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:

1. The school-wide Guidelines for Success have been clearly identified during Preschool Activities for staff. During preschool, the grade level teams met with staff and reviewed, in detail, school-wide processes and procedures, In-class behavior management, Pro Active Plan for school-wide behavior expectations, and student in-class expectations. Additionally, the staff of Richard L. Sanders receives the "Principal's Notes," which offers ongoing reminders for staff.

2. The students attending Richard L. Sanders School are monitored with any movement. Expectations are clearly communicated to students by staff. Behavior support, Social Workers and the school Psychologist are available to intervene if the need arises. Cafeteria expectations and common areas have postings of student expectations.

3. The classroom expectations, and classroom hierarchy are posted in all classrooms and students are taught these expectations on a daily basis. The expectations are:
Be Responsible:
* Follow rules
* Attend school daily and on time
* Engage in learning
* Take responsibility for actions
* Complete assignments on time

Be Respectful:
* Use appropriate language
* Zero profanity
* Communicate using appropriate tone, volume and body language
* Use equipment and materials appropriately

Be Safe:
* No horseplay
* No hands-on
* Self-manage without conflict
* Respect others' space
* Stay in assigned area

Goal 1: Reduce Class/Campus disruption behavior referrals by 15% (531 referrals)

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?

Barrier ; Lack of teachers trained in behavior management
1. Increase professional development during preschool for in-class behavior management training.
2. Post and teach classroom expectations and in-class behavior hierarchy.
3. All staff to be consistent with in-class and school-wide behavior management.

Implementation Steps

1. Schedule preschool calendar to include in-class behavior management , classroom expectations, and an in-class behavior hierarchy.
2. Meet with staff and provide instruction - allow for questions and answers
3. Teams to meet and develop schedules for their classes.

Person(s) Responsible

Team Leaders, Staff members, Behavior Specialists, Student Services Support

Timeline / By When?

Training began on August 11th through August 15th

Initiated	3/4/15 Revised	ongoing
8/11/2014	Ongoing	8/15/2014

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

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

The team utilized behavior data from the 2013/2014 school year to determine students' specific needs. As needs are addressed, students who are compliant are acknowledged and/or rewarded. Once a student is complaint, then they are also rewarded and/or acknowledged. The data utilized is referral data and will be reviewed once a month in CST meetings as well as during MTSS/RtI meetings.

Implementation Steps

During the summer team members met and discussed the behaviors and referral data, updated the school-wide Pro Active Plan and scheduled the professional development training for staff.

Person(s) Responsible

Administration, Behavior Specialists, Social Workers, RtI members

Timeline / By When?

This process began on July 7th and is ongoing.

Initiated	**3/4/15 Revised**	**Completed**
7/7/2014	Ongoing	

Goal 2: Reduce incidences of repeated misconduct by 15% (276 referrals)

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?

We have improved our in-class behavior management program, increased parental involvement, and providing accountable measures for our students through an improved Character Education Room.

Implementation Steps

In-class behavior management training began during preschool professional development and continue each classroom. Secondly, we have improved the way of work in the Character Education Room by providing full staff coverage and modules of character training provided to our students when their behaviors prevent them from staying in their learning environment.

Person(s) Responsible

Staff, Behavior Specialists, Social Workers, and Psychologists.

Timeline / By When?

This process began August 18th and continues each day.

Initiated	**3/4/2015 Revised**	**Completed**
8/18/2014	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?

Implementation Steps

Person(s) Responsible

Timeline / By When?

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

The team reflected on student behavior and referral data during our summer meetings and discussed our areas of weaknesses. Then a plan was developed to provide Character Education the resources needed to implement effective behavior modifications.

Implementation Steps

1. Schedule staff 1 period timeline in Character Education for coverage.
2. Provide training for staff while serving in Character Education
3. Develop curriculum for character education training

Person(s) Responsible

Staff, Behavior Specialists, Social Workers, and Psychologists

Timeline / By When?

Began August 18, 2014 and is ongoing

Initiated	**Status**	**Completed**

Goal 3: Reduce the number of referrals for unauthorized location by 15% (90 referrals)

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?

Strategies for this goal include building relationships with students, setting a purpose for learning, utilizing real life events into the learning process, scaffolding instruction to meet the individual needs of students, and using staff for student support during instruction. These strategies were identified during our summer workshop as ways to keep children in the classroom.

Implementation Steps

During preschool professional development, staff experienced a wheel of activities designed to instruct and support the student-teacher relationship. Additionally, book studies are scheduled for continued and ongoing support. CST meetings are designed to support both staff and student. The instructional method is also a component of this process. Utilizing the gradual release lesson plan model and scaffolding instruction to meet the needs of students is critical to keeping students in the classroom.

Person(s) Responsible

Staff, Behavior Specialists, Social Workers, Psychologist, Literacy Coach, Media Specialist, and Administration

Timeline / By When

We began this process of development during the summer meeting and it continues to be ongoing.

Initiated	**revised 3/17/15**	**ongoing**
7/7/2014	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

As the team reviewed behavior data and began our discussion, it became evident that many of our students were walking out of classrooms for a variety of reasons. The team discussed the correlation between targeted behaviors and positive reinforcement with leaving area, since it was considered positive for many of our students.

