

SCHOOL WIDE BEHAVIOR PLAN

Due in Region Superintendent's Office by Friday, September 21, 2013

School Name: Campbell Park Elem.

School Year: 2013-2014

Each school will have a behavior plan that aligns with a positive and proactive approach to behavior, utilizes data and the problem-solving method, and meets the key components listed in the Bradley MOU. The school-wide behavior plan is designed to meet the needs of most students across all subgroups. Data will be reviewed at the school-wide, classroom, grade, ethnicity, disabilities, and other subgroup levels.

1. **Benchmarks of Quality Score:** $71/108 = 65.7\%$
2. **Engagement Data (attendance/suspension/etc):**
 - a. https://pbsis.fmhi.usf.edu/users/pbsis_login.aspx
 - b. Use the End of Year data
3. **Using the results from EDS School-wide Behavior Plan, as well as your baseline Benchmarks of Quality results, identify the top 3 goals and strategies you will use to reduce the occurrence of misbehavior at the school. Attach or insert your Action Steps for each.**

*****Be sure to include strategies to decrease the discipline GAP between black/non-black students and to increase engagement for all students. ******

 - a. The campus wide behavior plan will be implemented consistently by all staff which includes both structured discipline procedures as well as incentives for positive behavior with the goal of decreasing office referrals by 50% by the end of the school year.
 - i. Action Steps
 1. Train staff on the campus wide behavior plan.
 2. Administration and coach classroom observations during the first month of school to ensure fidelity and identify areas of additional support.
 3. Staff will plan and implement monthly incentive programs.
 4. SBLT will collect and analyze referral data. The team will put in place proactive interventions as necessary.
 - b. Behavior coach support to address classroom structures that promote appropriate behavior.
 - i. Action Steps
 1. Coach will observe every instructional staff member at least once per month.
 2. After every observation, coach will provide a follow up meeting for feedback, processing and action steps for the teacher to take.
 3. Coach will facilitate side by side teacher observations in classrooms.
 - c. All teachers will facilitate morning meetings the first 15 minutes of each day to promote group cohesion, positive classroom culture and pro-social behaviors
 - i. Action Steps
 1. Teachers will be trained in morning meeting procedures during pre-school week.
 2. Teachers will facilitate morning meetings for the first 15 minutes of each day.
 3. Teachers will receive monthly professional development to strengthen skills in facilitating morning meetings.
 4. Administration and coaches will observe morning meetings to ensure fidelity and to identify areas of needed support.

4. Attach or insert your School-wide Guidelines for Success/Expectations:

Respect: Earn the respect of others by treating them how you want to be treated.

Act Responsibly: Do your job. Prepare to work and learn.

Your Best is expected, even when it is hard (grit)

Self-Control: Stay calm and make positive choices.

5. Attach or insert your Common Area Expectations/Rules:

-Cafeteria: Conversation level 0-2, stay seated, raise your hand and wait to be called on, stay in your seat, keep your hands to yourself, eat your own food, clean up after yourself.

- Hallway: Conversation Level 0, straight line, walking feet, keep your hands and feet to yourself, get right to your destination. During whole class transitions, students will be escorted by adults at all times. All unescorted students will have a hall pass during school hours.

-Dismissal: Conversation level 2, walking feet, get right to your destination. At all times, students will be escorted by adults throughout the dismissal process.

6. Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans. In the first week of school, students will attend assemblies where administration will explicitly teach the GFS, behavior expectations, and rules. Teachers will teach behavior expectations and rules in individual classrooms. During the first 4 weeks of school, each week will be focused on one of the GFS (RAYS). For example, the first week will be focused on R for Respect. The morning meetings for the first week will address respect. In addition, campus wide, staff will concentrate on modeling and teaching respect to students. Week 2 the focus will shift to A for Act Responsibly. Week 3 will be devoted to Y or Your Best is Expected. And Week 4 will address S for Self Control.

