
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:

74th Street Elementary
Guidelines for Success

1. Clearly identified guidelines are posted in the classroom, hallways, rest rooms and lunchroom during pre-school and are maintained and referenced throughout the year.

Pre-school: Staff revisits discipline data and previous school wide guidelines for success and targeted area guidelines for success.

2. Common-Area expectations are posted and clearly communicated.

Pre-school: Guidelines posted in each classroom and all targeted common areas (cafeteria, bathrooms, hallways) discipline flow charts provided to each staff member.

Guidelines are communicated in the the student handbook and reinforced with student, parent, and teacher compact. Guidelines are reviewed daily on the announcements during the first two weeks of school.

Guidelines will be revisited with detail in the classroom on announcements during the following weeks:

December 1, 2014

Week of January 6, 2015

Week of April 4, 2015

3. Classroom expectations/rules are clearly identified, posted and clearly communicated.

First day of school: Each classroom teacher created a chart of desired behaviors/expectations- general, bathroom, hallway etc.

Goal 1: Increase Student Achievement

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?

Increase student success through improvement in grades, attendance, tardies, referral, task and homework.

Implementation Steps

PBS Team develop tools to track, analyze and review and compare attendance, tardies and referrals.
PBS team conducts student/staff surveys for feedback on implementation and support necessary.

Person(s) Responsible

Administration- provides materials and tools for analysis.
Teachers- provide input on student information and data and implement tools for improvement.
PBS Team- review and analyze data on student success and implement strategies for improvement.

Timeline / By When?

Begins August 25, 2014- on going

Initiated
08/25/2014

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?

Implement check in check out program

Implementation Steps

Administration and Teachers compile a list of students.
PBS Team to create a check in system for students to "check-in" with adult/mentor.
PBS Team to track data on each eligible student attendance, tardies, grades, and behavior.

Person(s) Responsible

Administration
Teachers
PBS Team

Timeline / By When?

Begins August 25, 2014- on going

Initiated

Status

Completed

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

Use the data to drive need for PD and implement best practices for student and staff success.

Implementation Steps

Collect, analyze, and discuss attendance, tardy, referral, task and homework.
Collect, analyze and discuss Jaguar buck counts
Implement and track individual plans for students

Person(s) Responsible

Administration- Data and discussion
PBS Team- Individual student discussions

Timeline / By When?

Begin August 25, 2014- ongoing

Initiated
08/25/2014

Status
Ongoing

Completed

Strategy

Use the data to drive need for PD and implement best practices for student and staff success.

Implementation Steps

Collect, analyze, and discuss attendance, tardy, referral, task and homework.
Collect, analyze, and discuss Jaguar buck counts.
Implement and track individual plans for students.

Person(s) Responsible

Administration- Data and discussion
PBS Team- Individual student discussions

Timeline / By When?

Begin August 25, 2014- ongoing

Initiated
08/25/2014

Status
Ongoing

Completed

Goal 2: Increase positive behavior and student safety

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?

Increase the ratio of positive to negative interactions to 4:1
Increase student awareness of expectations

Implementation Steps

Post and routinely refer to guidelines for success in common areas and corresponding classroom rules.
Engage in routine classroom meetings/activities (jaguar bucks) to discuss expectations and build relationships.
Weekly, monthly and quarterly rewards on morning announcements to highlight positive behaviors and student achievement.

Person(s) Responsible

Administration- posting of guidelines, reinforcing teacher implementation, implementation and maintaining rewards.
PBS Team- Consistent support in enforcing and maintaining clear goals
Teacher- Lesson plans will reflect team building activities/class meetings.

Timeline / By When?

Weekly review of school wide data at PBS team meetings
Monthly review of school wide data at staff meetings

Initiated
08/25/2014

Status
Ongoing

Completed

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

Use data to drive need for PD and implement best practices for student and staff success.

Implementation Steps

Collect, analyze, and discuss referral data from File Maker Pro with PBS team and staff.
Collect, analyze and discuss Jaguar bucks counts
Compare data by classroom

Person(s) Responsible

Administration- Referral data and discussion
PBSTeam/Team Leader- Grade level referral discussion

Timeline / By When?

Begin September 2014- ongoing monthly

Initiated

Status

Completed

Goal 3:

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?

Implementation Steps

Person(s) Responsible

Timeline / By When

Initiated
09/22/2014

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?

Continue to implement check-in check out program.

Develop and maintain a school wide atmosphere of cultural proficiency and responsiveness.

Implementation Steps

Team leader meetings to build and maintain a school wide atmosphere of cultural proficiency and responsiveness.

Embedded PD in school climate and in monthly staff meetings.

Person(s) Responsible

Administration-PD, compile reward and referral data and facilitate staff discussion.

PBS Team- Review and discuss data protocols.

Timeline / By When

Begin August 25th-ongoing

Initiated
08/25/2014

revised 1/26/15
Ongoing

Completed

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

Use data to drive student success- Jaguar bucks rewards system, referral, and character building activities implementation.

