

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

Sutherland Elementary uses the acronym SOAR for school wide expectations. SOAR expectations are posted in every classroom.

S--Safety First

O--Open your Mind to Learning

A--Act Responsibly

R--Respect People and Property

The common area expectations are clearly communicated through training provided at the beginning of the year. We use the CHAMPS expectations for our common areas to include, hallway walking, cafeteria, PE., Media Center and dismissal. Posters are displayed throughout the campus and revisited on a regular basis.

Each teacher at Sutherland turns in a classroom behavior plan following the CHAMPS protocol as to what and how classroom expectations are identified and communicated.

Goal 1: The goal of Sutherland Elementary school wide behavior plan is to increase the number of students earning a Satisfactory or better weekly conduct 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?

Inconsistent reporting of student conduct concerns. Gaps in professional development to address Tier 2 behavior supports. Our former way of work was a reactive instead of a proactive process.

Implementation Steps

Provided professional development school wide on data collection and all Tiers of the MTSS process. Grade levels developed a common rubric and language for reporting conduct grades. A systematic schedule was established for collection and review of bi-weekly conduct grades from every teacher. A process was developed for communication teachers regarding patterns in the data.

Person(s) Responsible

All instructional staff, MTSS team, and clerical support

Timeline / By When?

Bi-weekly collection and review beginning mid September, 2014. This process continues through the end of May, 2015.

Initiated
9/15/2014

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?

Staff training regarding reinforcement of positive behavior throughout the 14/15 school year with respect to the appropriate ration of positive to negative feedback

Implementation Steps

Set up a yearlong calendar for monthly celebrations of positive student behavior (Seahawk Salute). We utilize a school wide positive behavior support to recognize students in common areas of the school (Sammy Tickets). Students are recognized on the morning news show and in the monthly newsletter.

Person(s) Responsible

All faculty and staff of Sutherland Elementary

Timeline / By When?

Training during pre-school faculty meeting (8/14) where teachers provided input. Monthly recognition is held throughout the 14/15 school year.

Initiated
8/14/2014

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?
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Strategy

The MTSS team will analyze weekly student conduct grades provided by the teachers to determine a decrease in the number of students earning an N (Needs Improvement) or a U (Unsatisfactory) conduct. This will serve to create a bi-weekly analysis of student behavior.

Implementation Steps

Teachers will provide weekly conduct grades via email for students earning an N or U for the week
Data will be reviewed by the MTSS team bi-weekly
Data will be shared with team leaders by MTSS reporters, and shared at staff meetings

Person(s) Responsible

MTSS team
Team Leaders

Timeline / By When?

Ongoing process

Initiated

2/16/15 Revised
Ongoing

Completed

Goal 2: The goal of Suteherland Elementary is to build positive relationships with students by initiating a staff/student mentoring 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?

A systematic plan was not utilized to identify students or faculty mentors. Securing faculty buy-in was difficult, as well as follow through on their commitment because of the time restraints they faced.

Implementation Steps

Met with school staff to provide information regarding a mentoring plan for targeted students. The MTSS team created a framework for identifying students who would benefit from a mentor. All staff was given opportunity to become a mentor (Faculty Friend) if they chose. Identified students were matched with a staff mentor. The Guidance Counselor provides monthly suggestions and reminders to the the faculty mentors.

Person(s) Responsible

All Sutherland Staff
MTSS (Guidance Counselor, School Administrators, Social Worker, School Psychologist)

Timeline / By When?

October 2014 through May 2015

Initiated

10/1/2015

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?

To provide time for staff to meet with their identified mentee.

Implementation Steps

At pre-school faculty meeting teacher input was solicited on how to provide support to students. A protocol was used with staff on building positive relationships with kids
Teacher input was solicited in determining students in need of a mentoring relationship. A list of students will be provided for staff members to match themselves with
Ideas/reminders will be sent out monthly to help support teachers in their mentoring relationship. Survey of staff members who participated at the end of the year, as well as the teachers who had students being mentored to determine level of impact.

