

**14/15 School-wide Behavior Plan  
Lake St. George Elementary School**

4/7/2015

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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 school-wide GFS expectations have been clearly identified to all of the Lake St. George Learning Community. They are: Be Safe, Be Responsible, Be Respectful and Be an Active Learner. Our GFS are posted throughout the common areas of the campus for all to see. All staff members use our "Walk the Wildcat Way" language. Teachers have identified classroom rules/expectations using the guidelines of our Walk the Wildcat Way. Behavior plans have been turned in to the AP.

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**Goal 1: To decrease the percentage of Lake St. George of students receiving discipline referrals from 12% to 6%.**

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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?**

The barrier at Lake St. George Elementary has always been what behaviors actually constitute a referral. The staff will work together to create a simple checklist of steps that will be followed before referrals will be given as well as thinking about the behaviors that constitute needing a referral. Common language among staff of our GFS will help in this effort.

**Implementation Steps**

Utilizing the referral data from last year, collaboration of all stakeholders will be used to create a system for the referral process.

1. Share referral data with staff
2. Brainstorm with all stakeholders the steps leading to a referral
3. Create a system all stakeholders will utilize in their classrooms.
4. MTSS analyze data monthly

**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?**

**Implementation Steps**

Move to top)

1. "Breaking the Barrier" session of what constitutes writing a referral.
2. Common language used by staff of our GFS
3. Implementing a checklist of steps created by the staff.

**Person(s) Responsible**

Administration Team- Principal, AP, Behavior Specialist, Guidance Counselors, Teachers, Support Staff

**Timeline / By When?**

1. October 2014
2. Ongoing all year
3. Ongoing all year
4. Ongoing all year

**Initiated**  
8/21/2014

**3/4/15 Revised**  
Pending

**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**

Look at referral data in portal.

**Implementation Steps**

Data Warehouse data to share with staff.

**Person(s) Responsible**

All LSG stakeholders

**Timeline / By When?**

Ongoing

**Initiated**

**3/4/15 Revised**

**Completed**

Pending

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**Goal 2: To decrease the percentage of Lake St. George students receiving OSS from 1%-0% and ISS from 1%-0%.**

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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?**

**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?**

The Lake St. George Learning Community will be proactive by utilizing our Guidelines for Success daily with our students. Those students "at risk/repeat offenders," of suspensions last year will be supported through group counseling and mentorships.

**Implementation Steps**

1. Wildcat Guidelines for Success Assembly
2. Wildcat Guidelines for Success posted throughout the school
3. Classroom rules guided by our "Wildcat Way"
4. Support for at-risk offenders with daily check ins from the leadership team.
5. Repeat assemblies for new students joining the Lake St. George Learning Community

**Person(s) Responsible**

MTSS Team, Leadership Team, Teachers, Support Staff

**Timeline / By When?**

Ongoing

**Initiated**

**3/4/2015 Revised**

**Completed**

Pending

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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?
- 

**Strategy**

1. Data is analyzed monthly through our MTSS behavior team.
2. Data collected from mentoring meetings.
3. Teacher feedback on students struggling with behavior.

**Implementation Steps**

Monthly MTSS meetings to analyze school wide data  
PD for teachers on strategies.

**Person(s) Responsible**

MTSS Team  
Stakeholders

**Timeline / By When?**

Ongoing

**Initiated**

**Status**

**Completed**

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**Goal 3: To close the gap between the percentage of nonblack students and black students receiving referrals by 50% ?**

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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?**

**Implementation Steps**

**Person(s) Responsible**

**Timeline / By When**

**Initiated**

**revised 3/17/15**  
Pending

**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?**

The population of African-American students at Lake St. George Elementary has been very low. This has been a barrier in the past, simply because of low numbers. But after close analysis of our African-American population's data (percentage of referrals) we needed to put strategies in place to support this group of students. LSG will create a mentor program for our black students whose scores are below academic and behavior expectations.

**Implementation Steps**

1. Mentor program for black students at risk of behavior issues, referrals and suspensions.
2. Monthly updates at our MTSS behavior meetings.

**Person(s) Responsible**

Guidance Counselor, Behavior Specialists, Principal, AP, teachers, support staff

**Timeline / By When**

Monthly reviews

**Initiated**

**revised 3/17/15**  
Pending

**ongoing**

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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**

1. Portal is used to collect data on referrals and out of school suspensions.
2. MTSS will monitor data monthly to see how our school-wide behavior is affecting our referrals and out of school suspensions, especially among our black students.

**Implementation Steps**

Monitoring of the school-wide behavior with teachers, staff, administration and MTSS committee will be conducted on a regular basis

**Person(s) Responsible**

All Staff

**Timeline / By When?**

Ongoing

**Initiated**

**revised 3/4/15**

**Completed**

Pending



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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**

Student of the week recognized on morning news. These students are invited to lunch with the administration team.

**Implementation Steps**

1. Teachers choose a student once a week to recognize
2. Names are announced on morning news
3. Lunch with administration team takes place on Fridays

**Person(s) Responsible**

All Staff

**Timeline / By When?**

Ongoing

**Initiated**  
09/05/2014

**2/16/15 Revised**  
Ongoing

**Completed**

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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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School wide behavior is monitored through walk-throughs, observations, common language used by all and weekly sign up sheets for lunch with the administrator.

Monthly MTSS meetings will take place to discuss the implementation of goals and monitor Portfal referrals and out of school suspensions.

Mentors will meet monthly to talk and share data on our African-American students.

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**Professional Development:**

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

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Staff expectations are developed at preschool training.  
Powerpoint of assembly sent to all stakeholders for reinforcement of plan.  
Behavior specialist facilitate referral training  
Behavior specialist coaching teachers  
Mentor training/established mentor activities  
Guidance counselor will "train/teach" new students to our school about the Wildcat Way  
AP/Principal will review the Guidelines for Success with new staff members

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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**

See Goal 3.