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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:**

1. The school guidelines for success were created by the staff of Anona Elementary and are aligned to our school mission statement and Pinellas County's Commitment to Character core values. The guidelines are displayed throughout the campus and work together with our positive behavior support system the "Pillars of Success." We utilize a modified PBS system due to the positive culture already in place at Anona. Our PBS system focuses on and encourages intrinsic motivation and honor students for their positive behavior choices that lead to academic successes. Each year all students are provided an overview of the GFS and Pillars of Success system at a kick off assembly. This generates excitement school-wide and creates buy in. To maintain our positive school culture, any new staff members or students attend an orientation which teaches the school mission, GFS, and pillars of success system.
2. Expectations are displayed in all common areas including the cafeteria, hallways, media center, office, and all classrooms. The guidelines for success and pillar of success are printed in the school newsletter each year to ensure that families has access to the information as well. We are currently working on creating a weather proof poster of the expectations for the outside physical education area.
3. All classes Pre-K-5 grade utilize the "Pillars of Success" positive behavior support system. All classrooms have a uniform chart that is utilized throughout the school year to encourage positive behavior choices and academic achievement. Each year teachers introduce their students to the school-wide expectations and align their classroom management systems to these guidelines. Teachers review the school-wide expectation and classroom expectations as needed throughout the school year, especially after holiday breaks.

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**Goal 1: The PBS team will establish a clear mission and regularly update the faculty on school-wide behavioral data.**

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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?**

Delegate specific roles and responsibility to each member.

Determine a meeting time and day where all team members can be present including social worker and psychologist.

Establish what information needs to be communicated to staff and when.

**Implementation Steps**

The PBS team will meet to establish a clear mission.

The PBS team will design a process for collecting and analyzing school-wide behavior data.

The PBS team will provide updated PBS and school-wide behavior data during each faculty meeting.

**Person(s) Responsible**

Gaye Lively- Principal, Stephanie Wager- Assistant Principal, Carrie McNamee- School Counselor, Jessica Urquhart- Behavior Specialist

**Timeline / By When?**

These processes will be designed and implemented by September 5, 2014

**Initiated**

8/26/2014

**Status**

**Completed**

9/3/2014

**14/15 School-wide Behavior Plan  
Anona Elementary School**

9/3/2014

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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**

Our PBS team utilizes the dashboard and focus data systems to input and analyze of school-wide behavior data. We also utilize PBS data collected by our staff to check the fidelity of Pillar of Success school-wide positive behavior system. The MTSS team utilizes an Intervention Response Form to document and track each student individual progress to Tier 2 interventions. The CST team look at attendance issues. The SBLT teams look at academic data regularly. Faculty surveys are utilized often.

**Implementation Steps**

**Person(s) Responsible**

Gaye Lively- Principal, Stephanie Wager- Assistant Principal, Carrie McNamee- School Counselor, Jessica Urquhart- Behavior Specialist

**Timeline / By When?**

**Initiated**

**Status**

**Completed**

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**Goal 2: To increase student academic achievement by decreasing the number of office referrals, in-school suspensions and out of school suspensions.**

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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?**

Provide an overview of the GFS and Pillars of Success system to all returning students and staff. All new staff members or students attend an orientation which teaches the school mission, GFS, and Pillars of Success system. Expectations are displayed in all common areas. Each year teachers introduce their students to the school-wide expectations and align their classroom management systems to these guidelines.

**Implementation Steps**

Each student will earn pillars for demonstrating safe, respectful, and responsible behavior choices, When students earn 10 pillars the are invited to the pillar party to celebrate their success. Students will also add their individual handprint to the Anonian Wall symbolizing their commitment to the GFS.

**Person(s) Responsible**

Gaye Lively- Principal, Stephanie Wager- Assistant Principal, Carrie McNamee- School Counselor, Jessica Urquhart- Behavior Specialist

**Timeline / By When?**

By October 2014, all students and faculty new to Anona will receive a complete PBS/GFS orientation from the PBS team. All returning students will have received an overview from the PBS team and be taught the PBS system by their classroom teacher.

**Initiated**

8/26/2014

**Status**

**Completed**

**14/15 School-wide Behavior Plan  
Anona Elementary School**

9/3/2014

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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?
- 

**Strategy**

Our PBS team utilizes the dashboard and focus data systems to input and analyze of school-wide behavior data. We also utilize PBS data collected by our staff to check the fidelity of Pillar of Success school-wide positive behavior system. The MTSS team utilizes an Intervention Response Form to document and track each student individual progress to Tier 2 interventions. The CST team look at attendance issues. The SBLT teams look at academic data regularly. Faculty surveys are utilized often.

