

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

2/12/2015

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**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. The schoolwide Guidelines for success at Woodlawn is D.I.V.E.S. Students are expected to Demonstrate respect, Initiate cooperation, Value honesty, Exercise responsibility, and Show compassion. These guidelines were reviewed with the entire staff on August 15, 2014 and are subsequently posted and reviewed in all classrooms daily and recited during morning meetings. Administrators met with all students by grade level to share school-wide behavior expectations.
  
2. Common Area expectations were reviewed with staff on 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 in various locations on campus and reviewed with students throughout the school year. Specifically during the first ten days. On the first day back from each holiday break, teachers spend time to review class and school expectations.
  
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.

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**Goal 1: To decrease the number of referrals for fighting and striking students from 25% to 20%**

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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?**

For the past three years, striking of students has consistently been the highest number of referral incidents. A barrier that effects this goal is the lack of teacher awareness of interventions and strategies that can be used to help students cope with their anger or being upset. In order to decrease the insufficient knowledge of interventions or strategies, we will provide professional development to teachers in regards to appropriate intervention supports that can be put in place to address the various needs of students.

**Implementation Steps**

Behavior Team meetings are held twice a month to discuss student and identify an appropriate intervention for the targeted behavior.

Share research-based interventions through Behavior PLC and weekly updates

School-wide data is reviewed quarterly with staff followed by review and revising of intervention menu

**Person(s) Responsible**

Principal, Tammy Keiper, Assistant Principal, Vickie Graham, Behavior Coach, Bob Tatangelo, MTSS Coach, Christina Loverne

**Timeline / By When?**

Ongoing

**Initiated**  
9/10/2014

**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?**

An additional barrier that effects this goal, is the lack of students using appropriate coping and relaxation techniques that they can use when they are angry or upset. Students are often able to tell what they could have done instead of hitting but struggle with using these techniques or strategies when angry or upset. Based on referral data, counseling groups for students displaying these behaviors in order to practice and deepen their knowledge of strategies they can use.

**Implementation Steps**

As data it monitored, determine students showing signs of fighting/hitting behaviors

Create groups for the guidance counselor, behavior coach, and social worker as needed

Counselor will share strategies that students are learning to teachers so they can support students when implementing appropriate strategies

**Person(s) Responsible**

Principal, Tammy Keiper, Assistant Prncipal, Vickie Graham, Behavior Coach, Bob Tatangelo, Social Worker Chris Wood

**14/15 School-wide Behavior Plan  
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2/12/2015

**Timeline / By When?**

Starting October 1

**Initiated**

9/24/2014

**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**

Create a system for tracking Tier 1, Tier 2, Tier 3 behavior data

**Implementation Steps**

Teachers will enter daily point data in ODS system that will be reviewed twice a month

Teachers will collect Tier 2 data on data collection sheets provided by behavior Coach and will be reviewed monthly

Teachers will collect Tier 3 data as determined in FBA or PBIP and will be reviewed monthly

**Person(s) Responsible**

Teachers and MTSS Coach

Teachers and Behavior Coach

Teachers and FBA/PBIP team

**Timeline / By When?**

Starting September 1

**Initiated**

9/24/2014

**2/16/15 Revised**

Ongoing

**Completed**

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**Goal 2: Decrease the number of referrals from 300 by 10%**

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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?**

To reduce the barriers of students lacking skills to plan for future aspirations and create educational goals, we will develop a positive recognition system (Foundation Builders) and collect baseline data

**Implementation Steps**

Display pictures of students at lunch who have demonstrated the GFS (including CHAMPS ceremony)  
Admin will visit classrooms weekly to give out certificates and blocks to students who have demonstrated GFS.

**Person(s) Responsible**

Principal, Tammy Keiper, Assistant Principal, Vickie Graham, Behavior Coach, Bob Tatangelo, MTSS Coach, Christina Loverne, Guidance Counselor, Behavior specialist, Vasily Graham

**Timeline / By When?**

We will start our recognition system in October 2014

**Initiated**

10/1/2014

**2/16/15 Revised**

Ongoing

**Completed**

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**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**

Create a system for tracking Tier 1, Tier 2, and Tier 3 behavior data

**Implementation Steps**

Teachers will enter daily point data in ODS system that will be reviewed twice a month

Teachers will collect Tier 2 data on data collection sheets provided by the Behavior Coach and will be reviewed monthly

Teachers will collect Tier 3 data as determined in the FBA or PBIP and will be reviewed monthly

