

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

4/10/2015

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?
-

Questions to guide discussion:

1. Our guidelines for success entail, doing your Bardmoor BEST:
B=Be Responsible
E=Enter Ready
S=Show Respect
T=Team Bardmoor
2. Yes common area expectations are posted throughout the school building, according to their areas. As part of our monthly "BEST" assemblies, we do go over the expectations school wide.
3. Each teacher makes up their classroom rules according to the GFS's, they are identified, posted and taught.

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Goal 1: Increase monthly attendance by 1%, from 95% to 96%.

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?

Barrier: Lack of motivation to be at school.

Strategy: Monthly BEST assembly to recognize students who were here everyday from bell to bell, for the whole month. There will be 2 drawings a year (once before winter holidays and once before summer break), per grade level for a gift certificate.

Implementation Steps

1. DMT will print out attendance for month.
2. Child study team will identify students who were at school from bell to bell everyday of the month.
3. Child study team will prepare certificates for students who were here.
4. At assembly Principal will pass out and recognize students' who had perfect attendance for that month.

Person(s) Responsible

school counselor, administrators, behavior specialist, psychologist, social worker, DMT

Timeline / By When?

Ongoing, monthly

Initiated
9/2/2014

3/4/15 Revised
Ongoing

ongoing

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?

Barrier: Lack of motivation to come to school

Classroom competition for attendance, one class per grade level will win.

Implementation Steps

1. Principal will announce at BEST assembly, go over expectations of what perfect attendance looks like, and the prize for the month.
2. Teacher's will "hype" up competition for their class.
3. Principal will announce at monthly BEST assembly, winners per grade level.

Person(s) Responsible

Social worker, psychologist, school counselor, behavior specialist, administrators

Timeline / By When?

Implemented in March, ongoing for the rest of the school year.

Initiated
3/2/2015

3/4/15 Revised
Ongoing

ongoing

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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?

Barrier: Students said that they were sick.

Implementation Steps

1. Discuss with children what sick is. (Most said they were coughing or had runny nose).
2. Sick is fever, sore throat, throwing up.
3. Counsel students on healthy habits.
4. Have them check in to an adult every morning.
5. If they are here 5 days in a row they will get reinforcers that they have indentified.

Person(s) Responsible

Psychologist, social worker, school counselor, behavior specialist, administration.

Timeline / By When?

April 6th on-going.

Initiated

3/4/15 Revised

ongoing

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?
-

Strategy

1. Yes, focus and data warehouse.
2. This year we are at 95.20% average daily attendance, last school year we had 95.17%, which is a 0.03% increase so far.
3. Yes
4. Yes

Implementation Steps

The child study team will review attendance bimonthly.

During CST, we will look at data and determine if we need to put in more layers for our positive attendance programs at our school.

Person(s) Responsible

Social worker, principal, DMT, psychologist

Timeline / By When?

Bimonthly

Initiated

8/26/2014

3/4/15 Revised

Ongoing

Completed

Goal 2: To reduce the cafeteria referrals for all subgroups by 10%.

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?

Barrier: Students do not know expectations in cafeteria

1. School staff will review and teach the cafeteria rules monthly during the BEST assemblies.
2. Train cafeteria staff to consistently implement the cafeteria rules.
3. Behavior specialist will recruit a "Cafeteria Cadre" of staff members to develop strategies to encourage positive behavior in the cafeteria and provide incentives.

Implementation Steps

1. MTSS members will review and teach the rules during our monthly BEST assemblies.
2. Behavior specialist will meet with the cafeteria staff to go over the rules and expectations for the cafeteria.
3. Behavior specialist will invite teachers to join the Cadre to come up with strategies to reduce negative behaviors in the cafeteria.

Person(s) Responsible

Behavior specialist, MTSS team, Cafeteria staff, Cafeteria Cadre

Timeline / By When?

1. 8/22/14 and monthly during the school year.
2. 8/22/14 and ongoing trainings monthly after the BEST assembly.
3. Week of August 25th and Cadre will meet throughout the school year to make improvements/changes, as needed.

Initiated

8/25/2014

3/4/2015 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?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

3/4/2015 Revised

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

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Person(s) Responsible

Timeline / By When?

Initiated

3/4/2015 Revised

Completed

**14/15 School-wide Behavior Plan
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4/10/2015

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

Office Discipline Referral (ODR's) data reviewed monthly.

Implementation Steps

Behavior specialist will bring ODR data to the school cross-grade level discipline committee monthly. If there is a spike in the cafeteria referrals, the cafeteria cadre will meet to develop more strategies to use in the cafeteria.

