

# SCHOOL WIDE BEHAVIOR PLAN

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

School Name\_ Seminole 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: 93/107 = \_\_\_\_\_%
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.      To decrease the number of suspensions Seminole Elementary will increase proactive interventions such as positive phone calls home and student recognition as well as constant review and enforcement of schoolwide and classroom processes.
  - b.      To decrease number of referrals / suspensions for black students and Students With Disabilities (SWD), Seminole Elementary will increase the use of peer mediation and proactive interventions. Mentors will be provided for black students and SWD students that require one.
  - c.      To increase student engagement, Seminole Elementary is continuing the implementation of the Schoolwide Enrichment Model from the University of Connecticut's Education / Gifted Education school.
4. Attach or insert your School-wide Guidelines for Success/Expectations:  
Hunter Hawk Success Plan attached
5. Attach or insert your Common Area Expectations/Rules:  
Hunter Hawk Success Plan attached
6. Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.  
Hunter Hawk Success Plan attached
7. Attach or insert the planned and/or established Reward/Recognition System:

- 1) monthly Character Assemblies where students from each class are recognized as Character Kid of the Month, student body does character chants and songs, students have lunch with principal
- 2) Hunter Hawk Says Hooray! awards are given by teachers to students who display character traits. Students receive a note to take home, a pencil, and are allowed to write their name on our “Character Kids 100 Chart” for a chance to win a prize.
- 3) Students are chosen as peer mediators and safety patrols based on their display of character traits.
- 4) Students are recognized for effort in school work in our Bringing Up Grades assemblies.

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

Hunter Hawk Success Plan attached

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).

Hunter Hawk Success Plan attached

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.

Referral and suspension data are entered daily into Focus by the DMT as they occur. The behavior specialist keeps daily records of students with whom she meets and interventions used. The social worker keeps track of attendance issues and tracks students with whom she is working. The MTSS team pulls and reviews the following data monthly: referrals, suspensions, recognition, number of students seen regularly by behavior specialist / social worker / guidance counselor. The Child Study Team pulls and reviews attendance data biweekly. The Data Warehouse will be used as the major source of data. There is a standing item on staff meeting and Leadership Team agendas to share reviews of data.

**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. \_\_\_ PLC’s and staff meetings will be used to review the systems put in place last year. New staff will be oriented to the procedures by their mentors and in monthly New Hawks meetings.

2. \_\_\_ Student grade level assemblies on bullying prevention provided by Safe Schools team. \_\_\_\_\_

**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 1. \_To decrease the number of suspensions Seminole Elementary will increase proactive interventions such as positive phone calls home and student recognition as well as constant review and enforcement of schoolwide and classroom processes.**

**Data comparison:**

**Aug 12 – Feb 13: OSS = 22**

**ISS = 19**

**Total behavior responses involving both lists = 41**

**Aug 13 – Feb 14: OSS = 14 involving 9 students, 8 EBD, 1 reg. ed**

**ISS = 24 involving 16 students, 5 of which are also on OSS count**

**Total students involved combining both lists: 20**

**Total behavior responses combining both lists: 38**

**Total number of suspensions has decreased compared to last year. In addition, the number of OSS has decreased by almost 40%, indicating infractions were less severe than last year.**

**Goal 2. \_To decrease number of referrals / suspensions for black students and Students With Disabilities (SWD), Seminole Elementary will increase the use of peer mediation and proactive interventions.**

**Mentors will be provided for black students and SWD students that require one. \_**

**Aug 12 – Feb 13: Referrals, black students = 9**

**Referrals, SWD students = 29**

**Aug 13 – Feb 14: Referrals, black students = 3**

**Referrals, SWD students = 31**

**Aug 12 – Feb 13: Suspensions, black students = 7**

**Suspensions, SWD students = 29**

**Aug 13 – Feb 14: Suspensions, black students = 2**

**Suspensions, SWD students = 30**

**The number of referrals for black students has been reduced by 22%. The number of suspensions for black students has been reduced by 71% over the same span of time during both school years.**

**The number of referrals for SWD students increased by <1%. The number of suspensions for SWD students increased by < 1%, remaining virtually stable.**

**Goal 3. \_\_ To increase student engagement, Seminole Elementary is continuing the implementation of the Schoolwide Enrichment Model from the University of Connecticut's Education / Gifted Education school.**

The Schoolwide Enrichment Model was implemented for more than twice as many weeks as last year (5 vs. 11). Data showed that attendance during the weeks SEM was run was the highest on Wednesdays, the day of the enrichment clusters. Student surveys reflect a high level of engagement in enrichment clusters by students.

Also attached is a graph of the percent of enrollment with infractions over time (by months). The data show a decrease in the percent of enrollment with infractions from last year to this year, indicating improvement in schoolwide behavior.

**End of Year: June 20, 2014**

Principal Signature *Diane S. Cato*

Date Aug. 12, 2013