

**14/15 School-wide Behavior Plan
Osceola Fundamental High School**

1/21/2015

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:

1. Self-discipline is the primary responsibility of each member of the Osceola Fundamental High School learning community. The TV Production Program displays the expectations on the morning shows and on the TV during the day in the classrooms and in the cafeteria. Expectations are posted on walls and classroom doors throughout the school.
2. Students are aware how to behave through their lower grade expectations each year. By the time they reach high school, most of the students have mastered general common area behavior expectations. However, we do utilize a duty chart that all instructional personnel have a share in responsibility in supervising common areas of the school: bus area, hallways, cafeteria, student parking lot, patio areas with the assistance of the school resource officer.
3. Classroom discipline is established by the members of the classroom learning community and enforced by the leader of that community, the teacher. Administrators provide training and support for teachers in their role as classroom leaders in maintaining a safe learning environment in general areas of the school. All staff members are expected to know the rules for conduct and act in support of those rules to the extent that their roles requires in the school. Each classroom has a large poster displaying the discipline matrix.

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Goal 1: Decrease absences and unexcused tardies 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?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

Status

Completed

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?
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Strategy

Pizza party and certificate for students with 0 unexcused absences. Ice cream party per semester for students with 0 unexcused tardies.

Implementation Steps

Communicate the strategy to the staff and students.

Review the absence & tardy data in RTI monthly. Refine data to trace unexcused and excused tardies.

Clearly establish process with clerks when handling out tardies and ensure that attendance is accurately monitored.

Person(s) Responsible

Mark Robertson, Assistant Principal

Timeline / By When?

To begin 8/25/14, on going to end of school year.

Initiated

Status

Ongoing

Completed

Goal 2: Mentoring Program

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

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

One - on- one mentoring programs for Level I readers and seniors who are in danger of not graduating as well as students who have serious school and family problems. This year we will focus on finding a mentor for every male and female African American. We will also try to reinstate a S.T.E.P. Program on campus and we will continue the 5000 Role Models Program again this year.

Implementation Steps

Identify coordinators for both the 5,000 role model program and the S.T.E.P, Program.
Identify student target groups.

Person(s) Responsible

Christina Ouellet, Assistant Principal

Timeline / By When?

September 2014, ongoing.

Initiated

Status

Completed

Goal 3: Improved MTSS/Child Study Team

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
Ongoing

Completed

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

This process involves weekly meetings of all assistant principals, Social Worker, School Psychologist, TSA/VE Specialist, Reading Coach, and counselors, to review students who meet a number of risk factors that are related to behavior: low reading and/or math ability; poor attendance, excessive number of demerits for no-homework and excessive referrals.

Implementation Steps

Weekly meetings.
Minutes taken each month.
Data provided for team review.

Person(s) Responsible

Lynne Mowatt

Timeline / By When?

To begin 8/27/24, on going.

Initiated

revised 1/26/15
Ongoing

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

Academic Celebration for all students with a 3.0 GPA or higher in all grade levels -- recognizes Valedictorian and Salutatorian

Implementation Steps

Committee organizes celebration in the gym in March.

Person(s) Responsible

Mr. Bohnet, Principal

Timeline / By When?

January 2015, ongoing

Initiated

Status

Completed

Ongoing

Strategy

Athletic Recognitions: Fall Sports, Winter Sports, Spring Sports,
Athletic College Signings, Athletic Booster Scholarships for one male and one female athlete

Implementation Steps

Committee organizes fall and winter sports recognition at Homecoming Pep Rally
Committee organizes spring sports recognition at Orange and Blue Game
Athletic Booster Organization distributes scholarship applications to senior athletes

Person(s) Responsible

Mr. Bohnet, Principal

Timeline / By When?

September 2014, ongoing

Initiated

Status

Completed

Ongoing

Strategy

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3.0 Club - students who have a GPA of 3.0 or better do not have to have their homework signed each day by their parents.

Seminole Lake Rotary Club recognizes Outstanding Seniors each month.

Elks Club recognizes Outstanding Seniors each month.

Implementation Steps

Determine students who have 3.0 semester GPA or better.

Determine one male and female senior with 3.5 GPA or higher for Seminole Lake Rotary Club Recognition each month.

Determine one male and female senior with 3.5 GPA or higher for Elks Club Recognition each month.

Person(s) Responsible

Mr. Bohnet, Principal

Timeline / By When?

September 2014, ongoing

Initiated

Status
Ongoing

Completed

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Action Plan:

Plan to Monitor for Fidelity of Implementation

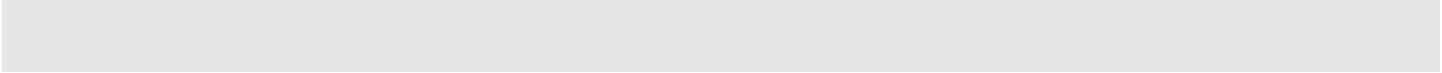
The administrative team will review implementation of goals mid-year and end of year to ensure each goal is being implemented as stated.

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Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

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1. Tardy policy and process review with all staff.
 2. Attendance policy and process review with all staff.
 3. PLC strategy walk-through to increase engagement for all students.

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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

Out of 185 discipline incidents from August 8, 2014 through January 13, 2015, there were 17 Black referrals and the remainder were White, White/Latino, White/Black or White/Latino/Indian. We also have increased the number of African American students this year in our 5000 Role Models Program and we have started a Step Program at our school this year.

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Endyear:

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 this year's implementation