7. Attach or insert the planned and/or established Reward/Recognition System: A campus wide point system will be implemented in all classes. Students will earn 1-5 points per day based on their level of appropriate behaviors. There will be monthly fun assemblies which will only be attended by students who have earned an average of 3 points or more for the month. Teachers will also put in place individual class reward systems that may include positive referrals. Teachers will receive 5 certificates per week to recognize up to 5 exceptional students. The certificates will be submitted to the office and Mr. Ovalle will visit each class each week and publicly read the students' names. He will also present each named student with a reward pencil.

Campbell Park Elementary

School Wide Behavior System

5 - Going Above and Beyond

Definition: Student needs no reminders from the teacher. Student shows class leadership in creating a better learning environment.

Immediate Consequence: Classroom recognition.

Further Consequence: A call or positive behavioral referral home.



4 - Making Outstanding Choices

Definition: Student follows all rules and routines. Student needs few reminders from teacher or classmate.

Consequence: Classroom recognition.

3 - Choosing to Follow Classroom Rules

Student makes the choice to follow all school rules and routines. The students may need reminders from the teacher or other classmates, but once reminded makes a positive choice.

All students start day on "3" and can move up and down based on choices.

2 - Choosing not to Follow Classroom Rules

Definition: Student chooses not to follow classroom rules and when reminded or prompted by the teacher, the students chooses not to change behavior.

Consequence: Fill out a think sheet and have an in class time-out.

1 - Continuously Making Poor Choices

Definition: Student continues to ignore or break classroom rules. Student spends time out of class for maximum of 15 minutes (Send work with student).

Consequence: Parent phone call home and request for conference. Incident Report stapled in agenda to be signed by parent.

8. **Attach or insert the plan to align classroom management systems with the school-wide behavior plan.** The school-wide behavior plan itself incorporates uniform classroom management systems and procedures including a flow chart for behavior-consequence progression and the 1-5 point system.
9. **Attach or insert a copy of your plan addressing the process for responding to problem behavior. This may include the referral process flowchart, minor/major behavioral definitions, and responses to misbehaviors (consequence hierarchy).**

Minor Behavior Process:

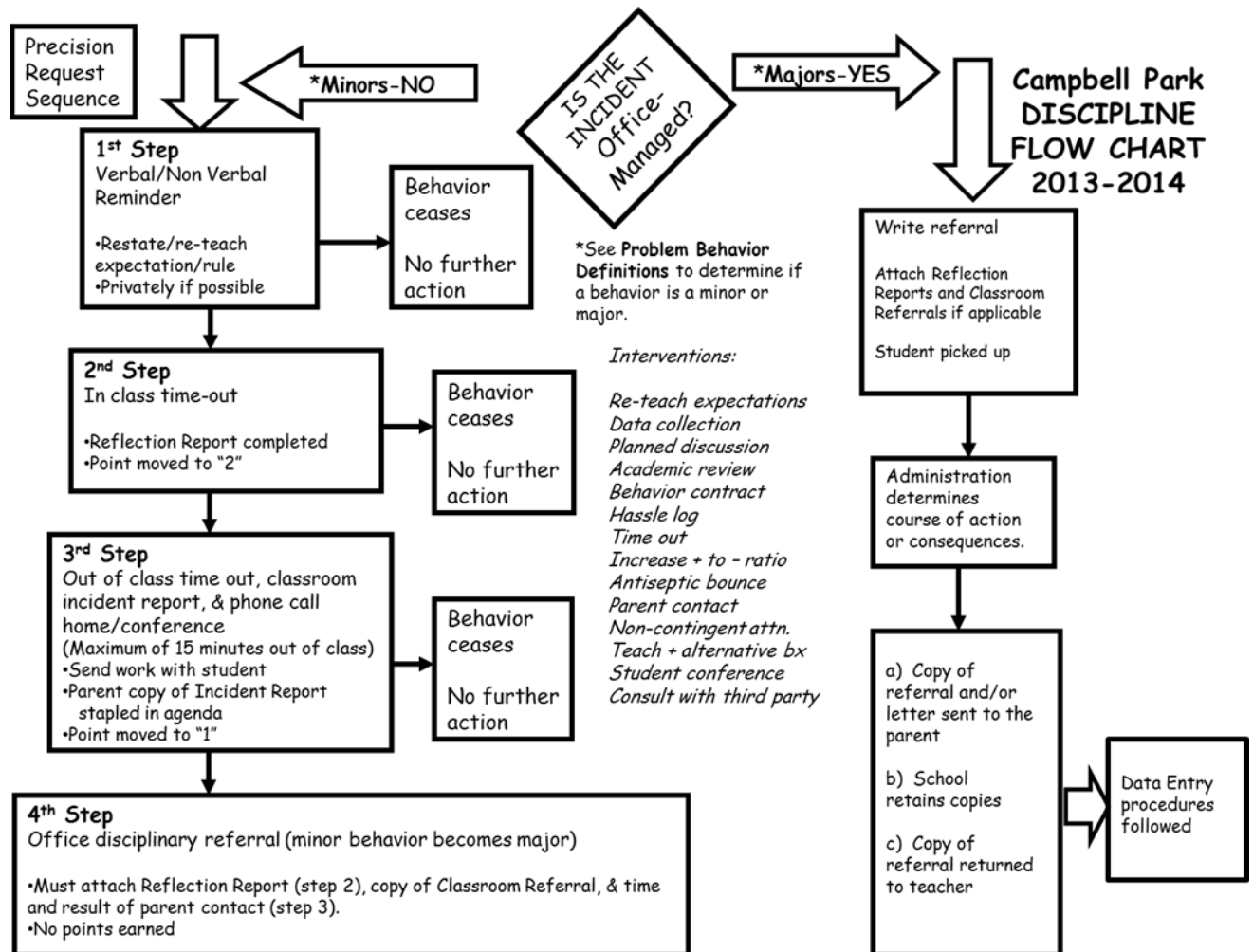
1. Verbal Reminder -
Name RAYS or classroom expectation violated
Re-teach expectation
Options
2. Classroom Time Out –
Name RAYS or classroom expectation violated
Student completes Think Sheet with in class time-out
Point moved
3. Time-out in "buddy" classroom AND Classroom Incident Report –

Send work with student (re-teach if needed)
 Attach student work to classroom referral in agenda book
 Parent conference Requested
 Parent signature required on classroom Incident Report
 Point moved
 Maximum of 15 minutes in "buddy" classroom

Major Behavior Process:

4. Office Discipline Referral –
 - Can be for immediate major infraction or fourth incident of minor infraction
 - Call to office (coded if required)
 - documentation available for administrative review
 - Referral completed (coverage provided to allow staff to complete referral)
 - administration/behavioral specialist to remove student

SCHOOL WIDE BEHAVIOR FLOW CHART



Problem Behavior	Definition
Abusive/inappropriate language	<p>Minor: Student engages in low-intensity instance of abusive or inappropriate language.</p> <p>Major: Student delivers high-intensity verbal messages that include swearing, name calling, etc.</p>
Physical contact/physical aggression	<p>Minor: Student engages in non-serious, but inappropriate physical contact.</p> <p>Major: Student engages in actions involving serious physical contact where injury may occur (e.g., striking, hair pulling, scratching, pushing, grabbing, etc.)</p>
Defiance/disrespect/noncompliance	<p>Minor: Student engages in brief or low-intensity failure to respond to adult requests and/or low-intensity delivery of rude social interactions.</p> <p>Major: Student engages in lengthy episode of or high-intensity refusal to follow directions and/or delivery of rude social interactions.</p>
Lying/cheating	<p>Minor: Student delivers a message that is untrue or knowingly misrepresents self or work, the consequences of which do not threaten the physical safety of others or the integrity of the classroom.</p> <p>Major: Student delivers a message that is untrue or knowingly misrepresents self or work, the consequences of which may threaten the physical safety of others or significantly undermine the integrity of the classroom.</p>
Teasing/bullying	<p>Minor: Student engages in teasing that may not be intended to cause harm, but may hurt another's feelings.</p> <p>Major: Student delivers disrespectful messages* (verbal or gestural) to another person that may cause intimidation or embarrassment. <i>*Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal matters.</i></p>
Problem Behavior	Definition
Property misuse	<p>Minor: Student engages in low-intensity misuse of property.</p> <p>Major: Student engages in behavior that results in the destruction or disfigurement of property.</p>

