

**14/15 School-wide Behavior Plan  
Garrison-Jones Elementary School**

2/18/2015

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**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:**

The Guidelines for Success (Pioneer PRIDE) have been clearly identified as: Participate safely; make Responsible choices; Interact with respect; Do you best; Enjoy everyone's success.

The common area expectations are defined for staff in our Behavior Handbook. They are posted in some common areas around campus. Our PBS committee will work to improve this over the 2014-2015 school year.

**Cafeteria Rules:**

Sit face forward with feet on the ground (under the table).

Keep area clean.

Stand quietly in line.

Use conversation level 0 or 1

Use manners at all times (please and thank you, chew with your mouth closed).

**Hall/Walkway Rules:**

Walk

Hands and feet to self.

Use conversation level 0 or 1

**Bus/Car Circle Rules:**

Sit in designated area

Use conversation level 0 or 1

All materials in closed backpack on lap

Hands and feet to self.

Classroom rules (which were developed with staff input) are clearly identified and posted in every classroom:

Keep your hands, feet, and objects to yourself.

Follow directions the first time.

Stay on task.

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**Goal 1: Post common area rules/expectations in common areas.**

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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?**

Barrier: Availability of space on campus for signs. Responsibility of bringing signs indoors at night.

Strategy to Reduce/Eliminate: Consult with HPO

**Implementation Steps**

Consult with HPO re: placement of signs to be placed outside buildings. Identify which signs are required to be brought indoors at night. Identify individuals who will be responsible for bringing signs inside.

**Person(s) Responsible**

PBS Chairperson with PBS Committee

**Timeline / By When?**

Have signs posted by October 1st, 2014

**Initiated**  
8/20/2014

**1/26/15 Revised**  
Pending

**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**

Compare # of communication forms/referrals from common areas from 2013-2014 to 2014-2015 to determine if common area infractions decreased after common area rules were posted.

**Implementation Steps**

Post and teach common area rules.  
Compare common area discipline data from before/after signs are posted.

**Person(s) Responsible**

PBS Chairperson with PBS Committee

**Timeline / By When?**

Monthly throughout 2014-2015 school year.

**Initiated**  
9/4/2014

**2/16/15 Revised**  
Ongoing

**Completed**

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**Goal 2: Strengthen the implementation of reinforcing students meeting school-wide expectations (Tier 1)**

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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?**

Barriers: Time, Financial Resources

Strategies: PBS Committee Members to take on more responsibility with planning reinforcer activities.

**Implementation Steps**

PBS committee to brainstorm ways to reinforce students more often that are not time intensive and can be free/low cost. Brainstorm ways for classroom teachers to reinforce students. Work with volunteer coordinator to recruit volunteers to supervise reinforcement activities.

**Person(s) Responsible**

PBS Committee

**Timeline / By When?**

PBS committee will meet monthly.

**Initiated**

9/4/2014

**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**

Track the number of students earning reinforcement activities

**Implementation Steps**

PBS committee members to facilitate discussion with grade level teams for ways to reinforce students in the classroom.

**Person(s) Responsible**

PBS committee members.

**Timeline / By When?**

Monthly during/after PBS committee meetings.

**Initiated**

**Status**

**Completed**

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**Goal 3: Provide lesson plans/activities for teachers to use when teaching the Guidelines for Success and common area rules.**

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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?**

Barriers: Time for compiling easy-to-use lessons. Time in master schedule for teachers to teach lessons.

Strategies: Location evidence-based ready to use lessons already available. Support teachers in finding ways to incorporate lessons into their flow of the day.

**Implementation Steps**

Research available lessons. Make lessons easily accessible to teachers. Suggest options for how teachers can include these lessons in their daily plans.

**Person(s) Responsible**

PBS Committee Chair with PBS committee

**Timeline / By When**

Monthly when PBS committee meets. Have lessons/activities available by mid-year for implementation.

**Initiated**

9/4/2014

**revised 2/16/15**

Pending

**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**

**revised 2/16/15**

**Completed**

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**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?
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**Strategy**

Track which teachers use lessons and compare to their discipline data.

**Implementation Steps**

Create staff survey.

**Person(s) Responsible**

PBS Committee Chair

**Timeline / By When?**

Twice per year - December and May

**Initiated**

**revised 2/16/15**

**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**

“Bucket Fillers” will be used to acknowledge students demonstrating school-wide expectations (Pioneer PRIDE).

**Implementation Steps**

Read "Have You Filled A Bucket Today" to students at a kick-off assembly. Review how students can nominate each other as a "Bucket Filler" and how students are selected as "Bucket Filler of the Month." Present "Bucket Filler" awards at monthly Round Up student celebrations.

**Person(s) Responsible**

Counselor and Behavior Specialist

**Timeline / By When?**

Kickoff assembly within first 10 school days. Recognize a "Bucket Filler" each month at Round Up.

**Initiated**  
8/22/2014

**2/16/15 Revised**  
Ongoing

**Completed**

**Strategy**

“PRIDE Passes” are used to immediately reinforce students for following school-wide expectations. Students collect these passes for admission to PBS celebrations (one after each marking period) or special prizes (popcorn, popsicles, pencils, bookmarks, etc).

**Implementation Steps**

Hold a PRIDE kickoff assembly to review how students earn PRIDE passes and what they can be redeemed for. Review 2013-2014 discipline data. Plan three PRIDE parties in months with highest number of discipline infractions. Plan events for each PRIDE party. Brainstorm ways for teachers to provide opportunities for students to redeem PRIDE Passes in the classroom.

**Person(s) Responsible**

PBS committee

**Timeline / By When?**

PRIDE parties three times per year (typically November, February, May as indicated by increases in student discipline infractions). Monthly PBS committee meetings.

