Exceptional Student Education

# Behavior Implementation Monitoring Sheet – Quarterly Meeting

Q1 – October 14 / Q2 – January 13 / Q3 – March 28 / Q 4 – June 3 | Rawlings: Q1 - Sep. 20 / Q2 - Dec. 11 / Q3 - Mar. 6 / Q4 - May 23

School Name:_____    Behavior Support Plan Meeting Date:_____

## DISTRICT BEHAVIOR GOALS:

- Days of out-of-school suspensions **(OSS) will decrease by 10%.**
- Days of out-of-school suspensions **(OSS) will be proportional for student groups**.
- Overall district- and School-level discipline outcomes will align with best practices for a Multi-Tiered System of Supports (MTSS): 80% of students with 0-1 offenses; 15% of students with 2-5 offenses; 5% or fewer students with 6 or more offenses for the 2024-2025 school year.

***Italicized language includes questions that school teams should be considering when monitoring school behavior data.*

## Quarterly Discipline Counts

**Total # of Discipline Referrals:**_____

*Referrals are generally written by the teacher, but not necessarily processed as an offense by the BRT/Dean. How do you know the student behaviors are appropriately addressed in the classroom? What support is needed to manage behaviors in the classroom? What walkthrough monitoring tool is being used by school administrators? How often? How is feedback provided to the teachers?*

**Total # of Discipline Offenses:**_____

| | | |
|---|---|---|
| Pre-K:_____ | Kindergarten:_____ | |
| 1st Grade:_____ | 5th Grade:_____ | 9th Grade:_____ |
| 2nd Grade:_____ | 6th Grade:_____ | 10th Grade:_____ |
| 3rd Grade:_____ | 7th Grade:_____ | 11th Grade:_____ |
| 4th Grade:_____ | 8th Grade:_____ | 12th Grade:_____ |

*What grade levels have most prevalent behavior concerns? Why? What support is needed to help reduce the number of incidents? What interventions have been used with those specific grade levels?*

### Targeted Student Behaviors for PBIS

Top 3 Offense Types for Your School          Total #

1) _____   _____
2) _____   _____
3) _____   _____

*Do your PBIS Goals/School-wide expectations align with these behaviors? How does your PBIS Team plan with the administrative team? What steps is your team taking to teach or reinforce school-wide expectations and include parents? How is your school team addressing most prevalent behaviors in the school? How are parents engaging the PBIS Model at home? How are you incorporating student voice to make sure students have an opportunity to provide feedback regarding behavior issues and adult responses?*

## Disproportionality Rates

**Total # of Out-of-School Suspension (OSS) Days**: _____

# **OSS** Days Assigned to **White Males**: _____ / **White Females**: _____

# **OSS** Days Assigned to **African-American Males**: _____ / **African-American Females**: _____

# **OSS** Days Assigned to **Male Students with Disabilities**: _____ / **Female Students with Disabilities**: _____

# **OSS** Days Assigned to **Male English Language Learners** _____ / **Female English Language Learners**: _____

*What interventions are being used to address disproportionality? How are you instituting Insights to Behavior (Functional Behavior Assessments, Behavior Improvement Plans, and Professional Development opportunities), Reframing Behavior and/ or Conscious Discipline (neuroscience model for addressing behavior), The CORE Foundations 1-4(Caring Relationships, Clear Academic Goals, Flexible Pathways to Clear Goals, & Rigorous Literacy Structures and Support), ICEL (Instruction, Curriculum, Environment, and Learner)? What Tier 2 and Tier 3 interventions are in place and how are you monitoring their effectiveness with students?*

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**Total # Students Enrolled: _____**

**School-wide Demographics**

**Gender**
_____% Male
_____% Female

**Race**
_____% White
_____% Black
_____% Hispanic
_____% Asian
_____% Two or More Races
_____% Other

**Lunch Status**
_____% Free/Reduced Lunch

**SWD / 504 / ELL**
_____% Students with Disabilities
_____% English Language Learners/ESOL
_____% 504 Plan

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## Tier 1-3 Strategies – MTSS Alignment

Total # Students with **0 offenses (Tier 1):** _____

*Do you have a significant number of students without any referrals? How are you acknowledging/celebrating these model students?*

Total # Students with **1 offense (Tier 1):** _____

*Are teachers establishing any communication home with parents to recognize positive behavior and/or improvements among students in their classroom or grade level. How is the school leveraging social media, Skylert messages, and other communication to share gratitude for positive behavior with parents/build partnerships for behavior success?*

Total # Students with **2-5 offenses (Tier 2):** _____

| # Tier 2 students classified as | Male: _____ | African-American: _____ | ELL: _____ |
|---|---|---|---|
| | Female: _____ | Students with Disabilities: _____ | 504: _____ |

Total # Students with **6+ offenses (Tier 3):** _____

| # Tier 3 students classified as | Male: _____ | African-American: _____ | ELL: _____ |
|---|---|---|---|
| | Female: _____ | Students with Disabilities: _____ | 504: _____ |

## Teacher Demographics/Factors for Professional Learning Considerations

**# Teachers with 0-1 Referrals:** _____

*Identify their content area including ESE Classes and grade level(s). Are they willing to serve as a peer model? How can opportunities be made to have teachers visit their classroom and allow for follow-up debriefing with visiting teacher(s).*

**# Teachers with 2-5 Referrals:** _____

*What factors are impacting each of their referral rates? (i.e. class demographics, time of day, new teacher with limited experience, student-teacher relationships, lack of procedures, parent communication concerns, strict rule follower, won't accept PD opportunities, etc)*

**# Teachers with 6 or more Referrals**: _____

Content Area(s):_____

Grade Level(s):_____

Time of Day/Class Period(s):_____

*What **factors** impact your **Top 5% of Teachers writing referrals**? What support/PD has been offered for teachers with the highest rate of referrals and/or those asking for **classroom management support**?*

*What **coaching support**, **professional development**, or announcements does your **BRT/Dean** provide for faculty and staff? (i.e. faculty meeting data, grade level team meetings, strategy sharing moments, office hours- virtual or in-person, leading/organizing campus PD, morning/afternoon announcements, emailed behavior support tips, directing use of district behavior support website, etc). How often does the coaching/PD occur? How do you intentionally plan for this support?*

⭐ **What is working well / could be used as a model example for schools/colleagues?**

_____
_____

⭐ **What additional support do you need?**

_____
_____
_____