

SCHOOL WIDE BEHAVIOR PLAN

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

School Name Pasadena Fundamental 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: 99/107 = 92%
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. Reduce the number of Other Incidents
 - i. Other Incidents is a category that was used last year for behavioral occurrences that violated fundamental guidelines. Staff will utilize the school wide expectations on a continuous basis with all students. All staff members, while ensuring that they are aligned to the school's reward and recognition systems that are in place, will utilize positive reinforcement strategies.
 - b. Reduce the number of referrals for Defiance/insubordination
 - i. 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 expectations on a continuous basis with all students. All staff members, while ensuring that they are aligned to the school's reward and recognition systems that are in place, will utilize positive reinforcement strategies.
 - Reduce the number of referrals for Profanity.
 - i. Profanity is the use of language that is not acceptable to school and social standards. Staff will utilize the school wide expectations on a continuous basis with all students. All staff members, while ensuring that they are aligned to the school's reward and recognition systems that are in place, will utilize positive reinforcement strategies.
4. Attach or insert your School-wide Guidelines for Success/Expectations:
(SEE ATTACHMENT)

5. **Attach or insert your Common Area Expectations/Rules:**
(SEE ATTACHMENT)

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

7. **Attach or insert the planned and/or established Reward/Recognition System:**
Teachers will have a classroom reward/recognition system that is uniformed by grade level that is also aligned to the school wide PBS expectations/rules.

8. **Attach or insert the plan to align classroom management systems with the school-wide behavior plan.**
PBS Lessons for behavioral expectations are included in the teachers' lesson plans. The lessons are taught and reinforced periodically during the year.)

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).**
(SEE ATTACHMENT)

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.**
Behavior data will be reviewed at SBLT meetings using the discipline records recorded within Focus SIS.

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. ___ PLC Meetings will address grade level needs and the SBLT will conduct training(s) based on the identified needs _____

2. _____

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.

Mid-year: February 21, 2014

Currently Pasadena Fundamental is making progress with reducing the number of referrals for the three identified area's. From the start of the school year to current there have been three discipline referrals written versus five last year.

End of Year: June 20, 2014

Principal Signature_____

Date_____