

SCHOOL WIDE BEHAVIOR PLAN

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

School Name_ Sandy Lane 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: $102/107 = 95\%$
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. Teachers will consistently implement the Expectations and Guidelines for Success using PBS and CHAMPS:
 - i. All teachers will teach the school wide expectations.
 - ii. All teachers will model appropriate behavior and implement the 5:1 ratio of positive to negative interactions.
 - iii. All staff will focus on finding students who are following the guidelines to success.
 - iv. Students will come to school prepared to learn and they are expected to be in uniform.
 - v. Grade levels will work together to establish "pod" guidelines and expectations.
 - vi. Teachers will use best practices to keep students actively engaged in learning
 - vii. Our school will utilize CHAMPS to create a structured classroom with clearly defined processes.
 - viii. Teachers will utilize the Shark Shillings as a primary reinforcer for our students. Student will earn the shillings and will be allowed to "shop" at the Shining Shark Store weekly.
 - ix. CHAMPS posters will be made for all subjects, specials, and processes in the classroom. These will be provided to the teachers.

- x. **Weekly engagement walkthroughs will be conducted. Feedback will be provided to the teachers and to the SBLT team. The SBLT will focus on how to improve engagement based on the data.**
 - xi. **Teachers will provide additional interventions and support as needed for students.**
- b. **Second Step Curriculum will be implemented with fidelity in all classrooms.**
- i. **Grades K-5 will teach Second Step Daily.**
 - ii. **They will present a minimum of one lesson (topic per week) and they will utilize read a louds/ class meetings/demonstrations to help the students learn the topic.**
 - iii. **Bullying will be covered as well through this curriculum. They will learn about empathy and the steps to identify how to assist others who are being bullied.**
 - iv. **Fidelity walk-throughs will occur twice a month and the Second Step checklist will be used.**
 - v. **Data will be reviewed at the SBLT team and through team leaders.**
- c. **Strategies to decrease the discipline gap:**
- a. **Teachers will incorporate the use of class meetings daily.**
 - b. **Incorporate lessons based on students preferred learning styles.**
 - c. **Implement high effect size strategies**
 - d. **Utilize alternatives to suspension**
 - i. **Alternative bell schedule**
 - ii. **In class coaching**
 - iii. **Lunch detentions**
 - iv. **Alternative p.e.**
 - e. **In class guidance lessons**
 - f. **Continue implementation of the Second Step Program**
 - g. **Continue to implement the girlfriends groups.**
 - h. **Teachers will use best practices to keep students actively engaged in meaningful learning activities.**
 - i. **Continue implementation of STEPS.**
 - j. **Implement 5000 Role Model program**
 - k. **Girls on the Run Program**
4. **Attach or insert your School-wide Guidelines for Success/Expectations:**

Self-Motivation

Honesty

A+ Attitude

Responsibility

Kinship

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

SCHOOLWIDE RULES

1. **Keep hands, feet, and objects to yourself.**
2. **Actively participate in all learning.**
3. **We will not bully others.**
4. **We will help students who are being bullied.**
5. **We will include students who are left out.**

SCHOOLWIDE ATTENTION SIGNAL

“May I have your attention please?” – This signal is to be taught to all students and is to be used in all settings. When an adult says “May I have your attention please?” students are to stop what they are doing and raise their hand and look at the adult.

Arrival Expectations:

School Wide Expectations	School Wide Rules
Self-Motivation	Keep hand, feet and objects to yourself.
Honesty	
An A+ Attitude	Talk in a level 0 voice.
Responsibility	Follow adult directions.
Kinship	Sit quietly in the bus hallway or head straight to breakfast. Stay in cafeteria until bell rings

Dismissal Expectations

School Wide Expectations	School Wide Rules
Self-Motivation	Keep hand, feet and objects to yourself.
Honesty	
An A+ Attitude	Talk in a level 0 voice.
Responsibility	Follow adult directions.
Kinship	Head straight to your destination.

Hallway Expectations

School Wide Expectations	School Wide Rules
Self-Motivation	Walk in the hallways with your hands to yourself.
Honesty	Talk in a level 0 voice.
An A+ Attitude	
Responsibility	Follow adult directions.
Kinship	Head directly to your destination.

