

**14/15 School-wide Behavior Plan
Dunedin Highland Middle School**

2/16/2015

Guidelines for Success:

1. Have the school-wide GFS expectations been clearly identified?
 2. Are common-area expectations posted and clearly communicated?
 3. Have the classroom expectations/rules been clearly identified, posted and clearly communicated?
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Questions to guide discussion:

Dunedin Highland Middle School's Guidelines for Success (The Highlander Way) are clearly identified and communicated through the following methods:

Signage throughout the school in all common areas and posters in every classroom.

School brochures were sent out to every family over the summer and available to incoming students/families upon registration.

GFS is the foundation of our KILTS rewards program.

GFS and behavior expectations are taught to the students during the first week of school and booster lessons will be implemented at the end of each quarter and as needed based on data.

Goal 1: Reduce the total number of referrals by 20% for the 2014/2015 school year.

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Teachers and administrators will meet as a grade level program PLC every three weeks throughout the school year to discuss individual students and classroom processes.

Implementation Steps

Person(s) Responsible

R Keith Mercer

Timeline / By When?

Data will be reviewed biweekly at the MTSS meeting.

Initiated

1/26/15 Revised

Completed

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

1/26/15 Revised

Completed

Goal 2: Reduce the overall School-wide suspension rate by 15% and the ESE and Black subgroup by 25%

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Administration, MTSS and the ESE team will biweekly to review our data and interventions for effectiveness. The teams will recommend professional development, make changes to our processes and meet individually with teachers and students to provide individual support.

Implementation Steps

Person(s) Responsible

Administration

Timeline / By When?

We will meet biweekly and monitor our progress as the year progresses.

Initiated

2/16/15 Revised

Completed

Develop A School-Wide Reward/Recognition System Aligned To Targeted Behavior:

1. How, when, where, and by whom will strategies be implemented?
 2. Are documented strategies evidence-based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?
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Strategy

Our Kilts program is a ticket system designed to immediately recognize and reward students for exemplifying the Highlander Way.

Implementation Steps

Teach the Highlander Way to the students and train the staff on how to recognize the expected behaviors during the first week of school.

Person(s) Responsible

All Staff Members.

Timeline / By When?

KILTS: 30+ per week per staff member
Data collection each month to monitor effectiveness

Initiated

8/18/2014

2/16/15 Revised

Ongoing

Completed

Strategy

Our PPC (Program Privilege Cards) are designed to recognize and reward students for meeting program specific academic and behavior criteria See Attachment for an example.

Implementation Steps

Teach the academic and behavior expectations to the students the first week of school and communicate the rewards and timeline.

Person(s) Responsible

Administrators and Guidance Counselors

Timeline / By When?

Each Progress Report and End of Quarter. Essentially, every four to five weeks

Initiated

2/16/15 Revised

Completed

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8/18/2014

Ongoing

Alignment of Classroom Management Systems With The School-Wide Behavior Plan:

1. How, when, where, and by whom will strategies be implemented?
 2. Are documented strategies evidence-based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?
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A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

The MTSS team will communicate to the staff current data trends through bi-weekly data share emails. The PBS committee will gather information through surveys and communicate to staff through email.

Implementation Steps

Teachers must complete a classroom behavior plan that aligns to the SWBP and submit it for review by an administrator.

Person(s) Responsible

R Keith Mercer

Timeline / By When?

9/12/14

Initiated

8/12/2014

1/26/15 Revised

Ongoing

Completed

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Action Plan:

Plan to Monitor for Fidelity of Implementation

MTSS team will meet bi-weekly to review discipline data and monitor tier 2 and tier 3 students. The PBS and Discipline committees will meet once a quarter to monitor tier 1 programs and school-wide initiatives.

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Midyear:

1. Which goals, barriers and strategies were revised based on response to intervention?
2. What evidence was used to drive the revisions?

Be sure to include how you are addressing the discrepancy between Black and Non-Black discipline in your response to intervention discussion.

Enter a summary of the current status of implementation

Due to the success of the programs implemented and, we are continuing to make changes to our processes to improve effectiveness.

The ABC room is closed two days a week and our paraprofessional assists with small group instructional support in the 6th grade team.

The 5000 role models, girl-scouts, small groups and mentoring programs are used extensively to address the discrepancy between Black and Non-Black discipline.