

# SCHOOL WIDE BEHAVIOR PLAN

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

School Name\_ Largo 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: 22/107 = 21%
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. Decrease the number of office discipline referrals in order to increase student time in class.
  - b. Support staff in creating learning process to increase student engagement, increase knowledge in Block Scheduling, and increase student engagement.
  - c. Focus on developing positive relationships

Action steps for the above goals have been broken down based on what has to be done by different groups:

#### Administrative-

- a. Minimum of 9 one hour PBS/Discipline Meetings
- b. Share school-wide discipline data monthly to determine if misbehavior is decreasing and the percentage and the gap between black and non-black misbehavior is decreasing
- c. Faculty input/feedback received
- d. System of incentives for staff
- e. Meet with staff and students to review PBS
- f. Identify appropriate responses to major office referrals

#### School-wide-

- a. Implement minor and major referrals for minor and major behaviors & procedures for handling them
- b. Multi-tiered approach and implementing the 8 Step RtI Cycle
- c. Minor referral tracking system
- d. Review hand signals to decrease certain behaviors

- e. Post expectations in classrooms, hallways, cafeteria, offices
- f. Staff consistently link rules w/ school-wide expectations
- g. Reward system implemented consistently across campus
- h. Variety of rewards: behavior, absenteeism, tardy, grades
- i. Survey students about meaningful rewards
- j. 4:1 ratio of reinforcement to correction of inappropriate behavior
- k. Share PBS strategies with families
- l. Train new staff and students on PBS
- m. Continue Check N' Connect and Support Groups
- n. Implement new team action plan
- o. Effective use of flowchart created by staff

**Classroom-**

- a. Embed behavior teaching into curriculum
- b. Classroom rules posted in each class
- c. Processes for routines and procedures defined
- d. Classrooms have a range of consequences/interventions for problem behavior
- e. Teachers add parent contact in Portal
- f. Use of AVID strategies
- g. Hands-on authentic learning
- h. Instruction uses multiple modalities of learning

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

- a. Have respect for self and others
- b. Always being prepared and on time to class
- c. Will make good choices
- d. Keep focused on goals
- e. Show responsibility

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

	<b>For All Areas</b>	<b>Hallways</b>	<b>Bathrooms</b>	<b>Cafeteria</b>	<b>Offices</b>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>*Follow adult directions the first time</li> <li>*Use appropriate verbal and nonverbal communication (tone &amp; volume)</li> </ul>	<ul style="list-style-type: none"> <li>*Keep volume at an appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>*Allow others privacy</li> </ul>	<ul style="list-style-type: none"> <li>*Talk quietly to the people at your table</li> <li>*Refrain from throwing items</li> </ul>	<ul style="list-style-type: none"> <li>*Use manners in front of visitors</li> <li>*Say please and thank you</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>*Be on time and dressed appropriately</li> <li>*Be prepared and stay focused</li> <li>*Electronics off and out of sight</li> </ul>	<ul style="list-style-type: none"> <li>*Be on time</li> <li>*Walk &amp; Talk</li> <li>*Stay to the right</li> <li>*Use Enter &amp; Exit doors</li> <li>*Walk in lines when traveling as a class</li> </ul>	<ul style="list-style-type: none"> <li>*Wash hands</li> <li>*Clean up after yourself</li> <li>*Put waste in its proper place</li> </ul>	<ul style="list-style-type: none"> <li>*Keep your area clean</li> <li>*Sit facing your table</li> <li>*Raise your hand for needs</li> <li>*Sit in assigned area</li> </ul>	<ul style="list-style-type: none"> <li>*You must have a pass to enter</li> <li>*Office assistants without duties must read or do homework</li> </ul>

	<b>Buses</b>	<b>Car Circle</b>	<b>Assemblies &amp; Guest Speakers</b>	<b>Emergencies and Drills</b>	<b>Classrooms</b>
<b>Be Respectful</b>	*Listen to duty personnel	*Look for your vehicle	*Sit quietly throughout the presentation. *Raise your hand and wait to be called on if you have a question	*Be quiet and follow all adult directions immediately	*Use equipment & materials appropriately *Signal and wait to speak
<b>Be Responsible</b>	*Go straight to your bus when it arrives	*Go directly to the car circle at dismissal *Wait until your car has stopped prior to boarding *Enter and exit your car from the school building side only *Walk to your car at the front of the line	*Enter the cafeteria/classroom quietly *Sit with your class Save your questions until it is time	*Know what to do for each type of drill (fire, tornado, and lock down).	*Be prepared * Be on time *Be an active learner *Complete assignments on time & with quality *Know and follow classroom policies & expectations

6. Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.
- Grade level assemblies.
  - Morning announcements and character clips during LMS News.
  - Teachers teach routines and expectations using direct instruction and reinforce via teachable moments.
  - Staff role model respect and responsibility.
  - Routinely share data with staff, students, and parents.

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

Principal's List & Honor Roll  
Certificate

Student of the Month

Rotary Club Luncheon

12 students selected monthly based on criteria

Students are awarded movie passes and 1 student each month gets a Target gift card.

Student Raffle ticket awards each month by grade level.

Teacher & Support Staff

Nomination for Outstanding Educator

Teacher recognition in the Teacher shadow box

Monthly Teacher Incentives

8. **Attach or insert the plan to align classroom management systems with the school-wide behavior plan.**
  - a. **Administration will review classroom behavior plans for alignment to the school-wide behavior plan at the beginning of the school year. Administration will provide feedback and recommendations to ensure alignment 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).**
  - a. **At the classroom level: Teachers will use the LMS teacher Handbook Behavior process to document discipline infractions. Steps include: (1) a warning, (2) a parent contact, (3) teacher intervention, (4) discipline referral.**
  - b. **The administrative level: Administration uses a discipline matrix as a guideline in dealing with misbehavior.**
  
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.**
  - a. **Discipline referrals are entered into Portal on an as needed basis, most often the day of the infraction.**
  - b. **Data will be reviewed weekly at administration meetings. Data to be reviewed will include: number of referrals, types of referrals, location of referrals, action codes, and staff members generating referrals.**
  - c. **Data will be reviewed twice each month during SBLT meetings. Data to be reviewed will include: number of referrals, types of referrals, location of referrals, action codes, and staff members generating referrals.**

**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. **August 15, 2013 – SBLT and MTSS team conducted a brief Behavior Seminar RtI: Behavior training to entire staff. Content included: data review, procedures review, and introduction to new procedures.**
  
2. **Monthly Department meetings on designated meeting days– Review school-wide expectations, rules, and procedures. Review of discipline data, positive behavior incentive data, and make minor adjustments to the school-wide behavior plan and positive behavior support if needed.**
  
3. **June 2014 – SBLT & MTSS End of Year Review. Celebrate Victories. Review school-wide expectations, rules, and procedures. Review of discipline data, positive behavior incentive data, and make adjustments to the school-wide behavior plan and positive behavior support.**

**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**

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

**Principal Signature** \_\_\_\_\_  
**Date** \_\_\_\_\_