

SCHOOL WIDE BEHAVIOR PLAN

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

School Name New Heights 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: 74 /107 = 69 %
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
 - 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. Increase Faculty Commitment
 - b. Strengthen Reward Program
 - c. Lesson Plans for teaching Expectations/ Rules
4. Attach or insert your School-wide Guidelines for Success/Expectations:
5. Attach or insert your Common Area Expectations/Rules:
6. Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.
7. Attach or insert the planned and/or established Reward/Recognition System:
8. Attach or insert the plan to align classroom management systems with the school-wide behavior plan.
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).

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. Introduction and Review of Plan
2. Training on Modifications to Plan
3. _____

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.

JA Mid-year: February 21, 2014

please see attached

End of Year: June 20, 2014

Principal Signature

Lisa H. Austin

Date

8/14/13

Mid-year Evaluation

School Wide Behavior Plan—Goals

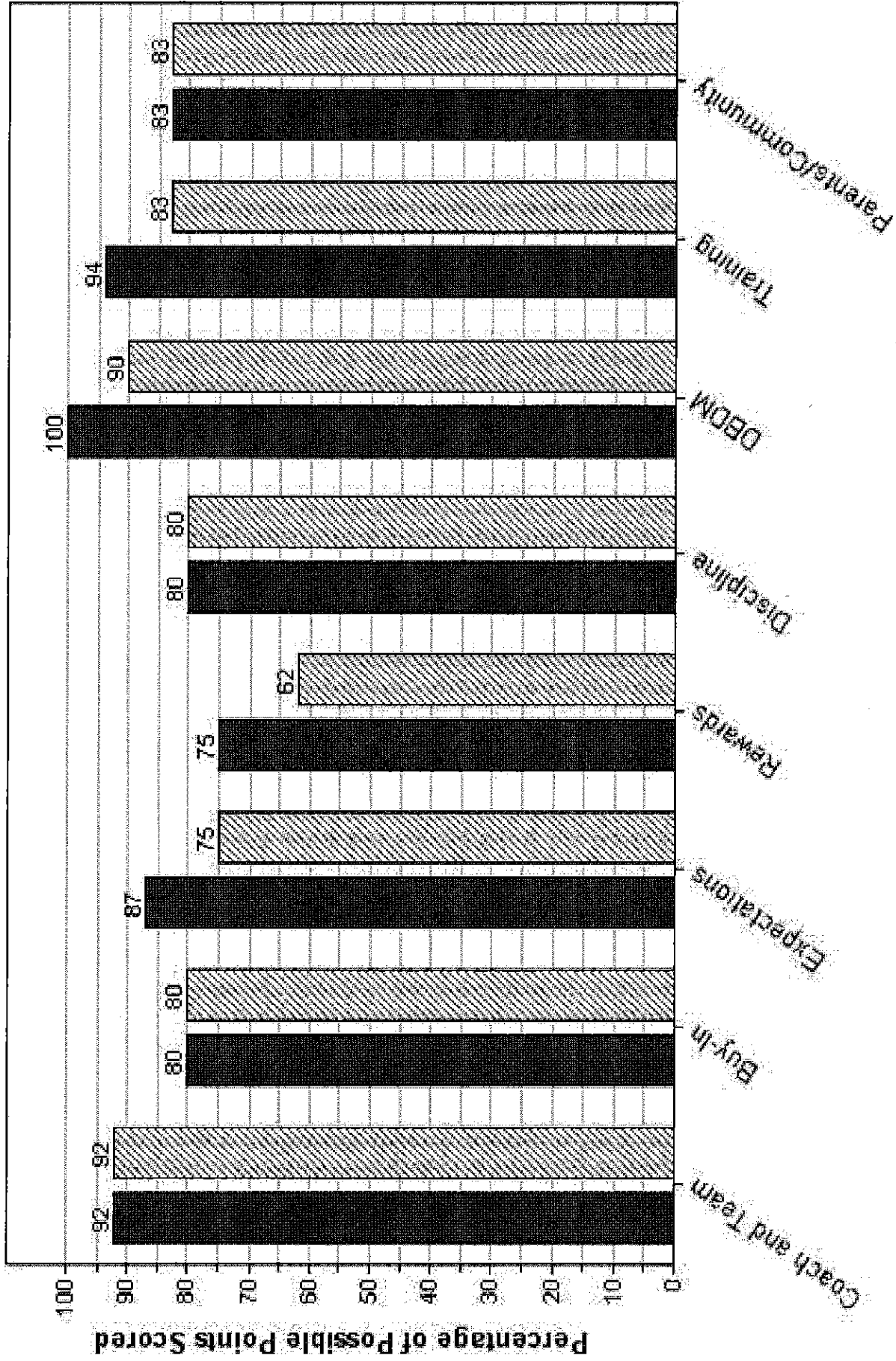
New Heights Elementary School
2013-3014

- I. **Increase faculty commitment**
 - A. Increase **faculty awareness** through bi-monthly data sharing at faculty meetings (November, January, March, May)—In progress
 1. Total ODRs
 2. Disaggregated by grade level, incident type, gender, ethnicity/race