Cafeteria Expectations

School Wide Expectations	School Wide Rules
Self-Motivation	Remain in your seats. Raise hand if needing assistance.
Honesty	Tell the truth.
An A+ Attitude	Keep, hands, feet, drinks, and food to

	yourself. Clean up area when you are done eating.
Responsibility	Follow adult directions.
Kinship	Talk in a level 2 voice and clean up after yourself.

Car Circle Expectations

School Wide Expectations	School Wide Rules
Self-Motivation	Stay seated until called on.
Honesty	Talk in a level 1 voice.
An A+ Attitude	Be a shining Shark
Responsibility	Follow adult directions.
Kinship	Keep hands, feet, and objects to yourself.

Bus Circle Expectations

School Wide Expectations	School Wide Rules
Self-Motivation	Keep hands and feet to yourself.
Honesty	Talk in a level 2 voice.
An A+ Attitude	Be a shining Shark!
Responsibility	Follow adult directions.
Kinship	Head straight to your bus.

Bathroom Expectations

School Wide Expectations	School Wide Rules
Self-Motivation	Keep hands and feet to yourself.
Honesty	
An A+ Attitude	Knock and wait to hear if bathroom is available.
Responsibility	Put paper towels in the garbage. Use toilet, flush and wash your hands.
Kinship	Respect Privacy.

CAFETERIA PROCEDURE

Staff is expected to monitor students closely during this time and to utilize this as an opportunity to teach social expectations. Those staff members supervising in the cafeteria will be given a schedule as to their duties. It is important that staff are moving among the tables to prevent behavior issues.

BREAKFAST

A breakfast program is available for all students. All students will eat breakfast in the cafeteria. This also applies if buses arrive late. An announcement is generally made regarding late buses and on these occasions, bus children should not be required to get a late slip. "Breakfast" is not an acceptable tardy excuse for walkers, car riders, and bike riders.

- Students will enter through the Bus Hallway at 7:45 am.
- Students who are eating breakfast are walked down by the individual on duty.
- Students walk single file, conversation level 0 with hands at their sides.
- Students sit on their designated side of the cafeteria.
- Students are encouraged to eat quickly and move to the movie side.
- At 8:20, students will get a bagged breakfast and will go directly to the movie side.
- Students will be dismissed from the movie side of the cafeteria at 8:25.
- Each grade level will send a representative to pick up their grade level students.

LUNCH

- A lunch schedule and table assignments are published annually. Each class is scheduled for a thirty minute lunch period; classes must sit in assigned areas.
- Teachers have a duty free lunch period. Lunchtime supervision is the responsibility of the cafeteria aides. In emergency situations, teachers may be asked to help with supervision.
- Teachers are expected to escort their class into the cafeteria and from the cafeteria according to the published time schedule. Teachers are expected to pick-up their class from the assigned lunch table. Classes arriving late (unless an announcement has been made in reference to delays) must be picked up according to the published time schedule.
- Free and reduced lunch application forms must be sent to the office on the day they are returned by the student.






CAFETERIA RULES

1. Enter calmly and follow all staff directions
2. Use Level 2 voice
3. Remain seated at your table with your class
4. Clean your area when instructed to do so
5. Class exits when instructed by staff

Teachers are expected to supervise students as they walk them to the cafeteria. No class should come to the cafeteria without an adult.

- Students are expected to remain seated at their table for the duration of the lunch period.
- Students must get permission from the cafeteria staff prior to getting out of their seats.
- Students may use the trash cans as they prepare to line up for exiting the cafeteria. Please expect students to maintain a clean cafeteria environment.
- Once food items are selected and students exit the line, they are not permitted to return through the line to get additional food items. Students should be encouraged to pick up condiments, utensils and napkins as they exit the food line. Staff members supervising the cafeteria will provide these items if they should forget something.
- Depending on who is supervising in the cafeteria, students may ask permission to go to the White Box for additional food items. Only 1 student at a time should be out of their seat and the White Box may be brought to the class tables for students to select items.
- Students should be given permission to go to the bathroom **only in emergencies**. Classroom teachers should give students the opportunity to go to the bathroom prior to walking to the cafeteria. If a student is allowed to go to the bathroom, supervising staff should make sure that the student returns to the table in a timely manner.

