

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

1/26/2015

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:

Vision: 100% Student Success

Mission: Students, families, staff and community working together to educate and prepare students for a successful and productive future.

Guidelines for Success Expectations

Prepare for Success

Listen to Learn

Use Good Manners

Make Smart Choices

Be Respectful and Safe

Teachers are creating classroom expectations that align to school wide Guidelines for Success
Expectations will be taught to students, shared with parents and posted in classrooms

Expectations/Incentive program posted in cafeteria.

Action plan includes steps to provide expectations in additional common areas.

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

1/26/2015

Goal 1: Decrease the number of referrals from 117 to 58 (see strategy #8 for black achievement gap)

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?

Review and revise school-wide behavior expectations.

Implementation Steps

SBLT meeting to review school wide behavior plan
During preschool week present updated plan to staff including vision, mission and expectations
Elicit staff feedback, revise vision, mission and expectations
Complete vision, mission, and expectations by staff vote

Person(s) Responsible

SBLT: Sandra Kemp, Holly Del Duca, Kathy Kourkoulos, Betty Gorsage, Jennifer Stowers

Timeline / By When?

August, 2014

Initiated

8/8/2014

Status

Ongoing

Completed

8/15/2014

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?

Implement grade level assemblies to review school wide expectations and academic expectations to students
Communicate school wide expectations to parents
Provide ongoing support to teachers relating to school wide expectations

Implementation Steps

Develop assembly presentation for students relating to school wide expectations
Provide multiple resources to share information with parents: newsletters, open house, school messenger
Utilize weekly update to share ideas for PBS

Person(s) Responsible

Administration: Sandra Kemp, Holly Del Duca

Timeline / By When?

August: Implement assemblies
Monthly: include information in newsletter
Weekly: include support to teachers through weekly update

Initiated

8/18/2014

Status

Ongoing

Completed

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1/26/2015

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Person(s) Responsible

SBLT: Sandra Kemp, Holly Del Duca, Kathy Kourkoulos, Betty Gorsage, Jennifer Stowers

Timeline / By When?

August 2014

<u>Initiated</u> 08/08/2014	<u>Status</u> Ongoing	<u>Completed</u> 08/15/2014
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Administration: Sandra Kemp, Holly Del Duca

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<u>Initiated</u> 08/18/2014	<u>Status</u> Ongoing	<u>Completed</u>
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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?

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Review school wide expectations with teachers,all other staff members and students after the winter break.

Implementation Steps

Review expectations at staff meetings, and conduct professional development activities as needed.
Review expectations and share data with students in grade level assemblies after the winter break.
Review school wide expectations with the students each day on the morning news show.

Person(s) Responsible

SBLT Sandy Kemp, Holly Del Duca, Kathy Kourkoulos, Betty Gorsage, Jennifer Stowers

Timeline / By When?

January, 2015

Initiated

Status
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?

There is no behavior gap between our African American students and our White students. However, we will continue to monitor referral data, report information by subgroup and provide support as needed.

Implementation Steps

We will match a staff member with each of our African American students in an effort to provide additional positive adult contact for each student in this subgroup. Mentors will check in with their student weekly.

Person(s) Responsible

All Staff

Timeline / By When?

We will begin in October 2014.

Initiated
10/08/2014

Status
Ongoing

Completed

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

1/26/2015

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

Review referral data monthly to identify at risk students and/or trends
Review incident report data to identify at risk students and/or trends

Implementation Steps

Based on trend data conduct walk through observations to determine use of positive ratios
Review data to identify struggling classrooms/provide coaching support to individual teachers/teams as needed

Person(s) Responsible

SBLT Sandy Kemp, Holly Del Duca, Kathy Kourkoulos, Betty Gorsage, Jennifer Stowers

Timeline / By When?

Referral/Incident report data will be reviewed monthly by SBLT

<u>Initiated</u> 10/08/2014	<u>Status</u> Ongoing	<u>Completed</u>
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Strategy

Academic and behavior data will be posted in the data room and reviewed on a regular basis. Mentors will provide support to their students as needed.

Implementation Steps

Mentors and students are matched.
Staff will keep a student contact log to provide accountability for the program
Data is shared, color coded and posted in the data room.

Person(s) Responsible

SBLT and all staff

Timeline / By When?

October 2014 and ongoing

<u>Initiated</u> 10/8/2014	<u>Status</u> Ongoing	<u>Completed</u>
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**14/15 School-wide Behavior Plan
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1/26/2015

Goal 2: Decrease the number of students missing 10% or more of instructional time from 49 to 35

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?

