

# SCHOOL WIDE BEHAVIOR PLAN

Due in Area Superintendent's Office by Wednesday, August 14, 2013

School Name : Lake St. George Elementary School Year: 2013-2014

Each school will have a behavior plan that aligns with a positive and proactive approach to behavior, utilizes data and the problem-solving method, and meets the key components listed in the Bradley MOU. The school-wide behavior plan is designed to meet the needs of most students across all subgroups. Data will be reviewed at the school-wide, classroom, grade, ethnicity, disabilities, and other subgroup levels.

1. Benchmarks of Quality Score: 89/107 = 83 %
2. Engagement Data (attendance/suspension/etc):
  - a. [https://pbsis.fmhi.usf.edu/users/pbsis\\_login.aspx](https://pbsis.fmhi.usf.edu/users/pbsis_login.aspx)
  - b. Use the End of Year data
    - i. Attendance
    - ii. Timeliness
    - iii. Referrals
    - iv. Suspensions (both In- and Out-of-School)
    - v. Other areas as determined by your school-based leadership team (SBLT).
3. Using the data from EDS School-wide Behavior Plan, Portal, and your Benchmarks of Quality results, identify the top 3 goals and strategies you will use to reduce the occurrence of misbehavior at the school. Attach or insert your Action Steps for each.  
\*\*\*Be sure to include strategies to decrease the discipline GAP between black/non-black students, disproportionality, and to increase engagement for all students. \*\*\*\*
  - a. Decrease Bullying
  - b. School Wide Buy-in to our "Walk the Wildcat Way" behavior plan
  - c. Decrease referrals and Out of School Suspensions
    - i. Decrease non-black student referrals from 48 to 24.
    - ii. Decrease black student referrals from 8 to 4
4. Attach or insert your School-wide Guidelines for Success/Expectations: The attached powerpoint will be presented to the whole student body to promote our school-wide guidelines for success/expectations.
5. Attach or insert your Common Area Expectations/Rules:

Our Common Areas Expectations/Rules are our "Wildcat Rules" to include:

- \*Be Safe
- \*Be Respectful
- \*Be Responsible
- \*Be Motivated

6. **Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans. \*We had a school-wide assembly to present our Guidelines and Rules. (see attached powerpoint)**
  
7. **Attach or insert the planned and/or established Reward/Recognition System: Students who are continually “Walking the Wildcat Way” are recognized in the following ways:**
  - \*Lunch with administrative team**
  - \*Recognition on Morning Announcements**
  - \*PTA Key Chain incentives**
  - \*Special Awards with Administrative Team**
  - \*Differentiation of incentives for all students. (Ex. ASD student award is to be a weather man on morning announcements for positive behavior.)**
  - \*Gen-ed assemblies to help support our ASD students.**
  
8. **Attach or insert the plan to align classroom management systems with the school-wide behavior plan. (See attached powerpoint of school-wide behavior plan assembly)**
  
9. **Attach or insert a copy of your plan addressing the process for responding to problem behavior. This may include the referral process flowchart, minor/major behavioral definitions, and responses to misbehaviors (consequence hierarchy).**
  - **Teacher gives verbal warning and two chances in the classroom. Classroom consequences will be evoked such as change of color, “clip down”, note home to parent, etc**
  - **Time out in classroom on “3<sup>rd</sup>” strike.**
  - **Time out in neighbor’s classroom**
  - **Conference with parent**
  - **Continuous disruption and broken rules may result in referral to behavior specialist.**
  - **If need be, behavior interventions put into place and child’s name brought up to the SBLT to discuss further steps.**
  - **Students pulled by Social Worker/Behavior Specialist for social skills lessons.**
  - **School-wide level system requested by teacher for administration response to problem behavior in the classroom**
    - 0—Level 1- Behaviors are starting to escalate-administration support may be needed soon.**
    - 0---Level 2- Behaviors escalating more “be prepared”-administration needs to respond quickly**
    - 0----Level 3- Continuing escalating behavior-administration respond immediately**
  
10. **Attach or insert your data analysis plan that includes how often data are entered, reviewed, the types of data examined regularly, how the SBLT communicates the data patterns to faculty, staff and students.**
  - \*Attendance is tracked every week by our Child Study Team.**
  - \*All referrals are entered into Portal by DMT.**
  - \*Referrals are tracked by our behavior specialist monthly.**
  - \*Excessive referrals are brought to the SBLT to discuss possible solutions and interventions for students.**

**List of Projected Staff Training and follow-up coaching to promote an understanding and implementation of positive & proactive multi-tiered systems of support for 2013-2014. Include specific professional development aligned to improving social behavior at the school-wide, classroom, and subgroup levels.**

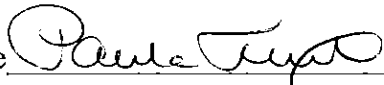
1. Some Instructional Staff are members of the SBLT and are directed to share information with other staff.
2. School-wide training has been given to the staff on multi-tiered systems.
3. School-wide training was provided by the ASD department to help with questions and concerns.
4. Follow-up trainings will follow for ASD,CPI,etc.

**Evaluation/PDSA**

Please provide a statement describing the status of the school's goals at the following intervals, and forward a copy to your Area Superintendent.

**Mid-year: February 21, 2014**

**End of Year: June 20, 2014**

Principal Signature 

Date 8/14/13

### Wildcat Pledge

I promise to do my best to stand up to bullying and help other's do the same.

I will fill buckets using kind words and actions every day.

I will never stop learning.

I will be a good listener.

I will stay positive and have fun with learning.

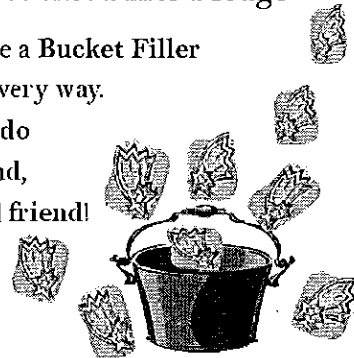
I will be responsible and get my job done.

I will be a good friend!

### Wildcat Bucket Filler Pledge

I promise to be a Bucket Filler every day in every way.

I will say and do something kind, and be a good friend!



