

SCHOOL WIDE BEHAVIOR PLAN

Due in Area Superintendent's Office by Friday, February 21, 2014

School Name Bay Point Middle

School Year: 2013-2014

Each school will have a behavior plan that aligns with a positive and proactive approach to behavior, utilizes data and the problem-solving method, and meets the key components listed in the Bradley MOU. The school-wide behavior plan is designed to meet the needs of most students across all subgroups. Data will be reviewed at the school-wide, classroom, grade, ethnicity, disabilities, and other subgroup levels.

1. Benchmarks of Quality Score: 84 /107 = 79 %
2. Engagement Data (attendance/suspension/etc):
 - a. https://pbsis.fmhi.usf.edu/users/pbsis_login.aspx
 - b. Use the End of Year data
 - i. Attendance
 - ii. Timeliness
 - iii. Referrals
 - iv. Suspensions (both In- and Out-of-School)
 - v. Other areas as determined by your school-based leadership team (SBLT).

	<u>2nd Semester data:</u>		<u>1st Semester Data</u>		<u>2nd Semester Data</u>	
	<u>2012/2013</u>		<u>2013-2014</u>		<u>2013-2014</u>	
<u>SCHOOL WIDE DATA REVIEW ENROLLMENT:</u>	<u># of students</u>	<u>% of students</u>	<u># of students</u>	<u>% of students</u>	<u># of students</u>	<u>% of students</u>
All students	999	100%	912	100%		
African American students	631	63%	566	62%		
Hispanic students	67	7%	67	8%		
White students	217	22%	191	21%		
Asian students	26	3%	35	4%		
Other subgroup	58	6%	52	6%		
Students on F/R lunch	780	78%	N/A	N/A		
Students with disabilities (SWD)	130	13%	159	17%		
Males	568	57%	502	55%		

Females	431	43%	410	45%				
BY GRADE LEVEL:								
(K, 1, 6, 10, etc)								
Grade level __6__	335	34%	283	31%				
Grade level __7__	283	28%	316	35%				
Grade level __8__	381	38%	313	34%				
Grade level ____								
Grade level ____								
Grade level ____								

	<u>2nd Semester data:</u>			<u>1st Semester Data</u>			<u>2nd Semester Data</u>		
	<u>2012/2013</u>			<u>2013-2014</u>			<u>2013-2014</u>		
Top 5 REFERRALS	Black	Non Black	Total	Black	Non Black	Total	Black	Non Black	Total
Class Disruption	684	94	778	359	57	416			
Bus Misconduct Tardies	99	8	107	143	46	189			
Profanity/Obscene	219	27	246	124	26	150			
Defiance	157	24	181	99	16	115			
Strike a Student Repeated Misconduct	287	47	334	66	25	91			
CONSEQUENCES	Black	Non Black	Total	Black	Non Black	Total	Black	Non Black	Total
ISS	111	30	141	522	82	604			
OSS	112	18	130	163	33	196			

Reassignments	8	0	8	3	0	3			
Arrests				9	0	9			
AVG. Daily Attendance	Black	Non Black	Total	Black	Non Black	Total	Black	Non Black	Total
	74.83	91.09	79.9	92.94	94.87	94.4			
Timeliness 10 or more tardies	Black	Non Black	Total	Black	Non Black	Total	Black	Non Black	Total
Black				123	5	128			

3. Using the data from EDS School-wide Behavior Plan, Portal, and your Benchmarks of Quality results, identify the top 3 goals and strategies you will use to reduce the occurrence of misbehavior at the school. Attach or insert your Action Steps for each.

Be sure to include strategies to decrease the discipline GAP between black/non-black students, disproportionality, and to increase engagement for all students. *

- a. Decrease the number of classroom disruption referrals
- b. Decrease the number of referrals for profanity
- c. Decrease the number of referrals for defiance

The staff of Bay Point Middle School conducts all discipline of student behavior according to policies established by The School Board of Pinellas County and regulations specified in the Code of Student Conduct.

The intent of the school's Discipline Plan is to provide a written procedural guide for members of the faculty and administration as they exhibit fair, consistent, and equal treatment of the students at Bay Point Middle School. It is the responsibility of parents, students, and staff members to take an active role in maintaining this plan. We are committed to the rights of students to learn and of staff to work in an environment that is safe and free from disruption. Bay Point Middle uses the Foundations /CHAMPS Model for school-wide and classroom behavior and discipline.

