
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?
-

Questions to guide discussion:

Be Responsible, Be Respectful, Be Accountable

-Be Responsible

1. Classroom

- Be on time
- Bring your materials everyday
- Be an active learner
- Try your best

2. Hallways

- Have a hall pass during class time
- Go directly to your destination
- Face forward and walk at a steady pace
- Walk and talk; no loitering zone

3. Cafeteria

- Be on time
- Only touch what you plan to purchase
- Be in the authorized lunch area
- Wait your turn patiently
- Stay seated until dismissed

4. Restroom

- Have your hall pass
- Go directly to the bathroom
- Use the closest restroom

5. Bus

- Remain Seated
- Listen to the Driver
- Observe all Safety Rules

-Be Respectful

1. Classroom

- Follow the instructions from the adult in charge
- Follow the dress code
- Use appropriate language

2. Hallways

- Keep your hands and feet to yourself
- Keep the hallways clean and litter free
- Use appropriate language
- Use acceptable tone

3. Cafeteria

- Use appropriate tone
- Keep hands, feet, and food to yourself

4. Restroom

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- Use restroom etiquette (flush, wash hands, throw away trash)
- Use appropriate supplies

5. Bus

- Wait your turn
- Keep hands, feet, and objects to yourself
- Follow Directions

Goal 1: Reduce the occurrence of classroom and campus disruption by 20%

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?

-Classroom management, student & teacher expectations, cultural proficiency, and administrative discipline matrix professional development for all faculty members during pre-school and throughout the school year.

Implementation Steps

-Professional Development plan developed and implemented for the entire faculty during preschool with follow-up throughout the school year with pre-determined topics based on discipline data trends from the 2013-2014 school year

Person(s) Responsible

-Kimberly Vongsyprasom, AP
-David Rosenberger, Principal
-SWBP Team

Timeline / By When?

-Initial PD for faculty: pre-school 8/12/14 with ongoing professional development during monthly grade level PLC's
-STOIC Training: October 2014

Initiated
7/29/2014

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?

-Data progress monitoring during A-Team meetings bi-weekly with follow-up problem solving at grade level PLC's

Implementation Steps

-Data progress monitoring to facilitate data-driven dialogue and with aggregated data
-Reflect and PDSA based on data for continuous improvement

Person(s) Responsible

-Kimberly Vongsyprasom, AP
-David Rosenberger, Principal
-Hans Jaspers, TIF Staff Developer
-Rochelle Turner, Behavior Specialist
-SWBP Team

Timeline / By When?

-STOIC Training: October 2014
- Data Review monthly at A-Team and SBLT meeting

Initiated

3/4/15 Revised

ongoing

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9/3/2014

Pending

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-wide activities of expectations for students during the first days of school, PBS initiatives, implementation of positive referrals, and frequent re-teaching of the expectations for the student body

Implementation Steps

-PBS Calendar, Initiatives, and Community Sponsors to reinforce positive behaviors

Person(s) Responsible

-Kimberly Vongsyprasom, AP
-David Rosenberger, Principal
-Hans Jaspers, TIF Staff Developer
-Rochelle Turner, Behavior Specialist
-SWBP Team

Timeline / By When?

-PBS Calendar and Initiatives during preschool and every report card period; positive referrals and expectations daily

Initiated

8/20/2014

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?

Bradley MOU

- utilize a disciplinary discrepancy audit to identify areas that are disparities in discipline data for African American students

-school-wide programs that support the increased participation of A.A. students to promote a culture of inclusion

Implementation Steps

-Discrepancy audit
-program subgroup representation data
-Standard Protocol Resource & Data Map
-Develop a group of standard protocol interventions that can be easily implemented
-Document Availability of resources/interventions and how to access data/resources
-"Expert" designee for each resource to build capacity and train
- Intervention design & support continuous monitoring and support
-Progress monitoring tool

Person(s) Responsible

-A -Team
-SWBP Team

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Timeline / By When?

