

# SCHOOL WIDE BEHAVIOR PLAN

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

School Name Ozona 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.

- **Benchmarks of Quality Score: 89/107 = 83%**
- **Engagement Data (attendance/suspension/etc):**
  - [https://pbsis.fmhi.usf.edu/users/pbsis\\_login.aspx](https://pbsis.fmhi.usf.edu/users/pbsis_login.aspx)
  - **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).
- **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. \*\*\***

  - Review our CHAMPS school wide expectations
  - Review and Adjust CHAMPS in the common school areas.
  - Provide school wide professional development for teachers on CHAMPS in their classroom.
- **Attach or insert your School-wide Guidelines for Success/Expectations:**
  - **CHAMPS chart and expectations: in class and common areas. Depending on situation.**
- **Attach or insert your Common Area Expectations/Rules:**

**CHAMPS Chart and expectations as listed on chart:**

**Transitioning**

**C- Level 0      Silent**

**H Raise hand to ask for assistance**

**A Walking**

**M Single file line**

**P Being respectful of adults, peers and environment**

**S Success**

**Cafeteria:**

**C Level 2 conversation level**

**H Raise Hand for help**

**A Eating Lunch**

**M Stay in seat unless otherwise directed by an adult**

**P Eating while using good manners**

**S Success**

**Car, Van or Bus Riders**

**C Level 1 Whisper voice**

**H Raise hand if needed**

**A Waiting appropriately for car/van/bus**

**M Stay in dismissal spot**

**P Listen for your name, watch for your car/van/ bus.**

**S Success**

- **Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.**
  - **Meet with grade levels during lunch blocks and discuss CHAMPS expectations.**
  - **Will be on the morning news show and review CHAMPS. This will be every Monday.**
  - **School Counselor will conduct lessons using CHAMPS**
  - **Each classroom will have a set of CHAMPS expectations**
- **Attach or insert the planned and/or established Reward/Recognition System:**
  - **Monthly Osprey Celebration recognizing individual students.**
  - **Individual tickets reinforcing appropriate school wide behavior**

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

- **CHAMPS will be used school wide and in the classroom**
- **Teachers will align classroom management system to school wide plan.**
- **Priority system is in place and reviewed throughout the year.**
- **The RtI team reviews data monthly and assists with plans for students in need.**
- **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).**
  - **Priority 3: low level behavior within the classroom. An administrator or behavior specialist will go to the room within a few hours. Teacher will deal with the behavior and have contacted the parent.**
  - **Priority 2: This is a more severe behavior or disruption within the classroom. An administrator or behavior specialist will come to the room within one hour.**
  - **Priority 3: This is severe and means that the child is out of control. The children in the class may be removed from the classroom and the CPI 2 team goes into the classroom.**
- **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.**
  - **The SBLT meets monthly and reviews school wide data**
  - **The data reviewed are: referrals, generated on priority 1,2, or 3.**
  - **The RtI team reviews data such as: PBIP, FBA, and priority data and help make recommendations and create plans.**
  - **Information is reported to SAC and PTA.**

**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. CHAMPS was reviewed in August.
2. Once a month at PLC, CHAMPS will be reviewed. Data will be reviewed and plans adjusted.

**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**

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

Principal Signature Kerry Apuzzo

Date \_\_\_August 14, 2013\_