

SCHOOL WIDE BEHAVIOR PLAN

Due in Area Superintendent's Office by February 14, 2014

School Name__Cypress Woods 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: _____64_/107 = ____60__%
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).
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. *
 - Requiring all teachers to be consistent in utilizing the School Wide Behavior Plan.
 - Full implementation of universal behavior management, such as the universal quiet sign and conversation levels.
 - In process of developing a Menu for effectively responding to classroom misbehaviors with three levels. Level 1 (mild behavior), Level 2 (moderate behaviors), Level 3 (severe behaviors.)
 - In the process of developing a Matrix of Expectations for our school rules (respect, responsibility, and right choices) for all areas of the school. Computer lab, bathrooms, STEM lab, classrooms, arrival/departure, hallways, P.E.
4. Attach or insert your School-wide Guidelines for Success/Expectations: In development of a matrix of expectations in all areas of the school with the Discipline Committee. Will submit the matrix with the end of year Discipline Plan.
5. Attach or insert your Common Area Expectations/Rules: Schoolwide rules: Respect, Responsibility and Right choices. Matrix coming soon.
6. Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans. See Section C
7. Attach or insert the planned and/or established Reward/Recognition System: See Section D

8. **Attach or insert the plan to align classroom management systems with the school-wide behavior plan. See Section D**
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 Section A and B, Menu with levels coming soon from Discipline Committee**
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. See Section E.**

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. RTI Training
2. Behavior Management Training
3. _____

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.

August 2013

Cypress Woods Elementary has shown substantial improvement in the number of overall referrals written in 2013. In 2011-2012, Cypress Woods Elementary had 127 referrals. This school year our referral count is 69. As predicted in our mid-year report Kindergarten referrals reduced from 19% to 13%, the same as in 2012. Fourth grade referrals increased from 5% to 10% and fifth grade had a slight decrease from 31% to 29%.

Economically disadvantaged (26%) and students with disabilities (25%) accounted for a quarter of the total number of referrals. Some of the grade level percentages can be slightly different when comparing percentage of referrals against number of students receiving them. For example, Pre-K accounts for 9% of all referrals but they are all attributed to one student. Similarly, third grade accounts for 20% of the referrals (14), but only 5% of students receiving referrals (6). This is in contrast to fifth grade that has 20 referrals split amongst 15 different students. This indicates a higher number of repeat referrals in the case of third grade and Pre-K.

The classroom setting has the highest rate of occurrence with 46% of all referrals followed by 20% in the cafeteria and 9% other. The top reason for referrals is repeated misbehavior. Hitting/striking is the second highest cause with 14% followed by other (9%).

Discipline Committee members shared their desire to commit to a uniform behavior system throughout the school and that has been approved. The model/structure for the plan will be the same with the upper grades

having a bit of latitude on how they display/report behaviors (use of number system in place of colors, but still aligned).

February 2014

Cypress Woods Elementary has continued to show substantial improvement in referrals and suspensions in the 2013-2014 school year. This year, we have had 57 referrals compared to the 91 referrals we had last year at this time. Our students with disabilities receiving multiple referrals has doubled since last year, going from 24% to 42%. They are only 6 students vs. the 9 students we had last year. Our Pre-K showed an increase due to a student showing aggressive behaviors who is going through the FBA process. All other grade levels showed a decrease in the number of students receiving referrals.

The classroom setting still has the highest rate of occurrence with 53% of referrals occurring in the classroom. This is an increase from the 46% we had at the beginning of the year. The top reasons for referrals are still the same. Males received 67% of the referrals this year, and females received 33% of referrals. Some of these were the same students. There were 16 boys and 6 girls. Two girls received Out of school suspension this year.

The Discipline Committee examined the data and will review another school's method of determining what constitutes a referral. Teachers are all utilizing the school wide behavior system which reinforces positive behaviors and requires parent communication daily.

Philosophy of Discipline –

The administration and staff of Cypress Woods Elementary School believe that the role of the adults in the school is to guide children toward self-directed behavior which reflects the values of our society. The school discipline plan is drawn on the key concepts from programs such as Commitment to Character, Positive Discipline (Jane Nelson) and Cooperative Discipline (Dr. Linda Albert). Encouragement strategies and logical consequences are used to assist students in making positive choices. Cypress Woods Elementary School provides an educational program appropriate to each student's needs and abilities in all subject areas. Cypress Woods also seeks to build within each child a sense of personal responsibility, trustworthiness, caring, fairness, citizenship, and respect for self and others. It is our vision to join with our community to shape and produce life-long learners and persons of integrity and strong character. Our character program helps us in this endeavour.