### WALK THE WILDCAT WAY

1. Be SAFE
2. Be RESPECTFUL
3. Be RESPONSIBLE
4. Be an ACTIVE LEARNER



### Behaviors That Will Earn You a Referral or an Incident Report

- Hitting, Kicking, Shoving, Punching, Biting
- Fighting
- Class Disruption (not following teachers directions)
- Bullying Behaviors
- Leaving Your Assigned Area
- Inappropriate Language
- Stealing



**SORRY!**

### Cafeteria Rules When in the Cafeteria, we will.....

1. Stay in our seats.
  2. Use noise level 0 when lights are out.
  3. Use noise level 1 at when lights are on.
  4. Keep our area clean.
  5. Keep our food on our tray.
  6. Keep our hands, feet, and objects to ourselves.
  7. Use the bathroom before or after lunch.
- \*Dismissal procedure



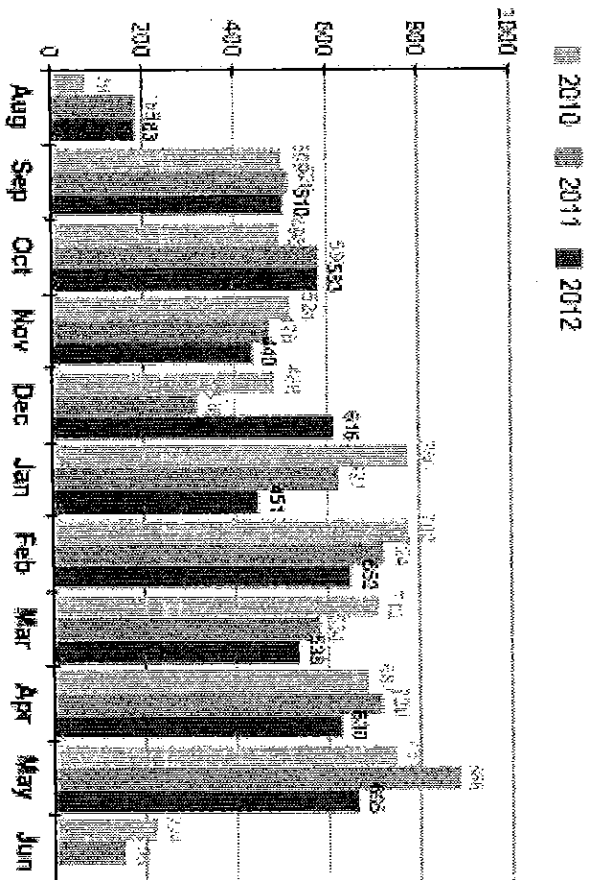
Why are you here?

You are here to  
**LEARN**



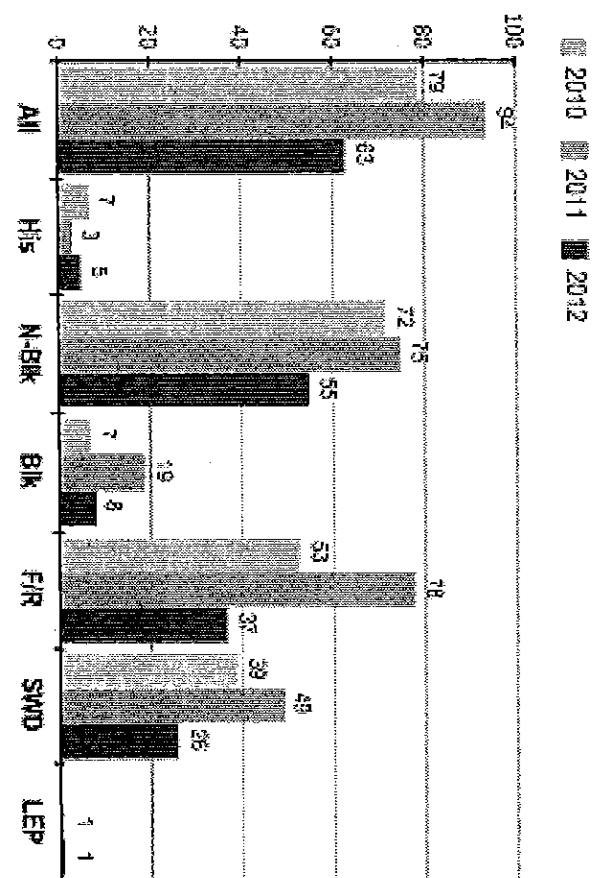
# EDS Snapshot Lake St George Elementary

## Attendance



## Absences Count

## Discipline



## Demographics

## Referrals

## Assessments

## Demographics

## FCAT Levels

## Math and Reading

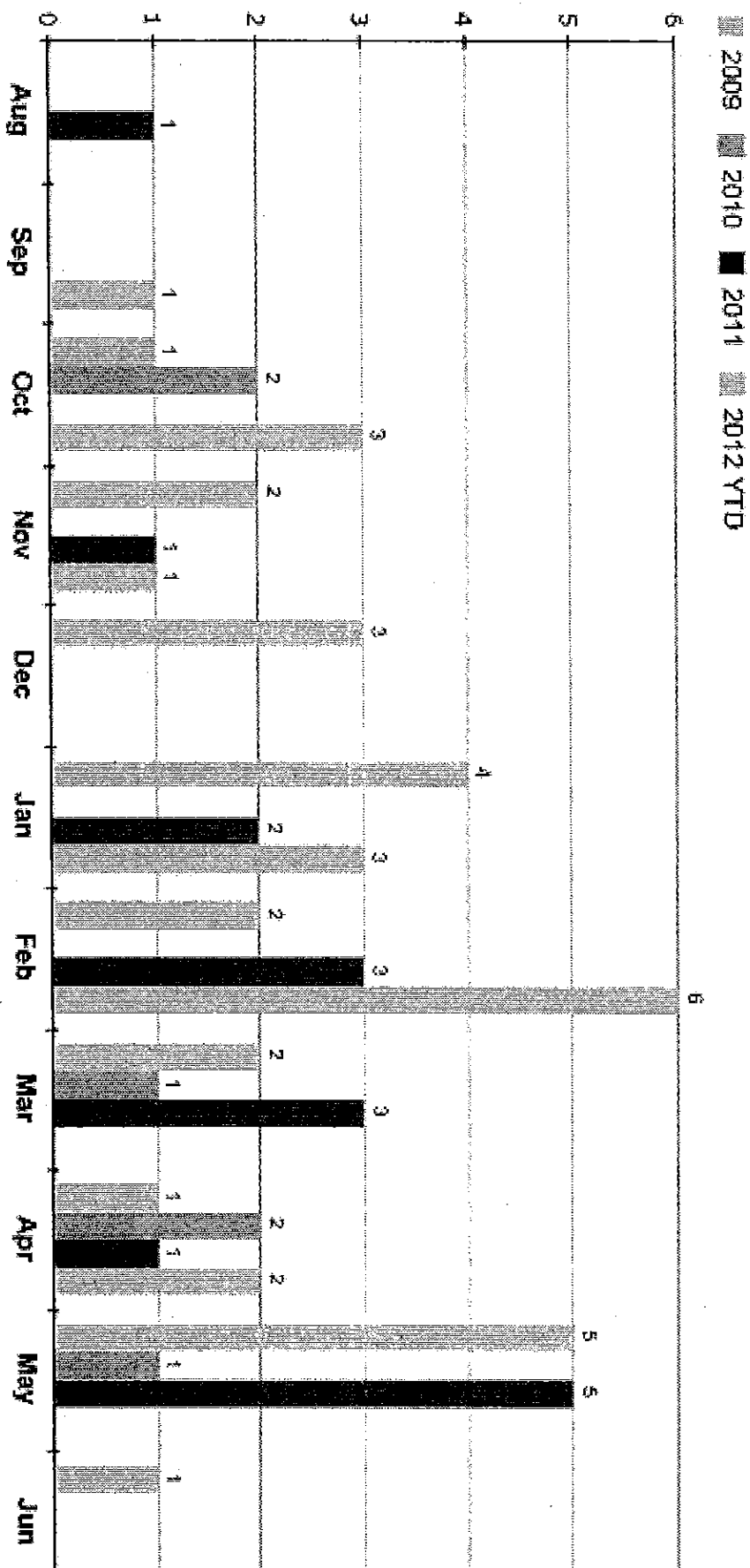
Grade	Stu	Hisp	N-Bik	Bik	F/R	SWD	Gifted	LEP
KG	91	9			55		0	
01	96	21	6		45		5	
02	90	16	5		34		5	
03	89	14			41		5	
04	98	10	2		47		5	
05	99	10	2		41		5	

