

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

2/16/2015

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:

The Guidelines for Success were collectively developed by the staff in May 2014.

- S-Show a positive attitude
- T-Try your best
- A-Act responsibly
- R-Reach for your goals
- S-Self motivated

The common school wide expectations were collectively developed by the staff in May 2014.

- Level 0 while walking in the hallways
- Speak appropriately to others
- Keep hands, feet, and objects to self.
- Be prepared for school
- Be a problem solver

Teachers are expected to develop classroom procedures and behavior expectations aligned to the School Wide expectations:

Behavior/ Classroom Management Plan

Classroom Management Plan for:

Level of Structure: High Medium Low

Guidelines for Success:

Rules:

- | | |
|----|----|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

TEACHING EXPECTATIONS:

What, how, and when will you teach students about behaving responsibly in your classroom?

MONITORING PROCEDURES:

How will you monitor what is occurring in your classroom so that you can be assured that both you and your students are meeting expectations

ENCOURAGEMENT PROCEDURES:

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How will you encourage your students to demonstrate motivated and responsible behavior, and how will you let them know when they are doing well?

Class –

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Goal 1: to reduce the number of referrals by 50%: from 208 in 2013-2014 to 104 in 2014 -2015

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

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?

to provide training to all staff in classroom management and behavior expectations.

Implementation Steps

In August 2014 the staff will be trained on how to develop classroom procedures for all activities in the classroom: specific and clear expectations. The staff will also be trained on how to develop a set of behavior rules with applicable corrective and positive consequences. Follow up training will occur monthly at staff meetings when data is reviewed. Follow up support will occur as necessary for teachers needing in class support.

Person(s) Responsible

Principal, Assistant Principal, Behavior Specialist and District Resource Teacher

Timeline / By When?

Initial training will be in August 2014. Referral data will be reviewed monthly at staff meetings beginning in September 2014. Based on data additional training, retraining and support will occur.

Initiated
08/14/2014

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?
-

Strategy

Teachers will be using a 10 point data system to collect and report data.

Implementation Steps

Teachers had initial training on the 10 point system in May 2014. Explicit training was repeated in August 2014 for all returning staff, new staff and support staff. Teachers are now in the initial implementation stages of using the 10 point system. Support is on going at this time. Follow up discussions will be held at PLCs monthly when reviewing grade level OPM data and monthly at SBLT and staff meetings.

Person(s) Responsible

Principal, Assistant Principal, Behavior Specialist, MTSS Coach

Timeline / By When?

Initial training in May 2014

Training in August 2014

On going follow up and support daily, as necessary. Follow up training in September at staff meeting during first data review with staff.

Initiated

05/20/2014

2/16/15 Revised

Ongoing

Completed

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Goal 2: to reduce the disparaging gap between subgroups: Black (36% to 18%) , White (51% to 25%) , ED (100% to 50%), SWD (56% to 28%)

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?

School based and community recruited mentors will be assigned to students, in the sub groups, with 2 or more referrals.

Implementation Steps

The Community Liaison will recruit mentors from the community. The PBS team will recruit mentors from the staff. Mentors will be assigned to students based on relationships, similarities, gender, and needs. Mentors will meet at least 1x per week with assigned student.

Person(s) Responsible

Community Liaison, Behavior Specialist, MTSS Coach, Social Worker, School Counselor

Timeline / By When?

Starting in August when incidents arise.
On going communication with mentors as needed.

Initiated

8/18/2014

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?

Teachers will be provided training in differentiating behavior support for students with disabilities, black students and economically disadvantaged students.

Implementation Steps

In April 2014 we completed a book study (Teaching Students in Poverty...) to gain insight and knowledge of students in poverty. We will continue the next steps on this topic, "How to Engage Students in Poverty". The leadership team will provide training at staff meetings based on this book. Teachers have signed up for a variety of book studies to address behaviors of students with cultural differences, learning disabilities and learning styles. After each session a member of each group will report out to the entire staff.

Person(s) Responsible

Principal, Assistant Principal, Behavior Coach, MTSS Coach, School Counselor, Social Worker

Timeline / By When?

Books will be purchased when School Improvement funds are released.
Book studies will commence by October 1, 2014
Monthly discussions will occur at staff meetings or PLCs

Initiated

2/16/15 Revised

Pending

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?
-

Strategy

The School Based Leadership Team (SBLT) / Positive Behavior Support (PBS) will review school wide data and individual classroom data monthly.

Implementation Steps

The SBLT/PBS team will meet to discuss the June 2014 behavior data as a base line. The data will be reported to staff in the August 8, 2014 staff meeting. Starting in September 2014 we will monitor the OPM behavior (10 point system) and school wide referral data at SBLT and PLCs. Additional training will be provided/assigned as necessary for all staff or individual teachers.

Person(s) Responsible

Principal, Assistant Principal, Behavior Specialist, MTSS Coach

Timeline / By When?

Initial data discussion- August 8, 2014

Monthly data discussions at SBLT, then to staff meeting, then to grade level PLCs.

Initiated

Status

Completed

Goal 3: to increase the percentage of students meeting the 70-80% weekly target (initial base line data will be taken in September 2014)

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
08/08/2014

revised 2/16/15
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?

Interventions will be provided to students not meeting the weekly average of a 70-80% and above for a period of three weeks or more.

Implementation Steps

Beginning in September 2014 teachers will be collecting data based on the daily 10 point behavior system. If students do not earn an average of 80% consistently for approximately four weeks or more then the student (s) will be assigned a research based behavior intervention based on their needs. Once the intervention is in place OPM data will be collected and reviewed every 4 weeks. Adjustments will be made based on data trends: continue, change intervention, discontinue, or increase support.

