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:

Mt. Vernon Elementary
Guidelines for Success

1. Clearly Identified Guidelines are posted in classrooms, hallways, and lunch room during pre-school and are maintained and referenced during the year.

Pre-school: Staff will review discipline data and previous school wide guidelines for success and targeted area guidelines for success.

Guidelines for Success: 1. Be Safe.
2. Be Responsible.
3. Be Respectful.

2. Common Area expectations are posted and clearly communicated.

Pre-School: guidelines for success posted in each classroom and all targeted common areas (cafeteria, bathrooms, hallways)

Discipline Flow Charts provided for each staff member.

Guidelines will be reviewed daily on the morning news.
Guidelines will be revisited in detail on an "as needed" basis in the classroom.

3. Have the classroom expectations/rules been clearly identified, posted and clearly communicated?

First day of school: Classroom teachers will create a chart of desired behaviors- general,cafeteria,bathroom, and hallways.

Goal 1: Decrease the number of overall referrals for all 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?

Increase the ratio of positive to negative interactions to 4:1.

Implementation Steps

Post and routinely refer to Guidelines for Success in all common areas and corresponding classroom rules.
Engage in routine classroom activities to discuss expectations and build relationships.
Guidelines will be reviewed daily on the morning news.

Person(s) Responsible

Administration - posting of Guidelines, Monthly Class Awards for 0 referral count.
All Staff - distribute Mt. Vernon Bucs when a student(s) is "caught being good"; in addition offer verbal reinforcement regularly.

Timeline / By When?

Monthly Review of School-wide Data at Staff Meetings (referrals, BIDS, Bucs count, positive rewards).

Initiated	1/26/15 Revised	Completed
8.8.2014	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

Use data to drive the need for Professional Development and implement best practices for student and staff success.

Implementation Steps

Collect, analyze, and discuss Referral data from Data Warehouse with staff and during PLC meetings.
Collect, analyze, and discuss Mt. Vernon Bucs reinforcement system.
Compare data by grade level/classroom/student.

Person(s) Responsible

Administration - Referral data and discussion.
Team Leader - Grade level referral discussion.
RTI Coach/BS/AP - School surveys/Check In List and schedule/student profiles.

Timeline / By When?

Begin process during pre-school in August 2014.

Initiated	2/16/15 Revised	Completed
8.8.2014	Ongoing	

Goal 2: Eliminate gap in black versus non-black in school referrals as per demographic 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?

1. Develop and maintain a school wide atmosphere of Cultural Proficiency and Responsiveness.
2. Continued implementation of Tutor/Mentor Program established through Executive PASS Grant partnership with Raymond James Financial.

Implementation Steps

1. Embedded Professional Development (PD) at monthly staff meetings and Team Leader meetings to build and maintain a school wide atmosphere of Cultural Proficiency and Responsiveness.

Person(s) Responsible

1. Administration - PD, compile referral data and facilitate staff discussion.
2. Team Leaders - Review and discuss data with teams.

Timeline / By When?

Begin process during pre-school in August 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?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated	2/16/15 Revised	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

Use data to drive need for PD and implement best practices for student and staff success.

Implementation Steps

Collect, analyze, and discuss Referral data from Data Warehouse with Staff and during PLC meetings.
Collect, analyze, and discuss Mt. Vernon Bucs reinforcement system.
Compare data by grade level/classroom/student.

Person(s) Responsible

Administration- Referral data and discussion.
Team Leader - Grade level referral discussion.
RtI Coach/BS/AP - School surveys/Tutor/Mentor schedule and sign in list/student profiles.

Timeline / By When?

Begin process during pre-school in August 2014.

Initiated	**Status**	**Completed**

Goal 3: Decrease the number of students with multiple referrals.

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?

1. Implementation of Check-In/Check-Out system with students.
2 Continued implementation of the Tutor/Mentor Program established through the Executive PASS Grant partnership with Raymond James Financial.

Implementation Steps

RtI Coach/BS/AP (RtI Team) to compile a list of students.
RtI Team to revisit the Check-In/Check-Out system for students implemented last school year.
RtI Team to track data on each eligible student attendance, tardies, grades and behavior.

Person(s) Responsible

RtI Team - tracking of students and data.

Timeline / By When

Begin process during pre-school in August 2014.

Initiated	**revised 2/16/15**	**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?

Implementation Steps

Person(s) Responsible

Timeline / By When

Initiated	**revised 2/16/15**	**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

Use data to guide student success through grades, attendance, tardies, referrals and task and homework completion.

Implementation Steps

RtI Team to create profiles on eligible students.
RtI Team to discuss student success and determine if further support needs to continue or be added.
RtI Team to conduct student/staff surveys for feedback on impact/success of program.

Person(s) Responsible

RtI Team - tracking of students and data.

Timeline / By When?

Begin process in August 2014.
Survey dates and development to be determined.

Initiated	**revised 2/16/15**	**Completed**
8.8.2014	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

Celebrate Classroom Demonstration of Guidelines for Success.
Mount Vernon Bucs to reinforce expected behaviors in an effort to reduce behavior referrals.
Monthly SMILE student recognition for academic/behavior successes; individual class representation.