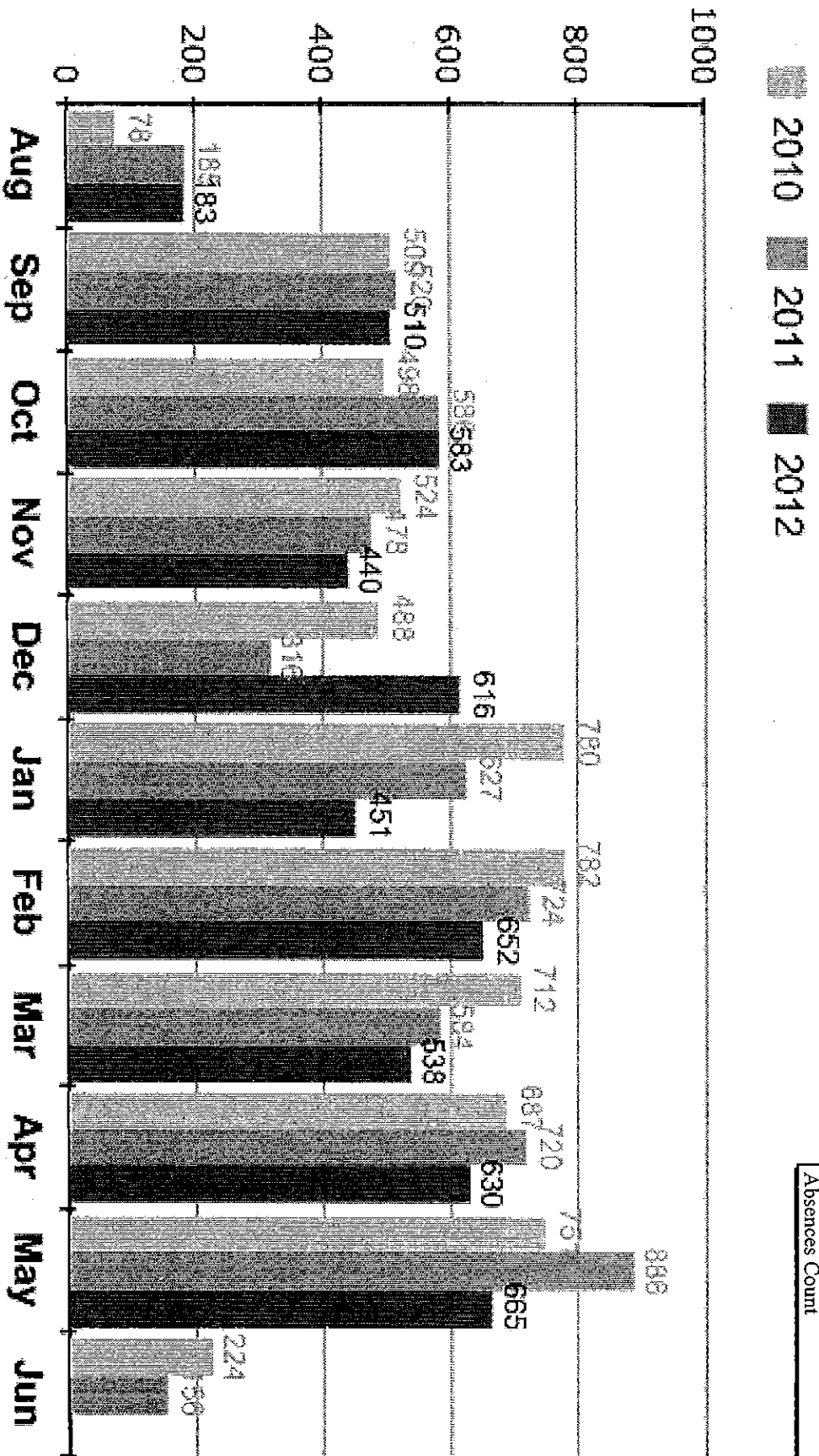
Category	Count	Percentage
Stu	596	
Hisp	82	14%
N-Bik	574	96%
Bik	22	4%
F/R	272	46%
SWD	85	14%
Gifted	55	9%
LEP	23	4%

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### Lake St George Elementary Total In-School Suspensions by Month



# Attendance Chart Lake St George Elementary



Absent Count = number of full day absences per month (excused and unexcused)

Elem. Tardy Count = number of tardies per day, per month

Sec. Tardy Count = number of tardies per period, per month

Absence Rate = Absence count divided by the school current population = average number of absence per student

Tardy Rate = Tardy count divided by the school current population = average number of tardies per student.

By Demographics	Demographics		Referral Review				Suspension Review			
	# Students in Student Population	% in Student Population	# Referrals	% of Referrals	# of Students Receiving Referrals	% Receiving Referrals	# of Students Assigned OSS	% Assigned OSS	# of Students Assigned ISS	% Assigned ISS
All students	596		63		32	5%	7	1%	11	2%
Black students	22	4%	8	13%	7	32%	1	5%	1	5%
Hispanic students	82	14%	5	8%	4	5%	1	1%	1	1%
White students	451	76%	48	76%	19	4%	5	1%	8	2%
Asian students	16	3%								
Am. Indian students	2	0%								
Multi-Ethnic students	23	4%	2	3%	2	9%			1	4%
Econ. Disadvantaged	272	46%	37	59%	21	8%	5	2%	6	2%
Students w/Disabilities	85	14%	26	41%	7	8%	5	6%	3	4%
English Language Learners	23	4%	1	2%	1	4%			1	4%

Male	309	52%	58	92%	28	9%	6	2%	10	3%
Female	287	48%	5	8%	4	1%	1	0%	1	0%

By Gr. Level	Demographics		Referral Review				Suspension Review			
	# Students in Student Population	% in Student Population	# Referrals	% of Referrals	# of Students Receiving Referrals	% Receiving Referrals	# of Students Assigned OSS	% Assigned OSS	# of Students Assigned ISS	% Assigned ISS
Pre K	33	6%								
Kindergarten	91	15%	4	6%	3	3%			1	1%
Grade 1	96	16%	6	10%	4	4%	2	2%	1	1%
Grade 2	90	15%	14	22%	5	6%	2	2%	2	2%
Grade 3	89	15%	10	16%	6	7%	1	1%	1	1%
Grade 4	98	16%	18	29%	6	6%	1	1%	3	3%
Grade 5	99	17%	11	18%	8	8%	1	1%	3	3%
Grade 6										
Grade 7										
Grade 8										
Grade 9										
Grade 10										
Grade 11										
Grade 12										

