

# SCHOOL WIDE BEHAVIOR PLAN

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

School Name Oldsmar 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: 91 /107 = 85 %
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).  
-See Attached graphs related to above information
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. Decrease the number of students who are absent more than 10% of the school year by 20%  
**Action Steps:**
    - i. CST will monitor bi-monthly the attendance of all students and pro-actively communicate attendance policies to families.
    - ii. Teachers will communicate directly with families when students have unexcused absences and re-iterate attendance policies
    - iii. CST will communicate via letters home to those parents with students having 5 or more absences.
    - iv. Parents of students who continue to have unexcused absences will be contacted directly by school social worker.
    - v. Classes in each grade with the highest attendance for each grading period will receive a celebration.
    - vi. During Attendance Awareness month, we will be utilizing numerous resources provided via attendanceworks.org to promote improvement in attendance throughout the school year.
  - b. Being consistent and effective with implementation of the School-wide Positive Behavior Plan  
**Action Steps:**
    - i. Administration will present an overview of the School-Wide Positive Behavior Plan during pre-school training.
    - ii. SBLT will review monthly behavior data and revise behavior supports as needed
    - iii. Classroom teachers will be consistent with implementing the Guidelines and Rules daily.

- iv. Classroom teachers will be consistent and effective with the established Reward/Recognition System.
- v. Classroom teachers will utilize Positive Referral to the Office.
- vi. Each Grade level PLC will identify their choice of reinforcement for the grade level celebration at the end of the first grading period/semester.

**c. We will expand the School-wide Character Education Program**

**Action Steps:**

- i. During morning announcements a character quote is presented that relates to the monthly character traits.
- ii. Monthly guidance lessons are related to the monthly character trait
- iii. Each classroom receives a book monthly that supports the monthly character traits which can be used throughout the month during instruction.
- iv. Recognize and celebrate students selected each month as character kids from each classroom.

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

- See below and attached *Oldsmar Elementary Positive Behavior Support Overview*.

- Be Respectful
- Be Responsible
- Be Safe
- Be Your Best

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

- i. See below and attached *Oldsmar Elementary Common Area Expectations*.

- **Walkways:**
  - Use walking feet
  - Respect Personal Space (hands and feet to self)
  - Quiet lines
  - Stay on sidewalks
  - Go directly to your destination
- **Dining Room:**
  - Respectful voices
  - Respect personal space in line and at table
  - Stay seated & raise your hand
  - Use good table manners
  - Clean up after yourself
- **Restrooms:**
  - Quiet voice
  - Keep floor, seat, & sink clean
  - Flush the toilet
  - Wash hands
- **Car/Daycare Circles:**
  - Respect Personal space (hands and feet to self)
  - Sit in designated area
  - Listening and paying attention

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

- Teachers will teach the Guidelines and Rules (*Oldsmar Elementary Common Area Expectations*) in the first few weeks of school when the classroom culture is being developed, and at least monthly, thereafter.
- Administrators will reinforce the Guidelines and Rules to all students during their lunch period during the first few weeks of school and at least monthly, thereafter, in order to confirm the expectations set for our students at Oldsmar.
- The guidance counselor will reinforce the Guidelines and Rules by providing monthly guidance lessons that will be based on character traits and anti-bullying tactics.
- As teachers continue to teach the Guidelines and Rules at least monthly, the Commitment to Character trait of the month and Character Book of the Month will be incorporated and implemented in the lessons each month.

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

- See below and attached *Oldsmar Elementary Positive Behavior Support Overview*.

- Teachers will use at least 3:1 Positive to Negative Ratio of Interactions with students.
- All students will utilize a daily planner for homework and daily behavior report to facilitate daily communication with parents.
- Based on daily behavior, students will be earning time toward an Earned Activity Time on Fridays (25 – 30 minutes). Students should be able to earn up to 5 – 6 minutes a day based on behavior. Teachers should come up with a rubric on how many minutes students earn each day.
- No individual color systems are to be utilized for behavior management.
- Class meetings will be held weekly to promote class culture.
- Commitment to Character posters should be displayed and referred to. Character Book of the Month will be reinstated, and Guidance lessons will be based on character traits and anti-bullying lessons.
- Students of Character will be nominated and recognized monthly.
- Teachers are encouraged to have a Class-wide Positive Reinforcement System using 100's chart, popcorn party, marble jar, etc. Classes can be working towards a popcorn party, kickball game, movie time, etc.
- Teachers are encouraged to make Positive Referrals to office.

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

- See below and attached *Oldsmar Elementary Positive Behavior Support Overview*.

