

# SCHOOL WIDE BEHAVIOR PLAN

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

**School Name: WESTGATE 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: 102/107 = 95%**
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 – 95% attendance rate, 71 students or 11% of the school population with absences from school.**
    - ii. **Timeliness – 85% on time for school, 96 students or 15% of the school population were not on time for school.**
    - iii. **Referrals – 57 students or 9% of the school population had one or more referrals, 11 students or 2% of the school population had five or more referrals.**
    - iv. **Suspensions (both In- and Out-of-School) – 15 students or 2% of the school population has one or more in school suspensions, 0 students had five or more in school suspensions, 12 students or 2% of the school population had one or more out of school suspensions, 1 student or less than 1% of the school population has five or more out of school suspensions.**
    - v. **Other areas as determined by your school-based leadership team (SBLT). – Cafeteria referrals indicated a need to review and revise the school wide behavior system as it relates to the Cafeteria behavior plan. Professional development is planned to all cafeteria staff working with students during the teachers' duty free lunch.**
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. **Cafeteria behavior results indicated a need for professional development on the processes in the cafeteria for both food service personnel and for instructional staff to be able to have consistency and fidelity in implementation of the behavior plan in the cafeteria.**

**Action Plan:**

**Review Cafeteria behavior data with staff and Foundations Committee.**

**Determine expectations for students – clarify and publish.**

**Collaboration and compromise between food service and instructional staff on student expectations in the cafeteria.**

**Professional Development for staff on Foundations team results of collaboration.**

**Professional Development for food service personnel on cafeteria expectations and processes.**



Data will be reviewed monthly by SBLT to address any gaps.

- b. **Developing a school wide Tier One screening process for behavior to be applied consistently and with fidelity.**

**Action Plan:**

SBLT will establish a regular behavior data review calendar for evaluating school wide(Tier 1( behavior data.

SBLT will conduct observations and support students needing Tier 2 or Tier 3 behavior supports.

Professional Development for instructional staff working with Tier 2 and Tier 3 students in their classrooms through support from SBLT to insure fidelity and monitoring interventions.

- c. **Review of data indicated a need for additional Professional Development on our Guidelines for Success, and Schoolwide Behavior Plan to insure consistency and fidelity of implementation.**

**Action Plan:**

SBLT and Foundations prepare presentations for all personnel to review the reward system to insure consistent use of the Positive Paws.

SBLT will review classroom data on Pawsitive Paws.

- 4. **Attach or insert your School-wide Guidelines for Success/Expectations: See attached.**
- 5. **Attach or insert your Common Area Expectations/Rules: See attached.**
- 6. **Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans. See Attached**
- 7. **Attach or insert the planned and/or established Reward/Recognition System: See Attached.**
- 8. **Attach or insert the plan to align classroom management systems with the school-wide behavior plan. See 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 Attached**
- 10. **A level system of calling for behavior support is in place. All classrooms have a laminated card on their call buttons defining what the levels are used for in asking for support. Level 3 is proactive, intervention request but not emergent – response is one person from leadership team. Level 2 is proactive but possible, intervention requested – response is one person from leadership team. Level 1 is immediate support necessary – all team members respond. Team members update CPI I and II yearly and meet monthly to update skills as well as debrief after each incident requiring CPI II.**
- 11. **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 reviewed at SBLT meetings monthly. Behavior data patterns are shared at staff meetings monthly and discussed with staff quarterly to review improvements and plans for future.**

**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. CPI I annual update for faculty in fall.**
- 2. CPI II annual update for response team in March/April.**
- 3. Olweus Bullying refresher in fall for all staff.**

**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**

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

Principal Signature Donita O. Moody Date 8/14/13

#### **4. Schoolwide Guidelines for Success/Expectations**

**See next page.**

# Guidelines for Success



**Have a**

**"PAWS"itive Attitude!**

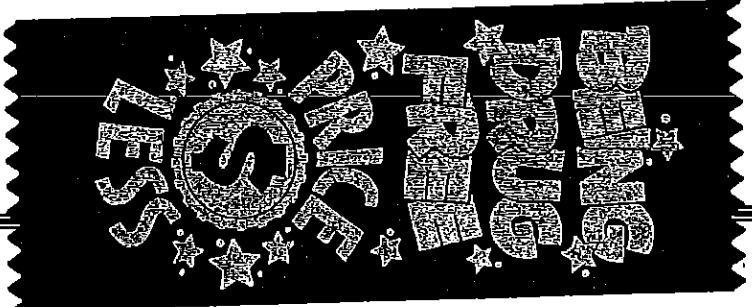
**We are Respectful!**  
 We will not bully others.

