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 Guidelines for Success at Orange Grove Elementary are Respect, Responsibility, Honesty, and Self-Motivation. These have been identified in trainings with staff, indicated in both the Parent/Student and the Staff Handbooks, and in signage throughout the school. At the beginning of the school year, the GFS are taught to students through discussions with their classroom teachers and lessons on the morning announcements by the school counselor.

Common area expectations have been developed and posted in several areas of Orange Grove. As teachers and staff teach students the structure and routines of their classroom at the beginning of the year, expectations for behavior in each of the common areas of the school are also taught. Teachers and staff review these behavior expectations and common area rules regularly throughout the year.

Classroom rules are created in each class in a collaboration of teacher and students at the beginning of the year. The teacher then aligns the school-wide GFS and the classroom rules and posts these in the classroom. The GFS and rules are reviewed on a regular basis and referred to when speaking of behavior.

Goal 1: Orange Grove will increase student engagement in the classroom as measured by IPI pre- and post-inventories

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?

Orange Grove will participate in Instructional Practices Inventory (IPI)

Implementation Steps

Two staff members will be trained to use IPI. Our school will be evaluated and feedback will be given that will indicate the amount of time students are engaged in learning. This will occur twice during the year. Data indicating the type of instructional practices that were observed will lead to development of goals for student engagement and making changes to instructional practices as needed.

Person(s) Responsible

Stacey White, School Counselor
Sue Brewer, VE teacher

Timeline / By When?

IPI Data Collector Training - Fall 2014

Initiated   **3/4/15 Revised**   **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 IPI data to determine level of student engagement

Implementation Steps

Data collectors will assess our school concerning the levels of student engagement in our classrooms. Using this feedback we will develop goals and action steps to improve the level of student engagement. A second data collection will occur in the spring. This data will be used to determine progress and further changes that need to be made.

Person(s) Responsible

IPI Data Collectors

Timeline / By When?

Data Collector Training in September/October 2014
Fall Data Collection - Tuesday, October 28, 2014
Spring Data Collection - Wednesday, February 25, 2015

Initiated   **3/4/15 Revised**   **Completed**

Goal 2: Behavior incidents in common areas will decrease 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?

All common areas will have signage concerning expectations and rules.

Implementation Steps

In 2013-2014, 30% of our discipline incidents occurred in the common areas of school. To address these incidents, we will increase the signage in the locations where problems are occurring. The GFS will be posted in all common areas. This includes the cafeteria, restrooms, main hallway, outdoor walkways, media center, and front office. Rules for each of these areas will also be posted. Teachers will regularly review the posted rules for each area and will reward the classes which are following the rules and expectations.

Person(s) Responsible

School Based Leadership Team

Timeline / By When?

August 22, 2014 and ongoing

Initiated	**3/4/2015 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?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated	**3/4/2015 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

Data will be collected from Focus and submission of Minor Incident Report forms.

Implementation Steps

Focus will be checked monthly for discipline incidents and referrals. Minor Incident Report forms will also be collected. Incidents occurring in common areas will be combined from these two sources. This data will be compared to the use of our school-wide behavior, Orange You Special, which recognizes and rewards classes for demonstrating the school-wide GFS. Data will be reviewed at School Based Leadership Team meetings and faculty meetings.

Person(s) Responsible

School Counselor

Timeline / By When?

Continuing throughout school year

Initiated   **Status**   **Completed**

Goal 3: Orange Grove will decrease the number of students with 10 or more absences 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?

We will implement an incentive program for attendance and punctuality.

Implementation Steps

In 2013/2014, we had 88 students with excessive absences (10 or more). This is 24% of our population. In order to address the number of students with excessive absences, we will implement an incentive program for perfect attendance. Students who have perfect attendance each month will have their name entered into a drawing for a reward. Perfect attendance will also be recognize at the Honor Roll Assembly at the end of each grading period.

Person(s) Responsible

Child Study Team

Timeline / By When

October 2014- ongoing

| **Initiated** | **revised 3/17/15** | **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** |

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

Gather data from Focus to determine attendance rate.

Implementation Steps

On a monthly basis, data will be gathered from Focus to determine which students have perfect attendance for the month. We will also monitor students who accumulate an excessive number of absences. We will analyze data to determine the effect of the incentive program on the attendance rate of our school.

