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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:**

Schoolwide GFS expectations are based on Character Education, Positive Behavior Plan and PRIDE components: Demonstrate Respect, Responsibility, Honesty and Self-Motivation. Make good choices even when no one is looking. Common-area expectations have been created and placed on Expectations Matrix posters which are visible throughout the campus. See document uploaded in Action Plan.

Classroom expectations are aligned with our schoolwide expectations and all visual and verbal cues are the same no matter where a child is on campus; i.e. good choice-bad choice, voice levels, demonstrate character traits even when no one is looking.

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**Goal 1: 36 behavior incidences were recorded during the 13/14 school year, this school year, 14/15, we will decrease the number of behavior incidences by 10%**

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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?**

Identify students with behavior concerns and discuss the student at SBLT and create Individual Behavior Plans.

**Implementation Steps**

Assign a staff mentor to meet with the student throughout the school year to build positive relationships and improve social skills. Assign a staff member to meet with the student throughout the school year to build positive relationships and appropriate social skills. This may include the Counselor, Psychologist, Social Worker or a staff member the student relates to.

**Person(s) Responsible**

MTSS Team

**Timeline / By When?**

Beginning August 18, 2014 and on-going during the 2014-2015 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?**

Identify students with behavior concerns and discuss the student at SBLT and create Individual Positive Behavior plans. Identify black student with behavior concerns and discuss the student at SBLT. Create an Individual Positive Behavior plan.

**Implementation Steps**

Assign a staff mentor to meet with the student throughout the school year to build positive relationships and improve social skills. Assign a staff member to meet with the student throughout the school year to build positive relationships and appropriate social skills. This may include the Counselor, Psychologist, Social Worker or a staff member the student relates to.

**Person(s) Responsible**

MTSS Team

**Timeline / By When?**

Beginning August 18, 2014, and throughout the school year.

**14/15 School-wide Behavior Plan  
Shore Acres Elementary School**

1/14/2015

Initiated  
8/18/2014

Status  
Ongoing

Completed

**14/15 School-wide Behavior Plan  
Shore Acres Elementary School**

1/14/2015

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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**

Weekly review of student behavior and academic success.

**Implementation Steps**

Meet and review data in grade level PLC, SBLT, CST

**Person(s) Responsible**

Individual Teams and Coordinators

**Timeline / By When?**

Beginning August 18, 2014 and on-going.

**Initiated**

8/18/2014

**Status**

Ongoing

**Completed**

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**Goal 2: During the 14/15 school year we will decrease the number of referrals for African American students by 10%. We currently do not have a gap between the number of African American referrals (14) and other ethnicity referrals (22). We will work to keep it that way during this school year.**

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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?**

Identify black students with behavior concerns and discuss the student at SBLT. Create an Individual Positive Behavior plan.

**Implementation Steps**

Assign a staff member to meet with the student throughout the school year to build positive relationships and appropriate social skills. This may include the Counselor, Psychologist, Social Worker or a staff member the student relates to.

**Person(s) Responsible**

MTSS Team

**Timeline / By When?**

Beginning August 18, 2014 and on-going during the 2014-2015 school year.

**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**

Behavior team has reviewed all behavior data from the 2013 - 2014 school year. Both referral and suspension data was reviewed. No gaps were found between black and other students with the number of referrals or suspensions. To continue this trend our schoolwide behavior plan contains support for early warning identified black students at all grade levels.

**Implementation Steps**

Behavior committee will review behavior data monthly and identify any early warning black students from the data. Support will be assigned to each of these students through our staff mentoring program. Classroom teacher will be notified and a specific success plan will be developed for each of these students in the classroom and in any common areas if needed. Behavior will be tracked by the mentor and the classroom teacher. Behavior data from Focus will continue to be reviewed monthly throughout the school year by the behavior team and adjustments to each student's plan will be made if the student is showing no improvement. .

**Person(s) Responsible**

Assistant Principal

**Timeline / By When?**

On-going throughout the school year beginning on August 18, 2014.

**Initiated**

**Status**

**Completed**

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**Goal 3: Continue to implement/refine our SWBP infused with Character Development, Positive Behavior**

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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?**

Teacher/Staff Professional Development

Teach students expectations and on-going implementation. Have students take a leadership role in implementing the SWBP.

