

SCHOOL WIDE BEHAVIOR PLAN

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

School Name: Northwest 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:** _____/107 = _____%

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 staff effectiveness in building positive adult/student relationships.
 - b. Increase teacher understanding of cultural dynamics (PBIP).
 - c. Increase teacher effectiveness in establishing and implementing effective behavioral intervention

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

Northwest Elementary
Guidelines for Success
Be Respectful
Treat yourself and others with courtesy and consideration.
Be Responsible
Do your best and take ownership for your words and actions.
Be an Active Learner
Develop your desire for academic success and believe in your ability to achieve.

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

Northwest Elementary School
SCHOOL WIDE RULES
Be Respectful
Treat yourself and others with courtesy and consideration.
Be Responsible

Take ownership for your words and actions.

Be an Active Learner

Develop your desire for academic success and believe in your ability to achieve.

COMMON AREA EXPECTATIONS

Northwest Elementary is a **Bully Free Zone**

Walk responsibly to, from and inside the building

Keep hands and feet to self, **respect** the personal space of others

Be respectful of the students in classrooms learning

Northwest Elementary Cafeteria Process

- Tables are identified by labels with the teacher's name and lunch time
- Children are expected to come in and sit down or go directly in line to buy lunch. We ask that teachers assist with this process the first 4 weeks of school.
 - After students are seated they will be required to raise their hand if they need something.
 - Students will only be permitted to use the restroom if it appears to be an emergency.
 - As the adults monitor, we remind children of the expectations as needed (see below)
- Suggest: Each class may want to have a table monitor assigned. The table monitor is to report the color of the dot received for the day (green for on task or red for needs improvement).
- Each class will have a set of two colored cones placed at one of their tables. As cafeteria assistants monitor classes they will switch the cups from green to red as needed. As the class leaves the cafeteria the table monitor will be responsible to note the color of the cone and report to the teacher. A cafeteria assistant will be responsible to place an according colored dot on the progress monitoring chart (located on bulleting board). These charts will assist with keeping track of incentives, and class behavior patterns.
 - Green dots will be counted towards class incentives.
 - Classes will be rewarded a green dot for following the 4 rules:



1. **Stay seated:**
Raise your hand for assistance
2. **Use an inside voice**
3. **Be responsible:**
Clean up your space
4. **Be respectful:**
Keep your hands and your feet to yourself
Follow directions immediately

*If it is noticed that one or two students are having difficulty following the cafeteria expectations, this will be taken into consideration. We will provide a "reservation for one" (time out) seating as necessary.

- Be on time for drop off and pick up. If your class is late entering they still leave on their scheduled time

6. **Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.** Classroom teachers facilitate this the first weeks of school.
7. **Attach or insert the planned and/or established Reward/Recognition System:** Classroom teachers recognize student behaviors in a variety of ways: treasure box, earned time, recess time, etc...
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). Attached Miss Behavior Grid**

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 will be reviewed weekly by individual classroom teachers. Discipline referral data will be reviewed monthly in SBLT. This process will be revised this year to meet the needs of the student population. Data will be relayed to faculty monthly after SBLT review, and teachers will relay to 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. **Teaching with Poverty in Mind: book study during PLCs and/or curriculum meetings**
2. **Staff training on the Miss behavior grid, behavior data collection in the classroom**
3. **CPI 1 and CPI 2 training**
4. **School Improvement Safe learning team will be working with the staff to improve and align data collection, incentives to school wide**

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 current discipline data is attached in a table. We are conducting the book study, *Teaching with Poverty in Mind* (assist with building teacher relationships), continuing to define and refine what constitutes a behavior call and/or a referral. We are in the beginning stages of creating a tier 1 data collection system to monitor behavior data more accurately, as well as identify students with tier 2 behavior needs. Groups are being held to address specific social skill needs and anger management needs.

End of Year: June 20, 2014

Principal Signature_____

Date_____