
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:

Walsingham has a Positive Behavior System (PBS) that is embedded with Champs and C2C. Walsingham's GFS are clearly identified to each classroom teacher with a set of lesson plans for school-wide expectations and the first four days of school. Each classroom teacher has the GFS posted in their classroom and they refer to them daily. This year we are introducing PAWS for Success into our GFS. Each classroom and common area will have a PAWS poster up and staff and students will refer to these throughout the day.

Each classroom and common area will have the GFS posted along with the PAWS for Success posters.

In the lesson plans for school-wide expectations the common area expectations are taught to the students during the first week of school by their classroom teacher and specialists on the appropriate ways to behave in the classroom, hallways, media center, PE, Cafeteria, Art, Music.

Goal 1: Increase appropriate behaviors in the common areas by using the attached lesson plans, by modeling the Commitment to Character (C2C) traits, GFS and PAWS for Success posters

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?

The strategies will be for teachers to teach the school wide expectations, PAWS for Success, and GFS during the first week of school and review them throughout the year. These also align to Pinellas County's Commitment to Character traits.

Implementation Steps

Teachers will receive the lesson plans for school-wide expectations that they will implement during the first week of school. Teachers will continue to review the GFS & PAWS for Success throughout the year and refer to the PAWS posters in their classrooms and in common areas.

Person(s) Responsible

Principal, Assistant Principal, Classroom teachers, Guidance Counselor, specialists, teacher associates

Timeline / By When?

During Preschool training Principal and Assistant Principal will review the lesson plans with teachers and go over the PAWS for Success poster and GFS.

Initiated

8/18/2014

Status

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

Status

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

We looked at the data of defiance/insubordination, class/campus disruption, repeated misconduct, striking a student and/or adult. In looking at our data from those categories we have had decreases in many of them from the year prior, we believe that to be from the school wide expectation lessons that were implemented and will be implemented this year as well along with our new PAWS for Success.

Implementation Steps

We looked at giving the teachers the necessary tools for teaching and implementing the school-wide expectations, lesson plans, Paws for Success posters.

Person(s) Responsible

Principal, Assistant Principal, Classroom Teachers, Guidance Counselor

Timeline / By When?

At the beginning of the year teachers will be given the school wide expectations lesson packet, PAWS for Success posters and the GFS to hang up in their classrooms. Teachers will begin to implement the school wide expectation lesson plans the first day of school and revisit them throughout the year.

Initiated

8/18/2014

Status

Ongoing

Completed

Goal 2: Reduce the number of referrals of students riding the school bus.

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?

Reduce the number of referrals of students riding the school bus.

Implementation Steps

Meet with bus associates and drivers. We would like to reduce the number of students receiving bus referrals. Show them the bus warning slips, student will receive a warning for first offense. On the second warning the parent will be notified. The third warning will result in a bus referral.

Person(s) Responsible

Jess Hathaway; Principal, Kim Duffy; AP, Classroom teachers, specialists, teacher associates

Timeline / By When?

During Preschool training Principal and Assistant Principal will review the lesson plans with teachers and go over the PAWS for Success poster and GFS.

Initiated

8/18/2014

Status

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?
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Strategy

We used the discipline data from Focus to look at referrals during the school day and from the bus. We had 40 bus misconduct referrals.

Implementation Steps

We will continue to look at the bus data and the warning slips to see where students are having issues and go over the expectations on the bus with the student. If the student has received 2 warnings we will be contacting their parent. On the third warning they will receive a referral.

Person(s) Responsible

Principal, Assistant Principal, Buss Associates.

Timeline / By When?

From the beginning of the year and throughout the year.

Initiated

Status

Completed

Goal 3: Decrease the number of in school and out of school suspensions by our 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?

We will reduce the number of in school and out of school suspensions by having teachers refer to the GFS and PAWS for Success posters throughout their daily instruction. Teachers will review classroom and school-wide expectations daily in their classrooms. Teachers will be given behavior incidents forms to fill out before sending the student to the office for an administrator to talk with the student.

Implementation Steps

Teachers will implement into their daily routine the PAWS for Success poster. They will review the school wide expectations with students.

Person(s) Responsible

Classroom Teachers and Administrators

Timeline / By When

Daily implementation.

Initiated
8/18/2014

revised 1/26/15
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?
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Strategy

We looked at the data in Focus on how many in school and out of school suspensions that we had last year. Our data shows that we had 4 students who had 1 in-school suspensions and 9 students who had 1 out of school suspensions and 1 student who had 5 or more out of school suspensions.

Implementation Steps

Teachers will be given the tools necessary to help implement the GFS, PAWS for Success and the Behavior incident forms. They will be provided training on how to implement them in the classroom.

Person(s) Responsible

Principal and Assistant Principal

Timeline / By When?

