

# SCHOOL WIDE BEHAVIOR PLAN

Due in Area Superintendent's Office by Friday, September 21, 2012

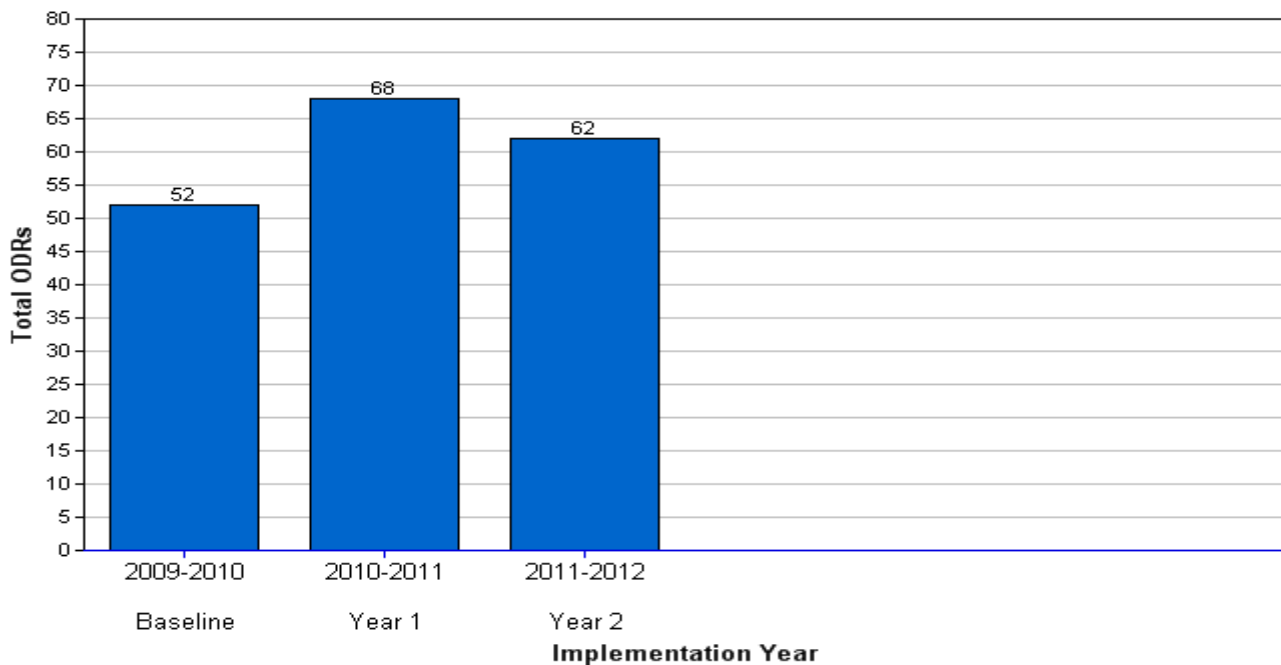
School Name: Mt. Vernon ES

School Year: 2013-2014

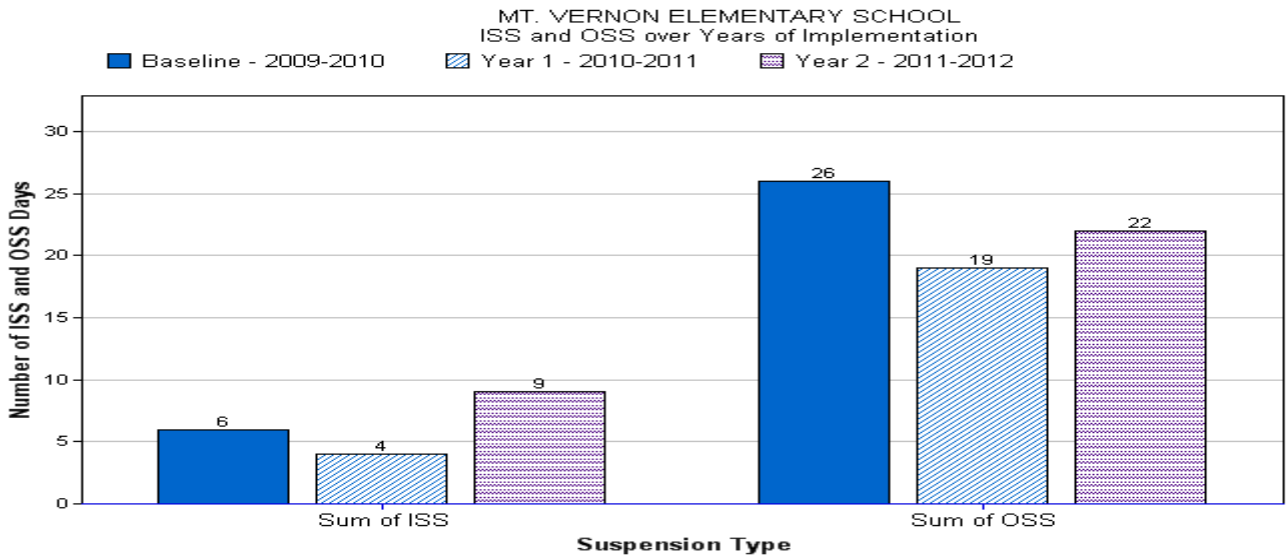
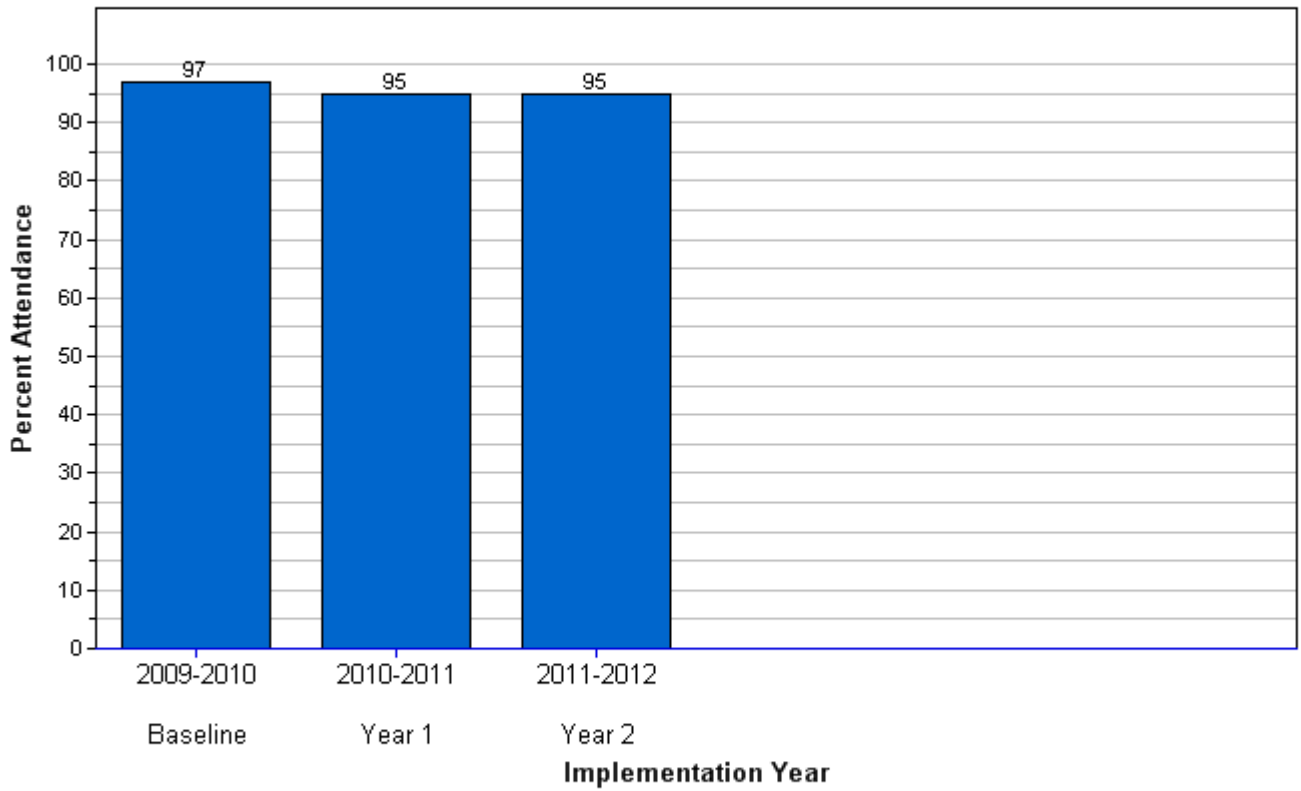
Each school will have a behavior plan that aligns with a positive and proactive approach to behavior, utilizes data and the problem-solving method, and meets the key components listed in the Bradley MOU. The school-wide behavior plan is designed to meet the needs of most students across all subgroups. Data will be reviewed at the school-wide, classroom, grade, ethnicity, disabilities, and other subgroup levels.

