

SCHOOL WIDE BEHAVIOR PLAN

Due in Area Superintendent's Office by Wednesday, August 14th, 2013

School Name Cross Bayou Elementary

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: $98 / 107 = 91.6\%$**
2. **Engagement Data (attendance/suspension/etc):**
 - a. https://pbsis.fmhi.usf.edu/users/pbsis_login.aspx
 - b. **Use the End of Year data**
 - i. **Attendance**
 - ii. **Timeliness**
 - iii. **Referrals**
 - iv. **Suspensions (both In- and Out-of-School)**
 - v. **Other areas as determined by your school-based leadership team (SBLT).**
3. **Using the data from EDS School-wide Behavior Plan, Portal, and your 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, disproportionality, and to increase engagement for all students. ******

 - a. **Using School-wide Behavior prevention and reporting to make sure our Tier 1 strategies are effective and students who need additional strategies are receiving Tier 2 or Tier 3 interventions (see attachment for action steps)**
 - b. **Reducing the total number and percentage of students receiving referrals (see attachment for action steps)**
 - c. **Increase awareness of Best Bobcat Behaviors (see attachment for action steps)**

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

Cross Bayou's School-wide Guidelines are incorporated into our "PAW". They are

- **Come prepared**
- **Be Responsible**
- **Exhibit Kindness**
- **Show Respect**

A copy of the "PAW" is attached

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

Our Common Areas all use the "PAW" for our Expectations

6. **Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.**

Teachers review the School-wide Expectations at the beginning of the year, and use this as a guide for their own Classroom Expectations.

Teachers review their classroom expectations at least every month (often every week).

7. **Attach or insert the planned and/or established Reward/Recognition System:**

We use “Best Bobcats” to promote/highlight positive behavior and those who are exhibiting good character traits. The areas on the Best Bobcat note mirror the areas on the “PAW.” All areas of the school use this system (including cafeteria and bus drivers). We draw 6 of the Best Bobcat notes each Tuesday morning on the news and we read them to the entire school. Those whose notes were chosen come to draw from the treasure chest in the front office after announcements. We also have incentives each month that all students can earn for the month by exhibiting good behavior (no more than 3 days of unsatisfactory behavior in the month).

8. **Attach or insert the plan to align classroom management systems with the school-wide behavior plan.**

Classrooms use the “PAW” as a guide and build their classroom expectations around this. Teachers use the beginning of the year to establish with their students their class mission, classroom expectations and classroom processes. The teachers and students review these throughout the school year. Teachers complete a Classroom Behavior Plan that includes consequences/rewards. This behavior plan is turned into administration.

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).**

See attached documents

10. **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.**

SBLT reviews school wide data each month. Each grade level meets with administrators 2 times per month to review data (academic/behavior) and plan based on this data with the team. Teachers who have behavior concerns about students work closely with the SBLT team to put in place Tier 2/Tier 3 interventions for behavior as needed. Overall data trends are presented at faculty meetings and SAC meetings throughout the year. Teachers review classroom and grade level trends within the classroom.

List of Projected Staff Training and follow-up coaching to promote an understanding and implementation of positive & proactive multi-tiered systems of support for 2012-2013. Include specific

professional development aligned to improving social behavior at the school-wide, classroom, and subgroup levels.

- 1. Anti-Bullying workshop – for staff, parents and community**
- 2. Staff Training on RTI process on an on-going basis at staff meetings – includes an overview of the process and what is required for each step in the process**
- 3. CPI 1 training for staff**

Evaluation/PDSA

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

Mid-year: February 21, 2014

Goal 1) School-Wide Behavior Reporting – Currently all classrooms use a 5 point rubric for behavior monitoring and have behavior plans posted. Teachers turn in a monthly behavior calendar each month to administrators for analysis and to document which students will participate in our monthly positive behavior incentives. We started our monthly positive behavior incentives in October. In October 80% of our students were able to participate in the positive behavior incentive. In November, December and January, 90% of our students were able to participate in the positive behavior incentive. The information from the calendars is also used by our SBLT to monitor students with Tier 2 or Tier 3 behavior plans in place and to look at behavior trends across the school.

Goal 2) Reducing the number and percent of students receiving referrals – Currently we have 27 referrals from 16 students. The breakdown is as follows: 9 students received 1 referral, 4 students received 2 referrals, 2 students received 3 referrals and 1 student has received 4 referrals. Students with 3 or more referrals have had a meeting with their parents and school administrators to discuss what supports are needed to improve this trend. To help students who are new to the school understand our way of work, each classroom has students who serve as "First Friends." These students welcome their new classmate and help them learn our processes school-wide and in the classroom.

Goal 3) Increase awareness of Best Bobcat Behaviors – We have all students participating in our school-wide recognition program of earning Best Bobcats. Students earn these notes for exhibiting Best Bobcat behavior (based on our PAW – come prepared, be responsible, exhibit kindness and show respect). Our assemblies focus on the character trait of the month and for the assembly, each classroom and specialist chooses a student who has exhibited that character trait. These Best Bobcats walk down the 'red carpet' at our assembly, receive a certificate and have their picture displayed in the cafeteria for the following month. From October to January, 148 students (30%) have received a Best Bobcat award. Students are also recognized weekly for specific acts of good character as our High Paw students. These students are recognized on our morning news show and wear their High Paw necklace all day. Everyone who sees a student with a High Paw necklace, gives the student a High Five (Paw). From October to January, 90 students (18%) have received High Paw recognition. This year we added a student group (3rd and 4th grade students) called the Pawsome Posse. This group makes videos of what Best Bobcat Behaviors look like throughout the school. Every Tuesday, a video is shown on the news

show. The Pawsome Posse also makes videos to promote the monthly positive behavior incentive that are shown on the news show. The monthly positive behavior incentives (referenced in goal 1) also increase awareness of Best Bobcat Behaviors and gives a reward for those who are displaying these behaviors.

Goal 4) Decrease the discipline gap between our black and non-black students – Currently we have had 27 referrals this year. Of these, 0 (0%) were black students and 27 (100%) were non-black students. We have had 3 ISS. Of these 0 (0%) were black students and 3 (100%) were non-black students. We have had 7 OSS. Of these 0 (0%) were black students and 7 (100%) were non-black students.

Goal 5) Increase engagement for all students – With the implementation of CCSS, teachers have been focusing on increasing written responses across all curriculum areas. This is achieved by using the gradual release model of instruction effectively so that teachers are modeling, students are trying out the work with support and then are completing the work independently. As administrators, this is one of the areas we are focusing on when we are walking through classrooms.

End of Year: June 20, 2014

Principal Signature _____

Date _____