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?**

Questions to guide discussion:

School-wide GFS are clearly defined as in the example below.

Oak Grove Middle School
School and Classroom Conduct

We are on time to class, prepared to learn, and attentive to the teacher's instructions.

We accept responsibility for our actions and commit to the policies of Oak Grove Middle School.

We behave in a way that promotes a healthy, safe environment in which to learn.

We respect our teachers, support staff, and administrators as well as our fellow classmates.

We respect cultural diversity, individuality, and the rights of others.

We support our fellow students and work together to achieve our goals.

We are the Golden Knights.

The common-area expectations are posted in all classroom and common-areas. They have been communicated through opening day orientations for all grade levels.

Expectations - Classroom Rules - Hall Rules - Cafeteria Rules - School Grounds & Bus Area - Restroom Rules - Assemblies/After School Activities
      Respect
     Listen & follow directions
·   Use kind language and inside tone of voice
·   Be considerate of others physical space and property
     Walk at all times
·   Keep hands and feet to yourself
·   Have a pass

·   Use inside voices   ·   Wait patiently in line

·   Use inside voice

Choose food items wisely   ·   Stay on sidewalks

·   Listen and follow directions

·   Be courteous
     ·   Respect others privacy

Benchmarks of Quality Score: 97 / 107 = .91   **1**

·   Use supplies appropriately

Use good hygiene   ·   Enter and exit in an orderly fashion

Goal 1: Reduce the total number of infractions by 20% by the end of 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?

Use of RTI and MTSS systems. Teachers will be trained in the the 3 tier system of RTI and types of intervention designed to help students improve both academically and behaviorally.
2013-2014- 1981 infractions   Goal 2014-2015 1585 infractions

Implementation Steps

Weekly RTI team meetings.
Weekly examination of individual student data from focus and teacher input
Weekly examinations of school-wide discipline data from data warehouse, focus and EDS.
Creation of Tier 2 and Tier 3 interventions for students in need according to teacher and parent input and data.

Person(s) Responsible

Counselors, psychologist, social worker, teachers, behavior specialist, and administrators

Timeline / By When?

8/18/14- end of 2014-2015 school year

Initiated	Status	Completed
8/18/2014	Ongoing	

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?

Creation and implementation of Success Academies consisting of students with an overabundance of discipline infractions from previous years which have had a negative impact on their academic success.

Implementation Steps

Examine data to place students in academy. Select appropriate teachers for Success Academy classes. Work with behavior specialist to create behavior/academic contracts, daily point sheets, and level system.

Person(s) Responsible

Administration, counselors, teachers, and behavior specialist.

Timeline / By When?

8/18/14- end of 2014-2015 school year

Initiated	Status	Completed
8/18/2014	Ongoing	

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?

School-wide opening day student orientations

Implementation Steps

Administration willl create several different teaching sessionis for teachers to utlize. Teachers will be trained on the sessions and what is to be taught. Teachers will be given lesson guides and materials to conduct the orientation day. All first period teachers present orientation sessions throughout first day of school in order to teach students about our GFS, processes/procedures, discipline data, vision/mission statements of county, school and classroom, emergency procedures, code of conduct, student handbook, goal setting and other information. This will be conducted in first period classes where students will stay for the entire day.

Person(s) Responsible

All teachers, administrators and other staff members

Timeline / By When?

8/18/14-8/19/14

Initiated	Status	Completed
8/18/2014	Ongoing	

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?

School-wide orientation through social studies classes. All student will attend an assembly conducted by administration the second day of school. This orientation will cover safety and emergency procedures, dress code, vision/mission, electronic device policy and other important information which will enable students to be successful and reduce the number of discipline infractions.

Implementation Steps

Administration will create a power point presentation of important information to share with students. A schedule for presentations will be created and distributed to teachers. Presentations will be run through social studies classes. Each period social studies teachers will bring students to the multipurpose room. Administration will go over the power point presentation and highlight and discuss ways for students to be successful based on the knowledge of Oak Grove's mission and vision.

Person(s) Responsible

M. Mustoe will create and present. All social studies teachers will bring classes and stay with them to monitor students. Students will be engaged in the presentation and participate in the interactive portions of the presentation.

Timeline / By When?

8/19/14

Initiated	Status	Completed
8/18/2014	Ongoing	

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	Status	Completed
8/18/2014	Ongoing	8/19/2014

Goal 1 Data Collection and Management:

1.   **Did your team access and use the student data information systems?**
2.   **What is the correlation between reinforcement of positive behaviors and targeted behaviors?**
3.   **Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?**
4.   **Does the plan identify a regular schedule of data and analysis?**

Strategy

Weekly, monthly and semester compilation and examination of data from Data Warehouse, Focus, and EDS.
Using PBS as positive reinforcement when students follow expectations to change behavior.

