
Guidelines for Success

1. What are the school-wide Guidelines for Success?

Oak Grove Middle School uses PBS:

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.

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

2. Where are common area expectations posted?

The common-area expectations are posted in all classrooms and common-areas. (Cafeteria, Hallways, Media Center, Gym, Front Office, etc.)

3. How are common area expectations communicated?

They have been communicated through opening day orientations for all grade levels. They are posted in all areas of the facility. They are on our school website

4. What are the classroom expectations/rules and how are they identified, posted, and clearly communicated?

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.

Opening day orientation to all grade levels, students and staff. Posted in all classrooms and common areas.

CHAMPS and other expectations are explicitly taught to students.

**15/16 School-wide Behavior Plan
Oak Grove Middle School**

10/30/2015

Goal 1

Present Level of Performance

2014-2015 according to data warehouse, discipline infractions decreased to 1,502 which is a reduction of 492 discipline infractions and surpasses the 20% reduction goal.

Expected Level of Performance

Infraction reduction on 20% or 1200 or less infractions for the 2015-2016 school year.

GAP

During the 2014-2015 school year, according to Data warehouse, African-American students accounted for 426 total infractions. This is 28% of total infractions for the year.

1. What problem have you identified?

Students will know the definition of class/campus disruption, defiance and insubordination, repeated misconduct, and bus misconduct. Students will be able to identify the issues with exhibiting the behaviors listed above and the negative impact they have on student achievement. This will assist us in continuing to reduce the number of infractions by an additional 20%. Data warehouse and Focus were used to identify this problem.

2. What is your Desired Outcome/Measureable Goal?

Decrease the number of discipline infractions by 20% or 300 infractions.

3. What are possible reasons that your goal has not yet been reached (barriers)?

Our goal of reducing infractions has previously been met in the 2014-2015 school year. With that success, we will continue to strive to reduce the number of infractions. Barriers include student motivation (why students commit infractions), outside influences, values taught at home, and students not having previously been taught the problems with being defiant, causing campus/class disruptions, repeating misconduct and safety issues surrounding bus misconduct. A lack of parental involvement with school activities.

3a. What is the most valid and alterable barrier (your priority)?

The fact that students need to be explicitly taught the definitions of the infractions and how to avoid these infractions. The need to be given alternative behavior choices and positive behavior must be reinforced with positives.

3b. How do you know that this is the right barrier to address (validation)?

As a school this is the only barrier we control. We can't change home or pop culture influences. We can only teach them what these infractions look like, their definitions and the other ways to handle situations without committing infractions. We can offer them replacement behaviors and reward them when they are successful and have positive

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behavior.

Goal 1

4. How will this problem be solved?

1. PBS strategies
2. Character Education
3. RTI/MTSS
4. Violence Prevention
5. Opening Day Orientation
6. CHAMPS

**Implementation Steps
(Including professional development)**

1. Continue PBS strategies
2. Continue focus on Character Ed.
3. Ongoing MTSS/RTI Team meetings and data monitoring
4. Classroom and small group violence prevention
5. Opening Day School Wide Orientation developed and delivered
6. CHAMPS in all classrooms

Person(s) Responsible

1. PBS Team/All staff
2. PBS team and all staff
3. RTI/MTSS Team
4. 6th grade social studies teachers and violence prevention specialist
5. All staff
6. Classroom teachers

Timeline / By When?

1. ongoing
2. ongoing
3. ongoing
4. ongoing
5. 8/24/15
6. ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

7. Use of Mental Health System Navigator Counselor

8. Check and Connect Mentors

Implementation Steps (Including professional development)

Generate data on individual students who may need mental health counseling

Refer students to Ms. Lotti.

Person(s) Responsible

Administration
School Counselors
Parents
Teachers
Students

Timeline / By When?

Ongoing

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

Goal 1

5. Data collection and management

Date Warehouse student discipline reports

**Implementation Steps
(Including professional development)**

1. Collect monthly data warehouse information
2. Distribute to staff
3. Distribute to students
4. RTI/MTSS, PBS, and SBLT team analyze for trends

Person(s) Responsible

Assistant Principal
Assistant Principal
Assistant Principal
RTI/MTSS Team
PBS Team
SBLT

Timeline / By When?

ongoing/monthly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Focus Data

**Implementation Steps
(Including professional development)**

1. Collect monthly data warehouse information
2. Distribute to staff
3. Distribute to students
4. RTI/MTSS, PBS, and SBLT team analyze for trends

Person(s) Responsible

Assistant Principal
Assistant Principal
Assistant Principal

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RTI/MTSS Team
PBS Team
SBLT

Timeline / By When?

ongoing/ monthly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

PBS meeting times
RTI/MTSS team meeting times
Use of data warehouse

Implementation Steps
(Including professional development)

Calendar set for regular monthly meetings
Calendar set for bimonthly meetings

Person(s) Responsible

Administration and PBS Team

RTI/MTSS Team and Administration

Administration

Timeline / By When?

All ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Violence Prevention Specialist class and small group on bullying, anger management and conflict resolution

Implementation Steps
(Including professional development)

Violence Prevention schedule set for classroom presentations and small group counseling.

Person(s) Responsible

Violence Prevention Specialist
Administration
School Counselors

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Timeline / By When?

ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

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 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 these students' progress through data collection, observations and teacher/parent input.
6. Teachers and staff will mentor African-American students.

**Implementation Steps
(Including professional development)**

Access data warehouse on a monthly basis and pull the needed reports.

Analyze the data for downward trends in total number of infractions

Share with staff, students and different teams

Person(s) Responsible

Administration
PBS Team
RTI/MTSS Team

Timeline / By When?

Weekly, Monthly, Semester

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

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.

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They will continue to make recommendations on tier 2 and 3 interventions for student who are struggling academically and behaviorally. The team will monitor these students' progress through data collection, observations and teacher/parent input.

6. Teachers and staff will mentor African-American students.

**Implementation Steps
(Including professional development)**

Data collected and analyzed on a weekly, monthly, and a semester basis.
RTI/MTSS team to monitor and analyze data
PBS Team to monitor and analyze data for trends

Person(s) Responsible

Administration
RTI/MTSS Team
PBS Team

Timeline / By When?

Weekly, Monthly, Semester

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

Goal 2

Present Level of Performance

Oak Grove Middle School students generated 313 defiance/insubordination infractions during the 2014-2105 school year.

Expected Level of Performance

Reduce the number of defiance and insubordination infractions by 20%.

GAP

Black students accounted for 101 of the 313 defiance/insubordination infractions during the 2014-2015 school year. This accounts for 32% of this type of infraction.

1. What problem have you identified?

Students will know the definition of defiance and insubordination. Students will be able to comply with adult directions and will have an understanding of the importance of being compliant.

2. What is your Desired Outcome/Measureable Goal?

Reduce the number of defiance and insubordination infractions by 20%.

3. What are possible reasons that your goal has not yet been reached (barriers)?

Our goal of reducing defiance and insubordination infractions has previously been met in the 2014-2015 school year. With that success, we will continue to strive to reduce the number of infractions. Barriers include student motivation (why students commit infractions), outside influences, values taught at home, and students not having previously been taught the problems with being defiant. A lack of parental involvement with school activities.

3a. What is the most valid and alterable barrier (your priority)?

The fact that students need to be explicitly taught the definitions of the infractions and how to avoid these infractions. The need to be given alternative behavior choices and positive behavior must be reinforced with positives.

3b. How do you know that this is the right barrier to address (validation)?

As a school this is the only barrier we control. We can't change home or pop culture influences. We can only teach them what these infractions look like, their definitions and the other ways to handle situations without committing infractions. We can offer them replacement behaviors and reward them when they are successful and have positive behavior.

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Goal 2

4. How will this problem be solved?

1. PBS strategies
2. Character Education
3. RTI/MTSS
4. Violence Prevention
5. Opening Day Orientation
6. CHAMPS

Implementation Steps (Including professional development)

1. Continue PBS strategies
2. Continue focus on Character Ed.
3. Ongoing MTSS/RTI Team meetings and data monitoring
4. Classroom and small group violence prevention
5. Opening Day School Wide Orientation developed and delivered
6. CHAMPS in all classrooms

Person(s) Responsible

All staff, teachers and administration

Timeline / By When?

ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

7. Use of Mental Health System Navigator Counselor

8. Check and Connect Mentors

Implementation Steps (Including professional development)

Generate data on individual students who may need mental health counseling

Refer students to Ms. Lotti.

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Person(s) Responsible

Administration
School Counselors
Parents
Teachers
Students

Timeline / By When?

ongoing

Initiated: 8/28/2015

Ongoing: Y

Pending:

Completed:

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated: 8/14/2015

Ongoing: Y

Pending:

Completed:

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

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Initiated: 8/14/2015
Ongoing: Y
Pending:
Completed:

Tier 1, 2 and 3 interventions (How will the Coaching Classroom Management training from July be communicated to the staff and implemented with students?)RS

**Implementation Steps
(Including professional development)**

RTI/MTSS meeting dates established
Processes for reviewing student data established
PBIPS and FBA reviews

Person(s) Responsible

RTI/MTSS Team
Administration
Teachers
Parents

Timeline / By When?

ongoing

Initiated: 8/27/2015
Ongoing: Y
Pending:
Completed:

Goal 2

5. Data collection and management

Student discipline data on data warehouse and in focus.

Use of data warehouse charts, graphs, and other information.

