

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

2/10/2015

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 Guidelines for Success reviewed with staff on Thursday, August 14th, 2014.

Guidelines are RAYS:

Respect/Responsibility, Attitude, Yields, Success. Guidelines for Success will be reviewed monthly with both staff and students at monthly GFS celebrations.

2. Common Area expectations were reviewed with staff on Thursday, August 14, 2014 and Friday, August 15, 2014. Common Area expectations are based on the CHAMPS behavior management system. CHAMPS expectations are posted in the Cafeteria and reviewed with students on the first day of school and continuously throughout the first ten days and as needed after that. CHAMPS expectations are posted outside of every vestibule and reviewed with students throughout the school year. Specifically during the first ten days. CHAMPS expectations are posted outside of the media center as well.

3. All classroom teachers are asked to submit their classroom management plans at the end of the ten day count. This allows for teacher to create meaningful rules and expectations with their current classes. In the classroom management plans, teachers are asked to identify rules/expectations, where in the classroom rules and expectations are posted, what their positive behavior reward system is, as well as how these aspects are communicated with parents.

Goal 1: Improve Tier 2 behavior identification/intervention

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 have in the past managed on their own students who needed support beyond the core behavior management system established in the classroom. The challenge that arose was SBLT was unaware of students who were already receiving classroom behavior interventions. The implications of this challenge are that we need a process in place to open lines of communication so that SBLT can be aware of and support Tier 2 behavior concerns before they rise to the level of being a Tier 3 behavior concern.

Implementation Steps

1. Develop an electronic form that can be used school wide to report students who are not best served by Tier 1 classroom management system.
2. Introduce form to staff on Thursday, August 14, 2014.
3. Monitor use of form and report to SBLT weekly.

Person(s) Responsible

Stephanie Whitaker- Assistant Principal

Timeline / By When?

Ongoing.

Initiated
08/14/2014

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?

Improve SBLT process in order to allow better dialogue better staff members involved with Tier 2 students.

Implementation Steps

1. Rearrange schedule of SBLT/MTSS so that there is a time in the mornings before students arrive so classroom teachers can be part of the dialogue.
2. Use data collected from Tier 2 reporting form weekly.
3. Involve Guidance Counselor and Social Worker in identifying Tier 2 students and identifying layers of support for them including mentoring, enrichment clubs and social skills groups.

Person(s) Responsible

SBLT
Suzette Burns-Principal, Stephanie Whitaker- Assistant Principal, Karin Lewis- MTSS coach, Ceceilia Milliar-Guidance Counselor.

Timeline / By When?

SBLT will begin meeting before school starting the week of August 18th, 2014.

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Initiated

1/26/15 Revised

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?

Continue to identify mentors for Tier 2 students and referring students to self-esteem building extracurricular clubs which focus on goal setting and character building.

Implementation Steps

1. Identify tier 2 students through teacher referral using tier 2 behavior reporting system.
2. Work with social worker, guidance counselor and family community liasion to ensure students have mentor or are part of a extracurricular activity which focuses on character development, building self-esteem.

Person(s) Responsible

Stephanie Whitaker-Assistant Principal

Timeline / By When?

ongoing throughout the year

Initiated
08/22/2014

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

Are students who receive multiple level 3 referrals for disruption, disrespect, repeated misconduct already in the system for Tier 2 and have they been discussed during SBLT/MTSS meetings? By reviewing Tier 2 behavior alerts against Level 3 incident reports, students should be flagged as a tier 2 student before they are reported for this type of Level 3 Behavior Referral.

Implementation Steps

1. Monitor Level 3 referrals weekly during SBLT.
2. Cross reference against students who have been reported as a Tier 2 student.
3. Have conversation during PLC's regarding the process.

Person(s) Responsible

SBLT

Timeline / By When?

Ongoing

Initiated
08/22/2014

2/16/15 Revised

Completed

Strategy

Data will be compiled weekly using the weekly reporting form and analyzed weekly by SBLT.

Implementation Steps

1. Send electronic form to teachers every Friday for ongoing reporting of Tier 2 student behavior concerns.
2. Data is compiled into excel by student to look for patterns in student behavior.
3. SBLT has time designated specifically to behavior discussion.

Person(s) Responsible

Stephanie Whitaker
Karin Lewis

Timeline / By When?

Ongoing

Initiated
08/22/2014

2/16/15 Revised
Ongoing

Completed

**14/15 School-wide Behavior Plan
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Goal 2: Continue to implement structured common area expectations and classroom/school management plans that resulted in decreased behavior referrals in the 2013-2014 for African American Students.

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?

During the 2013-2014 school year, we began to examine common area rules/expectations in order to decrease referrals relating to behavior misconduct in these areas. Sexton will continue to open gates at 8:15. Before gates open, adults will supervise common staging areas at both gates. Breakfast and lunch expectations are posted and reviewed with students, with increased adult supervision during these two times. Recess/PE field expectations have been reviewed with staff and will be reviewed with students. More posting of common area expectations and reinforcement of these expectations. In order to close the gap between African American and White students in the area of behavior, African American students will meet monthly with both mentors and/or members of the leadership team to discuss behavior goals with students and to ensure that students understand STINGRAY guidelines for success.

Implementation Steps

1. Review common area expectations and concerns with staff on Thursday, August 14th, 2014 and Friday, August 15th, 2014.
2. Monitor common areas in accordance with expectations established by staff. This includes creating monitoring walkthrough schedules.
3. Ensure that all 4th and 5th grade African American students have a mentor and that all others that do not meet with a member of the leadership team to discuss the importance of our behavior on our academics.

Person(s) Responsible

SBLT

Timeline / By When?

Ongoing

Initiated
08/14/2014

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

Monitor African American student behavior referrals at the level 2 and level 3 level.

Implementation Steps

1. Develop a system for collecting accurate level 2 behavior data.
2. Review data at SBLT specifically focusing on African American students.
3. Develop plans for African American students who are being referred for behavior.
4. Work with family community liason to ensure that African American students have access to mentor opportunities as they become open.
5. Work as SBLT to ensure that all other African American students are met with montly to discuss behavior and other guidelines for success.

Person(s) Responsible

Assistant Principal

Timeline / By When?

Ongoing

Initiated

Status

Completed

Goal 3: Reduce the suspected/reported/founded bullying incidents occurring in the 4th and 5th grade.

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?

Conduct initial bully free school lessons with each class/then with the entire grade level. Schedule follow up lessons after subsequent incidents of reported bullying.

Implementation Steps

1. Work with Guidance Counselor to ensure every class has a bullying lesson presented.
2. Schedule multi-grade level GFS/bully free school assembly.
3. Schedule bullying lessons after suspected bullying is reported.

Person(s) Responsible

Stephanie Whitaker
Cecilia Milliar

Timeline / By When

Ongoing

Initiated
8/18/2014

revised 2/16/15
Ongoing

Completed

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Implementation Steps

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Person(s) Responsible

Stephanie Whitaker
Cecilia Milliar

Timeline / By When

Ongoing

Initiated

revised 2/16/15
Ongoing

Completed

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2/10/2015

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?
-

Strategy

Comparing suspected bullying cases from last year to this school year.

Implementation Steps

Pull bullying reports monthly during SBLT and ensure that guidance counselor is scheduling lessons and/or following up with teachers regarding teacher initiated class meetings/bully free lessons.

Person(s) Responsible

SBLT
Cecilia Milliar

Timeline / By When?

Ongoing

Initiated
8/18/2014

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?
-

Strategy

1. Scheduled monthly GFS school wide celebrations.

Implementation Steps

1. Schedule monthly GFS assemblies focused on identified C2C traits.
2. Honor students who have been observed following these expectations through the positive behavior referral system.
3. Review Guidelines for success during these celebrations.

Person(s) Responsible

Stephanie Whitaker
Behavior Team

Timeline / By When?

Ongoing

Initiated

2/16/15 Revised

Completed

Strategy

Sting Ray Salutes- Revamping the positive behavior referral system.

Implementation Steps

1. Review with Staff the process of the positive behavior referral (stingray salute).
2. Ensure staff has access to Sting Ray Salutes.
3. Develop schedule between assistant principal/principal/front office to ensure students will be celebrated daily for receiving a positive behavior referral.
4. Develop menu with positive behavior team for students to save sting ray salutes to "buy" reward for accruing positive behavior referrals.

Person(s) Responsible

Positive Behavior Team
Stephanie Whitaker

Timeline / By When?

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Sexton Elementary School

2/10/2015

Ongoing

Initiated

2/16/15 Revised

Completed

Ongoing

Strategy

Positive Behavior System in the Cafeteria using colored cones for each class.

Implementation Steps

1. Review Cafeteria expectations with staff on August 14, 2014.
2. Review cafeteria expectations with students during first 10 days of school.
3. Review implementation with cafeteria staff.
4. Monitor usage of positive behavior system by leadership team.

Person(s) Responsible

Administration

Timeline / By When?

Initiated

2/16/15 Revised

Completed

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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?

CHAMPS expectations (school wide and non-negotiables) reviewed with entire staff, with specific follow-up scheduled with new teachers.

Implementation Steps

1. Leadership works with positive behavior team to review CHAMPS expectations.
2. CHAMPS expectations reviewed with staff during pre-school.
3. New teacher meetings scheduled by lead mentor and CHAMPS expectations reviewed incrementally.

Person(s) Responsible

Lead Mentor
Positive Behavior Team
Leadership team

Timeline / By When?

Ongoing

Initiated

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?

Collection of Classroom management plans

Implementation Steps

1. Review basic expectations for classroom behavior management plans on August 14, 2014.
2. Establish date for management plans to be turned in for review.
3. Review management plans with teachers ongoing based on observations made during walk throughs and behavior referrals made.

Person(s) Responsible

SBLT

Timeline / By When?

Ongoing

Initiated

1/26/15 Revised

Completed

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Ongoing

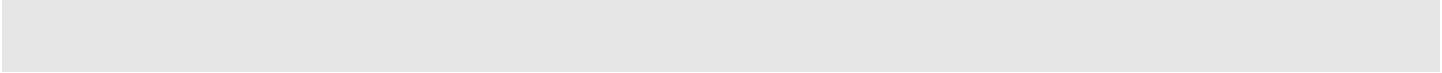
Action Plan:

Plan to Monitor for Fidelity of Implementation

1. Monitor usage of tier 2 behavior reporting via electronic form. Analyze this data weekly during SBLT in relation to Level 3 referrals. Students being written up on a level 3 referral for disrespect, not following classroom expectations, should have multiple tier 2 reports filed and the students should have been brought up to SBLT with a plan in place. Students should not be written up for a level 3 for these offenses without prior tier 2 behavior reporting being filed and analyzed.
2. Walk through classrooms weekly monitoring for classroom expectations being posted and referred to, specifically during transitions when expectations typically change.
3. Monitor student meetings with mentors and extra curricular activities during SBLT.
4. Maintain documentation of the usage of Sting Ray Salutes by grade level and teacher. Analyze this usage during SBLT and have conversations with PLC's regarding the challenges of usage during 4th PLC of every month.
5. Meet regularly with Guidance Counselor to ensure 4th and 5th grade teachers have bullying lessons scheduled and classrooms that are referenced during a bullying report have a follow up bullying lesson for every reported case (founded or unfounded).
6. Increased Communication between all stake holders.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

- 
1. New teacher and voluntarily returning teachers CHAMPS training.
 2. Bullying Prevention Training.
 3. GFS training.

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. Because our Positive Behavior Team meets consistently on a five week rotation, we have been modifying our school wide behavior plan as we analyze our monthly data. We have worked with our family community liaison to secure more mentors to assign specifically to our black students, who teachers feel could begin to rise to the level of referral. Based on our data which is attached, our proactive model is currently working. Year to date, one black student has been referred to the office at a level 3, which is down from both last year and the historical data from two years ago. We have made a second push with all of our black students in the 3rd, 4th and 5th grade to ensure that they are further connected to our school community by offering them all open spots at our extended day and clubs. Because we are tracking the use of the positive behavior referral process this year, we are able to ensure that more students, and more black students are being referred to the office for positive behavior, which is reinforcing expected behaviors school wide. On average, we recognize 700 positive behavior referrals compared to an average of 3 level 3 referrals school wide per month. All students who are referred on the positive behavior system are recognized monthly at a school wide celebration. Students who are not referred are discussed with the teacher as well as our team to determine what barriers are stopping the teacher from referring the student for a positive behavior referral.

We have made the positive behavior system much more meaningful this year than ever before, which is having a direct impact on our level 3 behavior reports as you will see from the data.

Goal 1: The tier 2 behavior system is working well. Teachers report using the electronic form, which in turn allows our SBLT to work together to determine appropriate supports for children as they are creeping up at the tier 2 level. As an extension of this process, we also invite teams to meet with our SBLT team on a six week rotating basis which keeps our lines of communication open and lets teachers know there are more productive ways to give students support before writing a level 3 report.

Goal 2: We are continuing to open gates at 8:15 and adhere to strict expectations in all common areas. Black students who are in need of more support based on teacher input collected through our tier 2 system are now meeting with a mentor or school level mentor more than once a month.

Goal 3: Bully free lessons are conducted when classes have reported/suspected bullying. These are conducted in the form of morning meetings with the message centering around being a good friend. They are conducted at least two or three times the week following the reported bullying. This has happened three times this year.