

# SCHOOL WIDE BEHAVIOR PLAN

Due in Region Superintendent's Office by Monday, August 19

School Name: Tyrone 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:  $\frac{63}{107} = 58.8\%$ -  
November score was  $58/107 = 54\%$

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. End of Year data:

2011-2012	2012-2013
93% Attendance- average of 875 students in school	93.2% Attendance- average of 839 students in school
307 students with 10 or more tardies	244 students with 10 or more tardies
399 students with 10 or more absences	372 students with 10 or more absences
647 total number of In School Suspensions	614 total number of In School Suspensions
220 students who were In School Suspended	220 students who were In School Suspended
396 Out of School Suspensions	258 Out of School Suspensions
148 students who were Out of School Suspended	108 students who were Out of School Suspended

3. Using the results from EDS School-wide Behavior Plan, as well as your baseline 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 and to increase engagement for all students. \*\*\*\*
- a. Reduce the number of referrals for defiance/disrespect/insubordination/non-compliance.
- Pull school-wide data to reflect those students who have four or more referrals. Target those students for small group settings to work on specific behavioral issues or "Check in Check out". Tier 2 and 3 team meets bi-weekly to discuss students.
  - School wide incentive program (PBS). Students are able to earn "Talon Tickets" and participate in school-wide reward activities. Students are able to earn Eagle Express Cards.
  - Infuse CHAMPS throughout the campus: All staff throughout the campus will utilize the CHAMPS conversation levels, Attention signal: "Hands up", 3:1 positive to negative interactions with all students, Guidelines for Success posted and referenced in all class, Classroom expectations/rules clearly posted in all classrooms, Common area expectations/rules clearly posted throughout campus.
  - Provide time within the school day to build positive relationships (Homeroom lesson plans relating to the monthly character trait, monthly club date).

- v. Conduct walkthroughs to collect data on classroom engagement activities. Students who are engaged in the classroom have proven to have less behavior problems.
  - vi. Reduction of gap between black and non-black students by using 5000 role models group for males which are the highest in referral rates. Use of violence prevention specialist for various group sessions.
  - vii. Referrals are made to the Tier 3 team for students who do not respond positively to the aforementioned.
- b. Reduce the amount of referrals for Campus/Class disruption.
    - i. Integrate Character Development school-wide through homeroom and monthly character trait activities.
    - ii. Infuse CHAMPS throughout the campus: All staff throughout the campus will utilize the CHAMPS conversation levels, Attention signal: “Hands up”, 3:1 positive to negative interactions with all students, Guidelines for Success posted and referenced in all class, Classroom expectations/rules clearly posted in all classrooms, Common area expectations/rules clearly posted throughout campus.
    - iii. Grade level teams will meet monthly to conduct/review students that may need additional interventions due to behaviors.
  - c. Reduce the amount of referrals for Bus Misconduct.
    - i. Pull school-wide data to reflect those students who received three or more bus misconduct referrals. Target those students for small group settings with the Violence Prevention Specialist to work on specific behavioral issues. Each six weeks the same data will be pulled to target additional students.
    - ii. Bus drivers to infuse CHAMPS on the bus: CHAMPS conversation levels, Attention signal: “Hands up”, 3:1 positive to negative interactions with all students.
4. Attach or insert your School-wide Guidelines for Success/Expectations:  
Be Respectful, Be Responsible, Be Safe
  5. Attach or insert your Common Area Expectations/Rules:  
CHAMPS posters throughout campus to include: Fire Drill, Assemblies, Bus Circle, Car Circle, Hallway, Lockers, Cafeteria, Lunch, In School Suspension room, Grade level offices (see attached)
  6. Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans. (See attached lesson plans)
  7. Attach or insert the planned and/or established Reward/Recognition System:  
TMS has a school wide positive incentive program. Each student has opportunities throughout the day to earn what is called “Talon Tickets” for being Respectful, Responsible and being Safe. School wide activities are set up throughout the year that students are able to attend with the Talon Tickets that they have earned. Examples of activities include: Dances, Field Days, Field Trips, movies, music, hat day etc. A school team (T3) meets at least once a month to plan activities. All students have equal access to Talon tickets and teacher play an active part in giving Talon tickets out. Processes are being developed to determine the use of Talon tickets school wide.
  8. Attach or insert the plan to align classroom management systems with the school-wide behavior plan.  
All teachers will be provided with a teacher discipline matrix and administrative referral matrix that outlines the expected process for discipline within the classroom. The language and boxes to check on the referral are associated with RTI interventions within Tier 1. Consequences for referrals are posted around campus.(See Attached)

