the guidelines will earn a bag of popcorn for each student in the class. Class Dojo is being used to track student progress of achieving 50 points.

Currently we have 97 students with referrals. Total referrals to date 255.

Total referrals previous year 132 students received 406 referrals.