# SCHOOL WIDE BEHAVIOR PLAN

Due in Region Superintendent's Office by Wednesday, February 14, 2013

**School Name:** Gulfport 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:  94/107 =  88 %**

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—Daily Average Attendance—94.48%**
      ii. **Timeliness—Behavior Walkthrough Dates**
         a. September16—STOIC Walkthrough
         b. November 8—Behavior Fidelity Check
         c January8—STOIC Walkthrough
         d. January 13—Behavior Fidelity Check
         e. March 17—Behavior Fidelity Check
         f. April 11—STOIC Walkthrough
      iii. **Positive Referrals--992**
      iv. **Office Referrals--690**
      v. **In-School Suspensions--321**
      vi. **Out-of-School Suspensions--204**
      vii. **Other areas as determined     by your school-based leadership team (SBLT).**

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. **Increase positive dealings with students and staff**
   b. **Foundations will meet bi-weekly**
   c. **Menu of consequences dealing w/misbehavior/followed**
   d. **Parent involvement/communication**
   e. **All teachers will teach the school wide expectations.**
   f. **All teachers will model appropriate behavior and implement the 5:1 ratio of positive to negative interactions.**
   g. **All staff will focus on finding students who are following the guidelines to success.**
   h. **Students will come to school prepared to learn and they are expected to be in uniform.**
   i. **Teachers will use best practices to keep students actively engaged in learning**
   j. **Our school will utilize CHAMPS to create a structured classroom with clearly defined processes.**
   k. **CHAMPS posters will be made for all subjects, specials, and processes in the classroom. These will be provided to the teachers.**

l.  School wide implementation of the Project Achieve Curriculum
m. Grades K-5 will teach Project Achieve Daily.
n.  Fidelity walkthroughs will occur twice a month and the Project Achieve checklist will be used.

4.  Attach or insert your School-wide Guidelines for Success/Expectations:  **(Attached in packet)**

5.  Attach or insert your Common Area Expectations/Rules:  **(Attached in packet)**

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

7.  Attach or insert the planned and/or established Reward/Recognition System:  **(Attached in packet)**

8.  Attach or insert the plan to align classroom management systems with the school-wide behavior plan.  **(Attached in packet)**

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).  **(Attached in packet)**