Implementation Steps

Administration will share data from sources with all staff and students on a monthly basis. RTI team will examine data on a weekly basis.   Administration will update SWBP each semester.

Person(s) Responsible

Administration, department chairpersons, guidance counselors, behavior specialist, psychologist and social worker

Timeline / By When?

8/18/14- end of 2014-2015 school year

Initiated	Status	Completed
8/18/2014	Ongoing	

Goal 2: Reduce the total number of infractions by African-American students by 20% in order to help close the achievement gap.

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?

Teacher, staff and administrative mentors for African-American students.

Implementation Steps

Teachers and staff have volunteered to be a mentor for an African-American student who they already have a rapport with. Mentor will meet at least once a month to discuss grades, discipline, home life, etc. and document meetings. Administration will generate data reports regarding African-American students for teachers to examine.

Person(s) Responsible

All teachers, staff and administrators will select a student to mentor.

Timeline / By When?

8/18/14-end of 2014-2015 school year.

Initiated	Status	Completed
8/18/2014	Ongoing	

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?

Formation of African-American Heritage Club.   Cultural Competency training for all staff. Weekly and monthly examination of data relating to African-American students.
2013-2014 infractions 654 Goal 2014-2015 524 infractions

Implementation Steps

Ms. Scott will sponsor the African-American Heritage Club. She has been recruiting parents, students, teachers, and stakeholders for the club since April of 2014. She is planning meetings and events for the 2014-2015 school year.

Person(s) Responsible

Administration, teachers, staff mentors, psychologist, social worker, and behavior specialist

Timeline / By When?

African-American Heritage Club is ongoing since April of 2014. Mentors have been established since 8/11/14. Cultural competency training will be conducted.

Initiated	Status	Completed
8/18/2014	Ongoing	

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were

Creation of Step Club for African-American students.

Implementation Steps

Club sponsors will hold informational meetings for Step Club. They will then select students to participate in the club. Students will receive all paperwork and permission slips at an informational meeting on 9/5/14. Step will practice on a daily schedule and will perform at different school and community events.

Person(s) Responsible

Officer Price and Mr. Jackson

Timeline / By When?

9/5/14

Initiated	Status	Completed
9/5/2014	Ongoing	

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?

Continue Role Models 5000 and Girlfriends Club.

Implementation Steps

Get teacher and administrative input on students who would benefit from participating in these clubs. Invite students to join. Teacher sponsors to hold bi-weekly meetings. Investigate opportunities for guest speakers, community service events, and school events that members will participate in.

Person(s) Responsible

Mr. Noble, Mrs. Scott, and Mr. Jackson

Timeline / By When?

Begins selection process by 9/20/14. Meetings to begin by 9/30 and occur every two weeks.

Initiated	Status	Completed
8/12/2014	Ongoing	

Goal 2 Data Collection and Management:
1. **Did your team access and use the student data information systems?**
2. **What is the correlation between reinforcement of positive behaviors and targeted behaviors?**
3. **Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?**
4. **Does the plan identify a regular schedule of data and analysis?**

Strategy

Student data information systems were accessed and utilized. (Focus, Data Warehouse, EDS)

Implementation Steps

Identify the number and identities of those African-American students who have discipline infractions. (infraction rates of subgroups, suspension rates of subgroups, types of infractions and setting of infractions.)
Target those students and parents for Heritage Club and mentorships with assorted staff. Also target those students for Success Academy classes.

Person(s) Responsible

Administration will access data and analyze it for trends. They will then share the data with teachers and all other parties

Timeline / By When?

8/18/14- end of school year 2014-2015

Initiated   **Status**   **Completed**

Goal 3: Reduce the number of defiance and insubordination infractions by 20%. 13-14 338 infractions Goal-14-15 270 infractions

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?

Classroom lessons on the definition of defiance. Use of CHAMPS in the classroom by teachers. Provide engaging lessons to keep students' on task. Use of Edgeunity computer based blended learning. School-wide orientations for all grade levels sharing discipline data with students and the definition of defiance. Use PBS rewards when students comply with adult directions.

Implementation Steps

Post classroom and school expectations in all areas including classrooms. Post PBS expectations in all areas. Have specific lessons regarding defiance for teachers to use in classroom mini lessons. Ensure all teachers have CHAMPS posters posted. Administrative walk throughs checking for engagement and weekly checks of lesson plans.

