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:

School-wide Guidelines for Success/Expectations:
• Have respect for self and others
• Always being prepared and on time to class
• Will make good choices
• Keep focused on goals
• Show responsibility

Cafeteria
• Keep hands, feet and food to yourself
• Stay in your seat during lunch
• Raise your hand and get an adult's permission to leave your seat
• Leave your area clean when you leave
• Throw trash and food in the garbage

Hallways
• Keep hands and feet to yourself
• Walk
• Keep to the right
• Use appropriate language
• Follow staff members' instructions at once

Outside/Bus and Car Circle
• Keep hands and feet to yourself
• Walk
• Stay on sidewalk areas.
• Walk bikes

Goal 1: Reduce the number of class disruption and defiance referrals.

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?

Use of HAWKS school-wide classroom discipline procedure system with minor/major behavioral definitions and consequence hierarchy.

Implementation Steps

Teachers teach expected behaviors to students at the beginning of the school year during first week of school and ongoing. Each none weeks, teachers will teach a specific 30 minute behavior lesson (through LA classes) designed to reduce the occurrence of misbehavior at the school,based on discipline data collected over nine weeks.

Person(s) Responsible

Teachers and all administrators.

Timeline / By When?

Every nine weeks.

Initiated	3/4/15 Revised	ongoing
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?

Established reward/recognition program.

Implementation Steps

Teacher teach expected behaviors to students at the beginning of the year during the first week of school and ongoing. Each nine weeks, teachers teach specific 30 minute behavior lesson (through LA classes) designed to reduce the occurrence of misbehavior at the school based on discipline data collected over nine weeks.

Person(s) Responsible

Teachers and all administrators

Timeline / By When?

Every nine weeks and ongoing

Initiated	3/4/15 Revised	ongoing
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?

Grade level assemblies to teach common area and classroom behavior expectations.

Implementation Steps

Administrators will conduct four "fireside chats" to teach lessons. Lessons include hallway behavior, appropriate language, cafeteria behavior, respect for self and others, being prepared and on time, making good choices, personal responsibility and electronics.

Person(s) Responsible

All administrators

Timeline / By When?

Weeks of August 18-22, 2014; October 20-24, 2014; January 5-9, 2015 and March 16-20, 2015

Initiated	3/4/15 Revised	ongoing
8/18/2014	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

Discipline referrals are entered into FOCUS.

Implementation Steps

Data will be reviewed weekly at administration meetings. Data will be reviewed at SBLT meetings. Data to be reviewed includes: number of referrals, types of referrals, action codes, and staff members generating referrals.

Person(s) Responsible

APC to provide data for review. Principal to add to agenda for meetings. SBLT members report to departments.

Timeline / By When?

Administrative Weekly - Monday
SBLT monthly - last Friday of each month.

Initiated	3/4/15 Revised	Completed
8/18/2014	Ongoing	

Goal 2: Reduce the number of tardy referrals.

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?

Use of Start on Time tardy sweeps.

Implementation Steps

Teachers are assigned to tardy team for each planning period. Teachers sweep halls as they walk to tardy table. Teachers issue tardy slips to students and trun slips into grade level office for data entry.

Person(s) Responsible

Teacher, grade level clerks

Timeline / By When?

Daily. Data refreshed each nine weeks.

Initiated	3/4/2015 Revised	Completed
8/20/2014	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

Tardy data review by administration, SBLT and full staff.

Implementation Steps

Review of tardy data in File-Maker Pro. Examine correlation between positive behaviors (one time) and targeted behaviors (tardy).

Person(s) Responsible

All administrators - responsible for collecting and reporting

Timeline / By When?

Weekly - Administration and Monthly - SBLT

Initiated	Status	Completed

Goal 3: Decrease the discipline gap between black and non-black students.

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?

Establish 5000 Role Models program, Check and Connect program, mentors and motivational speakers.

Implementation Steps

Target students for 5000 Role Models by 9/12/14
Target students for Check and Connect Program and pair with mentor by 8/29/14

Person(s) Responsible

Administrators - Wendy Bryan, Corliess Davis; Guidance - Lori Guth, Darla Gatesman, Susan Hagerty

Timeline / By When

Monthly meeting of 5000 Role Models, Weekly Check and Connect with mentor program; Bi-monthly motivational speakers.

Initiated	**revised 3/17/15**	**ongoing**
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?

stablish 5000 Role Models, Girlfriends, Check and Connect Program, mentors and motivational speakers.

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

Data Gap review by administration, SBLT and full staff - attendance, timeliness, referrals, suspensions (in and out of school), HAWKS ticket totals, FLIGHT card totals. Data system - FOCUS, EDS, FileMaker Pro.

Implementation Steps

Review of data by subgroup - discipline, positive behavior incentive data, make minor adjustments to the school-wide behavior plan and positive behavior support, if needed.

Person(s) Responsible

All administrators - responsible for collecting and reporting.

Timeline / By When?

Weekly - Administration meetings   Monthly - SBLT

Initiated	**revised 3/4/15**	**Completed**
8/22/2014	Ongoing	

Strategy

Review subgroup information, maintain list of students participating in support programs.

Implementation Steps

Review of available data for sub-group; attendance in 5000 Role Models, Check and Connect. Check with mentors to determine needed resources.

Person(s) Responsible

Guidance Counselors

Timeline / By When?