By Location: List top 5 locations in which referrals occur.	# of Referrals	% of Referrals
CLS	40	63%
GYM	11	17%
CAFE	3	5%
BUS	2	3%
PARK	1	2%

By Referral Reason: List the top 5 reasons referrals were made.	# of Referrals	% of Referrals
Defiant	20	32%
Strike/Stu	17	27%
Strike/Adult	6	10%
Repeated	5	8%
Profanity	5	8%



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## PBS IMPLEMENTATION CHECKLIST (SPRING): SCORING RESULTS

School Name    LAKE ST GEORGE ELEMENTARY SCHOOL    Year    2012-2013

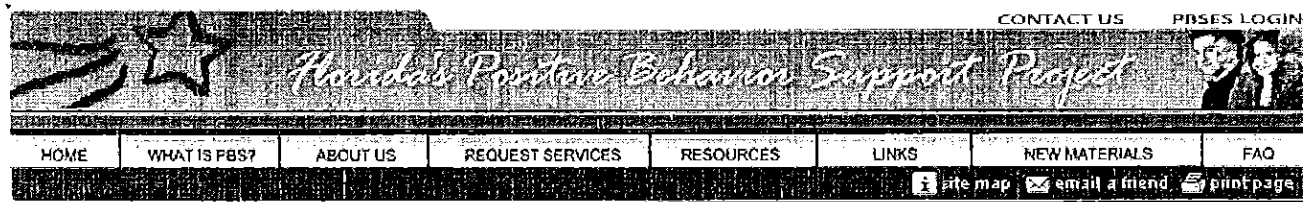
District Name    Pinellas

Coach Name    Name Not In List

### Tier 1 Universal PBS

Critical Elements	PBS Implementation Checklist	Response	
PREPARATION	1. School-level administrators support PBS -active involvement, funding allocated, etc.	2	
	2. Staff support PBS -staff provided overview and reached 80% agreement to implement PBS.	2	
	3. PBS Team has been established and trained -full staff representation, team meeting schedule established; attended FLPBS trainings, has a current action plan.	2	
	4. PBS Coach has been trained -attends summer trainings, attends coaches and regional meetings; knowledgeable about PBS, Behavioral Theory, and data-based decision making; skilled in facilitation, problem solving process, and public speaking.	2	
	INITIATION	5. PBS Team meets at least once a month.	1
		6. PBS Coach attends those meetings.	2
		7. PBS Team shows a good working relationship with the Coach.	2
		8. 3-5 expectations have been clearly defined and teaching plans have been described to staff.	2
		9. System for rewarding students has been developed - written documentation required for full score.	2
		10. Strategy for collecting and using discipline data has been established.	0
		11. A plan has been developed to provide training and support to staff and teachers -including substitutes, student/intern teachers, and new staff;	1
	IMPLEMENTATION	12. New and returning staff have been oriented and trained in PBS processes- rationale, reward system, office vs classroom managed behaviors, formalized procedure for handling behavior problems, flowchart developed, problem behaviors clearly defined etc.	1
		13. Parents have been oriented to PBS.	1
14. Behavior expectations and reward systems are taught formally and informally to students -Occurs multiple times during the year to include transferring students, integrated into curriculums, common language used by staff and students across settings; dates for reward activities have been set and placed on school calendars.		2	
15. Behavior expectations have been posted throughout the school-including hallways, cafeteria, playground, special rooms, restrooms, offices, and classrooms.		1	
16. Positive behaviors are rewarded consistently across staff and settings.		2	
17. Procedures for handling inappropriate behaviors are implemented consistently across staff and settings.		1	
18. Office discipline forms are completed consistently and accurately across staff		2	
19. Discipline data are gathered and entered into the data base consistently and in a timely manner.		2	

	20. Discipline data are used in PBS Team meetings to identify problems and guide school decisions.	1
	21. Discipline data are summarized and reported to staff on a regular basis.	0
	22. Parents and community members are actively involved in PBS related activities, programs, and/or services.	1
MAINTENANCE	23. Data and staff feedback are used to make decisions regarding additional training and professional staff development.	2
	24. A plan is in place for training new PBS team members -including new administrators, staff, and district personnel.	1
	25. Data and staff feedback are used to revise and update the PBS action plan for the school and district - reviewed and revised as needed.	0
	26. Links with the community and other resources have been established to assist with funding and incentives.	1
	27. Morale is sustained among staff and students -staff and student attendance and participation in PBS efforts is high, system in place to recognize staff (and parent)contributions.	0
<b>Tier 2 Supplemental PBS</b>		
	28. The school has a data-based process for identifying students in need of Tier 2 supports.	2
	29. Student's needs are prioritized to assure that students with the greater needs are supported.	2
	30. Tier 2 interventions are matched to the function of the behavior.	2
	31. The school has 0 (score 0), 1-2 (score 1), more than 2 (score 2) Tier 2 programs in place.	2
	32. The school is checking to make sure that Tier 2 programs are implemented with fidelity.	2
	33. A progress monitoring system is in place for all students receiving Tier 2 interventions.	1
	34. The school team makes decisions on student's response to intervention from the progress monitoring system.	2
<b>Tier 3 Intensive PBS</b>		
	35. Data-based decision-making is used to identify students in need of Tier 3 supports.	2
	36. Student's needs are prioritized to assure that students with the most intensive needs are supported.	2
	37. An FBA is conducted that identifies the problem, the events that reliably predict the problem behavior and the consequences that maintain the problem behavior.	2
	38. At least 1 hypothesis is developed from the FBA to explain the student's problem behavior.	2
	39. Tier 3 interventions are matched to the function of the behavior.	2
	40. A BIP is developed that includes procedures to prevent problem behaviors, teach appropriate behavior, and reinforce/reward appropriate behavior .	2
	41. Teachers are "coached" in how to implement the BIP accurately and effectively.	2
	42. The school is checking to make sure that Tier 3 programs are implemented with fidelity.	2
	43. A progress monitoring system is in place for all students receiving Tier 3 interventions.	2
	44. The school team makes decisions on student's response to intervention from the progress monitoring system.	2



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**BENCHMARK FOR ADVANCED TIERS**

School Name - LAKE ST GEORGE ELEMENTARY SCHOOL  
 District Name - Pinellas

School Year - 2012-2013

Coach Name: Name not in list  
 Team Leader or Coordinator: Teri Statton  
 Team Members with school position: Teri Statton, Assistant Principal--Corey Boyd, Behavior Specialist--Jenny Carter, Social Worker--Jill McGann, Psychologist, Heather Maturo, Guidance Counselor

A Tier 1: Implementation of School-wide PBS	2-Fully in Place	1-Partially in Place	0-Not Yet Started
1. School-wide PBS, Tier 1/Universal intervention is in place as measured by scores on the BoQ, PIC.			
	<input checked="" type="radio"/> 2- 70% on BoQ 80% on Section 1 of PIC		
	<input type="radio"/> 1- Score greater than 40% on any of these measures		
	<input type="radio"/> 0- Score equal to or less than 40% on any of these measures		
2. Team members agree that school-wide PBS is in place and is implemented consistently by teachers and staff.			
	<input checked="" type="radio"/> 2- Team members agree that school-wide PBS is in place and is implemented consistently by over 80% of all teachers and staff.		
	<input type="radio"/> 1- Team members state that school-wide PBS is implemented consistently by 50-80% of teachers and staff		
	<input type="radio"/> 0- Team members state that school-wide PBS is implemented consistently by less than 50% of staff.		
3. A data system is in place for documenting office discipline referrals that includes (a) problem behavior, (b) time of day, (c) location, (d) possible motivation, (e) others involved, and (f) administrative decision taken as a result of the problem behavior.			
	<input checked="" type="radio"/> 2- The system includes all 6 features.		
	<input type="radio"/> 1- The system includes 4-5 features.		
	<input type="radio"/> 0- The system includes 3 or fewer features or is not in place.		

