

**14/15 School-wide Behavior Plan  
Douglas L. Jamerson Elementary**

4/9/2015

**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:**

The Jamerson Expectations and rule matrix for application in all areas across the school are posted and reviewed by all stakeholders. The Rule Matrix is listed below.

Douglas L. Jamerson, Jr. Elementary  
Rules by Setting Matrix

Expectations:	Be Respectful	Be Responsible	Be Your Best
Be Safe			
Arrival:	Use quiet voice.	Go directly to breakfast or your classroom area.	Keep hands, feet, and objects to yourself.
	Sit and stay in your classroom area.		
Bus	Talk quietly to your neighbor, silence at railroad tracks.	Sit and stay in your assigned seat	.Be on time to the bus
		.Promote a safe ride to and from school.	
Cafeteria table.	Use quiet voices.	Keep hands, feet, and food to yourself.	Stay seated with feet under table.
	Clean up after yourself.	Follow adult directions.	
Dismissal yourself.	Use quiet voices.	Walk directly to your designated area.	Keep hands, feet, and objects to yourself.
	Sit and stay in your designated area.		
Hallway yourself.	Use quiet voices	.Go directly to your destination	.Keep hands, feet, and object to yourself.
	Walk on the right side of the stairs and the sidewalk.		
PE footwear.	Listen and follow direction.	Show good sportsmanship.	Wear proper clothing and footwear.
	Stay on task.	Give 100% effort.	
	Be a team player.	Use all equipment correctly.	
	Keep hands, feet, and objects to self.		
Bullying Prevention	We will not bully others.	We will help students who are bullied.	We will include students who are left out.
	If we know that somebody is being bullied, we will tell an adult at school and an adult at home.		

**14/15 School-wide Behavior Plan  
Douglas L. Jamerson Elementary**

4/9/2015

---

**Goal 1: Establish and monitor clear and consistent expectations for all students and staff members in all areas of the building.**

---

**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?**

Provide PD for all staff and students to create shared expectations, understanding of rewards and consequences for behavior and actions.

**Implementation Steps**

1. Initial PBS professional development at the first staff meeting.
2. Classroom teachers will explicitly teach the Jamerson PBS program to all children.
3. Teachers, SBLT and the Intervention Committee will monitor progress.

**Person(s) Responsible**

SBLT, PBS team

**Timeline / By When?**

The first two weeks of school and then ongoing throughout the year.

**Initiated**

8/18/2014

**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?**

Jamerson expectations must be taught and reviewed by all staff members and students to ensure consistent understanding.

**Implementation Steps**

Preview PBS at the back to school meeting for staff and during the first week for students.  
PBS Team will review data bi-weekly and reteach expectations as necessary.  
Intervention committee will provide support to students, staff and families as determined by data.  
Students will be rewarded consistently and fairly across the school.

**Person(s) Responsible**

PBS team and Leadership Team

**Timeline / By When?**

Beginning 8/8/14 and monitored across the year.

**Initiated**

8/8/2014

**3/4/15 Revised**

Ongoing

**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**

Student informal surveys of the Jamerson expectations will be conducted across the year to analyze student knowledge of the expectations. Referral (minor and major) data will also be analyzed to monitor progress.

**Implementation Steps**

Weekly monitoring and data discussions in SBLT.

**Person(s) Responsible**

SBLT

**Timeline / By When?**

8/8/14

**Initiated**

8/8/2014

**3/4/15 Revised**

Ongoing

**Completed**

---

**Goal 2: Eliminate racial predictability in discipline referrals.**

---

**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?**

Provide cultural proficiency training for all staff members to provide proactive strategies for encouraging positive behavior and teaching students to exhibit the expectations.

**Implementation Steps**

Provide PD in cultural proficiency incorporated in all meetings and PD.

**Person(s) Responsible**

Kristy Moody

**Timeline / By When?**

Ongoing

**Initiated**  
8/18/2014

**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?**

Provide cultural proficiency PD to staff members to engage them as teachers to avoid discipline incidents. The goal is to create teachable moments and to give all children equal opportunity to achieve success.

**Implementation Steps**

Cultural Proficiency training embedded in all professional development and PLCs across the year.

