

SCHOOL WIDE BEHAVIOR PLAN

School Name Douglas L. Jamerson, Jr. 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.

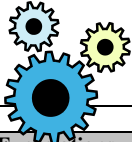
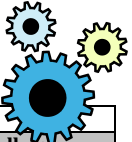
1. Benchmarks of Quality Score: 92 /107 = 86 %
2. Engagement Data (attendance/suspension/etc):
 - a. https://pbsis.fmhi.usf.edu/users/pbsis_login.aspx
 - b. Use the End of Year data
 - i. Attendance
96.1%, We aim to increase attendance by 2%.
 - ii. Timeliness
Data unavailable
 - iii. Referrals
104 total referrals (a 28% reduction from the previous school year).
 - iv. Suspensions (both In- and Out-of-School)
6 OSS
9 ISS
 - 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. Establish Big Events throughout the school year that reward students that have not received any referrals during that time frame.
 - i. Students and teachers will have a chart showing the PBS Big Event and the dates it encompasses.
 - ii. Announcements are made on morning news reminding students they need to show good behavior in order to attend these events.
 - iii. Mentors and/or school staff will be assigned to those students not being successful in earning the privilege to attend Big Events.
 - b. All teachers will have structured class meetings to deal with behavior concerns and curriculum and to build classroom community within the classroom.
 - i. Teachers will teach appropriate behavior through these real world problems.
 - ii. Teachers will encourage all students to work together cooperatively.
 - iii. Some teachers are involved in the Peer Supports Pilot to address treating all students with respect while providing student to student support to those needing help.
 1. Classroom community building will be done within the classrooms using the curriculum provided in the pilot program
 - c. School will use Super Sprockets for K – 2 and Learning Earnings for 3-5 to reward students for being Responsible, Respectful, Safe and being their Best.

- i. Teachers in grades 3 – 5 will establish guidelines for earning their Learning Earning Points based on behavior, academics and homework.
 - ii. Points or Super Sprockets earned in Art, Music or PE will be converted to Learning Earnings which help motivate the students.
 - iii. Students needing to increase earning points for misbehavior will be reminded of the expectations. At risk students will be targeted for motivating with mentors and tutors.
 - iv. All students will learn correct behavior through the use of character education lessons, skill streaming lessons and classroom guidance lessons.
- d. Strategies to decrease the discipline GAP between black/non-black students and to increase engagement for all students will be addressed proactively:**
- i. Ensure roster duty is followed to maximize supervision and safety since a number of referrals the previous year have been during arrival and dismissal.
 - ii. Administration will spend time promoting positive classroom management strategies at staff meetings, daily morning television news, through weekly updates, and one on one with individual teachers.
 - iii. Administration is working to establish partnerships with community agencies that offer “parenting classes.” Data analysis revealed that 3 out of our four frequent offenders (10 or more referrals) were African-American and these programs should help to decrease the discipline GAP.
 - iv. Staff will have training on “Culturally Relevant Pedagogy” for staff members; this training should also help to reduce the discipline GAP.
 - v. Administration will work with our PBS Goal Manager to teach students serving In School Suspensions new behaviors while they are serving ISS to reduce a loss of instructional time in the classroom. Students returning from OSS will also benefit from behavioral instruction the day of their return. The PBS Team will create Big Events for students who demonstrate exemplary behavior as incentives to sustain good conduct.

4. Attach or insert your School-wide Guidelines for Success/Expectations: (same as #5).

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

Douglas L. Jamerson, Jr. Elementary Rules by Setting Matrix

Settings and Expected Behaviors							
Expectations	Arrival	Bus	Cafeteria	Dismissal	Hallway	PE	Bullying Prevention
<u>Be Respectful</u>	Use quiet voices.	Talk quietly to your neighbor, silence at railroad tracks.	Use quiet voices.	Use quiet voices.	Use quiet voices.	Listen and follow direction. Show good sportsmanship.	We will not bully others.
<u>Be Responsible</u>	Go directly to breakfast or your classroom area.	Sit and stay in your assigned seat.	Keep hands, feet, and food to yourself.	Walk directly to your designated area.	Go directly to your destination.	Wear proper clothing and footwear. Stay on task.	We will help students who are bullied.
<u>Be Your Best</u>	Keep hands, feet, and objects to yourself.	Be on time to the bus.	Stay seated with feet under table. Clean up after yourself.	Keep hands, feet, and objects to yourself.	Keep hands, feet, and object to yourself.	Give 100% effort. Be a team player.	We will include students who are left out.
<u>Be Safe</u>	Sit and stay in your classroom area.	Promote a safe ride to and from school.	Follow adult directions.	Sit and stay in your designated area.	Walk on the right side of the stairs and the sidewalk.	Use all equipment correctly. Keep hands, feet, and objects to self.	If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

6. Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.

