

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

1/25/2015

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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. School-wide Guidelines for Success are:

Be Responsible      Be Tolerant      Be Safe      Be Respectful      Be An Active Learner

2. Common Area Expectations/Rules are communicated to staff during pre-school in a written and oral presentation. These expectations are modeled for students by teachers and administrators and reinforced on announcements.

**Cafeteria**

- Frontier Panthers show kindness by using good manners, saying please and thank you when going through the line.
- Frontier Panthers show cooperation by listening to the cafeteria assistants and others in charge.
- Frontier Panthers show responsibility by keeping their eating area neat and clean.
- Frontier Panthers use self-motivation by cleaning up their eating area.
- Frontier Panthers use self-control by walking safely to the steps to wait for their teacher to arrive.

**Stairwells**

- Frontier Panthers show self-control by going up the stairs one step at a time.
- Frontier Panthers show responsibility by using the handrails to keep them safe.

**Hallways**

- Frontier Panthers show care for other's safety by walking slowly in the hallways.
- Frontier Panthers show good citizenship by using quiet voices in the hallway.
- Frontier Panthers are respectful to others by stopping for teachers or younger students.

**General**

- Frontier Panthers use self-control to monitor their own behavior.
- Frontier Panthers treat each other with kindness.

3. Plan/Schedule for Teaching Guidelines

Poster size paw print of GFS are posted in every classroom and all common areas. Introductory - All teachers will teach School-wide GFS the first week of school. School-wide GFS are incorporated into classroom GFS expectations. Reinforcement of expectations is provided daily. On-going direct instruction and teachable moments are used to teach expectations. Character Education program is implemented by guidance counselor through teaching in each classroom once a month (focus is character trait of the month and school-wide GFS). Provide refresher training, as needed. Keep it out there - school pledge, songs, cheers, FTV.

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**Goal 1: Decrease the overall number of referrals schoolwide by 25%.**

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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?**

Assist teachers in developing positive behavior supports that demonstrate an understanding of major and minor incidents and how best to maintain appropriate behavior and high levels of engagement throughout the school day.

**Implementation Steps**

1. Train teachers in pre school. 2. Process put in place for teachers to ask and receive support in behavior concerns through PLC discussions, SBLT referral.

**Person(s) Responsible**

Administrators, School Based Leadership Team (SBLT)

**Timeline / By When?**

Initial training in pre school.  
Support ongoing throughout the school year.

**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?**

Develop stronger processes as an SBLT to better support the students who are demonstrating the most severe and/or persistent behavior.

**Implementation Steps**

SBLT, in collaboration with classroom teachers, will develop more individualized strategies designed improve student behavior. Teachers will model expected behaviors for student and implement.

**Person(s) Responsible**

Administrators, School Based Leadership Team (SBLT) and classroom teachers

**Timeline / By When?**

Ongoing as needed

**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?**

Review discipline data weekly, paying close attention to trends and/or patterns.

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**Implementation Steps**

SBLT meets weekly, reviews data, discusses areas of concern, plans for improvement, share weekly with teachers

**Person(s) Responsible**

Administrators and School Based Leadership Team (SBLT)

**Timeline / By When?**

Throughout the school year.

**Initiated**

8/18/2014

**Status**

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**

AP will access and share student discipline data at weekly SBLT meeting.

**Implementation Steps**

SBLT meets on Fridays to review data, identifies trends in major and minor behavior concerns. Suggestions for improved behavior are discussed with team and then communicated with classroom teacher.

**Person(s) Responsible**

Administrators and School Based Leadership Team (SBLT).

**Timeline / By When?**

Weekly throughout the school year.

**Initiated**

8/18/2014

**Status**

Ongoing

**Completed**

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**Goal 2: Increase overall student adherence to our Tier 1 Positive Behavior Plan School wide by 25%.**

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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?**

Utilize Guidance lessons and time on FTV to share, model and support PBS expectations and increase schoolwide communication of our school wide plan.

