

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

2/2/2015

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:

Seminole Elementary uses Hunter Hawk's Character Success Plan to identify and communicate expectations to staff, families and students. Each classroom creates classroom expectations aligned to the Success Plan and explains schoolwide expectations using looks like / sounds like process. Schoolwide and classroom expectations are posted throughout the school and reviewed on a regular basis through WSEL, class meetings and assemblies.

Goal 1: Decrease the overall number of in school suspensions by 20% for non-EBD students and decrease the overall number of OSS by 20% for EBD population.

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?

1. Increase proactive interventions such as positive phone calls home. All teachers are required to make a positive phone call home in the first two weeks of school. If phone contact is not possible, an email or other personal contact will be made.
2. Review FBA of any EBD student earning more than one OSS to increase or change interventions.

Implementation Steps

1. All teachers will be reminded and asked to turn in list of dates of positive contacts made with all parents.
2. EBD teachers will be made aware of policy to review FBA's after more than one OSS.

3. Recruit and assign adult mentors to students with past OSS.

Person(s) Responsible

Administrators

Timeline / By When?

1. Prior to Sept. 1

Initiated
08/08/2014

1/26/15 Revised
Ongoing

Completed
09/15/2014

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?

2. Increase use of proactive interventions such as peer mediation, parent conferences, outside agency resources, CPI strategies (de-escalation).

Implementation Steps

1. Train peer mediators; inform teachers of process and purpose of peer mediation.
2. Provide CPI Level One training to all staff.
3. Require evidence of at least 1 parent conference prior to ISS except in cases of physical or unsafe behaviors.

Person(s) Responsible

1. Administrators
- 2,3 Behavior Specialist

Timeline / By When?

Peer mediators - End of Sept.
CPI training - October or Jan.
Parent Conferences - ongoing

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Initiated
08/08/2014

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?

All students with history of ISS will have an adult mentor.

Implementation Steps

Recruit mentors.
Prioritize list of students needing mentors.
Assign mentors by priority list.

Person(s) Responsible

Family / Community Liaison
Administrators

Timeline / By When?

Begin recruitment in August
Ongoing

Initiated
08/08/2014

1/26/15 Revised
Ongoing

Completed

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 and analyze OSS data monthly

Review and analyze ongoing progress monitoring data from behavior specialist and guidance Tier 2 behavior interventions

Implementation Steps

Pull data monthly from EDS and Data Warehouse / Focus

Share with MTSS team monthly for analysis and updating of plan

Develop system of ongoing progress monitoring for behavior interventions

Person(s) Responsible

Administrators

Behavior Specialist, Guidance Counselor

Timeline / By When?

September

ongoing

Initiated

09/01/2012

2/16/15 Revised

Ongoing

Completed

Goal 2: Decrease number of referrals, ISS, and OSS suspensions for black students and Students With Disabilities (SWD) 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?

1. Develop proactive intervention plan for each SWD or black student with history of behavior issues.

Implementation Steps

1. Identify students needing proactive intervention plan from behavior data.
2. Meet with each student to identify appropriate reinforcers and recognition.
3. Implement plan.

Person(s) Responsible

1. Administrators
2. Teachers, Behavior Specialist, Guidance Counselor, Administrators
3. Teachers, Behavior Specialist, Guidance Counselor

Timeline / By When?

1. by Aug. 22, 2014
2. by end of Sept 2014
3. ongoing

Initiated
08/08/2014

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

Review of intervention plans will be standing agenda item on MTSS team meetings.

Implementation Steps

Identify data to be kept for each plan.
Pull data for each MTSS meeting.
Prepare data in form for analysis at MTSS meetings.

Person(s) Responsible

Proactive intervention plans managers.]

Timeline / By When?

Prior to each MTSS meeting.

Initiated

Status

Completed

Goal 3: Increase overall student engagement in learning.

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?

1. Implement Schoolwide Enrichment Model clusters.
2. Decrease absence and tardy rates by implementing program to address it.

Implementation Steps

1. Develop clusters for 2014.
Students select three clusters and are assigned to one of them.
Develop map for cluster locations.
Recruit volunteers to assist in clusters.
Clusters meet for 10 - 11 weeks between Oct and Jan.
Schoolwide Showcase of student work from clusters.
2. Develop and implement recognition system to improve attendance.
Biweekly meetings to identify students in need of attendance interventions.

Person(s) Responsible

1. SEM Steering Committee
2. Social Worker, Administrators

Timeline / By When

1. SEM Clusters will begin on Oct. 1
2. Attendance Intervention program to begin in end of Sept.

Initiated
08/08/2014

revised 2/16/15
Ongoing

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

1. Collect and analyze baseline and ongoing attendance and tardy data.
2. Collect and analyze schoolwide engagement data.
3. Collect and analyze student self reflections on engagement.

Implementation Steps

1. Attendance and tardy data will be pulled and analyzed at SEM Steering Committee Meetings.
2. Schoolwide engagement data will be collected biweekly through walkthroughs
3. Student surveys will be developed, given and aggregated.

Person(s) Responsible

1. DMT, SEM Steering Committee Chairpersons
2. Administrators
- 3 and 4. . SEM Steering Committee

Timeline / By When?

1. November
2. October and ongoing
3. January

Initiated
08/08/2014

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

School - wide Reward Recognitions System is aligned to our Character Success Plan / Program

Implementation Steps

1. Monthly recognition assemblies for students displaying character traits
2. Students selected receive character bracelets and pictured in newsletter
3. Art and Music programs provide character related activities / songs / chants for assemblies

Person(s) Responsible

1. Guidance counselor, principal
2. Business partner, technology specialist
3. Art , music teachers

Timeline / By When?

