

14/15 School-wide Behavior Plan North Shore Elementary School

2/18/2015

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:

North Shore Elementary School-wide Guidelines for Success (GFS) are tied to the school KNIGHTS theme:

KNIGHTS:

Keep Trying
Nurture our environment
Inspire Cooperation
Give our best effort
Have Respect
Take Responsibility
Support fellow Knights

Signs, banners and posted are posted in various areas on campus and discussed in the daily Principal's Proclamation.

Teachers develop their own classroom management plans consistent with the school's core values, guiding principles and CHAMPs. These individual management plans make optimum use of expected behaviors, consequences and positive reinforcements for use in the classroom. Use of proactive intervention strategies can de-escalate behaviors before they get out of hand. There is an effort to allow students to correct their own behavior. Students are given an opportunity to correct their behavior on their own before the staff determines that an annoying behavior has gone from a level 1 to a level 3.

The classroom plan must be posted and include the reward system and consequences so that students are fully aware of the expectations. It also will serve as a reminder to follow the system with fidelity. Plans are submitted for review to the Behavior Specialist.

Goal 1: Reduce incidences of behavior referrals

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 Staff will:

- know school guidelines
- be fair, positive and consistent
- keep classrooms orderly
- build positive relationships and get to know their needs and motivators
- treat students with the same respect that is expected from them.

Implementation Steps

Teachers will develop their own classroom management plans consistent with the above core values, guiding principles and CHAMPs. These individual management plans make optimum use of expected behaviors, consequences and positive reinforcements for use in the classroom. Use of proactive intervention strategies can de-escalate behaviors before they get out of hand. There should be an effort to allow students to correct their own behavior. Students should have 15 minutes, for example, to correct their behavior on their own before the staff determines that an annoying behavior has gone from a level 1 to a level 3.

The classroom plan must be posted and include the reward system and consequences so that students are fully aware of the expectations. It also will serve as a reminder to follow the system with fidelity. Plans will be submitted for review to the Behavior Specialist.

Person(s) Responsible

Dawson, Dixon, Jeffers

Timeline / By When?

Begin 8/8/14 to May 2015

Initiated
8/18/2014

1/26/15 Revised
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

The Staff will focus on the fair, positive and consistent implementation of rules. Referrals will be monitored monthly during our SBLT meetings. Our Behavior Specialist will collect data regarding the implementation of classroom management plans and give feedback as needed. Administrators will monitor during walkthroughs.

Implementation Steps

1. Plans up in classrooms
2. Behavior Specialist walkthrough and gives feedback and collect data
3. Administrators monitor
4. SBLT study classroom referral data
5. Make adjustments as needed.

Person(s) Responsible

Dawson, Dixon, Jeffers, Maker

Timeline / By When?

August 8, 2014; ongoing
updated February, 2015

Initiated

8/18/2015

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?
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Strategy

Principal's 100 Club

Implementation Steps

similar to bingo in that the board has numbered squares where students place their name in a square that coincides with a randomly drawn numbered chip. Once an entire row of 10 is filled, those students whose names appear in those boxes in the winning row will receive the Principal's Mystery Motivator reward.

Person(s) Responsible

Dawson, Bockholt

Timeline / By When?

September 2014 to June 2015

Initiated

9/2/2014

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?

PD in CHAMPS

Implementing 4:1 POI

Implementation Steps

Person(s) Responsible

Dawson, Dixon

Timeline / By When?

Initiated

1/26/15 Revised

Completed

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Action Plan:

Plan to Monitor for Fidelity of Implementation

Principal Proclamations
Monthly Walkthroughs
Monthly Data Review in SBLT

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Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Ongoing PBS training

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

1. Goal one was revisited and revised to ensure that we were on target for student success. In order to have fair, positive and consistent implementation of rules we needed to define "Defiance" as a staff due to the number of referrals in this areas. We wanted to ensure that we were all identifying the same behavior, so that if school wide interventions were needed we would be focused on the same target. We met in PLCs over a course of 2 weeks defining and clarifying the definition. Through data collection and anecdotal data we found that there were many different views of defiance. With clarification, our incidences decreased. As a follow-up teachers were provided strategies to handle non-compliant behaviors without outside intervention.

Initially, teachers focused on developing their own classroom management plans consistent with core values, guiding principles and CHAMPs. The plans are periodically reviewed and monitored during classroom walk-throughs. Less emphasis is placed on classroom plans where fewer referrals are generated.

Our focus continues to be on school wide implementation of PBS (Tier 1). Establishing the Guidelines to Success:

KNIGHTS:

Keep Trying

Nurture our environment

Inspire Cooperation

Give our best effort

Have Respect

Take Responsibility

Support fellow Knights

and implementing the School-wide reward system.

2. At our October SBLT, our data revealed that we had 30 referrals. Twenty-two of the referrals were for striking a student or adult and the other eight were for defiance. The 22 referrals were generated primarily from 4 students, Three of the students were in the ASD program. The one general education student was on a behavior plan and receiving tiered support. Forty percent of the remaining referrals were for defiance which led to our work with defining defiance so that we could better plan for interventions.

In December, we noted that referrals for Defiance dropped to 10%. Teachers reported that a clearer understanding of student behavior and alternative interventions led to the decline.

Currently, we have 60 referrals in the general education population, which averages to .53 referrals per day. Our SBLT will continue to monitor these numbers but we feel that we are within an acceptable range and that our core strategies are effective.

see attached file

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