Person(s) Responsible

Guidance Counselor
Administrators
Staff members participating in the program

Timeline / By When?

on-going

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2/10/2015

Initiated

9/14/2014

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

The MTSS team will analyze the conduct grades and/or academic performance of those students participating in the mentoring program

Implementation Steps

MTSS team will review conduct grades biweekly for those students in the mentoring program
Academic performance will be reviewed at cycled data chats
Data will be shared with team leaders by the MTSS reporter and at staff meetings

Person(s) Responsible

MTSS team

Timeline / By When?

on-going

Initiated

Status

Completed

Goal 3: The goal of Sutherland Elementary is to reduce absenteeism and tardies

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?

Inconsistent and/or on-time reporting of daily attendance

Implementation Steps

Reminders in our monthly newsletters, weekly School messenger phone calls. A framework was refined to obtain consistent feedback from teachers and include them in the communication process with the parent. A systematic review and follow up of the data through our Child Study Team. Established a defined time of day for teachers to take attendance with a follow up email to teachers by the DMT.

Person(s) Responsible

Child Study Team, Instructional staff. Administrators

Timeline / By When

September 2104 through May 2015

Initiated

9/1/2014

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?

To identify ways to recognize students who demonstrate an increase in attendance and/or a reduction in tardies.
To follow a systematic protocol for reducing absenteeism and tardies

Implementation Steps

Solicit teacher input for developing a recognition system
CST meets with bi-weekly to analyze data, teachers make contact with families, a member of CST would reach out to families, parents are invited to a face to face meeting to discuss barriers and ways to support them

Person(s) Responsible

CST

Timeline / By When

on-going

Initiated

revised 2/16/15

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

Bi-weekly CST notes are used to compare trends in attendance and tardies

Implementation Steps

The social worker gathers attendance/tardy data
CST analyzes the data bi-weekly
CST determines next steps on our school process
Follow up is completed with classroom teachers
Social Worker follows up with CST

Person(s) Responsible

CST

Timeline / By When?

on-going

Initiated

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

Target behaviors (increase positive student behavior) Positive Recognition 5:1
Sammy Tickets
Seahawk Salute
Attendance incentives

Implementation Steps

Pre-school training--staff will be trained on positive recognition system for Sutherland Elementary for the 14/15 school year. Review of expectations for students on the morning show each week (Monday morning message), revisit for staff at monthly faculty meetings.
Data collection by the MTSS and reported through team leaders, as well as at staff meetings

Person(s) Responsible

Kristy Cantu
Jennifer Mekler

Timeline / By When?

on-going

Initiated
8/18/2014

2/16/15 Revised
Ongoing

Completed

Strategy

A systematic approach to positive student recognition

Implementation Steps

staff training, ongoing feedback collected from team leaders, monitor data bi-weekly to look for positive impact on student behaviors.

Person(s) Responsible

Kristy Cantu
Jennifer Mekler

Timeline / By When?

on-going

Initiated

2/16/15 Revised

Completed

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2/10/2015

8/18/2014

Ongoing

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?

While involving students in the creation of the classroom management system is important, the teacher must facilitate the discussion and teach school wide expectations so that there is consistency throughout the school day. Revisiting and re-teaching school wide expectations to current, as well as, new students entering after the first day of school. Follow through on the implementation steps of each individual plan.

Implementation Steps

Guidelines for success were discussed with input from teachers and that input was used to create our school wide behavior plan. Individual classroom plans were developed and a copy of those plans are housed in the Assistant Principal's office. At the beginning of each new school year each classroom teacher develops a classroom behavior plan aligned to the guidelines for success that were identified at our pre-school faculty meeting. The SOAR expectations, as well as CHAMPS for common areas were used in each classroom plan. Our monthly Seahawk Salute is aligned to classroom management plans and school wide expectations.

