

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

2/4/2015

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:

Be Responsible, Respectful, and Safe

RESPONSIBLE

*Classroom

- Be on time with all materials
- Work during all work times
- Follow directions immediately patiently

*Hallway

- Walk and talk

*Cafeteria

- Remain seated
- Keep your area clean
- Wait your turn in line

RESPECTFUL

*Classroom

- Use appropriate voice, words, level 2 or below and actions
- Use appropriate language need assistance

*Hallway

- Use level 2 voice

*Cafeteria

- Keep your voice at
- Follow attention signals
- Raise your hand if you

SAFE

*Classroom

- Keep hands, feet, and objects procedures to yourself times

*Hallway

- Keep your hands and feet to yourself
- Walk and keep moving

*Cafeteria

- Follow lunch line
- Remain seated at all

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Goal 1: Reduce the percentage of students receiving a discipline referral school wide by 10% (46% '13-'14 to 41% '14-'15)

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?

Barriers - Discipline referrals written for classroom managed behaviors, not enough rewards or recognition for students that do not receive referrals.

Strategy - Continue Tier 1 level system for infractions.

Implementation Steps

Collect infraction data and assign points to students, ever two weeks the points are totaled and students are given a color card corresponding to their point total for the prior two weeks. Rewards and punishments are aligned to color card level. Cross content teams review infraction and early warning system data at least once per month

Person(s) Responsible

Jonathan Blair, MTSS Coach
Tonya Mitchell, Assistant Principal
SBLT

Timeline / By When?

We should be on track for a 10% reduction at the end of the first semester of the 2014-2015 school year.

Initiated

1/26/15 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?

PBS, with a focus on rules that are consistent among cross content teams.

Implementation Steps

Professional development plan for the entire staff during preschool and follow ups throughout the year based on discipline data trends. PBS Calendar, Incentives, and Community sponsors to reinforce positive behaviors

Person(s) Responsible

Jonathan Blair, MTSS Coach
Tonya Mitchell, Assistant Principal
SBLT

Timeline / By When?

We should be on track for a 10% reduction at the end of the first semester of the 2014-2015 school year.

Initiated

1/26/15 Revised

Completed

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

Increase use of the Problem Solving Process to better align interventions based on need using infraction data (leading) rather than focusing on referral data (lagging).

Implementation Steps

Use data driven dialogue to facilitate data analysis (step 0). Progress monitor data throughout the year and continue problem solving as needed.

Person(s) Responsible

Jonathan Blair, MTSS Coach

Timeline / By When?

Based on data calendar for weekly SBLT meetings, each category of data is reviewed at least once per month.

Initiated

2/16/15 Revised

Completed

Goal 2: Reduce the percentage of African American students receiving a referral by 20% (64% to 51%)

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 - Staff lack the cultural proficiency which leads to an over representation of African American students in discipline data.

Strategy - Professional development on cultural proficiency

Implementation Steps

Entire staff will read "Closing the Attitude Gap" by Principal Kafele with a follow up Professional Development personally facilitated by Principal Kafele.

Person(s) Responsible

Jonathan Blair, MTSS Coach
Tonya Mitchell, Assistant Principal
SBLT

Timeline / By When?

Initial reading during preschool with ongoing additional follow up, October 20, 2014 visit from Principal Kafele.

Initiated

2/16/15 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

Use ticket out the door, survey, parking lot, in all PD regarding this topic. Use this as formative data to progress monitor the staff's level of cultural proficiency

Implementation Steps

Analyze this data in SBLT and continue to problem solve as needed.

Person(s) Responsible

Jonathan Blair, MTSS
SBLT

Timeline / By When?

By the semester we should see a decrease in the percentage of African Americans receiving a discipline referral when compared to the same time frame for the prior school year.

Initiated

Status

Completed

Goal 3: Reduce the percentage of African American students suspended out of school by 20% (40% to 32%)

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?

Use non-exclusionary means of intervention to decrease the amount of lost instructional time due to OSS. Early warning data shows African American students missing a disproportionate amount of instructional time due to suspension and other disciplinary actions.

Implementation Steps

Continue using ABS and community enrichment.

Person(s) Responsible

Jonathan Blair, MTSS Coach
Tonya Mitchell, Assistant Principal
SBLT

Timeline / By When

Administration meeting weekly and SBLT bi-weekly.

Initiated

revised 2/16/15

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

Monitor lost instructional time days by subgroups and progress monitor the effectiveness or using ABS with African American students.

Implementation Steps

Analyze this data in SBLT and continue to problem solve as needed.

Person(s) Responsible

SBLT

Timeline / By When?

Student assemblies- first week of school and through year as needed, classroom reinforcement - first days and continuous routine

Initiated

revised 2/16/15

Completed

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 given points based on behavior occurrences from various behaviors in a two week time frame. A color level is assigned based on points. 0-5(Blue), 6-15(Yellow), 16-25(Teal), and 26+(Orange). The less the points the better. Based on the points(color) rewards and restrictions are given. Every two weeks each student has a fresh start.

Implementation Steps

Continue point system, Continue Black Knight Chivalry(BKC) bucks, Develop PBS calendar, Incentives for each report period. Train staff on recognition system and processes

Person(s) Responsible

PBS team, Administration team, SBLT

Timeline / By When?

SBLT weekly PBS meetings bi-weekly

Initiated

2/16/15 Revised

Completed

Strategy

Increase the amount of positive to negatives encounters

Implementation Steps

BKC bucks, positive referrals, develop PBS calendar, Incentives for each report period all aligned to the level system

Person(s) Responsible

Teacher, Staff, Administration Team

Timeline / By When?

SBLT Weekly meetings and PBS Team bi-weekly meetings

Initiated

2/16/15 Revised

Completed

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?

Tier 1 level system

Implementation Steps

Since all classrooms have access to and have been instructed to use the level system, the question is fidelity of implementation. Therefore SBLT will monitor the data to determine not accessing the system. This data will be given to cross content teams to review.

Person(s) Responsible

SBLT, Cross Content Teams

Timeline / By When?

Weekly SBLT and Monthly Cross Content

Initiated

1/26/15 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?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

1/26/15 Revised

Completed

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Action Plan:

Plan to Monitor for Fidelity of Implementation

SBLT will monitor the fidelity of implementation of all interventions in our MTSS. We have shorted our rotating calendar to review data more frequently and aligned the calendar to both the SIP and the SWBP.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Professional Development for PBS will be dependent on the topics and suggestions the District wide trainings on PBS provide.

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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.

Enter a summary of the current status of implementation

See attached.