

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

1/16/2015

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 have been defined at our school.

They are

Always do your best

Respect others and yourself

Treat others kindly

Safety first

In the cafeteria the expectations are clearly defined, posted, reinforced and taught in the classroom with a powerpoint at the beginning of the year and reviewed in January.

This year one of our goal is to make posters and post the expectations and guidelines for success in the halls and stairwells.

The classroom expectations are posted, taught and practiced in each classroom including the arts, PE and spanish.

Goal 1: Reduce number of referrals for African American students

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 positive relationship between student and teacher by having at least a 3:1 ratio of positive to negative interactions. Increase positive teacher/student conversations.

Eliminate some referrals by having a parent conference. As a magnet school referrals are given for failure to return sign and return documents and for not attending performances. If the parent comes in to conference with the principal these could be waived.

Implementation Steps

Teach the Two-by-Ten method at Faculty meeting with guidelines for how to use it to increase positive conversations. The importance of this 3:1 positive ratio along with ideas how to use it was taught at pre-school. STOIC will be done in one classroom per grade level to assess the current ratio of interactions. Ideas on how to have more positive interactions along with examples and clarification will be included in monthly faculty or PLC meetings.

Principal will use his discretion for referrals that might be handled as a parent conference and eliminate the referral.

Person(s) Responsible

School Counselor will teach the monthly positive ratio ideas. Assistant principal will teach the Two-by-Ten method. SBLT team will come up with ideas for increasing positive ratio based on champs book, classroom observation etc. Principal will handle case by case referrals

Timeline / By When?

Positive ratio trainings will begin in October. STOIC's will be performed before the end of September, in January and in May.

The Two-by-Ten will be taught at the first faculty meeting in September.

Initiated

Status

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?

Increase the positive relationship between teacher and student by increasing the ratio of positive interactions to 3:1. Also to build stronger bonds by increasing teacher interest in students life through conversation

Using conferencing with the parent as an option to eliminate a referral for some occasion. Since we are a magnet school referrals are written for some things (sign and return document or non attendance for a performance) the principal may be able to eliminate the referral if parent comes in to conference.

Implementation Steps

Randomly select one class per grade level and do a STOIC observation.
Teach

Person(s) Responsible

Timeline / By When?

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

1/16/2015

Initiated

Status

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

Last years discipline data was used to determine this goal.

The referral log will be used and reviewed at each SBLT meeting to determine the amount of referrals and who is receiving them. STOIC will be done three times throughout the year to measure if there is an increase in positive to negative ratio.

Implementation Steps

See above

Person(s) Responsible

The social worker will report on the referrals and keep a log of plans being used for students who have referrals. The school psychologist, social worker and school counselor will perform the STOIC at designated time periods. Classroom/hallway observations will be discussed and noted at the SBLT meetings and performed by all members throughout the day.

Timeline / By When?

STOIC September, January and May
Bi- weekly on the referrals and observations.

Initiated

Status

Completed

Goal 2: Increase quiet and orderliness in the common areas to increase student achievement

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?

Post expectations in these areas and have these expectations reviewed and posted in the classroom.
Teachers will use a reinforcer for compliments they receive on their classes behavior in these areas.
Students will receive recess in grades 1-5 if they follow directions in the cafeteria.

Implementation Steps

Posters stating the expectations and guidelines for success will be hung in the common areas by the end of September. Hallway and common area expectations will be reviewed by the with the teachers pre-school and taught to the students along with the classroom rules.

A classroom reinforcer for common area behavior will be taught to the students and implemented by September 15th. Some of these will be shared at the faculty meeting and staff will be asked to make an effort to comment if they see a nice quiet line or other appropriate behavior.

SBLT will discuss and design a plan for the times when the students travel the building without a teacher. Focus, chorus, band, strings.

Recess will be used in the cafeteria starting 8/25, a schedule will be in place for recess duty and substitutes. Cafeteria and recess rules will all be reviewed in the classroom before August 25th.

Person(s) Responsible

Principal is making the posters for the common areas. Assistant principal will discuss common area expectations during pre-school. Teachers will teach them in the classroom. Principal will discuss at the September faculty meeting the plans teachers have in place for common areas and remind staff to compliment appropriate behavior

SBLT will develop common area expectations overall and for students traveling to focus, strings band and chorus.

Assistant principal will manage and organize recess

Timeline / By When?

Recess by 8/25

Expectations in common areas will be posted by September 30th

Classroom ideas for reinforcers and staff participation will be done at the September faculty meeting

Expectations reviewed with staff at pre-school

SBLT will develop expectation by October 15th and ongoing

Initiated

Status

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?

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Teachers will use a reinforcer for compliments they receive on their classes behavior in these areas.
Students will receive recess in grades 1-5 if they follow directions in the cafeteria.