**Implementation Steps**

Teacher training during weekly PLC's and staff meetings. Daily announcements that include monthly Character

Education trait.

On-going student training in the classrooms and common area assemblies.

**Person(s) Responsible**

Character Education Committee and Administrators.

**Timeline / By When**

Beginning August 18, 2014, and on-going during the school year.

**Initiated**

8/18/2014

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**

Continue to explore data to refine areas of targeted behaviors.

**Implementation Steps**

Weekly PLC's and monthly Character Committee meetings.

**Person(s) Responsible**

Team members and Administrators.

**Timeline / By When?**

Beginning August 18, 2014 and on-going.

**Initiated**

8/18/2014

**Status**

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**

Continue school wide Character Coins and Cafeteria Reward System based on following SWBP.

**Implementation Steps**

Character Committee will review SWBP and discuss with staff any changes to align with our current needs.

**Person(s) Responsible**

Character Committee and Administrators.

**Timeline / By When?**

Beginning August 18, 2014 and on-going.

**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?**

School wide expectations from our PRIDE Matrix are implemented in each classroom using the same character vocabulary, PRIDE Steps and voice levels for success. PRIDE levels include positive attitude, respect, individual responsibility, demonstrate safety and excellence always.

**Implementation Steps**

Teachers will use character vocabulary, PRIDE Steps and voice levels for success with fidelity within their classroom behavior plans. This will be measured by Administrator walk through.

**Person(s) Responsible**

Classroom Teacher and Administrators

**Timeline / By When?**

Beginning August 18, 2014 and on-going.

**Initiated**

8/18/2014

**Status**

Ongoing

**Completed**

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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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Our Character/Behavior Committee will meet pre-school and monthly throughout the 2014-2015 school year. Additional motivation systems will be identified along with ways to track the success of those systems.

This Committee will also review behavior infractions each month and identify students in need of additional support. This Committee will work closely with the SBLT to identify students and their individual needs and ensure the student has the extra support for a mentor.

Data will be collected using results from Administrator walk-throughs, Character Coin Counts, Cafeteria Rewards, Classroom Incident Reports and Behavior Referrals and Suspension (in/out) numbers.

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**Professional Development:**

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

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Counselor, Social Worker and Psychologist Training for PBIP/PBSP  
ESE Trainings required under new guidelines.

Content Area Training at each grade level (Teacher's)

All staff will be trained on the SWBP including Character Development, PRIDE and Expectation Matrix and Positive Behavior Support.

Staff will also be trained on how to mentor a student.

Character Behavior Committee will continue to train staff on school wide initiatives throughout the school year.

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**Midyear:**

**1. How will you reduce the discipline discrepancy between Black and Non-Black?**

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

Update of Goals, Reward System, and CMS Alignment:

Goal 1: Currently at midyear, we are already exceeding our referrals from the 2013-14 school year. We are currently at 54 compared to 36 for the entire school year. For second semester, we will continue and expand our staff mentoring program for those key students in our population that show need. Support systems are currently being put in place by the School-based Leadership Team for those students with repetitive behavioral issues. We hope to intervene and solve the issues they are facing and decrease the referrals from these students.

Goal 2: Currently at midyear, we are exceeding the number of behavior incidents within our Black population. These students represent 11% of our population but their referrals represent 26% of our total for the year. We recognize a small gap between our black and non-black students. We will continue and expand our mentoring program to include those students with repetitive behavior issues to reduce the amount of referrals in this population.

Goal 3: The behavior committee comprised of both teachers and administrators continues to meet on a monthly basis. We have started to implement more school-wide processes to improve student behavior across our campus.

Expectations are more visible through common areas with identical signs posted throughout the campus. Teachers are expected to implement these processes on a daily basis throughout the entire school. The culmination of our newest behavior plan design will be a rewards system by classroom involving all stakeholders.

CMS: Everything previously stated aligns to CMS

Reward System: Implementation of the Golden Eagle and the Eagle Pride salute.

To reduce the discipline discrepancy between Black and Non-black students we will expand our mentoring program, increase the use of positive behavior reinforcements throughout the campus, and continue to track data, specifically those students with repetitive behaviors.

**14/15 School-wide Behavior Plan  
Shore Acres Elementary School**

1/14/2015

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**Endyear:**

**1. How will you reduce the discipline discrepancy between Black and Non-Black?**

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**Enter a summary of this year's implementation**