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## **Guidelines for Success**

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### **1. What are the school-wide Guidelines for Success?**

1. Show Respect
2. Put Safety First
3. Be Prepared
4. Be Ready to Learn!

### **2. Where are common area expectations posted?**

We intend to secure permanent signage for our Common Area Expectations and post throughout the school common areas.

### **3. How are common area expectations communicated?**

Teachers will introduce procedures on the thei first day of school and review the procedures throughout the year as often as need.

### **4. What are the classroom expectations/rules and how are they identified, posted, and clearly communicated?**

Classroom expectations are developed with class input and posted in the classrooms.

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## **Goal 1**

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### **Present Level of Performance**

Common Area discipline referrals for 2013-2014 consist of 7% of total discipline referrals.

### **Expected Level of Performance**

Expectation is to reduce Common Area Discipline referrals to 3.5% or less for the 2015-2016

## **GAP**

### **1. What problem have you identified?**

Students will know, understand, and abide by Ozona Elementary School common area expectations. 2013-2014 School Wide Behavior data indicates that 7% of discipline referrals occurred in Common Areas, half of those occurring in the cafeteria.

### **2. What is your Desired Outcome/Measureable Goal?**

We would like to reduce our Common Area Discipline referrals by 50%.

### **3. What are possible reasons that your goal has not yet been reached (barriers)?**

We have not established in prior years a cafeteria plan. This school year we have written and will implement a cafeteria PBS plan with high expectations, and guidelines set for those expectations.

#### **3a. What is the most valid and alterable barrier (your priority)?**

Ozona students who have been with us prior to this implementation, will need staff to communicate and provide consistent expectations and implementation guidelines.

#### **3b. How do you know that this is the right barrier to address (validation)?**

Our percentage is already low, and the cafeteria plan is new, so these students have never had this type of expectations and guidelines in place.

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**Goal 1**

**4. How will this problem be solved?**

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**Pre training faculty and staff**

**Implementation Steps  
(Including professional development)**

Administration will provide training for faculty on new cafeteria plan during pre-planning

**Person(s) Responsible**

Administration

**Timeline / By When?**

August 2015

**Initiated:** 8/18/2015

**Ongoing:**

**Pending:**

**Completed:** 8/18/2015

**Monitor PBS through success chart displayed in cafeteria.**

**Implementation Steps  
(Including professional development)**

Cafeteria monitors will assign lunch points earned based on class behavior and success during individual class lunchtime.

**Person(s) Responsible**

Cafeteria Monitors

**Timeline / By When?**

2015-2016 school year

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 1**

**5. Data collection and management**

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**Portal Discipline codes**

**Implementation Steps  
(Including professional development)**

Administration and SBLT will review data monthly and provide feedback to staff.

**Person(s) Responsible**

DMT, Administration

**Timeline / By When?**

2015-2016 school year monthly reviews

**Initiated:** 9/30/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Cafeteria PBS Success Charts**

**Implementation Steps  
(Including professional development)**

Cafeteria monitors will stamp individual classroom charts and update cafeteria chart.

**Person(s) Responsible**

Cafeteria Monitors

**Timeline / By When?**

2015-2016 school year daily

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 1**

**6. Support Plan**

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**Pre-teaching cafeteria plan to students**

**Implementation Steps  
(Including professional development)**

Teachers will teach and review cafeteria plans during first week of school and review as needed throughout the year

**Person(s) Responsible**

Classroom Teachers

**Timeline / By When?**

August 2015

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 1**

**7. Fidelity Plan**

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**Observation and Monthly Monitoring**

**Implementation Steps  
(Including professional development)**

Administration will train and observe students and staff utilizing cafeteria plan

**Person(s) Responsible**

Administration

**Timeline / By When?**

2015-2016 school year

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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## Goal 2

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### Present Level of Performance

CPI1 certified staff is 90%  
PBS and Diversity is at beginning level (0%)

### Expected Level of Performance

100% CPI 1 certified  
100% trained

## GAP

### 1. What problem have you identified?

Ozona Elementary will ensure that 100% of our instructional staff is provided professional development training in the areas of Crisis Intervention (CPI1), Positive Behavior Systems, and working with student diversity by May 2016.

