

**14/15 School-wide Behavior Plan
Bay Vista Fundamental Elementary School**

2/16/2015

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:

1. The school wide GFS expectations have been clearly identified to include fundamental guidelines
 - a. Be Honest
 - b. Be Respectful
 - c. Be Responsible
 - d. Be Motivated
 - e. Be a Buddy

2. Common area expectations are posted and clearly communicated.
 - a. restroom
 - b. hallway
 - c. playground
 - d. car line

3. The classroom expectations/rules have been clearly identified and clearly communicated and align to the school wide guidelines for success to include fundamental guidelines.
 - a. Teachers establish classroom expectations/rules the first week of school.

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Goal 1: Reduce the number of Intervention and Appeals Committee referrals from 75 to 50

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?

Hold Parent Meetings to explain fundamental guidelines to students and parents at the beginning of the school year, mid-year and as needed.

Implement Check and Connect

Identify Homework Buddies

Implementation Steps

Establish school wide class expectations/procedures to include fundamental guideline and CHAMPS

Person(s) Responsible

Principal, Guidance and Classroom Teacher

Timeline / By When?

August 2014, January 2014, and as needed

Initiated

1/26/15 Revised

Completed

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

1/26/15 Revised

Completed

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?

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Initiated

1/26/15 Revised

Completed

Ongoing

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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?
-

Strategy

Analyze data from last year and collect data this year regarding referral to IAC

Implementation Steps

Review referral to IAC during the 1-14 school year. Collect data from teachers of students who are nearing a referral to IAC (after 3rd warning-consecutive days)

Person(s) Responsible

Principal, Guidance and Teacher

Timeline / By When?

ongoing

Initiated

2/16/15 Revised

Completed

Goal 2: Reduce the number of referrals between black and non-black students

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?

Check and Connect with black students
Mentors

Implementation Steps

See students first thing in the morning, have lunch with them or at a prearranged time (teacher approval)

Person(s) Responsible

Principal
Community Involvement
Girlfriends

Timeline / By When?

August 2014 - June 2015

Initiated

2/16/15 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

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Person(s) Responsible

Timeline / By When?

Initiated

2/16/15 Revised

Completed

Ongoing

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2/16/2015

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

Analyze data from last year office referral and collect data this year on office referrals.
Review data as year progresses

Implementation Steps

Review referral to office during the 13-14 school year. Collect data from teachers of students who are nearing a referral to the office.

Person(s) Responsible

Principal

Timeline / By When?

ongoing

Initiated

Status

Completed

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Goal 3:

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

revised 2/16/15
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

Monday Jazzy Jaquar Recognition - each homeroom teacher selects a student who has displayed good character. Student sits on stage with a friend during lunch and their names is announced on morning announcements.

Implementation Steps

Review steps with classroom teachers, students and parents

Person(s) Responsible

Classroom teachers, guidance and principal

Timeline / By When?

August and as needed

Initiated

2/16/15 Revised

Completed

Strategy

Class Coin Recognition - classes/students earn coins for displaying good character. Classes earning 40 coins are recognized in the cafe.

Implementation Steps

Review steps with classroom teachers, students and parents.

Person(s) Responsible

Classroom teacher, principal and guidance

Timeline / By When?

August and as needed

Initiated

2/16/15 Revised

Completed

Ongoing

Strategy

Review the school wide rewards/recognition data.

Implementation Steps

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2/16/2015

identify times to review this information

Person(s) Responsible

Principal, SBLT and Behavior Committee

Timeline / By When?

September, Dec/Jan and June

Initiated

2/16/15 Revised

Completed

Strategy

Positive Behavior Referral given out to individual students who display good character. Can be given by any staff member. Referral is turned into principal. Principal recognizes student.

Implementation Steps

Create referral, share at faculty meeting and hand referrals out to faculty members

Person(s) Responsible

Principal

Timeline / By When?

January 2015

Initiated

2/16/2015

2/16/15 Revised

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?
-

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

Implementation Steps

walk throughs
training for new staff members

Person(s) Responsible

principal

Timeline / By When?

ongoing

Initiated

1/26/15 Revised

Completed

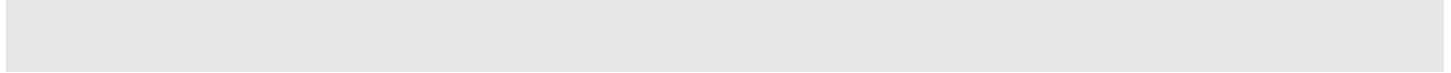
Ongoing

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Action Plan:

Plan to Monitor for Fidelity of Implementation



Principal will:

- conduct walkthroughs to check for fidelity of implementation
- conduct observations
- data collection

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Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Teachers are conducting an ESE Book Study using the book titled, Ten Things Every Child with Autism Wishes You Knew"

Continue updates for Tribes and schedule Tribes training for new teachers.

Principal is reading, "Teaching with Poverty in Mind"

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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

We have introduced a Positive Behavior Referral to promote students making good choices. The purpose of the positive referral is to reduce the number of negative referrals for all students. We are differentiating behavior plans or seating arrangements to set students up for success. Guidance is providing social skill groups.

2/11/2015 - School Wide Behavior Plan is under revision.

2/14/2015 - All teachers are implementing the school wide behavior plan and their classroom plan. Our SBLT meets with individual teachers to create individual behavior plans for students who are needing a plan that addresses their behavior needs.

Students who have received an office referral from August 2014 - January 2015 where "Check and Connect" has been implemented have not received additional office referrals.