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:

The following Guidelines for Success have been established at Oldsmar Elementary. The Guidelines have been communicated to staff, families and students and are posted throughout the school campus.

*Be Respectful
*Be Responsible
*BE Safe
*Be Your Best

OES staff developed expectations for all common areas.

Walkways:
-Using walking feet
-Respect Personal Space (hands and feet to self)
-Quiet Lines
-Stay on sidewalks
-Go directly to your destination

Dining Room
-Respectful voices
-Respect personal space in line and at table
-Stay seated and raise your hand
-Use good table manners
-Clean up after yourself

Restrooms
-Quiet Voice
-Keep floor, seat, and sink clean
-Flush the toilet
-Wash hands

-Car/Daycare circle
-Respect personal space (hands and feet to self)
-Sit in designated area
-Listening and paying attention

Teachers will teach Guidelines and Rules (Oldsmar Elementary Common Area Expectations) in the first few weeks of school when the classroom culture is being developed, and at least monthly throughout the remaining school year. Administrators will reinforce the Guidelines and Rules to all students during their lunch period during the first few weeks of school and at least monthly for the remaining school year.
The Guidance Counselor will reinforce the Guidelines and rules during monthly guidance lessons.

Goal 1: Decrease the number of students who are absent more than 10% of the school year 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?

Child study Team will meet bi-weekly to monitor the attendance of all students
Attendance policy will be regularly communicated to families
Parents of students who continue to have unexcused absences will be contacted
Celebrations will be on-going throughout the school year for classes exhibiting target attendance

Implementation Steps

Calendar developed for CST to meet throughout the school year.
Attendance policies will be communicated monthly to parents utilizing a variety of mediums including school newsletter, ConnectEd system, teacher conferences.
Teacher will communicate directly with families when students have unexcused absences.
CST will send letters to parents of students with 5 or more unexcused absences
Parents of students who continue to have absences will be contacted by the social worker
Classes with the highest attendance in each grade level will be recognized and receive a celebration each grading period

Person(s) Responsible

CST
Teachers
Principal Assistant Principal
Social Worker

Timeline / By When?

Strategies will be implemented at the start of the school year and will be on-going through the last day of school.

Initiated	**3/4/15 Revised**	**ongoing**
08/18/2014	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?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated	**3/4/15 Revised**	**ongoing**
08/18/2014	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

CST will utilize attendance data housed in FOCUS and DW as a means to target students needing attendance interventions

Implementation Steps

CST will monitor attendance bi-weekly to identify students/families requiring support. CST will follow up in an on-going effort to monitor the effectiveness of attendance interventions. Continued interventions or a change to interventions will occur if data shows the need.

Person(s) Responsible

Members of CST (Social Worker, School Guidance Counselor, Administrator

Timeline / By When?

August 28th

Initiated	**3/4/15 Revised**	**Completed**
08/28/2014	Pending	

Goal 2: Decrease the number of out of school suspensions by 25%

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: Inconsistent implementation of positive class-wide and school-wide plan. Specialist behavior plans were not necessarily aligned o classroom and school wide positive behavior plan.
Strategy: SBLT and staff aligned SWBP to classroom and individual goals as well as strengthening the implementation of school wide positive behavior plan.
In addition, an increase in parent communication with regards to student behavior.
PLCs reflect and problem solve with regards to individual students as well as class-wide reward systems.
In creased to involement of all stakeholders - including parents who are now invited to schoolwide celebrations.

Implementation Steps

All teachers will receive training and support on implementing the School Wide Positive Behavior Plan
SBLT will review monthly monthly behavior data and revise behavior supports as needed
Classroom teachers will implement the Guidelines for Success and expectations
Classroom Teachers will utilize positive referrals and grade level celebrations
Teachers will teach guidelines and expectations during the first few weeks of school and revisit after the winter break.
Faculty will utilize positive referral system by sending students to an administrator for recognition of expected/outstanding behavior
Each grade level PLC will identify their choice of a reinforcement to use with their grade level and schedule a grade level celebration for each grading period
All teachers will communicate daily with families regarding students' behavior.
Teachers will utilize a Behavior Concern flowchart and handle minor concerns in classrooms
The Behavior Support Team meets bi-monthly to plan interventions for students who have been referred by the teacher for additional behavior supports.

Person(s) Responsible

Administrators
Guidance Counselor
Social Worker
Teachers

Timeline / By When?

August 18th through end of school year

Initiated	3/4/2015 Revised	Completed
08/18/2014	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

SBLT will utilize referral data housed in FOCUS and DW as a means to target students needing behavior interventions

Implementation Steps

SBLT will monitor referral data monthly to identify students and classrooms requiring behavioral supports. SBLT will follow up in an on-going effort to monitor the effectiveness of the behavior interventions. Continued interventions or a change to interventions will occur if data supports.

Specifically individualized classroom behavior plans are in place which target behavior for students needing additional support. Each plan allows multiple opportunities for students to earn reinforcers. Classroom teachers and specialists are responsible for data collecting and reporting.

Person(s) Responsible

SBLT

Timeline / By When?

