

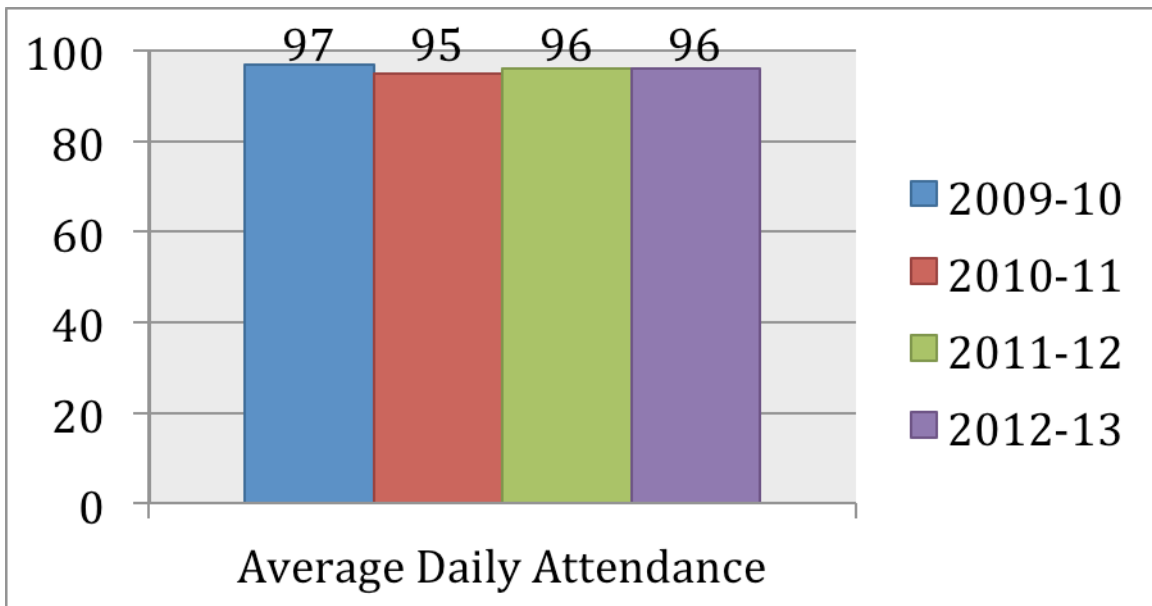
SCHOOL WIDE BEHAVIOR PLAN

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

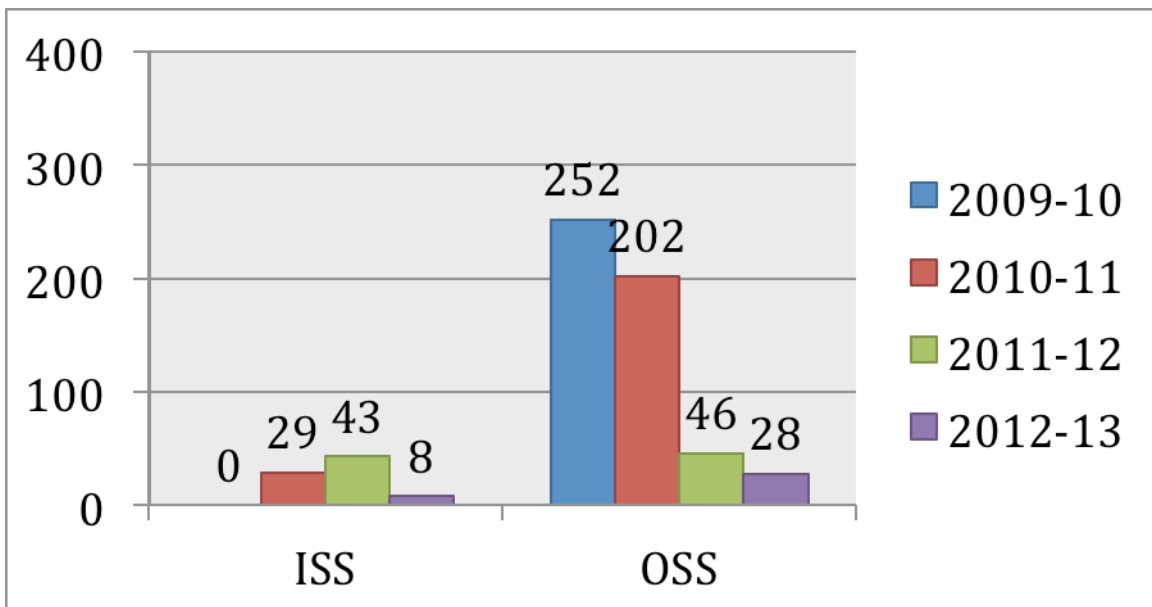
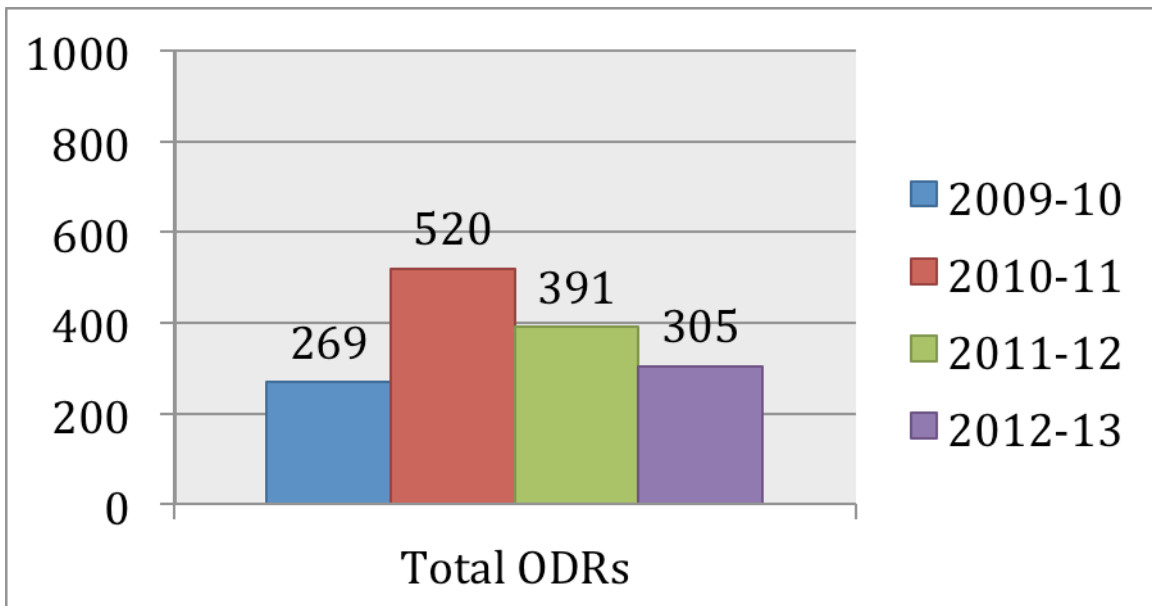
School Name: James B. Sanderlin PK-8 IB World School School Year: 2013-14

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: 81/107 = 76%
2. Engagement Data (attendance/suspension/etc):
 - a. https://pbsis.fmhi.usf.edu/users/pbsis_login.aspx
 - b. Use 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 results from EDS School-wide Behavior Plan, as well as your baseline 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 and to increase engagement for all students. ******

- a. Reported disciplinary incidents of defiance/insubordination will decrease by 20% from 64 to 51 incidents or less.
 - i. Behavior data will be tracked more intensely during the 2013-14 school year. Teachers will record behavior codes (EVSNU system described below) of all students daily and submit them to the RtI team each month to determine when Tier 2 interventions for behavior should be implemented.
 - ii. Provide frequent mini-trainings to enhance strategies for managing behavior, including Love and Logic by Jim Fay, CHAMPS by Randy Sprick, Motivating Black Males to

Achieve in School and in Life by Baruti Kafele, and A Framework for Understanding Poverty by Ruby Payne.

