SCHOOL WIDE BEHAVIOR PLAN
Due in Area Superintendent's Office by Wednesday, August 14, 2013
February 21, 2014

School Name: **M.K. Rawlings ES** **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: 79%**

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 – yearly average -95.2% present, 4.8 absent**
      ii. **Timeliness**
      iii. **Referrals for the end of the 2013-14 school year: 92**
      iv. **Suspensions for the school year as of 2/21/14 : 21 in school, 13 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. **School Wide Behavior Flow Chart created and re-defined/identified what action substantiates a referral or refocus**
      *The Safety Goal Group Review the Behavior Flow Chart was reviewed, refined, and presented and discussed with all teachers.
   b. **Create and implement Team discipline plans and individual classroom teacher discipline plans. These are created by the classroom teachers and teams.**
      *All teachers worked as grade level teams to create the team plan and individuals created their plans. These are implemented on a daily basis. These plans have helped to reduce the number of discipline referrals which in turn increases time on task in the classroom, supporting our ultimate goal of 100% student success.
   c. **Create and implement a School-wide Positive Behavior Plan within the Safety Goal Group which includes a cafeteria reward system.**
      *A cafeteria reward system was created prior to school opening and implemented from day one. Based on current discipline data 26 of our 92 referrals have been generated from the cafeteria. The MTSS team will review the plan and data and revise where necessary. We speculate our current is not effective.

4. **Attach or insert your School-wide Guidelines for Success/Expectations:**
   - Met with staff during pre-school to review plan
   - Plan is in the M.K. Rawlings Handbook for teachers on our Moodle site

- Review office referral form/discuss what behaviors warrant an office referral
- Discuss discipline procedures (flowchart)
- Teachers will develop and submit individual classroom discipline plans to administrators.
- Grade level teams will develop and submit a grade level discipline plan to administrators.

5. **Attach or insert your Common Area Expectations/Rules:**
   Students in Common Areas follow our School Wide Rules:
   - Be Respectful
   - Be Safe
   - Be Responsible
   - Be an Active Learner

Cafeteria Rules

The four School Rules/Expectations are posted throughout the cafeteria. The cafeteria flow and management was good however, the Leadership Team met with a behavioral specialist who observed our cafeteria processes and layout. From this information we were able to improve our processes.
- Teachers are staying with their students as they move through the serving line.
- Serving line will move very quickly now that all students are no charge for breakfast and lunch (CEO program)
- Positives and rule reminders are the only announcements made over the cafeteria microphone.
- Students prepare to leave the cafeteria with a count system shown on hands.
- Students line up one class at a time on our tiled floor which has alternate colors for students to stand at an appropriate distance.

Morning Arrival Procedures

Students are permitted to enter the classrooms and begin learning at 8:10 a.m. each day. Additional staff members are on duty around the school grounds to monitor for safety.

Afternoon Dismissal

All classroom teachers are expected to walk their class out at dismissal and drop them off at the designated area for departure (Car riders to car circle, walkers to the gate, bus riders to the bus circle, etc.) Kindergarten students will be walked down a few minutes prior to the bell for safety. Staff members and patrols are on duty to monitor for safety. Car circle has designated areas color coded by grade level. Bus circle has signs posted and hung around the waiting area. Bus circle has and additional staff member for monitoring safety.

6. **Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.**
   - Expectations are clear to teachers that will be teaching bell to bell.
   - Our School Wide Rules encompass all subject areas.
   - During Pre-planning days for the 2013-2014 school year, we will met as a faculty to review school-wide discipline plan, common area/cafeteria expectations, discipline flowchart, and referral form. Teacher will be asked to submit their classroom discipline plan by Friday for Preschool week. They will also develop a grade level/community plan to implement prior to an office referral.
   - Establish a Safe Learning SIP Goal group, which will meet a minimum of 8 times per year to monitor the goals for reducing suspensions and attendance issues. This will be multidisciplinary team with all grade levels represented. This goal group will be responsible for school-wide discipline data review and reporting this information to the staff. This group will also determine

the need for additional professional development in the areas of discipline and safety. The Safety Committee meets monthly to discuss concerns.

- Continue MTSS to meet weekly to review PS/RtI data, discuss interventions, and determine needs of the school in terms of discipline.
- Signs will be posted around the school displaying the 4 School-wide Expectations.
- Anti-bullying Program to be implemented with students using Moodle, available websites including Brain Pop and printed materials by classroom teachers. Assistant Principal and Guidance Counselor will investigate bullying incident reports.
- CPI Crisis Team will participate in updated training for re-certification. This will include developing a plan for students in need of CPI intervention.
- Students are reminded daily through morning announcements about positive school behaviors and reminders to follow the four school rules.
- Mentoring program to match students with assigned mentors to discuss positive school behavior.
- Developmental Guidance for all classes to teach students positive school behavior.
- Small group guidance for selected students focusing on self-esteem building, social skills, divorce, and bereavement.