Classroom management systems and school-wide behavior expectations are communicated to students during the first few weeks of school and at the second semester start. These expectations are visible in the classroom through CHAMPS posters and communicated daily through announcements saying “Respect, Responsibility and Be Safe.”

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 above and attached)
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.

SBLT works with Tier 1 and Tier 2 data in establishing interventions and instruction. Tier 3 students are identified by the Tier 3 team as not improving when 80% or more of those students in same intervention have had a positive response. Tier 3 conducts individual interventions for students.

SBLT team meets bi-weekly on Tuesdays to review school data to make sure Tier 1 is working for example: attendance, discipline, grades, FAIR, Reading, Science and Math. Bi-monthly the SBLT will share the data to faculty and staff. The SBLT will be providing the staff with FCAT data to share with their students. “FCAT Chats” and progress monitoring is expected by teachers for common assessments as described by the teacher appraisal. This will be done through homeroom and during regular classroom meetings. Based on discipline data the SBLT team looks at what students could benefit from Social Skills group, Tier 2.

Attendance, discipline and grades are all entered through Portal on a regular basis. FAIR entered through PMRN three times a year. Science, Math and Civics entered through Performance Matters three times a year. Writing entered through Write-Source twice a year. SBLT presents information to staff during our site based training and faculty meetings.

**List of Projected Staff Training to promote an understanding and implementation of RtI: Behavior strategies for 2013-2014. Include specific professional development aligned to improving social behavior at the school-wide, classroom, and subgroup levels.**

1. T3- Tyrone Turnaround Team presentation and training on classroom expectations during homeroom classes as it ties to RTI process during pre-school. Follow up trainings in October and throughout the year.
2. Continue School-wide Character Activities through homeroom and monthly for students and staff.
3. Periodic staff trainings throughout the school year provided by the RTI team during faculty meetings.
4. Updates from Administration and SBLT team on school data as it pertains to behavior or classroom walkthrough data.
5. CPI training will be given to those directly in contact with EBD students. All have CPI level 1 training as of now. Crisis team will be trained throughout the coming months.

**Evaluation/PDSA**

Please provide a statement describing the status of the school's goals at the following intervals, and forward a copy to your Region Superintendent.

**November 2013-**

- **In an attempt to reduce referrals for defiance/ insubordination/ non- compliance and tardies, we decided to not use lockers. We have also implemented tardy sweeps to encourage students to get to class on time. This will help with clearing the hallways and getting students to class on time. There has been a reduction of over 200 tardies so far this year.**
- **The Tier 2 and 3 behavior team has implemented various strategies to address student referral rates and to mentor or meet with students.**
- **All staff have been sent CHAMPS posters to use within their classroom. Guidelines for success posters and class expectations are posted in all classrooms. Walkthroughs indicate they are posted throughout the campus.**
- **Schoolwide incentive programs include Dances, DJ in the lunchroom and spirit week activities during the months of September, October and November. More are planned for December.**
- **Homeroom classes have proved to be helpful with refocusing students when they arrive on campus and hearing the morning announcements each day. Monthly character trait are communicated each day on the announcements.**
- **Weekly walkthroughs are conducted by grade level and by content area. Less traffic in the hallways and reduced tardies has helped with getting students into classes and increased teacher contact time with students.**
- **5000 Role models and Girlfriends clubs have been held each month along with many other clubs for students to feel a connection to the school and explore their interests.**
- **Grade level teams work through the problem solving process to identify strengths and weaknesses of discipline procedures and identify students that are in need of additional interventions.**
- **Bus referrals have been reduced by over 20% from last year. CHAMPS posters appear on all busses. Bus expectations are consistent with school expectations.**
- **Referrals have been reduced by over 10% at this point in the year.**