Cafeteria Expectations

C	Level 2: Partner Talk	
H	Raise hand and wait to be called on	
A	Eating Lunch	
M	Stay in seat. Ask permission to move for restroom etc.	
P	Eat your own food	

CAFETERIA MONITORS

- Each monitor is expected to monitor students for the entire lunch period, rewarding appropriate behavior and attending to inappropriate behavior (eye contact; physical proximity; "moving in" to address misbehavior, etc.).
- Each monitor is responsible for moving the table's cup to reward appropriate behavior. Each table starts on green and can be moved up to blue for excellent behavior. If 3 or more students are not following the rules, and only after a group redirection, the cup can be moved to yellow. If 3 or more of the students continue to make inappropriate choices, the cup would be moved to red. Classes can earn back to a different color.

CLASSROOM TEACHER RESPONSIBILITY

- Teachers will review cafeteria procedures/rules with their class on a regular basis.
- Teachers are to make sure that students are to use the bathroom before lunch.
- Teachers will be on time and pick students up at the red line.
- Teachers will expect students to line up at a CHAMPS level 1.
- Teachers will record the cup color on their block chart in their classroom. The teacher will inform the behavior specialist when their class has earned 15 blocks.

Cafeteria Consequence Options for individual students:

- verbal warning
- moved to another table
- moved to back of cafeteria
- Cafeteria Referral
- Parent contact
- Out of cafeteria

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

Teacher Expectations:

- Teachers will create a risk free learning environment.
- Teachers will maintain high expectations for all students.
- Teachers will create, with their students, class ground rules, my job/your job, class values and a class mission statement that is meaningful and conducive to student achievement.
- Teachers will teach the students the school wide expectations and school wide rules. Teachers will have these posted in the classroom.
- Teachers will maintain a high rate of student engagement by providing lessons that meet students' individual needs.

Guidelines for Success

- ✓ Self-Motivation
- ✓ Honesty
- ✓ An A+ Attitude
- ✓ Responsibility
- ✓ Kinship

All staff recognizes that these Guidelines represent life-long learning goals, as opposed to rules or procedures. Staff will use these "Guidelines for Success" in the following ways:

Corrective behavioral errors

"Trevor, please stop making that noise. To be respectful during a work period requires that you work quietly and not disturb others."

Recognize sustained effort

"Genessa, you have turned in every assignment on time through this entire first quarter. You consistently demonstrate the guideline about being responsible."

Recognize behavioral and academic improvement

"Jacob, your grade in this class is improving consistently since we had that talk about 'Always try.' When you try assignments, even if they are difficult, it makes a difference in how much you learn and in the grade you receive."

Teachers will be provided professional development in pre-school. Teachers will teach the expectations on the first day of school and continue throughout the first two weeks. Expectations will be modeled, reinforced, rewarded, and practiced throughout the year. There will be shark shilling celebrations for students who demonstrated the taught skills. Ongoing professional development will occur throughout the year.

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

REWARDS FOR POSITIVE BEHAVIOR

Research shows that teaching is not enough to change a student's unwanted behavior. Students need to be recognized and rewarded when they meet the expectations. For a behavior change to occur, positive recognition needs to occur four times as frequently as negative recognition.

Shark Shillings

These are to be given frequently for students who are following the rules and guidelines. The students will collect these and will be allowed to spend them in the Shining Shark Store weekly during their designated grade level time in the cafeteria.

"Shining Shark Award"

We give lots of verbal positive reinforcement for students who follow the school wide/classroom expectations. In addition, teachers will give at least two students a shining shark certificate each day to students in their class. The students will bring these to the cafeteria with them to have them signed. They will receive a star on their paper. The students will collect these and will earn prizes/shillings for every 10 collected.

Student of the Week

Each week every classroom teacher will select one student from their class that has demonstrated responsibility. The student will receive a certificate and will be announced on the morning news show.

Student of the Month

Each month we will highlight a character trait. At the end of the month each classroom teacher will choose a student who has demonstrated the trait all month long. The students will have their pictures taken; receive a certificate, and a reward.

Cafeteria Sharks

Each class will start their lunch time on a green cup. They will have the opportunity to earn a blue cup. All green and blue cups will be recorded and placed on the chart. Each green or blue cup equals a green or blue shark. Classes will earn incentives when their class earns the required amount of blue/green sharks.

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

a. Philosophy OF DISCIPLINE – (Statement of Staff Beliefs)

All staff members contribute to Sandy Lane Elementary School's friendly, inviting environment. We set the tone through our actions and attitudes. We will demonstrate our continuous support and encouragement of all students in the following ways:

Staff Beliefs:

All teachers believe that ALL students can learn.