- d. Teachers teaching classroom and school-wide expectations to students at the beginning of the school year and throughout the school year to reinforce.
 - a. Teachers teach GFS/School-Wide Discipline Plan.
 - b. Grade level assemblies.
 - c. New student orientation by counselors.
 - d. Continuously review/reinforcement of GFS/Expectations in classes and through guidance, behavior specialist and administration.
- e. Increase number and use of positive reinforcements and incentives.
 - a. Student Recognition each six weeks.

- b. Teachers implement classroom incentive programs – ongoing


- f. Align resources to student needs, (walkthroughs, mentors, community involvement).
 - a. Girlfriends
 - b. 5000 Role Models
 - c. AVID
 - d. Mentors& Tutors
 - e. ELP
 - f. Assemblies and guest speakers
 - g. Administrative walkthroughs
 - h. SBLT - Tier 1 and 2 interventions and BPIPs

4. Attach or insert your School-wide Guidelines for Success/Expectations:

Bay Point Middle Guidelines


- Be Respectful
- Be Reponsible
- Be Safe

5. Attach or insert your Common Area Expectations/Rules:

Bay Point Middle School ...Guidelines for Success!			
	Be Respectful...	Be Responsible...	Be Safe...
Classroom	<ul style="list-style-type: none"> • Refrain from inappropriate and negative language • Listen politely and speak respectfully • Respect school property • Keep classroom neat and clean • Honor other's personal space and property 	<ul style="list-style-type: none"> • Arrive on time, on task, and on a academic mission • Copy homework into agenda • Follow all directions • Complete daily objectives and assignments • Accept consequences without arguing 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to myself • Stay in assigned seat • Follow safety procedures
Hallway, Locker, Stairway, & Courtyard	<ul style="list-style-type: none"> • Refrain from inappropriate and negative language • Keep hallways neat and clean • Use conversational tones • Honor other's personal space and property 	<ul style="list-style-type: none"> • Walk directly to class • Use lockers at designated times • Use only your locker • Walk to the right in the hallway • Follow directions given by staff • Accept consequences without arguing 	<ul style="list-style-type: none"> • Avoid physical contact • Refrain from running • Proceed with caution
Restroom	<ul style="list-style-type: none"> • Keep bathrooms neat and clean • Respect privacy of others • Respect school property 	<ul style="list-style-type: none"> • Follow directions of staff • Accept consequences without arguing • Report vandalism to staff • Use bathrooms in an appropriate and timely manner 	<ul style="list-style-type: none"> • Flush and wash hands • Avoid physical contact and horseplay
Media Center & Computer Lab	<ul style="list-style-type: none"> • Use conversational tones at all times • Respect school property • Listen to others and work cooperatively 	<ul style="list-style-type: none"> • Follow directions of staff • Accept consequences without arguing • Use school property appropriately • Use internet for educational and academic purposes • Return materials on time 	<ul style="list-style-type: none"> • Avoid physical contact • Use equipment appropriately

FALCON PRIDE

Bay Point Middle School ...*Guidelines for Success!*

	Be Respectful...	Be Responsible...	Be Safe...
Cafeteria	<ul style="list-style-type: none"> • Only eat the food on your plate • Clean up your area: Table & Floor • Listen & Follow directions given by ALL adults • Monitor your voice level: 0, 1 or 2 only 	<ul style="list-style-type: none"> • Wait your turn in a single file line • Stand only when given permission • All food & drink stay in the cafeteria • Pick up trash around you-even if left by others 	<ul style="list-style-type: none"> • Sit with your feet under the table • Walk at all times; proceed with caution • Avoid physical contact & horseplay • Avoid using food as a projectile & keep it off the floor
Bus/Bus Circle	<ul style="list-style-type: none"> • Avoid using inappropriate language & negative language • Avoid vandalizing school property • Listen & follow directions given by ALL adults • Monitor your voice level: 0 and/or 1 (on the bus); 0-4 (off the bus) 	<ul style="list-style-type: none"> • Wait your turn in a single file line to board/exit the bus • Report unsafe conditions & bullying • Get on & off at your assigned bus stop • Avoid leaving your personal items & garbage 	<ul style="list-style-type: none"> • Sit in your assigned seat with belongings & body out of the aisle until the bus stops completely at your stop • Avoid talking at railroad crossings- Voice Level 0 • Avoid physical contact & horseplay • Keep your person and belongings inside the bus while being transported
Office	<ul style="list-style-type: none"> • Use polite language : "please," "thank you" • Talk to adults & enter an auxiliary office only when directed to do so • State your purpose politely- Voice Level 1 	<ul style="list-style-type: none"> • Have a legitimate hall pass directing you to the office • Sign in & have a seat in one of the provided chairs • Wait patiently for assistance 	<ul style="list-style-type: none"> • Avoid physical contact and horseplay • Keep 2 feet and 4 chair legs on the floor

