

**14/15 School-wide Behavior Plan
Tyrone Middle School**

2/4/2015

Guidelines for Success:

1. Have the school-wide GFS expectations been clearly identified?
 2. Are common-area expectations posted and clearly communicated?
 3. Have the classroom expectations/rules been clearly identified, posted and clearly communicated?
-

Questions to guide discussion:

1. School Wide behavior expectations of: Be respectful, responsible and safe have been communicated to students and staff through staff meetings and grade level meetings with students. Individual meetings with those students who fell within the top 10% of referrals last year.
2. Common area expectations were communicated with staff during first staff meeting and with students during the grade level meetings.
3. Classroom expectations were identified using the "Capturing Kids Hearts" Model. The creation of social contracts and class room constitutions was completed during the Capturing Kids Hearts training for staff and contracts were created with students in each class.

Goal 1: Reduce Defiance and Disrespect referrals by 10%

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Meet with those students who had several referrals last year (top 10%) and create a behavior contract which outlines school expectations and create positive rewards for those students who comply with those expectations. Parent involvement is also a part of the process in order to involve all stakeholders in the process. Academics, attendance and behavior are all discussed to ensure students are engaged in school.

Grade level assemblies will occur in order to set expectations and build rapport with students.

Implementation of Capturing Kids Hearts strategies within the classroom (Social Contracts)

Implementation Steps

Top 10% Referral Implementation Steps

1. All Assistant Principals will meet with the identified top 10% of students and parents of students who received a referral and set up behavior contracts.
2. Follow up will occur three times throughout the year or as needed to reinforce/ reward the students.
3. Determination of alternative placement will occur for those students who are not in compliance with expectations. Rewarding of students will occur when expectations have been met.

Grade Level Assemblies occurred on 8/22/14. These included school wide expectations, common area expectations and goal setting for students.

Capturing Kids Hearts Strategies training occurred the week of 8/12-8/14

Person(s) Responsible

Top 10% Referrals- Assistant Principals

Grade Level Assemblies- Assistant Principals

Capturing Kids Hearts Strategies- All Instructional Teachers/ Coaches and Assistant Principals

Timeline / By When?

Top 10% of referral students and parents will be met by September 12th, 2014

Grade Level Assemblies were conducted on 8/22/14

Capturing Kids Hearts training was completed on 8/14/14. Social Contracts will be completed by September 12th, 2014.

Initiated
8/12/2014

1/26/15 Revised
Pending

Completed

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A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implementation of Capturing Kids Heart Strategies throughout the campus and within the classroom. Social Contracts are to be created in every classroom to help students understand the expectations and for them to buy into being a part of the positive classroom environment.

Implementation Steps

Have all instructional staff complete the Capturing Kids Hearts training

All staff sign off on a social contract for our work environment

All staff and students work on a social contract for each individual class. Teacher's will review and refer to the social contract during class time. (Implemented Jan. 5, 2015)

Person(s) Responsible

All Administrators and staff

Timeline / By When?

September 5th deadline to have social contracts completed in class.

Initiated

1/28/2015

1/26/15 Revised

Ongoing

Completed

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

1-28-2015

1/26/15 Revised

Pending

Completed

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implementation Steps

Person(s) Responsible

Timeline / By When?

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Initiated

1/26/15 Revised

Completed

Goal 1 Data Collection and Management:

1. Did your team access and use the student data information systems?
 2. What is the correlation between reinforcement of positive behaviors and targeted behaviors?
 3. Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?
 4. Does the plan identify a regular schedule of data and analysis?
-

Strategy

Referral data will be collected to determine if 10% reduction in defiance/ disrespect has occurred. This collection will occur every three weeks.

Classroom walkthroughs will occur weekly and will review classroom environment to check for social contracts and posting of expectations.

Grade Level assemblies will be supported by administrators giving messages throughout year during lunches or other scheduled assemblies.

Implementation Steps

MTSS team meets every week to review attendance, academic or behavior data

Data will be evaluated and targets will be established for interventions using tier 1-3

Classroom walkthroughs occur weekly to give feedback and support where appropriate.

Person(s) Responsible

MTSS Team and Administrators

Timeline / By When?

MTSS will be ongoing throughout the year. Interventions to take place within one week of the meeting

Walkthroughs will occur throughout the year to ensure expectations and social contracts are used according to Capturing Kids Hearts Strategies.

