

**14/15 School-wide Behavior Plan  
Lakewood Elementary School**

1/28/2015

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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:**

1. Guidelines for Success: Exhibit Self-Control, Be tolerant, Respect Yourself and Others, Be responsible, Persevere.
2. GFS posters are hanging in the front office, throughout the hallways and within the classrooms. A sign is being made to hang on the PE field.
3. There are 4 school-wide rules: Follow adult directions the first time they are given; Keep your hands, feet and all other objects to yourself, Raise you hand or use a non-verbal signal to get adult attention; Work during work time. They are posted in every classroom. Lesson plans based on the GFS, hallway, and cafeteria expectations are taught within the first two weeks. Training was conducted on August 8th by the Principal to review school-wide behavior expectations and rules for students and staff. On August 15th Foundations team surveyed the staff asking if they understood the discipline process, point system, GFS, and classroom rules. A majority of the staff stated they training was clear and concise. A few teachers and a coach stated that they were confused on how the point system works and how to administer tiger bucks. The Foundations team will be meeting with these members individually.

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**Goal 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?**

Goal: To reduce ODRs by 30%

Monthly PD session aligned to behavior management and culture diversity.

Daily class meetings.

**Implementation Steps**

Calendar PD sessions.

Train staff on Holding a classroom meeting.

**Person(s) Responsible**

Administration, Foundations Team, Team Leaders

**Timeline / By When?**

June 2015

**Initiated**

**Status**

**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**

Team leaders review grade level ODRs and discuss individual strategies for students.

**Implementation Steps**

Referral lists sent to team leaders every Monday.

**Person(s) Responsible**

Administration, Team Leaders

**Timeline / By When?**

Minimum of Bi-Weekly with reports sent to Administration

**Initiated**

**Status**

**Completed**

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**Goal 2:**

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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?**

Goal: To increase the positive to negative ratio to 4:1

Monthly PD

**Implementation Steps**

Foundations will review STOIC data to determine PD needed and for who.

**Person(s) Responsible**

Administration, Foundations

**Timeline / By When?**

June 2015

**Initiated**

**Status**

**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**

Team leaders will monitor another grade level during block time once per month. Data will be given to the SBLT for review. Onsite peer coaching/mentoring will be assigned to struggling teachers.

**Implementation Steps**

Training team leaders in the beginning of September  
Calendar of Walk throughs created.

**Person(s) Responsible**

Administration, Team Leaders

**Timeline / By When?**

Monthly

**Initiated**

**Status**

**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**

Monthly PBS Celebrations for students who did not earn a referral.

**Implementation Steps**

Students will be surveyed. Foundations committee will calendar monthly events. Celebrations will be promoted around the school.

**Person(s) Responsible**

Administration, Foundations

**Timeline / By When?**

Monthly

**Initiated**

**Status**

**Completed**

**Strategy**

Tiger bucks earned for following school-wide expectations and rules.

**Implementation Steps**

Staff trained on school-wide procedures (8/15 and 8/19)  
Tiger bucks will be printed and administered to the teachers for the first day of school.

**Person(s) Responsible**

Administration, Foundations

**Timeline / By When?**

Monthly

**Initiated**

**Status**

**Completed**

**Strategy**

Caught being good tickets

**Implementation Steps**

Staff trained on school-wide procedures (8/15 and 8/19)

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Caught being good tickets will be ordered and administered to the teachers on the first day of school

**Person(s) Responsible**

Administration, Foundations

**Timeline / By When?**

Monthly

**Initiated**

**Status**

**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?**

Teams will conduct weekly data review and complete problem solving process.

**Implementation Steps**

SBLT will submit data to team leaders weekly for review with teams.  
Selected members of SBLT and Foundations will work with teams to help assist in the problem solving process.  
Minutes sent to administration weekly.

**Person(s) Responsible**

Administration, Foundations

**Timeline / By When?**

ongoing

**Initiated**

**Status**

**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?**

Monthly STOIC walkthroughs

**Implementation Steps**

Team leaders will be trained on STOIC walkthroughs  
Scheduled will be created by foundations to start walk troughs in September.  
Data sent to Foundations and then shared with SBLT

**Person(s) Responsible**

Administration, Team Leaders

**Timeline / By When?**

ongoing

**Initiated**

**Status**

**Completed**



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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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Tier 1

Tools: STOIC, 2nd Step checklist, Referrals, Point sheet, Team Minutes (Bi-Weekly)

Frequency: Monthly

Persons Responsible: Administration, Guidance

Tier 2:

Tools: Service Provider Logs, Tier 2 team minutes, Tracking Log, Observations, Lesson Plans, CICO checklists

Frequency: Every 6 weeks

Persons Responsible: Administration, Guidance

Tier 3:

Tools: Service Provider Logs, Tracking Log, Observations, Lesson Plans, CICO checklists

Frequency: Every 6 weeks

Persons Responsible: Psychologist, Social Worker, Guidance

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**Professional Development:**

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

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Cultural Competency  
CHAMPs  
Tough Kids  
Character Education  
Second Step  
Culturally Responsive Teaching

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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**

36% of our black students have earned 85% of our referrals. While 19% of our non-black students have earned 15% of our referrals. There is a 17% discrepancy between our black and non-black students.

To reduce this discrepancy, Lakewood Elementary:

- Works with Randy Lewis, from the Urban League meets with the staff, once a month to facilitate understanding the families' cultural values, beliefs and parent practices.
- Attends monthly PBS district trainings to align and monitor our SWBP and implement prevention strategies at all three level of need.
- Has new teachers meet with Momma T, to model how to build rapport with families during parent conferences.
- Has two mentoring organizations for struggling students (BUILding SWAG and 5000 Role Models)
- Has a community partnership with Big Brothers/Big Sisters