1. Benchmarks of Quality Score:  $101/107 = 94\%$
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).

MT. VERNON ELEMENTARY SCHOOL  
ODRs over Years of Implementation



MT. VERNON ELEMENTARY SCHOOL  
Average Daily Attendance



- 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. \*\*\***

**Bus misconduct**

Review with the bus drivers, assistants and students the rules and procedures that have developed and are aligned with the school-wide expectations MTV has in place. A video tape highlighting the expectations of students and procedures while on the bus will be shown to students receiving warnings or referrals. Communication with parents will be utilized for students that are not meeting the expectations on the bus. This may include a parent-student-administrator conference to reinforce the bus expectations and to permit the parent the opportunity to assist the school in ensuring that all children get to school in a safe and timely manner.

**Defiance**

Defiance is the refusal of a student to follow directions given by a staff member or the intentional choice of a student to do the opposite of what is asked of them. Staff will utilize the school-wide expectation(s) on a continuous basis with all students. Positive reinforcement strategies will be utilized by all staff members while ensuring that they are aligned to the schools reward and recognition systems that are in place.

**Campus/Class Disruption**

Campus and class disruption is engaging in conduct that interferes with the process of teaching or learning in the classroom or on campus. To decrease the occurrence of campus/class disruption, school wide expectations will be discussed with staff prior to the start of the school year with the expectation that they will have a similar discussion with their students. Administration will conduct similar discussions with students within the lunch room and on the morning news. Follow-up will be conducted daily around the campus as situations require.

*\*\*At Mt. Vernon Elementary, all students are treated as equals with the expectation for academic and behavior to be the same for all ethnic subgroups. The expectations are constantly expressed and monitored by all stake holders and students are able to explain school wide rules when asked. Students that are experiencing difficulties with behavior are provided opportunities to see expected behaviors and discussions of ways in which he/she can meet the expectations. Staff at Mt. Vernon Elementary strongly believes that a students' family is critical in the success and therefore communicate any concerns with parents by means of the agenda, parent teacher conferences, phone calls, and person-to-person meetings.*

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

Mt. Vernon Elementary has three Guidelines for Success which is listed below:

- Be Safe
- Be responsible
- Be Respectful

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

Mt. Vernon Elementary Common Area Expectations have the same three listed in item three with the most important aspect being that "Mt Vernon has a no touch policy". This message is repeated daily on the morning news broadcast and at situations in which it is observed that one student is/has touched by another student. The rules for the three expectations are as follows:

- Be Safe – In the hallway for AM arrival students will sit quietly with a Level 1 voice and in all common areas students will keep hands to themselves.
- Be responsible – In the hallway for AM arrival student will go to and remain in their designated areas, and in common areas students will follow directions the first time given.
- Be respectful – In the hallway students will speak kindly to others, and in all common areas students will speak kindly to others.

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

Mt. Vernon Elementary will teach the guidelines and rules to students and staff in several manners. First approach is to ensure that the school wide expectations are clearly communicated and understood by all staff members not just instructional personnel. Secondly classroom policies and procedures will be aligned to that of the school wide expectations. A video has been created to demonstrate the expectations and provide students the opportunity to see how it looks around the campus. The video will be shown daily to students prior to the morning news broadcast for the first few weeks. During the school year segments of the video will be rebroadcasted as situations require. To provide a visual reminder to students and staff of the school wide expectations, posters will be displayed around the campus in common areas such as the hallways, cafeteria, office, and restrooms.

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

Mt. Vernon uses multiple Reward/Recognition systems throughout the campus. The most widely used system is the “Mt. Vernon Buck.” Students earn Bucks by displaying characteristics and traits that are expected from all. The bucks are then turned into their classroom teacher. As a classroom earns 50 or more bucks, the entire class is able to receive a party which could be popcorn or ice cream. Mt. Vernon also has a business partnership with a local McDonalds in which they donate each month 1 happy meal per classroom. Classroom teachers are able to select 1 of their students who receive the happy meal in which they eat it as a group with the principal and the assistant principal. During the lunch the student’s reason for earning the SMILES award is read aloud for all to know why it was earned. Students also have the opportunity to be recognized for becoming a member of the “Mind Club”. The students that become members are recognized with a t-shirt that is given to them on the morning news broadcast for everyone to see. Students have several opportunities during the school year to demonstrate a basic level of mastery for given math facts within a time limit. Those that accomplish this task do become “Mind Club” participants. For students that are receiving serves within our self-contained EBD rooms, they are eligible to be selected as student of the week as determined by their classroom teacher.

