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  

Date 8/14/13
4. Schoolwide Guidelines for Success/Expectations

See next page.
Guidelines for Success

- Be Responsible
- Be Honest
- Be Respectful
- Be Cooperative

A Westgate student...
★ exhibits self-control
★ is self-motivated
★ is tolerant
★ is a good citizen

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.

WILDCATS 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 honesty 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 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

<table>
<thead>
<tr>
<th>Mild Misbehaviors</th>
<th>Moderate Misbehaviors</th>
<th>Severe Misbehaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Management</strong></td>
<td><strong>Classroom Behavior Intervention Report</strong></td>
<td><strong>Referral</strong></td>
</tr>
<tr>
<td>Talking out</td>
<td>Chronic/Repetitive Behaviors:</td>
<td>Strong and Repetitive Defiance</td>
</tr>
<tr>
<td>Off Task</td>
<td>- Disrespect</td>
<td>Physical Aggression (with intent to harm)</td>
</tr>
<tr>
<td>No Materials</td>
<td>- Defiance</td>
<td>Severe Verbal Aggression</td>
</tr>
<tr>
<td>No Homework</td>
<td>- Verbal Aggression</td>
<td>Severe/Repetitive Class Disruption (i.e. Temper Tantrum)</td>
</tr>
<tr>
<td>Delay in following directions</td>
<td>- Mild Physical Aggression</td>
<td>Bullying</td>
</tr>
<tr>
<td>Dress Code Violation</td>
<td>- Class Disruption</td>
<td></td>
</tr>
<tr>
<td>Non-compliance</td>
<td>- Repeat Offenses</td>
<td></td>
</tr>
<tr>
<td>Mild disrespect/defiance</td>
<td>- Teasing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Poor peer relations</td>
<td></td>
</tr>
<tr>
<td><strong>Response</strong></td>
<td>Previous responses plus:</td>
<td>Previous responses, plus:</td>
</tr>
<tr>
<td>Proximity</td>
<td>- Positive Practice</td>
<td>- Reference Level System</td>
</tr>
<tr>
<td>Verbal Reprimand</td>
<td>- Conference with Teacher (paired with Behavior Improvement Form)</td>
<td>- Individualized Behavior Intervention Plan</td>
</tr>
<tr>
<td>Signal/Gesture/Look</td>
<td>- Time Owed</td>
<td>- TEACHING AND PRACTICE OF EXPECTED BEHAVIORS</td>
</tr>
<tr>
<td>Record Misbehavior</td>
<td>- Loss of Privileges, points, etc. (Response Cost)</td>
<td>- Parental Involvement</td>
</tr>
<tr>
<td>Seat Change</td>
<td>- Restitution</td>
<td>- De-Escalation</td>
</tr>
<tr>
<td>TEACHING AND PRACTICE OF EXPECTED BEHAVIOR</td>
<td>- TEACHING AND PRACTICE OF EXPECTED BEHAVIOR</td>
<td>- Interagency Support</td>
</tr>
<tr>
<td>Discussion with Student</td>
<td>- Emotional Reaction (only 2x a year)</td>
<td>- Detention</td>
</tr>
<tr>
<td>Planned Feedback</td>
<td></td>
<td>- Suspension</td>
</tr>
<tr>
<td>Reference Behavior Monitor/Feedback Sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Skill Correction Procedure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-correction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned Ignoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental Contact</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
    o If yes-teacher will continue intervention
    o 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:


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:


Parent Comments:


***Administration Signature __________________________ Date __________

***Parent Signature __________________________ Date __________

White - Parent  Yellow - School  Pink - Teacher