Out of area	<p>Minor: Student leaves a designated area within a contained space without permission (e.g., leaves gathering area to sit in the back of the class, moves to another table in the cafeteria, leaves the group in P.E. but stays on the field, etc.).</p> <p>Major: Student leaves classroom (or other contained space) without permission (e.g., student leaves the classroom/cafeteria/P.E. field and is unsupervised on campus).</p>
Forgery/theft	<p>Minor: Student engages in an isolated incident of removing, being in possession of, or giving away someone else's property or has signed a person's name without that person's permission.</p> <p>Major: Student engages in repeated incidents of removing, being in possession of, or giving away someone else's property or has signed a person's name without that person's permission.</p>
Threats	<p>Minor: Student delivers isolated, brief, and/or low-intensity statements of intent to cause harm.</p> <p>Major: Student delivers repeated and/or high-intensity statements of intent to cause harm or uses threatening body language/gestures against another person.</p>

1. **Attach or insert your data analysis plan that includes how often data are entered, reviewed, the types of data examined regularly, how the SBLT communicates the data patterns to faculty, staff and students.** Student point data (1-5 system) will be collected in class by teachers and students will be kept up to date on the data patterns based on the rewards they receive. Incident reports and office referrals are collected weekly and shared with SBLT. During walk-throughs areas are identified and possible supports are discussed at SBLT. Data will be compiled and delivered to staff during staff meetings. During observations, behavior coach will collect Basic 5 Observation data and will share with teachers during follow-up meetings.

List of Projected Staff Training to promote an understanding and implementation of RtI: Behavior strategies for 2013-2014. Include specific professional development aligned to improving social behavior at the school-wide, classroom, and subgroup levels.

1. All staff members are trained in the Campbell Park Discipline Flow Chart and in distinguishing minor behaviors which are addressed in the classroom vs. major behaviors which require administrative intervention.
2. Training on providing a ratio of 7 to 1 positive interactions to negative interactions
3. Side by Side classroom coaching in behavior management

4. Teacher to teacher classroom observations

5. All staff will be trained in CPI level 1 and a crisis team will be maintained who are trained in CPI level 2.

6. All staff were trained in morning meeting procedures and will continue receiving professional development in this area. All teachers will facilitate morning meetings the first 15 minutes of each day to promote group cohesion, positive classroom culture and pro-social behaviors.

Evaluation/PDSA

Please provide a statement describing the status of the school’s goals at the following intervals, and forward a copy to your Region Superintendent.

November 2013 –All teachers have implemented a school wide behavior plan (number 1-5) and are using it consistently. Ongoing behavioral support from the behavior coach is occurring within classroom that there are a high number of calls for assistance. The guidance counselor is monitoring morning meeting. Ongoing monitoring of student engagement is happening

March 2014 – Starting in March once a month PLCs will focus on behavior which will be facilitated by administration. We will be working on tightening the process for morning meeting and increasing the positive to negative ratio of interactions. Currently the behavior coach is working with the art, music and PE teachers to look at their behavior systems. Grade levels have walked through other grade level classrooms so we can start having conversations about student engagement especially between compliant and actively engaged.

June 2014 –

Principal Signature_____

Date_____