SCHOOL WIDE BEHAVIOR PLAN

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

School Name: Seminole 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: _TBA_____/107 = _____%**

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. **Reduce the number of class disruption referrals. Strategies include: use of HAWKS Red Book classroom discipline procedure system, increased teacher parent communication, teacher classroom interventions, and behavior lessons for all students.**
    b. **Reduce the number of defiance referrals. Strategies include: use of HAWKS Red Book classroom discipline procedure system, increased teacher parent communication, teacher classroom interventions, and behavior lessons for all students.**
    c. **Reduce the number of tardy referrals: Strategies include: use of start on time tardy sweeps, a parent contact or conference before all discipline referrals are written, and setting the refresh cycle at six weeks due to the increased number of passing periods.**
    d. **Strategies to decrease the discipline GAP between black/non-black students include 5000 Role Models, I'm Connected Program, mentors and motivational speakers.**

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:**
   a. **Cafeteria:**
      - **Keep hands, feet and food to yourself.**
      - **Stay in your seat during lunch.**
      - **Raise your hand and get an adult's permission to leave your seat.**
      - **Leave your area clean when you leave.**
      - **Throw trash and food in the garbage.**
   b. **Hallways**
      - **Keep hands and feet to yourself.**
      - **Walk.**
      - **Keep to the right.**
      - **Use appropriate language.**
      - **Follow staff members' instructions at once.**
   c. **Outside/Bus and Car Circle**
      - **Keep hands and feet to yourself.**
      - **Walk.**
      - **Stay on sidewalk areas.**
      - **Walk bikes.**
      - **Use appropriate language.**

6. **Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.**
   a. **Administrators will teach expected common area behavior lessons to all students at the beginning of the school year until completed. Lessons include: hallway behavior, appropriate language, cafeteria behavior, respect for others and self, being prepared and on time, making good choices, personal responsibility, and electronics.**
   b. **Every six weeks teachers will teach a 30-minute behavior lesson designed to reduce the occurrence of misbehavior at the school, based on discipline data collected over the previous six weeks.**
   c. **The ISS teacher will re-enforce expected behavior by re-teaching lessons that are appropriate for the student's discipline infraction.**

7. **Attach or insert the planned and/or established Reward/Recognition System:**
   a. **Teachers will submit individual reward/recognition classroom plans to the Administration.**
   b. **Teachers will recognize students through the HAWKS Tickets by issuing tickets to students who demonstrate positive expected behaviors**
   c. **Teachers will write positive referrals for students demonstrating school-wide expected behaviors.**
   d. **Students will be issued "Flight Cards," based on meeting academic and behavior expectations in the classroom.**
   e. **Administration will recognize students by class, based on teacher recommendation, with administrative HAWKS Tickets drop.**
   f. **Positive Behavior Recognition Events will occur every six weeks for students who do not receive any referrals during the grading period.**

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 HAWKS Red Book 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 Foundations team will conduct a 30 minute RtI: Behavior training to entire staff and an additional 1 hour new teacher training. Content included: data review, procedures review, and introduction to new procedures.

2. Monthly Staff meetings on designated Tuesdays– 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. SBLT & Foundation 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.

<u>**Evaluation/PDSA**</u>

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
SBLT meets every 2 weeks to review referrals, suspensions (out of school and in), and hawk's tickets. Totals of hawk's tickets (positive rewards) are shared every Friday with entire school body. SBLT mid-year meeting – January 30 – data was reviewed and plan was made to do PBS Refresher for each grade level by administrator. 6th grade PBS Refresher – Jan. 31 by Mrs. Davis; 7th grade – Feb 10 by Mrs. Lurie and 8th grade – Feb 12 by Mrs. Bryan. PBS Refresher for SMS bus drivers on our campus scheduled for 2/26 at 10:15AM (organized with transportation). Foundations Team continues to meet last Friday of each month to review school data, red book process and make suggestions for improvement.

End of Year: June 20, 2014

Principal Signature: Thomas P. Lechner   Date: 8/14/2013
Principal Signature: Wendy Bryan   Date: 2/21/14