

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

1/29/2015

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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. School - wide expectations have been clearly identified to help with the 3 behavior goals, which are:
  1. Class or Campus Disruptions
  2. Striking Student
  3. Defiance and Insubordination
  
2. Expectations are posted in the common areas for staff and students to see which include in the bathroom, hallways, cafeteria and library.
  
3. Teachers have posted in their classrooms the class rules and behavior system . They also have reviewed the rules and behavior system with the students and parents.

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**Goal 1: To reduce the number of incidents involving class or school disruptions as measured by behavior call and referral 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?**

CHAMPS  
Classroom Discipline Plans  
Eagle Bucks  
School Wide Expectations

**Implementation Steps**

Behavioral Expectations are taught and reviewed with all students and staff.  
Behavior Errors are proactively corrected.  
Behavior Plans are implemented for students who are in need of it.  
School wide consistent consequences for class management plans  
Professional development in the area of behavior management and de-escalating student behavior strategies

**Person(s) Responsible**

Teachers  
Administration  
Behavior Specialist

**Timeline / By When?**

To be reviewed monthly

**Initiated**  
09/01/2014

**Status**  
Ongoing

**Completed**

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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**

Reduce the number of incidents involving class or campus disruptions.  
Look at Behavior call log  
Look at referral data

**Implementation Steps**

Review classroom discipline plans with students.  
Review the behavior processes with staff and teachers.  
Review of CHAMPS  
Classroom Walk Through

**Person(s) Responsible**

Administration  
Behavior Specialist  
Teachers

**Timeline / By When?**

To be reviewed monthly

**Initiated**  
09/01/2014

**Status**  
Ongoing

**Completed**

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**Goal 2: Reduce the number of incidents involving a student striking another student as measured by referral 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?**

CHAMPS  
Classroom Discipline Plans  
School Wide Expectations  
Eagle Bucks

**Implementation Steps**

Behavioral Expectations are taught and reviewed with all students and staff.  
CHAMPS refresher with staff and students.  
Behavior Errors are proactively corrected.

**Person(s) Responsible**

Administration  
Teachers  
Behavior Specialist

**Timeline / By When?**

To be reviewed monthly.

**Initiated**  
09/01/2014

**Status**  
Ongoing

**Completed**

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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?
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**Strategy**

Reduce the number of behavior calls and referrals that involves students striking other students.  
Look at referral data on a monthly basis

**Implementation Steps**

Review of CHAMPS  
Review the behavior processes with staff and teachers.  
Review classroom discipline plans with students.  
Classroom Walkthrough

**Person(s) Responsible**

Administration  
Teachers  
Behavior Specialist

**Timeline / By When?**

To be reviewed monthly.

**Initiated**

**Status**

**Completed**

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**Goal 3: Reduce the number of referrals for student defiance and insubordination as measured by referral 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?**

CHAMPS

School Wide Expectations

Classroom Discipline Plans

Eagle Bucks

**Implementation Steps**

Behavioral Expectations are taught and reviewed with all students and staff.

Behavior Errors are proactively corrected.

Behavior Plans for students in need of one.

Tribes community building for staff and students

**Person(s) Responsible**

Administration

Teachers

Behavior Specialist

**Timeline / By When**

To be reviewed monthly.

**Initiated**

09/01/2014

**revised 1/26/15**

Ongoing

**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**

To reduce the number of incidents of defiance and insubordination.  
Monthly review of referral data.

**Implementation Steps**

Review Classroom Discipline Plans with students.  
Review the Behavior Processes with staff and teachers.  
Review of CHAMPS  
Classroom Walkthrough

**Person(s) Responsible**

Administration  
Behavior Specialist  
Teachers

**Timeline / By When?**

To be reviewed monthly.

**Initiated**  
09/01/2014

**revised 1/26/15**  
Ongoing

**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**

Staff will distribute Eagle Bucks to students displaying positive behavior during the school day and at lunch.

**Implementation Steps**

Staff will be given Eagle Bucks to distribute.  
Staff will distribute Eagle Bucks to students displaying positive behavior.  
Classes will try to collect 40 Eagle Bucks each month.  
Classes with 40 Eagle Bucks will be given treat each month.

**Person(s) Responsible**

Staff  
Teachers  
Administration  
Students

**Timeline / By When?**

To be reviewed each month

**Initiated**  
09/01/2014

**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?**

Classroom Behavior Plans and Discipline Processes will correlate with School Wide Expectations.

**Implementation Steps**

Review School Wide Expectations  
Implement Classroom Rules and Behavior System first 10 days of school

**Person(s) Responsible**

Teachers  
Administration  
Behavior Specialist

**Timeline / By When?**

Review monthly

**Initiated**  
09/01/2014

**Status**  
Ongoing

**Completed**

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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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Monthly Meetings to Review behavior data.  
Tier system for behavior.  
Classroom Walkthrough

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**Professional Development:**

List Professional Development Opportunities Aligned To The Positive Behavior Supports

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CHAMPS

VPORT- for Tier 2

Discussion of criteria for Eagle Bucks

Reviewing School Wide Behavior Data at Faculty Meeting

Reviewing School Wide Expectations at Faculty Meeting

Professional Development on strategies to deescalate behavior issues in the classroom.

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**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.**

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**Enter a summary of the current status of implementation**

For the first semester of school there were 25 office referral written for 18 students. African American students were identified and given check in and check out adults at the school - 3A kids. Three of the repeat offenders have either an FBA or Positive Intervention Behavior Plan in place. Staff continue to teach common area guidelines and identify any students needing a tier 2 support.

First semester data

Office Referrals

Black students 14

White- 11

Striking student- 8

striking adult- 2

class disruption- 4

Unauthorized location- 4

Defiance- 2

Bus-1

Dangerous Implement- 1

Sexual Battery -1

Repeated Misconduct- 1

Profanity- 1

Goal 1- Decrease referrals for classroom disruption- less than 20% percent of referrals are written for this. teachers are being more proactive with students and building classroom community.

Goal 2- Decrease the number of referrals for striking a student.- This an area that is still problematic. The majority of students were either K or 1st grade. Teacher continue to implement rewards and teach students ways to deal with problems.

Goal 3- Decrease the numbers of referrals for Defiance/Insubordination- Only two this year.

School wide reward system has been used consistently throughout the year with positive results in common areas and in specials.

Administrative presence on campus throughout the day, a refined school wide discipline plan and staff training have positively impacted our students and teachers. One-third of our offenders are new to Azalea this year.

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