Jamerson ES has adopted the use of “Class Meetings” once a week. This is a best practice which allows a teacher more control in shaping, fostering, nurturing a positive learning environment. Our students write “issues” and submit them to the class meeting box. The teacher then addresses the issues that arise. Teachers will also use this scheduled time to teach character lessons, the Jamerson expectations and rules, and social skills lessons.

**Character Education and Skill Steaming
School-wide Lesson Plans 2013-14**





Notebook: Skillstreaming in Early Childhood/Skillstreaming for Elementary Child

Month	Character Word (Jamerson Expectation)	Skillstreaming Lesson Title	Lesson # Early childhood/ Elementary	Dates to be taught
August	Respect	Stop & Think/ Listen	1-Jan	8/26 - 9/6
		Say Thank You	3-Apr	9/9 - 9/13
September	Responsibility	Follow Directions	5-Oct	9/16 - 9/20
		Accept Consequences	31/42	9/23 - 10/4
October	Cooperation (Responsibility)	Sharing	17/24	10/7 - 10/18
		Joining In	15/17	10/21 - 11/1
November	Citizenship (Be Your Best)	Offering Help	18/8	11/4 - 11/15
		Solving Problems	30/41	11/18 - 12/6
December	Kindness (Respect)	Showing Affection	17/33	12/9 - 12/20
		Review Stop and Think		1/6 - 1/10
January	Self-Motivation (Be your Best)	Trying When It Gets Hard	13-Nov	1/13 - 1/24
		Reward Yourself	May-35	1/27 - 2/7
February	Tolerance (Respect)	Deciding How Someone Feels	25/28	2/10 - 2/21
		Review and Reteach		2/24 – 2/28
March	Honesty (Responsibility)	Being Honest	34/60	3/3 - 3/21
April	Self-Control (Be Safe)	Dealing w/ Feeling Mad	28/31	3/31 - 4/11
		Accepting NO	38/54	4/14 - 4/25
May	Caring	Greeting	13/14	4/28 - 5/9

	(Be Respectful)	Others Asking someone To Play/Showing Understanding of Another Person	19/29	5/12 - 5/23
June	Courage (Be Your Best)	Using Brave Talk/Saying NO	Mar-55	5/27 - 6/4

Be Responsible

Say and do the right thing at the right time. Be accountable!

-  *Be reliable and dependable; when you agree to do something, do it.*
-  *Take care of your own business. Don't make others do what you are supposed to do.*
-  *Take responsibility for your actions; don't make excuses or blame others.*
-  *Use your head; think before you act; imagine the consequences.*

HOW TO DECIDE

WHAT'S THE RIGHT THING TO DO

Some decisions you make aren't terribly important. For example, you might decide to have chocolate ice cream instead of vanilla. But other decisions may involve a choice between right and wrong, and sometimes it's not easy to know what to do. Whenever you aren't sure what's the right thing to do, stop and think! Ask yourself these questions:

- *What does my conscience—that "little voice" inside my head—say about it?*
- *Could it hurt anyone—including me?*
- *Is it fair?*
- *Would it violate the Golden Rule? (How would I feel if somebody did it to me?)*
- *Have I ever been told that it's wrong?*
- *Deep down how do I feel about it?*
- *How will I feel about myself later if I do it?*
- *What would adults I respect say about it?*

If you still can't decide, talk it over with someone you trust and respect.

DISCUSSION QUESTIONS

Have you ever heard of the Golden Rule? Who can recite it and say what it means?

What's wrong with "finders keepers, losers weepers"?

Have you ever really wanted to do something, but deep down you felt it wasn't right? How did you decide what to do?

How often do you think about whether something is right or wrong before you decide to do it?

Why do people sometimes do the right thing even when it's not as easy or as much fun as something else?

When you're faced with a choice between right and wrong, what influences your decision?

What would happen if nobody cared about doing the right thing?

How do you know when something you might do is right or wrong?

ACTIVITIES

Divide the class into small groups. Give each group one of the following situations to role play. In each role play half the group wants to do the wrong thing and the other half wants to do the right thing. Each half tries to give strong reasons for their side. Discuss the results in class.

