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**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?
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**Questions to guide discussion:**

1. School Guidelines for Success:

Participate Respectfully  
Operate Safely  
Navigate towards Self-Motivation  
Cooperate Responsibly  
Extend Honesty

2. Guidelines for Success posted in Common Areas:

Cafeteria:

Participate Respectfully  
Use level 2 voice when talking to friends at your table.  
Follow directions given by adults in the cafeteria.  
Operate Safely

Face forward in line.  
Navigate towards Self-Motivation  
Keep your area clean.  
Cooperate Responsibly  
Keep hands, feet and unkind words to yourself.  
Extend Honesty  
Eat food only from your tray.  
Take correct food items only.

Hallway:

Participate Respectfully  
Use a level 0 voice when traveling through the hallways  
Operate Safely  
Walk along the right side of the hallway  
Navigate towards Self-Motivation  
Help keep our school cleaning by picking up trash in the hallways  
Cooperate Responsibly  
Keep hands, feet and unkind words to yourself  
Extend Honesty  
If you need to tie your shoe please finish quickly.

Restroom:

Participate Respectfully  
Use a level 0 or 1 voice when traveling to the bathroom with your buddy.

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Operate Safely

Complete personal needs and return to you classroom.

Navigate towards Self-Motivation

Be sure to clean up after yourself before you leave.

Cooperate Responsibly

Keep hands, feet and unkind words to yourself

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**Goal 1: All staff proactively works to keep students in class 100% of the time.**

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**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 daily morning meetings to build classroom culture.

Teach social skill lessons twice weekly using the SMART Steps Curriculum.

Guidance Counselor, School Psychologist, and MTSS Behavior Coach will meet with 4th and 5th grade African American female students to implement the GIRLFRIENDS social skills program.

Behavior Coach will provide modeling and coaching support when necessary.

**Implementation Steps**

Begin hosting morning meeting on day 1.

Begin teaching social skills curriculum Week 3.

Behavior coach will model lessons and work with individual students as necessary.

**Person(s) Responsible**

Instructional, MTSS Behavior Coach, Guidance Counselor, School Psychologist, and Support Staff

**Timeline / By When?**

This will begin on day 1 and progress throughout the entire school year. Modifications will be made as needed.

**Initiated**

8/18/2014

**Status**

Ongoing

**Completed**

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**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?
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**Strategy**

Collect Tier 1 behavior data for all students. Input Tier 1 data into spreadsheet weekly. Aggregate data based on sub-groups.

Use Tier 1 data to determine if students need an individual behavior plan.

Behavior Coach will provide check in's for students who require an individual behavior plan.

**Implementation Steps**

Begin collecting data on day 1.

Review data and anecdotal records every 4 - 6 weeks determine which students(s) need additional support.

Contact Behavior Coach to schedule a time to collaborate regarding the creation and implementation of the plan.

**Person(s) Responsible**

Instructional Staff

Behavior Coach

**Timeline / By When?**

Instructional staff will upload Tier 1 data on a weekly basis.

Review of Tier 1 data will take place every 4 - 6 weeks.

**Initiated**

8/18/2014

**Status**

Ongoing

**Completed**

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**Goal 2: All staff are active in addressing student conduct on campus.**

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**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?**

Teach common area expectations to students using Guidelines for Success.  
Post Guidelines for Success in common areas: hallways, cafeteria, restroom.  
Reward Panther Points to students following the Guidelines for Success.

**Implementation Steps**

Common area expectations and Guidelines for Success will be shared with each grade level by the Principal and the Assistant Principal at the beginning of the school year.  
Classroom teachers will reiterate Guidelines for Success and demonstrate during the first week of school.

**Person(s) Responsible**

Principal and Assistant Principal  
Classroom Teachers

**Timeline / By When?**

The Principal and Assistant Principal will meet with grade levels within the first week of school.  
Teachers will reinforce on the first week and continue to reinforce throughout the school year as needed.

**Initiated**

8/18/2014

**Status**

Ongoing

**Completed**

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**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?
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**Strategy**

Individual classrooms track earned panther points using panther point tracking sheets.  
After each 200 points earned classes will earn predesignated rewards.  
11 rewards are provided throughout the year.

**Implementation Steps**

Track earned panther points using panther point tracking sheet.  
Designate the specific color for each type of point earned: green - cafeteria, blue - panther paw, yellow- specials.  
Email guidance counselor when each goal is reached to be scheduled on the news.

**Person(s) Responsible**

Classroom teacher  
Guidance counselor  
MTSS Behavior Coach

**Timeline / By When?**

Panther points are recorded daily beginning day 1.  
Rewards should be achieved approximately every 5 - 6 weeks.

**Initiated**

**Status**

**Completed**

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**Goal 3: All staff model and teach respectful, responsible, safe, behaviors.**

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**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?**

Individual classrooms track earned Panther Points using Panther Point tracking sheets.  
After each 200 points earned classes will earn a designated reward.  
Eleven rewards will be provided throughout the year.

**Implementation Steps**

Track earned Panther Points using Panther Point tracking sheet.  
Designate the specific color for each type of point earned: green - cafeteria, blue - panther paw, yellow - specials.  
Email Guidance counselor when each goal is reached to be scheduled on the news.

**Person(s) Responsible**

Classroom teacher  
Guidance counselor

**Timeline / By When**

Panther Points are recorded daily beginning day 1.  
Rewards should be achieved approximately every 5 - 6 weeks.

**Initiated**

8/18/2014

**revised 1/26/15**

Ongoing

**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?**

Professional development on building a culturally responsive school.  
Reinforcement and recognition program for staff.  
Emphasize Guidelines for Success on morning news.

