

---

## **Guidelines for Success**

---

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

#### **Osceola Middle uses PBS. Guidelines for Success – THE CHIEF WAY**

Be Respectful  
Be Responsible  
Be an Active Learner

### **2. Where are common area expectations posted?**

#### Classroom Expectations

Be on time  
Be prepared  
Stay seated  
Follow directions

#### Hallway/Courtyard Expectations

Use an indoor voice  
Keep hands/feet to yourself  
Keep moving – walk and talk  
Keep walkways clear

#### Restroom Expectations

Keep talking to a minimum  
Report any issues to an adult  
Use, wash hands, and leave  
Return to class when finished

#### Cafeteria Expectations

Stay seated until directed  
Keep legs under the table  
Raise hand for assistance  
Clean up trash

### **3. How are common area expectations communicated?**

The above items are Osceola Middle School's Guidelines for Success, Classroom Expectations, and Common Area Expectations. These items are review yearly by the discipline committee and then presented to the staff. Lesson plans are created by departments and then shared with all students. All of the above expectations are also discussed by administrators during grade level assemblies at the beginning of the school year. Additionally, these expectations are posted throughout the school and in every classroom.

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

Classroom Expectations

**15/16 School-wide Behavior Plan  
Osceola Middle School**

10/26/2015

Be on time  
Be prepared  
Stay seated  
Follow directions

School-wide classroom expectations are reviewed by the discipline committee and then shared with the staff. Teachers then teach lessons regarding appropriate classroom behavior in their classes for the first two weeks. Classroom expectations are also posted in every classroom. Classroom behavior is also reviewed at the grade level behavior assemblies. Finally, social studies teachers review and teach lessons about the Code of Student Conduct.

---

## **Goal 1**

---

### **Present Level of Performance**

197 discipline referrals were given for class disruption for the 2014-15 school year.

### **Expected Level of Performance**

We plan to reduce the number of discipline referrals for class disruption by 20% for the 2015-16 school year.

### **GAP**

Reduce class disruption referrals by 40 fewer referrals.

#### **1. What problem have you identified?**

Class disruption is the incident type that received the largest number of referrals for the 2014-15 school year. Students who received these referrals were off-talk and/or disruptive during class. Students need to be engaged and actively learning. Also, students need to be praised and rewarded for on-task and appropriate behavior. We utilized discipline data from FOCUS and DecisionED in order to identify this as a problem.

#### **2. What is your Desired Outcome/Measureable Goal?**

Reduce the number of referrals for class disruption by 20% for the 2015-16 school year (40 fewer referrals).

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

Lack of student motivation.  
Lack of student understanding of expectations.  
Lack of bell to bell teaching.

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

Lack of motivation and understanding of expectations.

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

Walkthrough data and teacher observation data was used to determine which barrier needed to be addressed.

---

## Goal 1

### 4. How will this problem be solved?

---

Osceola Middle School utilizes a school-wide (Tier 1) Positive Behavior Support (PBS) system to help engage students and to reduce off-task/disruptive behavior. The OMS PBS system will utilize a token economy based on rewards given by staff members. These tokens are called "Chief Change." Teachers will strive for a 3 to 1 positive to negative ratio of interactions. This will place more of an emphasis on positive behavior.

Additionally, OMS will utilize school-wide Guidelines for Success and Common Area Expectations to help students understand school rules and procedures.

#### **Implementation Steps (Including professional development)**

During pre-school the discipline committee reviews the school-wide Guidelines for Success (The Chief Way) and Common Area Expectations. Once these items are agreed upon, they are shared with the staff. Teachers then teach lessons during the first week of school which outline "The Chief Way."

Also, behavior assemblies are held the first week of school for each grade level by the assistant principals to review school-wide expectations as well as positive and negative consequences.

Furthermore, the use of Chief Change and the PBS system is review during the behavior assemblies as well as by

#### **Person(s) Responsible**

Administration  
Counselors  
Teachers  
Behavior Sepcialist

#### **Timeline / By When?**

2015-16 school year

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

---

**Goal 1**

**5. Data collection and management**

---

**Discipline and academic data will be monitored.**

**Implementation Steps  
(Including professional development)**

Data will be monitored bi-monthly during our MTSS meetings.  
Trends will be looked for.  
Individual interventions will be implemented when needed.

**Person(s) Responsible**

Administration  
Counselors  
Behavior Specialist

**Timeline / By When?**

2015-16 school year

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

---

**Goal 1**

**6. Support Plan**

---

**Administration will conduct walkthroughs to monitor teacher usage of Chief Change and a 3 to 1 positive to negative ratio of interactions.**

**Implementation Steps  
(Including professional development)**

Administration will share feedback from walkthroughs with staff.  
MTSS will provide trend data to staff.

**Person(s) Responsible**

Administration  
Counselors  
Behavior Specialist  
Teachers

**Timeline / By When?**

2015-16 school year

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

---

**Goal 1**

**7. Fidelity Plan**

---

**This intervention will have been implemented as intended if the number of class disruption referrals reduces.**

**Implementation Steps  
(Including professional development)**

On-going monitoring will occur to ensure implementation is on target.