**Initiated**  
8/22/2014

**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?**

Barriers: Teachers post GFS and rules but do not teach/reteach or use the language when reinforcing students.  
Strategy: Guidelines for Success and the School-Wide Common Rules posted in classrooms. All staff use common language when reinforcing students or when discussing areas for improvement.

**Implementation Steps**

Distribute GFS and rules posters to staff.  
Hold assembly teaching students the GFS and common area rules.

**Person(s) Responsible**

PBS Committee Chair to distribute posters and hold assembly.  
PBS Committee supporting staff in using common language.

**Timeline / By When?**

Distribute rules/GFS posters during preschool but no later than 10 day count. Hold assembly within first week of school.

**Initiated**  
8/22/2014

**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?**

Barrier: Teachers don't know/follow process for requesting supplemental or intensive intervention for students.  
Strategy: Staff will be trained each year, and coached individually when necessary, on the Procedures for Handling Problem Behaviors outlined in the Behavior Handbook (attached), which aligns with Multi-Tiered Systems of Support.

**Implementation Steps**

Provide training on forms/process (both school -based and county-based).  
Coach individual teachers as cases arise.

**Person(s) Responsible**

MTSS Team Members (Behavior Specialist, Counselor, Social Worker, Psychologist, Assistant Principal, Principal)

**Timeline / By When?**

Training within first 30 days of school; individual coaching as needed throughout school year.

**Initiated**

**1/26/15 Revised**  
Pending

**Completed**

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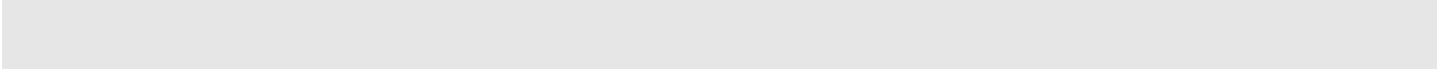
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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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PBS Chairperson to schedule monthly PBS meetings to work on goals within this SWBP.

PBS Chairperson to report to MTSS (SBLT) steps taken to reach goals within this SWBP.

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**Professional Development:**

**List Professional Development Opportunities Aligned To The Positive Behavior Supports**

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Staff training on process for requesting assistance in providing supplemental interventions (Tier 2) for students in need of behavior support.

Coaching to all teachers in all levels of PBS through participation in PLCs and SBLT.

Monthly SBLT/PLC joint meetings to review data, including referrals and communication form data, to determine effectiveness of core behavior systems.

PBS Committee Chair/Intervention Coordinator (Counselor) to visit grade-level PLC meeting to answer questions as they arise.

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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.**

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**Enter a summary of the current status of implementation**

As of 1/26/15, in the 2014-2015 school year we do not have a discipline discrepancy between Black and Non-Black students. We closely monitor classroom behaviors through the use of Communication Forms (for classroom managed behaviors) and provide interventions. We have a clearly outlined behavior plan with a hierarchy of consequences. We have several interventions in place, including small group counseling for minority students needing additional academic or behavioral support, classroom guidance lessons, and supplemental (Tier 2) behavioral interventions (i.e. individual reward systems).

As of 2/11/15, we have 46 office referrals generated by 25 students. 7 of the 25 students have more than one referral.

- 11 referrals generated by a Kg student we are currently evaluating for EBD; FBA has been completed and interventions are in place
- 8 referrals generated by a Kg student in self-contained ASD (Black student); FBA has been completed and being reviewed
- 3 referrals generated by a 4th grade student we are currently evaluating for EBD; FBA has been completed and interventions are in place
- 3 referrals generated by a 5th grade student in self-contained ASD; FBA has been completed and being reviewed
- 2 referrals generated by a 5th grade student in self-contained ASD; FBA has been completed and being reviewed
- 2 referrals generated by a 1st grade student in self-contained ASD; FBA has been completed and being reviewed
- 2 referrals generated by a gen ed 1st grader; Tier 2 interventions are in place
- 2 Black students generated 9 referrals
- o 8 referrals from one Kg student in self-contained ASD – he has FBA
- o 1 referral from one 2nd grade student; counseling is being provided
- 3 Mixed race students generated three referrals

We also review communication form data (for classroom managed behaviors). The PBS committee reviews this data monthly and shares with the school staff. This data drives discussion around strengthening core behavior plans as well as assists in identifying students in need of supplemental behavioral interventions. This data is disaggregated by students, teacher, location, infractions, and month. The behavior team (counselor, social worker, psychologist, behavior specialist) collaborate regarding students in need of behavioral interventions and work with the teacher(s) to identify target behaviors and interventions to assist in the classroom.

After recent review of our behavior data, our administrative team planned a school-wide refresher of our Guidelines for Success. Teachers were provided with a video (How Full Is Your Bucket?) and guiding questions/discussion points for the video. The administrative team walked through the classrooms to provide support while the student watched this video. We are also working on clarifying and strengthening our process for identifying students in need of Tier 2 interventions. The administrative team has met to brainstorm and will be working with the PBS committee to find the best way to support teachers.

Progress with goals:

1. Post common area rules/expectations: Signs were made and given to administration. Administration will work with HPO to find appropriate locations where signs can be affixed.

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2. Strengthen the implementation of reinforcing students meeting school-wide expectations (Tier 1): The PBS committee has worked closely with PTA to gain funding for more engaging activities for reinforcing students. The criteria for participating in these events has also been made progressively more challenging in an effort to improve student behavior (a lot of students were earning the rewards; making it slightly more difficult we hope will encourage students to work a little harder for the reward).

3. Provide lesson plans/activities for teachers to use when teaching the Guidelines for Success and common area rules: The PBS committee has decided to create lesson plans based on the character traits for each month. Each committee member has been assigned a month and will create lessons aligned to the GFS and the character trait