**Implementation Steps**

Review plan with staff at pre-school, create PBS common area form, schedule Guidance on FTV, schedule guidance calendar during lunch and PE, review data with SBLT

**Person(s) Responsible**

Guidance counselor, SBLT

**Timeline / By When?**

End of September-Finish lesson calendar for year

**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?**

Continue Commitment to Character Program and provide opportunities for students to participate in programs and clubs that engage students academically and/or behaviorally.

**Implementation Steps**

Recognize and reinforce positive behavior through the distribution of pink tickets to students demonstrating guidelines for success. Continue providing students opportunities to participate in clubs (Girlfriends, Role Models 5000, STEP, PMAC, Student Council, chorus, drums).

**Person(s) Responsible**

Administrators, School Based Leadership Team (SBLT), student group sponsors and classroom teachers.

**Timeline / By When?**

Pink tickets - Daily  
Weekly drawing to recognize students.  
Clubs meet monthly and recognition assemblies take place monthly.

**Initiated**

8/18/2014

**Status**

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**

Review Discipline Referral data and numbers of students receiving panther paws and recruit teachers to lead student groups

**Implementation Steps**

Review Discipline data at SBLT every other week  
Reinforce student behavior through assemblies, morning announcements and dog tags  
Recruit teachers to sponsor student groups.  
Build time into the school day for students to attend monthly student group meetings.

**Person(s) Responsible**

Administrators and student group sponsors.

**Timeline / By When?**

Monthly throughout the school year.

**Initiated**

**Status**

**Completed**

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**Goal 3: The number of referrals earned by African American students will be representative of school demographics.**

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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?**

Provide training and support to teachers on strategies to support at-risk students and implement positive behavior plans with students that demonstrate signs of being at-risk

**Implementation Steps**

Review Behavioral data as an SBLT  
Provide professional development targeted to teachers with at-risk students  
Implement PBIP  
Review and monitor  
adjust PBIP as needed

**Person(s) Responsible**

Social Worker, Guidance counselor

**Timeline / By When**

Ongoing

**Initiated**

8/18/2014

**revised 1/26/15**

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?**

SBLT will review behavior data weekly and take note of imbalances in number of referrals in any subgroup.

**Implementation Steps**

Examine data weekly. If imbalances in number of referrals is recognized in any subgroup, discuss possible reasons for the imbalances and make adjustments in behavior plan for individual students in the extreme range.

**Person(s) Responsible**

Administrators and School Based Leadership Team (SBLT).

**Timeline / By When**

Weekly throughout the school year.

**Initiated**

**revised 1/26/15**

**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**

AP will access and share discipline data with SBLT weekly, paying close attention to trends, patterns of behavior and inequalities in subgroups represented.

**Implementation Steps**

SBLT will meet weekly to analyze the data and make recommendations to improve the overall program in an effort to improve student adherence to the guidelines for success. SBLT will make recommendations about specific students based on data collected.

**Person(s) Responsible**

Administrators, School Based Leadership Team (SBLT) and classroom teachers.

**Timeline / By When?**

Weekly throughout the school year.

**Initiated**

8/18/2014

**revised 1/26/15**

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**

Implement and reinforce the tier I behaviors outlined in the schoolwide behavior plan and guidelines for success.

**Implementation Steps**

All staff will receive 3 pink tickets per week. Staff will distribute tickets to students displaying expectations. Tickets are turned in to the teacher, exchanged for a sticker and then taken to the media center weekly. 16 students (2 from each grade level) are recognized weekly for having exemplified expected behavior. Parents are invited to an assembly to recognize their child's accomplishment each month. Students earn a "dog tag" in recognition of their accomplishment.

**Person(s) Responsible**

Administrators, School Based Leadership Team (SBLT) and classroom teachers.

**Timeline / By When?**

Daily recognition of students following the guidelines for success.  
Weekly drawing of students receiving tickets for positive behavior.  
Monthly assemblies.