**Tier 2-3 : Foundation**

B Commitment	2-Fully in Place	1-Partially in Place	0-Not Yet Started
4. There is crossover membership and/or communication that informs the Tier 1 team of the status of Tier 2 and Tier 3 supports			
	<input type="radio"/> 2- Tier 1 team is aware of the number of students, fidelity, and progress of students receiving Tier 2 and Tier 3 supports.		
	<input checked="" type="radio"/> 1- Tier 1 team is aware of one or two components, but not all three.		
	<input type="radio"/> 0- Tier 1 team is unaware of the number of students, fidelity, and progress of students receiving Tier 2 and Tier 3 supports.		

5. A team/individual makes decisions about students receiving Tier 2 and Tier 3 supports.			
	<input checked="" type="radio"/> 2- A team/individual makes decisions about students receiving Tier 2 and Tier 3 supports (who should receive what support).		
	<input type="radio"/> 1- Decisions are made regarding Tier 2 and 3 supports but not formally or consistently.		
	<input type="radio"/> 0- No team/individual is established to determine Tier 2 and Tier 3 support for students.		
6. The number of students, program fidelity, and progress of students receiving Tier 2 and Tier 3 supports is reported to faculty.			
	<input type="radio"/> 2- The number of students, program fidelity, and progress of students is reported to faculty at least quarterly.		
	<input checked="" type="radio"/> 1- One or two components reported to faculty or any components reported less than quarterly.		
	<input type="radio"/> 0- No components reported to faculty.		
<b>C Student Identification</b>	<b>2-Fully in Place</b>	<b>1-Partially in Place</b>	<b>0-Not Yet Started</b>
7. The school uses a data-based process for identifying students who may need Tier 2 and Tier 3 supports. <input type="checkbox"/> Screening <input type="checkbox"/> ODRs <input type="checkbox"/> Request for Assistance <input type="checkbox"/> Nomination <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Other			
	<input type="radio"/> 2- At least 2 data sources are used to identify students for Tier 2 and Tier 3 supports at least twice a year.		
	<input checked="" type="radio"/> 1- 1 data source is used to identify students for Tier 2 and Tier 3 supports and/or data are used less than twice a year.		
	<input type="radio"/> 0- Data sources are rarely used to identify students for Tier 2 and Tier 3 supports.		
8. All school staff have been trained in and know the process for requesting Tier 2 and Tier 3 support for students			
	<input type="radio"/> 2- A documented process exists and staff are trained.		
	<input checked="" type="radio"/> 1- A documented process exists but staff are not trained.		
	<input type="radio"/> 0- The process is informal or does not exist.		
9. Decisions about whether students get additional behavior support are made in a timely manner and staff are notified of decisions.			
	<input checked="" type="radio"/> 2- Staff are notified of a decision within 10 days of making a referral.		
	<input type="radio"/> 1- Staff are notified of a decision, but not within 10 days.		
	<input type="radio"/> 0- Staff do not receive notification or receive it inconsistently.		
10. Students receive support in a timely manner.			
	<input checked="" type="radio"/> 2- Students begin receiving supports within 30 days of referral.		
	<input type="radio"/> 1- Students begin receiving supports, but not within 30 days.		
	<input type="radio"/> 0- Students do not receive support or receive it inconsistently.		
<b>D Monitoring and Evaluation</b>	<b>2-Fully in Place</b>	<b>1-Partially in Place</b>	<b>0-Not Yet Started</b>
11. The <i>teacher(s)</i> directly involved with students receiving Tier 2 and Tier 3 supports are notified about impact and changes to strategies.			
	<input checked="" type="radio"/> 2- Teachers directly involved with Tier 2 and 3 supports are notified about changes to strategies immediately and the impact, weekly.		
	<input type="radio"/> 1- Teachers directly involved with Tier 2 and 3 supports are notified about changes to strategies and impact less than weekly.		
	<input type="radio"/> 0- Teachers directly involved with Tier 2 and 3 supports do not receive notification about impact and changes to strategies.		
12. The <i>primary family members</i> of students receiving Tier 2 and 3 supports are notified about impact and changes to strategies			
	<input type="radio"/> 2- Family members are notified about changes to strategies immediately and the impact, weekly.		
	<input checked="" type="radio"/> 1- Family members are notified about changes to strategies and impact less than weekly.		

<input type="radio"/> 0- Family members do not receive notification about impact and changes to strategies.			
<b>Tier 2: Targeted Interventions</b>			
<b>E Tier 2: Support Systems</b>	<b>2-Fully in Place</b>	<b>1-Partially in Place</b>	<b>0-Not Yet Started</b>
13. The administrator is updated about which students receive Tier 2 supports.			
	<input checked="" type="radio"/> 2- The administrator is informed at least monthly about which students are receiving Tier 2 supports.		
	<input type="radio"/> 1- There is not a consistent way to provide this information, even if she/he is aware of the students on Tier 2 interventions.		
	<input type="radio"/> 0- The administrator is not informed about which students are receiving Tier 2 supports.		
14. The Tier 2 team meets frequently.			
	<input checked="" type="radio"/> 2- A team meets at least every 2 weeks.		
	<input type="radio"/> 1- A team meets at least monthly.		
	<input type="radio"/> 0- A team meets, but less than monthly, or a team does not meet.		
15. The Tier 2 team is formally trained on practices and systems required for implementation of Tier 2 support.			
	<input checked="" type="radio"/> 2- 50% or more of members on Tier 2 team have received training on the interventions, the systems needed for implementation, and progress monitoring tools.		
	<input type="radio"/> 1- Some, but less than 50%, of members on the Tier 2 team received training on the interventions, the systems needed for implementation, and progress monitoring tools.		
	<input type="radio"/> 0- Members on the Tier 2 team do not receive training on the interventions, the systems needed for implementation, and progress monitoring tools.		
16. Students receiving a Tier 2 strategy have full access to Tier 1 supports.			
	<input checked="" type="radio"/> 2- Students have been taught expectations and rules and have opportunities to receive acknowledgements through a Tier 1 system that is in place throughout the entire school.		
	<input type="radio"/> 1- Students are taught expectations and rules or have had opportunity to receive acknowledgements or Tier 1 is not available in all settings.		
	<input type="radio"/> 0- Students have not been taught expectations and rules or received acknowledgements.		
17. Tier 2 strategies are evaluated and updated regularly.			
	<input type="radio"/> 2- Strategies are evaluated at least once each year, reviewed, and updated or modified as needed, based on team discussion.		
	<input checked="" type="radio"/> 1- Strategies are evaluated, but less than annually, or they are not reviewed and/or updated.		
	<input type="radio"/> 0- Strategies are not reviewed or evaluated.		
<b>F Main Tier 2 Strategy Implementation</b>			
	<b>2-Fully in Place</b>	<b>1-Partially in Place</b>	<b>0-Not Yet Started</b>
<b>**The Tier 2/Targeted Intervention most often used in my school is:</b>			
Targeted interventions are used from the Tough Kids Tool Box (ex: Chart Moves and Mystery Motivator) and/or CHAMPS interventions.			
<b>Items 18-31 are to be completed for the most common Tier 2 strategy in use in your school.</b>			
18. There are personnel identified to coordinate and deliver the Tier 2 strategy.			
	<input checked="" type="radio"/> 2- There is an adequate number of staff and those staff members have sufficient time to coordinate and deliver this intervention with fidelity.		
	<input type="radio"/> 1- The level of staffing and time available interferes with our ability to coordinate and deliver this intervention with fidelity and to all students who would benefit.		