- A-Team monthly meeting
- SBLT bi-weekly meetings
- Grade level PLC's monthly

Initiated

3/4/15 Revised

ongoing

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

-Increase the DIS data literacy, data analysis, and drill down to determine critical supports/interventions needed

Implementation Steps

- Standard Protocol Resource & Data Map
- Develop a group of standard protocol interventions that can be easily implemented
- Document Availability of resources/interventions and how to access data/resources
- “Expert” designee for each resource to build capacity and train
- Intervention design & support continuous monitoring and support
- Progress monitoring tool

Person(s) Responsible

- ATeam
- David Rosenberger, Principal
- Hans Jaspers, TIF Staff Developer
- Rochelle Turner, Behavior Specialist
- SWBP Team

Timeline / By When?

- A-Team monthly meeting
- SBLT bi-weekly meetings
- Grade level PLC's monthly

Initiated
9/3/2014

3/4/15 Revised
Pending

Completed

Goal 2: Decrease the occurrence of defiance/insubordination by 10%

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

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?

-implementing collaborative inquiry for reflective dialogue school-wide

Implementation Steps

- Behavior process described in narrative format or depicted in graphic format
- Behavior process includes documentation procedures
- Behavior referral form includes information useful in decision making.
- Problem behaviors are identified
- Major/minor (Levels of misbehavior) are clearly differentiated.
- Suggested array of appropriate responses to different levels of misbehavior are identified.
- Data Analysis, follow-up PD, and re-teaching for students and teachers

Person(s) Responsible

- Kimberly Vongsyprasom, AP
- David Rosenberger, Principal
- Hans Jaspers, TIF Staff Developer
- Rochelle Turner, Behavior Specialist
- SWBP Team

Timeline / By When?

- Pre-school for teachers 8/12/14 and ongoing throughout the school year
- First days of school for students 8/20/14 and ongoing at assemblies, and daily reinforcement

Initiated

8/5/2014

3/4/2015 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?

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-Increase the DIS data literacy, data analysis, and drill down to determine critical supports/intervention

Implementation Steps

- Standard Protocol Resource & Data Map
- Develop a group of standard protocol interventions that can be easily implemented
- Document Availability of resources/interventions and how to access data/resources
- “Expert” designee for each resource to build capacity and train
- Intervention design & support continuous monitoring and support
- Progress monitoring tool

Person(s) Responsible

- Kimberly Vongsyprasom, AP
- David Rosenberger, Principal
- Hans Jaspers, TIF Staff Developer
- Rochelle Turner, Behavior Specialist
- SWBP Team

Timeline / By When?

- A-Team monthly meeting
- SBLT bi-weekly meetings
- Grade level PLC's monthly

Initiated

9/3/2014

3/4/2015 Revised

Pending

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?

Bradley MOU

- professional development for teachers on embracing and understanding different cultural norms and how to utilize CMP to support the learning of A.A. students
- positive incentives and problem solving/conflict resolution support for A.A. students

Implementation Steps

- PD
- Review of CMP
- Referral and intervention coaching
- VPS support groups via elective classes and group sessions

Person(s) Responsible

- A-Team
- SWBP

Timeline / By When?

- A-Team monthly meeting
- SBLT bi-weekly meetings

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-Grade level PLC's monthly

Initiated

9/21/2014

3/4/2015 Revised

Pending

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

-Increase the DIS data literacy, data analysis, and drill down to determine critical supports/intervention

Implementation Steps

- Standard Protocol Resource & Data Map
- Develop a group of standard protocol interventions that can be easily implemented
- Document Availability of resources/interventions and how to access data/resources
- “Expert” designee for each resource to build capacity and train
- Intervention design & support continuous monitoring and support
- Progress monitoring tool

Person(s) Responsible

- Connisheia Mathews, AP
- David Rosenberger, Principal
- Hans Jaspers, TIF Staff Developer
- Rochelle Turner, Behavior Specialist
- SWBP Team

Timeline / By When?

- A-Team monthly meeting
- SBLT bi-weekly meetings
- Grade level PLC's monthly

Initiated

Status

Completed

Goal 3: Reduce the percentage of the infraction discrepancy between black and non-black students from 10.5% to 8%.

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
9/3/2014

revised 3/17/15
Pending

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?

- Provide ongoing training opportunities in Culturally Responsive teaching
- Provide Cultural Competence training
- Book Study on Rigor

Implementation Steps

- Schedule training
 - Communicate and train staff
 - monitor data
- Reflect and receive feedback

Person(s) Responsible

- Kimberly Vongsyprasom, AP
- David Rosenberger, Principal
- Hans Jaspers, TIF Staff Developer
- Richelle Turner, Behavior Specialist
- SWBP Team

Timeline / By When

SWBT-Biweekly meetings
Monthly A-Team Meetings

Initiated
7/31/2014

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

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-Increase multi-tiered levels of behavioral support to African American students who are identified as being frequently referred.

Implementation Steps

- Identify students being frequently referred
- Provide T2 behavioral supports (Violence Prevention; peer support groups; mentoring; check & connect; Surface Counseling)
- Provide T3 behavioral supports for our students who have displayed multiple incidents of behavior that present safety concerns
- Review and Revise Resource Map

***Data Sources may include

- FOCUS Reports
- Observations of Common Area
- Discipline Referrals
- DIS Data/Portal
- Injury Reports and Witness Statements
- Data progress monitoring
- interventions and support
- Frequency Data
- Random Sample observations

Person(s) Responsible

- Kimbelry Vongsyprasom, AP
- David Rosenberger, Principal
- Hans Jaspers, TIF Staff Developer
- Rochelle Turner, Behavior Specialist
- SWBP Team

Timeline / By When

-Data analysis -SWBT -monthly; T3 Team -biweekly

Initiated
8/18/2014

revised 3/17/15
Ongoing

ongoing

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

Complete a data analysis and drill down to determine critical supports/intervention needed.

Implementation Steps

- Standard Protocol Resource & Data Map
- Develop a group of standard protocol interventions that can be easily implemented
- Document Availability of resources/interventions and how to access data/resources
- “Expert” designee for each resource to build capacity and train
- Intervention design & support continuous monitoring and support
- Progress monitoring tool

***Data Sources may include

- FOCUS Reports
- Surveys (students, teachers, families)
- Observations of Common Area
- Discipline Referrals
- DIS Data/Portal
- Focus Groups
- Injury Reports and Witness Statements
- Frequency Data
- Random Sample

Person(s) Responsible

- Kimberly Vongsyprasom, AP
- David Rosenberger, Principal
- Hans Jaspers, TIF Staff Developer
- Rochelle Turner, Behavior Specialist
- SWBP Team

Timeline / By When?

- A-Team monthly meeting
- SBLT bi-weekly meetings
- Grade level PLC's monthly

Initiated
9/3/2014

revised 3/4/15
Pending

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

-Increase the amount of positive referrals

Implementation Steps

- Revise PBS system to "Top of the Flock" PBS Initiative
- Develop PBS calendar, initiatives, and incentives for each report period
- Train staff on recognition system and processes
- Inform students, families, and all stakeholders of initiatives
- Analyze data for trends, discrepancies, and improvement
- Use BOQ, PIC, Surveys, and positive referral data for continuous improvements (supports)
- Benefit to all subgroups (A.A., Hispanic, ESE, ESOL) based on data trends
- Develop an interactive file to document and track positive referrals

Person(s) Responsible

- Kimberly Vongsyprasom, AP
- David Rosenberger, Principal
- Hans Jaspers, TIF Staff Developer
- Richelle Turner, Behavior Specialist
- SWBP Team

Timeline / By When?

