

DUE: August 16, 2013

SCHOOL SAFETY/EMERGENCY PLAN CHECKLIST

School Anona Date 8/14/13

Yes    No

- Crisis Plan Template Completed
- Phone Tree Established
- Go Box Available and Materials Current
- Command Post Established
- Designated Areas Established for Medical Personnel, Press, Parents, etc.
- Crisis Specific Plans Developed (Tornado, Bomb Threat, etc.)
- Staff Trained and Updated with Procedures
- Procedures in Place for Practice Drills
- Procedures in Place for Substitutes
- Procedures Established to Training New Personnel and Update Plans
- Emergency Plans Available in Classrooms

I verified that all of the above mentioned items are current and in place on this date.

Gaye B. Bulby Principal

# SCHOOL WIDE BEHAVIOR PLAN

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

**School Name:** Anona 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: 100/107 = 93%**
2. **Engagement Data (attendance/suspension/etc):**
  - a. [https://pbsis.fmhi.usf.edu/users/pbsis\\_login.aspx](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. \*\*\***

We will survey students and staff regarding PBS. We will increase faculty recognition and incentives. Post developed rules for additional common areas (new playground, halls, and cafeteria).

a. **reduction in all sub groups**

2 of the 26 students who received office referrals were black. This is not a significant gap in this area at Anona.

4 of the 26 students who received office referrals qualify for free/reduced lunch. This is not a significant gap in this area at Anona.

b. **increase in attendance**

Our daily attendance rate is better than 94%. This is not a significant gap in this area at Anona. We will continue to monitor attendance bi-monthly next year.

c. **reduction of referrals**

At 26 referrals out of 424 students, our referral rate is at less than 6%. Of these students 9 have behavior plans in place. Every student who had more than 1 referral has a behavior plan in place.

4. **Attach or insert your School-wide Guidelines for Success/Expectations:**
  - a. **ANONA PILLARS of SUCCESS are attached**
5. **Attach or insert your Common Area Expectations/Rules:**
  - a. **ANONA PILLARS of SUCCESS are attached**
6. **Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.**

- a. **Review during the first two weeks of school in all areas**
- b. **Introduce new students and new kindergartners to the expectations and school wide rules**
- c. **Handprint painted for commitment on wall**
- d. **Review mid-year**
- e. **Post in common areas**
- f. **Use as logo**
- g. **School-wide dance earned for celebration**
- h. **Multicultural day**
- i. **Book of the Month to reinforce expectations and character development**

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

**C2C, Academic Awards assemblies, Principal Bowling, Golden Apple Award monthly luncheons, Read with the Principal, Book of the Month, Individual classroom plans filed in office and aligned with the school plan.**

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

**In-service with teachers the first week of school to provide opportunity for teams to collaborate on behavior management plans. Copies of plans are shared among the team and final plans are kept in the office.**

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 is the resource plan and the referral process form for reorientation and/or discipline.**

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 SBLT meets with grade level groups 6 times during the year to disseminate data and determine use of support resources. Behavior data is shared at these meetings.**

**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. Faculty meetings
2. The Critical Connections for Student Achievement. Presented by Lynn Wade-August 15, 2013
3. Teacher Curriculum training on engagement of F/R lunch students
4. Tier 1 and Tier 2 interventions for behavior: social skill groups, BUGS, anger management, and bully prevention training.

**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**

**End of Year: June 20, 2014**

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_