Situations:

— You pass an empty old house. In front of it there's a "No Trespassing" sign. But the front door is open. You really want to go in and see what's there. No one is around. What do you do?

— A group of kids who you think are really cool are picking on another kid. They want you to join them, and they say you're a nerd if you don't. You don't want to be left out, but you think picking on the other kid is unfair. What do you do?
— You're walking home from school, and you're really hungry because you forgot to bring your lunch that day. You pass by a fruit stand, and the fruit looks so good you can almost taste it. "They'll never miss just one apple," you think to yourself. And no one is looking. What do you do?

— Your best friend asks you to help him cheat on a test. He's never done it before and he promises he'll never do it again. What do you do?

Encourage the children to make up their own situations, and continue the role plays.

WRITING

Write about a time when someone tried to get you to do something wrong. What did you say or do? How did you know whether it was right or wrong?

Write about someone you admire for doing the right thing in a difficult situation. Describe what you admire about this person.

Write at least five things you can say to yourself when you're tempted to do something wrong. Post them near your bed so you can read them from time to time.

Write a short story about someone who did the right thing when friends wanted him or her to do the opposite.

Write about a time when someone helped you do the right thing. Or: write a letter to that person thanking him or her for helping you.

Write a letter to someone in the news who did something that you don't think was right. Say why you don't think it was right, and why you think the person is setting a bad example for kids your age. Mail the letter.

HOME ASSIGNMENTS

To enlist the involvement of parents, make copies of the "For Parents" block (see below) and send them home with the children. Tell the children to discuss the video with their parents, and to perform the following activities.

1. Take home your list of ways to decide what's the right thing to do (see the top block in this column). Discuss it with your parents or other adult family members. Ask them if they have anything to add.

2. Watch a television program with your family. Afterward, have a family discussion about the way characters in the program behaved. Can you find examples of characters either doing the right thing or not doing the right thing? What should any of the characters have done differently? Why?

3. For a week keep a daily record of choices you make that involve deciding between right and wrong. How do you feel about the choices you made? How could you do better?

4. Ask family members to tell you about a time when either they did the right thing and are really glad they did, or didn't do the right thing and are sorry about it. What would have resulted if they had made the opposite choice?

Note to the teacher or group leader: It might be a good idea to think of some way for the children to share the outcomes of these activities with each other. Perhaps they could give written or oral reports or discuss their experiences in small groups. Copyright Elkind+Sweet Communications / Live Wire Media. Reprinted by permission. Copied from www.GoodCharacter.com.

LITERATURE IDEAS: Abolafia, Yossi.. Harry in Trouble, Brown, Marc.Arthur's Pet Business, Dahlstedt, The Terrible Wave, Day, A. Frank and Ernest, Gardiner, John. Stone Fox, Green, Norma, The Hole in the Dike, Hoban, Lillian. Awful Thursday, Wells, Rosemary. Fritz and the Mess Fairy

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

PBS Event Calendar for 2013 – 2014

***Events require good attendance, no referrals, and completed homework.*

September 24	Trail Blazer Assembly	
October 4	PBS Fall Festival	No Referrals and 50 Sprockets/250 LE
November 11	Trail Blazer Assembly	(Veterans Theme)
November 22	Principal's Party	No Referrals and 50 Sprockets/250 LE
December 2 – December 20	Gearing Up for the Holidays	(Special Coupons and Drawings)
January 10	Trail Blazer Assembly	
February 6	4-5 Audition for Talent Show	No Referrals and 50 Sprockets/250 LE

February 13	4-5 Talent Show	No Referrals and 50 Sprockets/250 LE
March 5	Trail Blazer Assembly	Dr. Seuss Birthday Theme
March 21	AP Party	No Referrals and 50 Sprockets/250 LE
April 8	Trail Blazer Assembly	
April 1-25	April Grand Slam	End at Assembly
May 1-2	FIELD DAYS	PE Department
May 14	Sock Hop Grades K – 3	No Referrals and 50 Sprockets/250 LE
May 15	4-5 Dance Off	No Referrals and 50 Sprockets/250 LE
May (TBA)	Staff Basketball Game	No Referrals and 50 Sprockets/250 LE
June 3	Trail Blazer Awards Assemblies for grades 1-2-3-4	
June 4	Moving Up Ceremony for grade 5	

To be Added:

Popcorn in cafeteria 2 times per month

PBS Store

PTA Bookstore

20 Sprockets/100 Learning Earnings

Grades K – 2

all grades

***must work as teams when students go to the events. Some teachers will need to attend while other teachers will watch the students not attending the event**

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

This is a sample matrix from our first grade team.