### 2. What is your Desired Outcome/Measureable Goal?

1. Behavior Specialist will provide diversity and PBS training at faculty meetings once per month to train instructional staff. Instructional staff will receive 3 hours ESE professional development by the end of the 2015-2016 school year.
2. Behavior Specialist will help support initial training in CPI1 and arrange refreshers for staff already trained by December 2015. 100% instructional staff certified CPI1

### 3. What are possible reasons that your goal has not yet been reached (barriers)?

1. Diversity training certification obtained by behavior specialist at the end of last school year.
1. New Guidelines for Success, Cafeteria Plan, and general school expectations revised for the 2015-2016 school year.
2. New staff to Ozona may need initial training.
2. Veteran staff need refreshers every two years to remain certified.

### 3a. What is the most valid and alterable barrier (your priority)?

100% of instructional staff need PBS training to help with TMSS processes, and no staff has student diversity training.

### 3b. How do you know that this is the right barrier to address (validation)?



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TMSS processes are changing and instructional staff need direction on data management, data collection, and what is expected in each Tier. These mini professional development opportunities will allow instructional staff to be able to hone new skills and successfully integrate interventions within the classroom.

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**Goal 2**

**4. How will this problem be solved?**

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**-Train instructional staff in behavior interventions that are research based**

**Implementation Steps  
(Including professional development)**

Monthly Professional Development in area of PBS and diversity.

**Person(s) Responsible**

Behavior Specialist

**Timeline / By When?**

2015-2016 school year

**Initiated:** 8/18/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 2**

**5. Data collection and management**

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Teachers will be required to record parent contacts within portal system.  
Bring recorded data to TMSS team that shows interventions were done over time and with fidelity.

**Implementation Steps  
(Including professional development)**

TMSS will review data.  
Behavior Specialist will provide support.

**Person(s) Responsible**

TMSS Team  
Administration

**Timeline / By When?**

2015-2016 school year

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 2**

**6. Support Plan**

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**Behavior Specialist will provide monthly PD training**  
**Behavior Specialist will provide coaching and support as needed to school, grade levels, or individual teachers**

**Implementation Steps**  
**(Including professional development)**

Monthly trainings

**Person(s) Responsible**

Administration  
Behavior Specialist  
TMSS team

**Timeline / By When?**

2015-2016 school year

**Initiated:** 8/18/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 2**

**7. Fidelity Plan**

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**Observation of intervention**  
**Data collection reviewed**

**Implementation Steps**  
**(Including professional development)**

Monthly Trainings  
TMSS meetings

**Person(s) Responsible**

Administration  
Behavior Specialist  
TMSS team

**Timeline / By When?**

2015-2016 school year

**Initiated:** 9/1/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 3**

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**Present Level of Performance**

**Expected Level of Performance**

**GAP**

**1. The identified problem for Goal 3 is:**

**2. What is your Desired Outcome/Measureable Goal?**

**3. What are possible reasons that your goal has not yet been reached (barriers)?**

**3a. What is the most valid and alterable barrier (your priority)?**

**3b. How do you know that this is the right barrier to address (validation)?**

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## **School-wide Reward System**

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### **1. What are your school-wide reward strategies?**

Ozona Elementary will hold monthly student recognition assembly for Commitment to Character, Citizen of the Month, Outstanding Effort, and Safety Patrol of the Month.

Positive Office Referrals

Ozzie Tickets- Osprey tickets given as either individual, group or classroom for students going above and beyond expectations.

Cafeteria PBS Plan

Principal's List Breakfast

### **2. Describe the procedure/practice used.**

These four honors are nominated monthly by staff and Administrative Team holds a monthly assembly to recognize these students and present certificates. Student names are read on the morning news prior to the assembly.

Positive office referrals are written daily by staff and all are read on the afternoon announcements. Mrs. Atkins calls home for every positive referral received.

Ozzie tickets are accumulated in the homerooms, and when a required number is met, the homeroom earns a rewarded by the OzzieTicket Coordinator each grading period.

Cafeteria Plan:

1- Classes earn points toward incentives for positive behavior while at lunch

2- "Awesome Osprey" tickets are given by teachers and read during lunch by Mrs. Atkins or Mrs. Downes. These students will be called to the stage to be celebrated and then have the opportunity to sign the "Wall of Fame."

Principal's List Breakfasts will be held every 9 weeks

### **3. How, when, where, and by whom will strategies be implemented?**

Classroom teachers, specialists, office staff, and administration will nominate monthly honors, write daily Positive Office referrals, Awesome Osprey tickets and hand out Ozzie Tickets at any time they observe a student making the positive choices expected.

### **4. Explain how documented strategies are evidence-based and aligned to data?**

Ozona has had very low data with 31 total office referrals for the 2012-2014 school year. Reviewing, making additions,

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and providing professional development to instructional staff allows Ozona to remain at these lower percentages. We are currently striving to make those numbers continue to go lower.