

**14/15 School-wide Behavior Plan
McMullen-Booth Elementary School**

2/14/2015

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, our guidelines...

MBES Guidelines for Success

Honesty - Be truthful in your words and actions

Responsibility - Be in charge of yourself and your actions

Self Motivation - Give your best effort

Respect - Be thoughtful of the rights and feelings of others.

2. Yes, each of the expectations below are on permanently posted signs in each area of the MBES campus.

Common Area Rules by Setting

Cafeteria Rules -

- Use an inside voice
- Walking feet
- Be kind to others
- Pick up after yourself

Playground Rules -

- Use equipment correctly
- Keep hands and feet to yourself
- Take turns
- Play fair

Playground/PE Field Rules -

- Use equipment correctly
- Keep hands and feet to yourself
- Listen and follow directions
- Follow the rules
- Play fair

Car Circle Rules -

- Move to your area immediately
- Keep hands and feet to yourself
- Listen for your name to be called
- Sit/Move quietly

Bus Area Rules -

Benchmarks of Quality Score: 88 / 107 = .82

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- Move to your area immediately
- Keep hands and feet to yourself
- Listen for your group to be called
- Sit/Move quietly
-

Vanessa Diller

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Goal 1: Reduce the percentage of discipline referrals for student subgroups to be more proportionate with the percentage of our total student population.

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?

Provide supports to general education teachers in the areas of behavior through support group discussions, make and take of research based interventions, and greater access to resources and tools through collaboration with colleagues and behavior specialist.

Implementation Steps

1. Monthly 'Behavior Bites' with group discussion and make and take as needed.
2. General education support group for ASD mainstreaming/inclusion setting.

Person(s) Responsible

Stacey Peters, Behavior Specialist

Timeline / By When?

1. Monthly - calendared on master calendar
2. Calendared for 7 times per year.

Initiated
8/27/2014

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?

Provide support program for students with engagement/behavior challenges within the general education setting.

Implementation Steps

1. Increase students receiving 'HUG' folder intervention program. (TIER 2 behavior intervention)
2. Challenge behavior or engagement issue is identified, goal is set and reinforcement identified with student.
3. Teacher monitors progress by recording daily and tracking weekly percentage toward goal.
4. Behavior specialist monitors monthly, or more frequently as needed, with goal to change behavior and fade plan.

Person(s) Responsible

Stacey Peters and general education teachers with targeted ESE and general education students.

Timeline / By When?

1. Students conferenced with and folders distributed to students first day of school by general education teachers. Teacher meets with and celebrates successes with students based on their goal time lines. Data is reviewed by behavior specialist monthly for goal review and adjustments as needed, meeting with general education teachers as needed for discussion, goal adjustments and supports.

Initiated
8/18/2014

1/26/15 Revised
Ongoing

Completed

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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?

Provide support for all students with a D or F on progress reports and report cards to develop skills and strategies for developing perseverance and stamina when faced with academic challenges.

Implementation Steps

1. Identify students.
2. Contact parents to let them know about the program.
3. Invite students and meet with them weekly to work on strategies for increasing academic behaviors and progress.
4. Progress monitor grades and assessment data of identified students.
5. Continue progress monitoring and adjustment of goals as needed.

Person(s) Responsible

Jacque Poole, AP

Timeline / By When?

1. September based on last year's report card and any available current data.
2. Communicate with parents of identified students.
3. Invite identified students by September 30th to first meeting and establish calendar, meeting place and time with students.
4. Report initial data with students and establish goals by October 15th.
5. Continue cycle of weekly meetings and progress monitoring.

Initiated

9/15/2014

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?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

1/26/15 Revised

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?
-

Strategy

1. Behavior Bites success will be monitored by using referral and school wide moodle data that tracks student by student averages.
2. ASD Support Group data will be monitored by reviewing individual student PBIP data.
3. HUG folder participants will be monitored for goal achievement.
4. BUG student grades will be monitored within and at the end of each marking period for grades above a D.

Implementation Steps

Review behavior plan with formal review 2 times per year

Monitor data of all students and specific target groups through discussion with MTSS and individual PLCs at least monthly.

Person(s) Responsible

Stacey Peters & Jacque Poole

Timeline / By When?

Overall behavior plan data and observations - 2x per year

Monitoring of specific groups - at least monthly, more frequently as needed.

Initiated

8/26/2014

2/16/15 Revised

Ongoing

Completed

Strategy

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

2/16/15 Revised

Completed

Strategy

Implementation Steps

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Person(s) Responsible

Timeline / By When?

Initiated

2/16/15 Revised

Completed

Goal 2:

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?

Produce Video to engage students in the process of communicating and understanding what guidelines for success behaviors look and sound like in the various settings across our campus.

Implementation Steps

1. Elicit student and staff volunteers for the project.
2. Develop list of behaviors clips needed to address common area rules.
3. Collect video clips for all common areas on campus.
4. Edit and produce quality clips for use on morning announcements and in classrooms lessons.
5. Elicit feedback for improvement. Edit where needed.

Person(s) Responsible

Stacey Peters and SIP Team members

Timeline / By When?

To be completed for use within the 2014-2015 school year.