- Pre-School 8/12/14
 - BTSN and Assemblies for students
 - A-Team monthly meeting
 - SBLT bi-weekly meetings
 - Grade level PLC's monthly
- Interactive File- Technology Specialist by 2/2/15

Initiated

8/19/2014

2/16/15 Revised

Ongoing

Completed

Strategy

--celebrate student success with the use of incentives each report period

Implementation Steps

- Revise PBS system to "Top of the Flock" PBS Initiative
- Develop PBS calendar, initiatives, and incentives for each report period
- Train staff on recognition system and processes
- Inform students, families, and all stakeholders of initiatives

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- Analyze data for trends, discrepancies, and improvement
- Use BOQ, PIC, Surveys, and positive referral data for continuous improvements (supports)
- Benefit to all subgroups (A.A., Hispanic, ESE, ESOL) based on data trends
- Provide incentives every month for attendance, behavior, and grades

Person(s) Responsible

- Kimberly Vongsyprasom, AP
- David Rosenberger, Principal
- Hans Jaspers, TIF Staff Developer
- Rochelle Turner, Behavior Specialist
- SWBP Team

Timeline / By When?

- Pre-School 8/12/14
- BTSN and Assemblies for students
- A-Team monthly meeting
- SBLT bi-weekly meetings
- Grade level PLC's monthly
- Incentives for attendance, behavior, and grades -monthly

Initiated

8/19/2014

2/16/15 Revised

Ongoing

Completed

Strategy

- School events designated for "Top of the Flock" (students who have received positive referrals)
- Increase the positive behavior of students with challenging behaviors

Implementation Steps

- PBS Initiatives
- T3 Team
- Develop PBS calendar, initiatives, and incentives for each report period
- Train staff on recognition system and processes
- Inform students, families, and all stakeholders of initiatives
- Analyze data for trends, discrepancies, and improvement
- Use BOQ, PIC, Surveys, and positive referral data for continuous improvements (supports)
- Benefit to all subgroups (A.A., Hispanic, ESE, ESOL) based on data trends
- Review and revise Teacher response matrix and disseminate to staff

Person(s) Responsible

- Kimberly Vongsyprasom, AP
- David Rosenberger, Principal
- Hans Jaspers, TIF Staff Developer
- Rochelle Turner, Behavior Specialist
- SWBP Team

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Timeline / By When?

- BTSN and Assemblies for students 8/14/14
- T3 Team meeting monthly
- A-Team monthly meeting
- SBLT bi-weekly meetings
- Grade level PLC's monthly

Initiated

8/19/2014

2/16/15 Revised

Ongoing

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?

- Increase the DIS data literacy, data analysis, and drill down to determine critical supports/intervention
- Monitor student data sets and successful implementation

Implementation Steps

- Professional Development plan developed and implemented for the entire faculty during preschool with follow-up throughout the school year with pre-determined topics based on discipline data trends from the 2013-2014 school year

Person(s) Responsible

- Kimberly Vongsyprasom, AP
- David Rosenberger, Principal
- Hans Jaspers, TIF Staff Developer
- Rochelle Turner, Behavior Specialist
- SWBP Team

Timeline / By When?

- BTSN and Assemblies for students 8/14/14
- T3 Team meeting monthly
- A-Team monthly meeting
- SBLT bi-weekly meetings
- Grade level PLC's monthly

Initiated
9/3/2014

1/26/15 Revised
Ongoing

Completed

Action Plan:

Plan to Monitor for Fidelity of Implementation

-Leadership Team (Step 1)

- SBLT integrates academics & behavior/climate & culture.
- Team is representational of school staff.
- Team meets bi-weekly.
- Team members have assigned roles.
- Team develops processes for orienting new members.
- Team communicates at least monthly about implementation of SW Behavior Plan.

-Staff Involvement & Commitment (Step 2)

Professional Development with follow-up

buy-in

build consensus & capacity

-Problem-Solving: Data Based Decision Making (Step 3)

Team regularly reviews and analyzes multiple data sources about discipline, climate, and safety

Team presents a summary of the data for staff

BOQ, PIC

Surveys (staff, students, families)

Observations of Common Areas

Disciplinary Referral

Injury Reports

Focus Groups

-Guidelines for Success (Step 4)

3-5 School Wide Guidelines for Success are:

- Developed & adopted
- Lesson plans developed & taught
- Posted in common areas
- Posted in classrooms
- Used as the center of all aspects of the school's behavioral & motivational strategies
- Are parts of any disciplinary referral form and are used to describe the positive opposite of any problematic behavior.