**Implementation Steps
(Including professional development)**

Monitoring on a weekly, monthly, and semester basis.

Person(s) Responsible

Administration
RTI/MTSS Team
PBS Team
Teachers

Timeline / By When?

ongoing

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

Goal 2

6. Support Plan

PBS meeting times
RTI/MTSS team meeting times
Use of data warehouse

Implementation Steps
(Including professional development)

Calendar set for regular monthly meetings
Calendar set for bimonthly meetings

Person(s) Responsible

Administration
RTI/MTSS Team
Teachers
Mental Health Counselor

Timeline / By When?

ongoing

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

Violence Prevention Specialist class and small group on bullying, anger management and conflict resolution

Implementation Steps
(Including professional development)

Violence Prevention schedule set for classroom presentations and small group counseling.

Person(s) Responsible

Violence Prevention Specialist
Administration
School Counselors

Timeline / By When?

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10/30/2015

ongoing

Initiated: 8/25/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

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 ,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.

**Implementation Steps
(Including professional development)**

Access data warehouse on a monthly basis and pull the needed reports.

Analyze the data for downward trends in total number of infractions

Share with staff, students and different teams

Person(s) Responsible

Administration
RTI/MTSS Team
PBS Team
Teachers

Timeline / By When?

ongoing

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

4. Data trends will be shared with all stakeholders and input will be taken from them in order

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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 these students' progress through data collection, observations and teacher/parent input.

6. Teachers and staff will mentor African-American students.

Implementation Steps

(Including professional development)

Data collected and analyzed on a weekly, monthly, and a semester basis.

RTI/MTSS team to monitor and analyze data

PBS Team to monitor and analyze data for trends

Person(s) Responsible

Administration

RTI/MTSS Team

PBS Team

Timeline / By When?

ongoing

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

Goal 3

Present Level of Performance

During the 2014-2015 school year, according to Data warehouse, African-American students accounted for 426 total infractions. This is 28% of total infractions for the year.

Expected Level of Performance

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

GAP

426 infractions by African-American students
1,136 by other races

1. The identified problem for Goal 3 is:

Students will know the definition of class/campus disruption, defiance and insubordination, repeated misconduct, and bus misconduct. Students will be able to identify the issues with exhibiting the behaviors listed above and the negative impact they have on student achievement. This will assist us in continuing to reduce the number of infractions by an additional 20%. Data warehouse and Focus were used to identify this problem.

2. What is your Desired Outcome/Measureable Goal?

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

3. What are possible reasons that your goal has not yet been reached (barriers)?

Our goal of reducing infractions by African-American students has previously been met in the 2014-2015 school year. With that success, we will continue to strive to reduce the number of infractions. Barriers include student motivation (why students commit infractions), outside influences, values taught at home, and students not having previously been taught the problems with being defiant, causing campus/class disruptions, repeating misconduct and safety issues surrounding bus misconduct.

3a. What is the most valid and alterable barrier (your priority)?

The fact that students need to be explicitly taught the definitions of the infractions and how to avoid these infractions. The need to be given alternative behavior choices and positive behavior must be reinforced with positives.

3b. How do you know that this is the right barrier to address (validation)?

As a school this is the only barrier we control. We can't change home or pop culture influences. We can only teach

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them what these infractions look like, their definitions and the other ways to handle situations without committing infractions. We can offer them replacement behaviors and reward them when they are successful and have positive behavior.

Goal 3

4. How will this problem be solved?

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

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Staff, teachers, and administration will select a student to mentor.

Weekly checks by these individuals

Person(s) Responsible

All staff, teachers and administration

Timeline / By When?

ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Continue Role Models 5000 and Girlfriends Club

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Continue with regularly scheduled meeting and activities.

Person(s) Responsible

Mr. Jackson

Mr. Simon

Mr. Harvey

Mr. Maynard

Ms. Scott

Officer Price

Ms. Smith

Ms. Kidwell

Timeline / By When?

ongoing

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Initiated: 8/14/2015
Ongoing: Y
Pending:
Completed:

One Up Tutoring and African-American Heritage Club

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Meetings for both on Tuesdays, Wednesdays and Thursdays

Identify student members who will benefit from the academic and behavioral lessons taught in these groups.

Person(s) Responsible

Ms. Scott
Ms. Soltau
Mr. Jackson

Timeline / By When?

ongoing

Initiated: 8/14/2015
Ongoing: Y
Pending:
Completed:

Principal's Multicultural Advisory Committee

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Monthly meetings
Establish student membership
Establish what activities will take place.

