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:

The GFS expectations are clearly identified and reviewed annually. Common-area expectations are aligned to classroom expectations and are clearly communicated at the start of each school year to all students by their classroom teacher. The expectations are posted within the classrooms, provided to parents and students within the classroom management plan, and within the student/parent handbook. The classroom expectations are aligned to the school wide expectations and are clearly communicated to all stakeholders (students, parents, and visiting adults).

Goal 1: Reduce the number of Other Incidents for all students in all subgroups.

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?

i. Other Incidents is a category that was used last year for behavioral occurrences that violated fundamental guidelines. Staff will utilize the school wide expectations on a continuous basis with all students. All staff members, while ensuring that they are aligned to the school's reward and recognition systems that are in place, will utilize positive reinforcement strategies and a ratio of positive to negative of at least 3:1.

Implementation Steps

During the first week of school teachers will ensure that their classroom management plans are aligned the school's. Within the first week of school for students, classroom teachers will instruct students on the expectations.

Person(s) Responsible

Classroom teacher
SBLT to review monthly data maintained within Focus/SIS concerning referrals for "Other Incidents."

Timeline / By When?

During the first week of school.

Initiated	Status	Completed
8-14-2014	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?

i. Other Incidents is a category that was used last year for behavioral occurrences that violated fundamental guidelines. Staff will utilize the school wide expectations on a continuous basis with all students. All staff members, while ensuring that they are aligned to the school's reward and recognition systems that are in place, will utilize positive reinforcement strategies and a ratio of positive to negative of at least 3:1.

Implementation Steps

During the first week of school teachers will ensure that their classroom management plans are aligned the school's. Within the first week of school for students, classroom teachers will instruct students on the expectations.

Person(s) Responsible

Classroom teacher
SBLT to review monthly data maintained within Focus/SIS concerning referrals for "Other Incidents."

Timeline / By When?

During the first week of school.

Initiated	Status	Completed
8/11/2014	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

Use data to drive need for PD and implement best practices for student and staff success

Implementation Steps

Collect, Analyze and Discuss Referral data from Focus/SIS with Staff and PLC

Person(s) Responsible

MTSSRtI Team-Grade level referral discussion

Timeline / By When?

Begin September 2014- ongoing monthly

Initiated	**Status**	**Completed**
09/01/2104	Ongoing	

Goal 2: Reduce the number of referrals for Defiance/insubordination for all students in all subgroups.

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?

Staff will utilize the school wide expectations on a continuous basis with all students.

Implementation Steps

Teams will make referrals to the MTSSRtI Team for support as needed.

Person(s) Responsible

Administration- PD, Compile referral data and facilitate staff discussion
MTSSRtI Team- data profiles for students with behavior concerns

Timeline / By When?

Start August 18 to ongoing by the entire staff.

Initiated	Status	Completed
08/01/2014	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?

Staff will utilize the school wide expectations on a continuous basis with all students.

Implementation Steps

Teams will make referrals to the MTSSRtI Team for support as needed.

Person(s) Responsible

Administration- PD, Compile referral data and facilitate staff discussion
MTSSRtI Team- data profiles for students with behavior concerns

Timeline / By When?

Start August 18 to ongoing by the entire staff.

Initiated	Status	Completed
8/11/2014	Ongoing	

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

Use data to drive the need for PD and implement best practices for student and staff success

Implementation Steps

Collect, Analyze and Discuss Referral data from Focus/SIS with Staff and PLC

Person(s) Responsible

MTSSRtI Team- Referral data and discussion

Timeline / By When?

Start August 18 to ongoing by the entire staff.

Initiated	**Status**	**Completed**

Goal 3: Reduce the number of referrals for Profanity for all students in all subgroups.

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?

Staff will utilize the school wide expectations on a continuous basis with all students.

Implementation Steps

MTSSRtI Team to compile a list of students.
MTSSRtI to discuss student progress monthly at MTSSRtI meetings (depending on size of the list- this schedule may rotate) and provide additional supports as needed.

Person(s) Responsible

MTSSRtI Team

Timeline / By When

Start August 18 to ongoing by the entire staff.

Initiated	revised 1/26/15	Completed
08/01/2014	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?

Staff will utilize the school wide expectations on a continuous basis with all students.

Implementation Steps

MTSSRtI Team to compile a list of students.
MTSSRtI to discuss student progress monthly at MTSSRtI meetings (depending on size of the list- this schedule may rotate) and provide additional supports as needed.

Person(s) Responsible

MTSSRtI Team

Timeline / By When

Start August 18 to ongoing by the entire staff.

Initiated	revised 1/26/15	Completed

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

Use data to student success- grade, attendance, tardies, referral, task and homework completion

Implementation Steps

MTSSRtI Team to create a profile on each eligible student
MTSSRtI Team to discuss student success and determine if further support needs to be added

Person(s) Responsible

MTSSRtI Team

Timeline / By When?

Start August 18 to ongoing by the entire staff.

Initiated	revised 1/26/15	Completed
08/14/2104	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

Classrooms with 0 infractions for the week are recognized

Implementation Steps

classroom teacher monitors classroom infraction data weekly
Recognize Classrooms with 0 infractions for the week are recognized with a lunch bunch

Person(s) Responsible

Teachers and Principal

Timeline / By When?`

Start August 18 to ongoing by the entire staff.

Initiated	Status	Completed
08/01/2104		

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?

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?

Establish classroom rules and consequences that align with Guidelines for Success

Implementation Steps

First week at school teachers to review Guidelines for Success and create Classroom Rules to help clarify guidelines.
Teachers to clearly define each guideline, rule and process.
Guidelines and Rules to be posted, communicated with parents and referenced throughout the school day.
Classroom behavior plan to be submitted to Principal in August.

Person(s) Responsible

Teacher
Administrator

Timeline / By When?

Start August 18 to ongoing by the entire staff.

Initiated	**Status**	**Completed**
8-14-2014	Ongoing	

Action Plan:
Plan to Monitor for Fidelity of Implementation

Routine Review Data:
   Referrals
   Check and Connect- Attendance, Grades, Testing, Referrals
   PLC Notes
   Newsletter Articles celebrating successes and highlighting guidelines, character awards

Display of Data:
   Newsletter Articles featuring Character Awards
   Referral data by class/grade level/ethnicity

Data Will be Reviewed at the following levels
   PLC
   MTSSRtl
   Classroom Teacher

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Book Studies Available:
Classroom management that works. Research-based strategies for every teacher,

Resources for Staff Training:
The Data Coach's Guide to Improving Learning for All Students

Midyear:

1. **Which goals, barriers and strategies were revised based on response to intervention?**
2. **What evidence was used to drive the revisions?**
<mark>Be sure to include how you are addressing the discrepancy between Black and Non-Black discipline in your response to intervention discussion.</mark>

Enter a summary of the current status of implementation

Currently Pasadena Fundamental is making progress with reducing the number of referrals for the three identified area's. From the start of the school year to current there have been three discipline referrals written versus five last year. SBLT and site safety review discipline data monthly to look at trends based upon the data and suggestions for decreasing the referral counts.