

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

2/12/2015

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. Yes. GFS is Kind Words, Kind Actions, Be Safe.
Commitment to Character: Respect, Responsibility, Self-Motivation, Honesty
2. Yes. They are posted through the hallways, in the cafeteria, PE, Art, music and all classrooms.
3. Yes. Each classroom displays and reviews the GFS and then each classroom has their own specific, detailed expectations/rules.

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Goal 1: To decrease the total number of behavior referrals from 7 to 0. (6 White students, 1 Asian student; 7 male students; 3 economically disadvantaged and 1 student with disability.)

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
08/08/2014

1/26/15 Revised
Ongoing

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?

Educate teachers on Tier 2 documentation and preventative strategies and interventions to implement; using the Behavior Intervention Guide as a resource.

*Mid-Year addition: Educate bus drivers on the use of Bus Safety Expectations.

Implementation Steps

During staff meetings, PLC's, SBLT and individual meetings with teachers as needed.

*Communicate Bus Safety Expectations to students and parents; implement a process for bus drivers to discuss student misbehavior with an administrator to assist with identifying interventions and determining if the behavior warrants a referral.

Person(s) Responsible

MTSS Team
*AP

Timeline / By When?

Through out the 2014-2015 school year

Initiated
08/08/2014

1/26/15 Revised
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

Use available data information systems to ensure our goal is on track. (EDS, DecisionEd, SWIMMS, FOCUS)

Implementation Steps

Review data at SBLT/MTSS meetings.

Person(s) Responsible

SBLT/MTSS

Timeline / By When?

Throughout the 2014-2015 school year

Initiated

08/08/2014

2/16/15 Revised

Ongoing

Completed

Goal 2: To decrease the number of bullying/harassment reports through bully prevention education.

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

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?

To educate all students, staff, and parents about bullying.

Implementation Steps

Educate through classroom lessons, staff & PTA meetings, school newsletters, Bobcat news and posters throughout our school campus.

Person(s) Responsible

School Counselor

Timeline / By When?

Fall 2014

Initiated
08/11/2014

2/16/15 Revised
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

Monitor class lessons and bully prevention trainings. Also, monitor the data using the county on-line reporting system.

Implementation Steps

SBLT/MTSS

Person(s) Responsible

SBLT/MTSS

Timeline / By When?

Through out the 2014-2015 school year

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
08/11/2014

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

Increase Character development and education.

Implementation Steps

Daily gold notes (Caught being good), weekly Prestigious Paw character award (Character trait of the week), Classroom Character Kid (Pre-K through 4th grade-overall display of character trait) and Student of the Month(5th grade-overall display of character traits).

Person(s) Responsible

Daily gold notes(all staff members), weekly Prestigious Paws(classroom teacher & school counselor), Character Kid and Student of the Month awards(classroom teachers & school counselor)

Timeline / By When?

Throughout the 2014-2015 school year.

Initiated
08/18/2014

2/16/15 Revised
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?

Collaborate as a team to develop classroom management plan to align with the school-wide GFS.

Implementation Steps

Review classroom management with students, gain input from students, review periodically and as needed for corrective action.

Person(s) Responsible

Classroom teachers

Timeline / By When?

Throughout the 2014/2015 school year

Initiated
08/08/2014

1/26/15 Revised
Ongoing

Completed

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Action Plan:

Plan to Monitor for Fidelity of Implementation

Administrative walk- throughs
SBLT/MTSS data reviews
SBLT/MTSS Tier 3 Fidelity Observations
Monitor new use of Tier 2 Documentation forms

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

SAFE Team training
Applied Behavior Analysis (ABA)
Hidden Curriculum
ASD Book study
Bully Prevention Training
Character Book of the Grading Period

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

01.16.2015

We do not have a discipline discrepancy between black and non-black students, nor any other minority group.

We have 5 referrals to date. 3 are bus referrals.

We have no bully reports to date.

Our school-wide ASD book study is in progress.

School-wide book of the grading period is in progress.

GFS poster was updated and is displayed in all classrooms and common areas.

SBLT/MTSS meets weekly to review data, discuss students, and recommend/assist teachers with interventions.

Tier 2 behavior documentation form has been developed and is in use.

The Behavior Intervention Guide is used often to develop strategies for student behavior plans.

Next step - develop a school Behavior Intervention Map

02.12.2015

1. Barrier - We did not have a clear and concise process for Tier 2. Teachers take pride in managing their students' misbehavior and when they felt they exhausted all options, they would then request Tier 3 support. A big barrier with this was that teachers were not using data collection, therefore Tier 3 could not be considered. Our strategy to address this was to develop and implement Tier 2 documentation and educate teachers on this process. Due to teacher awareness and understanding of behavior documentation and collection, the number of referrals is higher than expected. Our goal is to keep the referrals to a minimum.

A focus on GFS and Commitment to Character indicates that reinforcement of positive behaviors through our school-wide recognition programs has resulted in an average of 100 Gold Notes per week:

30% Respect, 30% Responsibility, 25% Self-Motivation, 15% Honesty.

We are on target with goal 2. Our strategy to educate staff, students, and parents on the difference between bullying and conflict is ongoing and has been successful. We have no bully reports.

2. After looking at our referral data, we concluded that we needed to look closer at bus misbehavior. An added strategy: We implemented bus safety expectations. We are also working with bus drivers on a process to discuss student misbehavior with an administrator to assist with identifying interventions and determining if the behavior warrants a referral.

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