

SCHOOL WIDE BEHAVIOR PLAN

Due in Area Superintendent's Office by Wednesday, August 14, 2013

School Name John Hopkins 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: 63/107 = 58%
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).
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. School Wide Positive Behavior Plan
 - Character Cash will be used as an incentive/positive reinforcement for appropriate behavior
 - Staff received the process during pre-school by the RtI Coordinator
 - Students will receive the process and criteria during homeroom within the first two days of school
 - Students will also receive positive reinforcement through Trojan Pride Awards, Ice Cream Socials, Pizza Celebrations
 - Implement Mentoring Program to assist behaviorally struggling students (Pathways 2 Success)
 - b. School Wide Social Development Curriculum
 - Homeroom Committee embedding Overcoming Obstacles Curriculum into all homerooms for students' social development
 - Curriculum will be implemented during homerooms based on grade level
 - Consistently reviewing social development skills through-out the day with each class
 - Grade level assemblies by gender will occur on the first two days of school by administration
 - Team building activities by gender will occur on the first two days of school by staff
 - Provide social development curriculum to behaviorally struggling students from an outside organization (Pathways 2 Success) to assist students
 - c. Creating an environment that fosters belief and builds relationships with students

- Professional development on diversity during pre-school that addresses student differences based on race, learning styles, class, and culture
- Ongoing professional development will be provided on diversity through-out the school year
- Utilization of Tif Staff Developer to provide professional development on learning styles of students and how to create effective small groups in the classroom setting
- Utilization of Math, Science, and Literacy Coaches to model team building and collaborative structures within the classroom environment
- Conduct walk-throughs that focus on relationships and collaboration in the classroom
- Provide feedback to instructors from walk-throughs
- Instructors collaborate with each other during Common Planning on high expectations of students

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

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

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

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

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

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).

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.

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. Overcoming Obstacles Curriculum training that focuses on social development was offered during pre-school to all instructors. Overcoming Obstacles will be implemented by all staff members to students during homerooms. Instructors continuously implement the Overcoming Obstacles Curriculum to student in their classroom learning environment in addition to the homeroom setting. A survey will be completed by students and staff at the conclusion of the year to measure the success of the curriculum.

2. Diversity professional development was offered during pre-school to all staff members and will be on a continual basis through-out the school year.

Response to Intervention training was offered during pre-school to the entire staff that identified the academic/behavior tiers and the process for RtI Referrals. Multi-tiered Systems of Support data review will take place every other week.

3. _____

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

To date John Hopkins has implemented homeroom class that utilizes Overcoming Obstacles coupled with academic strategies to increase social awareness on campus as well as academic achievement. Students participate in homeroom every Monday morning from 9:00am until 9:30am. To measure the effectiveness of the Overcoming Obstacles Curriculum students and staff will complete a mid-year survey.

JHMS school-wide discipline plan began February 24th. Students received character cash by displaying positive behavior that is aligned to the school Trojan Pride Expectations. Students will redeem character cash for school supplies.

Pathway to Success Mentoring Program meets weekly with approximately twenty of JHMS frequent flyer students to further develop social development. The students discipline referrals has decreased due to participating in the mentoring program.

Discipline infractions at JHMS as increased 16% compared to last school term. The classroom represents the location of the highest percentage representing 88% of the discipline referrals written. Black students comprise 59% of our population and reflect 90% of the discipline referrals written at JHMS. 24% of JHMS students with disabilities have received discipline referrals to date. Out of school suspensions has decreased from last year dropping from 36% to 23% for the current school term. In efforts to decrease the number of classroom discipline incidents, administration met with staff for input to PDSA our Tier 1 processes and procedures specifically, the tardy process. The school-wide positive behavior plan has been implemented in an attempt to decrease discipline infractions on campus. The administrative team is in the process of visiting the homes of our most challenging students to devise a plan that will assist parents to promote highest student achievement. To increase parental involvement JHMS offers Parent University evenings to assist with educating our parents and students.

End of Year: June 20, 2014

Principal Signature _____

Date _____