Weekly - Administration   Monthly - SBLT

Initiated	**revised 3/4/15**	**Completed**
8/22/2014	Ongoing	

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

Teachers will submit individual reward/recognition classroom plans to administrator, Teachers will recognize students through the use of HAWKS tickets by issuing tickets to students who demonstrate expected behaviors.

Implementation Steps

Teachers issue tickets. Students place tickets into collection bins. Tickets are collected and counted on Thursday afternoon. Ticket totals by grade level are announced every Friday on school TV show. Winning grade level is rewarded with music at lunch. In addition, 10 students per grade level (30 total) and two bus tickets are drawn, announced and given reward.

Person(s) Responsible

Teachers, grade level administrators and office clerks.

Timeline / By When?`

Weekly

Initiated	**2/16/15 Revised**	**Completed**
8/22/2014	Ongoing	

Strategy

Students will be issued FLIGHT cards based on meeting academic and behavior expectations in the classroom.

Implementation Steps

FLIGHT cards issued at the end of each grading period. FLIGHT cards give students school-wide privileges.

Person(s) Responsible

Administrator at each grade level.

Timeline / By When?`

Every nine weeks.

Initiated	**2/16/15 Revised**	**Completed**
10/20/2014	Ongoing	

Strategy

Positive Behavior Recogition Events - Events planned every grading period for students who do not receive any referrals during grading period.

Implementation Steps

Student given invitation to Positive Event

Person(s) Responsible

Bonnie Lurie, Ap and Jeff Mills, Foundations Chairperson

Timeline / By When?`

August 22 - Kick Off Event for full school
Every none weeks - Week of 10/20-24/14, 1/5-1/9/15, 3/16-3/20/15, 5/25-5/29/15

Initiated	**2/16/15 Revised**	**Completed**
8/22/2014	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?

Teachers will align classroom behavior plan to school-wide behavior plan.

Implementation Steps

Administration reviews each teacher's classroom behavior plan for alignment to the school-wide behavior plan in August. Administration will provide feedback and recommendations to ensure alignment with the school-wide behavior plan.

Person(s) Responsible

Teacher and Grade Level Administrators

Timeline / By When?

Classroom plan due by 8/15/14. Administrators review and provide feedback by 8/22/14.

Initiated	**1/26/15 Revised**	**Completed**
8/8/2014	Ongoing	8/22/2014

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?

Teachers will recognize students through the HAWKS tickets to students who demonstrate expected behaviors in classroom - tied to school-wide behaviors.

Implementation Steps

Teachers issue HAWKS tickets. Tickets are put into school bin. Tickets are counted on Thursday afternoon by 8th grade clerk. Ticket totals by grade level are announced on morning TV show. Ten students from each grade level are drawn for prizes weekly (30 students). Grade level with highest ticket totals enjoy music at lunch on Friday. Students earn free cookie.

Person(s) Responsible

8th grade office clerk, administrator and media specialist

Timeline / By When?

Weekly

Initiated	**1/26/15 Revised**	**Completed**
8/22/2014	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?

Teachers will use HAWKS Red Book process to document discipline infractions in FOCUS - all teachers may view infractions - all teachers may view infractions, consequences and parent contacts.

Implementation Steps

Teachers enter all discipline into base include parent contacts. Administration enters all parent contacts into data base.

Person(s) Responsible

Teacher and grade level administrators

Timeline / By When?

ongoing

Initiated	1/26/15 Revised	Completed
8/18/2014	Ongoing	

Action Plan:
Plan to Monitor for Fidelity of Implementation

Review of school-wide discipline weekly and monthly.

Collection of HAWKS tickets weekly - counted and posted data.

Collection of Positive Referrals - counted and posted data.

Attendance data of Positive Events - based on behavior and academics.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

August 8, 2014 - Principal and AP conduct an introduction of school-wide PBIS system to new staff. Content included procedures, major/minor behaviors, use of positive HAWKS tickets, and classroom alignment to school-wide program.
August 13, 2014 - Principal, AP and Foundations team conduct a 30 minute PBIS/School-Wide Expectations review for entire staff. Content includes data review, procedure review and introduction to new processes and procedures for 2014 -2015 school year.
Monthly SBLT meetings and Foundations Committee meetings to review school-wide expectations, rules and procedures. Review of discipline data, positive behavior incentive data and make minor adjustments to the school-wide behavior plan and positive support, if needed.
SBLT and Foundation End of Year Review - Celebrate victories. Review of discipline data, positive behavior incentive data and make minor adjustments to the school-wide behavior plan and positive support.

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

Status of school's goals in January 2015.
Please see attached.

Status of school's goals in January 2015:

Goal 1 - Reduce the number of class disruption and defiance referrals.
Fireside Chats - To teach expected common area and classroom behaviors.
Grade 6 - 1/12/15
Grade 7 - 1/12/15
Grade 8 - 1/9/15

Goal 2 Reduce number of tardy referrals.
Goal not met - ongoing. AP's track tardies each week. Students with multiple tardies are targeted by AP's for individual interventions and discussed at Administrative Team meeting each week. Classes with no tardies are entered into weekly drawing for mechanical pencils - 5 classes drawn each Friday. Students with no tardies are entered into drawing for gift card - one per grade level each week.

Goal 3 - Strategies to decrease the discipline between black/non-black students.
Role Models Program established - scheduled for once per month - 5 mentors.
Check and Connect established - mentors paired with students.
Tier 2 Group - Subgroup identified - students meeting for 10 weeks with Mr. Townsel on specific strategies.