Use (survey and student demographics) data to drive need for PD and implement best practices for student and staff success.

Implementation Steps

Collect, analyze and discuss rewards system data as recorded on Excel spread sheet.

Collect, analyze and discuss referral data from File maker Pro (i.e. to include demographic breakdown).

Person(s) Responsible

Administration- Rewards and Referral data and discussion

PBS Team- Grade level rewards and referral data

Timeline / By When?

Begin August 25th-ongoing

Initiated

08/25/2014

revised 1/26/15

Ongoing

Completed

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

Celebrate increased student achievement through Jaguar bucks recognition of improved attendance, tardies, referral, task and homework.

Implementation Steps

Identify students in need of support.
Assign mentor teachers to track student needs
Reward students with Jaguar bucks and recognize students on daily and weekly announcements.

Person(s) Responsible

PBS Team- collect data and implement system
Guidance- Administer and track award recipients
Teachers- clearly define expectations and implement award system

Timeline / By When?

Begins August 25, 2014-ongoing

Initiated
08/25/2014

Status
Ongoing

Completed

Strategy

Celebrate classroom demonstration of guidelines for success caught being good Jaguar bucks to reduce behavior referrals.

Implementation Steps

Guidelines for success posted and reviewed.
Classrooms to rubric meaning of guidelines as tied to classroom rules to clarify expectations.
Staff members to reward classroom and students for demonstrating guidelines.

Person(s) Responsible

Guidance- track classroom earnings and rewards
Teacher- clearly define expectations
Staff- recognize classroom behaviors and review of school wide data

Timeline / By When?

Implement August 25, 2014-on-going

Initiated

Status

Completed

**14/15 School-wide Behavior Plan
Seventy-Fourth St. Elementary**

1/30/2015

08/25/2014

Ongoing

Strategy

Celebrate demonstration of quality character traits.
Monthly and quarterly awards on morning announcements and school assembly, redeem bucks at school store.

Implementation Steps

Establish and reiterate PAWS in and outside the classroom.

Person(s) Responsible

Teachers- in and out of class recognition through Jaguar bucks
Administration-facilities awards on morning announcements and assemblies

Timeline / By When?

Implementation-August 25, 2014 on-going

Initiated
08/25/2014

Status
Ongoing

Completed

Strategy

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

Status

Completed

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?

Establish classroom rules and consequences that align with Guidelines for Success

Implementation Steps

First week at school teachers to review Guidelines for Success and create Classroom Rules to help clarify guidelines. Teachers to clearly define each guideline, rule and process. Ex. What does this look and sound like?

Person(s) Responsible

Teachers
Administrators

Timeline / By When?

August 25, 2014 to ongoing

Initiated
08/25/2014

Status
Ongoing

Completed

Action Plan:

Plan to Monitor for Fidelity of Implementation

Routine Review Data:

Caught being good Jaguar bucks, color charts, redirect plans, referrals.

Check in and check out-Attendance, tardies, grades, testing and referrals.

Lesson plans with Team building activities.

PLC Notes

Announcements and assemblies celebrating successes and highlighting guidelines, character awards

Community, staff and student surveys

Display of Data:

Caught being good Jaguar bucks graph display

Referral data by class/grade level/ethnicity

Announcements and Assemblies featuring character awards/focus traits

Multiple Level Review of Data:

Administration Team

PBS Team

PLC

Classroom teachers

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Professional Development Opportunities:

PLC Discussions to utilize protocols from National School Reform Faculty

<http://www.nsrffharmony.org/free-resources/protocols/a-z>

Character education life skills

<http://www.goodcharacter.com/ESTopics.html>

Florida' Positive Behavioral Support Project

http://flpbs.fmhi.usf.edu/resources_classroom_foldersmod.cfm

Book Studies Available

Marzano, R., Marzano, J., and Pickering, D. (2003). Classroom management that works. Research-based strategies for every teacher, Association for Supervision and Curriculum Development, Alexandria, VA.

Bal. A., Thorius, K. & Kozleski, E. Culturally Responsive Positive Behavioral Support Matters. www.equityallianceatasu.org.

Crone. D.A.and Horner, R.H. (2003) Building Positive Behavioral Support Systems in Schools. Gilford Press, New York, New York.

Resources for Staff Training:

Research based articles

The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry [Nancy B. Love, Katherine E. Stiles, Susan E.]

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

Through the use of culturally relevant teaching and reinforce equity in education and continued pbs reinforcement.

The school wide interventions we have put into place overall work well. However, we have had to reteach the teachers on utilizing PAWs and jaguar bucks effectively.

Also we have had to provide school wide color/behavior charts so that there is consistency across grade level, kid friendly language and access to student knowledge of the expectations.

Furthermore we have implemented signs throughout the campus hallways that not only reinforce the schoolwide expectations, but also reinforce positive to negative reinforcement.

We believe we are where we need to be at this point of implementation, but look forward to continued tweeking in this year and into the next year.