Person(s) Responsible

Ms. Segovia
Mr. Hyypio
Mr. Trudell
Ms. Georgakakis

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Timeline / By When?

ongoing

Initiated: 8/14/2015

Ongoing: Y

Pending:

Completed:

Tier 1, 2 and 3 interventions

STEP program

Small Group and individual conflict resolution/anger management training

African-American Outreach Parent Night

One-Up Tutoring

CHAMPS

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

RTI/MTSS meeting dates established

Processes for reviewing student data established

PBIPS and FBA reviews

Person(s) Responsible

RTI/MTSS Team

Administration

Teachers

Parents

Guidance Dept.

Violence Prevention specialist

Timeline / By When?

ongoing

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

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One to one and small group mentoring with African-American girls

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

- Identify participants
- Schedule meeting times
- Conduct sessions with participants

Person(s) Responsible

Dr. Campbell
Ms. Lovette

Timeline / By When?

ongoing

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

Goal 3

5. Data collection and management

Student discipline data on data warehouse and in focus.

Use of data warehouse charts, graphs, and other information.

**Implementation Steps
(Including professional development)**

Monitoring on a weekly, monthly, and semester basis.

Person(s) Responsible

Administration
RTI/MTSS Team
PBS Team
Teachers

Timeline / By When?

ongoing

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

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Goal 3

6. Support Plan

PBS meeting times
RTI/MTSS team meeting times
Use of data warehouse

Implementation Steps
(Including professional development)

Calendar set for regular monthly meetings
Calendar set for bimonthly meetings

Person(s) Responsible

Administration
RTI/MTSS Team
Teachers
Mental Health Counselor

Timeline / By When?

ongoing

Initiated: 8/27/2015
Ongoing: Y
Pending:
Completed:

Violence Prevention Specialist class and small group on bullying, anger management and conflict resolution

Implementation Steps
(Including professional development)

Set up schedule for classroom education
Refer students for small group
Begin small groups

Person(s) Responsible

School Counselors
administration
Violence Prevention

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Timeline / By When?

Year long

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

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 ,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.

**Implementation Steps
(Including professional development)**

(incomplete info) RS

Person(s) Responsible

(incomplete info) RS

Timeline / By When?

ongoing

Initiated: 8/28/2015

Ongoing: Y

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

- Coffin Cash
- Fast Passes
- Freeze Pop Fridays
- Honor Roll and Principal's List Celebrations
- Outdoor pass- Gold Card
- 9 week drawings for prizes
- Verbal Praise
- Lunch with mentor or teacher
- Monthly Turn Around Student Awards

2. Describe the procedure/practice used.

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

3. How, when, where, and by whom will strategies be implemented?

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. 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.

4. Explain how documented strategies are evidence-based and aligned to data?

PBS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. On an individual level, PBS uses functional behavior assessments to understand the relationships between a student's behavior and characteristics of his or her environment. The functional behavior assessment identifies multiple strategies to effectively reduce problem behavior including changing systems, altering environments, teaching skills, and focusing on positive behaviors. The PBS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills,

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and create support systems for the student.

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

1. What STOIC-based classroom management system is implemented in your school?

Positive Behavior Supports
CHAMPS
Weekly Character Education Monthly lessons

2. How do you know that your classroom management system is research based?

Positive Behavioral Support (PBS) is an empirically validated, function-based approach to eliminate challenging behaviors and replace them with prosocial skills. Use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change. PBS can target an individual student or an entire school, as it does not focus exclusively on the student, but also includes changing environmental variables such as the physical setting, task demands, curriculum, instructional pace and individualized reinforcement. Thus it is successful with a wide range of students, in a wide range of contexts, with a wide range of behaviors.

Blending behavioral science, empirically validated procedures, durable systems change and an emphasis on socially important outcomes, PBS always involves data-based decision making using functional behavioral assessment and ongoing monitoring of intervention impact.

CHAMPS strategies:

- Reduce classroom disruptions and office referrals
- Improve classroom climate
- Increase student on-task behavior
- Establish respectful and civil interactions

By following the effective, research-based practices outlined in CHAMPS, teachers develop methods for clearly communicating their expectations on every classroom activity and transition. Expectations to clarify are:

Conversation: Can students talk to each other during this activity?

Help: How do students get the teacher's attention and their questions answered?

Activity: What is the task/objective? What is the end product?

Movement: Can students move about during this activity?

Participation: How do students show they are fully participating? What does work behavior look/sound like?

Success: When students meet CHAMPS expectations, they will be successful!

3. How is your classroom management system aligned to data?

These classroom management systems are researched based and data driven. By increasing the positive interactions with students and explicitly teaching each expectation, the chance for infractions decreases. By utilizing these strategies, Oak Grove Middle School has met it's School Wide Behavior Plan goals and will do so again this year.

4. What specific outcomes are expected as a result of your classroom management system?

Reduce the overall number of infractions by 20%.

Reduce the number of infractions by African-American students by 20%.

Reduce the number of defiance and insubordination infractions by 20%.

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