SCHOOL WIDE BEHAVIOR PLAN

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

School Name: Safety Harbor 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: 66/107 = 62%**

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 - 153**
      iv. **Suspensions (both In- and Out-of-School) – (6 In-School) (12 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. **Pre-school and summer trainings for implementation of common language.**
   b. **Distribution of posters and visuals displayed in all classrooms to promote common language and character education.**
   c. **Pre-school trainings and work in PLC on developing, implementing, and promoting classroom mission and vision.**

4. **Attach or insert your School-wide Guidelines for Success/Expectations:**
   - **Safety First at Safety Harbor Elementary**
   - **The 3 R's**
   - **Respect**
   - **Responsibility**
   - **Ready to Learn**

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

   Cafeteria:
   - **keep hands and feet to self, remain at table**
   - **use inside voice and use trash cans**
   - **keep area clean**
   - **listening**

   Hall Rules:
   - **always walk on the right and walk in groups of two or more**
   - **stay focused on getting from one destination to another**

   Commons/Playground Rules:
   - **keep hands and feet to self**
   - **use kind words, share equipment**
   - **putting equipment away**
   - **listening for teachers name to line up**

   Restrooms:
   - **keep feet on the ground**
   - **use trash cans, keep it clean and working**
   - **wash your hands**

   Bus Area Rules:
   - **walk to assigned bus**
   - **hands and feet to self and kind words**
   - **checking in with bus assistant**

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

7. **Attach or insert the planned and/or established Reward/Recognition System:**
   (See attached Turtle Time)

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

   ### Tier 1
   - Classroom behavior plan
   - Guidelines for Success (GFS) Safety 1st at Safety Harbor & 3 R's
   - Positively stated class expectations posted in the classroom
   - Consequences/positive recognition(rewards) posted in the classroom

   ### Tier 2
   - PLC
   - See form attached, give copy to Goza/Dall
   - Implement intervention discussed

   ### Interventions Successful
   - Continue interventions then fade

   ### Interventions Not Successful
   - Submit data to Goza/Dall

   ### Interventions Not Successful
   - New Tier 2 intervention or
   - Go to Tier 3 FBA/PBIP

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).**
   (Also see Behavior Flowchart attachment)

Behavior Referrals
When to write an office referral?

Physical Aggression=hitting/fighting

Inappropriate language= verbal threat, profanity, verbal abuse of another, excessive talking out

Refusal to complete classwork

Under description of behavior, tell what happened, what was expected, and when it occurred.

Check what alternatives have already been attempted.

DO NOT write the other students name on the referral. The referral will be sent home for parent signature. The white copy is for the parent, yellow returned to office, and pink is teacher's copy.

Office Referral Definitions

Minor Problem Behavior	Definition
Inappropriate Language	Student engages in low-intensity instance of inappropriate language.
Physical Contact/ Physical Aggression	Student engages in non-serious, but inappropriate physical contact.
Defiance/Disrespect/ Non-compliance	Student engages in brief or low-intensity failure to respond to adult requests.
Disruption	Student engages in low-intensity, but inappropriate disruption.
Off-Task	Student engages in activity not related to the activity directed by teacher.
Other	Student engages in any other minor problem behaviors that do not fall within the above categories.

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.**
- **All major incidents/referrals entered into the computer – aggregated at the end of the month to look for patterns of students, environment (classroom, lunch, PE, etc.) and time of day.**
- **SBLT reviews the data, develops graphs, and problem solves a plan.**
- **Data and plan to be shared with staff during staff meetings and grade level data meetings.**

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.   Common language implemented through use of a progression scale (4,3,2,1) to monitor daily academic and behavior progress. Staff training and follow-up coaching during staff meetings, grade level PLC, curriculum meetings, and administrative walkthroughs. Plan to conduct a staff survey mid-year to monitor progress of implemented behavior expectations/programs.

2.   Character Education promoted through news show, visuals, and books related to character word of the month. Staff training and follow-up coaching during staff meetings, grade level PLC, curriculum meetings, and administrative walkthroughs. Plan to conduct a staff survey mid-year to monitor progress of implemented behavior expectations/programs.

3.   Development, implementation, and promotion of mission and vision in classrooms to drive instruction for all students. Staff training and follow-up coaching during staff meetings, grade level PLC, curriculum meetings, and administrative walkthroughs. Plan to conduct a staff survey mid-year to monitor progress of implemented behavior expectations/programs.

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_____   Date_____