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:

1. The school-wide Guidelines for Success are clearly identified and posted throughout common areas and within classrooms.
Guidelines for Success:

Be responsible for yourself and your actions.
Be respectful to everyone
Be motivated to do quality work
Be honest to yourself and others
The guidelines were reviewed during pre-school training, posted in all calssroom and offices and are also included in each employees' handbook

2. Common area expectations are also posted throughout the school. These include cafeteria , hallway and library expectations. These expectations are communicated to students and parents via student agendas, posted signs, pep rallies, newsletters and on our website.

3. Classroom expectations are visible in each classroom. Following PBS Guidelines, these expectations are taught, modeled and practiced to ensure success for students. Parents are made aware of classroom expectations in home-school communications and at parent-teacher conferences.

After reviewing end of year data from Decision Ed and Portal, the MTSS/SBLT team decided on three goals to work on.
2014/2015 Goals : 1) Increase student engagement , thus decreasing incidents of classroom disruption by 50%.
Disruption is defined by defiance, insubordination, and classroom routine disturbances 2)
Decrease incidents of hands on referrals by 50% by increasing personal relationships with students, 3) Decrease the number of absences and tardies of Black students by 50% to address the achievement gap.

Goal 1: Increase student engagement , thus decreasing incidents of classroom disruption by 50%.

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?

Since IPI data checks are infrequent and subjective we will develop a schoolwide way to measure student engagement . Strategies to reduce this barrier include morning meetings, core differentiation, increasing academic rigor

Implementation Steps

Increase classroom observations and walk thrus while providing feedback to staff for areas of development .
Collect engagement data and analyze monthly at SBLT meetings
Identify trends
Conduct student surveys

Person(s) Responsible

Administration, MTSS/SBLT Team members,

Timeline / By When?

Classrooms will be visited at least once a month and continue until the end of the year.
Data reviewed monthly
YTD data reviewed each semester

Initiated	Status	Completed
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

MTSS/SBLT members will use and analyze data from Decision ED, Portal, Focus LMS, formal and informal observations. This data will then be used to determine the correlation between reinforcements of positive behaviors and the targeted behaviors in Goals 2 and 3. Monthly data chats will track the SWBP Goals and school-wide feedback will be provided.

Implementation Steps

Schedule meetings
Collect referral data on disruptions, referrals and attendance
Analyze subgroups
REview effectiveness of Check and Connect

Person(s) Responsible

All staff required to exhibit behaviors characterized as Positive Behavior Support
MTSS/SBLT will collect data, analyze it, identify trends , meet with grade level teams

Timeline / By When?

Initial baseline data will be collect by 9/20/14.
All other aspects will be ongoing

Initiated	Status	Completed
08/18/2014	Ongoing	

Strategy

Staff requires profession development regarding a Positive Behavior Support System for behavior management.

Implementation Steps

Schedule training pre-school, create agenda, utilize PBS training materials and guide educators towards 100% implementation

Schedule individual follow up to the training to provide additional resources

Person(s) Responsible

MTSS/SBLT members

Timeline / By When?

Training was completed 8/15/14. Professional development will continue throughout the year as needed based upon the data collected and teacher requests

Initiated	**Status**	**Completed**
08/15/2014	Ongoing	

Strategy

Initialize Check and Connect program
Build positive relationships with students

Implementation Steps

Train staff in Check and Connect
Create training materials, agenda, progress monitoring tool

Person(s) Responsible

Administration and PBS team

Timeline / By When?

Training to be completed by September 2014

Initiated	**Status**	**Completed**
08/18/2014	Pending	

Strategy

Conduct 5 to 1 (positive to negative) walk-throughs

Implementation Steps

Implement baseline data on PBS school-wide
Create forms and schedules for observers
Meet with evaluators to ensure consistency

Person(s) Responsible

MTSS/SBLT Team and PBS Team

Timeline / By When?

will occur monthy

Initiated	**Status**	**Completed**
08/18/2014	Pending	

Goal 2: Decrease incidents of hands on referrals by 50% by increasing personal relationships with students and parents

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?

Check and Connect Implemented

Implementation Steps

Identify students -Target Black students
Identify staff to check in and out students
Define roles and orientate mentors
Match students with adults
Begin program

Person(s) Responsible

MTSS/SBLT Guidance Counselor will coordinate - various staff members will be the mentors who check in and out students

Timeline / By When?

Identification will occur before cycle 1 testing but will be evolving as the year progresses.

Initiated	Status	Completed
8/18/2014	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?

Provide incentives for positive student behavior

Implementation Steps

Establish a token to reward system

Person(s) Responsible

All Staff

Timeline / By When?

Ongoing

Initiated	Status	Completed
8/18/2014	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

Monthly attendance meeting
Parent Conferences

Implementation Steps

Contact all parents regarding attendance policy
Incorporate attendance information in agenda communications
Collect data on absences and tardies and compare to last year (FOCUS)

Person(s) Responsible

PBS Team
Classrooom teachers

Timeline / By When?

Ongoing

Initiated	**Status**	**Completed**

Goal 3: Decrease the number of absences and tardies of Black students by 50% to address the achievement 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?

Review referral data monthly for identified students using Decision Ed
Implement Check and Connect
Encourage parental participation

Implementation Steps

Schedule review dates
Put on Master calendar

Person(s) Responsible

PBS team

Timeline / By When

Monthly

Initiated	**revised 1/26/15**	**Completed**
8/18/2014	Pending	

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

Educate parents regarding the importance of school attendance

Implementation Steps

Conduct an after school workshop to address Florida State standards, PBS and attendance
Create agenda
Conduct survey after training
Provide ongoing support
Frequent positive calls to home for students

Person(s) Responsible

Literacy and MTSS Coaches

Timeline / By When?