- iii. Increase signage throughout the school to encourage and remind students of appropriate behavior.
- b. Reported disciplinary incidents of striking other students will decrease by 20% from 58 to 46 incidents or less.
 - i. Behavior data will be tracked more intensely during the 2013-14 school year. Teachers will record behavior codes (EVSNU system described below) of all students daily and submit them to the RtI team each month to determine when Tier 2 interventions for behavior should be implemented.
 - ii. Provide frequent mini-trainings to enhance strategies for managing behavior, including Love and Logic by Jim Fay, CHAMPS by Randy Sprick, Motivating Black Males to Achieve in School and in Life by Baruti Kafele, and A Framework for Understanding Poverty by Ruby Payne.
 - iii. Increase signage throughout the school to encourage and remind students of appropriate behavior.
- c. Reported disciplinary incidents of disruptive behavior will decrease by 20% from 43 to 34 incidents or less.
 - i. Behavior data will be tracked more intensely during the 2013-14 school year. Teachers will record behavior codes (EVSNU system described below) of all students daily and submit them to the RtI team each month to determine when Tier 2 interventions for behavior should be implemented.
 - ii. Provide frequent mini-trainings to enhance strategies for managing behavior, including Love and Logic by Jim Fay, CHAMPS by Randy Sprick, Motivating Black Males to Achieve in School and in Life by Baruti Kafele, and A Framework for Understanding Poverty by Ruby Payne.
 - iii. Increase signage throughout the school to encourage and remind students of appropriate behavior.

4. Attach or insert your School-wide Guidelines for Success/Expectations:

- a. Be Safe
- b. Be Respectful
- c. Be Responsible

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

- a. Cafeteria - **T.R.E.A.T.**

Talk in a soft restaurant voice
Raise your hand if you need something
Eat only your own food
Always stay in your seat
Travel the correct walk pattern

- b. Hallway and transitions across campus - **S.S.S.S.**

Straight
Silent
Short
Smiling

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

- a. Teachers will teach lessons during the first days of school to explicitly teach school and classroom expectations. Students will practice following expectations.
- b. Teachers include the guidelines and rule expectations in daily beginning of class reminders.
- c. Monthly literature with lesson plan aligns with IB profile or attitude.
- d. SUNN (morning news program) reminders.

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

iTags are earned when students exhibit and provide evidence of the IB Learner Profile Trait they are working towards displaying consistently.

Sanderlin Superstar Notes are given to recognize students who exhibit the Learner profile both at school and on the school bus. Students visit Dr. Miller or Ms. Cehi in the office for special recognition. A schedule is posted with a morning and afternoon time slot for this recognition.

Spectacular Sanderlin Salute is a certificate for students demonstrating Learner profile traits, which is given at the end of the marking period.

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

Uniform Student Behavior Management System: Will be reviewed with the students, is posted in the classroom. Uniform language will be used throughout all grade levels to articulate the students' behavior displayed daily; using letters E, V, S, N, U. These letters will be communicated daily in the students' agenda and reflected on the report card. These letters represent the following:

Excellent: exceeds expectations; exhibiting *all appropriate* IB Learner Profile traits, Excellent IB PYP/MYP Student & daily role model.

Very Good: above expectations, exhibiting *most* IB Learner Profile traits, Very good PYP/MYP student

Satisfactory: Meeting expectations, exhibiting *some* IB Learner Profile traits, Satisfactory PYP/MYP student

Needs Improvement: *Needs support* to meet expectations, PYP/MYP student in progress

Unsatisfactory: *Needs intensive support* to meet expectations.

Essential Agreements: will be created by the class to determine acceptable learning behavior.

Class Meetings: will be held in which the PYP/MYP component is emphasized for classroom performance.

Team Building activities: in classrooms are conducted periodically as needed to strengthen PYP/MYP expectations

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).

a. When student exhibits problem behavior that is not ameliorated by classroom strategy call to office is made for support.

b. Assistant Principal responds to situation and assesses intensity of disturbance and attempts to reintegrate student into class and learning if behavior is not a danger to others.

c. Should behavior continue or become more severe a parent phone call may also be made or the teacher may write a referral.

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.

- a. Teachers will enter data daily.
- b. The Assistant Principal, Guidance Counselor, and SBLT/RtI team will review data monthly.
- c. PLCs will analyze data monthly and discuss areas of concern and strategies to improve.
- d. Review of data will be shared with staff one time per grading period.

List of Projected Staff Training and follow-up coaching to promote an understanding and implementation of positive and proactive multi-tiered systems of support. Include specific professional development aligned to improving social behavior at the school-wide, classroom, and subgroup levels.

