

SCHOOL WIDE BEHAVIOR PLAN

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

School Name Thurgood Marshall Fundamental Middle

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: 96 /108 = 88 %
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. Positive Expectations Posted (Scoring Form Attached)
 - b. Reward/Recognition Program Established (Attached)
 - c. Implementation Plan (Scoring Form Attached)
4. Attach or insert your School-wide Guidelines for Success/Expectations:
 - a. Fundamental Guidelines/Policy (Attached)
5. Attach or insert your Common Area Expectations/Rules:
 - a. Fundamental Guidelines (Attached)
6. Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.
 - a. Coaching and Mentoring Program and Fundamental Essentials (Attached)
7. Attach or insert the planned and/or established Reward/Recognition System:
 - a. Jaguar Dollars, Honor Passes, Ice Cream Socials, Dance, and Dress-down days (Attached)
8. Attach or insert the plan to align classroom management systems with the school-wide behavior plan.
 - a. Fundamental Guidelines (Attached)

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).**
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.**

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. **Fundamental Essentials** _____
2. **School Wide PBS Training** _____
3. _____

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.

End of Year (2012-2013): June 21, 2013

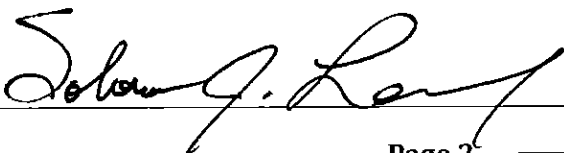
Our total school referrals continue to decline in comparison to previous years as a result of the revised processes in place. The same trend held true for our overall out of school suspensions and student dismissals. We have shifted our focus to engagement for all students and utilize RTI processes (both academic and behavioral) to support struggling students.

Beginning of Year (2013-2014): August 14, 2013

After reviewing our disciplinary data and dismissal data we have refocused our efforts in better enhancing school wide PBS. We lost our full time behavior specialist whom was responsible for our PBS program. We have implemented positive behavior initiatives in our Coaching and Mentoring Plan. Necessary adjustments will be made contingent upon the barriers encountered with the reduction in staff members. Our team has decided to proceed with the current plan in place as it aligns with our Fundamental Philosophy and has proven effective. However, we're in need of improvement with student recognition for positive behavior. We'll attempt several new initiatives during the fall 2013.

Mid-year: February 10, 2014

We have reduced the number of out of school suspensions for both black and white students significantly in comparison to 2012-2013. However, the number of detentions and work details has increased for both groups. Our total school referrals continue to decline when compared to previous years as a result of the inclusion of the new PBS processes (Financial Literacy). We rely heavily upon the Fundamental Philosophy as outlined in Policy. We continue to focus on engagement for all students and utilize RTI processes (both academic and behavioral) to support our struggling students.

Principal Signature 

Date February 10, 2014