**Implementation Steps**

**Person(s) Responsible**

Gaye Lively- Principal, Stephanie Wager- Assistant Principal, Carrie McNamee- School Counselor, Jessica Urquhart- Behavior Specialist

**Timeline / By When?**

**Initiated**

**Status**

**Completed**

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**Goal 3: MTSS Team will refine the processes for documenting, collecting, and analyzing Tier 2 interventions and data.**

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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?**

Increase the number of staff members on the MTSS team.

Delegate specific roles and responsibility to each member.

Determine a meeting time and day where all team members can be present including social worker and psychologist.

**Implementation Steps**

Meet to define each MTSS team members roles and responsibility.

Develop an appropriate response menu for Tier 2 interventions.

Develop a data system (including a response menu) to input and track Tier 2 interventions.

**Person(s) Responsible**

Gaye Lively- Principal, Stephanie Wager- Assistant Principal, Carrie McNamee- School Counselor, Jessica Urquhart- Behavior Specialist

**Timeline / By When**

By October 2014 we will have worked through all implementation steps.

**Initiated**

9/8/2014

**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**

Our PBS team utilizes the dashboard and focus data systems to input and analyze of school-wide behavior data. We also utilize PBS data collected by our staff to check the fidelity of Pillar of Success school-wide positive behavior system. The MTSS team utilizes an Intervention Response Form to document and track each student individual progress to Tier 2 interventions. The CST team look at attendance issues. The SBLT teams look at academic data regularly. Faculty surveys are utilized often.

**Implementation Steps**

**Person(s) Responsible**

Gaye Lively- Principal, Stephanie Wager- Assistant Principal, Carrie McNamee- School Counselor, Jessica Urquhart- Behavior Specialist

**Timeline / By When?**

**Initiated**

**Status**

**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**

Our school-wide reward and recognition system is called the Pillars of Success. This program encourages a positive and safe learning environment where students are motivated intrinsically, develop a positive relationship with their teachers and peers and value academic their achievement.  
(see attached documents for full details)

**Implementation Steps**

see attached documents for full details

**Person(s) Responsible**

Gaye Lively- Principal, Stephanie Wager- Assistant Principal, Carrie McNamee- School Counselor, Jessica Urquhart- Behavior Specialist

**Timeline / By When?**

8/18/14-6/2/15

**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?**

Each classroom has been provided a uniform Pillars of Success chart. The PBS system is clearly defined, explicitly taught at the beginning of each school year, and reviewed throughout the year. Each staff member is trained and develop and align their individual classroom management systems to the Pillars of Success system and GFS. Each teacher turns in their classroom management systems to the schools administration at the beginning of each school year where they are reviewed by the PBS team.

**Implementation Steps**

Collect and review the classroom management systems to ensure that they support the Guidelines For Success and the Pillars of Success program.

**Person(s) Responsible**

Gaye Lively- Principal, Stephanie Wager- Assistant Principal, Carrie McNamee- School Counselor, Jessica Urquhart- Behavior Specialist

**Timeline / By When?**

8/18/14-10/31/14

**Initiated**

**Status**

**Completed**

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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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The PBS Team will...

- frequently walk through classrooms to monitor the utilization of the Pillars of Success system and document their findings
- utilize the PBS evaluation system 3 times per year to monitor our progress
- document behavior data and process sharing on faculty meeting agendas
- meet regularly as a team to and review and analyze data
- progress monitor our progress towards the 3 goals
- track Tier 2 data in the new data management system we established
- analyze data to determine if students in Tier 2 or Tier 3 for behavior or academics are responsive to the PBS program and progressing toward their target goals
- look for a correlation between the students academic performance and those who earn 10 or more pillars per grading period

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**Professional Development:**

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

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PBS-overview (all staff)  
Pillars of Success program overview (all new staff members)  
Pillars of Success refresher (all returning staff)  
ESE book study (summer & fall)  
ESE training (inclusion and autism)  
CPI Level 1  
CPI Level 2 (Crisis Team Only)  
Autism Endorsement College Course (for teachers who work with students on the Autism Spectrum)  
MTSS/RTI-B staff training  
PBS-update at each faculty meeting to discuss preventative strategies, behavioral interventions, and any relevant school-wide behavior data findings.