Inform parents of importance of bell to bell daily instruction through newsletter, connect ed, open house
Increase telephone communication to families of students who are chronically absent
Utilize attendance letter that focuses the importance of time on instruction

Implementation Steps

Plan and implement parent communication
Provide sanitizer to students/teachers
Review attendance data on a regular basis

Person(s) Responsible

SBLT: Sandra Kemp, Holly Del Duca, Kathy Kourkoulos, Betty Gorsage, Jennifer Stowers, Plant Oper

Timeline / By When?

Parent Communication: ongoing
Absentee communication: ongoing as needed
Hygiene instruction: ongoing as determined by standards

Initiated

8/18/2014

Status

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?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

Status

Completed

**14/15 School-wide Behavior Plan
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1/26/2015

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

Decrease the number of students missing 10% or more of instructional time from 79 to 50

- We had a total of 5567 absences, 4097 tardies, and 1910 early releases.
- 49 students missed more than 10% of instructional time which is a decrease of 30 students.

Implementation Steps

Review present monthly attendance data

Review attendance trend data

Develop action plans based on needs of individual student's absenteeism information

Person(s) Responsible

SBLT: Sandra Kemp, Holly Del Duca, Kathy Kourkoulos, Betty Gorsage, Jennifer Stowers

CST: Social Worker, Guidance, Principal and AP

Timeline / By When?

Review data monthly beginning 8/14-5/15

Initiated

Status

Completed

Goal 3: Improve the cafeteria environment for students by implementing a positive behavior system (decrease number of students put in timeout, sent to office, or receiving referrals as well as increase number of students with positive ratings of cafeteria on a survey)

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?

Implement a revised cafeteria reward system
Teach and implement cafeteria expectations
Professional Development for adults who monitor the cafeteria

Implementation Steps

Cafeteria processes and safety plans will be reviewed with students
WPNN students will create a video to model cafeteria expectations
Positive interaction ratio (5-1) for all cafeteria monitors

Person(s) Responsible

SBLT
Administration

Timeline / By When

Implementation will be ongoing. Based on data review improvements will be made to continually improve cafeteria environment. Data will be reviewed monthly by SBLT

Initiated
08/18/2014

revised 1/26/15
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?

Implementation Steps

Person(s) Responsible

Timeline / By When

Initiated

revised 1/26/15

Completed

**14/15 School-wide Behavior Plan
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1/26/2015

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

Implement a student survey: understanding of cafeteria expectations and reward system, including feedback from students on the program

Implementation Steps

Review of classes receiving cafeteria rewards
Review of student survey results

Person(s) Responsible

BLT Team: Sandra Kemp, Holly Del Duca, Kathy Kourkoulos, Betty Gorsage, Jennifer Stowers

Timeline / By When?

Cafeteria incentive data reviewed weekly to provide incentive (cafeteria monitoring staff)
SBLT review cafeteria behavior data monthly

Initiated
08/08/2014

revised 1/26/15
Ongoing

Completed

Strategy

- Safety and behavior expectation processes will be reviewed, revised, taught, posted, and monitored

Implementation Steps

Create cafeteria expectation visual signs that are posted in cafeteria
Create a bulletin board displaying cafeteria reward system and class achievement
Reteach and support classrooms and/or students who struggle meeting expectations and receiving in

Person(s) Responsible

SBLT: Sandra Kemp, Holly Del Duca, Kathy Kourkoulos, Betty Gorsage, Jennifer Stowers

Timeline / By When?

Cafeteria incentive data reviewed weekly to provide incentive (cafeteria monitoring staff)
SBLT review cafeteria behavior data monthly

Initiated
08/18/2014

revised 1/26/15
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

"Kiddo Celebrations" 1-2 students per class are sent on a "KIDDO" to recognize positive behavior and character traits

Implementation Steps

Teachers determine students who are demonstrating school wide expectations and following the "Character Trait" of the month. Students will receive positive recognition from teachers and administrators and receive an incentive. Principal provides opportunity to celebrate students for demonstrating positive behaviors

Person(s) Responsible

Administration: Sandra Kemp, Holly Del Duca

Timeline / By When?

"Kiddo" celebrations are done weekly and ongoing throughout the school year

Initiated
08/18/2014

Status
Ongoing

Completed

Strategy

Plumb Character tickets are given by staff members to students who demonstrate the Commitment to Character word of the month, awards are given to classes at various increments

Implementation Steps

Create and provide Plumb Character Tickets
Review program implementation with staff
Staff reviews implementation and processes of program with students

Person(s) Responsible

Classroom Teachers, PTA, Administration
Cafe Employee and PTA parent: Amy Sohoski

Timeline / By When?

Ongoing implementation beginning September-June

Initiated
09/01/2014

Status
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?