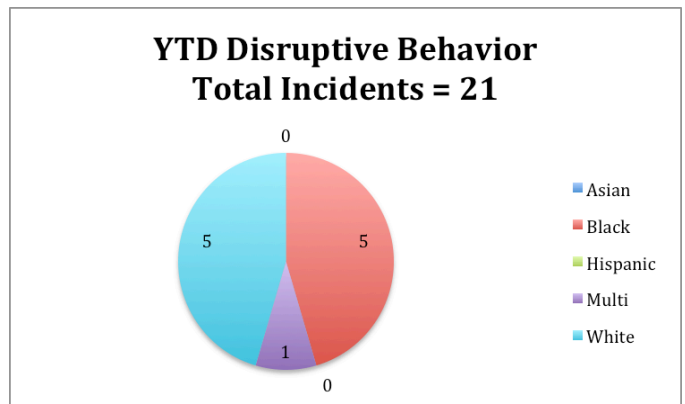
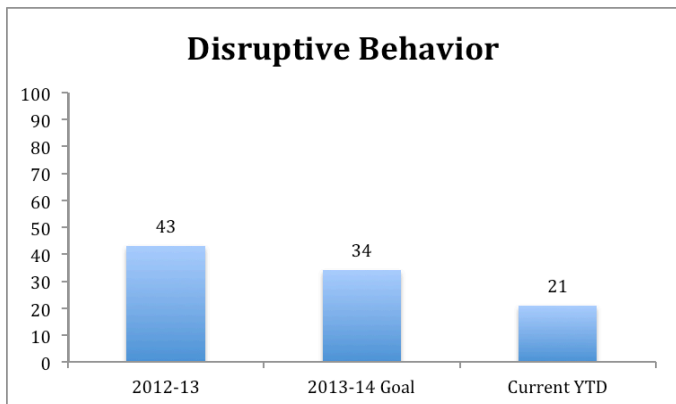
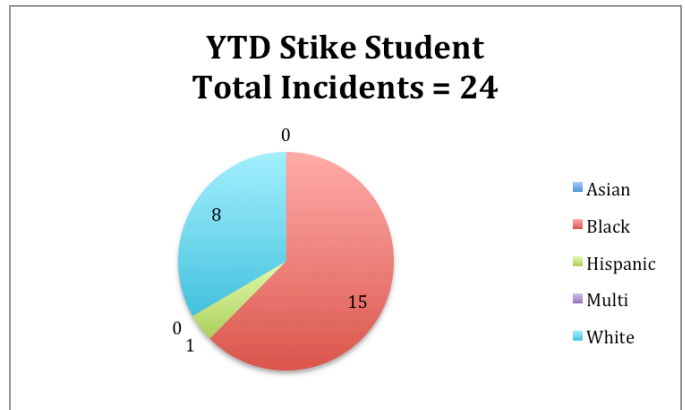
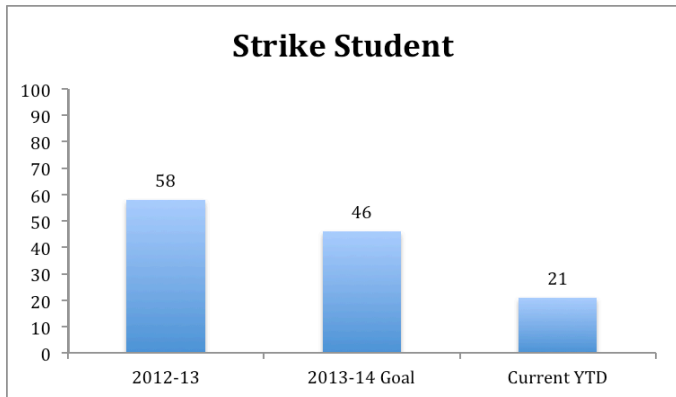
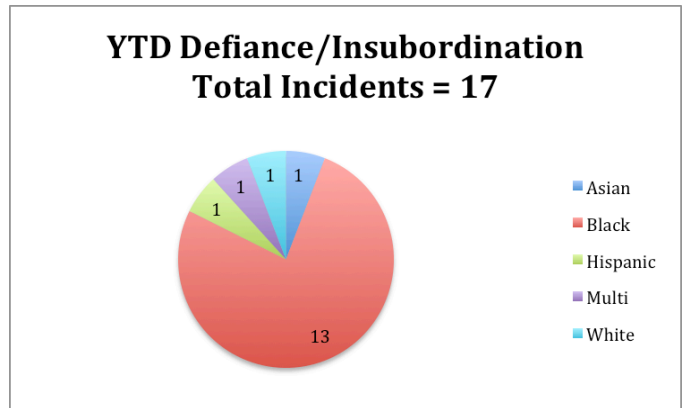
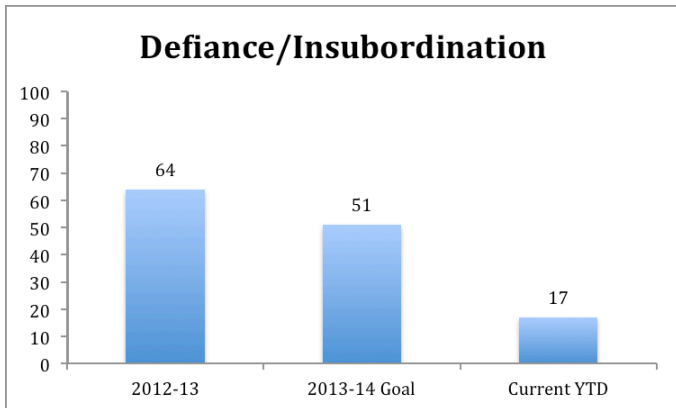
- a. Ongoing IB training that includes incorporation of IB attitudes and profiles as a means of changing social behavior.
- b. A Framework for Understanding Poverty by Ruby Payne – mini-training on the use of child, parent, and adult voices with children.
- c. Love and Logic by Jim Fay – mini-training on a principles-based approach to discipline.
- d. CHAMPS by Randy Sprick – Review of STOIC model.
- e. Motivating Black Males to Achieve in School and in Life by Baruti Kafele – mini-training on motivational strategies particularly successful with black males.