**March 2014- Student data indicates the following referral information:**

**Overall referrals from start of school to end of February:**

**2012-13: 1001**

**2013-14: 771**

**Defiance and disrespect 2012-13 start of school year to end of February: 165 Referrals**

**Defiance and disrespect 2013-14 start of school year to end of February: 185 Referrals**

**Referral process is being looked at to make sure teachers are coding the referrals correctly. Tier 2 and 3 students have been identified and been given support through a variety of programs that include: Social Worker meetings, Violence Prevention Specialist group meetings, Individual Positive Behavior Intervention Plans for Tier 3 students, placement at alternative programs for students with attendance issues or high referral rates/ lack of interest in school. Staff has had training on cultural differences through Michelle Dennard.**

**CHAMPS posters remain on campus within lunch rooms and within classrooms according to walkthrough data. Reteaching/ refocusing on the CHAMPs model is needed for teachers. It will be addressed in the next SBLT behavior meeting. Positive, Proactive discipline trainins have been suggested to certain staff and opened to entire staff for professional development.**

- Schoolwide incentive programs include Dances, DJ in the lunchroom and spirit day and week activities during the months of December, January and February. A student survey has been given to students to gather their input on the types of incentives they desire.
- Eagle Express Cards have been handed out to students who make honor roll and principal's list students. The goal is to make a push for more students to be engaged in class rather than behavior problems occurring.
- Grade level teams have discussed specific students and have given suggestions when working through the problem solving process to determine barriers on referrals, documentation in Focus for parent contact and ESE paperwork. The behavior committee has refined the process for timeout students and given the process to teachers to follow to reduce student movement in the hallways.
- Homeroom classes have been sent classroom activities for their use in character building. A gap in communication has occurred and many teachers do not use the lessons provided. Follow up and accountability need to occur for the homeroom class to be effective. This will be looked at during the next SBLT behavior meeting.
- An assembly was held for boys dealing with vandalism in restrooms and respecting the campus in mid- January. Girls met together for a bullying workshop with Joan Ruebens from the Prevention Office. 5000 role models brought in speakers to discuss the importance of keeping on track with grades and behavior. The Violence Prevention Specialist brought in a speaker to talk to students about staying in school and keeping focused. Both speakers spoke from their previous experiences in school and how it impacted their life today.

**Referral Data for African American Students:**

**2012-2013:** 16% of the students on campus are African American. These students received 46% of the referrals on campus from the start of the school year to the end of February.

**2013-2014:** 17% of the students on campus are African American. These students received 37% of the referrals on campus from the start of the school year to the end of February.

There has been a 9% reduction in referrals for African American Students. Working within the different intervention tiers has proven to work so far this year with repeat referral students. There is still a disproportionate amount of African American students who are receiving referrals when compared to our overall student population.

	<b>% of Population</b>	<b>% of Referrals</b>
<b>Asian</b>	<b>13%</b>	<b>2%</b>
<b>African American</b>	<b>17%</b>	<b>37%</b>
<b>Hispanic</b>	<b>16%</b>	<b>11%</b>
<b>Multiracial</b>	<b>3%</b>	<b>1%</b>
<b>Caucasian</b>	<b>50%</b>	<b>31%</b>

Further steps to reduce the referral gap between African American students and other ethnicities on campus will be discussed at future SBLT Behavior Committee team meeting.

Bus Referrals have decreased from 136 referrals at this time last year to 89 at this time this year. The Tier 3 team has identified these students and acted with interventions. The Violence Prevention Specialist has worked with repeat offender students helping them with coping skills and skills to avoid getting into

**trouble on the bus. Further steps to reduce referrals will be discussed at future SBLT Behavior Committee team meetings.**

**June 2014-**

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