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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 MUSTANG WAY

Show Respect for myself and others by:

- Keeping hands and feet to self
- Using quiet voices in quiet zones in the building
- Walking throughout the building
- Leaving all toys, games and electronic devices at home
- Being kind to others

Be Responsible for my learning by:

- Being prepared for school
- Arriving to school on time and staying until dismissal

Be Honest by:

- Telling the truth
- Admitting mistakes
- Solving the problem

Cafeteria

Being kind to everyone

Eating only your food

Speaking only to those students at your table  
Entering the cafeteria in an orderly line.

Raising your hand when you need something.

Picking up all of your trash and placing it in the garbage can.

Walking to line up with your class  
Telling the truth

Admitting mistakes

Solving the problem

Hallways

Keeping hands and feet to self

Using quiet voices in quiet zones in the building

**Benchmarks of Quality Score: 85 / 107 = .79**

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

4/9/2015

Walking throughout the building

Respecting that learning is taking place

Being kind to others

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**Goal 1: Reduce the number of in school suspensions**

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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?**

Use of consistent behavior management plan and data across classrooms

REVISED - Barriers - inconsistent use of behavior management plans in individual classrooms  
inconsistent understanding of major/minor discipline issues

Strategies to reduce barriers - Use of school wide behavior management plan. All classrooms using 5 point scale. All students starting in on middle level

**Implementation Steps**

Staff trained with new school wide behavior plan

**Person(s) Responsible**

Classroom Teachers  
Administration  
Behavior Specialist

**Timeline / By When?**

Initiated

3/4/15 Revised  
Ongoing

ongoing

**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?**

Book of the month which corresponds to the character word of the month

**Implementation Steps**

Books chosen that represent the character word of the month  
Classroom teacher use book of the month to highlight character word

**Person(s) Responsible**

Classroom Teacher  
Administration

**Timeline / By When?**

End of year

14/15 School-wide Behavior Plan  
Oakhurst Elementary School

4/9/2015

Initiated

3/4/15 Revised

ongoing

**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?**

SBLT that meets twice a month and focus on behavior concerns

**Implementation Steps**

SBLT meeting

Behavior database which reflects students who have had a behavior concern or teacher requested assistance

**Person(s) Responsible**

Behavior Specialist

SBLT

**Timeline / By When?**

End of year

Initiated

3/4/15 Revised

ongoing

Ongoing

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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**

Behavior Database  
Use of Focus for # of referrals and action from referrals

**Implementation Steps**

Use of classroom daily behavior to target students in need of intervention  
Look at frequent behaviors calls

**Person(s) Responsible**

Behavior Specialist

**Timeline / By When?**

End of year

**Initiated**

**3/4/15 Revised**

**Completed**

Ongoing

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**Goal 2: Reduce number of referrals**

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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?**

Use of consistent behavior management plan and data across classrooms  
REVISED - BARRIERS inconsistent use of classroom behavior management plans  
inconsistent knowledge of major/minor behavior

**Implementation Steps**

Staff trained on new school wide behavior management plan  
Consistent use of character word of the month used in all areas of the school

**Person(s) Responsible**

Classroom teachers  
Administration  
Behavior Specialist

**Timeline / By When?**

End of year

**Initiated**

**3/4/2015 Revised**

**Completed**

Ongoing

**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?**

Book of the month which corresponds to the character word of the month

**Implementation Steps**

Books chosen that represent the character word of the month  
Classroom teacher use book of the month to highlight character word

**Person(s) Responsible**

Classroom Teacher  
Administration

**Timeline / By When?**

End of year

**Initiated**

**3/4/2015 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?**

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

4/9/2015

SBLT that meets twice a month and focus on behavior concerns

**Implementation Steps**

SBLT meeting

Behavior database which reflects students who have had a behavior concern or teacher requested assistance

**Person(s) Responsible**

Behavior Specialist

SBLT

**Timeline / By When?**

End of year

**Initiated**

**3/4/2015 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?
- 

**Strategy**

Behavior Database  
Use of Focus - which will access # of referrals, and action from referrals

**Implementation Steps**

Use of classroom daily behavior to target students in need of intervention  
Look at frequent behaviors calls

**Person(s) Responsible**

Behavior Specialist  
Administration

**Timeline / By When?**

End of year

**Initiated**

**Status**

**Completed**



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**Goal 3: Decrease the number of students absent 10% of the school year**

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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?**

