SCHOOL WIDE BEHAVIOR PLAN
Due in Area Superintendent's Office by Wednesday, August 14th, 2013

School Name <u>Sawgrass Lake Elementary</u>   **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:** <u>71</u>**/107 =** <u>66%</u>

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 – 94.21%**
        ii. **Timeliness**
        iii. **Referrals – 6.61%**
        iv. **Suspensions (both In- and Out-of-School) – 1.69%**
        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. Identifying students and implementing a pro-active approach to managing behavior through building relationships/rapport between members of the Leadership Team and these identified students to include black student subgroup (Mentoring).
    b. Increase the use of the school wide reward/recognition system (Gators Being Good).
    c. AP, Behavior Specialist and SBLT provide behavior support training to all staff, emphasis on staff with students needing rapid behavior change.
    d. All discipline data monitored for occurrence of black/non-black students for disproportionality.

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

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

6. **Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans. (Attached)**
    Guidelines and expectations are agreed upon by staff members at the beginning of the year. Expectations are posted in all common areas and in classrooms. Teachers teach these posted expectations through modeling, role playing, character education literature, and teachable moments. Staff members refer to these school-wide expectations/guidelines throughout the day when needed.
7. **Attach or insert the planned and/or established Reward/Recognition System: (Attached)**

8. **Attach or insert the plan to align classroom management systems with the school-wide behavior plan. (Attached)**
All teachers submit an individual classroom behavior plan to the Assistant Principal for review and to ensure that their plan aligns with the school-wide expectations and guidelines for success. Successful individual classroom plans and behavior management systems are shared at monthly staff meetings.

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). (Attached)**
Intervention Hierarchy followed:
    - Individual student behavior is addressed for rapid behavior change.
    - Specific behavior point system used for rapid behavior change.
    - Students are monitored through the SBLT to follow progress and modify intervention.

10. **Attach or insert your data analysis plan that includes how often data are entered, reviewed, the and students.**
Discipline data is entered, as it occurs, by the Behavior Specialist. Data trends are discussed at SBLT meetings. Positive behavior trends are highlighted at monthly staff 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 2012-2013. Include specific professional development aligned to improving social behavior at the school-wide, classroom, and subgroup levels.

1. CPI training was offered at the school and is implemented school wide.

2. Individual and grade level behavior plans and classroom management systems are shared at monthly staff meetings, highlighting successes.

3. Positive Behavior Support

4. RTI for behavior

<u>Evaluation/PDSA</u>

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_____