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?**

Questions to guide discussion:

Blanton Elementary expectations are clearly explained and identified in the handbook and throughout the school. The school wide expectations are as follows:

Be Respectful
Be Responsible
Be Honest
Be Motivated

School wide behavior expectations set standards and procedures that will ensure a school climate that maximizes students achievement and safety. It empowers staff to build positive relationships with students and handle discipline problems in the best interest of the student through the use of the following set of principles:

1. The student will establish responsibility or ownership of the problem.
2. The student will practice making decisions.
3. The student will solve the problem in a manner that does not make a problem for others.
4. The student and the situation will be dealt with on an individual basis, keeping in mind that fair is not always equal.
5. The student's respect and self esteem will stay intact.
6. The student will learn from his/her mistakes.

These expectations are also identified in the handbook.

Goal 1: Decrease the discipline gap 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?

Staff will continue immersion with Cultural Competency training components in order to reduce the gap. Teachers will look at C.A.R.E. strategies when improving the learning experiences of diverse students trying to achieve at higher levels. The "Bucket Filling" Program will be implemented school wide to promote random "dolphin deeds of kindness" in both word and action.

A High Five check in/check out system has been developed for more than fifty identified students in order to increase attendance and motivation through the use of an assigned staff mentor.

Implementation Steps

1. Teacher examines the (C) cultures of the students in the classroom.
2. The teachers recognize their (A) abilities that they have learned in their home and their communities.
3. Cultivate (R) resilience in students by helping them persevere in the school, despite repeated failure or discouragement they have experienced in their environment.
4. Teachers will find out what motivates a student outside of school and bring those interests inside school to encourage (E) effort in behavior and academics.
5. A variety of the "Bucket filling" books and buckets have been provided to teachers to help implement the "Bucket filling" Program school wide, promoting random "dolphin deeds of kindness" towards one another. The PMAC students will providefurther support of this program as Ambassadors promoting cultural competency among the student body. Those students who most frequently "fill buckets" in each classroom will be recognized monthly on the "Blanton Vision" Morning News Show, where they will be awarded "Bucket Filling" Brag Tags.
6. The High Five Club is a mentor program that identifies academically or behaviorally challenged students needing the support of a mentor in an effort to increase self esteem on a daily basis. Student pictures are placed on a hand in the faculty lounge and staff members choose up to two students that they will check in and out with on a consistent basis. The goal is to increase motivation resulting in student learning gains and decreased discipline in the classroom. The mentor takes ownership of building relationships with their chosen student and visiting them on a regular basis, contributing to the "bucket filling" initiative as well.

Person(s) Responsible

K-5 teachers
Administration

Timeline / By When?

8/18/14 and ongoing

Initiated	1/26/15 Revised	Completed
8/18/2014	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?

Classroom behavior systems will be utilized in all classrooms with all students in order to decrease the discipline gap.

Implementation Steps

Each classroom uses a clip chart to monitor behavior. Each student has a clothespin, or clip with his or her name on it. All students begin at green when they enter the classroom.

Clips can be moved up or down throughout the school day depending on behavior.

Students can earn points to buy prizes based on the level they land on at the end of the day.

The point scale ranges from 1 to 4.

Levels:

Super Student: The Super Student level is reserved for outstanding behavior. A student who reaches this level will earn a special note home and a jewel on his/her clip. After five jewels, clips will be retired to the Hall of Fame and a new clip will be given.

Great Job: Students can move to the Great Job level for continuing to display good behavior.

Good Choices: Students will move to the Good Choices level for showing that they are making the right behavior decisions.

Ready to Learn: Every student will start the day on Ready to Learn.

Think About It: A student will be moved to the Think About It level as a warning about his/her behavior, and a reminder to follow the rules.

Teacher's Choice: Students who continue to display poor behavior can move down to the Teacher's Choice level. Here, the teacher can decide what action to take according to the infraction.

Parent Contact: When a student moves to the Parent Contact level, the teacher will notify the parents via note or phone call. A visit to the Principal's office will depend on the severity of the infraction.

Person(s) Responsible

K-5 Teachers
Administration

Timeline / By When?

8/18/14 and ongoing

Initiated	**1/26/15 Revised**	**Completed**
8/18/2014	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

SBLT will identify and track discipline data for all subgroups through EDS, FOCUS, and the Data Warehouse.
Class Dojo will be used by the classroom teachers to track school wide discipline data along with attendance, uniform compliance, and respect toward the teacher.

Implementation Steps

SBLT will continue to use the RTI problem solving process to implement behavioral interventions that are based on data driven decisions made by both the classroom teacher and SBLT.

Person(s) Responsible

K-5 teachers and specialists
Administration
Celeste Thomas, Alpha manager
Melissa Watson, Social Worker
Janelle Willett, School Psychologist
Shirley Carson, RTI Coach
Debbie Holland, Guidance Counselor

Timeline / By When?

8/18/14 and ongoing

Initiated	**2/16/15 Revised**	**Completed**
8/18/2014	Ongoing	

Goal 2: The Discipline Committee will utilize discipline data to help drive the topics for classroom guidance lessons.

