

# SCHOOL WIDE BEHAVIOR PLAN

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

School Name *Leila G. Davis 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:** *59/107 = 55.1%*
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. \*\*\*\***

  - a. *Set a regular data review schedule with grade level teams to analyze behavior data*
  - b. *Involve students to set reward options for ROAR tickets and Go Blue! Dining Room plan*
  - c. *Use revised ROAR tickets to reward individual students daily*
  - d. *Encourage use of positive referrals*
  - e. *Implement Common Area guidelines*
4. **Attach or insert your School-wide Guidelines for Success/Expectations:**

*Respectful*  
*On Task*  
*Aim Task*  
*Responsible*
5. **Attach or insert your Common Area Expectations/Rules:**

*Walking feet, keep line neat*  
*Mouths closed tight, Stay to the right*  
*Hands by your side, show your Davis Pride*
6. **Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.**

*GFS will be taught within the first week of school and revisited at least four times throughout the school year (November, January, March, May) or more if needed. Sample lesson plans have been provided to teachers and posted on our school Moodle site. Teachers are encouraged to use their own lesson plans for teaching the GFS and Common Area expectations. Lesson plans will reflect guidelines begin taught and administration will conduct fidelity checks in each classroom.*

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

*Please see attached reward and recognition plan. This plan was revisited during the summer with a school based focus group with suggestions made by stakeholder groups.*

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

*All classrooms have GFS posted for students as well as Common Area Expectations posted throughout the building. Common Area expectations also have been provided for each student to write or draw what each expectation looks like/sounds like.*

**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 attached behavior incident flow chart. This flow chart is included in the staff handbook and posted on our Moodle site.*

**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.**

**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. Focus group met over the summer to revisit school-wide behavior plan, develop GO Blue Dining room plan, and set expectations for Common Area*

*2. Staff refresher on changes to school wide behavior plan during 8/12 faculty meeting*

*3. Monthly data analysis of behavior data in PLC's*

*4. Set action plan for areas of concern*

*5. Staff refresher in January*

*6. Staff survey in May*

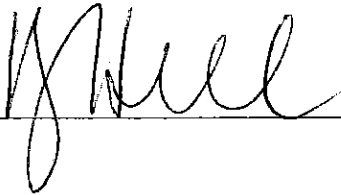
**Evaluation/PDSA**

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

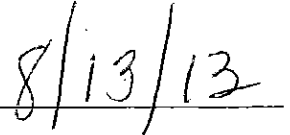
**Mid-year: February 21, 2014**

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

Principal Signature

A handwritten signature in black ink, appearing to read "J. Hill", written over a horizontal line.

Date

A handwritten date "8/13/13" in black ink, written over a horizontal line.



# R.O.A.R. Reward Tickets

R.O.A.R. Tickets will be awarded to individual students exhibiting R.O.A.R. Behavior. This ticket should be considered a special acknowledgement for those students who not only exhibit the expected behavior but performs acts of exemplary citizenship. Tickets should be distributed regularly by any faculty member.

Students receiving R.O.A.R. Tickets will fill in their name along with the name of their classroom teacher. The classroom teacher will then collect and keep the tickets in a designated spot until they are collected by a safety patrol at the end of the week.

A safety patrol will collect all tickets and take them to the Media Center. Each grade level will have a designated box.

On Monday morning a ticket from each grade level will be drawn and announced during morning announcements. That winner will receive a special prize which will be placed in their teacher's mailbox by the following morning. At the conclusion of the drawing, all boxes will be emptied in preparation for the next week's drawing.

## Is this incident managed in the...

**Classroom Managed:** Classroom disruption, minor profanity, cheating, etc.  
**Office Managed:** Behavior that is sent directly to the office (fights, weapons, etc) to be managed or minor behavior that is persistent and has not improved with continuous interventions.  
**Crisis Managed:** (In need of Immediate Response): Potentially harmful environment, suspension of criminal behavior.

### Classroom Managed:

#### Step 1:

- Verbal Warning

Behavior Ceases,  
no further action.

#### Step 2:

- Complete Incident Tracking Form (ITF)
- Classroom Intervention

Behavior Ceases,  
no further action.

#### Step 3:

- Complete I.T.F.
- Class Intervention
- Contact Parent

Behavior Ceases,  
no further action.

#### Step 4:

- Complete I.T.F.
- Seek assistance from peer, PBS Team, Guidance, or administration for further intervention suggestions

Behavior Ceases,  
no further action.

