

# SCHOOL WIDE BEHAVIOR PLAN

Due in Area Superintendent's Office by Friday, September 20, 2013

School Name Dunedin Highland Middle School 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: 68/107 = 64%
2. Engagement Data (attendance/suspension/etc):
  - a. [https://pbsis.fmhi.usf.edu/users/pbsis\\_login.aspx](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).
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. Reduce the overall school-wide (ISS and OSS) suspension rate by 15% and the ESE and Black subgroup by 25%
  - b. Reduce the total number of referrals by 20% for the 2013/14 school year.
  - c. Provide the staff with a behavior intervention handbook which can be used as an additional resource to assist in managing challenging classroom behavior issues.
  - d. \_\_\_\_\_
4. Attach or insert your School-wide Guidelines for Success/Expectations: See attached documents: The Highlander Way at DHMS
5. Attach or insert your Common Area Expectations/Rules: See attached documents: The Highlander Way PowerPoint
6. Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.
  - The first week of school the teachers will re-visit school-wide expectations for common areas, dress code, and tardy policy.
  - Every Wednesday teachers will cover the Highlander Way and "Overcoming Obstacles" mini lesson series for 20 minutes.

- At the end of every week administration will provide a “one minute weekly review of Discipline data.
- School assemblies and activities will be held to review and promote the Highlander Way expectations, as well as to recognize students who earned “KILTS”, in recognition of their commitment to follow the Highlander Way.
- Students will have an opportunity to use KILTS they have earned to purchase items in the KILT store and the community(Fritzee Freeze).
- KILT activities to be sponsored by the Martin Luther King Jr. Recreation center for students in the North Greenwood community, and any other students who would like to attend.

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

See attachment:DHMS KILTS program

**8. Attach or insert the plan to align classroom management systems with the school-wide behavior plan. See attachment: DHMS Discipline Matrix, DHMS referral chart, DHMS major and minor infractions Guidelines, and intervention Consequence Hierarchy.**

**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). DHMS Academic and Behavior Management Plan.**

**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. DHMS Academic and Behavior Management Plan.**

**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. \_\_School-wide book study Energy Bus, help motivate staff and keep them positive.\_\_\_\_\_

2. \_CPI 1 and 2 training for EBD staff.  
\_\_\_\_\_

3. \_\_Monthly behavior specialist meeting.\_\_\_\_\_

**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**

**The school is off to a great start. We have reduced African American ISS by 25% YTD. We have reduced African American OSS by 36% YTD. We have reduced ESE OSS by 25 %YTD. We have reduced ESE ISS by 36%. And we have decreased overall total referrals by 37%YTD.**

**February is usually one of our toughest months, but since we installed Civility month referrals have decreased dramatically. Staff is buying into our PBS system. We also promoted our 3 to 1 positive to negative and had a KILT flood (catch them doing something good). We have had a record number of students getting KILTS. We have given away three bikes!**

**End of Year: June 20, 2014**

Principal Signature\_\_\_\_\_

Date\_\_\_\_\_