SCHOOL WIDE BEHAVIOR PLAN

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

School Name: Oak Grove 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:** ____88____/107 = __82____%

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**

Total Student Count	# Student - Absences 10% or More
1,295	262
Data is sourced from SIS.	

      ii. **Timeliness**
      iii. **Referrals**

Students - 1+ Infractions
381
Data is sourced from SIS.

Students - 5+ Infractions
77
Data is sourced from SIS.

      iv. **Suspensions (both In- and Out-of-School)**

In-School-Suspensions

Students - 1+ Suspension Days
179
Data is sourced from SIS.

Students - 5+ Suspension Days
33
Data is sourced from SIS.

Out-of-School Suspensions

Students - 1+ Suspension Days
175
Data is sourced from SIS.

Students - 5+ Suspension Days
76
Data is sourced from SIS.

      v. **Other areas as determined by your school-based leadership team (SBLT).**

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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 total number of referrals**
        The grade level teams have decided to have "lunch interventions" with their top referral students. Collectively they want to reach out to the students and dig deeper to find out the root cause of the issues. Then a plan will be put in place for each student, with student input, to try to modify behavior. This is in addition to any RTI actions.
    b. **Reduce the number of out-of-school suspensions**
        Success with "A" above. Out of school suspension is a last resort and used for zero tolerance behaviors.
    c. **Reduce the number of disproportionate number of referrals for African-American students**
        A committee has been formed and is meeting to determine the best course of action. In addition to "A" above, and in addition to what is already occurring through PBS, each teacher will be given two "Noble Knight" cards each week to specifically target AA students who are role models, responsible, and respectful in the classroom. Other personnel, who man the halls/lunchroom/playground will also be given two cards to give out. A freeze pop reward will be given on Friday afternoons. Positive referrals will also be utilized targeting this demographic group.

Training will continue to take place regarding classroom management. The behavioral specialist works with teachers who struggle with classroom procedures.

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

Be Respectful	Being respectful means you are considerate of other people's physical space. Use kind language and tone of voice and caring for school property.	• Listen attentively • Use good manners • Raise your hand when you would like to speak • Holding the door for others	• Pushing, hitting, shoving talking, racial/sexual slurs • Name calling, yelling, grabbing others and/or their belongings • Defacing school property
Be Responsible	You're on time, come to school prepared for classes, and follow safety rules.	• Having required materials for class • Having lunch money ready	• Not completing assignments • Borrowing money • Borrowing materials

		• Complete assignments	• Tardy or skipping
Be a Role Model (Chivalry)	Someone who shows self-control, sets a good example for others, and uses positive actions.	• Doing the right thing for the right reason • Positive attitude • Uses teamwork • Follows the dress-code	• Negative attitude • Peer pressure • Bullying • Inappropriate attire

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

Expectations	Classroom Rules	Hall Rules	Cafeteria Rules	School Grounds & Bus Area	Restroom Rules	Assemblies/After School Activities
Respect	• Listen & follow directions • Use kind language and inside tone of voice • Be considerate of others physical space and property	• Walk at all times • Keep hands and feet to yourself • Have a pass • Use inside voices	• Wait patiently in line • Use inside voice Choose food items wisely	• Stay on sidewalks • Listen and follow directions • Be courteous	• Respect others privacy • Use supplies appropriately Use good hygiene	• Enter and exit in an orderly fashion • Stay seated Remain quite while others are speaking
Responsibility	• Be on time • Be prepared for class Follow safety rules	• Move in an orderly fashion • Follow directional arrows	• Clean your area and dispose of trash • Maintain appropriate conversations • Purchase food before	• Dispose of trash appropriately • Be Safe Report directly to your designated area	• Have a pass • Clean your area • Report concerns	• Own your actions • Avoid loitering • Be courteous and respectful

| Role Model | • Show self-control

• Set a good example

• Demonstrate positive actions | • Walk appropriately to class

Take care of personal needs | consumption

• Use proper etiquette

• Be courteous to others | • Set a good example

Demonstrate positive actions | • Neat & orderly appearance | • Calm, cool, and attentive

• Be chivalrous |

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

   During the first week of school expectations will be taught and demonstrated, as well as throughout the year, posters are being made for display in all classrooms and common areas. Classroom teachers will go over code of conduct, classroom rules and common area rules during months on August and September. Expectations covered on morning show WOAK weekly. Expectations posted throughout buildings. Individual student reminders will be given as needed. Expectations revisited by classroom teachers each six weeks. New students will be assigned a classroom buddy to help explain classroom expectations.

7. **Attach or insert the planned and/or established Reward/Recognition System:**
   - Verbal Recognition
   - Noble Knight Act Positive Referral
   - Coffin Cash
   - Lunch Fast Pass
   - Weekly treats for students without tardies.
   - Ice Cream Socials
   - Birthday Cards
   - Honor Roll/Principal's List Celebrations
   - Academic team positive recognition certificates

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

   All teachers will be trained in RTI process. Use of classroom behavior management systems such as CHAMPS, to decrease inappropriate classroom behaviors. PBS strategies and rewards to recognize and increase appropriate behaviors. Staff will utilize the Menu for Effectively Responding to Classroom Behaviors. All staff will use the Student Action Plans and RTI Intervention Forms. Increase student involvement in Girl Friends Club, 5000 Role Models, A.A. Outreach, Hispanic Outreach, Silent Knight Mentor program, and PMAC. All teachers have access to EDS for information. The School Based Leadership Team and Child Study Team will meet two times a month. The RTI Team will meet weekly. Minutes will be distributed by all teams.