School-wide Rules: Respect, Responsibility, Right Choices

Prevention/Intervention Methods (check all that apply)

School Developed Positive Behavior System X _____

Conflict Resolution X _____

Positive Recognition Program X _____ (Friday treasure box or ringing the bell/Character Keys)

Multicultural Committee X _____

500 Role Models Program _____
Adolescent Girl Group _____
Level 1 and 2 Mentors/tutors X____
Commitment to Character (lessons reinforce school rules)X____
Peer Connection _____
Child Study Team X____
Save Our Seniors _____
Attendance/Recognition Programs X____
CHAMPS Overview given, school-wide quiet signal/conversation levels
Character Ed X____
Other Reward/Recognition systems X (please explain)
 Class Meetings, I Care Program,
 Soaring Eagles (monthly recognition)
 Student of the Month (Rotary Club partnership),
 Certificates & stickers, Character Keys

Discipline Procedures

Explain the process that is followed consistently when a student is referred to the office. (please attach a list of offenses/consequences)

Expected teacher interventions prior to referral:

A. Progressive Discipline Policy

As a staff, we believe that all children are entitled to a positive, safe learning environment. This environment is accomplished through the establishment of building and classroom expectations/rules which are discussed, posted in each classroom, and communicated to parents.

The following steps are taken as part of our progressive discipline plan.

1. Verbal or Nonverbal warning: Standing close to student, eye contact with shake of the head, using I-messages, provide choices, appointment for counselling, hold class meeting. The school wide quiet symbol is utilized in whole group situations.
2. Time out (inside own room): Each teacher should establish a time out area in a low traffic part of the classroom. Keep the length of any time-out brief without any work. The time out period does not begin until the student is in the area seated and quiet.
3. Time out (in another classroom): Each teacher should pre-establish a working agreement with two other teachers (1 at grade level and 1 below) to provide a time-out seat for students. The length of time should be brief (no longer than 15 minutes). Teachers should accept students only from those teachers with which a working agreement has been made. If a student is inappropriate while in an "out of class" time out, the host teacher should call the office for assistance. The student will be removed from the time-out class and placed in an office time-out area.

4. Behavior Intervention Plan: This plan is intended for situations in which a student's behavior occurs frequently enough to concern the teacher. The plan assists you in identifying the cause of chronic misbehavior and developing a plan to reduce the probability that the chronic misbehavior will continue.
5. Behavior support: The teacher may call the office for assistance in de-escalating disruptive classroom behavior. Any conversation regarding the offending student's behavior should be private, between teacher and administration in order to preserve the offending student's dignity.
6. Referral to staffing team for assistance

Go BLUE! Dining Room Plan

Materials:

1. Stars will be by Dining Room Attendant
2. CUPS- Blue, Green, Yellow, Red
3. Posters with rules posted
4. Science Board "GO Blue" with names of classes posted on the stage

Please discuss with your class every day this week our Dining Room rules which will be posted for all to see and our new plan. I tried to make this work as minimal as I could on the teachers. Please refer to our Cafeteria as the "Dining Room." Research shows that a normal conversation can reach 60 decibels. A lawnmower can reach 85-90 decibels. A school cafeteria/dining room has noise that reaches 80-85 decibels. This can be overwhelming and cause over-stimulation to some children as they try to eat and digest their lunch. You or your class can elect a "Dining Room monitor." Monitors will change **monthly** for every class. This person will wear a nametag into the Dining Room that says "Dining Room monitor." Dining Room Monitor (elected from your class), Dining Room Attendant (adult in charge), and Teacher responsibilities listed below.

Dining Room Rules/Expectations:

1. Talk to your neighbor in an inside voice
2. Raise your hand to get out of your seat
3. Respect, Responsibility, Right Choices
4. Maintain a restaurant environment. Clean and tidy area.

Cups:

Blue- Eagletastic behavior (everyone followed the rules throughout lunch)

Green- Good behavior (A rule was broken or food left on the floor)

Yellow-fair behavior (A need for improvement, the class had difficulties following the rules)

Red-poor behavior (many warnings and the class or a group of students continued to break dining room rules.)

Process:

Cups are **GREEN** when the students enter the dining room. They will remain green throughout lunch if the students follow dining room expectations.

Before a cup changes, the class will be given at least one warning. The Dining Room attendant will raise one index finger and say "Warning." Only a Dining Room attendant, not a class dining room monitor, may flip a cup to the next color.

At the **end** of lunch if the class still has a green cup, **AND** their table, floor, and area around them is clean, the cup will be changed to **BLUE** by the Dining Room attendant if the attendant feels the table has done an excellent job during lunch.

The class dining room monitor will place a star for their class on the large "Go Blue" Science board for their class at the end of the lunch period only if their cup is BLUE. Stars will be located next to Dining Room attendant.

Once a cup has flipped to yellow or red, it may never at any time go back to green. When the Dining Room attendant gives the sign language signal for the class to stand up, she may tell the monitor to help go around the table to tell others to stand up outside the benches of the table with their trays and lunchboxes.