Expectations	Arrival	Table groups	Centers	Bathroom	Partner work	Dismissal
<u>Be Respectful</u>	Use quiet voices. Level 2-3	Talk quietly to your neighbor Level 2-3	Use silent or quiet voices. Level 2-3	Level 0 and knock on the bathroom door before opening	Use quiet voices. Level 2	Listen and follow direction. Level 0
<u>Be Responsible</u>	Put your agenda away and get a chair.	Sit and stay at your desk.	Use equipment with care.	Clean up after yourself. If you have an accident tell the teacher.	Listen to directions the first time.	Remember to take your agenda home.
<u>Be Your Best</u>	Keep hands, feet, and objects to yourself.	Try to complete task the best you can.	Clean up after yourself.	If your find paper on the floor pick it up and throw it away.	Try to complete task the best you can.	Clean up your table area.
<u>Be Safe</u>	Think about how you are going to get from your desk to where you are going in a safe way.	Keep hands, feet, and objects to yourself.	Follow center directions	Keep the bathroom floor dry so that no one slips and falls.	Keep hands, feet, and objects to yourself.	Make sure all chairs are stacked and out of the way.

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).

Major Problem Behavior	Definition

Abusive Language	Verbal messages that include swearing, name calling, or use of words targeted to another person
Bullying	Systematically and chronically inflicting physical hurt or psychological distress on one (1) or more students or employees and may involve but is not limited to: Teasing, social exclusion, threat, intimidation, stalking (including cyberstalking), physical violence, theft, sexual, religious or racial harassment, public humiliation, destruction of property
Fighting/Physical Aggression	Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)
Defiance/Disrespect	Repeated refusal to follow directions, talking back
Harassment/Tease/Taunt	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Includes negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
Disruption	Behavior causing a sustained interruption in a class or activity. Includes sustained loud talk, telling, or screaming; noise with materials; horseplay or roughhousing.
Property Damage	Student deliberately impairs the usefulness of property, severe, something that cannot be easily repaired or erased.

Correction Procedure

The teacher will complete an Office Discipline referral and send the student, with an escort, to the office. Corrective action will be decided by the administration and based on their inappropriate behavior.

Possible Consequences/Interventions

- Loss of privilege
- Time in office
- Conference with student
- Parent contact
- Individualized instruction
- In-school suspension
- Out of school suspension
- Counselor referral
- Parent shadowing
- Work detail
- Follow-up agreement
- Other
- Discouraging Inappropriate Behavior-Referral Procedures

Minor Infraction (Classroom referral)

Minor Problem Behavior	Definition
Dress Code	Violation of Pinellas County Schools Dress Code Policy
Inappropriate Language	Low intensity instance of self-abusive language
Disruption	Low-intensity or brief, but disruption to learning
Defiance/Disrespect	Brief or low-intensity failure to respond to adult requests, talking back, and socially rude interactions
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules
Harassment/Tease/Taunt	Student delivers disrespectful messages to another person (low level teasing, not repetitive or intense)

Property Misuse	Low-intensity misuse of property, something that can be easily repaired or erased
Forgery/Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission
Physical Contact	Non-serious, but inappropriate physical contact
Other	Any other minor problem behaviors that do not fall within the above categories

Correction Procedure

Students who commit a classroom infraction (minor) will be asked to identify the inappropriate behavior and describe the appropriate replacement behavior. Staff will respond immediately to classroom infractions with the appropriate mild consequence and/or minor intervention. A classroom referral will be completed and a copy sent home to be signed by the parent.

Minor Infraction Consequences/Interventions

- student conference
- re-teach expectations
- seating change
- letter to parent
- phone parent
- peer mediation
- parent conference
- curricular modification
- time out
- loss of class privilege
- refer to guidance
- sent to other classroom with prior arrangement
- student contract
- positive practice
- classroom think sheet
- class meetings

The following is a progressive discipline chart with consequences which ensures all students are treated equally, regardless of race, ethnicity, or gender.