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?

SBLT and the PBS/RtI Committee will analyze discipline data and trends across grade levels to determine Tier 1 interventions for teachers and guidance lessons that can be given across the grade level to decrease discipline school wide.

Implementation Steps

1. Topics identified according to discipline data show "Strike/Student and Defiance/Insubordination" are the top two incidences that occurred school wide in 2013-2014.
2. 264 incidents occurred in the classroom area showing that guidance lessons would benefit peers as well.
3. Lesson plans will reflect that literature topics chosen for read alouds, and will intermittently reflect topics that are disciplinary trends across the grade level.
4. SBLT will analyze the incidences of disciplinary action and locations of incidents in order to determine if guidance lessons and teacher read alouds are having a positive impact on discipline throughout the school.

Person(s) Responsible

Administration
Debbie Holland, Guidance Counselor
K-5 teachers
SBLT

Timeline / By When?

8/18/14 and ongoing

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

Person(s) Responsible

Timeline / By When?

Initiated	**2/16/15 Revised**	**Completed**
8/18/2014	Ongoing	

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

SBLT will analyze the discipline data across the grade levels to determine impact of classroom guidance lessons.

Implementation Steps

SBLT will meet weekly to discuss academic and/or discipline data.
EDS and FOCUS will be used to pull the School Wide Behavior Plan report so that the following issues can be analyzed for review: Incidents, Location of incidents, Attendance, and Responses.
Discipline data will help drive decision making for all Tier 1 interventions school wide.

Person(s) Responsible

Administration
K-5 teachers
Debbie Holland, Guidance Counselor

Timeline / By When?

8/18/14 and ongoing

Initiated   **Status**   **Completed**

Goal 3: Blanton Elementary will increase student engagement in the classrooms in order to decrease disciplinary incidents across the school.

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?

Teachers will be refreshed on the Instructional Practices Inventory so strategies will be implemented in order to raise engagement across all grade levels.

Implementation Steps

Teachers will be responsible for the following in order to increase classroom engagement:
1. Noticing and reacting when students are not engaged.
2. Using response rate techniques to maintain student engagement in questions and monitoring the extent to which the techniques keep students engaged.
3. Academic games and inconsequential competition will maintain engagement and keep students focused on the academic content of the game.
4. Physical movement and a lively pace will enhance engagement and help tighten transitions.
5. Demonstrating intensity and enthusiasm for learning.
6. Using friendly controversy.
7. Providing opportunities for students to talk about themselves.
8. Present unusual or intriguing information.
9. Implementing the use of a 5:1 ratio of positive to negative interactions

Person(s) Responsible

K-5 teachers
Administration

Timeline / By When

8/18/14 and ongoing

Initiated	**revised 2/16/15**	**Completed**
8/18/2014	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	**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

The Discipline Committee and SBLT will analyze IPI data to see trends across grade levels.

Classroom walkthroughs conducted by administration will be analyzed weekly to determine if students are actively engaged in curriculum and learning. Feedback will be given to the teachers on a consistent basis.

Implementation Steps

Administration will use the blue walkthrough and Rigor-Engagement Observation feedback forms to identify the following:
1. Ratio of student focus to task
2. Complete Disengagement
3. Student Work- Teacher Engaged or Disengaged
4. Teacher-Led Instruction
5. Student Learning Conversation
6. Student Active Engaged Learning

IPI data will identify, once per semester, engagement data that will be shared with all staff.

Person(s) Responsible

K-5 teachers
Administration
SBLT
IPI coordinator

Timeline / By When?

8/18/14 and ongoing

Initiated	**revised 2/16/15**	**Completed**
8/18/2014	Ongoing	

Strategy

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated	**revised 2/16/15**	**Completed**
	Ongoing	

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

Teachers and staff will reward students for earning green or blue cups in the Dolphin Diner based on their behavior.

Implementation Steps

The Dolphin Diner has a blue cup recognition system to reward students following expectations in the cafeteria.
The teacher and cafeteria staff responsibilities are clearly defined in the staff handbook.

Person(s) Responsible

Cafeteria Staff
K-5 teachers
Administration

Timeline / By When?`

8/18/14 and ongoing

Initiated	**2/16/15 Revised**	**Completed**
8/18/2014	Ongoing	

Strategy

 Various incentive programs are used to increase attendance, behavior, and academic learning gains.

Implementation Steps

Dolphin Denim Day gives students the opportunity to wear denim jeans, in place of their uniform bottoms, on the last Friday of the month, when they have no absences and 3 or less tardies / early releases for the month.
Class Dojo and FOCUS will be utilized to track attendance throughout the school.
Students have the opportunity to earn a pink Dynamic Dolphin ticket for a trip to the Assistant Principal's office to pick out a prize. They must show that they are making great choices by showing character at school. This can include: honesty, respect, responsibility, listening/following directions, self-motivation, helping others, achieving academic performance, or making improvements in behaviors or academics.
Students can earn a blue Splash Salute tickets by demonstrating honesty, respect, responsibility and self motivation. A blue ticket earns them a trip to the Principal's office. They get a pencil every time. A combination of three ticket,s pink or blue, earn them a bookmark. 5 tickets earns them a book of their choice.