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**14/15 School-wide Behavior Plan
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1/16/2015

along with the classroom rules.

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Person(s) Responsible

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Timeline / By When?

Recess by 8/25

Expectations in common areas will be posted by September 30th

Classroom ideas for reinforcers and staff participation will be done at the September faculty meeting

Expectations reviewed with staff at pre-school

SBLT will develop expectation by October 15th and ongoing

Initiated

Status

Completed

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

Teacher observation and survey was used to determine this goal
Teacher observation and survey will be used to determine if expectations have been met.
Cafeterias referrals will be used to monitor the cafeteria

Implementation Steps

Develop a short survey to give to teachers
Use observation to determine if rules and expectations are being followed

Person(s) Responsible

cafeteria managers, SBLT

Timeline / By When?

Surveys will be conducted in August, January and May

Initiated

Status

Completed

Goal 3: Decrease repeat 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?

When a student receives a referral a conference will be held with the teacher, counselor, student and parent. A behavior plan will be put in place for any behavior referrals. A flow chart will be developed to show how this plan will flow. The flow chart will be shared pre-school.

Implementation Steps

when a student receives a referral the conference will be held with the teacher, counselor and parent and student. A behavior plan will be developed and put into place at the conference.

The SBLT team will develop a few different tier 2 plans that we can implement and track the data on.

Person(s) Responsible

SBLT to develop plans for tier 2, teacher will schedule the conference, counselor will track the data from the behavior plan and psychologist, social worker and counselor will track for fidelity

Timeline / By When

SBLT to develop plans for tier 2, teacher will schedule the conference, counselor will track the data from the behavior plan and psychologist, social worker and counselor will track for fidelity

Initiated

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?

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Implementation Steps

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The SBLT team will develop a few different tier 2 plans that we can implement and track the data on.

Person(s) Responsible

SBLT to develop plans for tier 2, teacher will schedule the conference, counselor will track the data from the behavior plan and psychologist, social worker and counselor will track for fidelity

Timeline / By When

On going as needed from the beginning of the year

Initiated

Completed

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

1/16/2015

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

This is a goal based on our data for multiple referrals to one student
It will be measured by the tier 2 graph and referral data

Implementation Steps

tier 2 graph will be reviewed monthly and referral information will be reviewed each SBLT meeting

Person(s) Responsible

social worker will bring the referral information to the SBLT meeting, counselor will graph and review the tier 2 data

Timeline / By When?

Ongoing as needed from the beginning of the year

Initiated

Status

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

Our school wide recognition plan is recess for students in grade 1-5 who meet the expectations and follow the rules in the cafeteria. All student will benefit in 1st through 5th grade and it will reduce the noise and getting up from the seat in the cafeteria.

Implementation Steps

recess equipment such as balls, hoola hoops, jumpropes etc will be purchased by PTA. Four square and hopscotch will be painted on the sidewalk and bus area. Cones will be purchased to close off the recess area. A powerpoint will be developed to teach students the cafeteria/recess rules. Each student will have a lanyard and wear their name badge to lunch each day. If they follow the rules they keep their name tag and go out to lunch. If they don't they lose their name tag and sit at the silent table.

Person(s) Responsible

powerpoint developed by SBLT, equipment purchased by principal and assistant principal. Schedule for recess coverage developed by the assistant principal.

teachers will teach the expectations and cafeteria staff will review from time to time in the cafeteria

Timeline / By When?

pre-school and as needed throughout the year

Initiated

Status

Completed

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?

Establish school wide guidelines and post around school. A.R.T.S.

Implementation Steps

Teachers create classroom plans. Teachers will be encouraged in the future to align their classroom rules to the school wide guide lines for success.

Person(s) Responsible

Classroom Teachers
Administration

Timeline / By When?

Initiated

Status

Completed

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

1/16/2015

Action Plan:

Plan to Monitor for Fidelity of Implementation

Review the SWBP at the first SBLT meeting of the month to make sure we are on track.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

champs training
classroom management training
ten to two training
cultural competence training

Midyear:

1. How will you reduce the discipline discrepancy between Black and Non-Black?

Enter a summary of the current status of implementation

We have started our "ARTS" Campaign this semester. Banners have been hung around school and each class has a poster in the room. We have created a video that follows our news show which illustrates proper behavior. We also have a segment of our news show with a roving reporter that asks students what good behavior looks like at Perkins. In addition to that we have had a behavior data meeting with the faculty and staff. We reviewed the data and discussed ways to decrease the number of behavior reports written.

Currently we have 37 behavior reports, 2 out of school suspensions with 8 students having multiple referrals. A gap between our black and non black students exists.

Black - 30

White - 4

Hispanic - 1

Multiracial - 2

Once a student has two behavior reports, the classroom teacher, school counselor and assistant principal meet with the parent to develop a success plan.