 - B. Increase **faculty involvement** by establishing a PBS committee.—Goal met
 1. Core team (behavior specialist, social worker, psychologist, guidance counselor) to meet September, December, January, March, April
 2. Full team (Core team with 7 instructional staff and family/community involvement coordinator) to meet August, October, November, February, May
 3. Full staff input/feedback requested prior to all team meetings
 - C. Obtain **faculty feedback** through surveys and focus groups—In progress
 1. Feedback regarding school wide plan completed by teams and discussed at PLCs (November and April)
 2. Feedback regarding school wide plan elicited through cross grade level focus groups (January)
- II. **Strengthen reward program**
 - A. Continue with efforts at expanding the **School Store program**—In progress
 1. Store managed by 4/5 ASD classroom with support of behavior specialist
 2. Voluntary participation of classed grades 3-5.
 - B. Implement **Star Student program**—Goal met
 1. Coordinated by behavior specialist
 2. Monthly identification of students meeting behavioral expectations at the highest level
 - C. Develop **teacher recognition program**—Goal not met
 1. Identify potential rewards and methods of recognition
 2. Develop plan for implementation beginning in the 2014-2015 year
- III. **Lesson plans for teaching expectations/rules**—Goal met
 - A. Develop a schedule for teaching expectations (August)
 - B. Provide plans to teachers (August, January)