**We are Responsible!**  
 We will help students who are bullied.

**We are Cooperative!**  
 We will include students who are left out.

**We are Honest!**  
 If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

**WILD CATS**  
**AGAINST**  
**BULLYING**



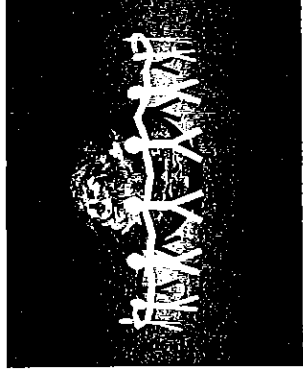
## **5. Common Area Expectations/Rules**

**See next page for sample.**

# Cooperation

Students will cooperate with each other by including their classmates during discussions and activities.

1. Think of a time when you showed cooperation.
2. How did it make you feel?
3. Turn and talk.





# Honesty

Students will show honesty by always telling the truth to classmates and adults.

1. Think of a time when you weren't honest.  
How did it make you feel?
2. Think of a time when you decided to tell the truth. How did it make you feel?
3. Turn and talk.



# Respect

Students will respect one another by thinking of others in an unselfish way and showing it.

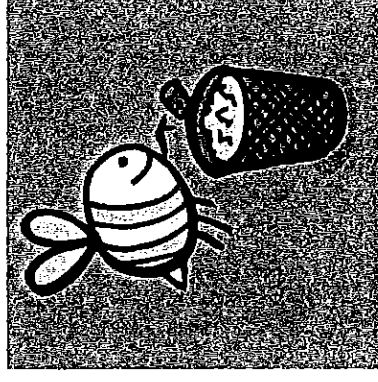
1. Think of a time when someone showed you respect. How did it make you feel?
2. Think of a time when you showed respect for someone. How did it make you feel?
3. Turn and talk.



# Responsibility

Students will be responsible by doing what is expected of them.

1. Think of a time when you showed responsibility.
2. How did it make you feel?
3. Turn and talk.



## **6. Plan for Teaching Guidelines and Rules**

**See attached lesson plans.**

# Introduction to class expectations

Lesson 1-1

Grade level- K

## Standards

- PE.K.C.1.2 – recognize physical activities have safety rules and procedures
- PE.K.C.1.7 – identify personal and general space
- PE.K.R.1.1 – treat others with respect during play
- PE.K.R.1.4 – Identify sharing with a partner as a way to cooperate

**Introduction:** Students will identify the guidelines to success by first reviewing them and reading them off a whiteboard. The teacher will then provide the students with age appropriate definitions for each of the guidelines which includes honesty, cooperation, respectfulness, and responsibility. The students also will participate in role play skits designed to give examples for each and possible non-examples which occur in the physical education setting. Physical education situations will be the focus of the lesson and how the guidelines for success pertain to this environment

## Lesson

Today we will talk about our school and classroom expectations. I would like everyone to look at the board in front of you and read the words you see with the teacher. Honesty is the first word on the board. Does anyone know what that word means? Who can give me an example of what honesty is and how you are honest during physical education. (Repeat this for cooperation, respectfulness, and responsibility)

Use and instant activity to keep students engaged in the discussion. The class will stand up and start moving around the court. On the teacher's signal the class will find and partner, introduce themselves to each other and then play a game of rock, paper, scissors. This will continue for several rounds until the students have met many of their classmates

Next the students will participate in role play skits which demonstrate behaviors showing honesty, respectfulness, cooperation, and responsibility. This will allow the physical education teachers to highlight typical situations that occur in the physical education setting while giving the students realistic practice on how they should handle these situations.

**What Materials/Equipment Needed** Whiteboard,

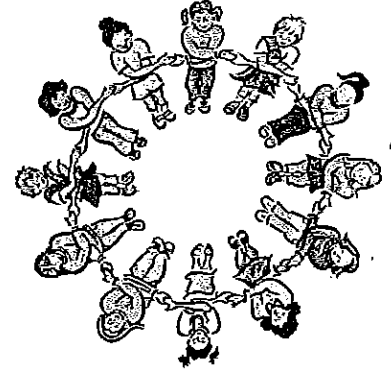
**Resources:** SPARK lesson book

**Cross-Curricular Learning:** Reading skills and vocabulary recognition

**FCAT/EOC Support:** robust vocabulary, creative thinking

# Classroom Community Building

SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community  
SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.  
SS.1.C.3.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways.



## Day 1

Read The Worst Day of My Life Ever

Play Simon Says, but substitute your name as teacher for Simon...

