

**14/15 School-wide Behavior Plan
San Jose Elementary School**

3/16/2015

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:

San Jose Elementary School
Guidelines for Success

1. Clearly identified guidelines are posted in the classrooms, hallways, restrooms and lunch room during preschool and are maintained and referenced throughout the year.

Pre-School: Staff revisits discipline data and previous school wide guidelines for success.

2. Common Area expectations are posted and clearly communicated.

Pre-School: Guidelines posted in each classroom and all targeted common areas (cafeteria, bathrooms, hallways).
Discipline flow-charts provided to each staff member.

Guidelines are reviewed in primary (K-2) and intermediate assemblies on the following schedule:
2nd day of school (August 20th)
mid-year (January)

3. Classroom expectation/rules are clearly identified, posted and clearly communicated.

First week of school: Each classroom teacher created a chart of desired behaviors/expectations-general, bathroom, hallway, etc.

Parent letter sent home to communicate behavior expectations and plan with parents by end of 2nd week.

Goal 1: 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?

Increase student success through improvement in attendance and reduced tardies. Contact parents to identify areas of possible assistance; contracts with students for meeting attendance goals.

Implementation Steps

CST scheduled to meet biweekly, review attendance data, follow-up with parents through letters, meetings and home visits from social worker.

Person(s) Responsible

CST members: Wolcott (principal), Dow, (DMT) CentnerConlon (Social Worker), Bickler (Guidance Counselor)

Timeline / By When?

9/9/14-5/28/15

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?

Increase student success through improvement in grades, referrals, and time on task.

Implementation Steps

PBS team develop tools to track, analyze and review time on task; look for trends connecting this data to attendance/tardy data.

PBS team -conducts student/staff surveys for feedback on implementation and additional support that's needed.

Person(s) Responsible

Administration -provide materials and tools for analysis

PBS Team-review and analyze data on student information and data and implement tools for improvement; team members take information back to share at grade level team meetings.

Teachers-provide input on student information and data and implement tools for improvement.

Timeline / By When?

Begins August 25, 2014 - ongoing

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

Use referral data, attendance and tardy data accessed through Portal and Decision Ed/Data Dashboard to drive need for PD and implement best practices for student and staff success.

Implementation Steps

Collect, analyze and discuss attendance, tardy, referral, and time on task.
Implement and track individual plans for students

Person(s) Responsible

Administration/behavior specialist -data and discussions
SBLT team grade level meetings- individual student discussions

Timeline / By When?

Begin August 25, 2014 - ongoing
CST meetings biweekly beginning 9/9/14.
SBLT meetings weekly (Tuesdays)

Initiated

3/4/15 Revised

Completed

Goal 2: Increase positive behavior and student safety

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 ratio of positive to negative interactions to 4:1
Increase student awareness of expectations

Implementation Steps

Post and routinely refer to guidelines for success in common areas and corresponding classroom rules.
Engage in routine classroom meetings/activities to discuss expectations and build relationships.
Weekly VIP (Vastly Improved Performance) where students attend lab/activity with administrators.

Person(s) Responsible

Administration-posting of guidelines, reinforcing teacher implementation, coverage at weekly VIP celebration, maintaining rewards.
Teacher-lesson plans will reflect team building activities with class, morning meetings or class meetings, coverage of school-wide safety guidelines and expectations.

Timeline / By When?

.Monthly review of school wide data at PBS meetings and staff meetings.

Initiated

3/4/2015 Revised

Completed

Ongoing

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

Use data to drive need for Professional Development and implement best practices for student and staff success.

Implementation Steps

Collect, analyze and discuss referral data from EDS and Portal with the PBS Team and staff

Person(s) Responsible

Administration - Referral data and discussion
SBLT- review data, provide teachers
PBS Team/Team Leader - grade level referral discussion

Timeline / By When?

Begins September 17, 2014.

Initiated

Status

Completed

Goal 3: Contribute to positive learning and social environment

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 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?

Develop and maintain a school wide atmosphere of cultural proficiency and responsiveness

Implementation Steps

Team Leader meetings to build and maintain a school-wide atmosphere of cultural proficiency and responsiveness.
Collect, analyze and discuss students who need to have an individual behavior plan, refer for Rtl support

Person(s) Responsible

Administration - Professional Development, compile reward (VIP) and referral data and facilitate staff discussions.
SBLT - Review and discuss data protocols

Timeline / By When

Begin August 25, 2014 and ongoing

Initiated

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

Use data to drive student success- ABC bucks reward system, referrals and team/character building activities.

Implementation Steps

Provide teachers with specific character trait lessons to be used to support Guidelines for Success
Open House-Administration will share Guidelines for Success with parents
Provide Professional Development for teachers, facilitate staff discussions

Person(s) Responsible

Administration, Behavior Specialist-Rewards and referral data and discussions; Open House presentation.
Guidance Counselor will provide all teachers with character trait/behavior lessons via email on a biweekly basis

Timeline / By When?

Guidance lessons sent to teachers beginning week of 9/8/14
August 21, 2014 and ongoing.