NEW HEIGHTS ELEMENTARY SCHOOL

PIC - Tier 1 Critical Elements

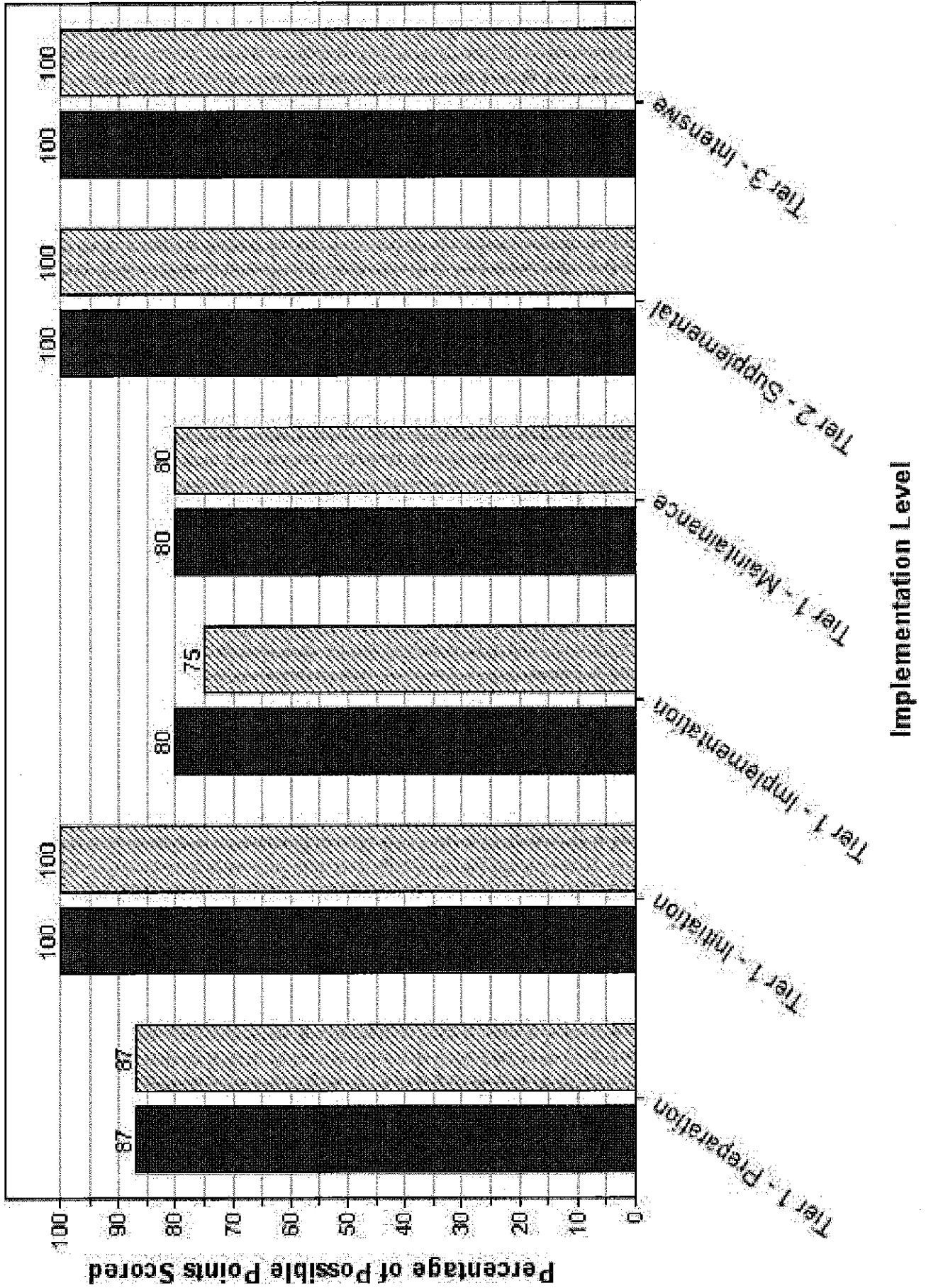
■ Fall
▨ Spring



Tier 1 Critical Element

NEW HEIGHTS ELEMENTARY SCHOOL
 PIC - Implementation Level

■ Fall
 ▨ Spring



PBS Implementation Checklist 2013-2014

PREPARATION	10/13	2/14	<i>What we are doing</i>	<i>What we plan to do</i>
1. School-level administrators support PBS - active involvement, funding allocated, etc.	1	1	Administrator participation in celebrations and PBS meetings.	No funding allocated
2. Staff support PBS - staff provided overview and reached 80% agreement to implement PBS.	2	2	Staff involvement at origination of plan and via PBS team for maintenance	Continue
3. PBS Team has been established and trained - full staff representation, team meeting schedule established; attended FLPBS trainings, has a current action plan.	2	2	PBS team currently consists of social worker, psychologist, guidance counselor behavior specialist, AP, general education and special education teachers.	Continue
4. PBS Coach has been trained - attends summer trainings, attends coaches and regional meetings; knowledgeable about PBS, Behavioral Theory, and data-based decision making; skilled in facilitation, problem solving process, & public speaking.	2	2	Attends trainings as often as possible.	Continue
INITIATION				
5. PBS Team meets at least once a month.	2	2	Core team meets weekly (Thursdays); full team meets monthly/bi-monthly	Continue
6. PBS Coach attends those meetings.	2	2	Core team meetings	Continue
7. PBS Team shows a good working relationship with the Coach.	2	2	Cohesive core group is in place; representative full team in place.	Continue
8. 3-5 expectations have been clearly defined and teaching plans have been described to staff.	2	2	HAWKS Expectations	Continue
9. System for rewarding students has been developed - written documentation required for full score.	2	2	All programs documented (daily points, Hawk Pride, PBS celebrations, behavior award, character award, Star Student, school store)	Continue
10. Strategy for collecting and using discipline data has been established.	2	2	Data reviewed monthly by core PBS team; graphed and shared bi-monthly with faculty; posted on Moodle site for	Continue