All teachers believe that students come first.

All teachers believe that students should receive a positive behavior management approach.

All teachers should be proactive with behavior and academic instruction.

All teachers believe that school should provide a safe learning environment where everyone is accepted.

b. Classroom behavior plans all include the school wide expectations.

- c. Teachers are focused on recognizing positive behavior.
- d. Teachers will select at least 2 Shining Sharks a day.
- e. Classroom management systems will focus on developing classroom communities and teaching/modeling expectations.
- f. Teachers will use the Shark Shillings as positive reinforcement.
- g. The classroom management will follow the school wide management grid.

8. 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).

The teacher's major responsibility is to teach county-approved curriculum and to prevent misbehavior from interfering with this major responsibility.

The following provides a *framework or structure* for all staff to respond calmly and consistently with appropriate behavioral principles to student misbehavior. Staff should follow this procedure as matter-of-factly as possible when a student exhibits an undesired behavior. ***It is important that teachers and staff first attempt to manage behavior using Prevention and Minor Problem Behavior Correction procedures identified on the preceding pages.*** It is expected that staff follows their classroom management plan and that several interventions are attempted before a behavior call is made. The ***exception*** to this would be incidents in which a student's behavior poses a safety risk or severe disruption to the learning environment in the classroom; this degree of acting out behavior is termed a "Serious Incident" and is treated differently than a minor to moderate problem behavior. The Behavior Hierarchy below is to be used for behaviors that are mild to moderate, that can generally be addressed in the classroom and do not pose a safety risk to others.

· Minor Problem Behavior Hierarchy

Criteria: minor disrespect or disruptions, brief refusal of directions or consequences, etc.)

STEP 1: Prevention and Minor Behavior Problem Behavior Correction Procedures

- Strategies include: Precorrection, proximity, antiseptic bounce, 1 to 1 assistance, seat change, social skills cue, interest boosting, etc.

STEP 2: Refocusing

- **Positively restate expectations.**
- Student receives a *formal* verbal prompt or nonverbal cue and is directed as to what "to do".
- Be sure to reinforce the student if complies/self-corrects.

STEP 3: Cool Off

- **A predetermined area in a classroom where the student may sit;** not intended to be punitive
- This intervention may be teacher or student initiated; the length of time should be fairly brief.

STEP 4: Time Out

- An area inside the classroom; a time out removes the student from the reinforcing setting or situation to a non-reinforcing setting for a period of time. Avoid talking to the student or providing undo attention; however, the time-out area needs to be supervised and monitored.
- A time-out is typically teacher initiated and should not exceed 1 minute per

student's age of appropriate quiet time,

- No work is done in time out
- *It is recommended that staff use a timer to keep the implementation of this procedure as objective as possible.*

Staff may choose to write an **Incident Report** to document the minor behavior and to serve as notification to the parent/guardian. In addition, phone calls should be made to the parent/guardian if necessary. Incident Reports do not have to be signed by an administrator. All Incident Reports are entered into a data base that is reviewed weekly/monthly by the SBLT.

BEHAVIOR REFERRALS:

A **Behavior Referral** is **RESERVED** for certain severe behaviors. *These behaviors do not require a warning or for staff to follow the Minor Problem Behavior Hierarchy; they result in automatic consequences and a call to the Behavior Specialist can be made immediately if needed.*

Severe behaviors need to be interrupted immediately; students engaging in these behaviors should be directed to a Time-Out room in the classroom or the staff should call for a behavior specialist depending on the nature of the situation. There are occasions when the classroom may need to be evacuated while still monitoring the acting out student to ensure safety. The following problem behaviors constitute a Behavior Referral:

- Ⓟ Severe Disruption/Campus Disruption
- Ⓟ Threat/Intimidation/Verbal Aggression
- Ⓟ Fighting/Physical Aggression
- Ⓟ Out of Area/Unauthorized Location
- Ⓟ Destruction/ Property Damage
- Ⓟ Other as based on the Pinellas County Schools Student Code of Conduct

The Sandy Lane Staff who observe the behavior are responsible for writing a **Behavior Referral** and sending it to the Behavior Office. At that time, an administrator will follow up with an investigation and decide on the consequences for the student(s). Students should not be sent up to the Office without proper paperwork. All Behavior Referrals are entered into the District data base by the Data

Management Tech and this data is reviewed weekly/monthly by the SBLT and Leadership Team.