Person(s) Responsible

Behavior specialist, Discipline committee, Cafeteria cadre, Administration

Timeline / By When?

on-going monthly.

Initiated

Status

Completed

Goal 3: We will reduce the number of office discipline referrals for students who already have 3 or more ODR's.

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?

Barrier: The students who have 3 or more Office Discipline Referrals do not have the necessary social skills to be successful in the school/classroom environment.

Strategy: Behavior Specialist and school counselor will do weekly social skills group with targeted students.

Implementation Steps

MTSS/PBS team will analyze data to determine which students will need social skills groups.
School counselor and Behavior Specialist will schedule groups.

Person(s) Responsible

School counselor and behavior specialist. Monitored by administrators.

Timeline / By When

On-going weekly lessons starting 3/2/2015 , and monitoring of students by the MTSS/PBS team to determine if additional supports are needed.

Initiated
3/23/2015

revised 3/17/15
Ongoing

ongoing

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 3/17/15

ongoing

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?
-

Strategy

1. Office Discipline Referral (ODR) data reviewed monthly at MTSS, focus data.
2. Not applicable, this is a new goal.
3. Yes.
4. Yes.

Implementation Steps

The behavior data manager will bring discipline referral data to the last MTSS meeting monthly.

Person(s) Responsible

Behavior Specialist

Timeline / By When?

Ongoing monthly

Initiated

revised 3/4/15

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?
-

Strategy

Student of the week, aka "Top Dog"

Implementation Steps

Teacher's will choose a student of the week based upon the character education trait of the month.
School counselor will provide certificates and "bag tag's" to the teachers.
Students will be recognized at the monthly BEST assemblies.

Person(s) Responsible

Classroom teachers
School counselor to provide incentives.

Timeline / By When?

Ongoing weekly

Initiated
8/29/2014

2/16/15 Revised
Ongoing

Completed

Strategy

Bardmoor bones program.
Each staff member will get 10 "bones" each month. Staff members will give these out to students/whole classes they see demonstrating GFS (guidelines for success) while on duty, standing outside their door in the morning/afternoon, or while walking through the hallways on their breaks. Teachers will keep track of the "bones" in their classrooms, once the class has reached a milestone level classes will be able to pick a reward from an incentive menu.

Implementation Steps

Introduce the program to the children at the first BEST assembly. Behavior specialist will provide ten "bones" a month to the staff, via their mailboxes. Teachers will hand in accomplishment slips to the principal as they reach the milestones, so that the principal can announce milestones on the morning announcements.

Person(s) Responsible

Staff members, Behavior Specialist, Administration

Timeline / By When?

Ongoing monthly

Initiated
8/25/2014

2/16/15 Revised
Ongoing

Completed

Strategy

The Stop & Think Social Skills Program

The Stop & Think process teaches students to stop and think about how they want to handle a situation before acting, decide whether they want to make a Good Choice or a Bad Choice, think about the steps they need to follow or the Good Choices available to them for carrying out the Good Choice behavior, put their plan into action, and positively reinforce themselves for doing a good job.

The first element vital to your teaching success of this process is knowledge of each social skill, the skill steps, and the process for teaching them.

-Your students need to learn these skills to mastery, just as they need to learn academic skills to mastery.

-Social skill mastery: when students successfully or positively demonstrate an academic or interpersonal skill under all conditions, including conditions of emotionality.

Success with the Stop & Think process is also highly dependent on (1) having a strong accountability system in place within your classroom and (2) teaching with consistency. A strong accountability system (w/ incentives & consequences) forms the motivational foundation for the Stop & Think process such that students actually perform their social skills. Incentives & consequences must be developmentally appropriate for the age and maturation level of the student.

Students learn and develop best in environments that provide them with 5 positive interactions for every negative interaction.

Consequences are not the same as punishment. Punishment is meant to stop students' inappropriate behavior, while consequences focus on motivating students to use appropriate behaviors in the future.

Incentives and consequences are influential only after a student has learned and mastered specific social skills.

Without skills and skill mastery, accountability is meaningless.

-Consistency needs to be maintained across students as well as within individual students.

-Important to recognize that students have their own 'histories of inconsistency' (amount of inconsistency a student has experienced in the past in a certain area).

To break the pattern or history of inconsistency, and evaluate the efficacy of the next intervention, the next intervention has to be maintained for at least 4 weeks, optimally for 5 weeks, and ideally for at least 6 weeks.

The Stop & Think Process:

1. Stop & Think! – This step gives students the time necessary to calm down & think about how they want to handle a situation.

