**1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).**

The entire school follows our school-wide guidelines for success. They are shared with all students and staff members multiple times a year. They are posted in every classroom and around campus. The school-wide guidelines for success are then used to create guidelines for success in common areas. The common areas that have been identified are restroom, cafeteria, hallways, office, and computer labs.

**2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?**

Each classroom teacher creates their own classroom rules using the same template that is used for common areas and based upon our school-wide guidelines for success. Each classroom teacher is also required to fill out a classroom management and discipline plan. The administrative team also shares the school-wide behavior expectations and school-wide behavior tracking system with all new teachers and provides any updates to returning teachers. This also includes the 5 level behavior tracking system that is required and supported school-wide.

**3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students?**

A social skills curriculum has been provided to each classroom teacher. The primary classroom is using the SMART steps curriculum and intermediate is using Tough Kids social skills curriculum. Each grade level is required to use the curriculum during morning meetings. Additional social skill groups are being taught using the curriculum with targeted groups of students that require additional interventions with social skills. Each classroom also receives monthly character education instruction provided by the guidance counselor.

**4. Describe your school’s plan to meet physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?**

Students who are in need of additional supports are discussed during RtI- behavior meetings twice a month. The social worker, guidance counselor, psychologist, MTSS – behavior coach and Assistant Principal are part of this team. Students that are discussed are either identified as tier 2 or tier 3 in behavior. This determination has been made by the team after teacher feedback, tier 1 classroom data indicates additional supports are needed and/or teacher submits a student concerns sheet with completed ABC Data collection forms. The classroom teacher then meets with the team to discuss options for individualized behavior plans to begin collecting tier 2 or tier 3 data. All tier 2 students participate in check and connect with either the behavior coach or guidance counselor. The data is turned in weekly to the MTSS-behavior coach who then inputs it into a behavior spreadsheet. The MTSS-behavior coach then creates graphs from the data. After six weeks the team meets again to go over the graphs and data to determine if additional supports are necessary such as a PBIP or an FBA.

**5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources.**

The school profile database is used to monitor school-wide behavior data. The Assistant Principal and MTSS – Behavior Coach both have access to this database. This data is then used to see if additional grade level or individual teacher supports are necessary. This often is additional small group instruction provided by either the social worker, psychologist, guidance counselor or behavior coach. Data is also collected by the behavior coach during bi-monthly STOIC walkthroughs with feedback. Based on the data collected during the walkthroughs, a BASIC 5 walkthrough may be necessary in order to collect more data and offer more support to the teacher. These supports are provided in coaching sessions by the behavior coach. These coaching sessions focus on streamlining processes, expectations and classroom management behaviors. All tier 2 students participate in check and connect with either the behavior coach or guidance counselor. These students are responsible for graphing their own data so that they can identify how their behavior is. The MTSS coach then shares the data with MTSS>

**6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?**

Classroom teachers are provided professional development weekly coaching sessions. The coaching sessions are provided by our MTSS academic coach, technology specialist, MTSS Behavior Coach, AVID trainers, Assistant Principal and Principal. Our administration has also contacted the district staff developers to provide “just in time” training for specific grade levels that have identified a need that requires attention immediately.

**Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?**

In the 2016-2017 school year Ponce de Leon Elementary had 135 total referrals, resulting in 1 in school suspension and 4 out of school suspensions. Our goal is to reduce all office referrals by 15%.

**What is the key strategy that you will implement to accomplish this goal?**

Create a new system for coding office referrals as incidents/referrals based upon frequency and intensity.

Morning meetings including the implementation of social skills curriculum will be mandatory in every classroom.

Staff members will receive professional development involving the SWBP in order to use common language and the same expectations school-wide.

**Name of person(s) responsible.**

Student Services, MTSS Coach, Administration, classroom teachers.

**Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.**

Through the use of planned morning meetings focusing on implementing and teaching social skills, the use of restorative practices and a school wide book study utilizing the text Better than Carrots or Sticks by Smith, Fisher and Frey we will reduce the referrals of black students to a risk ratio from 3.65 to 1.0 by the end of the school year.

**What is the key strategy that you will implement to accomplish this goal?**

Using restorative practices trainings and follow up conferences.

Book study with monthly discussions utilizing the text Better than Carrots or Sticks by Smith, Fisher and Frey

Morning meetings including the implementation of social skills curriculum will be mandatory in every classroom.

Provide small group instruction for African American students who have received office referrals that is focused on social skill interventions, re-teaching expectations, teaching replacement behaviors and monitoring progress.

Implement the 5,000 Role Models program, which provides mentors and role models for our male African American students.

**Name of person(s) responsible.**

Student Services, MTSS Coach, Administration, classroom teachers.