	<input type="radio"/> 0- There is not adequate staff or sufficient time to coordinate and deliver this intervention with fidelity.
19. The Tier 2 strategy is consistent with school-wide expectations.	
	<input checked="" type="radio"/> 2- The Tier 2 strategy includes or references the school-wide expectations.
	<input type="radio"/> 1- The Tier 2 strategy does not specifically include or reference the school-wide expectations but they are not inconsistent.
	<input type="radio"/> 0- The Tier 2 strategy is inconsistent with school-wide expectations.
20. The Tier 2 strategy is established within the school and does not need unique development for each participating student.	
	<input checked="" type="radio"/> 2- The Tier 2 strategy is in place and can be applied to groups of students consistently.
	<input type="radio"/> 1- Parts of the Tier 2 strategy are in place OR it requires significant "start-up" time for each student.
	<input type="radio"/> 0- The Tier 2 strategy is not established within the school or is unique for most students receiving the intervention.
21. The Tier 2 strategy includes a formal process for teaching appropriate behaviors.	
	<input checked="" type="radio"/> 2- In this strategy, there is a documented formal process for teaching appropriate behaviors.
	<input type="radio"/> 1- In this strategy, a formal process for teaching appropriate behaviors is not uniformly applied to all students.
	<input type="radio"/> 0- In this strategy, there is no formal process for teaching appropriate behaviors.
22. The Tier 2 strategy includes regular opportunities for students to perform appropriate behaviors.	
	<input checked="" type="radio"/> 2- The strategy provides regular opportunities for students to perform appropriate behaviors.
	<input type="radio"/> 1- The strategy provides limited opportunities for students to perform appropriate behaviors.
	<input type="radio"/> 0- The strategy provides no opportunities for students to perform appropriate behaviors.
23. The Tier 2 strategy uses accurate and objective data to adapt, modify, and improve support.	
	<input checked="" type="radio"/> 2- The strategy uses accurate and objective data to adapt, modify, and improve support.
	<input type="radio"/> 1- The strategy uses data, even if less than adequate, to adapt, modify, and improve support.
	<input type="radio"/> 0- The strategy does not use any data to adapt, modify, and improve support.
24. The Tier 2 strategy includes frequent communication with the family.	
	<input type="radio"/> 2- The strategy includes weekly communication with the family.
	<input checked="" type="radio"/> 1- The strategy includes less than weekly communication with the family
	<input type="radio"/> 0- The strategy includes no process for communication with the family.
25. The Tier 2 strategy has written materials that describe the core features, functions, and systems of the strategy.	
	<input type="radio"/> 2- Written materials exist to describe the core features, functions, and systems of the strategy.
	<input checked="" type="radio"/> 1- Written materials exist but do not describe all of the core features, functions, and systems of the strategy.
	<input type="radio"/> 0- Written materials do not exist to describe the core features, functions and systems of the strategy.
26. The Tier 2 strategy includes orientation material and procedures for the staff, substitutes, families and volunteers.	
	<input checked="" type="radio"/> 2- Orientation materials and procedures exist for the staff, substitutes, families and volunteers.
	<input type="radio"/> 1- Orientation materials and procedures exist, but not for all four groups.

	<input type="radio"/> 0- Orientation materials and procedures do not exist.		
27. The Tier 2 strategy is efficient.			
	<input checked="" type="radio"/> 2- Requires no more than 10 minutes per instructional staff person, per day.		
	<input type="radio"/> 1- Requires more than 10 minutes per instructional staff person, per day.		
	<input type="radio"/> 0- There are no data indicating how long the strategy takes per instructional staff person, per day.		
<b>G Main Tier 2: Strategy Monitoring and Evaluation</b>	<b>2-Fully in Place</b>	<b>1-Partially in Place</b>	<b>0-Not Yet Started</b>
28. An information system is used to monitor the impact of the Tier 2 strategy.			
	<input checked="" type="radio"/> 2- A database system is in place that allows for daily collection of behavior rating and weekly monitoring of behaviors.		
	<input type="radio"/> 1- Behavior ratings are collected less frequently than daily or are monitored less than weekly.		
	<input type="radio"/> 0- There is no system for monitoring student progress for this tier two strategy.		
29. There are documented decision rules to decide which students access the strategy and the process is implemented consistently.			
	<input type="radio"/> 2- There are documented decision rules to decide which students access the strategy and the process is implemented consistently.		
	<input checked="" type="radio"/> 1- There are documented decision rules to decide which students access the strategy, but they are not used or are used inconsistently.		
	<input type="radio"/> 0- There are no decision rules to determine how students access the Tier 2 strategy		
30. Documented decision rules are used to monitor, modify, or discontinue student involvement in the Tier 2 strategy.			
	<input type="radio"/> 2- Documented decision rules determine how the strategy affects a student and include (a) monitoring, (b) modifying, and (c) ending a strategy.		
	<input checked="" type="radio"/> 1- Documented decision rules may include (a) monitoring, (b) modifying, and (c) ending a strategy, but not all three.		
	<input type="radio"/> 0- There are no decision rules to determine how a strategy affects a student.		
31. Fidelity of the Tier 2 strategy is assessed..			
	<input type="radio"/> 2- The Tier 2 strategy is evaluated at least once a year to ensure it is implemented as designed		
	<input checked="" type="radio"/> 1- The Tier 2 strategy is evaluated, but less than annually.		
	<input type="radio"/> 0- The Tier 2 strategy is not evaluated to confirm that it is implemented as designed.		
<b>H Tier 3: Intensive Support Systems</b>	<b>2-Fully in Place</b>	<b>1-Partially in Place</b>	<b>0-Not Yet Started</b>
32. A team builds and implements Tier 3 behavior support plans.			
	<input checked="" type="radio"/> 2- There is a formal team that is responsible for building and implementing Tier 3 behavior support plans.		
	<input type="radio"/> 1- A group of staff get together informally or inconsistently to build and implement Tier 3 behavior support plans.		
	<input type="radio"/> 0- There is no team responsible for Tier 3 behavior support plans.		
33. The Tier 3 support team includes individuals with knowledge about the school systems, the student, and behavioral theory (e.g., student, teacher, family member, administrator, behavior specialist, advocates).			
	<input checked="" type="radio"/> 2- Support team includes members that represent expertise in all 3 areas: school systems, student, and behavioral theory.		
	<input type="radio"/> 1- Support team includes members that represent expertise in only 2 of the 3 areas: school systems, student, and behavioral theory.		

