

**14/15 School-wide Behavior Plan
Bear Creek Elementary School**

3/18/2015

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:

Bear Creek Elementary has identified four expectations that are part of the Guidelines for Success. (GFS) These guidelines are - Be responsible, Encourage others, Actively participate, Respect others.

Common area expectations are posted and taught.

Classroom expectations have been clearly identified and are posted in the classroom.

Goal 1: Schoolwide expectations will be known by all students and staff and posted visibly in all common areas and classrooms.

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?

see the following goals

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

3/4/15 Revised

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?

Schoolwide expectations are not known by all staff and students, so steps will be taken to make sure all know the GFS, therefore they should be visibly posted

Implementation Steps

Large banners of the GFS will be made and displayed.

Person(s) Responsible

Sharon Johnson-Levy and Willette Houston

Timeline / By When?

By end of October

Initiated

3/4/15 Revised

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?

Schoolwide expectations aligned with rules are not visible in all classes.

Implementation Steps

Teachers will be provided with a template to create a GFS/rule matrix.

Person(s) Responsible

Sharon Johnson-Levy, Dee Kwiatkowski

Timeline / By When?

**14/15 School-wide Behavior Plan
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3/18/2015

By end of December

Initiated

3/4/15 Revised

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?

Students and staff need reminders to learn the GFS and to post the GFS/rules matrix.

Implementation Steps

Students and staff will be asked the GFS. Classrooms will be checked for the GFS/rules matrix. Teachers who do not have this will be assisted.

Person(s) Responsible

Behavior team observations group: Dee Kiwatkowski, Sharon Johnson-Levy, Emily Fairbanks, Ann Beck, Delores Weseley, Willette Houston

Timeline / By When?

By end of January

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

Staff will be presented with behavior data at least monthly.

Implementation Steps

Staff will be presented with behavior data in PLC meetings and staff meetings.

Person(s) Responsible

Sharon Johnson-Levy, Dee Kwiatkowski, Delores Wesley, Willette Houston

Timeline / By When?

By end of November

Initiated

3/4/15 Revised

Completed

Strategy

In order to ensure that meetings occur and that they include behavior data sharing - meeting times for behavior data sharing will be scheduled for the entire year and disseminated to staff.

Implementation Steps

Officially schedule meeting times and share with staff.

Person(s) Responsible

Dee Kwiatkowski and Sharon Johnson-Levy

Timeline / By When?

By end of November

Initiated

3/4/15 Revised

Completed

Strategy

In order to ensure that meetings occur and that they include behavior data sharing - meeting times for behavior data sharing will be scheduled for the entire year and disseminated to staff.

Implementation Steps

Put meeting times on books and share with staff

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Person(s) Responsible

Dee Kwiatkowski, Sharon Johnson-Levy

Timeline / By When?

By the end of November

Initiated

3/4/15 Revised

Completed

Goal 2: Office Discipline Referrals will be reduced by 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?

All staff will have a positive to negative ratio of at least 4:1.

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

3/4/2015 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?

Train staff on positive/negative interaction ratios and check for those ratios.

Implementation Steps

Schedule prof. ed. times for this topic.
Check ratios with class and school walk-throughs..

Person(s) Responsible

Delores Wesley, Willette Houston, Dee Kwiatkowski, Sharon Johnson-Levy

Timeline / By When?

Throughout the year, starting in October

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

Staff will be aware of the positive to negative ratios and the the ratios that were recorded in observations of their instruction.

Implementation Steps

Class walkthroughs which tally interactions.

Conferences with teachers regarding their positive to negative interactions.

Person(s) Responsible

Delores Wesley, Willette Houston, Dee Kwiatkowski, Sharon Johnson-Levy

Timeline / By When?

Throughout the year

Initiated

Status

Completed

Goal 3: Effective procedures for dealing with discipline are devised and followed.

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 procedures have not been written down in a permanent form that can be referred to and checked on an ongoing basis.

Strategy: Write down discipline procedures in a permanent form that is sent to staff, presented to staff, and referred to frequently.

Implementation Steps

Implementation:

* Bear Tamer's group (Student services - School Social Worker, School Psychologist, School Counselor) will meet and write down on one document the effective discipline procedures that are in place at Bear Creek Elementary. Group will also devise draft procedures for areas that need a procedure.

+Bear Tamer's Group will share draft document with Behavior SBLT and Bear Scouts (School administrative+Student Services) for revision and approval

+Behavior SBLT will present and disseminate document to staff at staff meeting.

+Dates will be scheduled to review the document and to determine if it is being followed.

Person(s) Responsible

+Behavior SBLT

+Student Services

+Student Services + Administration

Timeline / By When

By May 20, 2015

Initiated

revised 3/17/15

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?

A barrier for this goal is confusion about appropriated discipline procedures. A strategy to reduce that barrier is to instruct staff on the appropriate discipline procedures.

Implementation Steps

1. Review discipline processes and ensure that they are depicted in both narrative and graphic formats.
2. Present staff with powerpoint of these procedures.
3. Make these procedures available in hard copies, on-line, and have them sent to each teacher electronically.

Person(s) Responsible

Sharon Johnson-Levy, Dee Kwiatkowski, Delores Wesley, Willette Housotn

Timeline / By When

**14/15 School-wide Behavior Plan
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3/18/2015

By end of November

Initiated

revised 3/17/15

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?

A barrier to effective procedures for dealing with discipline is confusion about which behaviors are minor (classroom managed) and which behaviors are major (office managed) and how each is addressed.