Initiated

revised 3/4/15
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?
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Strategy

Celebrate positive behavior through ABC bucks recognition of successfully following Guidelines for Success using ABC store and Walk and Talk at lunch as positive reinforcement in cafe.

Implementation Steps

Pre-school meeting to review Guidelines for Success, School-wide expectations, use of ABC Bucks and Walk and Talk process.

Informational assembly with students regarding Guidelines for Success, how to earn ABC bucks for positive behavior, how ABC bucks can be used for purchasing tangible items at ABC store (trinkets, lunch with principal, pencils, etc)

Review expectations for Walk and Talk and what behavior must be demonstrated to earn going out to Walk and Talk as well as expectations at Walk and Talk (15 minutes of outside, supervised play for 2nd half of lunch period)

Person(s) Responsible

Behavior Specialist-supplies ABC bucks to teachers

Media Specialist-runs ABC store

Assistant Principal, Guidance Counselor, Behavior Specialist, Community Liaison - coverage for Walk and Talk

Timeline / By When?

Review of expectations, implementation of ABC bucks - starts August 25, 2014

Walk and Talk begins - tentatively September 8, 2014

Initiated

2/16/15 Revised

Completed

Ongoing

Strategy

Celebrate increased student achievement through recognition of improved academics and behaviors.

Implementation Steps

Students are identified by each classroom teacher based on exhibiting specific Character Traits. Each classroom teacher will identify one VIP (Vastly Improved Person) each week. This student will receive a button to wear throughout the day and be allowed to have a 30 minute "lab" as a reward.

Person(s) Responsible

Administration - explain process and expectation to staff and students

Teachers-identify 1 student per week and submit to Admin

Community Liaison - make buttons for students; prepare treat for VIP celebration

Administration- both Principal and Asst. Principal will be in lab for weekly celebration

Timeline / By When?

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Inform staff-preschool staff meeting - August 15
Inform students-assemblies August 20, 2014
Begin to hold VIP celebration - September 10, 2014

Initiated

2/16/15 Revised

Completed

Ongoing

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?

Teachers will create classroom expectations, rewards and consequences with the students in the classroom (during initial class meetings); plan will include use of ABC bucks as part of reward, plan should align to Guidelines for Success

Implementation Steps

Teachers will develop classroom Management plan with students during first week of school.
Teachers will submit classroom management plan to administration for review.
Administration will provide feedback on classroom management plan; teachers to add/revise as necessary.

Person(s) Responsible

Teachers-develop plan
admin-review each plan/provide feedback
behavior specialist/admin-reinforce plan when assisting with classroom behavior

Timeline / By When?

submission of classroom management plan-9/2/14
teacher feedback-week of 9/2/14-9/8/14
Implementation of classroom plan begins week of 8/25/14-ongoing

Initiated

1/26/15 Revised

Completed

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Action Plan:

Plan to Monitor for Fidelity of Implementation

Monthly PBS team meetings (one rep from each grade level); grade level will report back to team and bring concerns/feedback to PBS
begins 9/10/14-2nd Wednesday of each month

Implementation of School-wide behavior plan will be reviewed at the monthly meetings. Feedback will be used to revise plan as needed.

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Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Crisis Prevention Intervention (CPI) Level 1 Refresher Course (renewal of certification)

August

8/12/14

PBS team met with all staff to gather input and revise school-wide plan and rewards

8/15/14 pre-school meeting

Review Guidelines for Success

Monthly PBS team meetings (one rep from each grade level); grade level will report back to team and bring concerns/feedback to PBS

begins 9/10/14-2nd Wednesday of each month

Benchmarks of Quality score will be used to determine level of implementation and fidelity of process.

1/6/15 Book Hanging In is being read by 21 staff members.

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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

So far this year San Jose has had 18 referrals. Of those referrals one child who is Hispanic has received 7 referrals. We are working closely with his family and private counselor to assist him with his behavior. We developed a PBIP for him and have held multiple reviews. One student who received a referral is black and the rest of the students are white. Other than the boy who has 7 referrals, no one else has more than 2.

Our administrative team does an outstanding job working with teachers to create and implement strategies that work.

With such a low number of referrals and no gap to speak of we will continue our school wide behavior plan at San Jose.

added 3/16/15

Based on the 2013-1014 school year, San Jose had a total of 111 office referrals with 476 students. Thus far for the 2014-2015 school year, San Jose has a total of 24 office referrals with 466 students this is a decrease of 87 referrals.

There were three substantiated bullying incidents during the 2013-2014 school year compared to one substantiated bullying incidents for the 2014-2015 school year.

Based on attendance data, 81.6% of students were present during the 13-14 school year. Thus far, 85.32% of students have been present during the 14-15 school year. This is an increase of 3.72%.

Based on 2013-2014 school year data, 3.22% of students were tardy. Thus far, 3.68% of students have been tardy for the 2014-2015 school year,. This is an increase of .46%. CST will continue to monitor tardies on a weekly basis.