Implementation Steps

1. Set and teach a culture of learning in all classrooms
2. Establish in-class rewards that are meaningful to students and acknowledge students consistently.
3. As teams, establish PBS activities that are meaningful to the students being served.

Person(s) Responsible

All staff and Administration

Timeline / By When?

This process was put into operation the first day of school (8/18/14) and is ongoing

Initiated	revised 3/4/15	Completed
8/18/2014	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

It is the intent of all of the staff of Richard L. Sanders School to implement a School-wide Positive Behavior Support System that encourages and rewards students who are making good choices throughout their day. We serve EBD students (K-12) so each team has formed opportunities to discuss and plan activities. Some of the activities are team based, others are school based.

Implementation Steps

1. Set up teams (elementary, middle and high school) to discuss the activities most desired by the students they serve.
2. Problem solve possible conflicts that may occur during the activity - assign teachers specific responsibilities
3. Regroup after the activity to discuss what went well and what needs attention for the next event.

Person(s) Responsible

Individual teams (Elementary, Middle, and High School), Behavior Specialists, Social Workers, and PBS Team

Timeline / By When?`

The activities are year round, beginning the first week of school

Initiated	**2/16/15 Revised**	**Completed**
8/18/2014	Ongoing	

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?

1. Classroom Expectations are posted in every classroom
2. Behavior Hierarchy posted in every classroom
3. In-class reward system posted in every classroom
4. School-wide PBS posted in every classroom

Implementation Steps

During preschool every teacher attended training that identified specific needs for our school. Teachers developed their expectations and behavior hierarchy for their classes. Additionally, in-class reward system were discussed and examples given. The PBS system was taught to staff (refresher for older staff) and staff expectations were given.

Person(s) Responsible

Teachers, Behavior Specialists, PBS Team

Timeline / By When?

The process began on 8/18/14 and will continue throughout the school year.

Initiated	**1/26/15 Revised**	**Completed**
8/18/2014	Ongoing	

Action Plan:
Plan to Monitor for Fidelity of Implementation

The Elementary, Middle and High School teams have already implemented the School-wide Positive Behavior Support Plan. The teams meet two times per month to discuss activities that students desire the most and then develop a schedule to implement the plan. The Behavior Specialist usually organize the activity, followed by staff who participate. A teacher and an associate stay behind to monitor students who did not meet the requirements.

We utilize the Problem-Solving worksheet as a tool to propel character traits in students and as an intervention guide for staff attending to behaviors impeding the learning process. When the processes outline within the classroom are not followed and the student impedes the learning process, a student referral is generated. The student generated referral is then managed by the behavioral team. The purpose of the Character Education Training Program is to promote character development. Our objective is to teach replacement behaviors as outline in the student's Functional Behavior Assessment which will generate success for our students within the school setting.

The Richard L. Sanders Character Education Plan is a vehicle that enables all members of the learning community the opportunity to make choices that maximizes teaching and learning. The Multi-tiered System of Support/Response to Intervention is the operating framework of the Character Education Plan. This framework works hand in hand with our Positive Behavior Support Plan.

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

At this time, we have already offered our teachers training that includes in-class behavior management, Pro Active Plan, PBS, and Processes and Procedures. We also offered Nonviolent Crisis Intervention Training. Additional training will be offered but it has not yet been determined.

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

Approximately 3% of our staff are new to the EBD population. They are teachers, certified in their content areas, but without the appropriate behavior management skills and training needed to serve our population. Many of our teachers have never worked with this population before, so there are learning curves to be addressed. Because behaviors are often extreme and interfere with instructional time, lower academic expectations often set in. We are working on closing the gap through ongoing professional development, MTSS/RtI meetings, staff training, and leadership meetings.

The start of the school year went well, but as the school year has progressed, school-wide behaviors have increased. After reviewing the Professional Learning Committee minutes, behavior data and academic data, it became essential that additional supports were needed for staff. All staff meetings and mentor meetings have focused on the need for consistency in each classroom. We have also focused on in-class behavior hierarchies and the necessity for staff to follow this process, daily. Behavior Specialists meet with their teams (elementary, middle, high, and School Based Mental Health) to discuss ongoing issues and ways to address the behaviors.

Teacher behavior is also addressed regularly, to include the language, tone, and inflection used when speaking to students, using CPI strategies when students are in crisis, and processes and procedures utilized for acting out students. Teachers are to teach and provide lesson plans for social/emotional and communication goals to assist students in their personal growth as well as make frequent parent contacts to keep parents well-informed. However, it continues to be essential that teachers set reasonable and realistic academic expectations for our students. Engaging students into the content continues to be another challenge. All classrooms have Smart Boards and computers, district approved curriculum, classroom libraries, and specialized equipment as needed. Engaging students is a part of all Professional Learning Community meetings. It is also the central point of discussion for a school-wide book study.

 Student attendance is another barrier we experience. Unfortunately, many of our students encounter situations within their community that lead to incarceration. The amount of time a student is out of school is determined by the Courts in these situations. Also, our students move frequently, creating changes in bus schedules. We have processes and procedures in place to address this situation that include home visits and social worker contacts,