**Person(s) Responsible**

Administration  
Counselors

**Timeline / By When?**

2015-16 school year

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

---

## **Goal 2**

---

### **Present Level of Performance**

The average daily attendance rate was 93.3% for the 2014-15 school year.

### **Expected Level of Performance**

We plan to increase the daily attendance rate to 95% or better for the 2015-16 school year.

### **GAP**

Increase attendance rate by at least 1.7%.

#### **1. What problem have you identified?**

Students are absent from school too much which causes them to fall behind and grades to fall. We are striving for students to be present so they do not miss instruction. We utilized discipline data from FOCUS and DecisionED in order to identify this as a problem.

#### **2. What is your Desired Outcome/Measureable Goal?**

Increase the daily attendance rate from 93.3% to at least 95% in order to improve time-on-task and academic success (at least a 1.7% increase).

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

Lack of student motivation or interest in school.  
Student sickness.

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

Lack of student motivation or interest in school.

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

We cannot affect change on student sickness.

---

## Goal 2

### 4. How will this problem be solved?

---

**Incentives will be offered for students with perfect attendance weekly and quarterly.**

#### Implementation Steps

##### (Including professional development)

Chief Change will be awarded to students for perfect attendance weekly and quarterly.

Students with perfect quarterly attendance will also be able to win gift cards for Barnes & Nobel.

CST team will address students who are repeatedly absent.

#### Person(s) Responsible

Administration

Counselors

Teachers

Attendance Specialist

#### Timeline / By When?

2015-16 school year

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

#### Implementation Steps

##### (Including professional development)

#### Person(s) Responsible

#### Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

**15/16 School-wide Behavior Plan  
Osceola Middle School**

10/26/2015

**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:  
Ongoing:  
Pending:  
Completed:**

**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:  
Ongoing:  
Pending:  
Completed:**

---

## Goal 2

### 5. Data collection and management

---

Attendance data will be collected using FOCUS.

#### Implementation Steps (Including professional development)

Data will be monitored bi-monthly during our CST meetings.  
Trends will be looked for.  
Individual interventions will be implemented when needed.  
Awards will be given for perfect attendance.

#### Person(s) Responsible

Administration  
Counselors  
Attendance Specialist

#### Timeline / By When?

2015-16 school year

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

#### Implementation Steps (Including professional development)

#### Person(s) Responsible

#### Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

**15/16 School-wide Behavior Plan  
Osceola Middle School**

10/26/2015

**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:  
Ongoing:  
Pending:  
Completed:**

**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:  
Ongoing:  
Pending:  
Completed:**

---

**Goal 2**

**6. Support Plan**

---

**The CST team will work together as a team to ensure this intervention is implemented.**

**Implementation Steps  
(Including professional development)**

The CST team will meet twice per month to ensure implementation.

**Person(s) Responsible**

Administration  
Counselors  
Attendance Specialist

**Timeline / By When?**

2015-16 school year

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

---

**Goal 2**

**7. Fidelity Plan**

---

The programs will be considered successful if the percentage of students present each day increases to 95% or better.

**Implementation Steps  
(Including professional development)**

On-going monitoring will occur to ensure implementation is on target.

**Person(s) Responsible**

Administration  
Counselors  
Attendance Specialist

**Timeline / By When?**

2015-16 school year

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

---

## **Goal 3**

---

### **Present Level of Performance**

Black students received 118 referrals out of a total of 860 referrals (10.3% of total referrals) during the 2014-15 school year.

### **Expected Level of Performance**

We plan to reduce the number of black referrals to no more than 5.4% of our total referrals for the 2015-16 school year.

### **GAP**

Reduce black referrals by 4.9%.

#### **1. The identified problem for Goal 3 is:**

Black students are receiving a disproportionate number of discipline referrals. We want to ensure that students are on-task and displaying appropriate behavior. We utilized discipline data from FOCUS and DecisionED in order to identify this as a problem.

#### **2. What is your Desired Outcome/Measureable Goal?**

Reduce the percentage of Black students receiving referrals from 10.3% to 5.4% in order to improve time-on-task and academic success (4.9% decrease).

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

Lack of student motivation.  
Lack of student understanding of expectations.  
Lack of academic/behavioral support and role models for students.

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

Improvement of academic/behavioral support and role models for students.

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

The other barriers are being met by strategies being implemented for Goal 1 (review of school-wide expectations and utilization of PBS system).

**15/16 School-wide Behavior Plan  
Osceola Middle School**

10/26/2015

---

### Goal 3

#### 4. How will this problem be solved?

---

##### Utilization of 5000 role models.

###### Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

- Contact Dr. Brimm for resources for 5000 role models.
- Target AA students for the program.
- Monitor student academic/behavior progress.

###### Person(s) Responsible

Administration  
Counselors

###### Timeline / By When?

2015-16 school year

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

##### Utilization of Girlfriends.

###### Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

- Continue the use of Girlfriends.
- Target AA students for the program.
- Monitor student academic/behavior progress.

