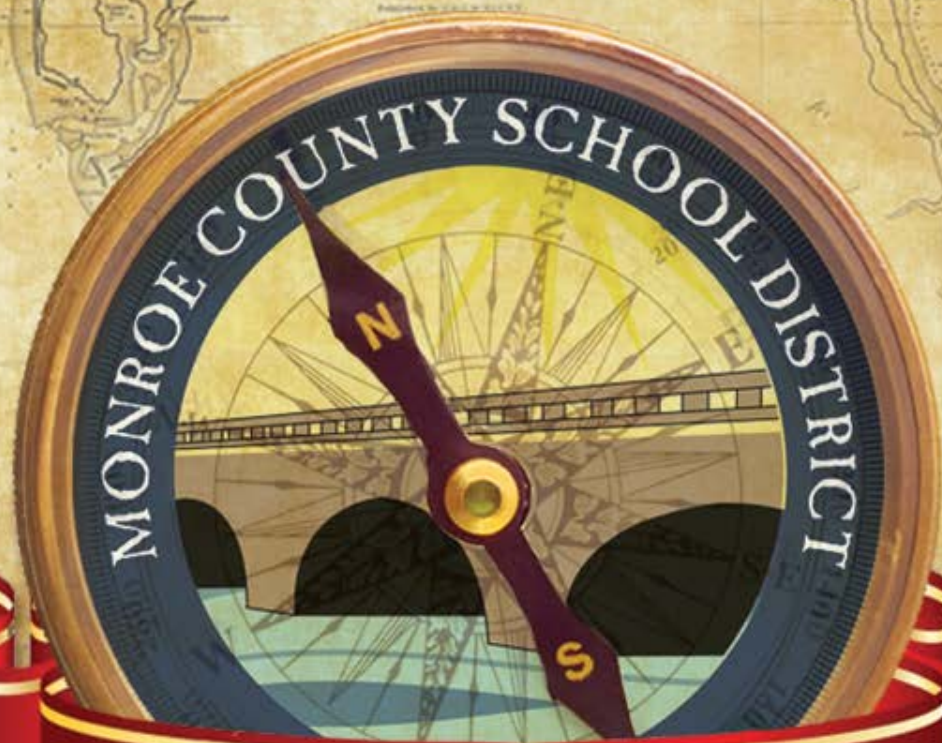


GULF of FLORIDA
Edmund Blunt
HYDROGRAPHER



CHARTING THE COURSE

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District Wide Behavior Expectations

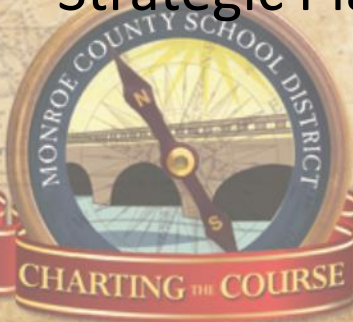


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District-wide Behavioral Expectations

District Action Planning and Problem-Solving (DAPPS) needs assessment identified behavioral supports as an area of need –

- Pre-K students unable to adapt to school setting
- Increases in ODR, OSS
- Perceptions of RtI Skills Survey
- Self-Assessment of Problem Solving Implementation (SAPSI)
- Teacher Focus Groups
- Parent Surveys
- Strategic Plan



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Aligned with Strategic Plan

Strategic Objective 1: Climate and Culture for Excellence

Goal Area 1.1 – **All students** will be **supported** in recognizing and developing their own **social, emotional, ethical**, civic and intellectual capacities and dispositions.

Goal Area 1.3 – **Create a culture** in which **stakeholders feel** that they are **valued** and intrinsically motivated to perform at a high level of accountability.



