SCHOOL WIDE BEHAVIOR PLAN

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

School Name: Forest Lakes 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: 90 /107 =   84%**

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: 96%**
      ii. **Timeliness: 94%**
      iii. **Referrals: 61**
      iv. **Suspensions (both In- and Out-of-School)   6 in school ; 13 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. **Increase parent knowledge about PBS and increase participation of staff, parents, and community partners in PBS activities.**
   b. **Use Behavior data base with fidelity for both minor and major behavior incidents**
   c. **Increase staff capacity for implementation of SPRICK interventions A-F**

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

FLE Schoolwide Expectations

Be Respectful
Be Responsible
Be Safe

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

Forest Lakes Elementary School Behavior Expectations

	Classroom	Bathrooms	Office	Dining Room	Arrival/Dismissal	Walkways	Library
Be Respectful		*Respect the privacy of others. *Get in and out as quickly as possible. *Keep bathrooms clean.	*Report to the desk and address the staff politely. *Wait quietly. *Use "please", "thank you" and "excuse me".	*Use good manners. *Follow all staff directions the first time given. *Use an inside voice and positive language.	*Follow all staff and safety patrol directions the first time given. *Use an inside voice and positive language.	*Walk quietly. *Walk on the right-hand side.	*Use a quiet voice. *Wait your turn at checkout counter. *Handle books carefully.

Be Responsible		*Report any problems to a staff member. *Clean up after yourself.	*Tell the truth.	*Get all utensils and condiments before sitting down. *Clean up after yourself. *Raise your hand for assistance.	*Arrive on time. *Report to your assigned area. *Follow established procedures.	*Walk with a purpose. *Report problems to a staff member.	*Use a browsing stick. *Return your books on time.
Be Safe		*Wash hands with soap.	*Wait patiently. *Sit or stand in one place.	*Stay seated with your feet under the table. *Keep your hands, feet and objects to yourself. *Walk at all times. *Only eat your own food.	*Keep hands, feet and objects to yourself. *Walk at all times.	*Walk at a safe pace in line. *Keep hands, feet and objects to yourself. *Hold handrail and use stairs one step at a time. *Keep all outside doors closed to visitors.	*Keep hands, feet and objects to yourself. *Walk at all times.

6. **Attach or insert your plan/schedule for teaching the Guidelines and Rules:**

   Classroom teachers teach classroom routines/expectations and common area expectations the first 2 weeks of school.

   SBLT will use previous year's data to determine when booster sessions for teaching guidelines/rules are needed. Will be scheduled as needed based on data.

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

   Teachers will develop or continue with their own reward/recognition systems. Planning form is included in number 7 and is tied to School Wide Behavior Plan.

   Cafeteria recognition program will continue to be implemented with monthly rewards based on grade level totals..

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

   Each teacher will complete classroom expectations form and submit plan to administration.

   Teachers will use the school wide expectations of Respect, Responsibility and Safety when developing their classroom management systems.

Teacher Name _____ Grade Level _____

Classroom Expectations

Please list your expectations in the appropriate boxes.

Be Respectful	
Be Responsible	
Be Safe	

Classroom Discipline Process:

_____
_____
_____
_____
_____

Classroom Rewards:

_____
_____
_____

Location of Time Out Area _____ Time Out Buddy _____

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).**

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.

> The RTI behavior data base pilot will be used by all staff members for major behavior incidents (data entered daily). Each team has determined the criteria for entering incidents into the data base.
>
> Behavior data from the RTI behavior data base pilot will be reviewed by the SBLT on a monthly basis and a summary of the behavior data will be shared with staff monthly. Data will be analyzed by the SBLT monthly and decisions for tier 1, 2, and 3 and supports will be based on the data.

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. Initial Training for use of the RTI Behavior Data Base pilot program. (TBA)
2. Refresh staff on cafeteria reward recognition program. (TBA)
3. Training on Early Stage Evidence-Based Behavioral Strategies for Individual Students (Sprick) for all instructional staff (dates TBA).

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

a. Increase parent knowledge about PBS and increase participation of staff, parents, and community partners in PBS activities: Parent PBS brochure was developed and included in the beginning of the school year student packets
b. Use Behavior data base with fidelity for both minor and major behavior incidents: developed a frequency data form for each classroom; implemented in November 2013; currently being used by 85% of the staff. Trained staff on use of the referral process in Portal (Dec. 2013); school wide implementation began Jan. 2014
c. Increase staff capacity for implementation of SPRICK interventions A-F: Behavior Specialist coaching staff on SPRICK interventions on an as need basis

Principal Signature: **_____**   Date: _____