

SCHOOL WIDE BEHAVIOR PLAN

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

School Name Pinellas Central 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: 81/108 = 75%
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 – Avg. 50 absences per day
 - ii. Timeliness- tardies up by 20 %
 - iii. Referrals - 182
 - iv. Suspensions (both In- and Out-of-School) – Total: 41 In-school: 16 Out-school: 25

End of year data 2013-2014 25 out of school suspensions which represented 11 students

- o 22 of the suspensions were for aggressive behavior towards an adult or students
- o 3 of the suspensions were for weapons

- 16 In-school suspensions
- 43 office referrals which represent 29 students with the majority from primary grades
- School-wide behavior team responded to 291 Level 1 calls (defined as needing immediate assistance for the safety of the student or others) which represented 26 students

3. Using the results from EDS School-wide Behavior Plan, as well as your baseline 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 and to increase engagement for all students. *

Data analysis further indicates the following infractions in ascending order with the most frequent behavior of note first: Aggressive behavior (student striking another student) most frequent behavior concern; followed by misconduct on the bus. Remainder of referrals were for stealing profane or obscene language ;defiance ;with random acts of misbehavior, such as fighting ;bullying;defiance ;and other misconduct behaviors .

- a. Goal: Reduce students striking/aggressive behavior towards other students/adults
Assumption: Lack of supervision and/or lack of student understanding of appropriate behavior when dealing with conflict or perceived conflict
Assumption: Students engage in brief or low intensity failure to respond to adult requests
Assumption: Students lack problem solving skills/strategies
Strategy: Students will be taught to follow classroom rules
Strategy: Students will be taught socially acceptable behavior

Strategy: Students will learn to develop intrinsic motivation

Strategy: Peer mentors

b. Goal: Reduce misconduct behaviors on bus

Assumption: Students engage in brief or low intensity failure to respond to adult requests

Strategy: Students will be taught socially acceptable behavior

Strategy: Students will be taught to follow school wide rules/expectations

Strategy: Rotating Bus Patrols

Strategies to decrease discipline GAP between Black/nonblack students and to increase engagement for all students:

- a. Guidance lessons will address problem solving skills and socially appropriate behavior
- b. Continue to implement Olweus Bullying Prevention strategies
- c. Continue to monitor and analyze discipline and attendance data
- d. Increase positive to negative student interactions
- e. Increase multi-cultural education

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

- Be responsible for yourself and your actions
- Be respectful of everyone
- Be motivated to do quality work
- Be honest to yourself and others

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

Cafeteria

- stay seated safely
- use inside voice
- keep hands and feet to yourself
- keep your area clean

Hallway

- straight
- silent
- single file
- sight

Bathroom

- clean up after yourself
- use quiet voices
- return to class immediately
- be safe
- if bathroom is a mess let your teacher know right away

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

During the first week of school, as a part of the beginning of the year classroom procedures, every teacher shared the common rules for the school and classroom. School wide rules are posted throughout the building and common area rules are reviewed on morning announcements during the first week of school and then throughout the year as needed. In order to begin to develop the home/school

relationship, all classroom teachers called each student's parents to welcome them to their classroom during the first week of classes. Additionally, all students were included in school wide assemblies to welcome new students to our school, to discuss expectations and behaviors, and briefly discuss the anti-bullying policy. Multiple PSA's were viewed on the morning news .

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

- Star Student –individual student monthly recognition
- Cafeteria “Lunch Bunch” Reward”—class recognition
- WOW!—PE reward for individual students
- Classroom reward systems
- Frequent positive parental contact via phone, conference or agenda

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

The following criteria was given to classroom teachers regarding setting up classroom rules: rules should be limited to 3-5 that fit within the guidelines for success, rules should be positively stated, rules should be aligned with the mission of the school, and rules should clarify criteria for success. It is the expectation that teachers that are teaming have the same rules and that rules also be developed for Reading University (intervention time). Classroom rules and behavior management plans were submitted to administrators for review. All rules and expectations are to be clearly posted and reviewed during class meetings.

h. 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).