Mid-Year Evaluation

Section 3 of Sanderlin’s Schoolwide Behavior Plan outlines the following 3 goals:

- Goal 1 - Reported disciplinary incidents of defiance/insubordination will decrease by 20% from 64 to 51 incidents or less.
- Goal 2 - Reported disciplinary incidents of striking other students will decrease by 20% from 58 to 46 incidents or less.
- Goal 3 - Reported disciplinary incidents of disruptive behavior will decrease by 20% from 43 to 34 incidents or less.

Overview of Data – Incident Counts for 3 Areas Identified Above



Section 3 of Sanderlin's Schoolwide Behavior Plan outlines the following 3 strategies to support goals:

1. Behavior data will be tracked more intensely during the 2013-14 school year. Teachers will record behavior codes (EVSNU system described below) of all students daily and submit them to the RtI team each month to determine when Tier 2 interventions for behavior should be implemented.

Mid-Year Progress: With the implementation of common core standards and increased module and common assessments, this has been met with some resistance. Teachers are feeling overwhelmed and often forget to record this information to submit to the behavior workgroup. This was discussed in depth at the January behavior workgroup meeting and then brought to core team. The core team leaders will be discussing this in PLC's over the next 2 weeks to problem solve for an easier way of tracking. This data is what drives Tier 2 interventions, which is an area of weakness in our PIC Checklist. The student services team ideally will provide skill-based instruction in small groups for students needing Tier 2 behavior support.

2. Provide frequent mini-trainings to enhance strategies for managing behavior, including Love and Logic by Jim Fay, CHAMPS by Randy Sprick, Motivating Black Males to Achieve in School and in Life by Baruti Kafele, and A Framework for Understanding Poverty by Ruby Payne.

Mid-Year Progress: With the implementation of common core standards and increased module and common assessments, this has been difficult to schedule. Professional development time has been used to cover common core and IB curriculum issues. To date, there have been 2 mini-trainings. Most recently (December) was training on engagement. Teachers wrote down goals at the end of this training to implement over the next few weeks. These goals will be discussed during each teacher's mid-year reflection meeting in February/March(one-on-one with an administrator).

3. Increase signage throughout the school to encourage and remind students of appropriate behavior.

Mid-Year Progress: The school is being painted, which has taken the majority of the school year. The job is supposed to be finished just before FCAT. Once painting is complete, we will move forward with signage, possibly not until summer.

End of Year Reflection

Principal Signature _____ Date _____