CST meetings 2 times per month

**Implementation Steps**

Database to reflect # of absences  
CST meetings

**Person(s) Responsible**

Social Worker  
SBLT

**Timeline / By When**

End of year

**Initiated**

**revised 3/17/15**  
Ongoing

**ongoing**

**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?**

Target those students who have more than 5 unexcused absences - inform parents through letter/phone call

**Implementation Steps**

CST meeting to look at data

**Person(s) Responsible**

Social Worker  
SBLT

**Timeline / By When**

end of year

**Initiated**

**revised 3/17/15**

**ongoing**

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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**

CST meetings 2 times per month to look at absences and tardies  
Use of FOCUS to record absences

**Implementation Steps**

Database to continue to watch targeted students

**Person(s) Responsible**

Social Worker  
SBLT

**Timeline / By When?**

End of year

**Initiated**

**revised 3/4/15**

**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**

WOW Room (Weekly Oakhurst Winner)

**Implementation Steps**

Classroom teachers chose a student each week  
The teachers write why they were chosen  
Announced on morning TV and go to WOW room in the afternoon

**Person(s) Responsible**

Classroom Teachers  
Guidance Counselor

**Timeline / By When?**

End of year

**Initiated**

**2/16/15 Revised**

**Completed**

**Strategy**

Character Winner of the Month

**Implementation Steps**

Classroom teachers chose a student per month that best represents the character word for that month  
Students are announced at the Mustang Round-Up (school assembly held once a month) parents are invited  
Pictures of students are then displayed in cafeteria

**Person(s) Responsible**

Classroom Teachers  
Guidance  
Administration

**Timeline / By When?**

End of year

**Initiated**

**2/16/15 Revised**

**Completed**

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

4/9/2015

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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?**

SBLT will review classroom behavior data to look for trends in both students and classrooms

**Implementation Steps**

Twice a month SBLT meeting that reviews behavior data

**Person(s) Responsible**

Classroom teachers  
Behavior Specialist  
SBLT

**Timeline / By When?**

End of year

**Initiated**

**1/26/15 Revised**

**Completed**

Ongoing

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Oakhurst Elementary School**

4/9/2015

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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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Classroom teachers to create a school wide behavior system in their classroom

SBLT will use behavior data from individual classrooms to make decisions

SBLT will monitor the data on individual students or classrooms to see if interventions/recommendations are appropriate

SBLT will use data to monitor the absences of students

When a student reaches 5 absences, the SBLT will begin to monitor their attendance twice a month

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Oakhurst Elementary School**

4/9/2015

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**Professional Development:**

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

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PLCs used to discuss behavior data and issues

ASD 101 will be offered to staff (several of the strategies can be used/altered to work in the general education setting)

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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**

Goal 1

The number of in school suspensions (13) for the 1st semester of 2014/2015 is the same as the 1st semester of 2013/2014. Both years, the number of students with the in school suspensions was 8. Currently, two students who received in school suspensions have new FBA/PBIPs. One of the students has been placed in the ASD self contained classroom and one student has been placed on a check in/check out system.

Goal 2

Currently for the 1st semester of 2014-2015, we have had 50 total referrals. This is above the number of referrals for first semester of 2013/2014. This is the first year that our teachers have used a common behavior management plan (a five level system) throughout the school. The next step is for teachers to begin to collect data for those students on our behavior radar list, discussed at SBLT and a part of our behavior database. This data can then be used to focus on student interventions or classroom interventions.

Goal 3

Our SBLT meets twice a month to discuss absences, tardies and early release. Students are sent home a letter when they have reached 10 excused or unexcused absences. Tardies are also discussed and parents are given a letter when there are excessive tardies.

To help the discipline discrepancy between black and non-black. We have had a total of 3 black students who have received a referral. Two of those students have had multiple referrals. Those two students have FBAs and have an active intervention plan.

Oakhurst Elementary continues to infuse character into academics. Each classroom receives a book of the month that correlates with the character trait of the month.

ASD 101 training was offered to staff members, the training consisted of several interventions and accommodations that can be used in the general education classroom with all students.

We have implemented a Check in/check out program. We currently have 6 students on this program.

REVISION - Evidence based interventions being used for our 3 African-American students with discipline referrals are 2 of the students have FBAs and one has a PBIP. All the students are on a CICO system with daily tracking of points as a visual for both students and teachers. The students have an individualized behavior plan that focus on their behavior of concern, as well as reinforcers that are chosen by the students. The data for the FBAs and PBIPs are reviewed, as well as a change of intervention if necessary. The data has shown that there has been a decrease for one of the students. One student recently had a FBA review and the intervention was changed. Next steps for these students are continued monitoring of their plans with possibility of one possibly being looked at for evaluation based on RTI.

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4/9/2015