IN SCHOOL SUSPENSION (ISS) occurs when a student is placed in another classroom for a specified amount of time. Classwork needs to be sent with the student so that they can continue to work on their academics.

OUT OF SCHOOL SUSPENSION (OSS) occurs when a student is not allowed to come to school for a specified amount of time. Parents may request classwork for the students to work on at home. Students who are in OSS are not allowed on school board property.

BEHAVIOR CALL PROTOCOL

It is often necessary to request assistance through the front office for students in the classroom setting or on campus due to behavioral issues. When a call for support is made

to the front office or via the radio, the student is typically at a defensive stage of crisis development; behaviors at this stage may include challenging authority, inappropriate language and hostility. Given the potential volatility of the situation, it is important that staff is as succinct and professional as possible when calling making a behavior call. The following are good examples:

“Behavior call to Mrs. Smith’s room”

“A behavior specialist is needed in Mrs. Smith’s room”

“Johnny has requested to speak to the behavior specialist - not an emergency”

“Priority Call to Mrs. Smith’s room”

Please remember that once the call for a behavior specialist is made it is critical to disengage from the acting out student as much as possible and as is professionally reasonable. This also applies once the behavior specialist arrives to assist; be as brief as possible in stating what needs to happen at that moment. Keep directives to the behavior specialist as short and professional as possible, such as “Johnny needs to go to the Tension Reduction Center”.

It is best practices to speak privately to the behavior specialist about a student’s actions and the resulting consequences. It is critical to REFRAIN from elaborate descriptions during a behavior call or when the behavior specialist arrives. In addition, once a behavior specialist responds to a call, responsibility for addressing the student is handed over to them. The goal for the instructor/staff is to restore the learning environment as quickly as possible. In cases when the student needs to leave the room due to behavior issues, the behavior specialist will return to obtain details related to the situation after the student has been placed in another monitored location.

Only administration is allowed to call campus police. These incidents may immediately result in an Out-of-School Suspension or other consequence at the discretion of the administrator.

Sample behaviors are, but not limited to:

Classroom Minors (Level 1 Incidents)

Refer to Consequence Grid for sample interventions and Behavior Flowchart.

Level 1 Incidents	
<ul style="list-style-type: none"> • Not following directions • Running in hallways • Laughing at/sneering • Excessive talking • Teasing/ put downs • Inappropriate language (excludes profanity) • Dress Code Violation 	<ul style="list-style-type: none"> • Eye rolling • Interrupting • Name calling • Inappropriate use of materials (throwing books, tearing supplies) • Leaving assigned area (but stays in classroom) • Mocking

Classroom Minor (Level 2 Incidents)

Handled at the teacher level with Incident Report Form completed.

Level 2 Incidents	
<ul style="list-style-type: none"> • Inappropriate gestures or language • Excessive Taunting • Refusing to work 	<ul style="list-style-type: none"> • Throwing objects • Class Disruption • Disrespect to Adult (Back talking/

<ul style="list-style-type: none"> • Cheating, lying, untruthfulness • Defiance • Physical Aggression (hitting, punching, hair pulling) • Verbal Aggression 	arguing)
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Office Majors (Level 3 Incidents)

Direct office referral. Refer to Behavior Flowchart.

Level 3 Incidents	
<ul style="list-style-type: none"> • Fighting (all active parties) • Ethnic slur • Obscene gestures • Biting/Spitting on people • Inappropriate touching • Damaging property 	<ul style="list-style-type: none"> • Bullying (excessive threatening/taunting) • Stealing • Excessive use of profanity • Pulling fire alarm

Office Majors (Level 4 Incidents) – Zero Tolerance

Direct Office Referral. Refer to Behavior Flowchart.

Level 4 Incidents
<ul style="list-style-type: none"> • Drugs • Weapons • Leaving school grounds • Assault with intent to fight with another student.

INCIDENT REPORT PROCESS

Incident reports are given for most minor problems. It is a form of progress monitoring of student behavior incidents. Three interventions should be implemented before writing an incident report. We understand that it is perfectly normal for students to make poor choices occasionally. We do not necessarily call parents after each incident report is written because we believe that most students are capable of turning their behavior around if they are given the chance to do so. However if students receive a few incident reports, for the same behavior, after a short period of time, then we will communicate that to parents. Classroom teachers will keep the yellow copies for documentation purposes. The white copies are to be sent home to parents and when returned with a signature stapled to the yellow copy. The pink copies are to be turned into the incident report box (located near teacher mailboxes). Incident reports are not monitored by the administration.