###### Person(s) Responsible

Administration  
Campus Monitor  
Counselors

###### Timeline / By When?

2015-16 school year

**15/16 School-wide Behavior Plan  
Osceola Middle School**

10/26/2015

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

**Utilization of STEP.**

**Implementation Steps**

**(Including professional development opportunities aligned to Positive Behavior Supports)**

Review information sent by Dr. Brimm.  
Target qualifying AA students for the program.  
Monitor student academic/behavior progress.

**Person(s) Responsible**

Administration  
Counselors

**Timeline / By When?**

2015-16 school year

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

**Utilization of mentors program.**

**Implementation Steps**

**(Including professional development opportunities aligned to Positive Behavior Supports)**

Ask for teacher volunteer to mentor black students.  
Schedule mentor meeting times.  
Monitor student academic/behavior progress.

**Person(s) Responsible**

Administration  
Counselors  
Teachers  
Behavior Specialist

**Timeline / By When?**

**15/16 School-wide Behavior Plan  
Osceola Middle School**

10/26/2015

2015-16 school year

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

---

**Goal 3**

**5. Data collection and management**

---

**Discipline and academic data will be monitored for students involved in 5000 role models.**

**Implementation Steps  
(Including professional development)**

Data will be monitored bi-monthly during our MTSS meetings.  
Trends will be looked for.  
Individual interventions will be implemented when needed.

**Person(s) Responsible**

Administration  
Counselors  
Behavior Specialist

**Timeline / By When?**

2015-16 school year

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Discipline and academic data will be monitored for students involved in Girlfriends.**

**Implementation Steps  
(Including professional development)**

Data will be monitored bi-monthly during our MTSS meetings.  
Trends will be looked for.  
Individual interventions will be implemented when needed.

**Person(s) Responsible**

Administration  
Counselors  
Behavior Specialist

**Timeline / By When?**

2015-16 school year

**15/16 School-wide Behavior Plan  
Osceola Middle School**

10/26/2015

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

**Discipline and academic data will be monitored for students involved in STEP.**

**Implementation Steps  
(Including professional development)**

Data will be monitored bi-monthly during our MTSS meetings.  
Trends will be looked for.  
Individual interventions will be implemented when needed.

**Person(s) Responsible**

Administration  
Counselors  
Behavior Specialist

**Timeline / By When?**

2015-16 school year

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

**Discipline and academic data will be monitored for students involved in the mentor program.**

**Implementation Steps  
(Including professional development)**

Data will be monitored bi-monthly during our MTSS meetings.  
Trends will be looked for.  
Individual interventions will be implemented when needed.

**Person(s) Responsible**

Administration  
Counselors  
Behavior Specialist

**15/16 School-wide Behavior Plan  
Osceola Middle School**

10/26/2015

**Timeline / By When?**

2015-16 school year

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

---

**Goal 3**

**6. Support Plan**

---

Support will be provided by the administrative team as well as resources from the district (Dr. Brimm).

**Implementation Steps  
(Including professional development)**

Training will be utilized as needed to help support these programs.

**Person(s) Responsible**

Administration  
Counselors

**Timeline / By When?**

2015-16 school year

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

---

**Goal 3**

**7. Fidelity Plan**

---

**The programs will be considered successful if the number of black referrals reduces and those students are academically successful.**

**Implementation Steps**

**(Including professional development)**

On-going monitoring will occur to ensure implementation is on target.

**Person(s) Responsible**

Administration  
Counselors

**Timeline / By When?**

2015-16 school year

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

---

## **School-wide Reward System**

---

### **1. What are your school-wide reward strategies?**

Osceola Middle School utilizes a school-wide (Tier 1) Positive Behavior Support (PBS) system to help engage students and to reduce off-task/disruptive behavior. The OMS PBS system will utilize a token economy based on rewards given by staff members. These tokens are called "Chief Change." Teachers will strive for a 3 to 1 positive to negative ratio of interactions. This will place more of an emphasis on positive behavior.

### **2. Describe the procedure/practice used.**

All staff members will use Chief Change to reward on-task and appropriate behavior. Additionally, each month the school will focus on rewarding behaviors that aligned to the Character Trait of the Month. This will help reinforce appropriate behavior.

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

The implementation of the PBS system will be utilized daily. All staff members will be able to recognize and reward on-task and appropriate behavior. Rewards can be given in the classroom, hallways, and cafeteria (anywhere on campus).

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

PBS has been a research-based program that has been used in schools for many years. We have been implementing the use of Chief Change for the past three years. We have seen a great reduction in referrals in the past three years.

---

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

---

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

Osceola Middle School utilizes a PBS system to ensure interactions to positively support students.

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

PBS has been a research-based program that has been used in schools for many years. We have been implementing the use of Chief Change for the past three years. We have seen a great reduction in referrals in the past three years.

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

The past three years have indicated that the more we use our PBS Chief Change system the more discipline referrals reduce.

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

Our goal is to reduce the overall number of referrals at Osceola Middle School as well as raise our daily attendance rate.