Person(s) Responsible

All teachers for planning lessons, utilizing CHAMPS, utilizing PBS, utilizing Edgeunuity, and posting all related posters and data.
Administration for walk throughs, lesson plan checks, CHAMPS fidelity and training

Timeline / By When

Edgeunity usage-8/25/14, posters and expectations posted- 8/18/14, administrative walk throughs- ongoing
orientations-8/18-8/19/14
mini lessons- 9/2/14 and ongoing

Initiated	**revised 1/26/15**	**Completed**
8/18/2014	Ongoing	

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	**revised 1/26/15**	**Completed**
8/18/2014	Ongoing	

Goal 3 Data Collection and Management:

1.   **Did your team access and use the student data information systems?**
2.   **What is the correlation between reinforcement of positive behaviors and targeted behaviors?**
3.   **Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?**
4.   **Does the plan identify a regular schedule of data and analysis?**

Strategy

Student data information systems were accessed and utilized. (Focus, Data Warehouse, EDS)

Implementation Steps

1. Collect data from assorted sources.
2. Analyze data to determine top 5 infractions
3. Share data with stakeholders
4. Use rewards from PBS when students are compliant with adult directions and following class and school-wide expectations.

Person(s) Responsible

Administration will access data and share with stakeholders, including teachers, other staff, parents, and students

Timeline / By When?

Monthly throughout the school year.

Initiated	**revised 1/26/15**	**Completed**
8/18/2014	Ongoing	

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?

Strategy

PBS use school-wide utilizing Coffin Cash, Fast Passes, Friday Freeze Pop celebrations, and, Golden Knight award as rewards for following GFS and school and classroom expectations. Students caught following GFS and other expectations will be given rewards by all staff members. All students have the opportunity to be recognized. Coffin Cash can be utilized by students to purchase items from the school store, enter drawings for prizes, and attend some school functions such as dances. Fast Passes allow students to go directly to the lunch line instead of waiting at their table to be called. Friday Freeze pops are for those students who have earned a Gold Knight Award during the week. Students may earn this reward for following all classroom and common area expectations and going above and beyond to be an example to others.

Implementation Steps

Continue PBS team.
School-wide use of PBS in classrooms, common areas, cafeteria, etc.
Post PBS expectation in all classrooms and common areas. Use of morning announcements and opening day orientation to communicate PBS to all students.

Person(s) Responsible

All staff and PBS team members are responsible for rewarding students for following school and class expectations.

Timeline / By When?`

8/18/14- end of 2014-2015 school year

Initiated	Status	Completed
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?

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 will teach mini-lessons on defiance. These lessons will target goal 3 which is to reduce the number of defiance incidents by 20%. Students will engage in effective lessons to teach them the definition of defiance. They will see examples and non-examples and engage in collaborative activities so they know how to respond when given a direction. Students who demonstrate that they know how to comply with directions from adults will be rewarded with PBS rewards such as a Fast Pass or Coffin Cash.

Implementation Steps

Mini-lessons on defiance to be created and given to teachers. Teachers will review lessons and present to students during 1st period, monthly on Fridays. Data, from Data Warehouse, will be examined each month and analyzed for trends to make a determination as to whether or not mini-lessons are having a positive impact on reducing the number of defiance incidents by 20%.

Person(s) Responsible

M. Mustoe will work with administrative team to create engaging and effective lessons on the issue of defiance.
All teachers will teach lessons once a month on a designated Friday.
Students will engage in the mini-lessons.
Administration will pull and analyze school-wide discipline data.

Timeline / By When?

8/18/14 initial contact with teachers and students. Lessons to begin 9/27/14.

Initiated	Status	Completed
8/18/2014	Ongoing	

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?

To ensure student success and to accomplish the goal of reducing the total number of incidents, all teachers will post and teach the classroom and common-area expectations. Students will be rewarded for following the expectations through use of the Oak Grove Middle School PBS system. As students are caught doing the right thing, they will be given some type of PBS reward. As students receive a 3:1 ratio of positive to negative consequences, behavior will change, thus reducing the number of incidents on campus. All students are able to receive PBS rewards and data will be analyzed for trends.

Implementation Steps

Creation of posters, student handbook and website to share classroom and common-area expectations with students. Posters will be posted in all classrooms and common areas. Teachers will refer to the expectations and will reward students using the PBS system. Teachers, staff and administration will utilize PBS rewards for students following

common-area expectations. Data will be collected and analyzed to see the number of rewards being distributed and to look for positive trends.