**Initiated**

8/18/2014

**Status**

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?**

Establish classroom expectations that align to the schoolwide guidelines for success.

**Implementation Steps**

Post expectations throughout the school. Expectations are defined and taught at the beginning of the school year. Reinforcement of the expectations is provided daily. Guidance lessons are provided monthly and resources are made available to support guidelines for success.

**Person(s) Responsible**

Administrators, School Based Leadership Team (SBLT) and classroom teachers.

**Timeline / By When?**

Throughout the school year.

**Initiated**

8/18/2014

**Status**

Ongoing

**Completed**

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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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Redefine major and minor incidents and work with teachers on designing positive behavioral supports in their classrooms, as well as on developing lessons that will engage students throughout the day.

Develop stronger processes as an SBLT to support the few students we have that receive the majority of the discipline incidents.

More individualized strategies and supports will need to be researched, modeled and implemented for these students.

SBLT will continue to meet once per week to review discipline data and this data will be shared with our teachers monthly.

Adjustments to our commitment to character program based on input from the staff.

Make our commitment to character program more of a school wide emphasis and align it to our other Tier 1 interventions.

Continue student clubs (STEPS, girlfriends and 5000 role models,etc.) as well as add the BUGS program through the Kiwanis club to support students both academically and through positive motivation.

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**Professional Development:**

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

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- 8/2014-Training of Staff on PBS at opening staff meeting by guidance counselor
- 8/2014-Training delivered to students via FTV news to students
- 9/2014-Staff Training on MTSS process-academic and behavior

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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**

So far this year, we have 74 referrals. One year ago, we had 107 referrals (Thirty percent more) which shows that we have thus far exceeded our first goal of decreasing referrals by 25%. A strategy that we are using that contributed to this decrease is the work our SBLT has done to support teachers with students who exhibit behaviors that interfere with their learning. We collect initial data on these students, observe them in their classroom setting, and meet with these individual teachers to develop a PBIP to support students early on so that their behaviors can be controlled prior to becoming a big issue. Because our data shows that the majority of our referrals occur in the classroom (59.5%), it shows that this is a need, and our SBLT needs to continue to provide training on major and minor incidents, work on increasing student engagement in the classroom, providing professional development on strategies such as managing response rates in the classroom, and continuing to collect data on individual students to implement/update PBIPs. as necessary. We participate in the IPI data collection and review this data as an additional source to measure on task behavior and levels of student engagement.

Our second goal is to increase student adherence to our Tier 1 Positive Behavior Supports and Guidelines for success. We have a total of 74 referrals, but only 40 students that earned these referrals. This is less than 6% of our student body, showing that for the majority of our students, our Tier 1 system is working. Last year at this time, we had 57 students with referrals, so we are showing a decrease of of 29% which is even better than our goal of 25%. By strengthening our guidelines for success in our common areas and using schoolwide rewards such as panther paws in the cafeteria and pink tickets in the classroom, as well as through our C2C program, students are able to be rewarded for exhibiting positive behaviors. We also share our behavior data with students and staff on announcements, in weekly updates and with our SAC. Our girlfriends program has grown this year, as has our Role Models 5000 program, making these positive influences on our individual students as well.

Our third goal is to ensure that our African American referral rate is representative of the overall population at our school. Currently 10.1% of our population is African and American, and that population has earned 16.2% of the total referrals, a slightly higher percentage than it should be. When looking at the individual numbers, out of 71 students, only 6 have earned referrals, which is less than the population. One student earned 6 referrals on her own. Five of those referrals were from the bus. Parent conferences and a behavior contingency plan have been put into place for that student to help her be successful on the bus. We are also working on training the bus assistant to follow through on the behavior plan each day so that the student can be more successful. The student has also been assigned a mentor at the school to help support her in improving her behavior. Her classroom behavior is not an issue. Our other subgroups are representative of the overall school population.

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