**Person(s) Responsible**

Teachers and MTSS Coach

Teachers and Behavior Coach

Teachers and FBA/PBIP Team

**Timeline / By When?**

Starting September 1

**Initiated**

**Status**

**Completed**

**Strategy**

Create a system for tracking Tier 1, Tier 2, Tier 3 behavior data

**Implementation Steps**

Teachers will enter daily point data in ODS system that will be reviewed twice a month

Teachers will collect Tier 2 data on data collection sheets provided by behavior Coach and will be reviewed monthly

Teachers will collect Tier 3 data as determined in FBA or PBIP and will be reviewed monthly

**Person(s) Responsible**

**Timeline / By When?**

**Initiated**

**Status**

**Completed**

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**Goal 3: To decrease the gap between white (20%) and black (76%) students receiving referrals by at least 10%**

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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?**

Lack of differentiation in classroom management will be addressed through consistent use of PBS and daily class meetings.

**Implementation Steps**

Book studies- Closing the Attitude Gap and Understanding Black Male Learning Styles  
Monthly PLC to focus on behavior data and PD support

**Person(s) Responsible**

Principal, Tammy Keiper, Assistant Principal, Vickie Graham, Behavior Coach, Bob Tatangelo, Behavior specialist, Vasily Graham

**Timeline / By When**

Programs will start by October 2014

By June 2015, the gap between white and black students receiving referrals will show a decrease of at least 10%

**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?**

For students lacking appropriate school-based social skills, mentor and guidance programs will be implemented

**Implementation Steps**

Implement 5000 Role Models, About Faces, Girls on the Run  
Send newsletters home advertising the need for mentors.  
Send invitations to community members and school based registered volunteers.  
Use Focus and the Data Warehouse to identify the behavioral referral data.  
Compare this correlation between behavior and academic data  
Identify candidates for program  
Send letters home to parents and invite mentors  
Meet weekly to provide mentoring , homework assistance, extended learning opportunities.

**Person(s) Responsible**

Family Involvement Liaisons Susan Foley and Susan Whitton, Assistant principal, Vickie Graham, Behavior Specialist, Vasily Graham, Guidance Counselor Danny Fitro, and PSCB Resource Officer Mike Hawkins

**Timeline / By When**

**14/15 School-wide Behavior Plan  
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2/12/2015

October 2014

**Initiated**  
10/15/2014

**revised 2/16/15**  
Ongoing

**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**

Monitor data of students in groups to determine if the supports are meeting student needs

**Implementation Steps**

Utilize FOCUS, ODS, and Data Warehouse to monitor behavior data for the students participating in groups  
Monthly discuss the trend data for each student and determine area of focus for group or individuals

**Person(s) Responsible**

Principal, Tammy Keiper, Assistant Principal, Vickie Graham, Behavior Coach, Bob Tatangelo, Behavior specialist, Vasily Graham

**Timeline / By When?**

Start by October 1

**Initiated**

9/24/2014

**revised 2/16/15**

Ongoing

**Completed**

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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**

Students are recognized at a school wide "Champions" ceremony for following CHAMPS and GFS.

**Implementation Steps**

Teachers identify students and give their nominations to the Guidance Counselor.  
Guidance Counselor confirms which targeted behavior the student demonstrated gives teachers a short bio and description GFS demonstrated by student to complete.  
Ceremony is scheduled for first Friday and entire school and invited parents come out to the celebration ceremony.

**Person(s) Responsible**

Guidance Counselor, Danny Fitro,  
Principal, Tammy Keiper, Assistant Principal, Vickie Graham, Behavior Coach, bob Tatangelo, MTSS Coach, Christina Loverne

**Timeline / By When?**

Monthly beginning in September/October

**Initiated**

**2/16/15 Revised**  
Ongoing

**Completed**

**Strategy**

Students are rewarded each month for reaching targeted goal for cafeteria behavior.

**Implementation Steps**

Students are taught the expectations for behavior in the cafeteria and the red, yellow and green cone system.  
Cafeteria attendant monitors class for targeted behavior and notes the class cone color at the end of the lunch period each day on a chart posted in the cafe.  
Classes who meet the target for the month are given the assigned months incentive.

**Person(s) Responsible**

Delores Applegarth, Classroom teacher, Angie Vovillia, Cafeteria Attendant, Classroom teachers

**Timeline / By When?**

September

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**Initiated**  
9/3/2014

**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?
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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?**

Administration and Behavior coach will work with grade levels to develop collaborative plans that align to the Guidelines for success and school wide behavior plan.

