

SCHOOL WIDE BEHAVIOR PLAN

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

School Name Mildred Helms 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: 90 /107 = 84 %
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 – Total Referrals 2012 - 102
 - iv. Suspensions (both In- and Out-of-School) – ISS – 4 OSS- 11
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. Reduce number of ODR
 - b. Reduce number of Out of School Suspension
 - c. Increase Average Daily Attendance
4. Attach or insert your School-wide Guidelines for Success/Expectations:
 - Respect for Self
 - Respect for Others
 - Responsibility for All
5. Attach or insert your Common Area Expectations/Rules:
 - See attached
6. Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.
 - Guidelines for Success were developed by staff and introduced to students by administrators and teachers during the first week. Guidelines were taught through lesson plans provided by SIP - Behavior team.
 - Cafeteria as well as hallway, water fountain, and restroom expectations were introduced by teachers and are reviewed by staff during lunch.
 - Conversation levels, arrival and dismissal expectations were introduced by staff and reviewed through the school wide morning TV broadcast.
 - Expectations for School Grounds and Common Areas were reviewed during guidance lessons with school counselor and visuals posted.

- See lessons plans attached.
7. **Attach or insert the planned and/or established Reward/Recognition System:**
 - See attached – Positive Schoolwide Recognition Plan
 8. **Attach or insert the plan to align classroom management systems with the school-wide behavior plan.**
 - The plan to align classrooms management systems began 2 years ago with the completion of two components within the CHAMPS / Positive and Proactive Behavior course track- *STOIC Overview* and *Using Tools*. Professional development continued through preschool training and included a full day component with Susan Schilt and a follow up component facilitated by 3 members of the behavior team. During these components, Guidelines for Success were reviewed and a process for developing grade level behavior plans as well as classroom management systems were established. Team submitted plans as aligned with school wide processes.
 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).**
 - Response to Behavior - see attached table
 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.**
 - Student contacts made by administration and / or guidance are logged in daily.
 - Office Referral data is entered into FOCUS daily.
 - SBLT reviews data biweekly to determine patterns and identify students in need. School wide data is shared at staff meetings and the action plan is reviewed. During monthly PLC meetings with MTSS team, grade level behavior data is shared and specific students are placed on the MTSS agenda if further discussion is needed.

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. **Schoolwide Behavior Training- August 15, 2013 – Followup of school wide plan**
2. **Skill Streaming for the Elementary Child – Addresses prosocial behavior in monthly guidance lessons and daily classroom lessons to reinforce Commitment to Character.**
3. **Motivation Component with Susan Schilt scheduled for September 13, 2013**

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 _____ Date _____