
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:

Davis Guidelines For Success are explicitly taught in every classroom and are clearly posted throughout the campus and in every classroom.

School-wide GFS are:

R.O.A.R.

1. Respectful,
2. On Task,
3. Aim High
4. Responsible

Our common area guideline are posted throughout the school and expected behaviors are taught and monitored.

Our Common Area Expectations are:

1. Walking feet, keep line neat
2. Mouths closed tight, Stay to the right
3. Hands by your side, Show your Davis Pride!

A review of GFS and Common Area Guidelines are reviewed throughout the school year. A copy of expectations are posted on our school Moodle site, posted in our staff handbook and communicated to parents.

Goal 1: Increase positive behavior recognition school-wide as measured by number of ROAR tickets per grade level and classroom

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?

Recognize more students on a weekly basis. Previously one student was recognized each week from a grade level. This year one student from every class will be recognized on the morning news show.

Implementation Steps

1. ROAR tickets are issued by all staff members to those students displaying exemplary behavior.
2. Tickets are collected in each classroom
3. Every classroom turns in collection bag to media center
4. Tickets are drawn from every classroom
5. Tracking of data from each classroom, grade level and total school counts entered into behavior spreadsheet.
6. Winning ticket for each classroom announced on morning news show.

Person(s) Responsible

School-wide assistant, classroom teacher and media specialist

Timeline / By When?

Immediate and ongoing implementation of this strategy.

Initiated

8/18/2014

Status

Ongoing

Completed

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

Collection of class ROAR tickets and documenting number of tickets per class and grade level over time measured monthly in an Excel spreadsheet

Implementation Steps

After collection of rickets weekly:

1. Student name pulled from each class
2. number of tickets per class and grade level tracked in R.O.A.R. spreadsheet by school-wide assistant.
3. Data analyzed and shared with behavior team and whole staff.
4. Modifications made as needed based on data

Person(s) Responsible

Community Involvement personnel
Media Specialist
School-wide Assistant
Assistant Principal

Timeline / By When?

Weekly and ongoing

Initiated
8/18/2014

Status
Ongoing

Completed

Goal 2: Go Blue! Dining Plan - use of appropriate and positive behavior in the dining room as measured by number of "bear paws" accumulated in dining room.

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?

Students will be rewarded in a timely manner by dining room staff upon earning of 15 blue dots on data sheet in cafeteria

Implementation Steps

Charts will be located in dining room for attendants to mark every class that earns a Blue Cup. Upon reaching goal, the cafeteria staff will provide the reward in the dining room.

Person(s) Responsible

Cafeteria/Dining room staff

Timeline / By When?

Immediate implementation on second day of school and will be ongoing

Initiated

8/18/2014

Status

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?

Students will be rewarded in a timely manner by dining room attendants upon earning of student goal

Implementation Steps

Chart will be located in the dining room for attendant to mark which class earned their "Blue Cup". Once the class goal is met a reward will be given to the class by the cafeteria staff in the lunch room.

Person(s) Responsible

Cafeteria staff/manager, school administration,

Timeline / By When?

One grading period

Initiated

Status

Ongoing

Completed

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

Data chart posted near class line-up area.

Implementation Steps

1. Class may earn a "Blue Cup" each day based on good behavior, table manners and clean-up during dismissal.
2. Once a class earns a blue cup a blue dot/bearpaw is marked next to class name, where every class is able to see real-time data to compare their classes.
3. Upon 15 dots/bear paws students in that class will receive a reward in the cafeteria by the by the kitchen manager
4. Each grading period the data chart in cafe will be reset and posted

Person(s) Responsible

Community Involvement coordinator
Cafeteria Staff
Administration

Timeline / By When?

Each grading period

Initiated

Status

Completed

Goal 3: Continued implementation and review of Common Area Guidelines as measured by discipline data and staff input

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?

Revisit guidelines as a staff following each grading period or as needed

Implementation Steps

Teachers will explicitly teach/model guidelines at the opening of school year and revisit as needed throughout the school year.

Person(s) Responsible

All staff.

Timeline / By When

Immediate and will be ongoing.

Initiated

8/18/2014

revised 1/26/15

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?

Revisit guidelines as a staff after each grading period.

Implementation Steps

It is an expectation that all teachers will explicitly teach these guidelines at the beginning of the school year and re-teach throughout the school year as needed.

Person(s) Responsible

All staff members

Timeline / By When

Immediate and ongoing

Initiated

revised 1/26/15

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?
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Strategy

Review discipline data in FOCUS
Review input by all staff

Implementation Steps

Behavior team will meet after each grading period to review discipline data to determine if guidelines warrant modification.
School Leadership Team will gather input from teams to discuss pluses and deltas in our common areas and make necessary adjustments to guidelines as needed.

Person(s) Responsible

Behavior Team
School Leadership Team

Timeline / By When?

Ongoing / Every grading period

Initiated
8/18/2014

revised 1/26/15
Ongoing

Completed

Strategy

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

revised 1/26/15

Completed

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

R.O.A.R. tickets will be issued as an acknowledgment to those students exhibiting/modeling exemplary behavior in the classroom and in common areas.

Implementation Steps

(1) ROAR Ticket issued to individual student (2) Tickets are collected in each classroom and are turned into media center on Fridays by noon (3) Names are drawn from each class for recognition on morning news program. (4) Names read and displayed on news program (5) Winning student receives a pencil in teacher's mailbox.

Person(s) Responsible

All staff, school-wide assistant, media specialist and school administration

Timeline / By When?

Weekly on Friday mornings and ongoing

Initiated

8/18/2014

Status

Ongoing

Completed

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?

Ensure that all classroom management/behavior plans are aligned to school-wide behavior plan

Implementation Steps

1. Review GFS and common area guidelines during pre-school planning
2. Classroom teachers will submit their individual management plan/system electronically to administration and placed in lesson plan folder on school server.
3. Review of management plans by administration
4. Modification to CMS if necessary to align to school-wide expectations.

Person(s) Responsible

Administration

Timeline / By When?

Ongoing
Modify plans if needed.

Initiated
8/18/2014

Status
Ongoing

Completed

**14/15 School-wide Behavior Plan
Leila Davis Elementary School**

1/30/2015

Action Plan:

Plan to Monitor for Fidelity of Implementation

- Behavior focus group met over the summer to revisit school-wide behavior plan, make needed alterations in our "Go Blue" dining plan, and set expectations for common area behavior.
- Staff will receive a refresher on these expectations during August 8th faculty meeting.
- Weekly/monthly data will be collected and entered in to spreadsheet by date, grade level and teacher
- Positive Behavior Support Committee meets bi-monthly to review behavior data and refine processes
- Staff survey and refresher in January
- End of year survey in May 2015

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

- Pre-school training highlighting expectations for classroom implementation
- Timely and ongoing maintenance of plan
- Bullying prevention classes with guidance counselor
- Subsequent data analysis and implications on instruction in faculty meetings.

**14/15 School-wide Behavior Plan
Leila Davis Elementary School**

1/30/2015

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

With our current enrollment at 794, the current Black students at Davis total 40 students with 2 infractions to date and account for 7% of the total infractions. 93% of all infractions to date are from our non-black population. The uploaded file includes Black students who are no longer enrolled at Leila G. Davis Elementary School which reflects 15.2% of all infractions to date in the uploaded file.

Presently there is no disciplinary discrepancy between our black and non-black students. The percentage of infractions for each measured ethnicity and race is representative of the demographics at Leila G. Davis, without an imbalance between any race. We will continue to work with our Black students and develop plans to ensure these balanced and representative numbers stay the same.