Code	Description	Consequence 1	Consequence 2	Consequence 3	Consequence 4+
2	Striking a Student	1-3 Detentions	1-3 ISS	2-3 ISS Admin.	Admin. Discretion
3	Striking an Adult	Admin. Discretion	Admin. Discretion	Discretion	Admin. Discretion
3S	Battery	1-3 ISS	2-3 ISS	1-2 OSS	Admin. Discretion
5	Fighting Minor	1-3 ISS	2-3 ISS	1-2 OSS Admin.	Admin. Discretion
5S	Fighting Major	1-2 OSS	2-3 OSS	Discretion Admin.	Admin. Discretion
6	Leaving Campus	1-3 ISS	2-3 ISS	Discretion	Admin. Discretion
7	Defiance/Insubordination Profanity/Obscene	1-3 Detentions	1-3 ISS	2-3 ISS	Admin. Discretion
8	Language	1-3 Detentions	1-3 ISS	2-3 ISS Admin.	Admin. Discretion
9	Repeated Misconduct	Admin. Discretion	Admin. Discretion	Discretion	Admin. Discretion
12	Stealing/Theft - less than \$300	Restitution/Detention/ISS/OSS/Admin. Discretion			
14	Bus Misconduct	Transportation Guidelines			

		Zero on Assignment/Phone Call			
15	Cheating	Home/Admin. Discretion			
16	Class Disruption	1-3 Detentions	1-3 ISS	2-3 ISS	Admin. Discretion
16S	Campus Disruption	Admin. Discretion	Admin. Discretion	Admin.	
	Vandalism - less than	Restitution/Detention/ISS/OSS/Admin.		Discretion	Admin. Discretion
17	\$1000	Discretion			
18	Missed Detention	1-3 ISS	2-3 ISS	Admin.	
				Discretion	Admin. Discretion
19	Other Offences	Admin. Discretion	Admin. Discretion	Admin.	
				Discretion	Admin. Discretion
21	Excessive Tardiness	Admin. Discretion	Admin. Discretion	Admin.	
22	Not Cooperating	1-3 Detentions	1-3 ISS	Discretion	Admin. Discretion
23	Unauthorized Location	1-3 Detentions	1-3 ISS	2-3 ISS	Admin. Discretion
24	PE Misconduct	1-2 Detentions	2-3 Detentions	2-3 ISS	Admin. Discretion
35	Threat/Intimidation	1-3 Detentions	1-3 ISS	1-2 ISS	Admin. Discretion
37	Electronic Devices	1-3 Detentions	1-3 ISS	2-3 ISS	Admin. Discretion
38	Bullying/Harassment	1-3 ISS	2-3 ISS/1-2 OSS	2-3 ISS	Admin. Discretion
				2-3 OSS	Admin. Discretion

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.

Discipline data will be entered within 24 hours by the school DMT.

The School Based Leadership Team will meet and review student data weekly. Each week the team will concentrate on one to two grade levels. The SBLT connector, a liaison for the grade level and SBLT, will communicate the grade level data monthly.

The teams will examine types of behaviors, time and place of occurrences, specific reoccurring behaviors by the same student(s), and the number of referrals written by a reporter.

The SIP team will set the goals and review school wide data. The SIP will share out school wide data when we do our "State of the Union."

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. Positive Behavior Support – training of new staff and mid-year review*
- 2. Classroom Meetings – Ad Hoc / Just in time 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 2014

Total of 104 referrals for 2012-2013. This year's goal is to reduce again by 10% or more which would be no more than 94 referrals for the school year.

Number of referrals from August 2013 to January 23, 2014 is 31 referrals.

The majority of the referrals come from the classroom with one of them being a bus referral

The referrals come in the areas of defiance, repeated misconduct, and striking or hitting with the majority being defiance.

The PBS committee discussed the things that are making a difference for our referral rate.

- Better coverage in the areas that are not classrooms
- Minor infractions are being used effectively and students are changing their behavior before it becomes a referral
- Teachers are making use of time outs in the classrooms or having students use reflection sheets to stop the behavior
- There is more consistency within the grade levels and from year to year
- Parents are being held accountable for their child's behavior through the use of the Magnet agreement. Ideas are shared to help the child's behavior improve.

Next Steps

- Continue PBS Big events for no referrals and teachers may use Minor Infractions to stop a student from attending
- Continue to use parent support to provide popcorn and volunteer at events
- Short skits to remind students of school wide expectations – video taped
- April Grand Slam Random drawings to reward no referrals, no minor infractions, attendance and tardies.
- Possibly add random drawings for homework turned in. This will also be discussed to add to next year's reward items for certificates.

End of Year: June 2014

Principal Signature _____

Date _____