

**14/15 School-wide Behavior Plan
Sandy Lane Elementary School**

2/5/2015

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. School wide GFS are clearly posted in every learning area and common area using PBS and CHAMPS.
2. GFS are posted and clearly communicated in halls, offices, classrooms, and cafeteria using our rules, CHAMPS posters and guidelines for success.
3. Each teacher has posters describing CHAMPS expectations as well as classroom rules and expectations. All teachers actively teach, and model school wide expectations, and reinforce expected behavior.
4. School wide rules are posted in every learning area and in common areas. They are taught, modeled, reinforced, and re-taught.

Our Guidelines to Success are:

Self Motivation
Honesty
A+ Attitude
Responsibility
Kinship

Goal 1: Second Step instruction will be delivered by classroom teachers daily with 1--% of teachers implementing the program.

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?

Teach appropriate strategies to handle conflict, anger, and to gain attention appropriately using the Second Step Program.

Implementation Steps

Teachers will be trained on Second Step by the first day of school.
School wide master schedule with dedicated time to teach the Second Step Curriculum.

Person(s) Responsible

Principal, Assistant Principal, MTSS Coach, and Behavior Specialist. Teachers

Timeline / By When?

8/8/14
Then lessons daily in each classroom.

Initiated
8/8/2014

1/26/15 Revised
Ongoing

Completed
8/8/2014

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

Weekly engagement data and Second Step walktroughs will be conducted utilizing the Second Step walkthrough form and engagement data form. Feedback will be provided to the teachers and the MTSS team. The MTSS team will focus on how to improve engagement based on the data. The MTSS team will be able to identify areas of needed Professional Development for teachers based on implementation data

We will review referral and incident report data weekly.

Implementation Steps

Collect data weekly on the implementation of Second Step utilizing the Second Step Form. This will be collected by the behavior specialist, RTI coach, and administration. This data will be reviewed at the MTSS team and during PLC's.

Weekly engagement data will be collected utilizing the CHAMPS 5 and 15 minute forms.

Teachers will complete a self assessment every semester.

Referral and incident report data will be used to assess areas of need for focus with Second Step lessons. This will also allow us to see if they lessons were taught, did we see a reduction in that type of behavior.

Person(s) Responsible

MTSS coach, Behavior Coach, AP, Principal, Guidance Counselor

Timeline / By When?

8/20/14 ongoing

Initiated

8/20/2014

2/16/15 Revised

Ongoing

Completed

Goal 2: Reduce the number of days students are not in class, as measured by out of school suspensions, 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?

Implement PBS and CHAMPS consistently throughout out the school in all settings.

Implement Tier 2 interventions with fidelity.

Maintain a high level of student engagement in all classes.

Increase the amount of student talk time during instruction. (Less teacher talk/more time for students to talk/collaborate/ share ideas about their learning.)

Continue implementation of our token economy. (Shark Shillings)

Teachers will write at least two shining sharks daily.

Shark shilling celebrations will occur on a daily basis.

Implementation Steps

Ongoing Professional development, on creating a trauma sensitive environment, within a positive behavior support and on CHAMPS. Additionally, Marzano and AVID strategies will be built into all professional development to show how it all aligns.

MTSS team will provide training to teachers on Tier 2 strategies.

PLC's will use data to focus on areas needing additional behavior support

Teachers will implement highly engaging strategies to include higher level question, journaling, collaboration, and focusing on giving students ownership over their learning. These research based strategies are research based and are the Marzano indicators.

The behavior and RTI coaches will utilize data to identify coaching support needs.

Person(s) Responsible

Administration, All staff, MTSS team

Timeline / By When?

8/18/14 and ongoing

Initiated

8/18/2014

2/16/15 Revised

Ongoing

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

Walkthroughs

Shining Shark Award weekly data

Number of students shopping each week at the school store with their shillings.

Implementation Steps

Behavior coach- collect weekly data on number of shining shark awards given

RTI coach- collect data on number of students shopping in store weekly.