Continuous

Initiated	revised 1/26/15	Completed
8/18/2014	Pending	

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

Schoolwide assemblies will convey information to all staff and students regarding expectations aligning with our Guidelines for Success and Character Education.
Super Student contests held monthly to recognize students who best portray each month's character word.
News Show Shout-outs are designed to highlight student/classroom/grade level achievements and/or school wide core values.
Monthly attendance award system.
Frequently positive parental contact.

Implementation Steps

-Assemblies will be held monthly to continually reiterate our Guidelines for Success to staff and students. Assemblies are also used to recognize the teacher identified "Super Students" from each classroom with a certificate and magnet. The Mustang Morning News Show will have Shout Outs presented by our principal that recognize special achievements by staff and students. Students are also special guests on the news show. A monthly attendance contest will reward the grade level that has the highest attendance percentage via Decision Ed with winners being announced as at the monthly assemblies. Our teachers and staff will gain parental buy-in and necessary relationships through the use of frequent positive communication via telephone calls, student agenda messages, and conferences.

Person(s) Responsible

Assemblies are held responsible by the school counselor and involving various members of school staff. The Super Student contest is prepared by the school counselor. Morning show shout-outs will be done by a member of administration. Attendance contest will be headed by the school counselor and social worker. The frequent positive communication will be directed by teachers and school staff members.

Timeline / By When?`

Assemblies will the last Friday of every month including the Super Student and Attendance Contest. News Show shout-outs will be Fridays on the morning news show. The positive parent communication will take place on a daily basis.

Initiated	**Status**	**Completed**
08/22/2014	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?

Implement PBS school-wide and use a universal, student-friendly classroom behavior chart that aligns with report cards. Teachers are switching to EVSNU to track and record student conduct and work habits

Implementation Steps

Train teachers
Provide Progress Monitoring tool
Schedule review dates
Conduct walk-throughs

Person(s) Responsible

MTSS/SBLT Team and Classroom Teachers

Timeline / By When?

Training completed / Monitoring will be ongoing

Initiated	Status	Completed
08/15/2014	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?

Provide professional development to all instructional staff in the area of Student Engagement as outlined in the PCS Appraisal document; appraisal indicator 1.2G.

Implementation Steps

1. Provide teachers with professional development to recognize and react when students are not engaged.
2. Provide ongoing feedback to teachers regarding their teaching pace, student engagement and student response rates by administration.

Person(s) Responsible

Classroom teachers, Site Based Coaches (Literacy, MTSS), Guidance, Administrator Walk through

Timeline / By When?

January 2015- PLCs dedicated to examining and providing professional development on the area of student engagement.
Administrative Walkthroughs with specific feedback ongoing from Aug.-June but specifically targeted Jan.-May

Initiated	Status	Completed
8/18/2014	Ongoing	

Action Plan:

Plan to Monitor for Fidelity of Implementation

Collect monthly behavior data charts for all teachers
Collect monthly 5 to 1 data
PBS will graph data and present to MTSS/SBLT with recommendations aligned with the goals of the SWBP
Walk-Throughs
Documented Feedback
MTSS/SBLT -review data monthly regarding goals and adjust as dictated by data
Revisit Plan frequently
Use Data Driven Dialogue during all discussion.
Use agenda for each meeting that includes action steps (who, what,when,where,why , and timeline

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

PBS Training and follow up
Check and Connect training
Decision ED training for MTSS members
Character Education
Behavior Intervention guide training as needed by teachers
MTSS Training
PLC monthly focus for Appraisal Indicator 2.1.B,C,E & F (classroom management)
Parent training focusing on academic behavior and schoolwide Guidelines for Success
Data Driven Dialogue training for PBS and SBLT

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

Our data current indicates a large gap in discipline referrals between Black and Non-Black students.   We are currently working on reducing this discrepancy by implementing the Check and Connect program with our Black students who have received more than one office referral. There are only 3 current students who have more than 2 referrals and these students have 68.4% of our Black referrals. Discussing these students individually, Student A has 4 referrals, all received on the bus. We have implemented a Bus Success plan that has proven to be successful as this student has not received a referral for 2 months. Student B is a student in our IVE program with behavior goals on his IEP. Besides meeting with his mentor daily, he has now begun self-monitoring by requesting a break prior to becoming frustrated. This child also receives social skills imbedded into the curriculum in his classroom. Student C is a transfer student from Maximo, he arrived in October with 9 referrals from the previous school. We are implementing the FBA. We have arranged for this student to eat his meals outside of the cafeteria in order to respect his sensory challenges. He also has individual meetings with the guidance counselor on a weekly basis and meets with his mentor daily. All three students meet with their mentors daily.

Goal 1: Increase student engagement, thus decreasing incidents of classroom disruption by 50%.
Administrators are on a regular schedule of walk-throughs with feedback for all classrooms. Data is also collected on the 5 to 1 Positive to Negative ratio, twice in the first semester and shared in SBLT. This data will again be collected in the spring semester. Trends were identified and addressed in grade level PLCs. Student surveys will be conducted in the 2nd semester.

Goal 2: Decrease the incident of hands on referrals by 50% by increasing personal relationships with students and parents.
We currently have 6 referrals for hands-on behavior which demonstrates a decrease from last year. Last years total was 21. Our goal this year is 11 or less. Our Check and Connect program and new implementation of guidance classes in every grade level on a weekly or monthly basis has attributed to improvement in this data.

Goal 3: Decrease the number of absences and tardies of Black students by 50% to address the achievement gap.
We have scheduled to conduct an after-school workshop on Florida State Standards and attendance for parents in the first week of February. We have conducted school-wide assemblies on a monthly basis and increased the frequency of our positive parental contact. We have also worked through our child study team to partner with parents of students with excessive absences.