

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

1/31/2015

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:

1-Our school wide guidelines for success, GFS, directly connects to our four school rules as well as our school vision.

School Rules

Be Respectful

Be responsible

Be Safe

Be an Active Learner

School Vision

Always expect the best-100% student success.

2- Our four school rules are posted in all classrooms and common areas, such as the cafeteria.

3-The GFS's have been clearly defined with our entire staff and student body. Teachers review the rules and talk to students about what each rule "looks like". Classroom teachers also share the power point "Rawlings Cafe`, How it Works". This power point defines the cafeteria process, incorporating our four school rules. PE, Music, and Art teachers also define and utilize the four school rules.

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1/31/2015

Goal 1: Reduce Student Behavior Referrals by 25% (153 to 115, or less)

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?

Whole staff training on addressing, de-escalating, and reducing behavior concerns and defining school processes.

Implementation Steps

Review the Rawlings School-wide Classroom Behavior Process Flowchart, CPI Prevention Intervention Process, and Referral Process in whole staff/faculty meeting. Meet with new to Rawlings teachers to give more specific details of these processes.

Person(s) Responsible

Assistant Principal, Jeane Morehouse

Timeline / By When?

August 15, 2014

Initiated
08/15/2014

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?

Monthly

Implementation Steps

Review the Rawlings School-wide Classroom Behavior Process Flowchart, CPI Prevention Intervention Process, and Referral Process in whole staff/faculty meeting. Meet with new to Rawlings teachers to give more specific details of these processes.

Person(s) Responsible

Jeane Morehouse, Assistant Principal

Timeline / By When?

August 15, 2014

Initiated

Status

Completed

**14/15 School-wide Behavior Plan
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1/31/2015

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?
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Strategy

Review data with MTSS team, staff, and grade level PLC's.

Implementation Steps

Review referrals, ISS, and OSS data.

Continue to collect, analyze, and discuss data from Data Warehouse with staff and grade level PLC's monthly.

List number of Refocus Reports, Referrals, ISS, and OSS in Rawlings Reminders.

Person(s) Responsible

Jeane Morehouse, Assistant Principal

Timeline / By When?

Monthly

Initiated
04/01/2014

Status
Ongoing

Completed
08/08/2014

**14/15 School-wide Behavior Plan
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1/31/2015

Goal 2: Reduce Student Behavior Referrals by 25% (153 to 115, or less)

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?

Alleviate the misunderstanding of the critical role of classroom management by all staff/faculty who work with students.

Implementation Steps

Book study using "Classroom Management that works by Robert Marzano. All staff, instructional and support, will meet once a month.

Person(s) Responsible

Jacqui Oester

Timeline / By When?

Fall 2014

Winter/Spring 2015 We are continueing our book study through the winter and pausing for whole faculty Marzano work with our Pro-Ed Specialist, Amber Nash.

Initiated
10/01/2014

Status
Ongoing

Completed

**14/15 School-wide Behavior Plan
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1/31/2015

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

Review data with MTSS team, staff, and grade level PLC's.

Implementation Steps

Review referrals, ISS, and OSS data.

Continue to collect, analyze, and discuss data from Data Warehouse with staff and grade level PLC's monthly.

Person(s) Responsible

Jacqui Oester, Rtl Coach

Timeline / By When?

Monthly

Initiated

Status

Completed

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Goal 3: Reduce In School and Out of School Suspension by 25% (ISS 30 to 23, or less and OSS 21 to 16, or less)

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?

MTSS Team will create a positive success plan for students who have more severe behavior leading to multiple referrals, ISS, and OSS.. The school counselor and/or social worker will work with these students individually.

Implementation Steps

Meet to discuss ways to address at weekly MTSS meetings, create student success plan, share plan with plan classroom teacher and parent.

Person(s) Responsible

Jaqui Oester, Rtl Coach

Timeline / By When

Weekly, as needed

Initiated
09/22/2014

revised 1/26/15
Ongoing

Completed

**14/15 School-wide Behavior Plan
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1/31/2015

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?
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Strategy

Review data with MTSS team, staff, and grade level PLC's.

Implementation Steps

Review referrals, ISS, and OSS data.

Continue to collect, analyze, and discuss data from Data Warehouse with staff and grade level PLC's monthly.

Person(s) Responsible

Jacqui Oester, Rtl Coach

Timeline / By When?

Monthly

Initiated
09/22/2014

revised 1/26/15
Ongoing

Completed

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1/31/2015

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

Whole staff training on working the Rawlings Positive Behavior Plan-"Rawlings Rockets." **See uploaded plan.

Implementation Steps

Create plan and share with staff, refine plan, introduce final plan and share plan specifics.

Person(s) Responsible

Todd Haraminac, Safety Goal Team Manager

Timeline / By When?

Spring 2014-create
August 8, 2014-introduce final plan

Initiated
08/08/2014

Status
Ongoing

Completed

Strategy

Review data at MTSS, Mid-year check in via a teacher survey for effectiveness of program

Implementation Steps

Review of end of year referrals, ISS, and OSS data.
Continue to collect, analyze, and discuss data from Data Warehouse with staff and grade level PLC's monthly.
Publish in Rawlings Reminders weekly.

Person(s) Responsible

Cindy Bennett, School Counselor

Timeline / By When?

Monthly data review
Plan review currently underway as our data is not reflecting the level of school wide behavior improvement we anticipated.