Song: I will Listen

Following Directions activity: see resource sheet

Read Listen Buddy

Establish listening signals:

1. May I have your attention please
2. One, two, three eyes on me, One, two, eyes on you.
3. Give me 5 (put hand up like high fiving).....minutes of your time

TRAA: - Howard B. Wigglebottom Learns to Listen

## Day 2

Read My Mouth is a Volcano

Discuss expectations when someone is talking - showing respect

Sing song - Respect - Connecting the Hearts CD

Use koosh ball as a talking stick and let students share about their summer vacation demonstrating speaking and listening respect

Read I Show Respect & Land of Many Colors

TRAA: How Leo Learned to be King

## Day 3

Read A Bad Case of Tattle Tongue

Make sceptor (popsicle stick with yellow star-add purple glitter)

Tattle Tale activity - see resource sheet

Make a tattle tongue - student traces tongue on yellow and draws purple spots

WS 26: Secret Message (Don't Tattle)

Read Tattlin Madeline

VT: Dragon Tales - Do The Right Thing

TRAA: Howard B. Wigglebottom Listens to His Heart

## Day 4

Read Soda Pop Head

Anger Activity - see resource sheet

Feelings Activity - see resource sheet

Attitude Glasses Activity - see resource sheet

Read Feeling Angry

TRAA: Teammates

## **7. Reward/Recognition System**

**See Pawsitive Paws**



*"Pawsitive Paws"*

School-Wide Positive Reinforcement



Pawsitive Paws are earned in common areas for following Westgate's School Expectations.

**Respectful**

**Responsible**

**Cooperative**

**Honest**

**Menu of Pawsitive Reinforcement**

25- Blue Ribbon Door Paw Print Certificate

50- Ice Pops for the Class

75- Arm Bands

100- Popcorn party for the class

150- Playtime/Free Choice Time for Class (Playground, Computer Lab, Game Time)

200- Popcorn and a Movie (Approved by Media)

250-(Student Choice)

300- Lunch w/Principal



When you see a student (not in your class) following Westgate's School expectations, give the student a Pawsitive Paw and tell the student exactly what they did that earned them the Pawsitive Paw.

*For example: "Suzy you are being so respectful by being quiet in the hallway so other students in your class can learn."*

All staff expected to give out 3 per day.

Please email Ann Lithicum when your class has reached the levels above and she will contact the school news program.

Please email Ann when you want your popcorn reinforcement. The SBLT will get the Blue Ribbon Door Paw Print Certificate to you!

When a level has been reached, reuse (to give to students) or turn in Paw Prints to Anita.

8/23/12





## **8. Aligning Classroom Management with School Wide Behavior**

**See RtI Process**

# Menu for Effectively Responding to Classroom Misbehavior

Mild Misbehaviors Classroom Management	<del>Moderate Misbehaviors</del> Classroom Behavior Intervention Report	Severe Misbehaviors Referral
<ul style="list-style-type: none"> <li>• Talking out</li> <li>• Off Task</li> <li>• No Materials</li> <li>• No Homework</li> <li>• Delay in following directions</li> <li>• Dress Code Violation</li> <li>• Non-compliance</li> <li>• Mild disrespect/defiance</li> </ul>	<p><b>Chronic/ Repetitive Behaviors:</b></p> <ul style="list-style-type: none"> <li>• Disrespect</li> <li>• Defiance</li> <li>• Verbal Aggression</li> <li>• Mild Physical Aggression</li> <li>• Class Disruption</li> <li>• Repeat Offenses</li> <li>• Teasing</li> <li>• Poor peer relations</li> </ul>	<ul style="list-style-type: none"> <li>• Strong and Repetitive Defiance</li> <li>• Physical Aggression (with intent to harm)</li> <li>• Severe Verbal Aggression</li> <li>• Severe/Repetitive Class Disruption (i.e. Temper Tantrum)</li> <li>• Bullying</li> </ul>
<ul style="list-style-type: none"> <li>• Proximity</li> <li>• Verbal Reprimand</li> <li>• Signal/Gesture/Look</li> <li>• Record Misbehavior</li> <li>• Seat change</li> <li>• TEACHING AND PRACTICE OF EXPECTED BEHAVIOR</li> <li>• Discussion with Student</li> <li>• Planned Feedback</li> <li>• Reference Behavior Monitor/Feedback Sheet</li> <li>• Social Skill Correction Procedure</li> <li>• Pre-correction</li> <li>• Humor</li> <li>• <u>Planned Ignoring</u></li> <li>• Parental Contact</li> </ul>	<p><u>Previous responses plus:</u></p> <ul style="list-style-type: none"> <li>• Positive Practice</li> <li>• Conference with Teacher (paired with Behavior Improvement Form)</li> <li>• <del>Time out</del></li> <li>• Time Owed</li> <li>• Loss of Privileges, points, etc. (Response Cost)</li> <li>• Restitution</li> <li>• TEACHING AND PRACTICE OF EXPECTED BEHAVIOR</li> <li>• Emotional Reaction (only 2x a year)</li> </ul>	<p><u>Previous responses, plus:</u></p> <ul style="list-style-type: none"> <li>• Reference Level System</li> <li>• Individualized Behavior Intervention Plan</li> <li>• TEACHING AND PRACTICE OF EXPECTED BEHAVIORS</li> <li>• Parental Involvement</li> <li>• De-Escalation</li> <li>• Interagency Support</li> <li>• Detention</li> <li>• Suspension</li> </ul>