**Person(s) Responsible**

Kristy Moody, Brandie Williams-Macon, PBS team members

**Timeline / By When?**

Beginning 8/8/14 and continuing across the year.

**Initiated**  
8/8/2014

**3/4/2015 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**

Checks for understanding with teachers following PD, updates in the Weekly Update, and monitoring during observations and data chats.

**Implementation Steps**

Feedback and monitoring captured in iObservation feedback and discussion boards.

**Person(s) Responsible**

SBLT & Administrators

**Timeline / By When?**

Ongoing - weekly.

**Initiated**

**Status**

**Completed**

---

**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?**

**Implementation Steps**

**Person(s) Responsible**

**Timeline / By When**

**Initiated**  
8/8/2014

**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?**

Increase academic achievement based on elimination of behavioral distractions and incidents.

**Implementation Steps**

Monitoring engagement during lesson study cycles to identify individual student, classroom and teacher barriers to allow 100% focus on rigorous instruction.

**Person(s) Responsible**

PLC teams

**Timeline / By When**

Monthly during lesson study cycles.

**Initiated**  
8/18/2014

**revised 3/17/15**  
Ongoing

**ongoing**

---

**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**

**Implementation Steps**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated**

**2/16/15 Revised**

**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?**

The 4 Jamerson expectations are exhibited in all places within the building and on field trips. All stakeholders agreed to monitor and maintain the 4 expectations.

**Implementation Steps**

Strategies are fully implemented and will be monitored in all classrooms and common areas at all times, by all staff members.

**Person(s) Responsible**

**Timeline / By When?**

**Initiated**

**1/26/15 Revised**

**Completed**

Ongoing

---

**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

---

PLC teams - monitor grade level data weekly.  
SBLT monitors school progress bi-weekly.  
Administrators monitor stakeholder accountability daily in walkthroughs and feedback.

---

**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 weekly school wide opportunities for students to receive Get in Gear awards for positive recognition. Get in Gear awards are recognized via the morning news show. Teachers select up to two students weekly for positive behavior and academic reinforcement. Parents are invited to the news show when their child will receive an award.

There is a monthly Positive Behavior Supports Store. Students have the opportunity to earn Sprockets and Learning Earnings for meeting behavior and/or academic expectations. The sprockets or Learning Earnings are then spent at the store by students.

Jamerson Elementary has held 3 Trailblazer assemblies this school year. Trailblazer assemblies are designed to recognize students for academic, creative, and behavior achievements over a period of time (approximately 6 weeks). Parents are invited to these celebrations. We have also held two additional larger celebrations, Fall Festival and Principal's Party, for students who continually demonstrate positive behaviors. Students who receive no major or minor infractions and who earn enough Learning Earnings and/or sprockets are able to attend these celebrations.

Guidance lessons are provided to classes on a monthly basis in an effort to be provide proactive instruction to all students.

When a student is identified as having behavioral difficulties, the student is brought before the Intervention committee to discuss methods by which to help the students to be more successful both academically as well as behaviorally. The intervention committee provides mentoring opportunities as well as student and family support for students who require additional assistance working towards meeting Jamerson expectations. 5 students have been brought before the intervention committee for behavior concerns to date. Students experiencing behavioral difficulties are also discussed through the School Based Leadership Team to develop positive interventions by which to help them find success. When this occurs, a student might be recommended for Tier 2 or 3 interventions, which include, but are not limited to mentoring, check-in/check-out, and behavior data collection.

There are currently 19 students, grades ranging from Kindergarten through 5th, who have received referrals this school year. Of those 19 students, 76% (14) are Black and 24% (5) are white. 100% of the students with referrals are male. These 19 students have amassed a total of 56 referrals. 83% of the referrals were from black students, while 17% of the referrals were from non-black students. 5 students have 5 or more referrals, resulting in 62% (35 referrals) of the discipline referrals. Those 56 referrals have resulted in 7 days of in-school suspension and 5 days of out of school suspension.

Jamerson will continue to implement the positive behavior system programs already in place and monitor the discipline of all students. We will continue to build strong family and community relationships to deepen the level of trust our families have in our staff.

**14/15 School-wide Behavior Plan  
Douglas L. Jamerson Elementary**

4/9/2015