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).**

    Student Action Plan, Interventions Form and Menu for Effectively Responding to Classroom Behaviors are attached. Parent teacher conferences are regularly conducted and we offer many opportunities for parents to participate in school activities. We have ESE Parent Information Night 3 times per year. We have held Academic Achievement Nights, Hispanic Outreach Nights, Open House, Camp Golden Knight, African-American Achievement Night, 6th Grade Orientation, and a Magnet, Career and Fundamental School Information Evening.

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.**

    Data is entered on a daily and weekly basis by clerks and assistant principals. Data is shared with the Instructional Leadership Team bimonthly.
    Types of data examined include referrals, out of school, and in school suspension rates. The types of infractions entered and locations of infractions are also analyzed. Subgroup data is examined. Student absences and tardy rates are tracked as well. This data is shared monthly at P.L.C.s. FCAT, by the numbers and Lexiles are evaluated by staff, and is readily available on their laptops. Core Academic teachers at Oak Grove Middle have common planning times.

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. AVID training ongoing 2013-2014

2. Champs training/refresher August 2013
3. ESOL Training and Optional On-site training throughout the year as identified through PLC teams – twice a month.

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.
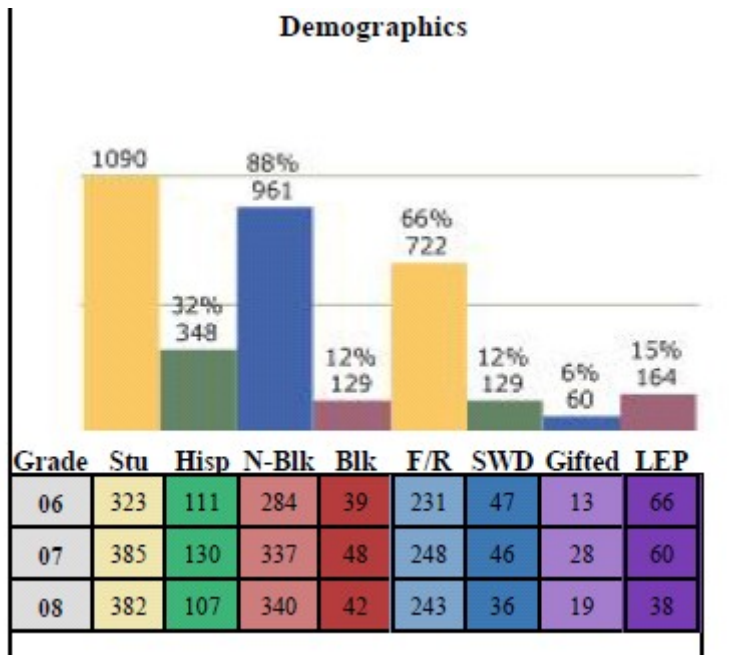
Mid-year: February 21, 2014

	2012/2013		**2013/2014**	
Total incidents YTD	224		871	
Incidents African-Americans YTD	162		362	
OSS YTD	148		302	
Number of students	1117		1093	
African-American	112	10%	126	12%
White	601	54%	541	49%
Hispanic	333	30%	345	32%

As is apparent in the data above, the goals of Oak Grove Middle School are not being attained. The number of incidents is up, as is the number of out of school suspensions and the number incidents among African-American students.

As of now, Oak Grove is in the midst of creating a stakeholder discipline committee to advise us and to help us in attaining our goals. We are also involving our MTSS/RTI team, our Instructional Leadership Team, and Pinellas County leadership, in seeking out ways to improve these numbers.

Below are the demographic percentages for Oak Grove Middle School for the current school year.

Grade	Stu	Hisp	N-Blk	Blk	F/R	SWD	Gifted	LEP
06	323	111	284	39	231	47	13	66
07	385	130	337	48	248	46	28	60
08	382	107	340	42	243	36	19	38

Students with 10 or more referrals represent 42% of the total referrals earned. Thirty students fall into this category and represent 2.7% of the school's population. Of those 30 students, 11 are white, 15 are black, and 4 are Hispanic. Several students in the top 30 are at Oak Grove on opportunity scholarships and or have come to Oak Grove from other schools (ie. Pinellas Secondary or another middle school that they cannot return to). Of the top 30 students, 24 are boys and 6 are girls. These students are in the RTI process and various interventions are in place.

Sixty-two students have 5 or more referrals representing 5.6% of the school's population. Half of the school's referrals are for disrespect/defiance and class disruption. The school's instructional leadership team reviews discipline data bi-monthly. Currently the school is in the process of recruiting some students and parents to be a part of a discipline committee for suggestions for interventions.

Percentage of behavioral infractions by race: White 41% Black 34% Hispanic 18% Multi 6%.

In grade level PLCs, relationship building is a continual focus, as well as behavioral strategies. The behavior specialist emails a weekly behavior tip to all staff and discusses it.

For Oak Grove, trend data has shown that 7th grade is a high referral rate year as students are going through puberty. Year to year student data is hard to decipher as the population changes every year. Individual students' incidents should be reviewed from 6th to 8th grade to see if there is an increase or decrease in targeted behavior. We will look at our top 30 for this data.

School wide positive behavior supports that are in place work for 95% of the students. Approximately 50 Fast Passes and 50 Coffin Cash are used daily; however a tracking system is being developed to track all demographic groups using those rewards. Outdoor passes are given for no referrals.

Girlfriends and Role Models does not have an impact on student behavior issues, as the students with behavior issues do not want to become a part of those two groups. Mentors are still needed for many of our students.

End of Year: June 20, 2014

Principal Signature_____   Date_____