

# SCHOOL WIDE BEHAVIOR PLAN

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

School Name Plumb 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: 92/107 = 86%**
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).
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 referrals from 150 to 100
    - Review and revise school-wide behavior expectations (attached)
    - Implement and teach school-wide behavior expectations
    - Create class rules based on school-wide expectations
    - Communicate to parents through newsletters, open house, connect ed)
    - Make sure school expectations are posted in all areas
    - Ensure that a common language for expectations is used across the campus
    - Implement a Peer Mediation Program
    - Monitor for a gap between black and non-black students
    - 1-2 students per class are sent on a "KIDDO" to recognize positive behavior and character traits
    - Plumb Character tickets are given out to students by staff members for demonstrating the Commitment Character word of the month, awards are given to classes at various increments
  - b. Decrease the number of students missing 10% or more of instructional time from 79 to 50
    - Inform parents of importance of bell to bell daily instruction through newsletter, connect ed, open house
    - Adapt attendance letter used to include "Your child has missed \_\_\_\_ days of valuable instruction."
    - Work with plant operations to develop a cleaning checklist and improved cleaning routine
    - Increase available sanitizer

c. Improve the overall cafeteria experience for students (decrease number of students put in timeout, sent to office, or receiving referrals as well as increase number of students with positive ratings of cafeteria on a survey)

- Healthy foods initiated for students and staff
- Create a positive environment supporting socialization- being developed by cafeteria manager
- Student Council will create a presentation for appropriate cafeteria behaviors
- Safety processes will be reviewed, revised, taught, posted, and monitored

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

- (previously attached)

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

- (previously attached)

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

- (previously attached)

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

- (previously attached)

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

- Teachers complete matrix of aligning school-wide expectations and class rules
- Previously attached form

**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).**

- (in progress of revising and developing)

**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.**

- See attached Tier 1 Behavior data collection form used once a semester and reviewed by SBLT to create small groups, Tier 2 interventions, or provide teacher support

**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. First week, review new expectations with staff and students

2. First week of September, provide teachers with RTI processes

3. PD of strategies from Culturally Proficient Schools and A Framework for Understanding Poverty

4. Tier 1 Behavior data Collection reviewed by SBLT to initiate teacher and or student support
5. CST will meet consistently and follow up with parents of students with attendance concerns

### **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**

All of the following steps have been taken towards the goal of decreasing the number of referrals from 150 to 100:

- Review and revise school-wide behavior expectations
- Implement and teach school-wide behavior expectations
- Create class rules based on school-wide expectations
- Communicate to parents through newsletters, open house, and connect ed
- Make sure school expectations are posted in all areas
- Ensure that a common language for expectations is used across the campus- this was shared at assemblies for each grade level with the principal
- At this time, there is no gap in behavior between black and non-black students so we will continue to monitor
- 1-2 students per class are sent on a "KIDDO" to recognize positive behavior and character traits
- Plumb Character tickets are given out to students by staff members for demonstrating the Commitment Character word of the month, awards are given to classes at various increments
- 61% of classes earned C2C step 1 of reward

All of the following steps have been taken toward the goal of decreasing the number of students missing 10% or more of instructional time from 79 to 50:

- Inform parents of importance of bell to bell daily instruction through newsletter, connect ed, open house
- Adapt attendance letter used to include "Your child has missed \_\_\_\_ days of valuable instruction."
- Work with plant operations to develop a cleaning checklist and improved cleaning routine
- Increase available sanitizer
- CST meets twice a month to review attendance and follow action steps: phone call, letter, conference, 3-day letter, Tips referral

All of the following steps have been taken toward the goal of improving the overall cafeteria experience for students (decrease number of students put in timeout, sent to office, or receiving referrals as well as increase number of students with positive ratings of cafeteria on a survey):

- Healthy foods initiated for students and staff
- Create a positive environment supporting socialization- being developed by cafeteria manager
- Safety processes will be reviewed, revised, taught, posted, and monitored
- Behavior plan developed for classes to receive recognition for "green" days in the cafeteria
- 100% of classes earned step 1 of reward
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Principal Signature: Sandy Kemp

Date: 2/21/14