Person(s) Responsible

MTSS Coach, Behavior Specialist

Timeline / By When

Teachers will begin collecting data September 5, 2014.
Data will be recorded weekly in our school based Online Data System (ODS)
Data will be reviewed monthly in SBLT or before if necessary for individual students.

Initiated
09/05/2014

revised 2/16/15
Ongoing

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?
-

Strategy

Teachers will input student percentages into the ODS system weekly. The data base will generate graphs and charts to determine the percentages and provide a visual for teachers and students to monitor progress.

Implementation Steps

Teachers were provided with an overview of the ODS system in May 2014. Overview training occurred August 14, 2014. All teachers have the icon on their desk top to access the referral data base, support request data base and infractions data base. Explicit small group training will occur at PLCs the week of September 1, 2014. Support and assistance will be given as requested.

Person(s) Responsible

Principal, Technology Technician, MTSS Coach, Assistant Principal

Timeline / By When?

May 2014- initial introduction to the ODS system
August 2014- Overview of all the components of the ODS system
September 2014- Explicit instruction of the ODS system at PLCs.

Initiated
05/20/2014

revised 2/16/15
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

Students will be rewarded for positive behaviors through the school wide Commitment to Character (C2C) program and the 10 point behavior system in their classroom and cafeteria.

Implementation Steps

Teachers will teach the students the 10 point system starting the first day of school. The Commitment to Character (C2C) program will be introduced through specific lessons in the classrooms daily and monthly as related to each specific trait.

Teacher will have received training in May and August on the 10 point behavior system. Teachers will have a C2C overview of the way of work at Northwest at the August 26, 2014 staff meeting.

The Social Worker will be providing information on the Morning News show for students.

Starting September 9, 2014 students will receive classroom incentives for weekly averages: 80% and above.

Starting the first Friday in October 2014 students will receive a school wide monthly incentive for having an average of 80% or above for the entire previous month (September).

Cafeteria incentives will be rewarded each month for having 2 or less red dots (classes are awarded a green or red dot daily on a spread sheet visual in the cafeteria based on the color cone earned at their table).

Person(s) Responsible

Principal, Assistant Principal, School Counselor, Social Worker, MTSS Coach

Timeline / By When?

September 2014 initial data will begin to be collected.

Weekly incentives will be on going for students meeting 80% by the classroom teacher

Monthly incentives will be on going for students meeting 80% by the PBS team

Initiated

8/18/2014

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?

Teachers will create classroom management procedures and behavior expectations based on school wide expectations: Commitment to Character traits and CHAMPs

Implementation Steps

Teachers will receive training in August 2014 on how to align their specific classroom procedures and behavior plans to the school wide expectations by a District Resource teacher and the Behavior Specialist.

Person(s) Responsible

Behavior Specialist/PBS team

Timeline / By When?

August 2014- initial training
On going support as necessary

Initiated
08/14/2014

1/26/15 Revised
Ongoing

Completed

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Action Plan:

Plan to Monitor for Fidelity of Implementation

The 10 point daily behavior system implementation in classrooms will be monitored by the Administration by walkthroughs, referral data and PLC discussions.

The data entry will be monitored by Administration weekly in ODS (specialized On line Data System)

The fidelity of interventions will be monitored by the Behavior Specialist and MTSS Coach as dictated by the type of intervention: analysis of infraction and referral data.

The fidelity of the professional development attendance will be monitored by the Administration through walkthroughs, sign ins and feedback: Did the teachers implement what they attended training for?

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

The 10 point system

Data collection of the weekly points: ODS

Classroom management and behavior expectations training: Champs/STOIC

Differentiated approaches to behaviors through a series of book studies

Engaging students in Poverty book talk

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

Currently we have 144 (187 total last year) referrals from the start of the year. We did not meet our goal of decreasing referrals by 50%.

I have attached a break down of the referrals by student, Black/Non-Black, ESE/Non-ESE, and EBD. I have added some specific information which is important when reviewing the data. We are a general education campus with 3 EBD units: 1/2, 3/4 and 5th. We have implemented a new 10 point School Wide Behavior system this year across the grade levels, excluding the EBD units. The EBD units use a level system and their point percentages are used for school based incentives.

We are able to monitor and support students in the RtI process using this data. We have identified 17 students needing tier 2 behavior supports based on this data (11 Non-Black/6 Black, 2 female, 15 male). I have attached the spread sheets of groups, intervention and scheduled times.

We are providing support and training, through the district, to our EBD teachers as necessary for interventions and strategies. There are some challenging students in the EBD units requiring more support than we have to provide. We have 123 ESE students. According to the District ESE report for discipline for July-January there have been 134 referrals with 81 coming from 23 ESE students. There have been 24 Out of School Suspensions with 18 coming from ESE students. Of the 23 ESE students receiving referrals 16 of them are EBD: 8 of them are Black and 8 are Non Black. 3 of those students came to us with referrals not received at our school. 2 of the students have been placed in a more restrictive environment: 1 Black and 1 Non Black.

We are aware of the differences of reactions to situations between the Black student and the Non-Black student. We take this into account when considering referrals and consequences. However we have a zero tolerance for physical aggression or violent verbal aggressive threats against peers and adults. The Social Worker and the Behavior Specialist are providing individual and group counseling.

We are aware of training necessary for dealing with Black males across the grade levels and programs. We are researching training available through the District.

We also began a series of book studies to address the varying needs of students with disabilities in January 2015 to develop an awareness of students with undiagnosed differences.

According to our school based 10 point system percentages we are meeting the 80% meeting expectations for school wide behavior. The students not meeting the monthly 80% behavior OPM are either in a self contained EBD class or receiving a tier 2 Behavior Intervention.

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