1. End of each month
2. Monthly
3. Monthly

Initiated
08/11/2013

2/16/15 Revised
Ongoing

Completed

Strategy

Hunter Hawk Says Hooray Awards

Implementation Steps

1. Teachers are given paper awards to give to students displaying character traits.
2. Students bring slip to office for recognition, receive pencil
3. Students are entered into drawing to win a stuffed Hunter Hawk by writing their names on a number on a hundred chart, when chart is full 5 numbers are drawn, students on those numbers receive stuffed Hunter Hawk

Person(s) Responsible

1. Workroom assistant
2. Teachers, office staff
3. Office staff, administrators

Timeline / By When?

1. Aug 18
2. Ongoing

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3. Ongoing

Initiated
08/11/2013

2/16/15 Revised
Ongoing

Completed

Strategy

Academic Blackbelt Assemblies and Kiwanis BUGs program to recognize academic effort and achievement

Implementation Steps

1. Schedule Academic Blackbelt Assemblies following each report card period. Students receive bracelet from business partner and certificate for Honor Roll, Principals List achievements.
2. Enroll students in BUGS program.
3. Obtain in-school mentors for BUGS students with D's and F's on report cards.

Person(s) Responsible

1. Guidance Counselor, business partner
2. Guidance Counselor, Kiwanis partner
3. Guidance Counselor

Timeline / By When?

1. By Oct
2. By November
3. By end of Feb.

Initiated
08/11/2013

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?

All classroom management systems are required to be aligned to Hunter Hawks Character Success Plan and SWBP.

Implementation Steps

1. Share HHCSPP and SWBP with all teachers.
2. Monitor implementation of plans.
3. Share HHCSPP parent handbook with all parents.

Person(s) Responsible

1. Administrators
2. Administrators
3. Administrators, teachers

Timeline / By When?

1. August 15, 2014
2. ongoing
3. August 22, 2014

Initiated
08/11/2014

1/26/15 Revised
Ongoing

Completed

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Action Plan:

Plan to Monitor for Fidelity of Implementation

Referral and suspension data are entered daily into Focus by the DMT as they occur. The behavior specialist keeps daily records of students with whom she meets and interventions used. The social worker keeps track of attendance issues and tracks students with whom she is working.

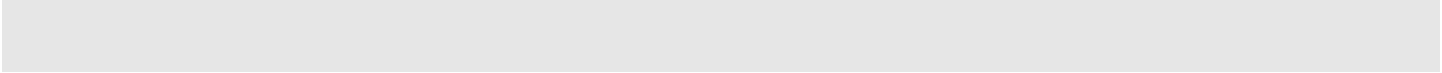
The MTSS team pulls and reviews the following data monthly: referrals, suspensions, recognition, number of students seen regularly by behavior specialist / social worker / guidance counselor, progress on Proactive Intervention Plans, ongoing progress monitoring of interventions groups by guidance / behavior specialist. The Child Study Team pulls and reviews attendance data biweekly. The Data Warehouse, Focus and EDS will be used as the major source of data. There is a standing item on staff meeting, MTSS and Leadership Team agendas to share reviews of data.

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Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

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1. Crisis Prevention and Intervention (CPI) Level One training - all staff
 2. Monthly New Hawks meetings with all new staff to review plan and provide training
 3. Weekly PLC's
 4. Grade Level Bullying Assemblies - DropOut Prevention Team
 5. Twice monthly staff meetings will be used to provide trainings as needed.

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 One: decrease the overall number of OSS by 20%, was revised to decrease the overall number of ISS by 20% for the general population and the number of OSS for the EBD population. Data collected during first semester indicated of the 8 students with OSS, 7 of them are from the EBD classrooms. EBD OSS are primarily used only for safety issues (hitting/attaching students or staff). The EBD students are provided with the assistance of a full time behavior specialist and social worker to address these issues. Of 18 students who received ISS, 15 were non-EBD. Because of this data, the team decided to focus on students with ISS for the remainder of the year as the interventions in the action plans are aimed more at the general student population and are not necessarily as appropriate for the EBD population. We will add another action step to address the OSS of our EBD population by implementing a process to review the FBA of an EBD student if they earn more than 1 OSS.

Goal 2: Reduce the number of referrals, ISS and OSS for black and SWD students. According to current data, only 2 out of 62 infractions this year were earned by black students. This is an improvement over the number from last year and .03 of the number of infractions. Our number of infractions were higher this year than last for 4 of the 6 months, but the % involving black students has decreased.

However, the percentage of students receiving infractions that are identified as SWD was greater than the percentage of students not SWD, 58% of students receiving infractions were SWD while only 42% were non SWD. Therefore, while still continuing to focus on black students discipline, it appears the interventions are working better for black students than SWD students. Therefore, we will review current intervention plans for SWD students for revisions as well as the intervention plans for the two black students who received infractions.

Goal 3: According to attendance data, the days when enrichment clusters were scheduled (Wed) had the highest percentage of attendance during the year so far. In addition, a program was established to specifically address students with serious attendance / tardy issues. The program is run by the social worker and title Punctual Time Travelers. Students enrolled in the program have improved their attendance rates.

Schoolwide Reward System: An action step was added to the school wide reward system to provide mentors from school staff for students enrolled in the BUGS program. This was added because, although we had more students the second report period who improved a grade or more, there are many more students who are earning D's and F's. To target those students, we decided to enroll them in BUGS and provide a mentor to meet with them weekly.

Pro Dev: Professional Development in our plan has been provided with the exception of bullying prevention for all grade levels. We have targeted fifth grade on the issue of bullying as the majority of cases are coming from that grade level.

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