

SCHOOL WIDE BEHAVIOR PLAN

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

School Name: Seventy Fourth Street Elementary School

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:** $77/108 = 70\%$
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. Focus on whole child by looking at all data (achievement, behavior, attendance, tardies).
Data analyzed by SBLT monthly.
Data monitored by RTI Coach.
Share data with faculty monthly.
 - b. Refine the process for monitoring and intervening with student attendance and tardy issues through strengthening of the school Social Worker/family connection including personalized letters, conferences and an increased focus on home visitation.
 - c. Bi-monthly review of school wide Daily Behavior database by SBLT to identify students who are in need of additional behavioral supports and interventions with the aim of reducing the number of severe incidents resulting in referral and in/out of school suspensions.
4. **Attach or insert your School-wide Expectations for Success:**
 1. Focus on Learning
 2. Follow Expectations (classroom, cafeteria, line walking, bathrooms, PE Field)
 3. Be a Bucket Filler
 4. Be Safe

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

1. Focus on Learning
2. Follow Expectations (classroom, cafeteria, line walking, bathrooms, PE Field)
3. Be a Bucket Filler
4. Be Safe

Common area expectations including conversation levels, and specific expectations for common areas. Bathroom sample attached.

6. Attach or insert your plan/schedule for teaching School Wide Expectations. You may include sample lesson plans.

The School Wide Expectations are taught throughout the school year with a heavy focus during the first 2 weeks of school including grade level assemblies conducted by administration. Lessons for the expectations are attached.

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

Bucket filler-Attached

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

Each grade level has developed common expectations that relate to school wide expectations. An example is 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).

See the attached documents

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.

Data is entered weekly into a database. Data is reviewed weekly at SBLT meetings, looking at schoolwide, grade level, classroom and student patterns. This information is communicated to the appropriate level depending on the patterns we notice. This information is always disseminated schoolwide during staff meetings and via e-mail. The PBS team helps develop schoolwide plans based on behavior data trends.

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 level 1 training
2. Bullying-Identification and intervention
3. MTSS

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:

Goal 2:

Goal 3: .

End of Year: June 20, 2014

Goal 1:

Goal 2:

Goal 3:

Principal Signature_____

Date_____