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 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.
Goal 1

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.
Goal 1

4. How will this problem be solved?

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: Y
Pending: N
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: N
Completed:
Goal 1

5. Data collection and management

Portal Discipline codes

Implementation Steps
(Including professional development)
Adminstration 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:
Goal 1

6. Support Plan

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:
Goal 1

7. Fidelity Plan

Observation and Monthly Monitoring

Implementation Steps
(Including professional development)
Administration will train and observe students and staff utilizing cafeteria plan

Person(s) Responsible
Adminstration

Timeline / By When?
2015-2016 school year

Initiated: 8/24/2015
Ongoing: Y
Pending: 
Completed:
Goal 2

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.

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)?
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.
Goal 2

4. How will this problem be solved?

-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:
Goal 2

5. Data collection and management

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: 
Goal 2

6. Support Plan

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:
Goal 2

7. Fidelity Plan

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:
Goal 3

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)?
School-wide Reward System

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,
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.