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MCS D BEHAVIORAL EXPECTATIONS for ALL: iBElieve

- Be Safe
- Be Respectful
- Be Responsible
- Be There

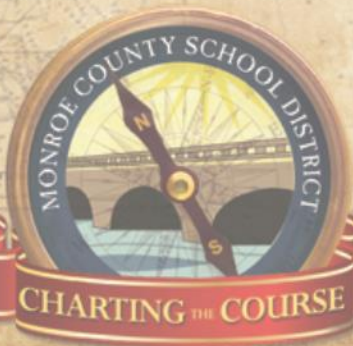


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Teacher Focus Groups:

Factors impacting students meeting academic and behavioral expectations

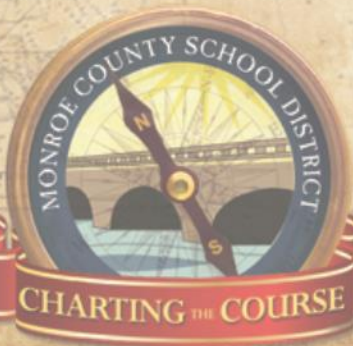
- Home factors
- Students lack social skills
- Behavior of some impacts academics of others
- Lack of consistency
- Rules vary between classrooms



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Social-Emotional Learning

- Reduces suspensions
- Benefits student achievement
- Prepares students to lead healthy lives
- Enables students to manage emotions, relationships

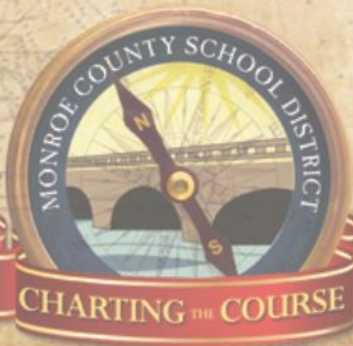


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National High School Center's College and Career Development Organizer

Social and Emotional Skills

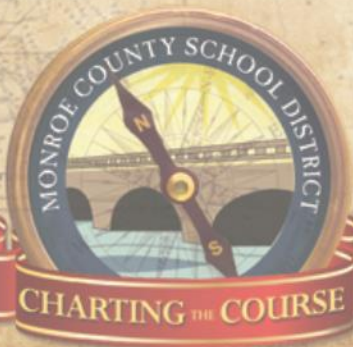
- Self-management
- Responsible decision making
- Self-awareness
- Social awareness
- Relationship Skills



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Research-based

- Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of positive strategies, is ineffective.
- Studies show that suspension is correlated with increased likelihood of imprisonment