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. **(Attached in packet)**


**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.  Behavior trainings for staff (August/January/March)

2. TIER 2/TIER 3 trainings in PLC's

3. Behavior Request forms

4.  RTI trainings

5.  Child Abuse training

6.  CPI Training

7.  Bullying training

8.  Behavior flowchart for Tiered Levels

9. Review of positive referral data and office referral data

11.  School-wide behavior plan shared with parents during Open House (August 17, 2013)

**<u>Evaluation/PDSA</u>**

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

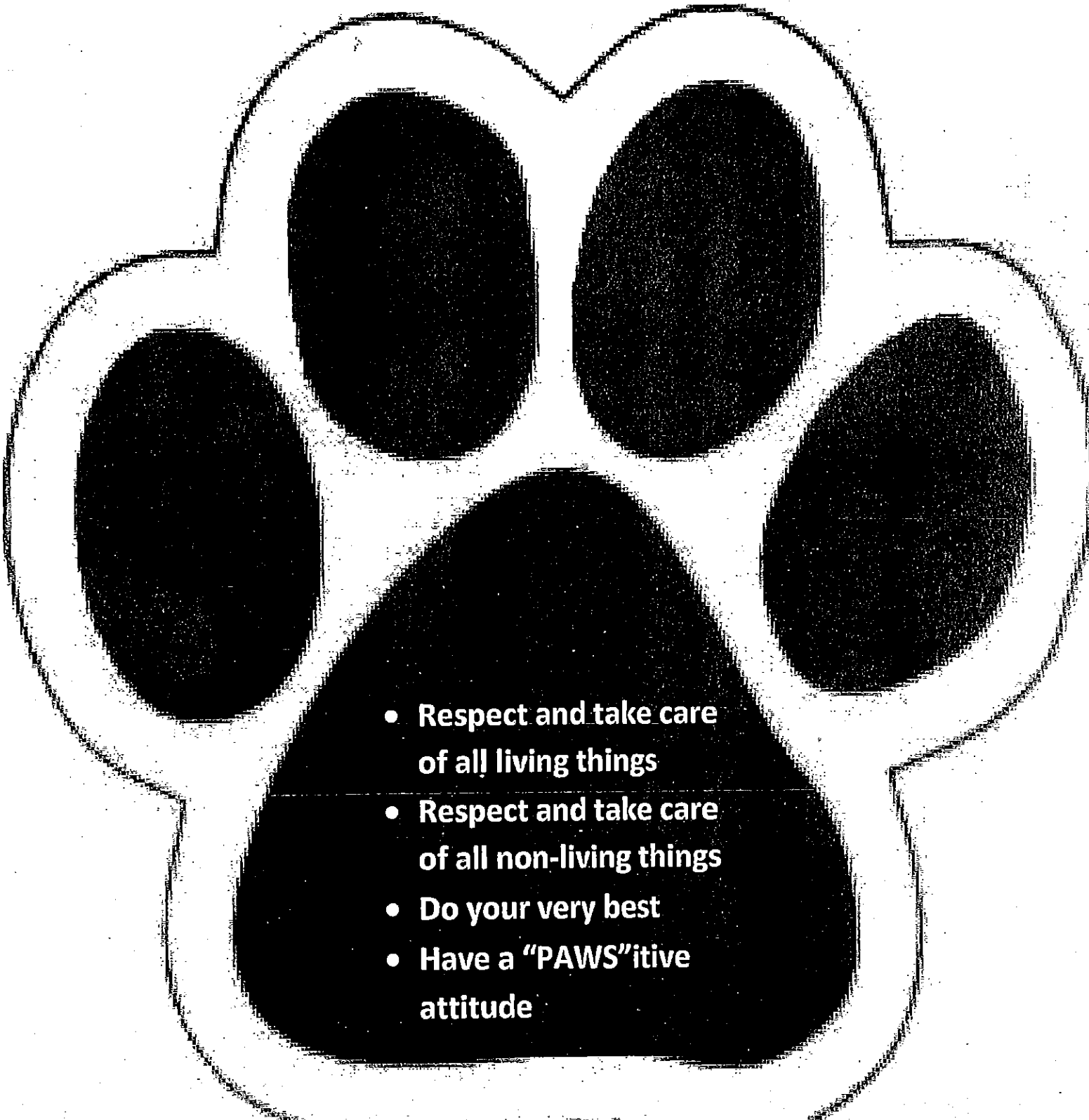**Mid-year:  February 21, 2014—Increase positive referrals with students by 20%**

**End of Year:  June 20, 2013—Decrease office referrals by 60%**

Principal Signature_____          Date_____

*Gulfport Elementary School*

# Guidelines for Success

- Respect and take care of all living things
- Respect and take care of all non-living things
- Do your very best
- Have a "PAWS"itive attitude

# Give Me Five

1. Eyes on speaker
2. Quiet
3. Be still
4. Hands free (put things down)
5. Listen

# Common Area Observation Form

Setting:                               Date:                  **#5**

Time in setting:                 Observer:

1. Time students scheduled to be in area:
2. Number of scheduled supervisors present:
3. Number of staff members present not scheduled to be supervising students:

| Items | Yes/No | Comments |
|---|---|---|
| Structure/Safety Items | | |
| ✓ GFS posted | | |
| ✓ CA Expectations posted | | |
| ✓ Supervisors present | | |
| ✓ Supervisors circulate | | |
| ✓ Supervisors scan area | | |
| ✓ Traffic flow organized | | |
| ✓ Any obvious physical safety hazards? | | |
| ✓ Witness any incidents involving physical safety of students? | | |
| | | |
| Civility/Connect Items | | |
| ✓ Staff invitational: meet, greet, smile, etc | | |
| ✓ Staff provide specific praise for students meeting expectations | | |
| ✓ Staff intentionally strive for 3:1 ratio of interactions | | |
| ✓ Student-to-student interactions primarily appropriate/respectful | | |
| ✓ Observe/hear any obscenities? | | |
| ✓ Student attire meets dress code expectation | All Most Few | |

| Correction Items | | |
|---|---|---|
| ✓ Staff correct misbehavior immediately, calmly, respectfully, instructionally | | |
| ✓ Staff refer to GFS and/or CA expectation when correcting misbehavior. | | |
| ✓ Students respond to correction compliantly & respectfully | | |
| ✓ Staff correct emotionally, disrespectfully, or in an accusing manner | | |
| ✓ Students respond to correction noncompliantly or disrespectfully. | | |
| | | |
| **Productivity Items** | | |
| ✓ Percentage of students engaged in activity appropriate to setting | 100% 95% ‹95% | |
| ✓ Percentage of students who left setting at designated time | 100% 95% ‹95% | |
| ✓ Materials, equipment, structure adequate for intended purpose? | | |
| | | |
| **General Items** | | |
| ✓ How comfortable would you be with outside visitor seeing this setting? | Very Somewhat Not at all | |
| Rating: 1 (low) to 5 (high) | | |
| ✓ Safety overall rating | 1 2 3 4 5 | |
| ✓ Civility overall rating | 1 2 3 4 5 | |
| ✓ Productivity overall rating | 1 2 3 4 5 | |

Additional Notes or Comments:

11-3-09 SS

Adapted from Foundations: Common Area Observation/Supervisory Checklist

Common Area Expectations

| Media Center | Hall | PE/Playground |
|---|---|---|
| 1. Inside voices | 1. Use quiet voices in line | 1. Stay on the PE field or playground at all times |
| 2. Share books | 2. Walk at all times | 2. Respect all adults and students |
| 3.Wait turn to check out books | 3. Be sure to have a pass | 3. Respect and take care of all equipment |
| 4. Be respectful to other students and practice the "Guidelines for Success" for school and specific to Media Center | 4. Walk with a partner | 4. Follow all rules 5. Keep hands to self at all times |

| Bus Circle | Bike Rack | Car Circle |
|---|---|---|
| 1. Sit with assigned group until called by assistant or adult | 1. Respect all patrols | 1. Sit with your grade level |
| 2. Use calm voices | 2. Respect other bike riders and all pedestrians | 2. Use calm voices |
| 3. Walk carefully and orderly up the bus steps when called | 3. Stay on sidewalk and exit at crosswalk | 3. Walk carefully to the station you are called to |
| 4. Wear seat belt while bus is transporting students | | 4. Walk carefully to your parent or parent's car |