			reference.		
11. A plan has been developed to provide training and support to staff and teachers - including substitutes, student/intern teachers, and new staff.	2	2	Plan has been developed to orient substitutes but has not been initiated. Provision of support and training to teachers, interns has not been developed.	IDEAS: Develop a training and booster calendar for current staff; USE the guest teacher folders for interns, volunteers, and substitutes.	Continue
12. New and returning staff have been oriented and trained in PBS processes- rationale, reward system, office vs. classroom managed behaviors, formalized procedure for handling behavior problems; flowchart developed, problem behaviors clearly defined etc.	2	2	Training at faculty meetings, PLCs, and team meetings have been conducted in October/November 2012 and boosted 1/30/13. Flowcharts and all related documents are available on Moodle site.	IDEAS: Share PBS plan and data with PTA member, SAC member; communicate through the newsletter throughout school year	
13. Parents have been oriented to PBS.	2	2	Newsletter distributed at the beginning of the year in five languages to communicate PBS plan; PowerPoint presentation shown to parents at Open House. HAWKS at Home Challenge presented at Open House.		
IMPLEMENTATION					
14. Behavior expectations and reward systems are taught formally and informally to students -Occurs multiple times during the year to include transferring students, integrated into curriculums, common language used by staff and students across settings; dates for reward activities have been set and placed on school calendars.	2	1	An assembly led by administrators is conducted to teach the PBS processes at the beginning of the school year. Booster assembly is scheduled for January 2014. PBS celebrations are conducted monthly and on the school calendar. Student Ambassador Program in place and managed by guidance counselor.	Schedule reminders for teachers to re-teach expectations throughout the year and communicate this to the teachers through the weekly update.	Continue
15. Behavior expectations have been posted throughout the school-including hallways, cafeteria, playground, special rooms, restrooms, offices, and classrooms.	2	2	Posters printed and posted for hallways and cafeteria.		
16. Positive behaviors are rewarded consistently across staff and settings.	1	1	Teachers are given a limited number of Hawk Pride awards per week to encourage consistency; all classes are expected to be on a four-point system for behavior whereby students earn a point at regular intervals during the day; Star Student program; voluntary school store program.	1. Continue with current limited access to Hawk Pride awards; Star Student Awards; school store 2. Obtain administrator clarification of point system expectation (i.e. room for modifications/expected level of fidelity).	
17. Procedures for handling inappropriate			School-wide behavior plan has hierarchy	1. Remind teachers of Consequence	

behaviors are implemented consistently across staff and settings.	1	1	of consequences and documentation processes; Consequence Menu developed.	Menu in the weekly update throughout the year. 2. Troubleshoot with administrators how to ensure fidelity to steps and effectiveness of responses.
18. Classroom rules, routines, and procedures are identified and taught on a regular basis	1	1	Teachers are responsible for teaching routines, rules and procedures	Troubleshoot with administrators how to ensure effectiveness of lessons and ongoing teaching.
19. Office discipline forms are completed consistently and accurately across staff	1	1	ODRs that have not followed school wide protocol are returned to teacher.	Plan for follow up teacher training when teacher identified as not using system as designed
20. Discipline data are gathered and entered into the database consistently and in a timely manner.	2	2	DMT enters ODRs within 48 hours of receiving them.	IDEA to more efficiently process ODRs: split grade levels among several staff able to process ODRs
21. Discipline data are used in PBS Team meetings to identify problems and guide school decisions.	2	2	Current core and full PBS team reviews discipline data to guide decision making.	Continue
22. Discipline data are summarized and reported to staff on a regular basis.	2	2	Discipline data are graphed (ODR, ISS, OSS) and shared bi-monthly at faculty meeting and posted on Moodle site.	Continue
23. Parents and community members are actively involved in PBS related activities, programs, and/or services.	2	2	Parents volunteer to assist with PBS celebrations. NHES working to continue to develop partnerships with Publix and Sam's Club. HAWKS at Home Challenge implemented.	IDEA: Recruit PTA, SAC members, and F/CI to participate in monthly PBS meetings;
MAINTENANCE				
24. Data and staff feedback are used to make decisions regarding additional training and professional staff development.	2	1	Staff are surveyed two times per year for feedback and modifications/ training are provided when possible (i.e. development of Tier 2 system and training staff in implementation).	IDEA: Differentiate training for teachers based on performance and data
25. A plan is in place for training new PBS team members -including new administrators, staff, and district personnel.	2	2	Orientation packet complete.	Continue
26. Data and staff feedback are used to revise and update the PBS action plan for the school and district - reviewed and revised as needed.	2	2	Staff are surveyed two times per year for feedback and modifications/ training are provided when possible (i.e. development of Tier 2 system and training staff in implementation).	Continue