-Common Area Policies & Procedures (Step 5)

-Effective Procedures for Dealing with Discipline (Step 6)

- Administration has clearly defined the PCS model & expectations for staff
- Classroom Coaching integrates both academics and behavior/climate

-Reward & Recognition Policies & Procedures (Step 7)

- A system of rewards/recognition has elements that are implemented consistently across campus.
- A variety of methods are used to reward/recognize students.
- Rewards/recognition are linked to GFS, Common Area expectations, and rules.
- Rewards/recognitions are varied to maintain student interest.
- Positive-to-Negative Ratio of interactions are consistently high

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- Students are involved in identifying/developing recognition systems & incentives
- The system includes recognition/incentives for staff.

-Classroom Systems (Step 8)

- Structured for Success

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

- STOIC
- Student Engagement
- Leadership Rotations pre-school
- Grade Level PLC's
- SBLT
- New Teacher Training
- PCS Mentoring Program
- TTT
- ESE/ASD
- Book Study (Working with Low SES Population)

Amendment 2/3/15:

Cultural Competence Training

Book Study : Rigor is NOT a Four Letter Word

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

2014-2015 SWBP Mid-Year Review

School-wide barriers:

- School-wide Behavior Team is not established and is still in the developing stages
- o Establish Core Team
- o Schedule meetings to occur biweekly
- Guidelines for Success (GFS) are not posted in all common areas or in classrooms
- o Make GFS Posters and post on campus where needed, based on location data
- o Reteach behavioral expectations to students evidenced by lesson plan information
- o Teachers to post GFS in classrooms and review with students weekly
- o Students to receive daily reminders of GFS via morning show
- Resource Map does not include all services / resources available to students
- o Tier 3 (T3) team to create a new Resource Map and disseminate
- Documentation and tracking of positive referrals is not consistent across all grade levels
- o Create an interactive file in order to streamline, document, and track positive referrals across grade levels
- Teachers need additional training in classroom processes and procedures, culturally responsive teaching, and disability awareness
- o STOIC Training rescheduled
- o Book Study: Rigor is NOT a Four Letter Word -scheduled
- o Cultural Competence Training
- PBS calendar needs to be created and distributed
- o SWBT to develop and PBS calendar
- o Align rewards / recognition to GFS, expectations, and rules
- o Vary rewards / recognition to maintain student interest
- o Include recognition / incentives for staff
- More supervision is needed by the faculty / staff during transition times
- o Review teacher expectations during monthly staff PLC meetings and grade level meetings
- Teacher Response Matrix is not completed
- o Review and revise Teacher Response Matrix and disseminate to staff
- Discrepancy in discipline between black and non-black students
- o Provide ongoing training in Culturally Responsive teaching
- o Provide opportunities for students to participate in mentoring programs
- o Provide Tier 2 and Tier 3 behavioral supports
- o Provide opportunities for students to participate in groups with the Violence Prevention Specialist and other Student Service Providers (ie: anger management; friendship group; surface counseling; check & connect)
- o Review and revise Teacher Response Matrix in order to provide teachers with options on how to handle behavioral concerns instead of using a referral

Revisions:

- Updated 'person(s) responsible' to include new assistant principal, technology specialist, and School Wide Behavior Team (SWBT)

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- New timeframe created for staff trainings, ie: STOIC
- New training added: ESE Book Study; Cultural Competence
- Added the implementation of the use of an interactive file in order to document and track positive referrals consistently across grade levels
- Removed PTSA from a strategy to reduce /eliminate barriers of reducing defiance; parent input to still be gathered through surveys
- Removed 'Flying High' events in order to combine with 'Top of the Flock' events
- Changed Goal 2 to reduce /eliminate the gap between black and non-black students and added strategies