

**14/15 School-wide Behavior Plan
Skycrest 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:

School-wide Guidelines for Success/Expectations:

Be Respectful

Be Responsible

Be Safe

Be An Active Learner

Charts have been created for all classroom teachers to post.

Common Area Expectations/Rules:

Ask For help.

Appropriate Voices

Use Equipment Appropriately

Safe hands & feet

Stay in assigned areas

Keep Areas Clean

GFS charts and behavior scales were made and distributed to all classroom teachers.

Administrators have monitored classrooms to see that they are clearly posted and have been communicated.

Goal 1: To increase involvement of parents and community members in PBS related activities, programs and services.

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?

To increase involvement of parents and community members in PBS related activities, programs and services.

Implementation Steps

1. Include PBS initiatives in bilingual school messenger calls.
2. Share PBS initiatives and seek input at International Cafe, PTA, SAC and additional parent meetings.

Person(s) Responsible

Administrations, bilingual staff, SAC officers, PTA board members

Timeline / By When?

Ongoing

Initiated
8-18-2014

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?
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Strategy

Collect records of communications. Survey parents to assess their level of partnership in behavior support, problem solving and character education. Survey parents for suggestions to improve communication between all stake holders.

Implementation Steps

1. Record of School messenger calls and newsletters.
2. Minutes and sign-in sheets at various parent meetings.
3. Conduct survey at international Cafe and/or evening meetings.

Person(s) Responsible

Administrations, bilingual staff, SAC officers, PTA board members

Timeline / By When?

Ongoing

Initiated

8-18-2014

2/16/15 Revised

Ongoing

Completed

Goal 2: To establish a system to recognize staff and students for their attendance and contributions in PBS efforts.

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?

PBS committee members will assess staff and student participation and contributions in PBS efforts.

Implementation Steps

1. Student and staff surveys to increase their contribution to PBS efforts.

Person(s) Responsible

PBS grade level representatives and administrators.

Timeline / By When?

Begin October PBS meeting.

Initiated
10/14/2014

2/16/15 Revised
Pending

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

Collecting and analyzing survey results.

Implementation Steps

1. Collect and analyze survey results.
2. develop plan to implement strategies in SWBP.

Person(s) Responsible

PBS team and administrators.

Timeline / By When?

October PBS meeting

Initiated

Status

Completed

Goal 3: To decrease the discipline GAP between black/non-black students and to increase engagement for all 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?

Train staff members on School-wide Guidelines for Success: Staff meeting, August 8, 2014.
Train staff members on positive behavior reward/recognition system (Class DoJo) August 2014.

Implementation Steps

Meet monthly to review discipline data: minutes will reflect monitoring of black/non-black incidents. (2nd Tuesday monthly).
Inform parents monthly of the school-wide expectations in monthly newsletters. Include mission in all School Messenger calls.
Infusion of culturally relevant nonfiction books will be added to classroom libraries to raise the level of engagement.
Representatives will attend Multi-Cultural Awareness Training with Professor Randy Lightfoot (Sept. 18th, 2014)

Person(s) Responsible

SBLT team and administrators.

Timeline / By When

Aug. 8, 2014
2nd Tuesday of each month
September 18th, 2014

Initiated
8/8/2014

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

Initiated

revised 2/16/15

Completed

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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?
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Strategy

Meet monthly to review discipline data: minutes will reflect monitoring of black/non-black incidents. (1st Monday monthly).

Implementation Steps

1. Collect data from Decision Ed, FOCUS, Class DoJo etc.
2. Analyze monthly
3. Create a plan for implementation

Person(s) Responsible

SBLT team and administrators.

Timeline / By When?

2nd Tuesday of each month

Initiated

9-9-2014

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

Identify opportunities to increase positive recognition of students.

Implementation Steps

1. Plan monthly character and academic award recognition/assembly.
2. Invite parents and televise school wide.
3. Weekly positive behavior referrals.
4. School wide implementation of Class Dojo.

Person(s) Responsible

All staff members

Timeline / By When?

weekly, monthly

Initiated

8-18-2014

2/16/15 Revised

Ongoing

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?

Implement school wide class management system using Class Dojo.

Implementation Steps

1. PDSA of the 2013-14 class management system.
2. Plan training for 2014-15 implementation.
3. Train staff on Class DoJo.
4. Advise parents of Class DoJo at Open House, conferences and newsletters

Person(s) Responsible

all staff

Timeline / By When?

on going

Initiated

5-14-2014

1/26/15 Revised

Ongoing

Completed

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Action Plan:

Plan to Monitor for Fidelity of Implementation

Monthly PBS meetings

Data analysis

PDSA

PBS Team has been established and trained-full staff representation. team meeting schedule established; attended FLPBS trainings, has a current action plan.

PBS Team meets at least once a month.

PBS Coach attends those meetings.

PBS Team shows a good working relationship with Coach

3-5 expectations have been clearly defined and teaching plans have been described to staff

System for rewarding students has been developed-written documentation required for full score

Strategy for collecting and using discipline data has been established

A plan has been developed to provide training and support to staff and teachers-including substitutes, student/intern teachers, and new staff

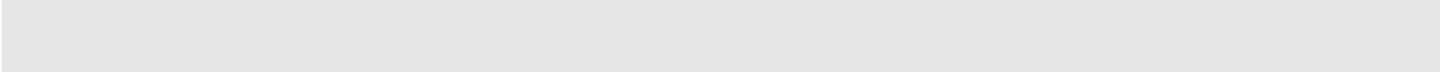
New and returning staff have oriented and trained in PBS processes-rationale, reward system, office vs classroom managed behaviors, formalized procedure for handling behavior problems, problem behaviors clearly defined etc.

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Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

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1. August 8, 2014: Staff meeting, will share the school-wide behavior plan, cafeteria plan and plan for training of the new reward/recognition system.
 2. August 2014: Staff training on the Class DoJo reward/recognition system.
 3. September 2014: SBLT will review end of the year data and continue to modify plans for 2014-2015.
 4. September 18th: Representatives attend Multicultural Awareness Training with Professor Randy Lightfoot

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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

1. We have aligned our SWBP with our SIP goals for reducing the achievement gap and discipline gap. Staff members meet with specific African-American students to mentor and progress monitor with fluency phrases.
2. Black/non-black data is reviewed monthly at PBS meetings and specific students are referred to the SBLT team when identified for individual interventions.
3. Surveys are being conducted and analyzed to revise to our Positive Behavior System and Class Do Jo.
4. Parent surveys are being conducted in January and February to increase awareness of our SWBP with our families.
5. Mentors work with African American students through the Girlfriends club and our mentoring program. Both include staff members as well as community members as mentors.
6. Repeat offenders (5 specific students) are discussed at weekly SBLT meetings and monthly PBS meetings. Tier 2 & Tier 3 interventions are adjusted as indicated necessary by progress monitoring data.