Gulfport Elementary Positive Behavior Support Systems

Listed below are the identified positive behavior support systems we are currently using school-wide. In addition *classroom teachers* use a variety of motivational techniques as part of *their* classroom management. All of these positive behavior support systems help to foster student motivation, engagement and ultimately academic achievement.
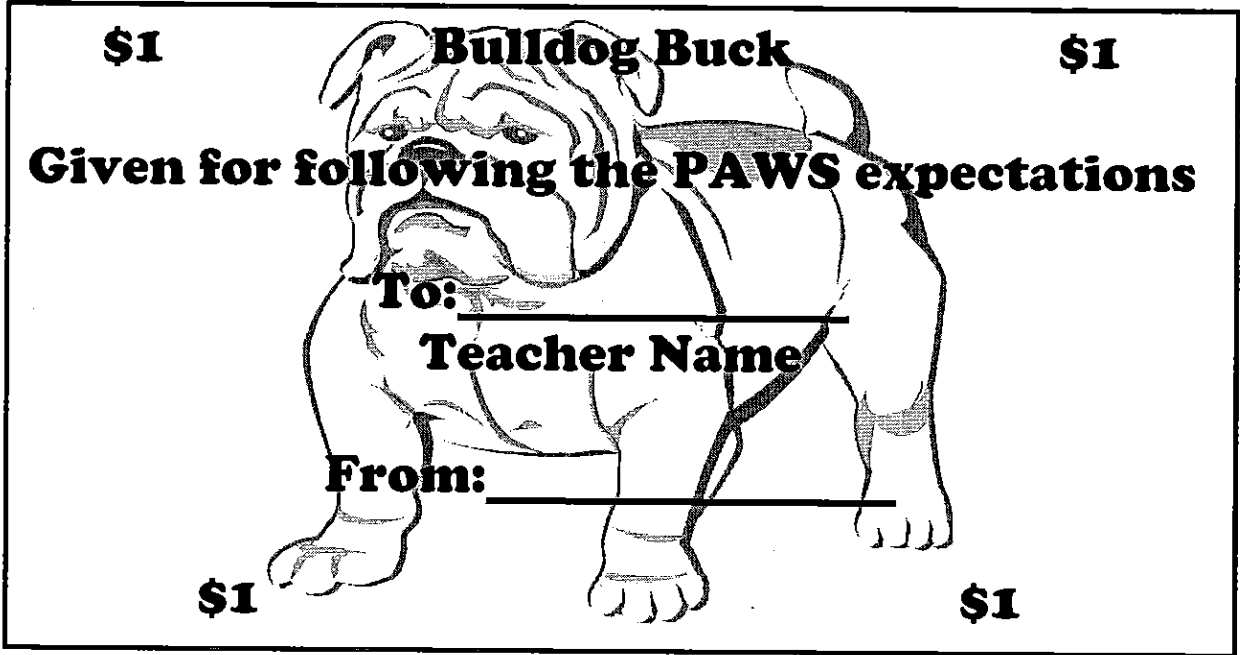
1. Ratio of Positive Interactions (Behavior Management Flow Chart: FOCUS ON THE POSTIVES)
   - When: daily
   - What: CHAMPs classroom management

2. Positive Referrals
   - When: any time teachers and staff recognize exemplary student academic success/ behavior
   - What: students are recognized for exemplary behavior/academic success through a positive referral and then award a certificate of excellence

3. Café Bulldog Recognitions
   - When: during lunch
   - What: classes receive a blue dot when 100% of their class members follow CHAMPs expectations during lunch

4. We Achieve Principal's Bulldog Club
   - When: 5 times during the week
   - What: all Gulfport staff members recognize individual students applying the Character Education word of the month or following the behavior expectation by giving students a bulldog coupon and engaging students in a "warm" conversation regarding their achievements

If there are any questions on processes and procedures of the current support systems in place, please refer to the Playbook or ask a member of the Foundations Team.

**$1** **Bulldog Buck** **$1**

**Given for following the PAWS expectations**

**To:** _____
**Teacher Name**

**From:** _____

**$1** **$1**

---

Paw Print

___ P-Positive Attitude
___ A-Appreciates world around them
___ W-Walks quietly & respectfully
___ S-Shows respect for self/others
Student Name:_____
Teacher Name:_____