2. Are you going to make a Good Choice or a Bad Choice? – This step gives students the opportunity to decide what kind of choice they want to make.

-In real situations, teachers generally tell students what positive outcome or reinforcement will result when a Good Choice is made, or what negative outcome/consequence will occur if a Bad Choice is made.

3. What are your Choices or Steps? – This step helps students develop a specific plan or approach for performing a social skill.

-Initially, steps are taught and students are guided through the steps, having students repeat what you've said at every step.

-Later, students verbalize the steps aloud or to themselves.

4. Do It! – This step is completed when the student carries out their plan, implements the social skills chosen, and evaluates when the plan has worked.

-When first learning the skill, you may need to physically guide them through the skill, saying and modeling the steps one at a time.

-If the skill does not have the desired effect or result, the student needs to go back over the skill steps and practice them more carefully, or the student should be prompted to identify another social skill or to select a different Good Choice option.

5. Good Job! – This step prompts students to positively reinforce themselves for successfully responding to a situation or

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request and successfully using a social skill.

The Five-Step Teaching Process:

1. Teaching the steps of the desired social skill.

□ Providing students with the steps and choices for implementing the skill and integrating them into the Step 3 Think

Implementation Steps

Make sure each returning teacher still has their materials. Make sure new teachers have materials. Meet with the new teachers to ensure that they have a thorough understanding of the program. Email teachers every 2 weeks with the new social skill that we are focusing on for those two weeks.

Person(s) Responsible

Psychologist and social worker

Timeline / By When?

8/25/2014 ongoing

Initiated
8/25/2014

2/16/15 Revised
Ongoing

Completed

Strategy

Perfect attendance awards/recognition

Implementation Steps

1. DMT will print out attendance for month.
2. Child study team will identify students who were at school from bell to bell everyday of the month.
3. Child study team will prepare certificates for students who were here.
4. At assembly Principal will pass out and recognize students' who had perfect attendance for that month.

Person(s) Responsible

school counselor, administrators, behavior specialist, psychologist, social worker, DMT

Timeline / By When?

Ongoing monthly

Initiated
8/25/2015

2/16/15 Revised
Ongoing

Completed

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?

All classrooms use the GFS as a foundation to create rules with their classes. All teachers use levels for student behaviors (primary uses colors, intermediate uses behavior grades, ie EVSNU). All teachers use a fluid level system, so that children have several opportunities throughout the day to turn their behavior around.

Implementation Steps

Teach the students the GFS. Teacher have students give them rules under each guideline (ie. Show respect most students say "Keep your hands and feet to yourself"). Once classroom rules are taught, instructors demonstrate and explain their behavior management systems with examples and non-examples.

Person(s) Responsible

Teachers, behavior specialist, school counselor, administration

Timeline / By When?

First week of school, and ongoing monitoring and reinforcement throughout the school year.

Initiated

8/18/2014

1/26/15 Revised

Ongoing

Completed

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Action Plan:

Plan to Monitor for Fidelity of Implementation

Administration will conduct classroom walk-throughs, attend and review team PLC notes.
The discipline team and the MTSS team will conduct data analysis of office referrals.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Monthly PBS training with the Bardmoor PBS team.

School-wide book study using three different books that address specific areas of concern, teachers were able to choose the book study that most applied to them.

Behavior specialist will disseminate pertinent information from the behavior specialist trainings at monthly at faculty meetings.

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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

Here is an update on our goals for this year:

Goal 1: Reduce strike referrals by 10%. This school year we have had 15 “strike student/adult” referrals from 9 children, so far. Of the 9 children, 6 had one incident of striking others, the other 3 children had more than one incident of physical aggression, all of the repeated offenders have interventions in place. This time last school year we had 33 “strike” referrals, for a reduction of 55 % from this time last year. Ms. Dillender, our school counselor, has been doing guidance lessons regularly focusing on the character word of the month and anti-bullying lessons.

Goal 2: Reduce café referrals by 10%. This school year we have had 8 referrals in the cafeteria, from 6 students. We have put a system into place at the school. The behavior specialist headed a cafeteria cadre and put a behavior system in place. At this time last school year we had 9 referrals in the cafeteria, for a reduction of 12%. We will closely monitor these referrals, to see if we need to put extra layers into the cafeteria behavior plan.

Goal 3: Reduce defiance referrals by 10%. This school year we have had 4 defiance referrals, 3 of the four students who have received defiance referrals receive interventions. This time last year we had 20 referrals for “defiance”, for a reduction of 80%. Our STOP and THINK/Project is in place and running consistently. Also, Ms. Dillender’s guidance lessons are going on monthly through all grade levels, focusing on character education.