**Implementation Steps**

Share the Schoolwide plan at Faculty meeting on August 15, 2014.  
Meet with teams to develop plans  
Established a due date of 8/29/14.

**Person(s) Responsible**

Principal, Tammy Keiper and Assistant Principal, Vickie Graham, Behavior Coach, Bob Tatangelo

**Timeline / By When?**

August 29, 2014

**Initiated**  
8/15/2014

**1/26/15 Revised**  
Ongoing

**Completed**  
8/29/2014

**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?**

In order to ensure teachers are aware of their class and student data as compared to other teachers, data will be reviewed at a monthly behavior PLC to discuss school, class and student points. Based on the data, teachers will continue with their plan as written or revise it to ensure students are successful

**Implementation Steps**

Meet monthly at each each teams PLC.  
Review grade level, classroom, and student data  
Provide ideas for interventions for class or students

**Person(s) Responsible**

Admin, Keiper and Graham and Behavior Coach Tatangelo

**Timeline / By When?**

Monthly

**Initiated**  
9/10/2014

**1/26/15 Revised**  
Ongoing

**Completed**

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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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- \* Monitor weekly the number of behavior referrals and student support request that are input into the ODS database.
- \*Ongoing walkthroughs to monitor classroom expectations posted and being referred to during transitions.
- \* Monitor the number of student receiving Foundation Builder Certificates and students recognized at Champion Ceremonies.
- \*SBLT team continues to work on areas of improvement on the BOQ.
- \*Monitor student attendance and academic progress.
- \*Keep attendance records of mentoring programs

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**Professional Development:**

**List Professional Development Opportunities Aligned To The Positive Behavior Supports**

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- \*Book study to include the title Closing the Attitude Gap by Baruti K. Kafele. and Teaching Children to Care by Ruth Sydney Charney.
- \*Ongoing Coaching and mentoring during PLC meetings by administration, Behavior Coach and Specialist.
- \*Administration, guidance counselor, behavior coach and specialist take the SAFE Teams Bullying Training.
- \*Crisis team , ESE teachers and other designated staff take the CPI 1 and 2 courses.
- \*Behavior tips and research based practices shared by members of the SBLT team at monthly faculty meetings.
- \*CHAMPS reminders at meetings and PLCs
- \* Teach Like a Champion ideas presented through weekly updates

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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.**

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**Enter a summary of the current status of implementation**

Goal 3 addresses the ways we are working to reduce the discipline discrepancy between black and non-black students. At this time, we have begun About Faces, Girls on the Run and ELP programs in which we identified students to invite. We have our regularly scheduled Behavior PLCs in which we focus on discipline data and providing additional intervention strategies for teachers to help students be successful in their classrooms.

The following data is based on our end of January data and was reviewed in order to make adjustments to our plan:

		Multiracial	White	Black	Hispanic	Asian
# of referrals	7	50	170	2	1	
# of students with referrals	4	15	37	2	1	
% of referrals	3	22	74	1	<1	
% of students with referrals	7	25	63	3	2	

In January, all teachers received Culturally Responsive Instruction professional development to help strengthen our understanding of best instructional strategies for the diverse population at our school. As our data still indicates a gap, we will be scheduling follow up training opportunities during the second semester. We will also have two book studies for all instructional staff- Understanding Black Male Learning Styles and Closing the Attitude Gap to also strengthen our understanding and awareness of best instructional and school-wide strategies to meet the needs of all students. 65% of our referrals come from 41% of students receiving referrals. These students all have individual behavior plans that add an additional layer of support to help them meet the school expectations.

We are regularly sharing school-wide behavior expectations through morning meetings, school announcements, and on a video in the cafeteria during lunch. We have held monthly CHAMP ceremonies to recognize students displaying commitment to character traits. On a weekly basis, administrators visit classrooms to celebrate students earning Foundation Builders awards for helping set the tone of success. We held a parent night in November that focused on supports that can be provided by the school and local agencies in regards to behavior, social, or emotional needs.

As of the end of January, 61% of referrals were for incidents involving striking or fighting. 77% of the referrals for striking/fighting come from 41% of students receiving referrals. We will be initiating Social Skill instruction during PE blocks with the coaches and guidance Counselor focusing on strategies to deal with anger. Based on individual student data indicating these same concerns, additional groups will be formed as the next level of support for students that continue to struggle in this area. For the students within the highest group receiving these referrals, individual plans are put in place to add an additional layer of support in helping them learn coping and anger management strategies.

We will continue to regularly monitor our data and review and revise school expectations and systems to reach our goals.

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