SCHOOL WIDE BEHAVIOR PLAN
Due in Area Superintendent's Office by Wednesday, August 14, 2013

School Name: Osceola Fundamental High 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: 84/107 = 78%**

2. **Engagement Data (attendance/suspension/etc):**
   - **https://pbsis.fmhi.usf.edu/users/pbsis_login.aspx**
   - **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. *

   - **IMPROVED RTI/CHILD STUDY PROCESS: this process involves weekly meetings of all assistant principals, Social Worker, School Psychologist, TSA/VE, Reading Coach, and counselors, to review students who meet a number of risk factors that are related to behavior: low reading and/or math ability; poor attendance, excessive number of demerits for no-homework and excessive referrals.**

   - **MENTORING PROGRAMS: One-on-one mentoring programs for Level I readers and seniors who are in danger of not graduating as well as students who have serious school and family problems. This year we will focus on finding a mentor for every male and female African American. We also have a Girlfriend Club on campus and we will continue the 5000 Role Models Program again this year.**

   - **IMPROVED PLACEMENT: An emphasis on placing students in the correct classes and with the correct instructor – the instructor is the one who provides them with the best tools to be successful. Matching students to teachers in an endeavor that began four years ago and continues to help us improve our academic and disciplinary performance.**

   - **BULLYING/HARRASSMENT/TEEN DATING ABUSE POLICY: Both parents and faculty have been made aware of the 2012 changes to the policy. OFHS has a safe team in place. Investigators have attended district training.   Staff, administration, parents and SRO are working together to ensure the policy is being enforced.**

4. **Attach or insert your School-wide Guidelines for Success/Expectations:**
   - **Self-discipline is the primary responsibility of each member of the Osceola Fundamental High School learning community. Classroom discipline is established by the members of the classroom learning community and enforced by the leader of that community, the teacher. Administrators provide training and support for teachers in their role as classroom leaders in maintaining a safe learning environment in general areas of the school. All staff members are expected to know the rules for conduct and act in support of those rules to the extent that their role requires in the school.**

5. **Attach or insert your Common Area Expectations/Rules:**
   - **Students are aware how to behave through their lower grade expectations each year. By the time they reach high school, most of the students have mastered general common area behavior expectations. However, we do utilize a duty chart that all instructional personnel have a share in responsibility in supervising common areas of the school: bus area, hallways, cafeteria, student parking lot, patio area. All instructional staff is expected to stand outside their doors during change of classes and monitor the hallways. Administration also assists in supervising common areas of the school before, during and after school in the bus areas, hallways, parking lots, cafeteria, and patio areas with the assistance of the school resource officer.**

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

7. **Attach or insert the planned and/or established Reward/Recognition System:**
   - **3.0 Club – 10-12 grade students who have a GPA of 3.0 or better do not have to have their home work signed each day by their parents.**
   - **Student of the Month Recognitions.**
   - **Seminole Lake Rotary Club recognizes outstanding seniors each month (one male and one female).**
   - **Elks Club recognizes outstanding seniors each month (one male and one female).**
   - **Athletic Recognitions: Fall Sports, Winter Sports, Spring Sports, Athletic College Signings, Athletic Academic Awards, Athletic Boosters Scholarships for one male and one female athlete.**
   - **Principal's Brunch.**
   - **FCAT – retakes – those who are successful are treated to an ice cream social.**

8. **Attach or insert the plan to align classroom management systems with the school-wide behavior plan.**
   - **Revised OFHS Master Discipline Plan has been printed and is posted in every classroom.**
   - **Revised OFHS Disciplinary Referral Form to include the infraction of cheating and remove 4th tardy as an infraction. Also updated infraction terminology to be congruent with the student code of conduct terminology codes.**
   - **Revised the Detention and Missed Detention Forms to include times and room numbers.**
   - **Expected teacher interventions prior to referral (Classroom Management Systems)**
   - **Build a relationship with the student.**
   - **Verbal intervention – Redirect the student's behavior by positively stating what behavior they should be engaged in. Give the student a warning about what consequence they will be choosing if they do not comply with your direction.**

- **Change the student's seating assignment.**
- **Isolate the student from other students.**
- **Contact parent through telephone or e-mail.**
- **Detain the student after school or during lunchtime.**
- **Place the student on "room arrest" – the student loses pass privileges under the assumption that he/she cannot be trusted to behave appropriately outside of the classroom when they cannot behave appropriately in the classroom.**
- **Peer mediation – refer to guidance for this service when two students are having an interpersonal problem that is escalating or that is troubling to the student (s) and/or is causing a problem in managing the classroom.**
- **Adult-student conflict resolution – this can be at the request of the teacher or student. An administrator or another can facilitate if so desired.**
- **Parent-teacher-administrator conference.**

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).**
   - **See attached School-Wide Discipline 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.**
    - **We will monitor this process by pulling quarterly data as a progress monitor. We will also monitor the data during our weekly RTI meetings.**

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. **CPI refresher trainings**

2. **Conflict resolution trainings**

3. **Bully prevention trainings**

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

In comparing the data for first semester of last year and first semester of this year, we showed a 38% increase in the total number of referrals, OSS, ISS and school related arrests. For those students behind in credits, we continue to utilize ELP, Virtual School, RTI and mentoring.

As a result of our implementation of our dress code policy the following results were reported by our Intervention Specialist, who keeps track of all dress code violations: Total students for dress code infraction for first semester 2011 (193); 2012 (164) and 2013 (94).

End of Year: June 20, 2014

Principal Signature_____   Date_____