

**14/15 School-wide Behavior Plan  
Mildred Helms Elementary School**

2/9/2015

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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 (GFS) are Respect for Self, Respect for Others, and Responsibility for all. There have been clearly communicated to students through classroom teachers and assemblies. The Guidelines are posted in common areas and reviewed at an assembly on the 2nd day of school. The assembly is held with the assistance of the art, music and PE teachers during grade level block times. At the assembly, the Principal presents the GFS, providing examples of how they help ensure the safety of our students and staff. Parents and community members will be informed through the September newsletter and Open House assembly on August 28.

CHAMPS posters are posted throughout the school addressing arrival, dismissal, restroom, cafeteria and hallway expectations. Lesson plans covering the school wide expectations in common areas are provided to classroom teachers to present during the first week of school. Conversation levels, arrival and dismissal expectations are reviewed weekly during the morning news broadcast. Guidance lessons during the first month focus on the Guidelines for Success and Commitment to Character. Classrooms expectations have been identified within classrooms, posted and clearly communicated with students and parents. Grade level plans are submitted to administration at the end of the first week.

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**Goal 1: Reduce the number of office discipline referrals by 10% for all students in all subgroups in 2014-15 as compared to 2013-14.**

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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?**

Increase student engagement in academic lessons.

**Implementation Steps**

Curriculum planning by teams/teachers focuses on developing standards based lessons with high levels of questioning, hands on activities and differentiated instruction.

**Person(s) Responsible**

Teachers, academic coaches and administration

**Timeline / By When?**

Planning initiated during preschool and developed during weekly planning and PLCs as well as monthly curriculum trainings. Coaches meet once a week with team to support plan and unpacking of standards in units/modules.

**Initiated**

8/11/2014

**1/26/15 Revised**

Ongoing

**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**

Increase classroom management strategies to address repeated misconduct and class/campus disruptions.

**Implementation Steps**

Review ODR data and IPI engagement data to identify correlations and trends.

**Person(s) Responsible**

SBLT, Behavior SIP Behaviors team and Administrators

**Timeline / By When?**

August preschool training, monthly reviews during staff meetings/PLCs

**Initiated**

8/11/2014

**2/16/15 Revised**

Ongoing

**Completed**

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**Goal 2: Decrease by 10% the number of African American students receiving office discipline referrals from 2013-14 to 2014-15.**

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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?**

Increase student engagement in academic lessons.

**Implementation Steps**

Curriculum planning by teams/teachers focuses on developing standards based lessons with high levels of questioning, hands on activities and differentiated instruction.

**Person(s) Responsible**

Teachers, academic coaches and administration

**Timeline / By When?**

Planning initiated during preschool and developed during weekly planning and PLCs as well as monthly curriculum trainings. Coaches meet once a week with team to support plan and unpacking of standards in units/modules.

**Initiated**

8/11/2014

**2/16/15 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?**

Continue proactively identifying students for small group counseling based on identified needs.

**Implementation Steps**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated**

**2/16/15 Revised**

**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**

Increase classroom management strategies to address repeated misconduct and class/campus disruptions.

**Implementation Steps**

Review ODR data and IPI engagement data to identify correlations and trends.

**Person(s) Responsible**

SBLT, Behavior SIP Behaviors team and Administrators

**Timeline / By When?**

August preschool training, monthly reviews during staff meetings/PLCs

**Initiated**

**Status**

**Completed**

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**Goal 3: Decrease the number of suspensions by 10% during the 2014-15 for all students in all subgroups.**

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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?**

Identify students in need of additional support based on 2013-14 data and update behavior plans based on student data throughout the year

**Implementation Steps**

Proactively meet with teachers during preschool to review behavior plans (PBIPs/FBAs) that were established last year. Review and update plans as needed.

**Person(s) Responsible**

Teachers, Administration and SBLT team.

**Timeline / By When**

Aug.- SBLT teams identify students receiving suspensions in 2013-14 and reviews with teachers. Review and update PBIPS and FBAs for students receiving additional supports from previous year.

**Initiated**

8/11/2014

**revised 2/16/15**

Ongoing

**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**

Use the data to determine trends or patterns in causes of suspensions including location, day and time of incident occurrence and any relevant subgroup data.

**Implementation Steps**

SBLT members access suspension data through FOCUS and identify students. Track identified students on biweekly basis for ODRs and suspensions.

**Person(s) Responsible**

SBLT team, Administration

**Timeline / By When?**

August to ongoing: suspension data reviewed monthly with staff. Data submitted three times per year in SWBP.

**Initiated**

8/12/2014

**revised 2/16/15**

Ongoing

**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**

Implement schoolwide positive recognition system (Dolphin Tickets) aligned to Guidelines for Success and Commitment to Character.

**Implementation Steps**

Develop recognition requirements, implementation time lines and incremental reward processes. (See attached).

**Person(s) Responsible**

Behavior SIP team, Administration, teachers, Family & Community Liaison

**Timeline / By When?**

Behavior SIP Meeting - preschool, 8/19/14 Grade level presentation - -12/19/14- 1st semester recognition assembly  
6/1/15 - 2nd semester recognition assembly

**Initiated**

8/19/2014

**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?**

Implement schoolwide training of alignment of grade level plans to the schoolwide plan.

**Implementation Steps**

Establish schoolwide expectations for behavior with Guidelines for Success, Train new staff on CHAMPS. Train all staff on the OLWEUS program and Trauma Informed Care

**Person(s) Responsible**

Teachers, Administrators, SBLT, SIP Behavior team

**Timeline / By When?**

Grade level behavior plans due at the end of the 1st week of school.

**Initiated**

8/11/2014

**1/26/15 Revised**

Ongoing

**Completed**

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**Professional Development:**

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

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In the third year of our behavior plan, professional development for CHAMPS has occurred in each of the last 3 preschool sessions. Staff members have completed 4 components over the past 3 years under the guidance of Susan Schilt. After year 2, behavior decreased 65% and we celebrated the increase in engagement and decrease in time out of class. Last year, focused on increasing student engagement and attendance.

Professional development for this year includes members of the DA Academy team and the Olweus Team. Presentations during preschool included Trauma Informed Care, Olweus and CHAMPS refresher. Also included were specific presentations developed on Cool Off Areas and Safe Teams training.

Throughout the year, we will continue with the Olweus training including schoolwide presentations on Bullying Prevention for students, parents and the community. New teachers will work with members of the SIP Behavior team for training in CHAMPS.

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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**

The goals and barriers that were revised based on a response to intervention include:

Barrier- Kindergarten students coming into MHES identified as "Developmentally Delayed" were significantly delayed in social skills. Supports are being implemented through additional ESE minutes and requests for High Needs Assistants were completed. Some students were placed in self contained ESE units and others are in the process. In response to the need for social skills curriculum, kindergarten is implementing Skillstreaming in Early Childhood as part of their core curriculum. These lessons are implemented daily and reinforced in whole and small group guidance lessons. Students needing Tier 3 supports are met with on an individual basis in guidance as well. New teachers received training in PBS, CPI and Skillstreaming.

SBLT meets weekly and discusses referrals schoolwide and on classroom and individual basis. Students needing additional supports are addressed through the RtI process.

Schoolwide CPI training was held in the fall and PBS is reviewed bimonthly in School Improvement Meetings. Strategies to decrease repeated misconduct include discussions regarding classroom meetings and implementation of classroom cool off areas. Morning newscasts include reminders of school wide expectations.