

**14/15 School-wide Behavior Plan
Lealman Intermediate**

2/6/2015

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?
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Questions to guide discussion:

1. Our school wide GFS are Respect, Responsibility, Problem Solver and Focus on Learning. We use the acronym COBRA to demonstrate these expectations.
2. Again using the acronym COBRA, common area expectations are posted for Assemblies, Bus, Cafeteria, Classroom, Hallways and Restroom.
3. Teachers also develop and display specific expectations for their classroom.

Goal 1: Reduce the number of referrals and suspensions of African American students by 10% as compared to 2013-2014 school year

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?

Shore Leave incentives

Implementation Steps

No referrals, detentions or absences for a two week period.

Person(s) Responsible

Mr. Schmidt

Timeline / By When?

Ongoing, every two weeks.

Initiated

8/18/2014

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?

Stricter guidelines for detentions.

Implementation Steps

Three detentions for the same infraction requires parent conference. Parents are contacted for every detention. Fourth detention equals a referral.

Person(s) Responsible

Teachers

Timeline / By When?

Ongoing

Initiated

8/18/2014

1/26/15 Revised

Ongoing

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

Share data monthly with grade level teams and SBLT.

Implementation Steps

Monitor by grade level and responded to during overcoming obstacles.

Person(s) Responsible

Mr. Schmidt

Timeline / By When?

Monthly

Initiated

8/18/2014

2/16/15 Revised

Ongoing

Completed

Goal 2: Increase Gold/Platinum Card students to 60% while reducing Blue Card students to 20% by years end

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?

Increasing teacher communication for non-performers. More incentives built in.

Implementation Steps

Incentives for moving up a level. Brag tags, early release for lunch at the start of each new level.

Person(s) Responsible

Teachers

Timeline / By When?

Ongoing/daily

Initiated

8/18/2014

2/16/15 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?

Increasing teacher communication for non-performers. More incentives built in.

Implementation Steps

Incentives for moving up a level. Brag tags, early release for lunch at the start of each new level

Person(s) Responsible

Teachers

Timeline / By When?

Ongoing/daily

Initiated

8/18/2014

2/16/15 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

Homeroom teachers keep daily logs
Notebooks, logs and cards are provided. Grade level support for new teachers.

Implementation Steps

Teachers collect cards and review points, maintain individual log for each student.

Person(s) Responsible

Homeroom teachers

Timeline / By When?

Ongoing/daily

Initiated

Status

Completed

Goal 3: Decrease student absences 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?

Incentives for attendance, All Aboard
Shore Leave (Tier1), All Aboard (Tier 2), Truancy/Teen Court (Tier 3)

Implementation Steps

More than 1 absence no Shore Leave
3+ UNX referred to All Aboard
15+ referred to Truancy/Teen Court

Person(s) Responsible

Ms. Wohlfelder and Ms. Johnson

Timeline / By When

Ongoing/daily

Initiated

8/18/2014

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?

Implementation Steps

Person(s) Responsible

Timeline / By When

Initiated

revised 2/16/15

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

Ms. Johnson shares data with Mr. Schmidt daily

Implementation Steps

Review data

Person(s) Responsible

Ms. Johnson and Mr. Schmidt

Timeline / By When?

Ongoing/daily

Initiated

8/18/2014

revised 2/16/15

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

All students are on the Cobra Card System.

Implementation Steps

Students are rewarded as they move up each level. Gold Card students earn privileges of going outside at lunch, Gold Card parties and random celebrations. Students have the ability to earn Cobra Kudos and Positive Referrals.

Person(s) Responsible

All staff.

Timeline / By When?

On-going throughout the year.

Initiated

8/18/2014

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?
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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?

Daily Cobra Card card

Implementation Steps

Students get card stamped every period. They take it home for a signature and bring it back the next day to earn points and monitor their progress.

Person(s) Responsible

Classroom teachers and students.

Timeline / By When?

Daily

Initiated

8/18/2014

1/26/15 Revised

Ongoing

Completed

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2/6/2015

Action Plan:

Plan to Monitor for Fidelity of Implementation

Fidelity monitored through tracking form, detentions and referrals (positive and negative).

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Overcoming obstacles

PLCs by team/bimonthly

PLCs by department monthly

Book Study - Can't Teach Through A Rat

Review Cobra cards, behavior hierarchy and processes.

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

Goal 1 - Our goal of reducing referrals/suspensions by 10% has not been met at this time. There has been a recent spike in disciplinary action due to issues in the community and on Facebook (by female students) being brought into school and causing fights. This is being addressed with the school social worker, guidance and families.

Goal 2 - We currently have 55% of our students at the Gold Card level with many of them surpassing the benchmarks of Day 25 and 50. The percentage of students on Blue Card is down to 19 which is the lowest since our card system began. We hope this trend continues.

Goal 3 - There has been a slight improvement in attendance numbers.

As we enter the 2nd semester, we are making some changes in our procedures.

- * There will be grade level assemblies on 2/2/15 to reemphasize our Guidelines for Success and expectations.
- * Traffic patterns are being changed at the beginning of the day to avoid student loitering and potential conflicts.
- * A concerted effort is being made to increase the positives in the classroom and at the grade level as well as continuing the school-wide incentives.
- * The bi-weekly Shore Leave is being postponed to allow more academic time in preparation for FSA testing.