Person(s) Responsible

Child Study Team

Timeline / By When?

September 2014 - Ongoing

Initiated   **revised 3/4/15**   **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

The School-Wide Reward Recognition System at Orange Grove is Orange You Special. As a class, students are recognized for exhibiting our school-wide GFS. The target area where this happens are our common areas - cafeteria, walkways, main hallways, restrooms, and dismissal.

Implementation Steps

When a staff member other than the classroom teacher observes the class showing exemplary behavior, they are given a paper orange. The objective is to collect enough paper oranges to spell out a set list of words (Respect, Responsibility, Honesty, Self-Motivation, and Orange Grove). When the class earns an orange, the classroom teacher writes a letter from a word on our word list and displays the orange in the classroom. When the class earns enough oranges to complete one of the words, they get a reward. The reward is something decided upon by the students and teacher and is something above and beyond what they normally receive.

Person(s) Responsible

All Staff

Timeline / By When?`

August 18, 2014- ongoing

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

Strategy

Citizen of the Month

Implementation Steps

Teachers select one student from their class each month to be the Citizen of the Month. This is a student who has demonstrated the qualities of the character word of the month. The names of the students are read aloud on the announcements, the students receive a certificate and an Orange Grove ES school t-shirt, and they are invited to have lunch with the principal. Their names are also printed in the monthly school newsletter.

Person(s) Responsible

Teachers, Principal

Timeline / By When?`

September 2014 - ongoing

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

Strategy

5th Grade Rotary Luncheon / Celebration

Implementation Steps

Every month, three fifth grade students will be selected as the Rotary Students of the Month. Students are selected for their citizenship and scholarship. Students are recognized at the monthly Rotary Luncheon and share their trophies on morning news.

Person(s) Responsible

Teachers, Principal

Timeline / By When?`

September 2014 - ongoing

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?

Expectations are taught to students at the beginning of the year, and reviewed on a regular basis and as needed.

Implementation Steps

Classroom and school-wide expectations are taught to the class by classroom teacher This includes the expectations and rules of the classroom and the expectations and rules of common areas. Teachers will also clearly teach the structure of their classroom, including routines for various activities and transitions. The Principal and School Counselor also speak regularly on the morning and afternoon announcements regarding the school-wide expectations (GFS).

Person(s) Responsible

Classroom Teachers, Staff

Timeline / By When?

August 18 - August 22 - introduction of classroom and school-wide expectations and rules. This is a on-going effort with reviews occurring throughout the year.

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?

Classroom behavior for each individual students will be managed through a tiered behavior system managed by the classroom teacher

Implementation Steps

Students receive a daily behavior grade. Teachers use a tiered system in which students are able to move throughout the day based on the positive recognition of the behaviors the individual student is exhibiting. The goal of Orange Grove ES staff is a 5:1 ratio of positive to negative. The final daily grade is recorded in their agendas and taken home to parents at the end of each school day. Parents sign the agenda to indicate they are aware of the daily grade. Furthermore, teachers and parents are both able to write comments in the agenda if more information is necessary. This provides a strong tool in daily parent-teacher communication.

Person(s) Responsible

Classroom teacher

Timeline / By When?

August 18 - ongoing

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?

Character education lessons will be taught monthly in every classroom
Character education lessons on morning news with Principal and/or School Counselor
Character education lessons during the Healthy Habits program with the School Counselor

Implementation Steps

Character lessons that focus on personal/social development, academic achievement, college and career awareness/exploration, and multicultural/global citizenship development will be taught in every classroom, with a different focus each month. The focus of the lessons will be differentiated based on needs assessment results and the grade level. Furthermore, the character traits and it's applications to our students' lives in and out of school are discussed by the School Counselor and Principal on the morning news on a regular basis. Lastly, at the twice-monthly Healthy Habits program, the School Counselor conducts a mini-lesson regarding the character word of the month.

Person(s) Responsible

School Counselor

Timeline / By When?