Person(s) Responsible

Classroom teachers
Kristy Cantu
Jennifer Mekler

Timeline / By When?

8/13-9/17

Initiated
8/13/2014

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?

Each teacher will implement and turn in their individual classroom management plans.

Implementation Steps

Listed above

Person(s) Responsible

Listed above

Timeline / By When?

Listed above

Initiated

1/26/15 Revised

Completed

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Ongoing

Action Plan:

Plan to Monitor for Fidelity of Implementation

Plan to monitor fidelity:

The collection of data will be used for fidelity checks:

Goal 1: Fidelity study by the MTSS team as they monitor the increase in positive behaviors and decrease the amount of students receiving an N or U for weekly conduct. Negative behaviors will be identified as an incident report, referral with corresponding discipline and collection of weekly conduct grades.

Positive behaviors will be those that are aligned with and support the school vision/mission and serve the learning environment (they follow the Sutherland guidelines for success)

Mid-Year Reflection: The MTSS team continues to collect weekly conduct grades from all classroom teachers and review them for trends and whether supplemental support is necessary. We have increased involvement in our MTSS meetings to have in depth discussion and input regarding additional support.

Goal 2: Data collection: Fidelity checks will occur each month at MTSS meetings and staff meeting as data from Sutherland's data resources are used to discuss and make decisions regarding our SWBP. and our staff mentoring program. We will meet with teachers in cycled data chats, as well as look at conduct grades to determine the positive impact of the mentoring program.

Mid-Year Reflection: We have completed 2 data chats that correlate with each grading period with every grade level team. Our Guidance Counselor sends out monthly reminders and activities to support the Faculty Friend initiative at our school. The data for the students who are currently being mentored is reviewed.

Goal 3: Sutherland's CST (Child Study Team) will meet bi-weekly to review attendance and tardy data. We will communicate with teachers as a follow up and will monitor data of the increase in student recognition.

Mid-Year Reflection: We continue to meet bi-weekly with the CST and we continue with supports to increase attendance and reduce tardies.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Sutherland's Professional Development Plan for Behavior:

Sutherland utilized a pre-school faculty meeting to present parts of the SWBP to the staff and had a discussion time geared around that topic. Training will continue at each staff meeting regarding the reinforcement of behavior and types of reinforcement that increase positive student behavior

Teachers will receive part 2 of data training and how to use data to improve their classroom management systems

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 1: Review of the data for goal 1 included a baseline (September), a mid-point (November) and current (January). In Kindergarten there was a significant decrease in students receiving an "N" or "U" for conduct. Kindergarten students are acclimating to school at the beginning and learning school wide expectations which would account for the higher number in our baseline.

Both first and second grade showed a 0% change, however, the students on the list had changed from baseline to current reporting. Third grade and fourth grade had an increase of students receiving an "N" or "U" on our conduct report and fifth grade had a slight increase. Our data review indicates that second semester students in intermediate grades need more differentiated support as the academic demands increase and motivation decreases. The MTSS team will be working with those grade levels to develop differentiated support. Our data is not indicative of a discrepancy between black and non-black students.

Goal 2: 32 students were identified as needing a mentor, only 21 of those were matched with a staff mentor because this was a voluntary option for staff. Of the 21 that were matched, 6 withdrew from our school. Of our current 15 students in the program 53% showed an improvement in academic areas as well as conduct. Of the 47% of students in the program that did not show improvement, several are in the MTSS process and their lack of improvement is not directly related to the mentorship program. Of the original 21 students identified, 7 were black, however 5 of those 7 withdrew from Sutherland this school year. The reasons for those 5 students withdrawing from Sutherland were mostly based on relocation to other cities outside of our district. The 2 remaining black students showed improvement. Our goal for the second semester is to revisit becoming a faculty mentor, as well as look at new students to our school to identify a need for a mentor. Through our Family and Community Liaison and our PTA, we would like to identify a business partnership to have outside mentors for our students.

Goal 3: