Guidelines for Success:
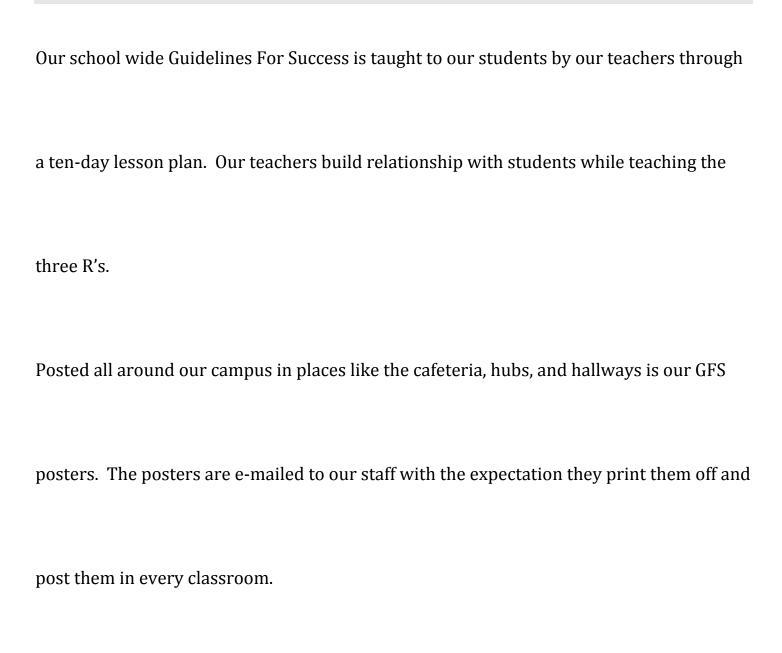1.   Have the school-wide GFS expectations been clearly identified?
2.   Are common-area expectations posted and clearly communicated?
3.   Have the classroom expectations/rules been clearly identified, posted and clearly communicated?

Questions to guide discussion:

Our school wide Guidelines For Success is taught to our students by our teachers through

a ten-day lesson plan. Our teachers build relationship with students while teaching the

three R's.

Posted all around our campus in places like the cafeteria, hubs, and hallways is our GFS

posters. The posters are e-mailed to our staff with the expectation they print them off and

post them in every classroom.

In the ten-day lesson plans that are sent to all the teachers we have incorporated slides to

guide teachers to teach the same GFS expectations campus wide.

Goal 1: To decrease the number of skipping referrals by 10%

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   **3/4/15 Revised**   **ongoing**

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?

Students with no skipping referrals will be invited to participate in our school-wide PBS celebration. These celebrations will be strategically identified throughout the year to encourage students to attend class and not skip.

Implementation Steps

The Multi Tiered Support System team will create activities and dates throughout the school year and inform students of these upcoming activities to celebrate students and follow students skipping data.

Person(s) Responsible

MTSS coordinator along with his team and the administration.

Timeline / By When?

Every 9 weeks by December 17, 2014 or June 2, 2014?

Initiated   **3/4/15 Revised**   **ongoing**

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?

Campus monitors are strategically assigned to cover specific areas throughout the campus and encouraged to establish a relationship with our students. They are also tasked to periodically go into classrooms of high needs and to target known skippers.

Implementation Steps

The administration will assign each campus monitor their own area of concentration monitors will periodically update administration of areas or classrooms with concern.

Person(s) Responsible

Both campus monitors and the administration

Timeline / By When?

Campus monitors will begin this process the first day of school and will follow up with administration weekly on areas of concern or students who are being caught regularly out of area.

    Initiated   **3/4/15 Revised**   **ongoing**

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

We ran reports from focus to identify if referrals for students skipping were the highest from last school year. DATA was compared with data from the last two school years to identify if the current GFS and goal setting were showing signs of improvement.

Implementation Steps

we will hold school wide activities to encourage students to attend school everyday throughout the year

Person(s) Responsible

Focus is our current way of monitoring the data needed to follow the number of students receiving referrals for skipping and who the students are. Data warehouse will be another software for us to use to see if our systems need to continue or need to be redesigned. Our MTSS coach will be the main person accessing the data and he will share his finding with the MTSS team.

Timeline / By When?

During our MTSS meetings every other week we will look at behavioral data to determine if modifications need to be reestablished.

Initiated　　　　　　　　**3/4/15 Revised**　　　　　　　　**Completed**

Goal 2: To decrease the number of classroom defiance referrals by 10%.

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 will participate in monthly Cohort meeting to discuss both academic and behavior needs of the students serviced

Implementation Steps

Cohort meetings will be driven by the cohort administrator and will focus on the needs of the school and students

Person(s) Responsible

Administration

Timeline / By When?

First one will be conducted the first week of school for all grade levels and the follow-up dates will be established at that time.

| **Initiated** | **3/4/2015 Revised** | **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?

Teachers will incorporate Character Education and Culture building within their lesson plans in order to teach and re-teach expected behaviors. Teachers are provided with various strategies and first 10 days of school lesson plans to assist in building classroom culture.

Implementation Steps

Our MTSS coordinator will email the slide show and lesson plans to all teachers during pre-school. The MTSS coach will also discuss and explain the expectations of the lessons during the pre-school rotations training.

