

# SCHOOL WIDE BEHAVIOR PLAN

Due in Region Superintendent's Office by Monday, September 26, 2013

**School Name:** Meadowlawn 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.

After completing the data review form, please use that information to develop your Tier 1 (universal) plan. Some of this information may have been developed during the summer SBLT training sessions for RtI: Behavior. The information may be attached or inserted to this document.

1. **Baseline School-wide Benchmarks of Quality Score:** 67/107 = 64 %
2. **Using the results of the data review form, as well as your baseline 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.\*\*\*
  - a. Crisis Plan
  - b. Evaluation
  - c. Faculty Commitment

3. **Attach or insert your School-wide Guidelines for Success/Expectations:**  
**Please see attached form.** Our guidelines for success are aligned with our school mascot, The Lancer. There are posters throughout the school & in every classroom that show "The Lancer Way" so that students can readily see them on a daily basis.

4. **Attach or insert your Common Area Expectations/Rules:** Please see Lancer Way document that stipulates what each expectation looks like in various areas.

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

The Foundations team is comprised of members of our faculty from every content area. The team met during the summer to review data from previous school year and assess our areas of strengths and areas of continued need. The team felt that we had made tremendous gains in tardies and overall behavior during transition times. It was noted that when marking period incentives were held there was a significant drop in behavior

concerns. Based on this information a decision was made to hold grade level marking period competitions based on the Lancer Way. Students will be given an opportunity to have input on what the incentive will be through surveys. This information was shared with teachers during pre-school training and will be disseminated to the students during the first week of school in homerooms as well as a feature on the morning news throughout the year.

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

During the 2013-2014 school year we are continuing to emphasize our PBS through the following programs:

1. Recognize honor roll / principals list every grading period
2. Perfect attendance at the end of the semester and end of the year
3. No referral recognition celebrations at the end of each semester
4. Positive referrals: these are given out by teachers for students who exemplify the Lancer Way. These students are recognized every two weeks during lunch for their job well done.
5. VIP award 8 times a year. VIP is students that teachers recognize within their content areas for consistently demonstrating the Lancer Way or for making a significant turn-around in academics or behavior.
6. E-team: E-Team recognizes students who have earned 5 E's on their report cards for conduct, no N's or U's and no F's. These students are permitted to leave class two minutes before lunch to have front line service. On Friday's these students are permitted to eat in the courtyard.
7. Marking period grade level competitions based on the Lancer Way.

Our reward / recognition system has been created to recognize all students at some point. Positive referrals are a wonderful opportunity for recognition of those students who may not have the ability to be successful and recognized for the duration of a grading period. Instead this is a "on the spot" recognition that has the potential to decrease discipline concerns for our students and encourage the students to increase use of appropriate behaviors.

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

All teachers within the school were asked to align their classroom management plans to follow the Positive Behavior Systems that have been adopted by MMS. Management plans were completed through stating expectations & reinforcements instead of rules & consequences. We recognize that based on our data additional training needs to occur on how to diffuse classroom disruptions in a positive manner and preventing them from escalating to referrals. We have utilized our Behavior Specialist as well as other coaches to assist in offering additional supports to teachers to increase engagement in the classrooms to help diminish disruptions. Foundations training occurred during preschool on this topic. Throughout the year additional trainings will occur based on data. This may focus on specific teachers needing additional training or may focus on specific grade levels when referral data has been analyzed at the end of each marking period.

- 8. 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).**

See attached flow chart.

- 9. 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 school SBLT team meets monthly with our core team comprised of administration, guidance, social work, psychologist, reading coach, as well as department heads. During this meeting we address school wide areas of concern both academically and behaviorally. The data is derived from discipline data as well as from grade level RtI meetings. The Child Study team meets twice monthly. Grade level Secretaries, Guidance Counselors and Administrators and the DMT are present to discuss attendance issues. On a monthly basis, each grade level holds an RtI meeting and reviews concerns regarding academic and behavioral issues. Please see our tiered intervention form for the various accommodations we make.

Data in addition is gathered focusing on behavior and academics. The core focus examines areas of highest incidents of occurrence, teachers producing high volume of referrals, students receiving high level of referrals. Also examined is academics; percentage of failing / low grades, subjects / grade levels experiencing difficulty. This data is correlated at a minimum quarterly and presented to the faculty at both grade level house meetings, PLC meetings and at faculty meetings. A progress monitoring process has been created for teachers to self reflect as well as grade levels to see areas of strengths as well as areas for improvement. The faculty is asked to examine the data and problem solve within their grade level teams as to possible solutions / options to rectify the areas of concern by using the inquiry method. These suggestions are reviewed by the SBLT.