OFFICE REFERRAL PROCESS

Prior to an Office Discipline Referral (unless for a crisis situation):

1. Parents and students must know about teacher/school expectations and procedures.
2. At least three strategies/interventions must be implemented to stop the inappropriate behavior prior to writing referral.
3. Teacher/teacher assistant/staff member must document unacceptable behaviors and consequences imposed.
4. Students are to stay in the classroom unless safety is an issue.
5. Referrals are to be sent to the Behavior Office and administration will send for the student as soon as possible.

6. Once referral is written administration will handle parent contact.
7. Administration will determine consequence and put copy of referral in a teacher's mailbox.
8. Referrals must have the name of person writing referral. Referrals without names will NOT be processed.

****Students will return to class when deemed appropriate by administration. Rapport should be reestablished when student returns to the classroom. ****

Crisis Situation

A Crisis situation is when immediate response is needed by administration and/or crisis team and a potentially unsafe environment is created.

- Call office for immediate assistance.
- Removed class into hallway or neighboring classroom.
- Write office referral.

NO TEACHER HAS THE RIGHT TO DO THE FOLLOWING:

- Yell at students punitively.
- Touch students in a negative manner.
- Make unkind remarks to students regarding themselves or family members.
- Not deal appropriately with inappropriate student behavior.
- Put student or a student's desks out in the hallway.

- 9. 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.**

Data will be reviewed weekly at our MTSS meetings. This includes incident reports, referrals, behavior calls, and any concerns brought forth to the team. Patterns will be identified and the team will problem solve solutions. Team leaders and Foundations team will bring that information back to the teams for problem solving. Additionally, weekly behavior data updates will be included in the weekly SOS from administration. Teachers will share classroom data with their students. There will be incentives for students to continue to stay in class and on task with targets for reduced number of incidents.

The behavior specialist will enter data daily. Incident reports are entered into excel weekly. Behavior calls are logged as they are called in to the office.

List of Projected Staff Training and follow-up coaching to promote an understanding and implementation of positive & proactive multi-tiered systems of support for 2012-2013. Include specific professional development aligned to improving social behavior at the school-wide, classroom, and subgroup levels.

- 1. CHAMS, Bullying Prevention, and PBS (Pre School, August 14th)**
 - a. Coaching follow up will occur through PLC's and in class coaching**
 - b. At least twice a month feedback to individual teachers on implementation of CHAMPS and PBS**

2. **Second Step August 15th (for first year teachers)**
 - a. **Refreshers will occur during professional development Monthly**
3. **Book Study on Highly Engaging Classrooms by Marzano- Ongoing throughout the year.**
4. **Class Meetings Professional Development – September (second Tuesday morning p.d.) Then ongoing support through PLC's.**
5. **On going training of MTSS. All team leaders are a part of our MTSS team. We are using a train the trainer type model. Giving team leaders weekly training and team leaders bring it back to their team. We also have ongoing whole staff training scheduled throughout our weekly professional development.**

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

GOAL A . Teachers will consistently implement the Expectations and Guidelines for Success using PBS and CHAMPS.

Currently 85% of our teachers are consistently meeting the expectations for this goal. 100% of our teachers are striving to implement the 5:1 ratio of interactions, focusing appropriate behavior while trying to implement best practice on how to re-engage students who are off task or not following directions. 100% of our staff teaches, models, and reinforces our guidelines to success and school wide rules.

Even with that consistency of implementation, our infraction count is currently higher than our set target of reducing our referrals by 10%. We have analyzed our data and have determined there are several causes. First, we have significantly raised the rigor of our instruction. Second, we have been consistent with our expectations of non-negotiables for severe behavior. Fighting, campus disruptions, class disruption (where learning of others is impeded), and bullying behaviors are not acceptable on our campus. Student safety is our priority. Lastly, we had many new students join our school this year. This has also led to time to teach, re-teach, and maintain our expectation of our high standards. Of our 284 infractions, students with 5 or more infractions comprise 3.6% of our student population. We are working with our student services team and our MTSS team to identify strategies to support the 19 students with frequent infractions to help them back on track and to ensure they are receiving appropriate support. 6.9% of our students have had 3 or more infractions. 3-7% is consistent with the RTI model of students who need tertiary support. There are 85 out of school suspensions and 35 in school suspensions. With continued focus on CHAMPS and PBS, we have identified a need to reinforce our Tier 2 strategies for behavior. We have worked with the district team and have scheduled training for the first three Tuesdays in March. This training will be led by Jenna Sage and is focused on Tier 2 interventions for teachers to be able to use in the classroom to support students and to help prevent severe behaviors. The teachers will follow up with their PLC's to

continue the learning each week by trying out a strategy and then reflecting upon that strategy during PLC's.

