SCHOOL WIDE BEHAVIOR PLAN

Due in Area Superintendent's Office by 8/14/13

School Name: Tarpon Springs 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: ___87_____/107 = ___81___%**

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) **Reduce number of incidents of students striking other students during transitions.
   Assumption: Lack of supervision and/or lack of student understanding of appropriate behavior during transition time leads to inappropriate physical contact.
   Strategy: Students will be taught problem solving and coping strategies for dealing with anger and outbursts. Students are to be supervised and following school wide expectations during transitions.**

   B) **Reduce defiance/non-compliant behavior.
   Assumption: Students fail to respond to adult requests due to a lack of consistent directives and consequences.
   Strategy: Students will be taught socially acceptable behavior using discussions, lessons, and demonstrations.**

   C) **Reduce disruptive behavior.
   Assumption: Students deliver inappropriate comments/behavior towards others due to a lack of understanding of socially and situational acceptable behavior.
   Strategy: Students will be taught necessary skills to engage in expected behavior as defined by TSES Guidelines for Success and Common Area Expectations. Classroom and school wide token systems as listed in #7 will be non-negotiable.**

4. Attach or insert your School-wide Guidelines for Success/Expectations:
   Follow adult direction the first time. TSES: Take responsibility**, S**how respect**, E**ngage in learning**,
   Show self-control**.
   **TSES guidelines of success will be prominently displayed in various common areas around school.
   Students will be introduced to TSES through morning TV news, skits, and individual classroom
   lessons presented by teachers, staff, and various support and instructional personnel.**

5. Attach or insert your Common Area Expectations/Rules:
**Follow adult direction the first time. TSES will follow the Common Area Expectations as defined by the
CHAMPS model. Conversation levels will be based on the activity.**

Conversation-Follow the conversation levels posted in all common areas.

Help-ask an adult for help when needed.

Activity-keep your hand and feet to yourselves.

Movement-make quick transitions to and from class.

Participation-follow the rules at all times.

Conversation Levels:
Level 0- No talking
Level 1-Whisper Voice
Level 2-Partner Voice
Level 3- Teacher Voice
Level 4-Outside Voice

6. Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample
   lesson plans.
   **Rules will be taught with examples and non-examples in each classroom by school personnel at
   least once at the beginning of year. Students will also role play examples and non-examples on the
   school's closed circuit TV show. This will be followed up by classroom teachers on a daily basis
   and supported by Guidance/Behavior lessons.**

7. Attach or insert the planned and/or established Reward/Recognition System:
   Classroom and school wide token systems;
   1. **Maintaining Learning Earnings (individual rewards); 2. Caught Red Handed (whole class
      rewards); 3. "I got caught showing good character" slips—handed out by safety patrols; 4.
      Chains of Success—key chains with charms where some charms are given to everyone and
      others have to be earned; 5. Positive Behavior Slips—given by adults to students following the
      "TSES way" (these students will be recognized by our Principal on the morning news).**

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

   School-wide guidelines and Common Area Expectations have been designed to allow classroom teachers to align their classroom expectations with the school-wide guidelines. This will provide the opportunity for classroom teachers to address their individual classroom needs by starting with broad school wide rules and narrowing them as needed to fit classroom situations.

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 flowchart and check list labeled attachment 9.

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 daily by the DMT. Data is monitored at least once a month by the SBLT. The data will then be communicated to staff by grade level team leaders. The RTI:B team will meet every other Monday at 9:00 a.m. to discuss issues and students that may need additional help or resources to be successful behaviorally.

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/Stoic training for all staff members along with ongoing online trainings.**

2. **Book study of "Tough kids" Book.**
3. **Behavior "thoughts of the day" emailed to staff. Topics are related to appropriately and effectively handling difficult behaviors that students might exhibit.**
4. **Regular data reviews at faculty/staff meetings**
5. **Common area rules and expectations will be developed and taught to staff and students.**
6. **CPI 1 training for entire staff. CPI 2 training/refresher for Crisis Prevention Team members.**

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

> *To this point there are 94 referrals with 54 students accounting for the total number of referrals. 12 of the 54 students are considered ESE, 1 student has a 504 plan, 3 students are ELL and one is ESE and ELL. Twelve of the 54 students are female with the remaining 42 being male. Of the 54 students 30 are listed as White/Non-Hispanic, 23 are listed as Black Non-Hispanic and 1 is listed as Multi-Racial.*

There are 94 referrals resulting in 11 out of school suspensions and 22 in school suspensions. Seven students account for the 11 out of school suspensions, and 15 students account for the 22 in school suspensions. There is an overlap of 3 students who have received in school suspensions as well as out of school suspensions.

Implementation of some strategies has been limited due to having access to a behavior specialist on a part time basis. Guidance lessons are conducted monthly in each classroom to provide support to the behavior skills taught daily in classrooms. The Caught Red Handed strategy is being implemented school wide with mention being made on the morning news cast of the classes who have earned the designated number of red squares to receive a positive class reward. Positive Behavior Notes continue to be recognized daily by the principal on the morning news cast. Guidelines for Success and Common Area Expectations are posted throughout the school in an easy to read format for all students and visitors to read. The Guidelines for Success are also mentioned daily during the morning news cast.

End of Year: June 2014

Principal Signature____ *Lakisha Falana*_____ Date____ *2/21/14*_____