Positive Behavior Referral  #7

Student's name_____Date_____

Referring teacher_____Grade_____Time_____

Place of Behavior:
___Classroom          ___Playground          ___Computer Lab
___Cafeteria          ___Field Trip          ___Assembly
___Bus                ___Media Center        ___Car Circle
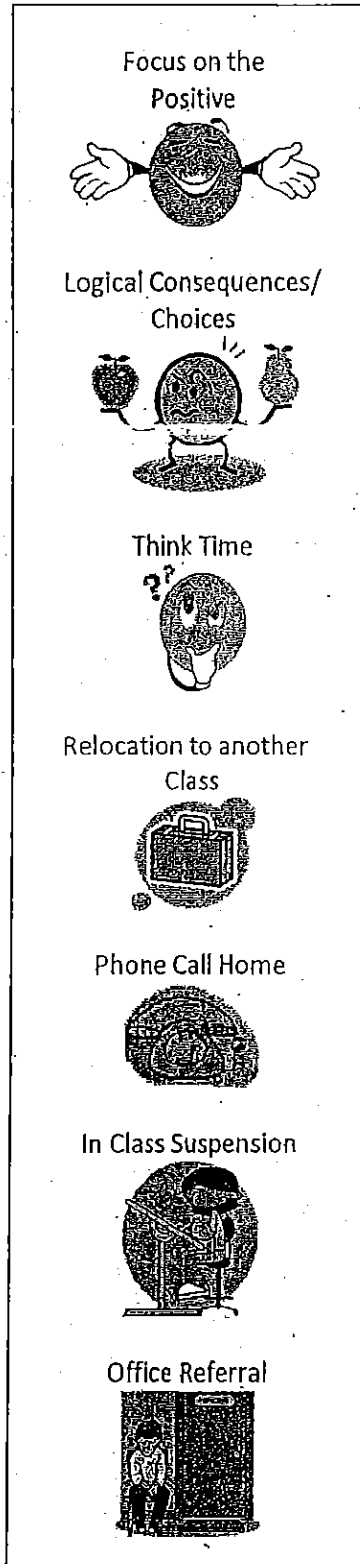___Waiting for Bus    ___In Line             ___Other

Reason for Referral:
___Observing rules and regulations      ___Assuming responsibility
___Listening and following directions   ___Completing work on time
___Exhibiting good work habits          ___Exhibiting grace & courtesy
___Motivated to do his/her best         ___Honesty
___Showing improvement in _____    ___Other:_____

Teacher
comments:_____
_____
_____

Student's signature_____
Teacher's signature_____

(# 8)

| Flow Chart |
| :---: |
| FOCUS<br>ON<br>**POSITIVE**<br><br>Early Behavior<br>Management<br>Techniques used IE<br>Redirection |
| Logical<br>Consequences/<br>Choices |
| Think Time |
| Relocation<br>To Another<br>Class |
| Phone Call<br>Home |
| In Class<br>Suspension |
| Office<br>Referral |

Focus on the
Positive



Logical Consequences/
Choices



Think Time



Relocation to another
Class



Phone Call Home



In Class Suspension



Office Referral
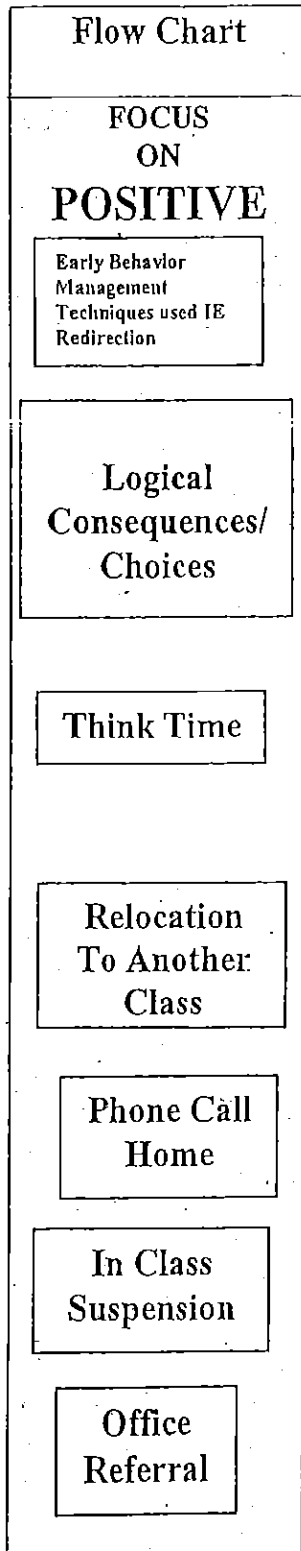
# Gulfport Elementary Response to Intervention(RtI) Behavior Flow Chart