Person(s) Responsible

Our MTSS coach and all teachers

Timeline / By When?

First ten days of school and periodical follow-up throughout the school year.

| **Initiated** | **3/4/2015 Revised** | **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?

Teachers participate in Pre-pre-school PD sessions that focus on the establishment of an Effective Classroom System and culture building.

Implementation Steps

With District support an all day training was held on the day before teachers were due back.

Person(s) Responsible

District personal and our MTSS coach

Timeline / By When?

August 7, 2014 from 8:30 to 3:30

Initiated   **3/4/2015 Revised**   **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

We ran reports from focus to identify if referrals for students receiving classroom defiance were the highest from last school year. We compared the data from the last two school years to identify if the current GFS and goal setting were showing signs of improvement.

Implementation Steps

Focus is our current way of monitoring the data needed to determine the number of students receiving referrals for defiance in the classroom and identify students receiving the referrals as well as the teachers writing the referrals. Data Warehouse will also be used to see if our systems need to continue or need to be redesigned. Our MTSS coach will be the main person accessing the data and he will share his finding with the MTSS team.

Person(s) Responsible

During MTSS meetings every other week we will look at behavior and its data to determine if modifications need to be reestablished.

Timeline / By When?

Throughout the school year

	Initiated	**Status**	**Completed**

Goal 3: : To decrease the number of out and in school suspensions referrals by 10%.

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?

Monthly student Cohort Seminars are held to encourage students and remind them of their purpose, to reiterate school and classroom rules. When appropriate, alternative consequences are given to keep students in school. (Choice Center or ABS)

Implementation Steps

These cohort meeting will be driven by the cohort administrator and will focus on the needs of the school and students. We will incorporate skits, and guest speakers to help students understand the importance of a proper education.

Person(s) Responsible

Administration

Timeline / By When

First one will be conducted the first week of school for all grade levels and the follow dates will be established from there.

Initiated	**revised 3/17/15**	**ongoing**
	Ongoing	

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

We ran reports from focus to identify if students were receiving a high amount of in and out of school suspension from last school year. We compared the data from the last two school years to identify if the current GFS and goal setting were showing signs of improvement.

Implementation Steps

Focus is our current way of monitoring the data needed to follow the number of students receiving in and out of school suspensions. Data Warehouse will be another software for us to use to see if our systems need to continue or need to be redesigned. Our MTSS coach will be the main person accessing the data and he will share his finding with the MTSS team.

Person(s) Responsible

During MTSS meetings every other week we will look at behavior and its data to determine if modifications need to be reestablished.

Timeline / By When?

Throughout the school year

Initiated	**revised 3/4/15**	**Completed**
	Ongoing	

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

Students are rewarded from teachers and staff members with G-Bucks for displaying positive behaviors inside the classrooms, around the campus, and demonstrating the 3'R for Guidelines to Success Students can use their G-Bucks to purchase items from the PBS store. The store is open every Friday during lunch. Items consist of: school supplies, book bags, cookies, sun glasses, cow bells, dog tags, shorts, sweat tops & sweat pants and a monthly gift certificate.

Implementation Steps

All students on campus will show an increase in the following areas: Improve student motivation, increase class participation, increase completion of assignments increase academic gains, improve attendance, reduce discipline problems, and increase the excitement for learning

Person(s) Responsible

All staff members

Timeline / By When?`

Throughout the school year

Initiated	**2/16/15 Revised**	**Completed**

Strategy

Teacher will nominate students in their respective cohort.   Names will be drawn and those students will be recognized at the end of each nine weeks in the school year. The Gladiator Wall of Fame is a tribute to those students that are exemplifying the Gibbs way of doing things on campus. For students that are meeting or exceeding all school expectations will be nominated by their teachers for this award. Our goal is to provide positive re-enforcement to those students who exemplify these characteristics with a picture displayed on Gibbs High School campus and a $10.00 gift card to local businesses. This award is sponsored by Panera Bread.

Implementation Steps

All students on campus will show an increase in the following areas: Improve student motivation, increase class participation, increase completion of assignments increase academic gains, improve attendance, reduce discipline problems, and increase the excitement for learning

Person(s) Responsible

All Staff members

Timeline / By When?`

Throughout the school year

Initiated   **2/16/15 Revised**   **Completed**

Strategy

Target behavior will be based on the highest percentage of referral data in a challenging behavior category. Monitor target behavior for one month with a reward system in place. (Student-faculty basketball game, and cohort games.)

Implementation Steps

All students on campus will show an increase in the following areas: Improve student motivation, increase class participation, increase completion of assignments increase academic gains, improve attendance, reduce discipline problems, and increase the excitement for learning

Person(s) Responsible

Administration

Timeline / By When?`

Each grading period

Initiated   **2/16/15 Revised**   **Completed**

Action Plan:

Plan to Monitor for Fidelity of Implementation

-Schools expectations was review with staff doing faculty workshop
-Walk thoughts
-Bi-weekly disciplinary referral review by MTSS coach and team

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

List Professional Development Opportunities Aligned To The Positive Behavior Supports

-Teachers took a DWT for classroom management
-Peer collaboration
-Schools expectations was review with staff doing faculty workshop

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

Midyear guide text