FALCON PRIDE

6. Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.

Teachers will teach the Guidelines for Success(GFS), School-Wide Discipline(SWD) in homeroom the first two days of school. The teachers will continue to teach GFS and SWD along with Classroom Management Plans the first two weeks of school year.

7. Attach or insert the planned and/or established Reward/Recognition System:

POSITIVE REINFORCEMENT

We are constantly exploring ways to recognize and reward positive student behavior and achievement. The following are some forms of recognition:

1. Acknowledgement of respectful student behaviors through student incentive programs.
2. Certificates of Recognition in academic areas and citizenship.
3. Parent contact.
4. Student activities and field trips.
5. Gifts and rewards
6. Pursuit of Perfection. (Perfect Attendance/Attendance Improvement Incentives)
7. Falcon Bucks
8. Positive referrals

8. Attach or insert the plan to align classroom management systems with the school-wide behavior plan.

Teachers will maintain a safe learning environment in their classroom at all times. Each teacher is required to develop his/her own classroom management plan and to relate the behavior plan to those developed collaboratively by their team and/or grade level. The classroom management plan must be turned in to the supervising administrator. The Guidelines for Success (GFS) should be taught continuously throughout the school year as a part of the plan. The plan in use by the teacher will be distributed, posted and reviewed with every class during the first week of school; it is reviewed at the beginning of each grading period and as often as needs warrant.

A classroom management plan for teacher action and the consequences for minor infractions of school rules by students are developed for purposes of compliance with due process of student discipline. The components of the plan must be logical, sequential, and documented for each student. This plan must be maintained by the classroom teacher, posted prominently in the classroom for students, and shared with parents. A copy should be provided to the appropriate grade level administrator and grade level office.

The methods of maintaining class discipline by each teacher may vary but should address the Guideline for Success:

- a. Be Respectful.
- b. Be Responsible.
- c. Be Safe.
- d. Follow the Code of Student Conduct.

The above behaviors should be discussed periodically throughout the school year in each class setting. It is the teacher's responsibility to assure that each student has been informed

and given ample opportunity to understand clearly the expectations of the teacher in regard to discipline.

The following are NOT to be included or practiced as part of the teacher's classroom management system for disciplining students:

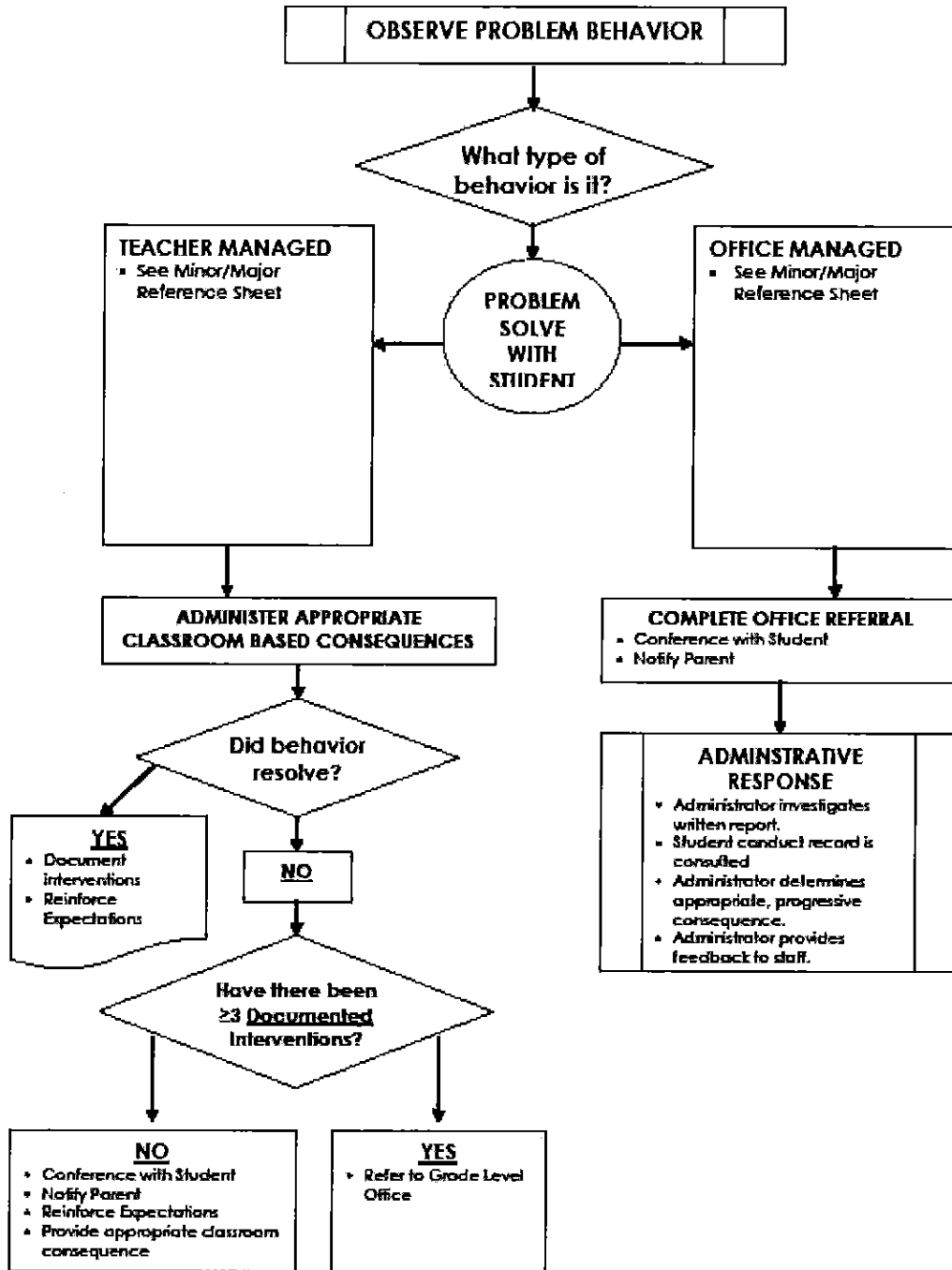
- Having a student sit or stand outside the classroom door, or stand inside a classroom as a punishment.
- Sending students to the library as a means of time out or as a punishment from the classroom.
- Requiring the completion of rote assignments such as writing one hundred times "I will not talk in class." Any assignment of this type is considered to be a form of corporal punishment and is not to be practiced. Having a student write an essay analyzing his or her behavior is a more positive approach for understanding the consequences of student behavior.
- Holding students in class after the dismissal bell without issuing them an appropriate hall pass.
- Handling students physically or in a hostile manner.
- Using corporal punishment in any form.
- Relying unduly on administrator(s) or other school-wide personnel to enforce classroom rules prior to any attempt to contact parent or to assume responsibility for management of classroom behaviors.

Teachers will also take an active role in school-wide discipline by:

- Consistently enforcing school wide expectations.
- Supervising the halls and common areas between classes.
- Approaching and reporting any student who is observed misbehaving on school grounds regardless of the time or place.
- Contacting the homes of students who display serious or chronic behavior patterns, with the help of the administration, if necessary.
- Participating in the Falcon Bucks positive behavior support program to encourage positive student behaviors.
- Following established procedures to report chronic absenteeism to appropriate personnel.