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

Our Safe Goal Group will be developing a School Wide Positive Behavior Plan though we truly believe students should be intrinsically rewarded for positive school behavior. This additionally plan may help to reduce behavior referrals. We value Commitment to Character, and infuse these principles with students throughout the school day. Each classroom teacher has a discipline plan with built in recognition and/or incentives for positive behavior. We also have a school-wide plan for positive behavior in the cafeteria; classes who follow criteria for appropriate cafeteria behavior will have their class name read on the news daily. We have incremental rewards for classes to earn based on the number of times their class name is announced.

8. **Attach or insert the plan to align classroom management systems with the school-wide behavior plan.**
    - Each staff member is expected to consistently apply a personal classroom discipline strategy as well as support the school wide discipline plan. Classroom plans must incorporate the four school rules. It is the responsibility of all staff to monitor student behaviors at all times on campus.
    - Each teacher is required to submit their personal classroom behavior management plans to school administrators by August 24th, 2013. The School Based Leadership Team reviews the individual teacher and grade level plans and provides feedback to teams through PLC meetings. There is a section on the PLC feedback form to include team discussions on behavior of specific children.
    - Teachers are encouraged to implement research-based strategies with their classes, including CHAMPS, CPI, Conflict Resolution Strategies, and Responsive Classroom Systems.
    - Teachers meet weekly with PLCs to discuss positive behavior management. Some teachers choose to do inquiry projects related to positive classroom behavior.
    - MTSS meets weekly to discuss behavior data, students requiring Tier 2 and 3 interventions. Intervention plans are developed with the classroom teachers when appropriate.

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).**

- CRISIS INTERVENTION – Teacher calls the office to report problem behavior and ask for assistance. If necessary, the teacher evacuates other students to a safe location. Team members trained in CPI-2 may be asked to intervene when necessary (Team members carry a radio).

- BEHAVIORS REQUIRING AN OFFICE DISCIPLINE REFERRAL – Student are sent to the office with an Office Discipline Referral. This is for a severe offense or when the teacher has exhausted the classroom and grade level plan for intervention. Consequences are given and the parent is notified.

- "MINOR" CLASSROOM BEHAVIORS – After the classroom plan is attempted and unsuccessful, the teacher will utilize her teammates and grade level plan, usually including a time out in another class. If the grade level plan is unsuccessful, the student is sent to the office with a "Refocus Report". The student meets with the administrator and serves a time out in the office. The student is returned to class as soon as possible to reduce the loss of instructional time. The parent is notified of the incident.

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 Referrals:**
      Office discipline referral data is entered into PORTAL after each offense. Members of the MTSS team attend Professional Learning Communities to further analyze and discuss the discipline data during the specified intervals. We will also create an "event database" this year to assist with determining students in need of Tier 2 and Tier 3 interventions.
    - **Weekly MTSS/CST meetings:**
      MTSS meets weekly to review discipline data, including refocus reports, office referrals, and ongoing progress monitoring data. Grade level data is discussed, as well as discipline data by subgroup. Specific data is reviewed for African American students, and intervention plans are developed and reviewed as needed. MTSS Team meets with grade level teams every 8 weeks to review data and discuss interventions and professional development needs. Ongoing progress monitoring is conducted on a regular basis for students with FBAs.
    - **Safe Learning Goal Group Meetings 8 times per year:**
      In-School and Out of School Suspension data is reviewed as part of our School Improvement Plan goal measurement. SIP is reviewed to determine strategies for improving in-school and out of school suspension rates. This multidisciplinary team consists of classroom teachers of each grade level, as well as specialists and an administrator.

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. Crisis Prevention Intervention (CPI) 2 Refresher for Team will be scheduled for those who need it.

2. Bully Prevention Training

3. Safe Goal Team will create and present the School Wide Positive Behavior Initiative.

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

-The Safety Goal Group was reviewed, refined, and presented and discussed with all teachers Behavior Flow Chart.
-All teachers worked as grade level teams to create a grade level team behavior plan and individuals created their plans. These are implemented on a daily basis. These plans have helped to reduce the number of discipline referrals which in turn increases time on task in the classroom, supporting our ultimate goal of 100% student success.
-A cafeteria reward system was created prior to school opening and implemented from day one. Based on current discipline data 26 of our 92 referrals have been generated from the cafeteria. The MTSS team will review the plan and data and revise where necessary. We speculate our current cafeteria reward system is not effective.
-The MTSS Team reviews discipline data weekly.
-The MTSS Team continues to meet weekly to review student in need of Tier II and Tier III interventions as well as review Tier I support for classroom teachers.
-In addition we review our "Event Data Base" which includes students who receive Refocus Reports.

Data Review: We currently have 92 referrals with 13 Out of School Suspensions and 13 In-School Suspensions.

End of Year: June 20, 2014

Principal Signature_____ Date_____