Implementation Steps

1. Review plan for which behaviors are considered major and which are considered minor. Define what meant by different infractions such as disrespect.
2. Ensure that major/minor behaviors are defined and documented in narrative and graphic formats.
3. Present major/minor information to staff at training and make information available in hard copy, on-line, and e-mail to staff.

Person(s) Responsible

Sharon Johnson-Levy, Delores Wesley, Dee Kwiatkowski, Willette Houston

Timeline / By When

By end of December

Initiated

revised 3/17/15

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?

A barrier might be that staff would not follow effective discipline procedures even after being informed of them, and/or some procedures might be in need of modification...

Implementation Steps

1. Give booster bits of information about discipline, refer to plan when consulting about discipline issues, review discipline documentation.
- 2.

Person(s) Responsible

Sharon Johnson-Levy, Dee Kwiatkowski, Delores Wesley, Willette Houston

Timeline / By When

By end of February

Initiated

revised 3/17/15

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

Use the following data sources to determine if the plan is being followed:

- + ODRs,
- + Incident Reports,
- + PLC notes.
- + Cafeteria behavior data.
- +Staff surveys about knowledge of plan.
- +Kis surveys about knowledge of plan.

Implementation Steps

The data sources will be used to answer these question:

- +What is the number of referrals and incidents by 100 students.
- .+ What is the total number ODRs, Incident Reports.
- +How many classroom assistance calls (Ask responders about classroom assistance calls that did not result in documentation)
- +What are the percentages of ODRs, Incident Reports for different sub-groups.

Person(s) Responsible

Beh. SBLT, Student Services (School Psychologist, Social Worker and Counselor) Administrators, MTSS Coach

Timeline / By When?

May 26, 2015 - Student Services Meeting (School Social Worker, Psychologist, Counselor) will start process of reviewing data to assess fidelity to discipline procedures. This will be done by looking at behavior procedures document that had been presented to staff the preceeding week and what the data would indicate about how the procedures are being followed.

Initiated

revised 3/4/15

Completed

Strategy

Implementation Steps

Person(s) Responsible

Timeline / By When?

**14/15 School-wide Behavior Plan
Bear Creek Elementary School**

3/18/2015

Initiated

revised 3/4/15

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

Bear Creek will continue to reward students with Bear Bucks for following the GFS.

Implementation Steps

Monitor availability of Bear Bucks and number of Bear Bucks being given for following the GFS.

Person(s) Responsible

Sharon Johnson-Levy, Delores Wesley, Dee Kwiatkowski, Willette Houston

Timeline / By When?

By end of February and throughout the year

Initiated

2/16/15 Revised

Completed

Strategy

Students will be recognized for following Guidelines for Success in cafeteria with green cup, and they will be rewarded for three green cups in a week.

Implementation Steps

1. Set up tracking system
2. Purchase rewards
3. Give out rewards

Person(s) Responsible

Sharon Johnson-Levy, Dee Kwiatkowski, Willette Houston, Delores Wesley,

Timeline / By When?

By end of November

Initiated

2/16/15 Revised

Completed

Strategy

Students who consistently follow GFS will be rewarded with Student of the Week and Citizen of the Month.

Implementation Steps

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Continue nomination process and rewards

Person(s) Responsible

Tracey Cappello, Pat Sanchez

Timeline / By When?

Throughout the year

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?

A barrier to this would be if the classroom rules were not linked to the Guidelines for Success. A strategy to reduce this barrier would be to make sure that teachers know how to link the two and that they have this displayed.

Implementation Steps

1. Provide example of linking GFS with classroom rules.
2. Check classrooms for rules being displayed with GFS.

Person(s) Responsible

Sharon Johnson-Levy, Dee Kwiatkowski, Delores Wesley, Willette Houston

Timeline / By When?

By the end of January

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?

A barrier to this would be if the classroom procedures and routines were not explicitly identified, developed and taught for areas where problems often occur. A way to reduce this would be to train teachers on the various ways to create and post procedures and then to check for procedures during class walk-throughs.

Implementation Steps

1. Provide teachers with training on the posting of procedures.
2. Check for posting of procedures during walk-throughs.

Person(s) Responsible

Sharon Johnson-Levy, Dee Kwiatkowski, Delores Wesley, Willette Houston

Timeline / By When?

By end of February

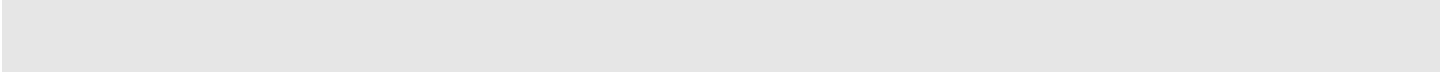
Initiated

1/26/15 Revised

Completed

Action Plan:

Plan to Monitor for Fidelity of Implementation

- 
1. Classroom walk-throughs
 2. Check of meeting schedules and minutes
 3. Common area observations
 4. School-wide walk-throughs
 4. Staff surveys
 5. Check of ODRs, incident reports, etc.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

- 1. Pre-school training
- 2. Staff meetings
- 3. PLC meetings

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

Discipline discrepancies between Black and Non-Black will be reduced through:

1. Using EWS data to identify students at-risk of making poor choices and devising supports for them
2. Using incident reports and referrals to identify students at-risk of making poor choices and devising supports for them.
3. Targeting problematic behaviors as recorded on incident reports and referrals and using these information to devise whole school reinforcements that support the opposite of the problematic behavior.
4. Continuing with school-wide rewards, and the teaching of expectations and positive social skills.