Walkthroughs- Engagement data collection utilizing CHAMPS engagement form. Data will be compiled in a spreadsheet and shared during the MTSS meetings.

Data will be reviewed at the SBLT Team and through team leaders

Review suspension, referral, and incident report data.

Person(s) Responsible

Behavior coach- collect weekly data on number of shining shark awards given

RTI coach- collect data on number of students shopping in store weekly.

Walkthroughs- Engagement data collection utilizing CHAMPS engagement form. Data will be compiled in a spreadsheet and shared during the MTSS meetings.

Timeline / By When?

8/18/14

Initiated

Status

Completed

Goal 3: Reduce the number of behavior referrals for our African American students by 10% by May 2015.

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 implement best practices to keep students actively engaged in meaningful learning activities, as well as continued implementation of STEPS and Second Step programs.

Continue the Girlfriends Program...Implement AVID Implement a mentor-ship for students identified as at risk.

Implement the 5,000 Role Model program

Implement Girls on the Run

Increase student participation in the STEM club.

Teachers will incorporate the use of class meetings and will incorporate lessons based on student's preferred learning styles.

Utilize alternatives to suspension (alternative bell schedule, in class coaching, lunch detentions)

Implementation Steps

Identify at risk students using the early warning system.

Identify the students to invite to the programs.

Identify program leaders

Track student attendance and progress along with referrals.

Person(s) Responsible

All school base personnel will implement our AVID plan.

Mr. Glen will lead the 5,000 Role Model program

Mrs. Kenngott will lead the Girlfriends program

Coach B will lead the Girls on the Run

Classroom teachers will identify learning styles and implement class meetings

MTSS team will identify students identified as at risk and ensure they have a school based mentor.

Timeline / By When

8/18/14 and ongoing

Initiated

8/25/2014

revised 2/16/15

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

**14/15 School-wide Behavior Plan
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2/5/2015

Initiated

revised 2/16/15

Completed

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

Teachers will implement 2nd Step Program daily.

Implementation Steps

Train the teachers on Second Step. (August)

Teachers will teach the program daily from 8:35 until 8:50.

Teachers use the curriculum.

Students actively participate in learning. They will have Second Step journals.

Walkthrough data will be collected weekly on implementation of Second Step.

Data will be reviewed monthly at MTSS. Along with referral data.

Based on data, we will utilize Skill Streaming starting in mid October for about 10 weeks and then we will return to Second Step Curriculum.

Person(s) Responsible

All classroom teachers.

Timeline / By When?

Daily starting the first day of school.

Initiated
08/25/2014

revised 2/16/15
Ongoing

Completed

Strategy

Implement AVID

Implementation Steps

Provide P.D. on AVID for teachers.

Teach students how to keep their college binders.

Have weekly binder checks and ensure students are keeping up with their binders.

TEach Notetaking.

Track students success with notetaking. Give frequent feedback to students and allow them to earn shillings when utilizing the strategy.

Person(s) Responsible

Classroom Teachers

Timeline / By When?

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2/5/2015

Starting in August.

Initiated
8/25/2014

revised 2/16/15
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

The school wide rules and expectations are reinforced differentially by varied means to achieve the desired behavior. All students will earn Shark Shillings which is a token economy. Students earn shillings by following the guidelines to success and school wide rules.

Implementation Steps

Teachers are trained on PBS and our school wide plan.

Students are taught the GFS and school wide rules. They are taught about shark shillings, shining shark awards, and about our shark shilling store.

Students will be given a shark stamp card for the first 10 days of school. They will earn stamps for desired behaviors. (Uniform, AVID, parent signatures.) This is in addition to the shark shillings they can earn.

Students will be given a tour of the store and will learn about the Sock Hop that they can attend on the 10th day of school for meeting the goal with the stamp cards.

Students will learn to group their shillings into 10's.

Teachers will recognize appropriately and on task behavior at a ratio of 5:1. They will hand out shillings frequently to students.