Staff professional development/participation in revising school wide vision, mission, expectations

Implementation Steps

Power point presentation of mission, vision and expectations that enable staff to collaboratively discuss, revise and vote on updated version

Person(s) Responsible

SBLT: Sandy Kemp, Holly Del Duca, Kathy Kourkoulos, Betty Gorsage, Jennifer Stowers

Timeline / By When?

August 8-August 15, 2014

Initiated
08/08/2014

Status

Completed
08/20/2014

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?

Utilize walk through data to observe implementation of school wide behavior plan alignment in classrooms based on visual cues, positive interaction ratio 5:1, student/teacher feedback

Implementation Steps

Administration completes ongoing walk throughs
Administration provides feedback to teachers in response to walk through data
Behavior Coach/Administration provides PD/Coaching to teachers on as needed basis

Person(s) Responsible

Administration: Sandra Kemp, Holly Del Duca
Behavior Coach: Kathy Kourkoulos

Timeline / By When?

This process is ongoing and will continue throughout the school year. Frequency in classrooms and coaching opportunities will be based on teacher/classroom need

Initiated
08/08/2014

Status

Completed

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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?

Implement school wide systems that effectively support classroom management systems (school wide attention signal, conversation levels, CHAMPS)

Implementation Steps

Provide classroom teachers with attention signal visuals, conversation level visuals and CHAMPS visuals as needed.

Person(s) Responsible

Administration: Sandy Kemp, Holly Del Duca

Behavior Specialist: Kathy Kourkoulos

Timeline / By When?

Ongoing beginning August, 2014

Initiated

Status

Completed

Action Plan:**Plan to Monitor for Fidelity of Implementation**

Preschool week:

Staff Training:

1. Revision of school wide vision, mission and expectations.
Staff will review, submit suggestions and vote.
2. Behavior Plan Review:
Behavior Specialist will review process for creating class expectations, beginning of school year procedures, and new process for
incident reports
3. Teachers will submit class/grade level behavior plans
4. Cultural Competency Continuum:
-implement with SBLT
-implement with staff

SBLT: Ongoing data review

1. Review incident report data looking for student/class trends: provide support to teacher/student based on data analysis
2. Review referral data: provide support
3. Review absenteeism data
-CST will meet consistently and follow up with parents of students with attendance concerns
-revise plan to address absences with parents
4. SWBP Rubric: utilize this rubric to support revision and implementation of our SWBP
5. Behavior Data: There is not a discrepancy between White/African American students presently but data will continue to be
monitored. In addition there is a mentor program being established to support African American students.

CHAMPS:

Based on walk through data: provide teachers with training on CHAMPS, provide resources to support teachers in using CHAMPS

PLC: Discuss behavior data/absence data with teachers to develop success plans for grade levels and/or students

Positive Behavior Support Programs: ongoing

Cafe Incentive: Class Pelican Cards

Kiddo's- Weekly Celebration

Character Tickets- Celebration

Kathy's Korner- helpful resources/tools in weekly newsletter to support teacher's in PBS

Champs Training

Classroom Management Coaching Cycles (as needed based on data)

Cultural Competency: Cultural Proficiency Continuum-Data Coaches Guide (Love)

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Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Preschool week:

Staff Training:

1. Revision of school wide vision, mission and expectations.

Staff will review, submit suggestions and vote.

2. Behavior Plan Review:

Behavior Specialist will review process for creating class expectations, beginning of school year procedures, and new process for

incident reports

3. Teachers will submit class/grade level behavior plans

4. Cultural Competency Continuum:

-implement with SBLT

-implement with staff

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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.

Enter a summary of the current status of implementation

Goal 1.) Currently, there is no negative discrepancy between our Black and Non-Black students. Only 7 out of 34 referrals were written for Black students. We will continue to monitor our school wide plan and focus on subgroups to ensure that a gap does not begin to emerge.

The data at this time reflects that we are on track toward meeting our year end goal of reducing the number of referrals from 117 to 85 or less. In January of last year, we had 66 referrals recorded, and this year we have 34. We have cut the number by half.

Goal 2.) We are also making progress toward reducing the number of absences (5567 to 1341), the number of tardies (4097 to 1675) and the number of early releases (1910 to 884). We have recognized over 250 students so far this year for having perfect attendance. In addition, we have initiated behavior incident forms this year for minor misbehavior. Students receiving an incident report will visit with the Behavior Specialist, Assistant Principal or the Principal. This has cut down on the number of students sitting up in the office for minor infractions; thereby decreasing the amount of time lost from instruction. Follow up phone calls are made to the parents.

Goal 3.) We have revised our Cafeteria plan to include a positive incentive. Members of the Administrative Team share duty throughout the lunch periods. This provides an opportunity for us to strengthen student relationships, talk with students about their academic progress, monitor behavior concerns. Rules are reinforced on a regular basis, and to date, there have only been 2 referrals out of 34 that were generated from the cafeteria.