9. **Attach or insert a copy of your plan addressing the process for responding to problem behavior. This may include the referral process flowchart, minor/major behavioral definitions, and responses to misbehaviors (consequence hierarchy).**

BAY POINT MIDDLE SCHOOL DISCIPLINE PROCEDURE FLOW CHART



MINORS

1. Tardiness
2. Non-compliance with staff direction
3. Classroom disruption
4. Teasing/Name Calling/Horseplaying
5. Inappropriate language
6. Failure to serve teacher assigned detention
7. Unprepared for class
8. Leaving the classroom without permission (notify the grade level office)
9. Inappropriate hallway behavior
10. Inappropriate language/profanity
11. Inappropriate computer use
12. Inappropriate locker behavior
13. Throwing objects
14. Eating/drinking in class
15. Academic dishonesty
16. Sleeping in class
17. Carrying backpack
18. Electronic devices/cell phones (visible and/or on)

MAJORS

1. Failure to serve rescheduled teacher detention
2. Bomb Threat/False Alarm
3. Possession of a Weapon/Explosive Device
4. Threats of bringing/using Weapons
5. Fighting/Physical Aggression
6. Physical Assault/Harassment
7. Bullying/Cyber Bullying
8. Skipping class (≥ 10 minutes)
9. Dress Code Violation
10. Intimidation
11. Profanity directed toward faculty/staff
12. Sexual Harassment/Sexual Offense
13. Loitering
14. Theft/Burglary
15. Verbal Abuse and/or Threat of Violence
16. Inappropriate Bus Behavior
17. Failure to Identify Oneself
18. Truancy
19. Vandalism/ Property Damage
20. False Fire Alarm or Arson
21. Possession/Distribution/Use of OTC Medication, Controlled Substance, Tobacco, or Alcohol
22. Forgery/Extortion
23. Gambling
24. Severe/Chronic Violation of Teacher Managed Behaviors
25. Possession/Use of Imitation Weapons
26. Possession/Use of Imitation Drugs
27. Possession of Drug Paraphernalia

10. **Attach or insert your data analysis plan that includes how often data are entered, reviewed, the types of data examined regularly, how the SBLT communicates the data patterns to faculty, staff and students.**

The SBLT meets bi-weekly. We look at discipline data, referral data, attendance data and academic data when we meet. At staff meetings, data is shared with the staff and all of this data is used to identify students that we need to increase our interventions with. The counselors meet with parents during our parent conferences that are scheduled twice weekly. Data on academic performance as well as discipline data are shared at these meetings. Counselors, teachers and administrators meet with students to help increase academic performance and decrease discipline incidents by providing support and helping students to come up with a plan for success

List of Projected Staff Training and follow-up coaching to promote an understanding and implementation of positive & proactive multi-tiered systems of support for 2013-2014. Include specific professional development aligned to improving social behavior at the school-wide, classroom, and subgroup levels.

1. Pre-school training for staff – Teaching On The Block training, Kagan Strategies training, Technology, Rtl, Title one, School-Wide Discipline Plan.
2. PLC implementing School Improvement Plan to meet the needs of all students. PLC meets twice a month.
3. Reviewing and interpreting Data – sharing data.

Evaluation/PDSA

Please provide a statement describing the status of the school's goals at the following intervals, and forward a copy to your Area Superintendent.

Mid-year: February 21, 2014

- a. Decrease the number of classroom disruption referrals
- b. Decrease the number of referrals for profanity
- c. Decrease the number of referrals for defiance

The number of referrals for classroom disruption during the 1st semester of 2013-2014 is lower by 152 referrals compared to 2012-2013 school year for the 1st semester.

The number of referrals for profanity during the 1st semester of 2013-2014 is lower by 89 referrals compared to 2012-2013 school year for the 1st semester.

The number of referrals for defiance during the 1st semester of 2013-2014 is lower by 9 referrals compared to 2012-2013 school year for the 1st semester.

The number of referrals resulting in ISS during the 1st semester of 2013-2014 is higher by 384 ISS compared to 2012-2013 school year for the 1st semester.

The number of referrals resulting in OSS during the 1st semester of 2013-2014 is lower by 35 OSS compared to 2012-2013 school year for the 1st semester.

The school is continuing to implement SWPBS. There is a monthly BPMS PBS newsletter is published on the school webpage for the entire school community.

End of Year: June 20, 2014

Principal Signature 

Date 2-19-14