August 2014- Ongoing

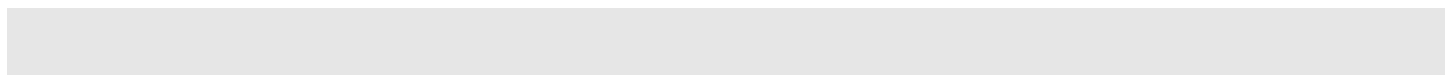**Initiated**   **1/26/15 Revised**   **Completed**

Action Plan:

Plan to Monitor for Fidelity of Implementation

1) PBS Facilitator completes the Fall and Spring PIC and shares results with team.

2) PBS Team will complete the Benchmarks of Quality at the end of the year. Data gathered will be used to determine goals and operating procedures for next year.

3) Walkthroughs and observations are used to monitor fidelity of the implementation of Classroom Management Systems.

4) PBS Team discusses issues and patterns in behaviors at weekly meetings. Data is based on minor incident forms, referrals, and teacher reports. Problem-solving is done at this time in order to determine possible causes of behavior and next steps in dealing with it.

5) For students with Tier 3/Positive Behavior Intervention Plans, the School Psychologist, School Social Worker, and School Counselor meet regularly with the students' teachers to discuss progress and review interventions. Observations are conducted regularly across settings to monitor fidelity.

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

- School-wide Behavior Plan Training for staff
- Positive and Proactive Classroom Management training for staff
- PLCs utilized for behavior concerns
- SBLT meetings utilized for discussion of behavior concerns
- Data sharing and Problem Solving Model used at faculty meetings
- IPI Training

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

At Orange Grove, we are very proactive regarding behavior. Teachers take time to teach classroom rules, school rules, and structure to all students so that they are aware of behavior expectations. Commitment to Character is used by all staff. Each month we have a character word focus, including classroom lessons in every class with the School Counselor, character lessons embedded in daily curriculum by teachers, and Citizen of the Month celebrations. We also use Positive Behavior Support to implement School-Wide Expectations/Guidelines for Success and our Positive Behavior Recognition Program "Orange You Special." This program recognizes and rewards classes for following the school-wide expectations. Teachers and staff focus on positive interactions with students to encourage desired behaviors.

Goal 1 - Orange Grove will increase student engagement in the classroom as measured by Instructional Practices Inventory (IPI) pre and post inventories.
    In October, Orange Grove was evaluated by an IPI observer. As this was our initial IPI observation, the data collected serves as our baseline data. As a staff, we discussed the data that was collected and its implications. We set a goal to increase our number of Level 5s and 6s by 5%. From the first round of data, the data collector gave two ratings of 5 and six ratings of 6. Teachers and staff discussed strategies to increase our ratings of higher level engagement. These included more partner and group work, use of the gradual release model, and more deliberate planning of higher order thinking activities. Our Spring IPI date is February 25th. We will evaluate our progress from data collected on this date.

Goal 2 - Behavior incidents in common areas will decrease by 20%.
    In 2013-2014, 30% of our behavior incidents occurred in the common areas of our school. This includes 16 of 55 incidences reported from our Minor Incident Report form. Our strategies to reach this goal include increasing the signage in our common areas that provide a visual of the School-wide Expectations. Also, teachers and staff will review the School-Wide Expectations and rules for the common areas with the students regularly through class review, character lessons, and reminders on the morning news program. We have increased the signs in some of our common areas and are continuing to add more. We are also continuing our Orange You Special positive behavior recognition program. This focuses on rewarding positive behavior by the whole in our common areas.   We currently have seven Minor Incident Report forms that have been submitted for incidents in common areas.

Goal 3 - Orange Grove will decrease the number of students with 10 or more absences by 20%.
     In 2013/2014, we had 88 students with excessive absences (10 or more). This is 24% of our population. We have set a goal to decrease the number of students with excessive absences by 20% (70 students). Currently we have 37 students with 10 or more absences (10%). We have several strategies in place for achieving this goal. Each month, the class with the lowest number or absences and tardies have their name announced on the morning news and receives a reward from our principal. Perfect attendance is also recognized at the Principal's List/Honor Roll Assembly at the end of the grading period. Each child who has perfect attendance for the grading receives certificates and a prize, as well as their name in our newsletter. Finally, our Child Study Team meets twice a month to monitor students who are developing attendance issues. From these meetings, we determine which cases in which it is necessary to make contact with parents through communication by the classroom teacher, or a letter or phone call from a member of the Child Study Team.