Initiated
8/8/2014

Status
Ongoing

Completed

**14/15 School-wide Behavior Plan
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1/31/2015

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?
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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?

Teachers create a classroom behavior plan that aligns with Rawlings' four school rules and Rawlings' school vision. Grade level teams will create a classroom behavior plan that aligns with Rawlings' four school rules and Rawlings' school vision.

Implementation Steps

Teachers will create their individual classroom behavior plans.
Teams will create team behavior plans..
Teachers and teams will adapt plans according to students' needs.

Person(s) Responsible

Classroom teacher

Timeline / By When?

August 2014-June 2015

Initiated
08/08/2014

Status
Ongoing

Completed

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Action Plan:

Plan to Monitor for Fidelity of Implementation

-Whole staff training on addressing, de-escalating, and reducing behavior concerns and defining school processes. Review the Rawlings School-wide Classroom Behavior Process Flowchart, CPI Prevention Intervention Process, and Referral Process in whole staff/faculty meeting. Meet with new to Rawlings teachers to give more specific details of these processes.

-Whole staff training on working the Rawlings Positive Behavior Plan-"Rawlings Rockets."
Create plan and share with staff, refine plan, introduce final plan and share plan specifics.

-Alleviate the misunderstanding of the critical role of classroom management by all staff/faculty who work with students. Book study using "Classroom Management that works by Robert Marzano.

-Use data to determine success of School Wide Positive Behavior Plan, staff faculty training, and book study. Book study using "Classroom Management that works by Robert Marzano.

-Use data to determine success of School Wide Positive Behavior Plan, staff faculty training, and book study. Review of end of year referrals, ISS, and OSS data.

Continue to collect, analyze, and discuss data from Data Warehouse with staff and grade level PLC's monthly. Publish in Rawlings Reminders weekly.

-MTSS Team will create a success plan for students who have multiple referrals. The school counselor and/or social worker will work with these students individually. Meet to discuss ways to address at weekly MTSS meetings, create student success plan, share plan with plan classroom teacher and parent.

-Review data with MTSS team, staff, and grade level PLC's. Review of end of year referrals, ISS, and OSS data. Continue to collect, analyze, and discuss data from Data Warehouse with staff and grade level PLC's monthly.

-MTSS Team will create a success plan for students who have more severe behavior leading to multiple referrals, ISS, and OSS.. The school counselor and/or social worker will work with these students individually. Meet to discuss ways to address at weekly MTSS meetings, create student success plan, share plan with plan classroom teacher and parent.

-Create School Wide Positive Behavior Plan-"Rawlings Rockets" to promote respectful, responsible, and safe students. Create plan and introduce to staff, accept staff input/feedback, refine plan, and train faculty/staff in the plan.

-Teachers create a classroom behavior plan that aligns with Rawlings' four school rules and Rawlings' school vision. Grade level teams will create a classroom behavior plan that aligns with Rawlings' four school rules and Rawlings' school vision.

Teachers will create their individual classroom behavior plans. Teams will create team behavior plans. Teachers and teams will adapt plans according to students' needs.

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Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Book Study for staff/faculty Classroom Management that Works by Robert Marzano. All staff, instructional and support, will meet once a month.

We are continuing the book study through the winter/spring of 2015. Our February focus will be on student behavior and discipline.

Additionally we are also working on an ESE focused book study for 30 staff members. We are reading and "Ten Things Every Child With Autism Wishes You Knew by Ellen Notbohm.

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

1-Leadership and MTSS are discuss the discrepancy between Black & Non-Black Students. Staff members have taken purposeful steps in building a relationship with our Black students, which research shows to make a difference in Black student school success. Many of our black students are our Opportunity Scholarship students who travel daily here and back by bus about 15 miles. These students are greeted with open arms and a positive attitude daily. We have a bus assistant ride the bus specifically to give extra support to those children who may be on the bus 45-60 minutes morning and night. The bus assistant talks with them about school and home and also talks with parents. Communication is open with parents and teachers. Teachers are mindful to give positive praise as well as share concerns. A smaller percentage of our Black students live in low-income housing and our teachers are aware of the challenges that these students face. Our staff as a whole is kind, caring , and empathetic to those students who either travel a long distance to attend Rawlings of face economic challenges. Many of our Black students have been paired with mentors. The Leadership has discussed and we are planning to have a cultural awareness training specifically for the discipline discrepancy in March. We do a great job with all of our students and want to do even better.

Midyear Update

-Benchmarks of Quality 95/107

-Discipline referrals have increased by one in 2014-2015 compared to 2013-2014. This includes data from the first day of school until holiday break in December.

-Out of school suspensions have increased by seven for the same time period as above. OSS were at 12 in 2013-2014 and up to 19 in 2014-2015. Many of the suspensions were for same students who are being addressed with Rtl or through Triage and Training.

-Teachers were surveyed for their feedback regarding our School Wide Positive Behavior Plan. Forty-three percent felt the plan was effective and 54% felt the plan needed adjustments. The written feedback demonstrates that teachers would like to see some tweaking to the plan and they gave some suggestions. The survey feedback will be reviewed and discussed at the February Safety Goal Group Meeting to look at ways to best change this and support students with their behavior.

-In addition to reviewing referrals with OSS and ISS, we review and discuss our "Event Data Base" that includes our school based Refocus Reports.