Person(s) Responsible

Administration, teachers, staff
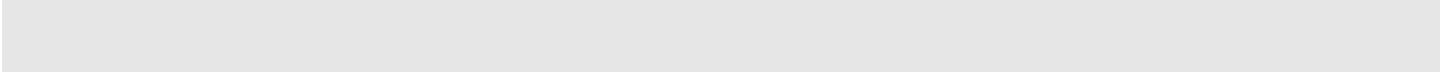
Timeline / By When?

8/18/14

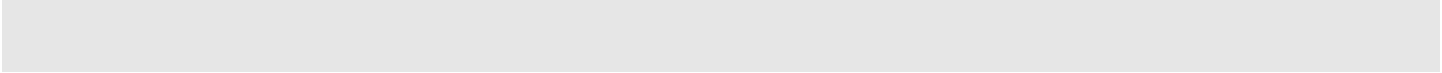| Initiated	Status	Completed
8/18/2014	Ongoing	

Action Plan:

Plan to Monitor for Fidelity of Implementation

1. Administration will conduct walk throughs to ensure that all classrooms have posted classroom and PBS expectations.
2. Data will be collected from Data Warehouse, EDS,and Focus.
3. Data will be analyzed weekly, monthly, and each semester in order to find trends and in order to monitor whether or not goals are being met.
4. Data trends will be shared with all stakeholders and input will be taken from them in order to make improvements and so that there is buy in.
5. The RTI team will continue to meet weekly and examine individual and group student data. They will continue to make recommendations on tier 2 and 3 interventions for student who are struggling academically and behaviorally. The team will monitor theses students' progress through data collection, observations and teacher/parent input.
6. Teachers and staff will mentor African-American students.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

1. School based training on RTI/MTSS process, tiers and forms.
2. Teachers trained on opening day school-wide orientation 8/15/14.
3. Bi-monthly school based professional development on CHAMPS, AVID, classroom based interventions, cultural competency, WICOR, and PBS.
4. Florida Inclusion Network ESE training-10/20/14

Midyear:

1. Which goals, barriers and strategies were revised based on response to intervention?
2. What evidence was used to drive the revisions?
<mark>Be sure to include how you are addressing the discrepancy between Black and Non-Black discipline in your response to intervention discussion.</mark>

Enter a summary of the current status of implementation

Goal 1: Decrease the number of discipline infractions by 20%.

During the time period from August 2013 to January 2015, Oak Grove Middle School had a total of 869 infractions. During the same time period, during the 2014-2015 school year, the total number of infractions was reduced to 638. This is a 27% reduction. It appears that new PBS strategies, such as school-wide incentives, Success Academy, and a focus on character education, which were incorporated at the start of the school year, are having a positive impact on behavior. Regular monitoring of student's data who are involved in RTI and MTSS is also having a positive impact. We will continue to focus on Tier II and Tier III students and their PBIPs. Goal 1: Decrease the number of discipline infractions by 20%. Students will continue to receive conflict resolution, anger management, and social skills training.

Goal 2: Reduce the total number of infractions by African-American students by 20% in order to help close the achievement gap.

Between August 2014 and January 2015, African Americans had 194 infractions which is 29.5%. Last year in the same date range, African Americans had 292 infractions at 33.6%. This is a 4.1% reduction which does not meet our goal of a 20% reduction, but is a trend in the right direction. We will continue to offer African American parent evenings in order to get input from parents and to help keep them informed of ways they can help their students and the school increase African American student achievement. Staff members will continue mentoring African American students, who struggle academically and behaviorally. We will continue 5000 Role Models and Girlfriends clubs and African American 1 Up Tutoring which past data shows has helped student involved make gains. Students will also be referred to our Intervention Specialist for individual and small group anger management and conflict resolution training.

Goal 3: Reduce the number of defiance and insubordination infractions by 20%. (13-14 338 infractions Goal-14-15 270 infractions)

Within the timeframe of August 2014 to January 2015 Oak Grove Middle School students generated 123 defiance/insubordination infractions for a percentage of 18.7%. In the same timeframe, during the 2013-2014 school year, there were 338. This is a reduction of 63.6%, which is way above our goal of a 20% reduction. We will continue with all of the PBS, MTSS, RTI and other strategies we have in place, as these seem to be creating a positive impact on defiance and insubordination. We will also update and improve our opening day orientation and 2nd school day presentations on Guidelines for Success, which we implemented at the start of this year. We plan on implementing them next year. We will also continue to monitor and update PBS incentives through the remainder of the year.