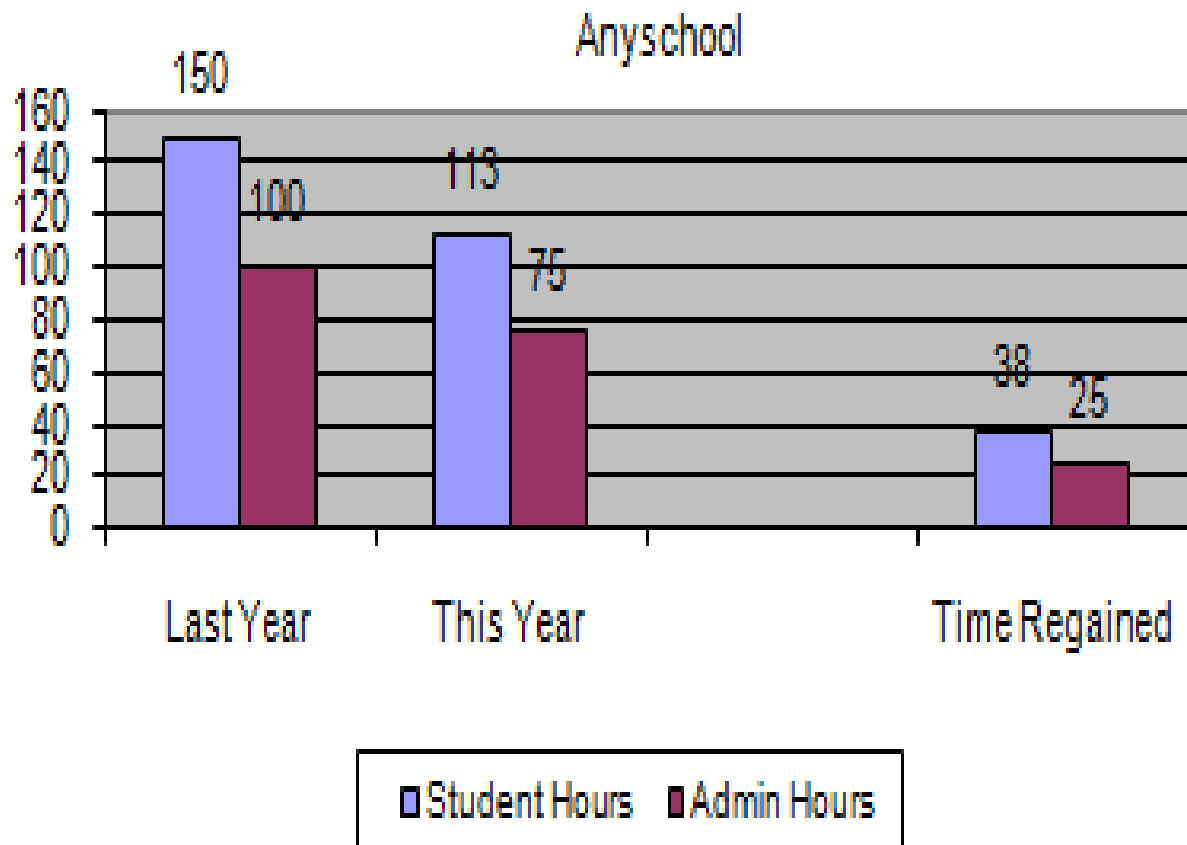


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Time Gained Slide

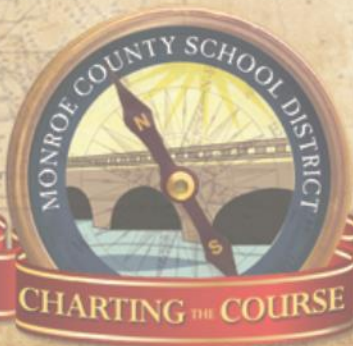
- <http://www.pbismaryland.org> ... “Cost/Benefit Worksheet”

Number of referrals for last year	200
Number of referrals for this year	150
Average # of minutes student is out of class due to referral	45
Average # of minutes administrator needs to process	30



Documents Developed

- **District-wide behavioral expectations**
 - Students
 - Teachers
 - Administrators
 - District Personnel
 - Families/community members
- **Behavioral definitions**
- **Curriculum for teaching students**
- **Matrix of interventions**
- **Ideas for reinforcing behavioral expectations**



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District Wide Tier 1 Learning Sequences Supports

Second Step (Pre-K to 8) <http://www.secondstep.org/>

Project Wisdom (9-12) <http://www.projectwisdom.com/>

District Wide Tier 2 & 3 Learning Sequences Supports

goleaps.com (Pre-K to 12)

CONNECT WITH THE WEB SITE

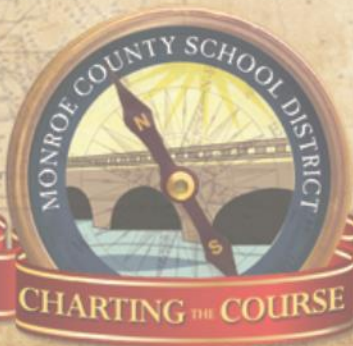
<http://behavior.keysschools.schoolfusion.us>



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Team Membership

- **Theresa Axford** (Executive Director of Teaching and learning)
- **Krista Hillman** (School Psychologist)
- **Carol Eisenman** (Truancy Intervention Coordinator)
- **Catherine Kanagy** (ESE Program Specialist)
- **Daliana Goins**
(School Counselor)
- **Denise Santiago** (Assistant Principal)
- **Maryanne Nickel** (Behavior Specialist)
- **Sarah Morton** (MTSS & ELA coordinator)
- **Harry Russell, ED.S.** (Principal)
- **Robyn Coleman** (School Psychologist)
- **Stephanie Martinez** (University of South Florida)
- **Kelly Justice** (University of South Florida)



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Timeline for Implementation

- October 26, 2012 DAPPS Application completed
- January 31, 2013 Star the DAPPS Process
- February 27, 2013 and March 1, 2013 Teacher Focus Groups
- March 2013-April 2014 Problem Solving Process in action
- April 1, 2014 Principals vetting documents
- May 7, 2014 Presentation to District Advisory Council
- May 19, 2014 Presentation to ELT
- June 10, 2014 Presentation to School Board
- June 2014 “Soft” rollout to school staff
- August 2014 Full rollout to school staff
- October 2014, October 2015 Survey key stakeholders
- September 2014 – June 2015 Fidelity checks of implementation
- June 2015 School-based evaluation and data-based decision-making for 2015-16



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monroe county school district behavior expectations