

SCHOOL WIDE BEHAVIOR PLAN

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

School Name: Woodlawn 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.

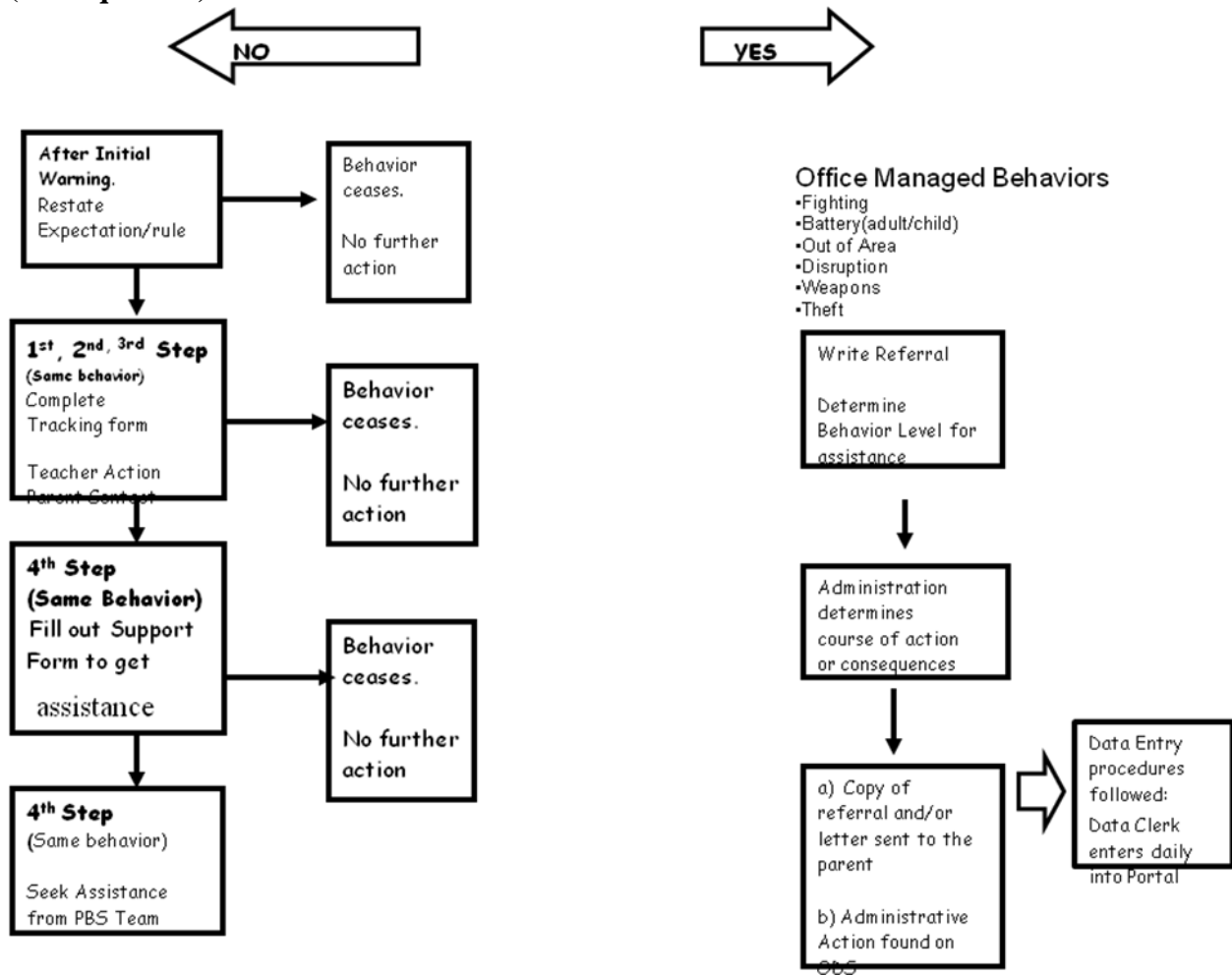
1. Benchmarks of Quality Score: 98/107 = 92%
2. Engagement Data (attendance/suspension/etc):
 - a. https://pbsis.fmhi.usf.edu/users/pbsis_login.aspx
 - b. Use the End of Year data
 - i. Attendance
 - ii. Timeliness
 - iii. Referrals
 - iv. Suspensions (both In- and Out-of-School)
 - v. Other areas as 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. Continue to monitor and increase the effective use of the school-wide behavior plan
 - b. Continue to increase the positive behavior system
 - c. Continue to use the problem solving model to implement the tiers of the Response to Intervention
4. Attach or insert your School-wide Guidelines for Success/Expectations: **School-wide Guidelines for Success/Expectations: 1. Demonstrate Respect 2. Initiate Cooperation 3. Value Honesty 4. Exercise Responsibility 5. Show Compassion**
5. Attach or insert your Common Area Expectations/Rules: **All students are expected to follow and practice CHAMPS expectations in all common areas. Posters that describe each expectation are displayed. Personnel will review and stress the importance of the expectations before entering the common areas.**
6. Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans. **1. Daily Community Building is scheduled during the first 20 minutes of every classroom of every school day. 2. Daily lesson plans reflect the lesson. 3. The CHAMPS strategies are employed throughout the school. Morning Meetings to build community are scheduled each school day. 4. Time in PLCs are used to monitor students behavior in the school's ODS (Web based data base).**

- 7. Attach or insert the planned and/or established Reward/Recognition System:**
Reward/Recognition System: 1. Teachers track students' daily success using a 10 point scale. Students receive four points predetermined by administration for punctuality, compliance wearing uniforms, and participating appropriately in specials and lunch. With input from the students, the teacher decides on the criteria of the six remaining points that are used for their classroom community. 2. Each week students receiving 80% of their points are rewarded by a ticket that allows the child to wear jeans and a 15 minutes free time on the playground the next day. Students achieving success three of the four weeks participate in a school wide incentive program. 3. Every month, each classroom votes on a child that has exhibited positive behaviors that coincide with the Monthly Character Traits. A school wide assembly is held, the chorus performs, the pledge of allegiance is recited, the Guidelines for Success are recited, and each child selected from each classroom is presented with a CHAMPION OF THE MONTH T-SHIRT (prior to which a short narration is read about the child from the classroom teacher citing the character traits that this child possess. Parents of the inductees are invited.