Initiated

1/28/2015

2/16/15 Revised

Ongoing

Completed

Strategy

Implementation Steps

Person(s) Responsible

Timeline / By When?

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Initiated
1/28/2015

2/16/15 Revised
Pending

Completed

Strategy

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

2/16/15 Revised

Completed

Goal 2: Reduction of Skipping class by 20%

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Tardy Sweeps conducted throughout the week to get students to class on time and out of the hallways.
Continued supervision in hallways between classes and during hall changes
Capturing Kids Hearts strategies used to attract students into class as a means of building relationships.

Implementation Steps

1. Capturing Kids Hearts training occurred 8/12/14-8/14/14
2. Social Contracts created outlining class expectations and mutual respect.
3. Walkthroughs will occur to make sure they are posted
3. Tardy sweeps set up throughout the week at random to keep students moving in the hallways.

Person(s) Responsible

All Instructional staff/ coaches/ administrators completed Capturing Kids Hearts Training

All staff are to complete the social contract within PLC's. classrooms and staff meetings

Administrators complete walkthroughs weekly.

Timeline / By When?

Capturing Kids Hearts Training was completed on 8/14/14

Social Contracts will be completed by 9/12/14

Tardy sweeps will be ongoing throughout the year

Initiated

1-28-2015

2/16/15 Revised

Ongoing

Completed

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

1-28-2015

2/16/15 Revised

Pending

Completed

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A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

2/16/15 Revised

Completed

Goal 2 Data Collection and Management:

1. Did your team access and use the student data information systems?
 2. What is the correlation between reinforcement of positive behaviors and targeted behaviors?
 3. Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?
 4. Does the plan identify a regular schedule of data and analysis?
-

Strategy

Data collection will occur during MTSS meetings to evaluate student referrals and target those students for interventions.

Child study team will review data during meetings every other week to set up interventions for students and complete truancy paperwork.

Implementation Steps

1. MTSS team will meet weekly to discuss academic, behavior and attendance concerns.
2. Data will be collected on attendance and skipping referrals
3. Students will receive interventions identified within one week.

Person(s) Responsible

MTSS and Child Study Team

Timeline / By When?

Ongoing throughout the year.

Initiated

Status

Completed

Strategy

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

Status

Completed

Strategy

Implementation Steps

Person(s) Responsible

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Timeline / By When?

Initiated

Status

Completed

Goal 3: Reduction of referrals for black students by 20%

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implementation of Eagle Eye mentoring program- teacher led mentoring program where a check-in-check out system will occur bi-weekly to help relationship building and have the students feel a better connection to the school. Research has shown that a check-in check out system is effective in helping reduce referrals among students. By meeting with students more regularly the chance of reducing referrals will increase. Those students within the top 10% of receiving referrals are top priority within the Eagle Eye mentoring program.

Implementation Steps

1. Creation of program by administration and educating teachers on the program.
2. Data collection from year's past to identify black or non- black students in need of a mentor
3. Identification of any new students through an application process given to all staff.
4. Mentoring will occur at least bi-weekly to make connections with students and build relationships between staff and students.
5. Teachers will turn in mentor sheets to Mr. Lyons and report any serious matters to the proper authority.

Person(s) Responsible

Administrators and teacher mentors

School Wide Behavior committee

Timeline / By When

Mentoring to start in late September after identification of students and mentors are recruited.

Initiated
1/28/2015

revised 2/16/15
Pending

Completed

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implementation Steps

Person(s) Responsible

Timeline / By When

Initiated

revised 2/16/15

Completed

Goal 3 Data Collection and Management:

1. Did your team access and use the student data information systems?
 2. What is the correlation between reinforcement of positive behaviors and targeted behaviors?
 3. Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?
 4. Does the plan identify a regular schedule of data and analysis?
-

Strategy

Data will be collected during MTSS behavioral meetings to identify new mentees that are to receive mentors within the school as an intervention. New mentees may have behavioral problems in or out of school, attendance problems, academic struggles or other concerns that show a need for a mentor. Teachers will also be able to complete applications for new students to the Eagle Eye mentor program.

Teachers who take on a mentor role will be required to turn in their conference sheet in order to add fidelity and accountability to the program.

Implementation Steps

1. Students are identified in need of a mentor whether through data or application process.
2. Students meet with mentors at least bi-weekly. Conference notes are taken and concerns are communicated to proper authority.
3. Conference notes are turned in every 8 weeks for accountability and fidelity purposes.
4. Follow up with student on concerns or progress in the area identified for why they are in the program.
5. Follow up with mentors on progress of program and changes needed to improve program.