Person(s) Responsible

Administration
Teachers K-5

Timeline / By When?`

8/18/14 and ongoing

Initiated	**2/16/15 Revised**	**Completed**
8/18/2014	Ongoing	

Strategy

Blanton will become a "Bucket Filling" school in an effort to increase motivation in all areas of academic learning.

Implementation Steps

Each classroom received the book "Have You Filled a Bucket Today" A guide for daily happiness for kids. This book explains to children that we all carry an invisible bucket in which we keep our feelings about ourselves. When the bucket is full, we feel happy and when it's empty, we are sad.
Teachers in grades K-5 create their own unique bucket filling system for all classmates. Activities and discussion starters are given to teachers and parents to use with their children.

Person(s) Responsible

K-5 teachers
Administration
Debra Holland, Guidance

Timeline / By When?`

8/18/14 and ongoing

Initiated	**2/16/15 Revised**	**Completed**
8/18/2014	Ongoing	

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?

Teachers will follow expectations while using their "Clip It! Behavior Charts." Rules and expectations must be positively reinforced, modeled, and practiced on a routine basis.

Implementation Steps

Students should be responsible for solving their own problems and have practice making decisions. Problem solving skills must be taught and modeled.
Students should face consequences rather than punishment.
The preservation and/or enhancement of a student's self-respect and dignity is crucial to a successful disciplinary action. The adults emphasis should be placed on learning new behaviors instead of paying for past deeds.

Person(s) Responsible

K-5 Teachers
Administration

Timeline / By When?

8/18/14 and ongoing

Initiated	**1/26/15 Revised**	**Completed**
8/18/2014	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?

Parent communication shall occur daily when utilizing the "Clip It! Behavior Chart."

Implementation Steps

Teachers will have parents sign the student agenda book daily that reflects the color earned for the day. The clip chart requires students to start at green and be moved up and down throughout the day. The students are held accountable by the classroom teacher to have their agenda book readily available for the teacher with a parent signature or initials.

Person(s) Responsible

K-5 teachers

Timeline / By When?

8/18/14 and ongoing

Initiated	**1/26/15 Revised**	**Completed**
8/18/2014	Ongoing	

Action Plan:
Plan to Monitor for Fidelity of Implementation

The Discipline Committee will use the following steps to monitor the fidelity of implementation.
Adherence to the plan will answer the following questions by all teachers in the school.
1. How well did you stick to the plan the first week?
2. How well did you adhere to each step in the SWBP?
3. How well do you use the Clip It system and avoid the drift?

Quality of delivery will depend on the quality of the delivery of the program. The Discipline committee will discuss and report to administration answers to the following questions.
1. Was the teacher's enthusiasm about the SWBP evident?
2. Was the teacher making sure that students were positively reinforced, that students were understanding the system and if not, doing something to change that?
3. Was the SWBP explicit? strategic? systematic? Moving the clips up routinely throughout the day.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Faculty meetings will be utilized to review the SWBP and decide on trainings that will help support it's implementation.

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

Goal 2 has been revised to reflect current needs of instructional staff. The evidence used to drive the revision of Goal #2 is the verbal input derived from the Discipline Committee after discussing a need for school wide defined expectations throughout the school that is clearly communicated to all students and staff based on informal infractions occurring outside of the classroom. These infractions result in students clipping down using the "Clip" chart in their classroom. Infractions are occurring in the following areas: bathrooms, computer lab, cafeteria, arrival/departure, hallways, PE/Bus circle, and in the classroom. The Matrix of expectations is uploaded into the SWBP.

Former Goal:
The Discipline Committee will use discipline data from EDS and individual classroom behavior data to choose topics for Debra Holland to give regular guidance lessons to classes in K-5. Character lessons will be given across the grade levels.
1. Analyze data from 2013-2014 to determine topics to be interwoven in lesson planning and guidance lessons.
2. Reading buddies will occur between primary and intermediate grades so that principles of character can be modeled by older student

Goal 2 updated:
The Discipline Committee will use the discipline data from EDS and individual classroom behavior data to revise the school wide Blanton Expectations Matrix that focuses on the three expectations "Be Respectful, Be Responsible, and Be Safe." The committee reviews and revises the expectations for all three areas in the classroom, bathrooms, computer/STEM lab, cafeteria, arrival/departure, hallways, and PE/Bus Circle.
1. Analyze data to see the locations of discipline throughout the school.
2. Create and revise Blanton Expectations Matrix (attached). Conversation levels (voice) incorporated into the matrix.
3. Discipline Committee communicates expectations to their grade level teams.
4. All teacher share the Matrix with students and refer to it throughout the day.
5. Teachers will reinforce adherence to expectations with Pink and Blue notes Strategies to include using the "clip up" system in all classrooms to reinforce adherence to expectations as well.
6. Administration to monitor Discipline Data both with the Discipline Committee and SBLT.