Implementation Steps

Guidelines for Success posted and reviewed.
Classrooms to create a rubric to align classroom expectations with school-wide Guidelines for Success in an effort to create a cohesive learning environment.
Staff to reward classrooms/individual students with Mt. Vernon Bucs for demonstrating guidelines.

Person(s) Responsible

Behavior Specialist- track classroom earnings and rewards; review school-wide data with staff.
Teachers- clearly define classroom and school-wide expectations; reinforce with Mt. Vernon Bucs.
Staff - Recognize appropriate behaviors school-wide.

Timeline / By When?`

Begins August 2014.

Initiated	2/16/15 Revised	Completed
8.18.2014	Ongoing	

Strategy

Classrooms with "0" referrals for the month are recognized.

Implementation Steps

Review classroom referral data monthly.
Recognize classrooms with "0" referrals for the month on Morning Show.
Recognize SMILE Student once a month.

Person(s) Responsible

Administration/ RtI Team

Timeline / By When?`

Begins August 2014 continuing at the end of each month.

Initiated	2/16/15 Revised	Completed
8.29.2014	Ongoing	

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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?

Establish classroom rules and consequences that align with the school-wide Guidelines for Success.

Implementation Steps

First week of school, teachers will review Guidelines and create Classroom Rules and Expectations to clarify guidelines. Teachers to clearly define each guideline, rule, and process. (EX: what does this look and sound like?).

Person(s) Responsible

Teacher/ Administration/ RtI Team

Timeline / By When?

Begins in August 2014.

Initiated	**1/26/15 Revised**	**Completed**
8.18.2014	Ongoing	

Action Plan:
Plan to Monitor for Fidelity of Implementation

Routinely Review Data and share monthly at staff meetings

Mount Vernon Bucs reinforcement system
SMILE Students recognition
Referrals/BIDS
Check-In/Check-Out to monitor attendance, grades, testing, referrals and interventions
PLC Notes
Positive Recognition in Newsletter
Community/Staff/Student Surveys

Display of Data:

Mt. Vernon Bucs graphs created monthly
Referral Data by class, grade level & ethnicity will be graphed and shared monthly
Newsletter Articles

Data will be reviewed at the following levels:

Administrative Team/ RtI Team
PLC Minutes
Classroom teachers

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

PLC Discussions to utilize protocols from National School Reform Faculty
http://www.nsrfharmony.org/free-resources/protocols/a-z

Book Studies:

Rigor is Not a Four Letter Word (conducted August 2014) with planned follow-up to support the incorporation of rigor in the classroom and support with emphasis being placed on higher order question and building stamina in the area of literacy.

Hanging In: Strategies for Teaching the Students Who Challenge Us Most (date TBD) to address the values of building connections with the students who need us and ways to maintain these relationships.

CHAMPS: A Proactive and Positive Approach to Classroom Management, 2nd Edition by Randy Sprick (Jan 1, 2009)

Resources for Staff Training and during Data Chats:

The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry

Using Common Core Standards to Enhance Classroom Instruction & Assessment

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

We have reviewed the SWDP with the staff during PLCs and reviewed data during staff meetings.

We support Goal 1 by placing emphasis on the importance of the 4:1 positive to negative ratio when interacting with the students. This has allowed us lower the referral count at the mid-year point of the year. There are some areas of concern that we have been addressing relating to Goal 1. We have a total number of students receiving referrals at 32 individual students - 11 White and 21 African American. A further breakdown of this shows that 18 of these students are serviced in our EBD classrooms with 5 White and 13 African American . The remaining 14 students, 6 White and 8 African are currently in our general education classes. One of these students (African American) was recently placed in our 2-3 EBD classroom. Of the remaining 13 students, we have active PBIPs/FBAs or are collecting data during the initial phases of the RtI process on 5 students, 3 White and 2 African American, to address the current behavior concerns and determine the most appropriate academic setting for them.

Mt. Vernon ES has a total population of 512 students. Of the total number, 192 students are African American (38%). We support Goal 2 by creating an enhanced menu of options to use when working with our African American students. The hierarchy allows more intervention options allowing for an increased amount of time in class on academics. The Behavior Specialist database (BIDS) is used to track these interventions. Currently, we have 644 entries in the BIDS database addressing approximately 50 individual students (50% White and 50% African American) . In addition, we have increased the number of positive interventions being implemented school-wide, placing emphasis on those students entered into the BIDS database. Another way that we have been working to decrease the gap between the White and African American students is to provide mentors to these students. We currently have 85 mentors from Raymond James that come weekly to meet with their assigned students (35 White and 50 African American students). This has been successful in creating a meaningful bond and support to the students who need positive experiences during their educational experiences. Lastly, a Tier I school-wide positive classroom based reinforcements include: 32 recess sessions & 57 popcorn parties for classes that have earned 100 Mt. Vernon BUCS (a Tier I reinforcement plan).

The number of students with multiple referrals tend to come from our EBD classrooms. There are 17 students with 2 or more referrals (12 EBD and 5 General Education). Of those 5 students, all of them have active PBIPs/FBAs or are in the initial phases of the RtI process.