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:

GFS: HAWKS Expectations

Have Respect - Treat others as you want to be treated

Act Responsibly - Do your job (be prepared to learn/work)

Work Cooperatively - help each other

Keep Trying - do your best, even when it's hard

Stay Safe - make healthy choices

GFS communicated with teachers during pre-school training. All staff attended a 45 minute Positive Behavior Support training.

Expectations are posted in the hallways, classrooms, cafeteria, and specials areas.

Expectations were taught by classroom teachers. GFS are reviewed daily on the morning news show.

Designated refresher trainings for students are planned after any extended time away from school.

Goal 1: Increase faculty commitment.

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 faculty involvement

Implementation Steps

Involve teachers in PBS committee and committee meetings - invite to attend meetings and share information at grade-level PLCs

Person(s) Responsible

Behavior Specialist or School Counselor

Timeline / By When?

August. October, November, February, May

Initiated	1/26/15 Revised	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?

Bi-monthly data-sharing at faculty meetings

Implementation Steps

SBLT to review ODRs monthly
RtI-B team to review student needs at Tier 2 & Tier 3, weekly
Prepare data for staff presentation

Person(s) Responsible

Behavior Specialist, School Counselor, Principal

Timeline / By When?

November, January, March, May

Initiated	1/26/15 Revised	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?

Obtain faculty feedback about GFS and school-wide expectations

Implementation Steps

Focus groups and surveys - present to staff, disaggregate data and share with entire staff

Person(s) Responsible

Behavior Specialist

Timeline / By When?

November, January, April

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

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

Team reviews school-wide data on a monthly basis.

Implementation Steps

Review ODR referrals at monthly SBLT meeting

Person(s) Responsible

Behavior Specialist or School Counselor

Timeline / By When?

First week of each month

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

Strategy

ODR data entered into Focus/SESIR

Implementation Steps

Input referral data with 3 days of referral.

Person(s) Responsible

Data Management Technician

Timeline / By When?

Within 3 days of referral

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

Goal 2: Strengthen school-wide reward system

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 reminders to staff about utilizing HAWK and Star Student behavior awards
Provide monthly PBS celebrations for students earning an average behavior score of 3 (1-4 scale) daily.

Implementation Steps

Announce HAWK pride awards on the news show daily.
Discuss during staff meetings and news show the importance and value in rewarding positive student behavior
Provide behavior awards at grading period ceremonies for students who earn an average of 3 points per day.
Provide monthly celebrations to all students who have earned an average behavior point score of 3 daily and have no Office Discipline Referrals

Person(s) Responsible

Principal, behavior specialist, school counselor, school specialists (PE staff, Music, Art, Gifted teachers)

Timeline / By When?

HAWK pride awards daily
STAR student awards quarterly
PBS celebrations monthly

Initiated	**2/16/15 Revised**	**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?

Increase rewards for positive behaviors

Implementation Steps

Assemblies, school store

Person(s) Responsible

Administrations, 4/5 ASD classroom teacher & students with support of Behavior Specialists

Timeline / By When?

Monthly

Initiated	**2/16/15 Revised**	**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?

Star Student Program award

Implementation Steps

Students must meet behavioral expectations - all 4's for the month

Person(s) Responsible

Behavior Specialist

Timeline / By When?

Monthly

Initiated	**2/16/15 Revised**	**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?

Teacher recognition program

Implementation Steps

Identify donors and rewards

Person(s) Responsible

Administration and SBLT team members

Timeline / By When?

in process

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

Monitor student participation in assemblies, school store, and earning Star Student awards

Implementation Steps

Review at SBLT meetings

Person(s) Responsible

SBLT team

Timeline / By When?

Monthly

Initiated	**Status**	**Completed**

Goal 3: Decrease discipline gap

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?

Ongoing review and training of behavioral expectations for staff and students.

Implementation Steps

Review ODR data.
Identify students with multiple discipline incidents
Develop plans, provide mentoring, and support targeted students with higher incidences of behavior

Person(s) Responsible

Principal, Assistant Principal, School Counselor, Behavior Specialist, MTSS Coach, Psychologist, Social Worker

Timeline / By When

Reviewed once per month during SBLT meeting

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

Implement Check In/Check Out program

Implementation Steps

Meet daily with targeted African-American students

Person(s) Responsible

SBLT team members

Timeline / By When

Daily
Review monthly at SBLT

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

Implement small group social skills training

Implementation Steps

Utilize SkillStreaming, Strong Kids, or other evidence-based program to support targeted student behaviors.

Person(s) Responsible

School Counselor, School Social Worker, School Psychologist

Timeline / By When

Beginning in September. Meet once/week for 8 weeks.

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

Review ODRs and teacher referrals for behavioral concerns

Implementation Steps

Weekly data reviews

Person(s) Responsible

RtI-B core team members

Timeline / By When?

Weekly

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

Explicit instruction in school-wide behavioral expectations and common area expectations by classroom and specials teachers.

Implementation Steps

Reviewed multiple times per day during the first 10 days of school. Reviewed daily (or more) after this until weekly reviews are sufficient.

Person(s) Responsible

Classroom or specialist teacher

Timeline / By When?`

Day 1 of school

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

Strategy

Review school-wide and common area behavioral expectations on the news show

Implementation Steps

Present behavioral expectations posters and review expectations on the morning news show

Person(s) Responsible

School Counselor

Timeline / By When?`

Daily

Initiated　　　　　　　　　　**2/16/15 Revised**　　　　　　　　　　**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?

Guidelines for success aligned with school-wide behavioral expectations via classroom meetings

Implementation Steps

Teachers meet with students to determine classroom behavioral expectations that meet the school-wide behavioral expectations. Teachers and students create rules to go with the GFS.

Person(s) Responsible

Classroom teacher

Timeline / By When?

Day 1 of school

Initiated   **1/26/15 Revised**   **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?

Provide booster training sessions school-wide

Implementation Steps

Assembly presentations to re-teach expectations

Person(s) Responsible

SBLT

Timeline / By When?

November, January, March

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

Action Plan:

Plan to Monitor for Fidelity of Implementation
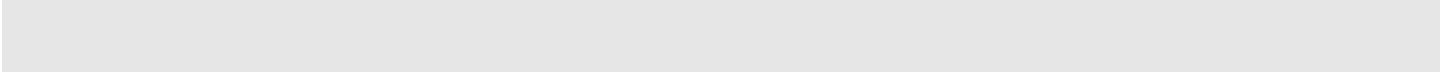
Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Preschool - PD with School Counselor & Behavior Specialist: Training all staff in PBS, GFS, school-wide behavioral expectations, consequences & reinforcement, and behavior flow process.

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