Training will be provided at the beginning of the school year. Refreshers will be given throughout the year.

Initiated

8/18/2014

revised 1/26/15

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

Student of the Week. Students who follow GFS and PAWS for Success will be eligible to earn student of the week status from their teacher. Each student will receive a Student of the Week pin, a Principal is proud of me pencil

Implementation Steps

Teachers will monitor and track student behaviors. They will look at the data to choose the student of the week for the class.

Person(s) Responsible

Classroom teachers, Principal

Timeline / By When?

This will occur weekly for the entire school year.

Initiated

8/18/2014

Status

Ongoing

Completed

Strategy

classrooms that earn 5 greens in the cafeteria in a row based on following GFS, C2C traits and cafeteria expectations will be able to earn 5 minutes of outside play during the last five minutes of lunch.

Implementation Steps

Each table will have a red, yellow and green cup at the end of the table. All classes will start on green, as long as the students are following the cafeteria expectations they will remain on green. If they have to be reminded of the expectations two times they will move to yellow. If they have to be reminded again while on yellow they will move to red. Students have the ability to earn their way back to green by following the cafeteria expectations.

Person(s) Responsible

Assistant principal and cafeteria assistants.

Timeline / By When?

Students will be instructed on the cafeteria expectations and the Reward/Recognition system during the first week of school. Teachers will need to refer back to the cafeteria expectations if their class has a difficult time earning 5 greens in a row to earn the reward.

Initiated

8/18/2014

Status

Ongoing

Completed

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

1/22/2015

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?

Teachers will utilize Class Dojo to keep track of student behaviors.

Implementation Steps

Teachers will download Class Dojo to their laptop, iPad, phone or tablet. They will assign a character for each student and the student will receive points for positive behaviors and will lose points for negative behaviors. Teachers will be able to see daily reports on how many positive behaviors each student behaved.

Person(s) Responsible

Classroom teachers

Timeline / By When?

Daily implementation all year long.

Initiated

8/18/2014

Status

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?

Teachers will use CHAMPS in their classrooms.

Implementation Steps

Our classroom teachers have been trained in CHAMPS. They will use the attention getting signal, levels of conversation, CHAMPS expectations will be posted in classrooms. Teachers will be given a review during professional development on how to utilize CHAMPS in their classrooms. New teachers will be set up with training from the district.

Person(s) Responsible

Principal, Assistant Principal, Classroom Teachers,

Timeline / By When?

all will be set up at the beginning of the year and CHAMPS will be implemented through out the year daily.

Initiated

8/18/2014

Status

Ongoing

Completed

Action Plan:

Plan to Monitor for Fidelity of Implementation

The plan to monitor for fidelity will be to look at the number of behavior referrals from classroom teachers.

We will look at the number of bus warnings and referrals.

We will look at the data of In school and Out of school suspensions and follow the plan in order to reduce the number of both.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Teachers will take refreshers trainings on CHAMPS.

Classroom teachers who have used Class Dojo will train teachers at WES on how to use the program and run reports.

Principal and Assistant Principal will provide Professional Development on School wide lesson expectations and PAWS for Success.

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

We will continue to implement our SWB as it is since what we are doing is working for our Black and Non-Black students. During the school year 2013-2014 our Black students with infractions was around 60% during the 2014-2015 school year our Black students with infractions are down to 19%. We continually update the staff monthly, SBLT, SAC and PTA bi-monthly on the status of of discipline referrals and the breakdown of subgroups, types of infractions and locations. We will continue to celebrate as an administration team and school staff the positive behaviors at Walsingham with our Student of the Week awards. The plan is to continue monitoring behaviors during SBLT.

Goal 1- We looked at the data of defiance/insubordination, class/campus disruption, repeated misconduct, striking a student and/or adult. In looking at our data from those categories we have had decreases in many of them from the year prior, we believe that to be from the school wide expectation lessons that were implemented and will be implemented this year as well along with our new PAWS for Success. For the 2014-2015 school year we have seen continued decreases in our student defiance/insubordination, class/campus disruption and repeated misconducted. Our student striking another student

Goal 2- Reduce the number of referrals of students riding the school bus. In the 2013-2014 school year there were over 40 bus referrals, since implementing the bus warning sheets it has allowed the students to turn their behavior around without getting a referral. This has seen a drop in bus referrals to only 7 for the 2014-2015 school year.

Goal 3- We will reduce the number of in school and out of school suspensions by having teachers refer to the GFS and PAWS for Success posters throughout their daily instruction. Teachers will review classroom and school-wide expectations daily in their classrooms. Teachers will be given behavior incidents forms to fill out before sending the student to the office for an administrator to talk with the student. For the mid year review of data for in school and out of school suspensions we have 2 out of school suspensions for the 2014-2015 school year.

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

1/22/2015

Endyear:

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 this year's implementation