

**14/15 School-wide Behavior Plan
Southern Oak Elementary School**

1/22/2015

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. Yes, our GFS are respect, responsibility, and kindness. We decided on our GFS as a staff on 8/8/14.
2. Our common-area expectations were decided on 2 years ago as a staff. We review them regularly with staff and students and as recently as 8/8/14. All common area expectations are clearly posted and visible.
3. Classroom teachers created classroom expectations aligned to our school-wide behavior plan, have expectations posted, and clearly communicate them with families and students.

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Goal 1:

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?

Decrease bus referrals by 10% from 60 to 54 by implementing a positive behavior/incentive plan for the bus

Implementation Steps

Data analysis, bus driver training, student orientation, recognize good behaviors

Person(s) Responsible

AP, behavior specialist, MTSS

Timeline / By When?

Data analysis in June 2014

Bus Driver Training- August 2014

Student Orientation- First week of school

Plan-ongoing throughout the year

Initiated
07/16/2014

Status
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?
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Strategy

Review referral data, bus alerts, and rubric of scores earned from positive behavior.

Implementation Steps

Duty staff records the rubric score provided by the bus driver, principal announces weekly bus winner, AP collects referral data to share with MTSS biweekly.

Person(s) Responsible

MTSS

Timeline / By When?

Ongoing throughout the year.

Initiated
07/16/2014

Status
Ongoing

Completed

Goal 2:

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?

Decrease general education classroom referrals by 10% from 46 to 41 referrals by increasing positive to negative teacher to student ratios to 5:1 and establishing smooth, efficient classroom routines and transitions.

Implementation Steps

Initial training on 8/8/14 of CHAMPS and initiative.
Follow up training at future staff meeting

Person(s) Responsible

AP, behavior specialist, teachers

Timeline / By When?

Ongoing professional development as needed.

Initiated
08/08/2014

Status
Ongoing

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?

Reviewing classroom referrals, walkthroughs, and ISM feedback at MTSS

Implementation Steps

AP collects referral data to share with MTSS. Administration will share walkthrough experiences.

Person(s) Responsible

AP, MTSS, principal

Timeline / By When

ongoing-biweekly MTSS meetings with data review.

Initiated

08/14/2014

revised 1/26/15

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?

Decrease EBD referrals by 10% from 47 to 42 by ensuring that positive reinforcements are desirable for each student.

Implementation Steps

Complete reinforcement inventory
Monitor Data
Conduct FBA reviews as needed

Person(s) Responsible

Social worker and behavior specialist

Timeline / By When

Complete the inventory in the first month of school

Initiated

8/18/2014

revised 1/26/15

Pending

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?
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Strategy

Reviewing classroom referrals, ICS data, and point sheets.

Implementation Steps

AP collects referral data to share with MTSS. Behavior specialist will share ICS data with administration and summarize student point sheets to identify missed instructional time.

Person(s) Responsible

AP, MTSS, teachers

Timeline / By When?

ongoing

Initiated

revised 1/26/15

Completed

Pending

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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 positive behavior incentive plan.

Implementation Steps

Classroom teachers teach the expectations to students. Principal reinforces expectations on the morning announcements. Students earn owl bucks by displaying targeted behaviors which go towards the classroom community reward. Classes receive rewards at specified levels. Implement C.H.A.M.P.S.

Person(s) Responsible

All staff

Timeline / By When?

ongoing

Initiated

8/18/2014

Status

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?

Classroom teachers increase implementation of CHAMPS

Implementation Steps

Review CHAMPS in August with staff

Teachers review CHAMPS with students and implement the plan

Person(s) Responsible

All staff

Timeline / By When?

ongoing

Initiated

Status

Completed

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Action Plan:

Plan to Monitor for Fidelity of Implementation

MTSS will review and monitor progress of the plan biweekly. We will formally evaluate and report findings mid year and at the end of the year.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Staff meeting on 8/8/14.
Bus driver training 8/13/14
MTSS Training on 8/15/14 and 8/11/14
Positive Praise training date tbd.
CPI Level 2 refresher date tbd.

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

There are a total of 14 referrals for black students. However of these 14 referrals 2 students who are EBD are responsible for 7 of the referrals. Therefore there are a total of 9 black students with referrals. This represents 23% of our referrals since there are 39 total referrals. 77% of our referrals are from non-black students.

Of the 9 black students with referrals the following supports are in place:

For 3 students, they are in an EBD setting receiving social skill lessons, tiered support and counseling.

3 of the students are on tier 2 behavior plans which require them to report to the behavior specialist every day and have shown improvements in their behavior.

1 student has moved.

The remaining 2 students have had one incident each and have not been behavior concerns since their referrals.

However conversation occurs about all students receiving referrals biweekly at our MTSS meetings where we discuss the data, trends, and what is or isn't working with each child.