	<input type="radio"/> 0- Support team does not include members that represent any of these areas; OR, the team includes representation from only 1 area.
34. A person is identified to coordinate Tier 3 supports.	
	<input checked="" type="radio"/> 2- A coordinator with behavioral expertise and adequate FTE is identified.
	<input type="radio"/> 1- A coordinator is identified, but does not have behavioral expertise or is lacking dedicated FTE.
	<input type="radio"/> 0- No coordinator is identified.
35. The administrator is a member of the Tier 3 implementation team.	
	<input checked="" type="radio"/> 2- The administrator participates in most activities of the Tier 3 team.
	<input type="radio"/> 1- The administrator participates in Tier 3 team activities occasionally or inconsistently.
	<input type="radio"/> 0- The administrator does not participate in Tier 3 team activities.
36. Tier 3 team members have sufficient formal training in implementation of the Tier 3 support system.	
	<input checked="" type="radio"/> 2- Tier 3 team members have sufficient training and support to implement Tier 3 supports with fidelity.
	<input type="radio"/> 1- Tier 3 team members have limited training and support to implement Tier 3 supports with fidelity.
	<input type="radio"/> 0- Tier 3 team members have little to no training and support to implement Tier 3 supports with fidelity.
37. The Tier 3 team receives annual staff development in Tier 3 procedures.	
	<input checked="" type="radio"/> 2- At least 50% of the team receives staff development related to Tier 3 procedures every year.
	<input type="radio"/> 1- Fewer than 50% of team receives staff development related to Tier 3 procedures, or not every year, or there is not a formal plan to provide annual training.
	<input type="radio"/> 0- The team does not receive any staff development related to Tier 3 procedures.
38. The team has an efficient and accurate data system for monitoring Tier 3 impact.	
	<input checked="" type="radio"/> 2- There is a system to collect data daily and graphically monitor/analyze (at least bi-monthly) student behaviors for each student receiving Tier 3 support.
	<input type="radio"/> 1- There is no system to collect student-behavior data daily for graphical analysis, but there are forms and other tools available.
	<input type="radio"/> 0- A data-based system is not available, and there are no forms or tools available to collect student behavior data.
39. The team reviews the Tier 3 process and considers modifications, as needed.	
	<input checked="" type="radio"/> 2- The team reviews the impact of Tier 3 process each year, and modifies the process as needed.
	<input type="radio"/> 1- The team reviews the impact of Tier 3, but not each year OR the team does not evaluate the process for needed modifications.
	<input type="radio"/> 0- The team does not review the Tier 3 process.
40. The school has personnel to implement Tier 3 supports.	
	<input checked="" type="radio"/> 2- Adequate staff is available to support students identified as needing Tier 3 support.
	<input type="radio"/> 1- The staff available to support Tier 3 inadequate, but the school makes do.
	<input type="radio"/> 0- Our ability to provide Tier 3 support is compromised due to inadequate personnel levels.
41. The school facilitates involvement of family members of students receiving Tier 3 supports.	
	<input checked="" type="radio"/> 2- The school makes considerable efforts to encourage family participation in assessment, intervention development and implementation, and progress monitoring.



	<input type="radio"/> 1- The school makes <b>some</b> efforts to encourage family participation in assessment, intervention development and implementation, and progress monitoring.		
	<input type="radio"/> 0- The school makes <b>minimal</b> efforts to encourage family participation in assessment, intervention development and implementation, and progress monitoring.		
42. All faculty and staff are oriented to Tier 3 support implementation.			
	<input type="radio"/> 2- There is a specific process for providing all faculty and staff with orientation to Tier 3 support process, and all staff are aware of their roles in Tier 3 supports.		
	<input checked="" type="radio"/> 1- The process for providing all faculty and staff with Tier 3 orientation is unclear or not all staff are aware of their roles in Tier 3 supports.		
	<input type="radio"/> 0- There is not a process for providing all faculty and staff with orientation to Tier 3 support process.		
43. Students receiving Tier 3 support also have access to Tier 1 and/or Tier 2 supports.			
	<input checked="" type="radio"/> 2- All students accessing Tier 3 have received ongoing lessons on expectations, have had access to the reward system, and have had Tier 2 supports when appropriate.		
	<input type="radio"/> 1- Some students accessing Tier 3 have received ongoing lessons on expectations, have had access to the reward system, and have had Tier 2 supports when appropriate.		
	<input type="radio"/> 0- Most students accessing Tier 3 have not accessed Tier 1 or Tier 2 supports.		
I. Tier 3: Assessment and Plan Development	2-Fully in Place	1-Partially in Place	0-Not Yet Started
44. The problem behaviors are operationally defined.			
	<input checked="" type="radio"/> 2- The problem behaviors for all FBAs are measureable and observable.		
	<input type="radio"/> 1- The problem behaviors for some FBAs are measureable and observable.		
	<input type="radio"/> 0- The problem behaviors for FBAs are neither measureable nor observable.		
45. The problem statements (summary statement) define three components: antecedent(s), behavior(s), and consequence(s).			
	<input checked="" type="radio"/> 2- Summary statements from the FBAs include all three components.		
	<input type="radio"/> 1- Summary statements from the FBAs include 2 but not all 3 components; OR, the components are included inconsistently.		
	<input type="radio"/> 0- Summary statements from the FBAs are not developed.		
46. Behavior intervention plans (BIPs) are developed by a team of individuals with documented knowledge about (a) the school context; (b) the student, and (c) behavioral theory.			
	<input checked="" type="radio"/> 2- All BIPs are developed by teams with expertise in all 3 areas: school systems, student, and behavioral theory.		
	<input type="radio"/> 1- Some BIPs are developed by teams with expertise in all 3 areas; OR, BIPs are developed by teams with expertise in 2 of the 3 areas: school systems, student, and behavioral theory.		
	<input type="radio"/> 0- BIPs are developed by teams without expertise in these areas OR with expertise only 1 area.		
47. The Tier 3 approach includes procedures that allow a continuum of strategies to match student needs (e.g. single-element interventions, multi-component interventions, wrap around, life-style enhancement, medical supports).			
	<input checked="" type="radio"/> 2- A range of Tier 3 supports are available for students, ranging from simple to complex.		
	<input type="radio"/> 1- The school has one Tier 3 process that is applied to all students receiving Tier 3 supports.		
	<input type="radio"/> 0- The school lacks any adequate system of support for students needing Tier 3 supports.		
48. Behavior intervention plans (BIPs) include a problem statement (summary statement) with (a) operational definition of problem behavior(s), (b) antecedent events, and (c) consequences that maintain the problem behavior.			
	<input checked="" type="radio"/> 2- Summary statements from the FBAs include all three components for all behavior support plans.		