During this school year, 100% of our students have earned the privilege to shop in our school store utilizing the shillings that they have earned. Each week, at least 95% of our student population earns the privilege of shopping. All students earn shillings based on their behavior daily. The school store is opened weekly for all students.

Student of the month: 1 student from every class is selected each month as student of the month.

Student of the week: 1 student from every class is selected as student of the week.

Shining Shark awards: A minimum of two students are awarded shining shark awards daily from each class. The shining sharks are celebrated daily with Mrs. Bennett, Mrs. Clifton, or Mrs. Dedert. There is a shining shark area where the students bring their award, the adult cheers/congratulates and writes a star on their paper. High fives are given and the adult encourages the behavior that was circled on the paper by the teacher writing the award.

Our Girlfriends and Girls on the Run clubs are both at capacity for students that are able to participate based on teacher/student ratios. Our Girlfriends Program has a capacity for 30 students. The girls work on life skills and self-esteem. The Girls on the Run program began second semester. The girls involved are excited about being at school and about participating in the program. Teachers have noted that the girls related their learnings to classroom situations. The girls are proud to wear the hair ties they earn for running a mile. They proudly wear them in their hair each day to school and are eager to explain to how they earned the bands to anyone who asks. Last year, all of the girls that completed the program were able to explain how it positively impacted their outlook on themselves and their life. We expect the girls to experience the same growth this year. Our Girlfriends program has 25 students and each week they are proud to wear their dresses on Girlfriends day. The girls are able to discuss the skill they are working on and we are working on carry-over of this learning throughout their day. The 5,000 Role Model program has had a change in teacher leader. We are currently working through the second semester change and have implemented groups during the day to meet the needs of our gentlemen. They will also be meeting afterschool one day a week with their new mentor. We are focusing on lifeskills and college readiness needs.

GOAL B. Second Step Curriculum will be implemented with fidelity in all classrooms. 100% of our classrooms are implementing the Second Step Curriculum.

GOAL C Strategies to decrease the discipline gap:

We are going to continue to implement the above strategies; however, based on our data, we are adding the following strategies:

As of February, 48.8% of our students are black, 24.7% of our students are white, and 19.6% of our students are Hispanic. As of February, the percent of infractions by ethnicity is: Black-82%, White- 12%, Hispanic-5%, and two or more races-1%.

We have added the following strategies in order to decrease our discipline gap:

- Principal's Cabinet- the principal will meet with selected students twice a month to focus on how to best meet the needs of our students. The selected students will be comprised of 3rd, 4th, and 5th grade black students. They will help to identify needs of students and solutions on how the school and staff can ensure all students are excelling. Focus group setting, problem solving, and coaching for the students on needed skills for success.
- Soaring Shark Achievement Class- during our shark frenzy reading time, selected students will meet with our RTI coach to focus on reading, goal setting, and organizational strategies for keeping up with class work. The students will be selected based off of our early warning system, with great emphasis on those who are experiencing difficulty in class as measured by the infraction count and suspensions. Her

instruction will be differentiated based on their need both academically and socially. They will set goals for classroom, academics, and attendance if needed. The students will check in with her daily in addition to meeting for reading instruction during that time.

- STEPS- our Students Targeted for Educational Performance will meet during shark frenzy with our intervention teacher. They will work on enrichment and higher level activities focused around literacy and science. This class will occur daily. Students will work with technology and create projects
- Administration will continue to meet with parents of “at-risk” students to focus on current strategies to increase their child’s success and will include action steps for focus on graduation.
- Guidance counselor is working with selected students on areas of need. (anger management, conflict resolution, etc.) She meets with students one on one or in small groups.

End of Year: June 20, 2014

Principal Signature _____Nicole Clifton

Date _____August 14th, 2013