#9

**Tier I: Universal Interventions (80-90%)** -All students in school (CHAMPS, Project Achieve, School-Wide Incentives, etc.) -Data is collected on all students (School-Wide Behavior Checklist)*

SBLT or teacher identifies Student(s) with behavior/need (based on behavior data) *If requested by teacher; Completed Behavior Request Form is submitted*

SBLT Member(s) meet with classroom teacher to review data and/or Behavior Request Form

Based on data, the SBLT decides if TIER 2 support should be added

Staff providing intervention implements behavior strategies with integrity and fidelity (continue to collect data)

SBLT or teacher still acknowledges behavior concern(s) (based on multiple data points)

**Tier II: Targeted Group Interventions (5-10%)** -Some students at-risk (Small Group Counseling, Check-In/ Check-Out, Behavior Contracts, Etc.) -High efficiency -Data is still collected on School-Wide Behavior Checklist*

SBLT Member(s) meet with teacher. TIER2 Interventions implemented with fidelity. Teacher will continue to collect data using the school-wide behavior checklist

SBLT or teacher still acknowledges behavior concern(s) (using behavior data) SBLT Member(s) meet with teacher.

**Tier III: Intensive Interventions (1-5%)** -Individual intervention for student. Greater need for more individualized behavior strategies. (FBA, PBIP, etc.)

Based on data and team decision, FBA/PBIP initiated by SBLT (consent obtained from parent)

The SBLT continues to review interventions and offers assistance to the teacher; student; and the classroom. (Family and/or Help Agencies.)

| Minor Problem Behavior | Definition | # 9 Consequence | Flow Chart |
|---|---|---|---|
| Inappropriate Language | Low intensity | 1) **Early ManagementTechniques (IE Redirection)** Prompt / remind / guide student back to the expected behavior Teacher must Re-Establish Therapeutic Rapport | **FOCUS ON POSITIVE** Early Behavior Management Techniques used IE Redirection |
| Non-compliance | Brief or low intensity failure to follow adult request | | |
| Disruption | Low-intensity, but inappropriate disruption | 2) Present **Logical Consequences or 2 Choices** Appropriate Choice then Rejoin Class Teacher must Re-Establish Therapeutic Rapport | **Logical Consequences/ Choices** |
| Property Misuse | Low-intensity misuse of property | | |
| Physical Contact | Non-serious, but inappropriate physical contact | | |
| | | | |
| | | 3) **Think Time** (up to 5 mins) Student Completes then Rejoin Class Teacher must Re-Establish Therapeutic Rapport | **Think Time** |

| Major Problem Behavior Referred Directly to Office | Definition | | |
|---|---|---|---|
| Abusive Language/Profanity | *Intentional* Verbal messages that include swearing/ or threats | 4) **Relocation to Another Class** designated time(up to 15 mins) with work student *can* do Student Completes then Return to Class *And* *Time Out Area* *Then* Rejoins Class Teacher must Re-Establish Therapeutic Rapport | **Relocation To Another Class** |
| Defiance/ Disrespect | *Sustained* (more than twice) Refusal to follow directions, talking back and/or socially rude interactions | | |
| Major Disruption | *Sustained* (more than twice) Loud talk, screaming, Misuse of materials Out of Seat | 5) Phone **Call Home** Student Completes then Return to Class *And* *Time Out Area* *Then* Rejoins Class Teacher must Re-Establish Therapeutic Rapport | **Phone Call Home** |
| Property Damage | *Deliberate* Action that impairs the usefulness of property | | |
| Fighting/Physical Aggression | *Serious* Actions involving Physical contact where injury may occur | 6) **In Class Suspension** Student sits quietly in designated area *Completes work packet* *And* In Class *Suspension Checklist* Teacher must Re-Establish Therapeutic Rapport *Parent signs* and Returns | **In Class Suspension** |
| Bullying | *Sustained* (more than twice) Messages(Verbal or gestural) That include threats, intimidation or verbal attacks | | |
| | | 7) **Referral to Office** Student Begins at last step Completed Teacher must | **Office Referral** |

