

**14/15 School-wide Behavior Plan
Sawgrass Lake Elementary School**

2/13/2015

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 expectations have been clearly identified.
2. Common area expectations have been posted and have been clearly communicated to all staff members. Instructional staff will review common area expectations throughout the year.
3. Classroom teachers have posted classroom expectations and will be reviewing with students throughout the year.

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Goal 1: Use of a common language, school wide, regarding behavior expectations in all areas of the school

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?

Professional development was given during pre-school on the use of a common language school wide regarding behavior expectations for all staff members. Our new school wide behavior plan was reviewed and teachers were asked to use our three main school rules, respect, responsibility and safety, in their classroom rules to create continuity throughout the campus.

Implementation Steps

Professional development was given, the SBLT, Leadership and SIP team will meet and discuss the use of common language, the effect is is having and any changes that may need to be made, on an ongoing basis.

The SWBP has been reviewed and monitored. At this time, no additional training is needed.

Person(s) Responsible

Assistant Principal

Timeline / By When?

Ongoing

Initiated
2/12/2015

1/26/15 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?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated
8/14/2014

1/26/15 Revised
Ongoing

Completed

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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

Data regarding behavior will be collected and reviewed by the Leadership Team, SBLT team and the SIP team.

Implementation Steps

Behavior data will be presented and discussed weekly during meetings. Behavior data will be presented to staff at appropriate meetings.

Data is being reviewed on a monthly basis. The behavior team has made recommendations regarding students and plans for continuous improvement in the school.

Person(s) Responsible

Assistant Principal, Behavior Specialist

Timeline / By When?

Ongoing

Initiated

2/12/2015

2/16/15 Revised

Ongoing

Completed

Goal 2: African American students that need additional support will be identified and placed in our "monitor-mentor" 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?

Students who are identified will be partnered up with a staff or trained mentor to provide support to the student.

Implementation Steps

Students will be identified based on behavior needs at SBLT, Leadership and SIP meetings and assigned a monitor/mentor.

Monitor/mentors will meet with students on a regular basis to provide support and develop rapport.

Students success will be reviewed by SBLT, and Leadership during meetings where adjustments will be made if necessary.

Sawgrass has started a STEP program to address individual mentoring needs.

Person(s) Responsible

Principal
Assistant Principal
Behavior Specialist

Timeline / By When?

Ongoing

Initiated
2/12/2015

2/16/15 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?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

2/16/15 Revised

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

Data will be collected regarding african american students behavior and those students will be matched to a mentor.

Implementation Steps

Data will be presented to SBLT team and students will be identified by team.
Parents will be contacted and give permission to be part of our mentor program.
Mentors will be matched based on interests and need.
Program will be evaluated and data will be reviewed on students throughout the year.

Step program has been implemented at Sawgrass.

Person(s) Responsible

Principal
Assistant Principal
Behavior Specialist
School Guidance Counselor

Timeline / By When?

Ongoing

Initiated

Status

Completed

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Goal 3:

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
2/12/2015

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?
-

Strategy

A school wide recognition system was created to recognize students for following school wide rules. Staff will use a ticket system to hand to students. Classes will collect tickets to earn rewards for the entire class when the class has earned a set number of tickets.

Implementation Steps

Professional development was provided to the entire staff on the use of the ticket system including how, when and why to hand out tickets.

Ticket system has been reviewed and at this time, no changes are needed.

Person(s) Responsible

Assistant Principal, Behavior Specialist

Timeline / By When?

Ongoing

Initiated

2/12/2015

2/16/15 Revised

Ongoing

Completed

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2/13/2015

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?

Classroom teachers will align their CMS to our 3 core school wide rules: Respect, Responsibility, and Safety

Implementation Steps

Professional development was held during pre school on aligning the CMS to the SWBP.

Person(s) Responsible

Assistant Principal, Behavior Specialist

Timeline / By When?

9/14

Initiated

8/14/2014

1/26/15 Revised

Completed

9/14/2014

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Action Plan:

Plan to Monitor for Fidelity of Implementation

The SWBP will be monitored at all Leadership, SIP and SBLT meetings. Behavior data will be reviewed at all meetings and the SWBP will be PDSA'd as needed.

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Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Professional development was conducted on the new SWBP during pre school to all staff members. Additional professional development will be provided on an ongoing basis based on the needs of the plan and new ideas that are implemented throughout the year.

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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

At this time we have had 51 infractions since the start of the school year. Of those infractions 25 (49%) of the infractions were by Black students. The 25 infractions were made by 3 different students (2.1%). We are continuing to monitor discipline data regarding Black and Non-Black students. We have started a STEP program at our school to provide mentoring to our Black students. We are continuing to work with our Black students on positive behavior plans and creating a successful atmosphere for all of our Black students.

Goal 1- The SWBP has been monitored and at this time no changes are recommended.

The behavior team monitors data on a monthly basis. Students are discussed and recommendations are made regarding behavior plans.

Goal 2- Sawgrass has started a STEP program to address mentoring needs.