**Implementation Steps**

All classroom teachers attend Morning Meeting refresher training.  
Use Random Acts of Kindness to provide employee recognition at staff meetings.  
Use daily school news to emphasize Guidelines for Success when recognizing classes for achieving Panther Points

**Person(s) Responsible**

Instructional Staff  
Support Staff  
Behavior Coach

**Timeline / By When**

Morning Meeting refresher training was held August 7, 2014.  
Random Acts of Kindness will begin at September staff meeting on September 23, 2014 and continue throughout the school year.

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**Initiated**  
8/7/2014

**revised 1/26/15**  
Ongoing

**Completed**



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**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?
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**Strategy**

Staff input on Professional Development surveys provided on Moodle LMS.  
School wide climate survey.  
Stop, Continue, Start survey.  
School-wide behavior staff survey

**Implementation Steps**

Review survey data.  
Implement additional recognition steps as necessary.

**Person(s) Responsible**

School Based Leadership Team and PBS Team

**Timeline / By When?**

Began on 8/18/14 and continued throughout school year.

**Initiated**

8/18/2014

**revised 1/26/15**

Ongoing

**Completed**

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**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?
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**Strategy**

Each classroom will be collecting Panther Points. These points are collected by showing positive Guidelines for Success in the cafeteria, specials and throughout the day. Panther Points are recorded on Panther Point tracking sheets provided to each classroom teacher.

**Implementation Steps**

Each classroom teach begins collecting Panther Points on day 1. Once the class has met their goal they contact the Guidance counselor. Goals are set at increments of 200 and each goal earns a designated reward.

**Person(s) Responsible**

Classroom Teacher  
Guidance counselor  
Behavior Coach

**Timeline / By When?**

Goals will be reaching at various times during the year. Each goal should be met every 5 - 6 weeks.

**Initiated**

8/18/2014

**Status**

Ongoing

**Completed**

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**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?
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**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?**

Each classroom has a five tiered behavior system aligned to the school wide Guidelines for Success. Classroom teachers use school wide Guidelines for Success to create classroom rules. Once rules are implemented the classroom behavior system is used to reward positive behavior and redirect negative behavior.

**Implementation Steps**

Develop classroom rules using the school wide Guidelines for Success. Introduce five tiered behavior system including how the behavior system will be labeled. Primary grades will use colors. From highest to lowest: purple, blue, green, yellow, red. Intermediate grades will use letter from highest to lowest: E, V, S, N, U. All students will begin in the center of the behavior scale either at green or on E and move up and down the scale based on compliance with school wide and classroom rules.

**Person(s) Responsible**

Classroom Teacher

**Timeline / By When?**

Classroom rules and classroom behavior plans will be implemented on the first day of school and continue throughout the entire school year.

**Initiated**

8/18/2014

**Status**

Ongoing

**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?**

Individualized behavior plans will be created for students according to Tier 1 behavior data. Once the classroom behavior plan has proven ineffective for a particular student, the classroom teacher will contact the behavior coach. The behavior coach and the teacher will work together with the student and their parent to create an individualized behavior plan to help promote positive behavior growth.

**Implementation Steps**

Implement classroom behavior plan and collect Tier 1 behavior data. Once Tier 1 behavior data indicates the ineffectiveness of the classroom behavior plan the Behavior Coach is contacted. The classroom teacher invites Behavior Coach, parent and student to a meeting to discuss the individualized behavior plan. The Behavior Coach, classroom teacher and parent will be responsible for implementing the plan and collecting data. After 4 - 6 weeks another meeting will be held to review data and decide next steps.

**Person(s) Responsible**

Classroom teacher  
Behavior Coach  
Parent and student.

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**Timeline / By When?**

Individualized behavior plans will be created on an "as needs" basis. Behavior plans will begin once a data trend has proven one is required.

**Initiated**

**Status**  
Pending

**Completed**

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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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Each classroom will collect Tier 1 behavior data.

If Tier 1 behavior data proves classroom behavior plan is successful, the plan will be implemented to all students in the classroom.

Behavior Coach will collect data for students on individualized behavior plans.

Assistant Principal and Principal will be notified when students are placed on individualized behavior plans.

Assistant Principal and Principal will be invited to individual behavior planning meetings to give input and feed back.

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**Professional Development:**

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

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PBS behavior team: Anita Anderson, Kathleen Santoro, Amy Quillen, Christen Ku, Greg Logan

All behavior team members attended a one time 6 hour training component provided by the PBS ( Positive Behavior Systems) staff.

Greg Logan (Assistant Principal) and Christen Ku (Behavior Coach) will attend 6 more half day meetings.

These PBS meetings are designed to create a solid school wide Tier 1 behavior system.

Morning Meeting Refresher provided on 8/8/14 on-site by the Behavior Coach.

Social Skills curriculum will be implemented in each classroom within a Morning Meeting.

K - 2 will be using SMART Kids book written by Susan L. Mulkey and Marilyn Sprick.

3 - 5 will be using The Tough Kids Social Skills book by Susan M. Sheridan

Additional suggested trainings:

KAGAN

CHAMPS

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**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.**

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**Enter a summary of the current status of implementation**

Based on the mid-year progress check, all instructional staff are working on keeping students in class, staff are being proactive in addressing behavior on campus and each staff member models respectful behavior on campus. This is accomplished by following the school wide plan, incentive programs (Panther Points) and “check-in” routines. In addition, all staff are active in addressing student conduct through expectations, rubrics, and our school developed Guidelines for Success. Furthermore, we have addressed social behavior in the 5th grade and have instituted a “Girl Friends” program. Our ongoing efforts have resulted in a dramatic decrease of behavior referrals.