Person(s) Responsible

All Teachers, Leadership team, and all staff

Timeline / By When?

Day 1 and ongoing

Initiated
8/18/2014

2/16/15 Revised
Ongoing

Completed

Strategy

Teachers will write a minimum of two positive referrals (Shining Shark Awards) daily.

Implementation Steps

Teachers will recognize students who are following the guidelines to success. Teachers will fill out the award and will circle the guideline the students have demonstrated.

The students will bring that award to the celebration area at dismissal to be recognized for their success. The award is signed and the student keeps the award. When they earn 10 awards they earn a prize.

Person(s) Responsible

Teachers, MTSS coach, Behavior Coach

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2/5/2015

Timeline / By When?

Daily

Initiated

8/18/2014

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?
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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?

On going training and professional development from both District and Administration as well as coaching in the classrooms by Administration, Behavior Specialist and RTI Coach

Implementation Steps

All teachers are required to have an in class reinforcement system designed to specifically meet the needs of their students. All teachers are required to reinforce on a 5-1 frequency of positives to negatives with corresponding token economy or other reinforcers that will align to the expected school-wide goal for success.

Person(s) Responsible

Administration , Classroom Teachers and all staff

Timeline / By When?

8/18/14 and ongoing

Initiated

8/18/2014

1/26/15 Revised

Ongoing

Completed

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Action Plan:

Plan to Monitor for Fidelity of Implementation

see attachment

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

CHAMPS training
Teach Like a Champion Book study
Embedded professional development with in class coaching and throughout our Tuesday Morning P.D.
Trauma Sensitive Training
CPI training
PBS training
Foundations team

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

Mid year status: In progress

Goal 1- Second Step

100% of our classrooms are implementing the Second Step Curriculum.

Goal 2- Champs/PBS

School wide implementation of PBS. Our teachers are striving to implement the 5:1 ratio of interactions. They are working toward focusing on appropriate behaviors while trying to implement best practice on how to re-engage students who are off task. 100% of our staff teaches, models, and reinforces our guidelines to success and our school wide rules. We are reviewing the Teach Like a Champion book and the Practice Perfect book to focus on instructional strategies that are aligned to PBS. A main focus is on positive framing and narrating. We are providing in class coaching, professional development and teams are working on these strategies during PLC's.

100% of our students have had several opportunities to shop in the school store and to earn shillings. Most students choose to shop weekly, unless they are choosing to save their shillings for future purchases. Each week, over 98% of the students have the privilege to shop at the school store.

Goal 3- Reduce the number of behavior referrals for our African American students by 10% by May 2015.

Currently we have 427 students. 49.4% of our student population is Black and 24.8% of our population is White, 20.6% of our population is Hispanic.

51 referrals, 68.9% of our total amount of referrals, have been received by our black students. 22 referrals, 24.8% of our total amount of referrals, have been received by our white

students. Compared to the percent of students receiving referrals and the percent in our student population, 17% of our white students are receiving referrals and 27% of our black students are receiving referrals. This is a 10% discrepancy.

Our goal of reducing the number of behavior referrals for our African American students by 10% is currently on target.

Last year there were a total of 299 referrals that were received by our black students. At 51 referrals we are on track for reducing the amount of referrals by at least 60% by May 2015. This exceeds our set target.

Actions that will be implemented to reduce the gap between in the number of referrals received by black and non-black students.

- Principal's Cabinet- the principal met with selected students who were third through fifth grade students. They helped to identify needs of students and solutions on how the school and staff can ensure all students are excelling.

Focus group setting, problem solving, and coaching for the students on needed skills for success.

- Administration will continue to meet with parents of "at-risk" students to focus on current strategies to increase their child's success and will include action steps for focus on graduation.

- Guidance counselor will work with selected students on areas of need. (Anger management, conflict resolution, etc.)

- Provide additional professional development for all staff members on differentiation to meet the needs of all our students both behaviorally and academically.

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