Initiated
9/5/2014

2/16/15 Revised
Ongoing

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?
-

Strategy

1. Positive Referral: Purple form utilized by classroom teachers to recognize student's achievements or improvements. This form is filled out and sent with the student to the office to be recognized by administrators. Students are recognized the same day as the referral is made. A monthly drawing is done for lunch with an administrator(s) and a friend.
2. Marvelous Manatee Award: Marvelous Manatee slip (¼ sized NCR paper) is used to recognize commitment to character. Forms are filled out by classroom teachers or staff members and one copy is sent home. The other copy is placed in the buckets located in the window of the conference room. Drawings occur weekly on the school morning show.
3. C2C Awards: Teachers and staff members submit names of students to receive school wide recognition by filling out the form and turning it in to the guidance counselor. Assemblies occur 3 times per school year.

Implementation Steps

1. Program is in place
2. Program is in place
3. Schedule and implement awards assemblies

Person(s) Responsible

1. Behavior SIP/Administration
2. Marilyn Taylor
3. Marilyn Taylor

Timeline / By When?

1. Information communicated to staff at initial staff meeting. New staff members oriented to program on their arrival. Implementation to begin on first day of school.
2. Info and forms distributed to teachers for use at initial staff meeting. New teachers oriented to program. Referral collections begin on first day of school. Reminder emails are made to make sure that all classes have students recognized.
3. Info and forms distributed to teachers for use at initial staff meeting. New teachers oriented to program upon their arrival. Referral collections begin on first day of school, 1. Information communicated to staff at initial staff meeting. New staff members oriented to program on their arrival. Implementation to begin on first day of school. Reminder emails are made to make sure that all classes have students recognized.

Initiated

8/18/2014

2/16/15 Revised

Ongoing

Completed

Strategy

Bucket Filler Program to address months of high frequency referrals
Explore the use of PTA fall festival for reinforcement system for October.

Implementation Steps

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Behavior SIP to meet and delegate jobs involved in the tallying during implementation of bucket filler program.
Kick off videos
Posting of banners and posters.
Schedule reinforcement events and coverage

Person(s) Responsible

Early Warning Signs/Behavior SIP
Stacey Peters

Timeline / By When?

Monthly meetings by Behavior SIP/ Implementation by October 1st.

Initiated
8/18/2014

2/16/15 Revised
Ongoing

Completed

Strategy

Investigate school wide system of support for behavior

Implementation Steps

Early warning signs/behavior SIP will begin conversations and research into a school wide system of reinforcement for behavior beyond our current programs and systems.

Person(s) Responsible

Early Warning Signs SIP
Stacey Peters Facilitator

Timeline / By When?

Discussion starts at first group meeting, September.
Dates for development and roll out will occur after first meeting with new group participants. Target date October in an effort to be proactive with our behavior data slump that occurs during this month.

Initiated
9/5/2014

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?
-

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?

Classroom teachers will review and establish understanding of GFS and common area rules across campus
Class rules posted in every school setting/classroom.

Implementation Steps

Common Area rules currently posted campus wide.
Teachers establish and post classroom rules related to guidelines for success.

Person(s) Responsible

Classroom Teachers
Early Warning Signs/Behavior SIP Team

Timeline / By When?

First week of school, all classrooms will establish classroom rules built off of school wide guidelines for success.
Evidence of review and follow through will be evident in plans and through conversations with students.

Initiated
8/18/2014

1/26/15 Revised
Ongoing

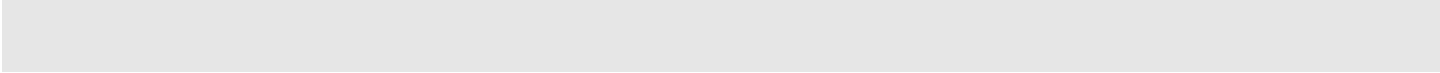
Completed

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Action Plan:

Plan to Monitor for Fidelity of Implementation

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1. Classroom walkthroughs will show that all classrooms have rules posted.
 2. Evidence of behavior system being actively used will be evident in every classroom.
 3. Weekly behavior data will be uploaded from every class. Those who have not uploaded current data will receive follow up. Those with consistent behavior data uploads will receive individual kudos and periodic written and verbal public Whoop! Whoop! awards.
 4. Evidence through student conversations will show that students know and understand the GFS and classroom rules and what they look like on campus and in the classroom.

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Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

1. Conduct School Wide Behavior Program Review at First Staff Meeting (Completed 8/18/14)
2. Orient new staff to program individually upon their arrival. (Completed by 9/15/14)
3. Provide Behavior Bites monthly, with focused topics, as well as impromptu just in time topics. (ongoing)
4. Provide Behavior Strategies/Resources - Make and Take monthly (ongoing)
5. Monitor and respond to need based on data analysis and SBLT/MTSS discussion (individual and large group). August data discussion to occur 9/16/14.
6. Train staff for targeted training for new project in October and Bucket Filler project in February (SIP Team to determine training needs and schedule on master calendar)

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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.

Enter a summary of the current status of implementation

All goals and strategies are on track for implementation and monitoring. Interventions are ongoing. Intensity and frequency have been adjusted where appropriate based on weekly and monthly data collected. Discipline data indicates...

~ Last year as of February 1st, we had 78 referrals for 47 students. This year we have 35 referrals for 21 students showing a decrease in overall suspensions and the number of students impacted by suspensions. We have reduced the number of suspensions and student impacted by suspensions.

~ MBES Non white students make up 92.4% of the student body, black students make up 7.6% of the student body. Infraction counts by special population in February 2015 indicate that the 39 total infractions are comprised of 74% non white or 28 infractions compared to 28% black or 11 infractions. We are still missing our goal mark to make infractions for specific populations more closely mirror their % in our population for black students.

~ These same infractions involve 10 special education students or 26% of the total infractions. Special education students make up a total of 28% of our school population indicating that we are meeting the goal with this student population group.