Dining Room Monitor Responsibilities (Student): (may be adapted for K-1)

1. When the class is called to line up, the monitor helps notify others to stand outside the benches of the table, does a floor check and encourages others to pick up trash.
2. Put **star** on the Science board for their class if they are flipped to a blue cup at the end of lunch. Star given to them by Dining Room Attendant.
3. Reminds others of the rules
4. Notify Mrs. Williams if your class reaches 30 stickers so your class can receive a charm.

Dining Room Attendant Responsibilities (Adult):

1. Make sure every class begins on a green cup. (after a class leaves, flip the cups back to -green, -yellow, -red, and -blue underneath) Green is always on the top!
2. Give a warning (verbal and index finger up) to the class before flipping to yellow or red. (Cups are flipped for behaviors caused by a group of students, not individuals. Individual plans are listed below.)
3. When every class lines up to be dismissed- only put the blue cup on top **if**: they have not been on yellow/red at **all**, and the floor is clean when they leave. The monitor will come to you for a star when they see the cup has been changed to blue.
4. Use a sign language symbol to stand when dismissing the table. Ask a monitor to help get others to stand and clean up.

Teacher Responsibilities:

1. Pick a Dining Room monitor **monthly**.
2. Write in the class agenda of any individual who was moved to another table or has broken rules. The same applies for groups of students breaking rules in the cafeteria.

Cafeteria Consequences for *individuals*: (Recorded by Monitor through Dining Room Attendant)

1st – Verbal Warning

2nd - Moved to another table

3rd- Moved to the Thinking Table- alone

4th -Parent contact- Dining Room Referral- No charm

5th -Out of Dining Room (time to be determined by individual behaviors)

*Each month the students receive a fresh start - Teacher discretion

B. Administrative Action:

Administrators' Plan for Progressive Discipline

Administrators use the Student Code of Conduct to guide their decision-making regarding appropriate consequences for code offenders. Individual situations may require varied strategies. Administrators explore many options to assist students, teachers, and parents in designing a success plan for students.

The following steps are representative of the options used at Cypress Woods:

- ◆ Private conference with student followed by parent communication via telephone and/or written notification.
- ◆ Intervention assistance using guidance counselor as a resource for specific behavior modification planning. Behavior contracts may be a result of these discussions.
- ◆ Parent conference with teacher(s), parent(s), and administrative representative.
- ◆ Time out in office and character reflection sheet.
- ◆ In-school suspension.
- ◆ Out-of-school suspension (a last resort and used only for incidences of serious misconduct)

The emphasis of administrative assistance is to target appropriate interventions as a partnership approach between home and school. Our goal is to have all children actively engaged in learning. Our discipline plan reflects alignment with our school motto, "Learning is a family affair at Cypress Woods".

C. Plan for teaching Guidelines and Rules:

Each year our goal is to decrease the number of behavior referrals.

- Teachers use the School Wide Behavior System with consistent wording and colors across all grade levels. "Go Blue" the Dining Room Plan, has separate Dining Room rules and expectations.
- All new students in grades 3-5 meet with Counselor for orientation to CWE
- Counseling sessions with School Counselor or Social Worker
- Conferencing with families to create Behavior Success Plan (for students who continue to be unsuccessful in making good choices) SBLT team is notified.

D. Reward/Recognition System

1. All classrooms have a color/number behavior chart with cards or clips. Students enter the day at green and can move up to orange for a "great day" and then Blue for "Eagletastic." Students can also move down to yellow, and then to Red. Colors and words are stated below.
2. 3 non-negotiables:

Colors (and/or numbers for intermediate)

All students come in on the same color.

Parent communication daily (color/number)

3. Students have the chance to earn Character Keys at any time throughout the day. They can save 10 character keys for a certificate and prize from administration or they can put their key in a box in the media center for a chance to be pulled on the morning news. Students' keys who are pulled on the morning news can ring the school bell the following morning and get an ice-cream ticket.

Colors:

Blue: Eagletastic (1)

Orange: Great Day! (2)

Green: Ready to Learn (3)

Yellow: Think about it/Warning (4)

Red: Teacher's Choice + Note in the Agenda (5)

E. Data analysis plan: See narrative for Feb 2014 at the top of this plan.

SBLT has one meeting out of the month dedicated to Behavior issues. We discuss the minutes of the Discipline Committee and individual students. All behavior data is shared with Discipline Committee representatives at the monthly meeting. I, Quinn Williams, chair this committee and have grade level representatives from all teams. They review and approve the School Wide Behavior Plan three times a year. All school wide data shared is from the Data Warehouse, EDS, and Portal. At this time teachers do not record daily colors or numbers on a spreadsheet or enter the data into a system. The Discipline Committee is developing a matrix with three levels to distinguish student behaviors in the school that are Level 1 (mild), Level 2 (moderate) and Level 3 (severe.) This menu will help identify Level 2 and 3 students who may need support from MTSS.

