

SCHOOL WIDE BEHAVIOR PLAN

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

School Name Curtis Fundamental 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: _____/107 = 85%
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).

Office Discipline Referrals for 2012-2013 school year: 9

A total of nine Office Discipline Referrals (ODRs) were accumulated during the 2012-2013 school year for our school. Eight of these students received ODRs. Compared to sixteen ODRs that were accumulated during the 2011-2012 school year, we have had a significant decrease of ODRs. According to the report on EDS for the School Wide Behavior Plan, 2% of our entire student population received an ODR.

Out of School Suspensions for 2011-2012 school year: 2

Average Daily Attendance during the 2011-2012 school year :

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.

When reviewing this data in more depth, we notice a couple of trends. We also notice that three Black students received ODRs, while one Black student received an ODR during the 2011-2012 school year. We still do not have a significant gap between black and non-black students receiving ODRs. Three Black students received an ODR, while 2 White and 2 Hispanic students received an ODR. One student categorized as Multi-Ethnic received an ODR. The majority of the referrals came from older students. Four of these students were in 4th-grade. Three of the students were in 5th-grade. One student in Kindergarten and one student in 1st-grade received an ODR. All of the students who received ODRs were male. Six out of the nine referrals were written for behaviors related to Striking/Physical Contact.

- a. **Teachers & Staff to consistently enforce Fundamental Policies**
- i. Announcements made during team leaders meetings, staff trainings, and PLCs
 - ii. Dress code forms are sent home to students out of compliance at the beginning of this year
 - iii. Principal provides team leaders, teachers, and staff warning frequency data from the 2012-2013 school year broken down by each teacher to discuss with their teams
 - iv. ODRs will be given to students who intentionally cause bodily harm or physical aggression to others
- b. **School-Wide Positive Behavior Reinforcement:**
- i. **Positively Charged:** students are recognized weekly for positive behavior by the principal with a certificate and pencil on our morning news show.
 1. *Students are selected by their teachers to be awarded for positive behaviors and choices related to their classroom rules.*
 2. *Every student is selected at least one time each year.*
 3. *Teachers use the Positively Charged program to reinforce following class rules*
 - ii. **Terrific Kids Awards:**
 1. *Two students are recognized and rewarded in front of the whole school for exceptional behavior tied to our character trait of the month during Open Court by the school counselor and a member of the Kiwanis Club of Dunedin*
 2. *Students receive t-shirts, certificates, pencils, magnets, and a ruler supplied by the Kiwanis Club of Dunedin*
 - iii. **P.E. Kids with Character**
 1. *P.E. teachers recognize and award students caught using good character during P.E. on a monthly basis during Open Court*
 - iv. **Patrol of the month**
 1. *P.E. Teachers recognize and award one patrol member per month for being responsible and going above and beyond their duties as a patrol*
 - v. **Positive Curtis Behaviors Recognition**
 1. *PTA Parent collaborates with school staff to reward students for positive Curtis behaviors throughout the school year*
 2. *Through collaboration, a class from each grade level is selected on a monthly basis to receive stuffed cougars as a reward for their positive behaviors*
 3. *Classes will be recognized for their behavior in common areas such as the cafeteria, car circle after school, as well as for best attendance and the least tardies.*
- c. **Classroom Guidance Lessons/Small Groups:** teaching and developing skills for students. In the past these lessons have been focused on Character Education. For the 2013-2014 school year, the teachers will complete a needs assessment to determine the focus of lessons and groups.

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

Act in a safe and healthy way
Respect rights and needs of others
Treat all property with respect
Take responsibility

Follow the Fundamental guidelines for work and behavior

Each classroom teacher develops specific classroom expectations with their students each year based upon the guidelines for success/expectations listed above. The teachers share these classroom expectations with the parents at Open House.

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

Cafeteria Expectations:

1. Always Walk
2. Use inside Voices
3. Do Not Share Food
4. Raise Hand for Help
5. Be Silent When Lights are off.

Recess:

1. Walk safely off the court
2. Choose an activity
3. Stay on the Court
4. Follow Directions

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

August & Sept 2013	Cafeteria ladies, Principal, & school counselor model expectations & teach Cafeteria rules	P.E. teachers & Principal model expectations and teach rules to students
	Cafeteria ladies give stamps to responsible class in Cafeteria on a daily basis	
October 2013	Selected classes receive cougars. Continue providing stamps to classes and rewarding classes until all students meet behavior expectations in the Cafeteria	P.E. Teachers monitor student behavior and re-teach expectations as needed
November 2013	Selected classes receive cougars. If students meet behavior expectations, a new area will be selected.	P.E. Teachers will monitor student behavior and maintain behavior expectations at recess.
December – June	Cafeteria staff will re-teach expectations as needed and maintain behavior expectations in the cafeteria.	P.E. Teachers will monitor student behavior and maintain behavior expectations as needed.

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

- Weekly positively charged awards (certificate & pencil with principal on morning news show)
- Monthly Terrific Kids Awards (t-shirt, certificate, pencil, magnet, & ruler)
- Monthly P.E. kids with Character (certificate)
- Monthly Patrol of the month (certificate)
- Cougar stuffed animals passed to selected class for the month during Open Court
 - a. Cafeteria mark “best class” with a paw stamp in a notebook to keep track of positive behaviors

- 8. Attach or insert the plan to align classroom management systems with the school-wide behavior plan.**
See Fundamental policies. Each class has established classroom rules that are linked to school-wide behavior expectations. Teachers reinforce expected behavior in the Cafeteria and during Recess in class.
- 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 Fundamental Policies & Procedures: warnings are given by teachers for inappropriate behavior. If aggressive or hands-on behaviors occur or significant behavior concerns occur that are not listed on warnings, teachers will refer students to the administrator.

At the same time, teachers hold

-Parent/Teacher conferences to address continued behavior concerns with parents
-Teachers may request assistance from the school counselor & school psychologist for continued behavior concerns

- a. Less formal plan such as self-monitoring plan or daily parent communication is developed
- b. Positive Behavior Intervention Plan is developed with school psychologist
- c. Functional Behavior Assessment is developed with school psychologist

- 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.**

ODF data is reviewed at SBLT meetings on a monthly basis

-If concerns exist, this information will be shared with teachers & staff during staff meetings

Warnings are collected by the DMT. If too many infractions accrue, students are referred to the IAC Committee, which meets on an as needed basis

Warning frequency data is collected and entered into an Excel spreadsheet

List of Projected Staff Training and follow-up coaching to promote an understanding and implementation of positive & proactive multi-tiered systems of support for 2013-2014. Include specific professional development aligned to improving social behavior at the school-wide, classroom, and subgroup levels.

- 1. Fall 2013:** Continued professional development regarding RtI Behavior Process & Procedures to be provided to teachers during staff meeting
- 2. Spring 2014:** Professional development regarding behavior data collection for teachers during staff meeting
- 3. May 2014:** Reflection and review RtI Behavior programs at Curtis. Group problem-solving will be facilitated to make improvements for the following school year

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

Office Referrals as of 1/29/14- 2 referrals

Out of School Suspensions as of 1/29/14- 0 out of school suspensions

Average Daily Attendance as of 1/29/14- 95%

Compared to 1/29/13 our office referrals have decreased from 5 to 2. The number of suspensions has remained the same. Our average daily attendance has dropped from 97% to 95%. The focus on academic achievement continues to be at the forefront of Curtis Fundamental. Our fundamental policies continue to be implemented and student achievement and behavioral goals monitored.

End of Year: June 20, 2014

Principal Signature_____

Date_____