#### Step 5:

- Complete I.T.F
- Write a referral, attach I.T.F., and call administration

### Office/Crisis Managed:

#### Step 1:

- Complete I.T.F
- Write a referral, attach I.T.F., and call administration

#### Step 2:

- Administration to determine course of action or consequences (admin. to call parent)

#### Step 3:

- Copy of referral to teacher, behavior binder, and parent

#### Step 4:


- Administration enters data

### Sample Interventions:

- Seating Change
- Student Conference
- Parent Contact
- Student Contract
- Redirection
- Proximity
- Loss of Privilege
- Restitution
- Apology

 **R**espectful

 **O**n Task

 **A**im High

 **R**esponsible

**DAVIS ELEMENTARY**

## Davis Elementary Positive Student Referral

A. Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

B. Incident type: ROAR Recognition! (Circle one below)

Respect                      On Task                      Aim High                      Responsibility

C. Location: (Circle one below)

1. Cafeteria                      2. Hallway                      3. P.E.                      4. Bus Circle

5. Car Circle                      6. Media Center                      7. School Bus                      8. Other

D. Incident Involvement: (Circle one below.)

Single student    Multiple students

E. Referred/Reported by:

\_\_\_\_\_

F. Reason for this recognition:

\_\_\_\_\_

\_\_\_\_\_

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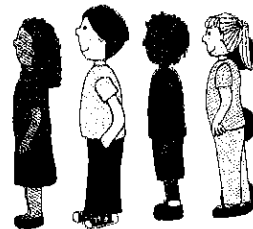
\_\_\_\_\_

F. Reason for this recognition:

\_\_\_\_\_

\_\_\_\_\_

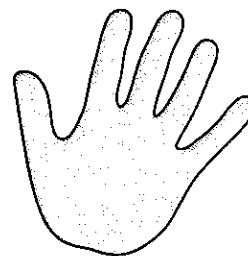
**walking feet,  
keep line neat.**



**Mouths  
closed tight,  
stay to the  
right.**



**Hands by  
your side,  
show your  
Davis pride!**







## Go BLUE! Dining Room Plan

### Materials:

1. Paw Print Stickers (for Dining Room Attendant)
2. CUPS- Blue, Green, Yellow, Red
3. Posters with rules posted
4. Davis Dining Room Go Blue! form for the classroom
5. Board "GO Blue" with names of classes posted on the stag

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.

### Davis Dining Expectations:

1. **Stay in your seat.**
2. **Raise your hand if you need something.**
3. **Talk softly (level 2 voice) only to the people at your table.**
4. **Keep your hands, body parts & food to yourself.**
5. **Lights out means immediate silence (volume check).**

### Cups:

Blue- R.O.A.R. 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 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 Dining Room attendant will hand a Paw Print sticker to the teacher at the **end** of the lunch period only if their cup is BLUE. Paw print stickers will be located with the Dining Room attendant.
- Once a cup has flipped to yellow or red, it may never at any time go back to green. When lights are turned off, students will remain quiet until directed to do otherwise.
- When the Dining Room attendant gives the sign language signal for the class to stand up, students should stand up outside the benches of the table with their trays and lunchboxes.

Students should remain quiet and wait for the Dining Room attendant to give further directions to proceed.

- A record of the accumulated Paw Prints will be kept in the each classroom as well as by the Dining Room attendant.

### **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.
4. Use a sign language symbol to stand when dismissing the table.
5. Give classroom teacher completed tracking forms to notify teacher of behavior infractions.

### **Teacher Responsibilities:**

1. Review cafeteria expectations with students frequently.
2. Review tracking form and notify parents of Dining room behavior infractions as needed. (Tracking forms are to be used by school personnel, for tracking purposes only. **They should not be sent home.**)
3. Email administration when the class has accrued enough points to warrant a celebration.

### **Blue Cup Party!**

After 10 stickers have been earned, the class will receive one of the two choices.

1. Lunch outside with a member of administration.
2. Popcorn served at lunch for students.

This special celebration will occur again after the class earns another 20 stickers and for every 30 stickers thereafter. (The class paw print sticker-count is reset to zero following each celebration.)

### **Dining Room Consequences for *individuals***

1<sup>st</sup> – Verbal Warning

2<sup>nd</sup> - Moved to another table

3<sup>rd</sup> - Moved to the Thinking Table- alone

4<sup>th</sup> -Parent contact by the teacher- Dining Room Referral- No Blue Cup Party

5<sup>th</sup> -Out of Dining Room (time to be determined by a member of administration)

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