#9

| Gulfport Elementary School | Teacher Request for Behavior Assistance |

**Student Information**

**Parent Information**

Name: _____

Grade: _____

DOB: _____

Parent: _____

Address: _____

Phone: _____

☐ Parent
☐ Non-custodial parent
☐ Foster parent

☐ Guardian
☐ Relative
☐ Non-relative

**Teacher Information**

Name: _____

I communicated with parents on _____ by ☐ phone ☐ letter ☐ note home ☐ e-mail ☐ at conference

concerning _____

Parent comments: _____

**Teacher Input**

Comments: _____

Student Strengths: _____

Interventions Attempted (Attach list of interventions and available data): _____

_____

Form Completion Turn-In Date: _____          Received by: _____          Date: _____

## Gulfport Elementary School
### Referral Form

| Student | Date |
|---|---|
| Referring Staff | Time |
| Classroom Teacher | Grade    PreK   K   1   2   3   4   5 |

**Location**

| ☐ Arrival/Dismissal | ☐ Classroom | ☐ Café | ☐ Bathroom |
|---|---|---|---|
| ☐ Playground | ☐ P.E. | ☐ Art | ☐ Computer Lab |
| ☐ Music | ☐ Media Center | ☐ Courtyard | ☐ Other: _____ |

| Antecedent | Behavior | Completed Steps |
|---|---|---|
| ☐ Adult Attention<br>☐ Peer Attention<br>☐ Obtain Item: _____<br><br>☐ Avoid Peers<br>☐ Avoid Activity<br>☐ Power<br>☐ Revenge<br>☐ Unintentional | ☐ Abusive Language/Profanity<br>☐ Fighting<br>☐ Physical Aggression<br>☐ Defiance<br>☐ Property damage<br>☐ Major disruption<br>☐ Bullying | ☐ Redirection<br>☐ Logical consequences<br>☐ Think time<br>☐ Relocation<br>☐ Phone call home<br>☐ In class suspension |

| Other involved parties | Observed Actions & Additional Objective Information |
|---|---|
|  |  |
|  |  |
| **Other locations** |  |
|  |  |
| **Instructional Activity** |  |
|  |  |

**FOR OFFICE USE ONLY**

| S (Subjective/Student) | |
|---|---|
|  |  |
| A (Assessment/Admin.) |  |
|  |  |
| P (Plan) |  |
|  |  |
| Administrative Decision: |  |
|  |  |

(#10)

# Behavior Management Checklist

Teacher _____ Grade (Circle) K 1 2 3 4 5  Date_____ Bldg_____ Class_____

| Student Roster | B | C | B | C | B | C | B | C | B | C | outside support | COMMENTS (Remember the Positive) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
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| 8 | | | | | | | | | | | | |
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| 11 | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | |
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| 16 | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | |
| 18 | | | | | | | | | | | | |
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| 20 | | | | | | | | | | | | |
| 21 | | | | | | | | | | | | |
| 22 | | | | | | | | | | | | |
| 23 | | | | | | | | | | | | |
| 24 | | | | | | | | | | | | |
| 25 | | | | | | | | | | | | |

**KEY:**

**B (Behavior)**
- *IL* Inappropriate Language
- *NC* Noncompliance
- *MD* Minor Disruption
- *PM* Property Misuse
- *PC* Physical Contact

**C (Behavior Management Step Completed)** *Consequence*
- *RED* Redirection (Early Behhavior Management Techniques Used)
- *LC* Logical Consquences
- *TT* Think Time
- *REL* Relocation
- *PCH* Phone Call Home
- *ICS* In Class Suspension
- *OR* Office Referral

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