27. Links with the community and other resources have been established to assist with funding and incentives.	1	2	Partnerships with Publix and Sam's Club are being developed.	Continue partnership development.
28. Morale is sustained among staff and students -staff and student attendance and participation in PBS efforts is high, system in place to recognize staff (and parent) contributions.	1	1	Students participate but there is currently minimal staff involvement; staff members are not currently recognized.	1. Troubleshoot with full PBS team how to fully implement this item. 2. Develop staff and parent recognition plan
TIER 2 SUPPLEMENTAL PBS				
29. The school has a data-based process for identifying students in need of Tier 2 supports.	2	2	Tier 1 data (i.e. ODRs, classroom referrals, etc.) provide evidence of need for more/differentiated support.	Continue
30. Student's needs are prioritized to assure that students with the greater needs are supported.	2	2	Students are reviewed on weekly basis to identify needs.	Continue
31. Tier 2 interventions are matched to the function of the behavior.	2	2	Team development of Tier 2 Behavior Plan (T2BP)	Continue
32. The school has 0 (score 0), 1-2 (score 1), more than 2 (score 2) Tier 2 programs in place.	2	2	Groups, mentoring, T2BPs	Continue
33. The school is checking to make sure that Tier 2 programs are implemented with fidelity.	2	2	Groups documented, mentoring documented, T2BPs reviewed monthly.	Continue
34. A progress monitoring system is in place for all students receiving Tier 2 interventions.	2	2	Spreadsheet and folders maintained and reviewed weekly.	Continue
35. The school team makes decisions on student's response to intervention from the progress monitoring system.	2	2	Student response to groups are reviewed weekly, response to mentoring reviewed bi-weekly, and T2BPs are reviewed monthly	Continue
TIER 3 INTENSIVE PBS				
36. Data-based decision-making is used to identify students in need of Tier 3 supports.	2	2	Tier 2 data (i.e. response to groups, mentoring, T2BPs) & Tier 1 data provide evidence of need for more support.	Continue
37. Student's needs are prioritized to assure that students with the most			Students are reviewed on a weekly basis to identify and prioritize needs.	Continue

intensive needs are supported.	2	2			
38. An FBA is conducted that identifies the problem, events that reliably predict the problem behavior & consequences that maintain the problem behavior.	2	2		FBA's conducted, PBIPs developed and reviewed on regular basis as data show need.	Continue
39. At least 1 hypothesis is developed from the FBA to explain the student's problem behavior.	2	2		Use of district developed FBA and PBIP.	Continue
40. Tier 3 interventions are matched to the function of the behavior.	2	2		Use of district developed FBA and PBIP.	Continue
41. A BIP is developed that includes procedures to prevent problem behaviors, teach appropriate behavior, and reinforce/reward appropriate behavior.	2	2		Use of district developed FBA and PBIP.	Continue
42. Teachers are "coached" in how to implement the BIP accurately and effectively.	2	2		FBA/PBIP facilitator works with teacher to provide necessary support; data collection methods are presented to/reviewed with staff at staff meeting.	Continue
43. The school is checking to make sure that Tier 3 programs are implemented with fidelity.	2	2		Social worker, psychologist, guidance counselor and behavior specialist conduct fidelity observations.	Continue
44. A progress monitoring system is in place for all students receiving Tier 3 interventions.	2	2		Regular reviews and observations are scheduled.	Continue
45. The school team makes decisions on student's response to intervention from the progress monitoring system.	2	2		Regular reviews and observations are scheduled and drive decisions for modifications.	Continue