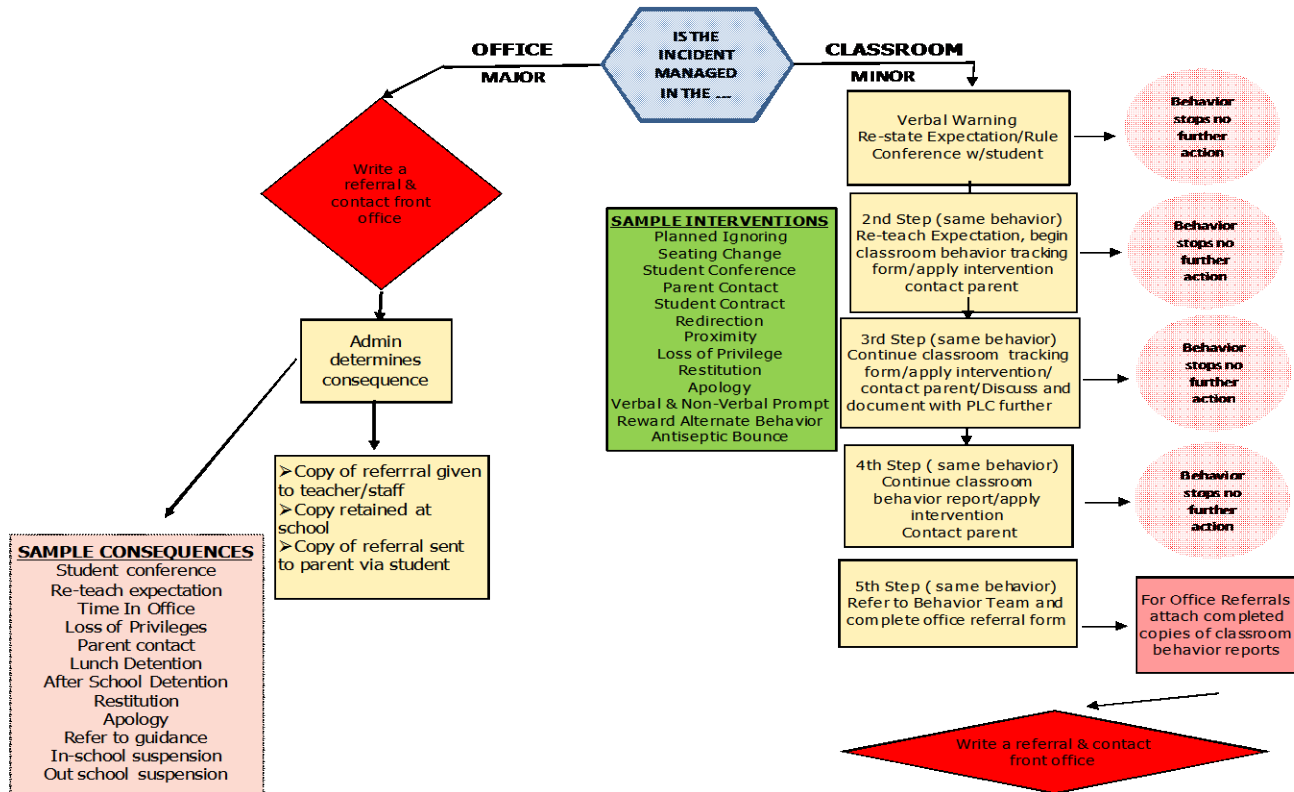
- Teachers will develop a classroom management system. The Assistant Principal, will email a template to teachers which shall be completed and turned-in by August 23rd.
- Common Area Expectations should be displayed throughout the school.
- Grade levels will develop common classroom expectations/rules.

- Expectations/rules need to be taught to our students and reviewed frequently.
- All students will utilize a daily planner for homework and daily behavior report to facilitate daily communication with parents.
- SBLT developed school-wide management system. Various grade level teams assisted in the development of the common area expectations.

**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).**

- The following is our plan for addressing the process for responding to problem behavior.
  - Teachers and staff must follow the *Oldsmar Elementary Behavior Flowchart* (see below and attached).
  - Teachers may use the *Menu for Effectively Responding to Classroom Misbehavior* (see attached).
  - In documenting recurring classroom misbehaviors or behavior incidents, teachers will use the *Oldsmar Elementary Classroom Behavior Tracking Form* (see attached) and the *Oldsmar Elementary Office Discipline Referral Form* (see attached).

## Oldsmar Elementary Behavior Flowchart



**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.**

- Our data analysis plan includes the following tasks/steps.
  - Data is entered continuously as information is received.
  - EDS, FOCUS, PBS, etc. are the sources from which types of data are examined regularly.
  - Data is reviewed monthly for trends at the SBLT meetings.
  - SBLT communicates the data patterns to faculty and staff through grade level representatives, and teachers report and/or communicate students' behaviors one-on-one and/or in classroom meetings.
  - SBLT identifies students in need of supplemental or intensive supports for behavior.

**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. Overview of Positive Behavior Plan Pre-School/1<sup>st</sup> Day Staff Training
2. Bully Prevention Staff Training
3. RTI Overview Staff Training

**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**

There have been a total of 30 referrals for this school year to date as of January 28, 2014. The majority of referrals this year have been categorized as repeated class disruption (7), bus misconduct (7) or campus disruption (7). Referrals are spread over several grades with no specific set of students receiving the majority of referrals. These 30 referrals are spread over 18 students. At this point in the year there have been five out of school suspensions. There has been an increase in awareness for the importance of students being present in school and alternatives have been used rather than suspending out of school. This is the third full year of the implementation of our new SWBP and there are increased efforts to implement meaningful Tier 2 behavioral interventions and continuously developing positive Tier 1 strategies.

**End of Year: June 20, 2014**

Principal Signature \_\_\_\_\_

Date \_\_\_\_\_