	<input type="radio"/> 1- Summary statements from the FBAs include 2 but not all 3 components; OR, the components are included inconsistently in behavior support plans.		
	<input type="radio"/> 0- Summary statements from the FBAs are not developed for behavior support plans.		
49. Based on an FBA, the BIPs include <i>strategies for preventing problem behavior</i> , if appropriate.			
	<input checked="" type="radio"/> 2- Over 80% of BIPs include prevention strategies.		
	<input type="radio"/> 1- Over 50% of BIPs include prevention strategies.		
	<input type="radio"/> 0- Less than 50% of BIPs include prevention strategies.		
50. Based on an FBA, the BIPs include <i>strategies for minimizing reward of problem behavior</i> , if appropriate.			
	<input checked="" type="radio"/> 2- Over 80% of BIPs include strategies to minimize rewards for problem behavior.		
	<input type="radio"/> 1- Over 50% of BIPs include strategies to minimize rewards for problem behavior.		
	<input type="radio"/> 0- Less than 50% of BIPs include strategies to minimize rewards for problem behavior.		
51. Based on an FBA, the BIPs include <i>strategies for rewarding appropriate behavior</i> , if appropriate.			
	<input checked="" type="radio"/> 2- Over 80% of BIPs include reward strategies.		
	<input type="radio"/> 1- Over 50% of BIPs include reward strategies.		
	<input type="radio"/> 0- Less than 50% of BIPs include reward strategies.		
52. Based on an FBA, the BIPs include <i>strategies for ensuring physical safety</i> , if appropriate.			
	<input checked="" type="radio"/> 2- Over 80% of BIPs include strategies for ensuring safety.		
	<input type="radio"/> 1- Over 50% of BIPs include strategies for ensuring safety.		
	<input type="radio"/> 0- Less than 50% of BIPs include strategies for ensuring safety.		
53. BIPs include a formal action plan for developing, teaching, coaching, and supporting the core elements of the Tier 3 strategies.			
	<input checked="" type="radio"/> 2- Over 80% of BIPs include a documented action plan.		
	<input type="radio"/> 1- Over 50% of BIPs include a documented action plan.		
	<input type="radio"/> 0- Less than 50% of BIPs include documented action plans.		
<b>J Tier 3: Monitoring and Evaluation</b>	<b>2-Fully in Place</b>	<b>1-Partially in Place</b>	<b>0-Not Yet Started</b>
54. The team formally progress monitors impact of each Tier 3 support plan.			
	<input type="radio"/> 2- Data are collected daily and graphed for analysis (at least twice per month) for each student receiving Tier 3 support.		
	<input checked="" type="radio"/> 1- Data are collected and analyzed twice per month for some students or data are collected and analyzed but less than twice per month.		
	<input type="radio"/> 0- A data-based system is not used to collect student behavior data or student behavior data are collected/monitored infrequently (once per month or less).		
55. Data collected on student behavior is used to assess intervention effects and make modifications as needed.			
	<input type="radio"/> 2- Data collected on student behavior is used to assess intervention effects and make modifications as needed and this occurs at least every other week.		
	<input checked="" type="radio"/> 1- Data are used to monitor intervention effects and modify interventions but this occurs less often than every two weeks for some or all students.		
	<input type="radio"/> 0- Data are not used to assess intervention effects.		
56. Intervention plans include a process for monitoring fidelity of implementation.			
	<input type="radio"/> 2- Intervention plans contain a process for monitoring how well an intervention is implemented at least every 2 weeks.		
	<input checked="" type="radio"/> 1- Intervention plans contain a process for monitoring how well an intervention is implemented, but at intervals greater than every 2 weeks, OR the process is inconsistent.		

<input type="radio"/> 0- There is no process in the intervention plan for monitoring how well the intervention is implemented.
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**PBS Walkthrough**

**School Name - LAKE ST GEORGE ELEMENTARY SCHOOL**

All the fields in red are required

Observer

School Year - **2012-2013**

**School Expectations**

<input type="text" value="Walk the Wildcat Way"/>	<input type="text" value="Be Safe"/>
<input type="text" value="Be Responsible"/>	<input type="text" value="Be Respectful"/>
<input type="text" value="Be an Active Learner"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**Visibility** - Visit each area on campus listed below and indicate where *Expectation Posters* are visible

<input checked="" type="checkbox"/> Hallways	<input type="checkbox"/> Main Office	<input checked="" type="checkbox"/> Classrooms	<input checked="" type="checkbox"/> Cafeteria
<input type="checkbox"/> Media Center	<input type="checkbox"/> Gym/Playground	<input type="checkbox"/> Computer Lab	<input type="checkbox"/> Other

Specify Other -

Based upon the school's data, record the most problematic areas on campus in the spaces below. Then indicate whether *Rules Posters* are visible in the areas by checking Yes or No under each setting listed.

Problem Area	<input type="text" value="PE"/>	<input type="text" value="Cafeteria"/>	<input type="text"/>	<input type="text"/>
Poster Visibility	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

<b>Classrooms</b> (Visit a total of 5 classrooms from a variety of classes/grades)	
Visit 5 classrooms to determine if Rules Posters are visible. <i>Indicate how many classrooms had visible Rules Posters.</i>	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5

<b>Students</b> (Ask a total of 5 students from a variety of classes/grades)	
Ask 5 students if they know the Expectations. <i>Indicate how many students are able to tell you all the expectations.</i>	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5

<b>Staff</b> (Ask a total of 5 staff members the following questions)	
Do you have a school-wide team to address behavior/discipline across campus? <i>Indicate how many staff members know about the team.</i>	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Can you name the School-wide Expectations? <i>Indicate how many staff are able to tell you all the expectations.</i>	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Have you taught the School-wide Expectations? <i>Indicate how many staff report all the expectations.</i>	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5

Have you seen the school's discipline data this year? <i>Indicate how many staff report seeing the data.</i>	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5
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## OUTCOME DATA SUMMARY FORM

**School Name**      LAKE ST GEORGE ELEMENTARY SCHOOL      **Year**      2012-2013  
**District Name**      Pinellas

ATTENDANCE DATA (Current Year)	
Total Number of School Days	180
Average Daily Attendance	95

BEHAVIORAL DATA (Current Year Through Last Day)	
Total Number of Office Discipline Referrals	63
% of students with 0-1 office referrals	30
% of students with 2-5 office referrals	40
% of students with 6+ office referrals	30
Total Number of Days of In-School Suspensions	11
Total Number of Days of Out-of-School Suspensions	7

PROGRESS MONITORING TOOLS IN USE AT YOUR SCHOOL	
Tier 2 Supplemental: Yes	Chart Moves Small Group Intervention with guidance counselor and social worker
Tier 3 Intensive: Yes	Individual Plans with Behavior Specialist (FBA's and PBIP's)

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