August 29 and ongoing through the last day of school

Initiated	Status	Completed

Goal 3: Expansion of School-Wide Character Education program

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?

Promote and expand program through the use of multi media, classroom guidance, literacy and recognition programs

Implementation Steps

During morning announcements a character is presented that relates to the monthly character traits
Monthly guidance lessons are related to monthly character trait
Each classroom receives a book monthly that supports the monthly character traits which can be used throughout the month during instruction
Recognize and celebrate students selected each month as character kids from each classroom
Schoolwide planners promote Character trait of the month
Monthly character information is included in every newsletter throughout the school year

Person(s) Responsible

Guidance Counselor
Administrators
Teachers

Timeline / By When

August 18, 2014

Initiated	**revised 3/17/15**	**ongoing**
08/29/2014	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 3/17/15**	**ongoing**
08/18/2014		

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

Monitoring of implementation of Character Education program utilizing Guidance schedule

Implementation Steps

Guidance Counselor develops calendar to implement character education lessons monthly in classrooms
Teachers utilize character education book and resources to reinforce guidance lessons
Teacher selects students as monthly character kids

Person(s) Responsible

Guidance Counselor
Teachers
Administrators

Timeline / By When?

August 25 and ongoing throughout the school year

Initiated	**revised 3/4/15**	**Completed**
08/25/2014	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

In every classroom teachers will recognize students daily for exhibiting targeted behavior and weekly during class celebrations.
Grade level celebrations will be conducted following each grading period.
Common area expectations are posted throughout campus

Implementation Steps

Teachers will use at least 3:1 positive to negative ratio of interactions as a strategy to consistently promote positive behaviors.
Based on daily behavior students will earn time toward earned activity time on Friday (25=30 mins.)
Class meetings will be held in every classroom to promote a positive class culture and community.

Person(s) Responsible

Principal
Assistant Principal
Teachers

Timeline / By When?`

Strategy will be implemented on the first day of school and will be ongoing throughout the school year.

Initiated	**2/16/15 Revised**	**Completed**
08/18/2014	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?

Development of classroom management plans

Implementation Steps

Teachers will develop a positive classroom management system to be reviewed and approved by the assistant principal Expectations and lessons will be taught during the first week of school and reviewed frequently throughout the school year

Person(s) Responsible

Assistant Principal
Teachers

Timeline / By When?

Strategy will be implemented starting August 18

Initiated	1/26/15 Revised	Completed
08/18/2014		

Action Plan:
Plan to Monitor for Fidelity of Implementation

Discussion and review of School -Wide Behavior plan during SBLT meeting on August 28
Administrative walkthroughs and observations
Accountability of classroom plans
If needed collection of data from common areas with high frequency of behavior issues
Review of classroom meeting logs
Scheduling and monitoring of grade level celebrations
Review of behavior data monthly in SBLT meetings

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

Overview of Positive Behavior Plan during September faculty meeting
Bully Prevention Training- September
Behavior procedures faculty training - September

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

To date at the mid point of the school year, there have been 21 discipline referrals generated from 17 students. Of the 17 students given referrals, 13 are from white students and 4 from black students. Black students who have received 2 or more referrals to date have specific intervention plans to help address behavior challenges (PSW, small group guidance counseling or active PBIP). 8 of the referrals given are to students in primary grades (K-2), and 13 of the referrals are from students in intermediate grades (3rd - 5th). At this point in the school year, the majority of discipline referrals have been given due to repeated misconduct on busses. (11) The majority of referrals on campus have been given due to repeated misconduct.(8) As a result of bus referrals, additional discipline interventions have been put in place on buses and an assistant has been added to the bus.

Of the discipline referrals given, 52%% came from bus referrals, 38% were referrals which occurred due to misbehavior in hallways and corridors. Continued efforts focus on maintaining behavior in common areas. New signs are now displayed prominently around campus in hallways as a way to remind students of expectations. Ongoing review of expectations and the Guidelines for Success occurs on a regular basis.

To date, 1 out of school suspension has been given. There continues to be efforts to find alternate consequences other than suspending a student from school.

With regards to attendance, average daily attendance is 95.5%. 40 students have missed 10% -14% of school days (9 - 13 days absent). 19 students have missed 15% -19% of school days (14 - 17 days absent), and 3 students have missed 20% of more school days (18+ days absent). CST meets bi-weekly to continue to monitor the attendance of all students. CST contacts families of students missing 10% or more school days, and follows up regularly with those families to assure attendance issues diminish.

Reflecting on the implementation of classroom behavior plans which are now securely aligned to the SWBP, it appears that intervention efforts are having a positive impact - suspensions have significantly decreased form last year and office referrals have decreased. Classroom behavior plans are now firmly aligned to SWBP.

For all students receiving Tier 2 and Tier 3 behavioral interventions, data is collected daily and monitored monthly by the Behavior Support Team.
The evidence based practices we are using to intervene on the 2 black students are:
Student A - Small Group counseling support, assistant on bus, implementation of FBA
Student B - Assistant on bus, current PBIP which include the following specific interventions - First, then statements, Instruction of self-calming techniques, Earned time with preferred adult, Earned treasure box