**B E H A V I O R                      R E S P O N S E**

**9. Process for responding to Problem Behavior.**

**See attached RtI process with #8.**

**See Responding to Classroom Misbehavior**

## RtI Behavior Process

Revised 2-24-12

1. Teacher will enter data on the Daily Behavior Report Card. If student behavior results in a call to Behavior Specialist or Administration it is an automatic 5 for the day.
2. Teacher notices there is a student having repetitive difficulties with behavior. They collaborate with former teacher to see what worked in their classroom and meet with their grade level PLC to brainstorm interventions to support the student. Teacher selects and implements intervention.
3. Teachers meet with their grade level PLC to brainstorm the effectiveness of the interventions after 2-3 weeks.
4. If problem continues, then the teacher completes the Classroom Behavior Intervention Report (found in mailbox room). The teacher focuses on the most significant reoccurring behavior (only 1 behavior is tracked). They document 3 incidents of that behavior and the interventions they have utilized to change the behavior. At least one must be a conference (phone or in person) with the parent/guardian. Once the teacher completes the form and **has parent signature** they put the form and documentation of phone or in person conference in the SBIT/RtI (School Based Intervention Team/ Response to Intervention) mailbox in the mailroom.
5. The SBIT/RtI will assign a Case Manager to complete an environmental observation form. Teacher will do behavior frequency count and or duration of behavior for 5 days on one specifically defined behavior. They will then collaborate and review previous interventions and environmental observation findings and suggestions.
6. Case Manager and Teacher will select an intervention to be implemented for 2-3 weeks. Teacher will complete behavior frequency chart or duration daily for progress monitoring. Case Manager will complete an integrity and fidelity check of implementation by the end of determined time period.
7. Case Manager will collect data and graph response to intervention and bring back to the SBIT after 3 weeks of data collected. If student is not showing progress in response to intervention and plan meets fidelity check then a Positive Behavior Intervention Plan (PBIP) will be completed.
8. School Psychologist will be the PBIP Facilitator. PBIP draft will be written by Facilitator with input from Case Manager prior to meeting.

Meeting will be held inviting Parent, Teacher, Social Worker, and Behavior Specialist.

9. PBIP team will determine when next meeting is to be held at the end of the meeting. Teacher will implement intervention and collect progress monitoring data. Case Manager will complete another integrity and fidelity observation.
10. Case Manager will collect and graph progress monitoring data prior to next PBIP meeting.
11. PBIP team meeting held, data analyzed, determine if plan is being implemented as designed. If student is responding to intervention the plan will continue, if student is not responding to intervention the team decides if tweaking intervention or support modeling of intervention is needed, or if new intervention will be implemented.
12. After 2-3 reviews of PBIP and there is no response to intervention then the team will decide if a Functional Behavior Assessment needs to be completed.

**Westgate Elementary School  
RtI Behavior Process Checklist**

**Student:** \_\_\_\_\_ **Teacher/Grade:** \_\_\_\_\_

\_\_\_\_ 1. Teacher maintains Tier 1 behavior data log. Data indicates that student requires additional support to successfully meet behavior expectations.

\_\_\_\_ 2. Teacher brainstorms with PLC for intervention ideas. Teacher selects and implements intervention.

**Date of PLC:** \_\_\_\_\_

\_\_\_\_ 3. Teacher meets with grade level PLC to discuss effectiveness of the intervention after 2-3 weeks.

**Date of PLC:** \_\_\_\_\_

\_\_\_\_ 4. Teacher completes the Classroom Behavior Intervention Report.