**List of Projected Staff Training to promote an understanding and implementation of RtI:Behavior strategies for 2013-2014. Include specific professional development aligned to improving social behavior at the school-wide, classroom, and subgroup levels.**

- 1. Pre-school:** Foundations, Data, Olewus, Springboard, Classroom Management, Bullying and PLC training

- 2. September 13:** Data training

- 3. March 2014:** We have been working on increasing engagement and rigor in our classrooms. This has been done through PD during PLC on formative assessments and collaborative structures. The trainings happened on 10/25 School wide training day, 11/13 PLC, 11/20 PLC, 1/17/14 Teacher work day (optional training).

**Evaluation/PDSA**

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

### **November 2013-**

### **March 2014 –**

As we review our School Wide Behavior Plan it is ever evolving to meet the needs of our students based on data. We at Meadowlawn Middle School continue to use the “Lancer Way” to help guide our student success. The “Lancer Way” is posted in classrooms, hallways, etc. throughout the school. The “Lancer Way” addresses our common area expectations. Each marking period students who receive honor roll, principal's list, no tardies and E-Team are invited to attend a “Field Day” sponsored by TASCOCO. This field day is used to recognize the positive efforts of our students. Also, teachers give out “Positive Referrals” for those students following the “Lancer Way.” These students are recognized twice a month during their lunch and receive a popsicle. We also have marking period grade level competitions for the cleanest cafeteria. The grade level that wins earns a reward during lunch such as, a movie, recess time, music, etc. Students are also earning VIP awards which are awards nominated by their teachers for excellent work and/or behavior as well as turnaround work and/or behavior. We provide VIP Breakfasts once a marking period. Parents are also invited to attend this breakfast. Students who have earned E-Team are invited to come to lunch early as well as eat outside of the cafeteria on Fridays.

Teachers have created classroom management plans aligned to the “Lancer Way.” The MTSS Coach is working weekly with individual teachers to offer additional supports in the classroom. The MTSS Coach is working with these teachers to raise engagement and diminish disruptions. The teachers that are being worked with are either identified by the Assistant Principals during walk throughs, referral data and teacher request. The MTSS, Social Worker and School Psychologist also work with individual students for behavior and academics.

The MTSS Coach updates Attendance Data, Referral Data, Tardy Data and ELP Data weekly. This information is entered into spreadsheets. The MTSS Coach also updated Academic Data each marking period. Twice a month the MTSS Coach and Administration will meet with department heads during SBLT. During this time SBLT will discuss and dialogue around school wide behavior data. From this SBLT meeting the department heads will continue these data conversations with their departments or grade levels as well as help provide staff professional development. These conversations are done in weekly PLC's.

The MTSS Coach meets with the School Social Worker, School Psychologist, and School Behavior Specialist, Grade Level Counselor and Grade Level Assistant Principal to discuss Tier 2 and Tier 3 academic and behavior concerns. 6<sup>th</sup> grade meets the first Wednesday of the month, 7<sup>th</sup> grade the second Wednesday and 8<sup>th</sup> grade the third Wednesday.

We have been taking many steps to help close the achievement gap at Meadowlawn Middle School. Our 7<sup>th</sup> grade Assistant Principal has identified a group of black boys that he is meeting with, mentoring and setting goals with. We also created a list of black students who qualified for AVID. We made phone calls and sent out invitations, but only 1 student returned the invite. After meeting with the students we determined these students are already in advanced class and do not want to be in AVID or they do not want to be in AVID if their friends are not in AVID. Teachers have been giving personal emails and phone calls to students to invite them to

after school tutoring and Saturday Academy. We have referred multiple students to the Bethel Community Center. The MTSS Coach, School Social Worker and School Psychologist have been working to provide Tier 2 and Tier 3 interventions such as check in/check outs, daily progress reports, behavior contracts, etc.

NEXT STEPS: School MTSS Coach will continue to meet with the District MTSS Coach to work on next steps in data collection and monitoring. We will also meet to work on facilitating a Cultural Proficiency Training for our staff prior to the 2014-2015 school year.

Work with the staff on the Data Driven Decision Making Dialogue.

Identify black students for AVID earlier in the year and start them in an AVID class at the onset of the school year.

Continue meeting with and setting goals with our black students.

**June 2014 –**

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

Date\_\_\_\_\_