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:

The school- wide GFS expectations are:

A) Decrease referral rate by 5%

B) Decrease suspension rate by 5%

C) Increase attendance rate by 25%

2. Common expectations are posted throughout the school and classrooms. These expectations are reviewed daily at the beginning of the year with students as well as throughout the year.

3. Classroom expectations are posted in every classroom and align with our school wide behavior expectations.

Goal 1: OMS decrease referral rate by 5%

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?

Professional development with faculty - focus on early and positive interventions
Teachers develop relationships with individual students
MTSS team and Triage come to the school for more intensive help

Implementation Steps

Teacher contacts parent
Teacher refers student to counselor
Counselor works with student: point sheets or daily reports may be given in the morning and in the afternoon counselor meets with students
Every classroom has a list of the OMS discipline plan with expectations and consequences.

Person(s) Responsible

Administrators, counselors, teachers, faculty

Timeline / By When?

End of 2014-2015

Initiated	3/4/15 Revised	ongoing
8/8/2014	Ongoing	

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

MTSS team convenes twice monthly to review discipline
Discipline committee meets quarterly to meet and review data
PBS system

Implementation Steps

E-Team/Report Card
Conferences with parents
Chief Change

Person(s) Responsible

* Administrators, counselors, teachers, faculty

Timeline / By When?

End of 2014-2015 school year

Initiated	**3/4/15 Revised**	**Completed**
8/8/2014	Ongoing	

Goal 2: Decrease suspension rate by 5%

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?

Professional development with faculty - focus on early and positive interventions
Hands on = horseplay = referral. Do not put your hands on students

Implementation Steps

Students have an assembly where rules are reviewed
Students are to report any misconduct to an adult

Person(s) Responsible

Administrators, counselors, teachers, faculty

Timeline / By When?

By the end of the 2014/2015 school year
Student Crime Watch developed by the end of fSept.

Initiated	3/4/2015 Revised	Completed
9/13/2010		9/28/2015

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?

*Professional development with faculty - focus on early and positive interventions
*PBS system
* MTSS team

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated	3/4/2015 Revised	Completed

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

*Professional development with faculty - focus on early and positive interventions

*PBS system

* MTSS team

Implementation Steps

* E-Team
* Chief Change
* Planners

Person(s) Responsible

Timeline / By When?

        Initiated   **Status**   **Completed**

Goal 3: Increase attendance rate by 20%

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?

Parents not aware of child skipping

Implementation Steps

Portal makes a call out message after a student has been absent for over 3 days unexcused

Person(s) Responsible

Grade level clerk
Portal report read by principal

Timeline / By When

ongoing

Initiated	**revised 3/17/15**	**ongoing**
	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?

CST
Attendance letters and phone calls home

Implementation Steps

Monitor attendance
following attendance and guidelines per PCS student conduct handbook

Person(s) Responsible

Administrators, clerks, counselors and attendance specialist

Timeline / By When

By the end of the 2014/2015 school year

Initiated	**revised 3/17/15**	**ongoing**
8/8/2014		

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

Check Attendance with the attendance specialist

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated   **revised 3/4/15**   **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?

Strategy

PBS - Chief Change
E-Team

Implementation Steps

*students who earn 4 or more E's for conduct on their report card will receive an E team card
* Chief Change is distributed by the faculty when students demonstrate appropriate choices

Person(s) Responsible

Faculty

Timeline / By When?`

By the end of the 2014/2015 school year

Initiated   **2/16/15 Revised**   **Completed**

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?

Parents taking responsibility for their child

Implementation Steps

Parent workshops through PTSA
Cyberbullying workshop with the deputy

Person(s) Responsible

PTSA
Deputy Darling

Timeline / By When?

first semester

Initiated	1/26/15 Revised	Completed
10/20/2015	Ongoing	10/20/2015

Action Plan:

Plan to Monitor for Fidelity of Implementation

Osceola Middle utilizes a Positive Behavior Support (PBS) program using a token economy. Students can earn incentive tokens called "Chief Change." These tokens can be redeemed at the Chief Change Store each Friday during lunch and Wednesday after school. Students can use the Chief Change to "purchase" prizes such as pencils, erasers, pens, pencil sharpeners, hacky sacks, posters, hats, popcorn, and other fun items.

Osceola Middle also utilizes a program called the E-Team. This program rewards students who earn 4 or more E's on report cards for conduct grades. Students who earn 4 or more E's will be given an E-Team card for each grading period. The cards enable students to enter the lunch line first and sit at the outside picnic tables. Also, these students are dismissed at the end of the school day first.

Data is closely monitored to track the effectiveness of these two programs. Chief change is counted and compared at the end of each week to the appropriate grade levels discipline. E-Team is also tracked and compared to discipline per grade level as well as pass rate of students. The percentage of students achieving principals list and honor roll is closely monitored and compared to the above mentioned data.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

* Prior to school starting for the 2014 2015 school year teachers were provided training in the "Chief Way." Teachers also reviewed school wide expectations prior to school beginning. A discipline / PBS committee was formed to look at data, incentives and new initiatives. The team will meet throughout the year and share pertinent information with the faculty on professional development days.

CPI and CHAMPS are additional trainings that are planned for this school year.

Ouch is a professional development session that we are hosting next month (March). The teachers will learn about diversity.

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

At Osceola Middle School there does not appear to be a discrepancy between black and non-black students. Black students make up 5.8% of our population compared to white students that make up 73% of our population. Black students have earned 15.7% of our overall referrals; white students 69.6%. Based on this information there does not appear to be a discrepancy between the different ethnicities.