

# SCHOOL WIDE BEHAVIOR PLAN

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

School Name Bauder 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:  $60 / 107 = \underline{\underline{56\%}}$
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).

**DATA**

<i>Numbers</i>	Total #	BLACK	HISPANIC	WHITE	SWD	ED		Attendance	
<i>SUSPENSIONS</i>	6	0	1	5	4	5		6681-5/17	
<i>Referrals</i>	26	1	1	25	10	16			
<i>% OF.Total pop</i>	813	2%	6%	89%	13%	30%			

TOP 3 Suspensions...1. Repeated Misconduct 2. Strike Adult 3. Strike a Student

TOP 5 Referral: .....1. Profanity 2. Repeated Misconduct 3. Strike a student 4. Strike an Adult, 5. Other

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. Goal: To increase teacher awareness and skills regarding differentiation for students with academic and/or behavior concerns.
  - b. Goal: To continue and align a school-wide universal behavior data collection system to be used by all instructional staff and develop a more universal, aligned scoring system within this system. (DBR)
  - c. Goal: To continue to increase positive student behavior by recognizing positive student behavior and building a school-wide common language. (Bauder continues to collect positive engagement data and uses many outlets to build a positive common language.)

4. Attach or insert your School-wide Guidelines for Success/Expectations: (Attached)
5. Attach or insert your Common Area Expectations/Rules(Attached)
6. Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans. (Attached)

Each teacher turns in a plan for teaching the Guidelines for success and for reviewing them throughout the year.

7. Attach or insert the planned and/or established Reward/Recognition System: (Attached)
8. Attach or insert the plan to align classroom management systems with the school-wide behavior plan. (Attached)
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). (Flowchart sent/Sent Title- Menu for misbehavior)(Attached)
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.

Bauder is using DBR. This is a computer based system that every teacher at Bauder uses to give students a daily behavior score. Scores are entered every school day for students. These scores are used to give parents and students feedback regarding behavior choices at school. The scores are studied and analyzed by the MTSS team on a monthly basis and teachers look at the data at their PLC meetings. Students that have elevated scores are then looked at by both the PLC teams and the MTSS team. Interventions are put into place first by the PLC team and the classroom teacher. Success of the intervention is shared if the PLC intervention(s) are not successful the MTSS team develops interventions and data is collected in a formal way and then analyzed for further intervention or not.

**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. On 8/12 Bauder Teachers will have a training regarding the use of DBR and the coordination and alignment of scoring students on daily behavior choices.
2. On 8/13 Bauder teachers will receive training on differentiation for students success.
3. Training for differentiation is listed on the Bauder SIP and will be ongoing throughout the school year.

4. Training regarding Bullying will take place in each classroom for students and teachers and the Bauder process for reporting, eliminating and learning about bullying will be ongoing.

Trainings are monitored for implementation by walkthroughs and by studying and analyzing DBR, Bully, referral and In-school/out of school suspension data. This data is shared at PLCs/Staff meetings and with MTSS team for further study and recommendations.

**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**

**DATA**

<i>Numbers</i>	Total #	BLACK	HISPANIC	WHITE	SWD	ED		Attendance	
<i>SUSPENSIONS</i>	3	0	1	2	1	3			
<i>Referrals</i>	28	6	3	22	3	18			
<i>% OF.Total pop</i>	813	.7%	.3%	3%	.3%	2%		3,178- 1/31/14	

**Suspension: 1. Repeated Misconduct 2. Strike/Student 3.Defiance/Insubordination**

**Referrals: 1. Bus Misconduct 2. Strike Student 3. Defiance/Insubordination 4. Repeated Misconduct**

**5. Class/Campus Disruption**

**Goal 1. Bauder continues to work and address differentiation for academics and behavior. WTA, ST math, small group instruction, product differentiation are some areas of academic differentiation. The MTSS team continues to work on standard protocols for Tier II & Tier III interventions for behavior. Mrs. Jennings, Bauder’s Guidance Counselor, is doing a monthly training for teacher behavior concerns. Staff meetings have a portion dedicated to working with students with ADHD.**

**Goal 2. Bauder continues to use the Daily Behavior Records to track student behavior in a universal way. We continue to work on alignment and consistency between grade levels for assignment of scoring and behavior levels.**

**Goal 3. Bauder continues to be a school that believes that paying attention to the positive increases the positive. Bauder maintains many positive recognition systems. Character Can, Student of the Week, Student of the Month, Dream Catchers, Dream Puffs. Both individual and class behavior choices are recognized. We are working towards more consistent recognition of positive behaviors and honors outside the school day with Hall of Honor.**

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

Principal Signature     /s/ Lisa Bultmann          Date 2/19/14