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

Classroom teachers develop their classroom management systems to align with the philosophy of the school. To ensure that this occurs, teacher’s management plans are based upon being proactive and supportive of students’ behaviors prior to them disrupting the learning of others of the student him/her self. Management begins with warnings provided to the student both in verbal and visual ways. If the occurrence continues, the student may be asked to serve a time out within the classroom or depending on the disruption to others learning it may be served in a different classroom. Teachers are communicating these disruptions within the students’ agenda books so that parents are able to assist the school to ensure that their child is engaged to the learning process. If the disruption continues after time-out has been served but is not of a severe nature that the learning of others is affected, the teacher may call the office to have a staff member that has a positive relationship with the student to come to the room to assist him/her to rejoin the learning. Teachers by this point would have been in contact verbally and/or e-mail with the students parents alerting them that their our concerns that may hinder their child’s learning and that a parent – teacher conference may need to be arranged to help get the student back on track for learning. When the student continues to exhibit the same disruptions to the learning of others or their own, or if it is a safety concern, then the teacher may write a referral and submit to the office for additional support.

**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).**

Mt. Vernon Elementary has a philosophy that students cannot learn if they are not within their classroom and engaged in the learning process. To accomplish this task, every staff member that interacts with students for behavior calls utilizes a proactive approach instead of being reactive. Teachers will utilize various staff members that have a relationship with a student to help him/her to regroup and join the classroom if they are experiencing difficulties. When a referral is generated by a staff member it is received within the office and either the behavioral specialist or an administrator will meet with the student to discuss the referral and the next course of action.

**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.**

Data is collected in several ways. The first method utilized at Mt. Vernon is to record all cases in which either the behavior specialist or an administrator has a proactive call for a student that did not require the teacher to write a referral. This data is recorded into BIDS-2, a district provided database for Behavior Specialists, to permit the display of information in a graphic representation to staff. The second method that is utilized is the recording of discipline referrals into the Focus system. Data at Mt. Vernon is recorded as it occurs to ensure that information is accurate and timely available to be reviewed. Academic data is reviewed after every PCAS assessment is conducted. The data is discussed in grade level meetings with the teachers, Reading Coach, Title 1 personnel, RTI team members, and administration. During these meetings, behavioral data is also reviewed and discussed. The data reviewed during these meetings are shared to the school during PLC and staff meetings. Data that is intended for students is discussed during morning announcements and also within the lunch room.

**List of Projected Staff Training and follow-up coaching to promote an understanding and implementation of positive & proactive multi-tiered systems of support for 2012-2013. Include specific professional development aligned to improving social behavior at the school-wide, classroom, and subgroup levels.**

1. CHAMPS training
2. Positive Behavior Support (PBS)
3. CPI

## **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:**

Mt. Vernon started the year with some concerns that were student specific related. We began with a student that was new to Mt. Vernon and to one of our EBD classrooms. He had a history of running and being aggressive. Working collaboratively with all parties involved, we created an environment that was supportive, yet flexible to meet his needs. He remained with us for approximately 54 days before he was placed in a more restrictive setting. This situation created an increase in some of our discipline concerns. Another concern that was in the forefront at the start of school was an issue with transportation and an overloaded bus. We had a bus that contained the majority of our students in our EBD classrooms. We worked diligently to adjust IEPs and create bus success plans to address this concern. We also added a second assistant to support the discipline concerns on the bus. We, at Mount Vernon Elementary, are continually working on reducing the number of discipline referrals for the three-targeted categories listed above. We have reviewed and discussed the students of concern and ways to implement classroom-based interventions that do not require missed academic time or referrals. We track this information in the BIDS tracking system used by Behavior Specialists. This proactive approach has shown noted improvements in the reduction of referrals and increased time on academic focus. We have also worked on incorporating more "positive" supports into our repertoire of support interventions. School Based Leadership Team members are committed to reviewing the data outside of the SBLT meetings, if needed, creating and supporting changes in our students. We also make sure to share the information with the staff regularly so they are aware of where we stand with discipline at our school.

Current data is as follows: 119 total referrals generated by 42 students (Males – 36 & Females – 6); African American referrals are 81 generated by 27 students; Other (White/Hispanic) referrals are 38 generated by 15 students. Of the 119 referral, 72 of the referral have been generated by students receiving services through our EBD classrooms.

### **End of Year: June 21, 2013**

Principal Signature: Peggy Pearson

Date: 2.21.14