

SCHOOL WIDE BEHAVIOR PLAN

School Name__Sutherland 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: $\frac{85}{107} = 79\%$
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. Implement School-Wide Expectations
 - b. Implement CHAMPS in our common areas
 - c. Provide Professional Development for teachers regarding MTSS in classrooms
4. Attach or insert your School-wide Guidelines for Success/Expectations:
See Attached
5. Attach or insert your Common Area Expectations/Rules:
Transitioning throughout the campus:
C—Level 0 Silent
H—Raise hand to ask a question
A—Walking
M—Single file line
P—Be respectful of adults, peers and environment
S—Success

Cafeteria:

- C—Level 2 Conversation Voice**
- H—Raise hand and wait to be helped**
- A—Eating lunch**
- M—Stay in seat unless directed by an adult**
- P—Eating while using good manners**
- S—Success**

Car, Van, Bus Riders:

- C—Level 1 Whisper Voice**
- H—Raise hand if needed**
- A—Waiting appropriately for car, van or bus**
- M—Stay in dismissal spot until called**
- P—Listen for your name, watch for your car, van or bus**
- S—Success**

6. **Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.**
 - Meet with each grade level during their lunch block (first week of school)**
 - Morning news show to share school wide expectations (Every Monday morning)**
 - Guidance lessons in each grade level (monthly by grade level)**
 - Teachers are reviewing school wide expectations during their class meetings (throughout the school year)..mini lessons are developed to address specific skills**
 - CHAMPS expectations are reinforced daily and charts are posted for visual reminders**
7. **Attach or insert the planned and/or established Reward/Recognition System:**
 - Seahawk Salute—students recognized monthly for Effort, Citizenship, Character**
 - Sammy Tickets—given to students to acknowledge adherence to school wide expectations (tickets are accumulated and redeemed for a class celebration)**
 - Cafeteria incentives for adherence to the expectations (stickers, games, library cart, coloring)**
8. **Attach or insert the plan to align classroom management systems with the school-wide behavior plan.**
 - Met with teachers in pre-school to share school wide expectations**
 - Developed process for teachers to align classroom mgt plans with school wide expectations**
 - Classroom Mgt Plans are an extension of the school wide plan and the progressive discipline is seamless between classroom and office**
 - Each classroom has the SOAR expectations posted, as well as the CHAMPS expectations for common areas**
 - Priority System has been established that each teacher follows**
 - Conduct grades are collected by teachers daily and reported by each teacher every week for students who have an “S”, “N”, or “U”.**
 - The RtI team reviews the behavior data twice a month**
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 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.

The SBLT meets weekly and every other meeting we review behavior data.

The data that is reviewed are referrals, classroom conduct grades and progress on active FBA/PBIP's

Classroom conduct grades are collected daily by the teacher for students earning an "S", "N" or "U" and reported weekly to the RtI coordinator

At each faculty meeting discipline trends are shared

Students are made aware through classroom meetings, as well as through the Monday update on the morning show

At present, parents are notified if students are struggling with behavior expectations,

Discipline data is shared with our SAC

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. CHAMPS training was given August 9th in partnership with Ozona Elementary**
- 2. Training for classroom Management and Tier 2 strategies and supports was given on September 14th for all teachers including specialists.**
- 3. Meet with grade levels through PLC's monthly to review grade level conduct data and provide support for targeted interventions for students who are struggling.**

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 22, 2014

End of Year: June 21, 2014

Principal Signature _____ Date _____