- **Date form signed by parent:** \_\_\_\_\_
- **Date Behavior Specialist receives Report** \_\_\_\_\_

\_\_\_\_ 5. Date Presented to SBIT \_\_\_\_\_

Case Manager Assigned: \_\_\_\_\_

\_\_\_\_ 6. Environmental Observation Completed by CM. **Date:** \_\_\_\_\_

\_\_\_\_ 7. Teacher completes behavior frequency/duration chart for 5 days and returns to Case Manager to have data graphed.

- **Date returned to CM:** \_\_\_\_\_ **CM has data graphed:** \_\_\_\_\_

\_\_\_\_ 8. CM, Teacher, & Behavior Specialist will meet to collaborate, review previous interventions, environmental observation findings and suggestions. Teacher selects intervention to be implemented for 2-3 weeks. This meeting and info will be documented on a conference form.

**Date of meeting:** \_\_\_\_\_

**Intervention selected:** \_\_\_\_\_

\_\_\_\_ 9. Teacher will complete behavior frequency/duration chart daily for progress monitoring.

**Date progress monitoring returned to CM:** \_\_\_\_\_

\_\_\_\_ 10. Case Manager completes integrity and fidelity checks of implementation by the end of the determined time period. **Date of fidelity/integrity check:** \_\_\_\_\_

\_\_\_\_ 11. Case Manager will collect data and graph response to intervention.

\_\_\_\_ 12. Case Manager brings data/graph back to SBIT. **Date of SBIT meeting:** \_\_\_\_\_

- Is the student showing progress in response to intervention? Yes No
  - If yes-teacher will continue intervention
  - If no-continue to next question
- Does plan meet fidelity check? Yes No

## Westgate Elementary School RtI Behavior Process Checklist

- If no – CM will meet with teacher and review intervention plan.
- If yes – Positive Behavior Intervention Plan (PBIP) will be completed.

\_\_\_\_\_ 13. School Psychologist will be the PBIP Facilitator. PBIP draft will be written by Facilitator with input from Case Manager prior to meeting. **Draft completed:** \_\_\_\_\_

\_\_\_\_\_ 14. PBIP meeting held with Parent, Teacher, Social Worker, and Behavior Specialist.

- **Date of initial meeting:** \_\_\_\_\_
- **Date of follow-up meeting:** \_\_\_\_\_

\_\_\_\_\_ 15. Teacher will implement intervention and collect progress monitoring data.

\_\_\_\_\_ 16. Case Manager will complete another integrity and fidelity observation.

**Date integrity/fidelity check completed:** \_\_\_\_\_

\_\_\_\_\_ 17. Case Manager will collect and graph progress monitoring data prior to next PBIP meeting.

**Date(s) of PBIP meeting** \_\_\_\_\_

\_\_\_\_\_ 18. PBIP team meeting: data analyzed, determine if plan is being implemented as designed.

- If student is responding to intervention, the plan will continue.
- If student is not responding to intervention, the team decides:
  - Does intervention need tweaking?
  - Is support modeling of intervention is needed?
  - Does a new intervention need to be implemented?

\_\_\_\_\_ 19. After 2-3 reviews of PBIP, if there is no response to intervention, then the team will decide if a Functional Behavior Assessment needs to be completed.

**Westgate Elementary Office Discipline Referral**

Student \_\_\_\_\_ Referring Staff \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Student's Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Location of Incident \_\_\_\_\_

Others Involved:      None      Peers      Staff      Teacher      Substitute      Other

**Problem Behavior (Circle most intensive):**

Class/Campus Disruption      Cheating      Defiance/Insubordination

Fight      Leaving: Room      Campus      Stealing/Theft

Strike: Student      Staff      Threat/Intimidation      Battery: Student      Staff

Harassment/Bullying      Weapons

**Please describe incident and interventions used today:**

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**Administrative Decision:**

Parent Contact \_\_\_\_\_ Parent Conference \_\_\_\_\_ Guidance Counseling \_\_\_\_\_

Verbal reprimand/warning \_\_\_\_\_ Time Out/Alternative Setting \_\_\_\_\_

Behavior Contract \_\_\_\_\_ In School Suspension \_\_\_\_\_ Out of School Suspension \_\_\_\_\_

Physical Restraint \_\_\_\_\_ Suspension from Bus \_\_\_\_\_ Parent Shadowing \_\_\_\_\_

**Administrative Parent Contact:**

Spoke with \_\_\_\_\_ Phone # \_\_\_\_\_ Left Message \_\_\_\_\_

**Administrative Comments/ Action Plan:**

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**Parent Comments:**

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\*\*\*Administration Signature \_\_\_\_\_ Date \_\_\_\_\_

\*\*\*Parent Signature \_\_\_\_\_ Date \_\_\_\_\_