- 8. Attach or insert the plan to align classroom management systems with the school-wide behavior plan. 1. Using the school wide Guidelines for Success, teachers, along with input from their students, develop rules for success. 2. Teachers document individual success by assigning the points that each child earned based on the 10 point scale. 3. Teachers track each student's points on the school's ODS (Web based data base). 4. Based on the point system, the Behavior Team will monitor teachers' and students' success with Tier 1 interventions weekly to make decisions for strategies and/or further interventions.**

- 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**

(consequences).



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.

NEW PROCESS FOR SUPPORT REQUESTS!

Today the SBLT (School Based Leadership Team) met and determined a process for responding to academic and behavior support requests. The intentions of team were to develop a process for reviewing support requests that would allow the teachers to be more involved.

How's it going work?

When an academic and/or behavior support request is received, the responding coach will send an email to the teacher and necessary personnel to schedule a meeting during their specials block.

Who will be responding to the request and setting up the meeting?

Academic Support Request (Grades K-2): Christina Loverne, RTI Coach
Academic Support Request (Grades 3-5): Heather Willis-Doxsee, RTI Coach
Behavior Support Request (Grades K-5): Bob Tatangelo, Behavior Coach

Where will the meeting be held?

The meeting will be held in your classroom or team area.

When will the meeting be held?

After your support has been identified, a schedule for the following week will be developed and posted on the weekly update (Karen's Kliffnotes)

What do I need to bring to the meeting?

For academic support requests, teachers should bring the students FAIR scores and the student's ranking in comparison to the class and grade, classroom grades, work samples, OPM data, any additional testing data such as common assessments or FCAT, tier 2 group data, and any other pertinent information.

For behavior support requests, teachers should bring behavior OPM data, any anecdotal records you have kept, family issues you are aware of, attendance data, a list of behavior strategies you have already implemented with the student before asking for support, and any other pertinent information.

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. CHAMPs and Foundations for new staff and those who need to revisit the expectations.

2 CPI Training

3. Team Building

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

Our general education population has been performing successfully. Ninety percent of our gen ed classrooms are showing strong Tier 1 data (80% or higher receiving 80% and higher of their weekly points). Of the classrooms that are not showing as strong Tier I data, we utilize the Behavior coach to work with the teacher and their classroom management plans. We also look at the data in SBLT and the specific SBLT sub group meetings to do problem solving worksheets on the children that are not scoring 80% or higher with behavior points. Children that show a gap in performance from their peers are put on Tier 2 interventions which are monitored by the Behavior SBLT sub group on a monthly basis. Children needing more intensive interventions (Tier 3) are monitored weekly.

At this point in time, we have 82 referrals that have been issued to children. 78% of those referrals are black children with 93% of those being black males. It should also be noted that 50% of all our referrals are coming from our EBD classrooms, and of those classrooms 90% are African American. Even though the statistic of having 78% of referrals coming from our African American population is concerning, 60% of all referrals are coming from our EBD classrooms. When aggregated and the EBD factor removed, the referrals represented by our black students is 40% which is equal to our Black student population, however 18% of referrals are from the white students and the white students represent 31% of our population. This represents a GAP in behavior performance. There are 13 children that have received 5 or more referrals and of that number 7 are EBD and 5 are Tier 3 students.

Over 50% of our referrals are a result of either fights or striking students. Less than 30% are for other offenses.

It is also to be noted that our OSS rate and ISS is out of line with last year. Last year there were 37 OSS as compared to 28 this year. The ISS data for last year was 37 and only 13 for this year. The majority of OSS has been assigned to our EBD students.

Tier 1 Behavior Data Update (01/08/14)				
Grade	Percent of class meeting expectation (80%)	Number of students below 80 %	Percent of Grade Level Meeting Expectation	Up to date?
Kindergarten				
Boulanger	94%	1/16	95%	12/6
Crawford	100%	0/17		yes
Harris	100%	0/16		12/9
Pringle	82%	3/17		12/13
Dee	100%	0/15		yes
1st				
Jenkins	100%	0/16	93%	12/6
Cummings	100%	0/15		12/2
DiGregario	82%	3/17		yes
Morrow	87%	2/15		yes
Grey	94%	1/16		yes
2 nd				
Applegarth	79%	3/14	85%	yes
Christena	92%	1/13		12/13
Feltz	87%	2/15		yes
Ricketts	67%	4/12		yes
McPherson (1/2)	100%	0/18		
3 rd				
Smith	100%	0/18	98%	12/12
Palmquist	100%	0/17		yes
Hipsley	100%	0/16		yes
Jefferis	92%	1/12		12/13
4 th				
Petrucelli	90%	2/20	89%	12/5
Beck	78%	4/18		12/13
Flint	100%	0/18		12/13
5 th				
Doege	95%	1/20	96%	yes
Mogyordy	93%	1/15		yes
Legagnuer	100%	0/20		yes

End of Year: June 20, 2014

Principal Signature _____ Karen Russell _____
Date _____ 2/21/14