During pre-school 2012/13, after reviewing the previous year's data analysis of the discipline referrals and Level 1 calls, the leadership team determined that the Level 1 call was being misused for general classroom disruptions. Teachers are expected to handle daily classroom discipline through positive phone calls/notes home. The focus this year is to continue to take a positive approach to discipline in the school. Level 1 calls to the front office are to be for severe disruptions when the child is in danger of harming self or others and immediate assistance is required. At this time, teachers are in the learning process of the new expectations for classroom discipline.

2013-2014 Behavior and Discipline Policy

Goals:

- Reduce the number of referrals
- Increase parent involvement through personal communications
- Increase student motivation
- Provide 5:1 positive comments to eliminate behavior issues
- Use classroom meetings (at least monthly) to prepare the class to ignore minor behaviors
- Decrease absences and tardies

Steps for Teachers:

- Document concerning behaviors on provided tracking sheet for at least 5 days
- Look for patterns: what happened just before/how long does behavior last
- Request informal meeting with SBLT
- Teams meet during pre-school with Leadership team to discuss behavior/academic concerns
- If minor hands on behaviors (pushing, falling onto another students) teacher call home and document call on conference form

Strategies for Teachers:

- Work Refusal: Teacher provide incentives; work 1:1 with student to assess for understanding; give extra time; give student choices
- Bad Mood, Upset, Visually Upset: Teacher talk to student 1:1; offer peer mediation; send student to peer teacher
- Attention Seeking Behaviors: Teacher give only positive attention; frequent immediate reinforcement; proximity control; give student a job

Referrals:

- Only written if the offense is a severe violation of the Student Code of Conduct
- Students with In-School Suspensions (ISS) will spend the day in a lower grade level. Teachers are required to partner with a teacher one grade lower.
- Kindergarten will be dealt with by administration.

Level 1:

- Imminent harm to self or others (ex: throwing furniture, fighting, physical aggression)
- Leaving confines of classroom and sight of teacher at any time
- SEVERE classroom disruption (ex: cursing, screaming...only Level 1 after teachers attempts de-escalation strategies)
- Weapons (ex: student attempts to ignite the classroom)

Reporting Level 1:

- Call to office with student name and offense
- Office staff will record the call on sheet and notify responders
- Office staff will record responder name

Responses to Levels:

- Level 1:
Order of Responders: Walsh, Endicott, Koser, Rentz
- Level 2:
Guidance, Social Worker
- RtI contact:
Koser

Level 2:

- Student is in need of student services (ex: student appears distressed; needs to speak to someone; death in family; etc.; Teacher gathers initial information and relays to Guidance)
- Level 2 calls will not be a call to the Office or Guidance
- Level 2 requests are made by email with Level 2 in the subject line or hand written note for documentation/tracking

i. 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 weekly to address behavior, academic, and student attendance concerns.

During this time data for each of the above concerns are addressed.

- The SBLT team is re-addressed the process and definition of a Level 1 call and the requirement for an office referral as well as, reviewed the guidelines for success. SBLT determined August 2012, that every Level 1 will not result in an office referral. Sometimes a Level 1 call needs support, but if student regroups self, referral may not be required.

- Goals for the 2013-14 school year include: continue implementing the initiative to track positive interactions on a 5 to 1 ratio.
- The SBLT is collecting data on the number of students going home on Red each month. This information will be analyzed for the purpose of working with teachers and students. School wide data will be shared with staff and families.
- The SBLT has implemented a protocol to share school wide behavior data with the staff on a regular basis.
- End of the day dismissal expectations revisited by the SBLT, with follow-up recommendations to be shared with the staff. Revisions throughout the year as needed.

List of Projected Staff Training to promote an understanding and implementation of RtI: Behavior strategies for 2012-2013. Include specific professional development aligned to improving social behavior at the school-wide, classroom, and subgroup levels.

1. Olweus Training as needed
2. CPI and/or Champs training as needed.
3. SBLT/PBS will determine training for staff during September committee meeting
4. Modeling and coaching provided as needed for staff and students

Evaluation/PDSA

Please provide a statement describing the status of the school's goals at the following intervals, and forward a copy to your Region Superintendent.

Mid-year: February 21, 2014

End of Year: June 20, 2014

Principal Signature _____

Date _____