Person(s) Responsible

School wide behavior committee

Staff members who are mentors

Timeline / By When?

Sept. 15th will be start date of program. Ongoing process throughout the year for mentoring.

Initiated
9/15/2014

revised 2/16/15
Ongoing

Completed

Develop A School-Wide Reward/Recognition System Aligned To Targeted Behavior:

1. How, when, where, and by whom will strategies be implemented?
 2. Are documented strategies evidence-based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?
-

Strategy

Positive Behavior Committee will meet each month to create positive incentives for students every 4 weeks. A set criteria will be identified tied to behavior data.

Talon Tickets will be distributed to students who exhibit the school wide expectations of respect, responsibility and safety. Orders for talon tickets will be placed as needed through central printing. Talon tickets can be used to buy school supplies or purchase incentives within the Talon Ticket bookstore on the bus patio. Talon Tickets can also be used to buy access to school wide events that includes: dances, field days, appropriate snacks or other positive incentives as identified within the Positive behavior committee meetings. Input will be given by students and staff as to what these events are and who should attend according to a set criteria.

Implementation Steps

1. Positive Behavior Committee will meet monthly to organize events.
2. Events will be organized, advertised and reinforced during classes to give the students a positive reward to build toward.
3. Events will take place and students who meet criteria will be able to attend.
4. Students and staff will be able to give input regarding the incentives and corrections can be made for the next event(s)

Person(s) Responsible

Positive Behavior Committee members

Timeline / By When?

Monthly-

Events will occur every 6 weeks

Initiated

2/16/15 Revised

Completed

Strategy

Implementation Steps

Person(s) Responsible

Timeline / By When?

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2/4/2015

Initiated
8/29/2014

2/16/15 Revised
Ongoing

Completed

Alignment of Classroom Management Systems With The School-Wide Behavior Plan:

1. How, when, where, and by whom will strategies be implemented?
 2. Are documented strategies evidence-based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?
-

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Capturing Kids Hearts Strategies are to be implemented within the classroom to help reduce disrespect and defiance issues. The way teachers and staff approach an issue has an impact on the outcome of the situation and the learning of expectations by the student.

All instructional/ coaches/ administrators have been trained in the Capturing Kids Hearts strategies. Social Contracts have been built within classes to help support one another and create an atmosphere of respect and responsibility among staff and students alike.

Implementation Steps

1. Train all instructional/ coaches/ administrators in Capturing Kids Hearts Strategies.
2. Class room social contracts to include expectations of each other in classes are to be built with each class. PLC and staff meetings to also have social contracts to promote respect and other areas identified by each individual group.
3. Walkthroughs will occur to monitor classroom management, social contract usage and use of strategies learned at Capturing Kids Hearts training.

Person(s) Responsible

All teachers/ coaches/administrators for training and social contracts.

All administrators for walkthroughs.

Timeline / By When?

August 14th, 2014 - completion of training.
September 12th, 2014 for completion of social contracts.
Walkthroughs will be weekly.

Initiated

8/14/2014

1/26/15 Revised

Ongoing

Completed

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implementation of school wide expectations by use of grade level assemblies

Implementation Steps

1. Create criteria used for guidelines for success
2. Communicate expectations for staff
3. Communicate expectations to students through grade level assemblies.
4. Follow up with teachers and staff if guidelines are not followed.

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Person(s) Responsible

Administration

Timeline / By When?

Met with teachers on 8/8/14

Met with all students during assemblies on 8/22/14

Initiated

1/5/2015

1/26/15 Revised

Completed

1/9/2015

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

1/26/15 Revised

Completed

Action Plan:**Plan to Monitor for Fidelity of Implementation**

Goal 1:

1. Students who were within the top 10% of receiving referrals were identified.
2. Students and parents were contacted during the summer/ beginning of school year to come in for a behavior contract meeting. Review of attendance, referral and absence data was reviewed. Contract is signed by student, administrator and parent.
3. Data is collected to see if student(s) are complying with the contract. Meetings will be scheduled three times throughout the year.
4. Students are brought in for consequences when referral are written or given rewards as identified during the behavior contract meeting. This will occur three times throughout the year.
5. MTSS will follow up with data review and ensure administration is meeting with students at least three times per year to review the contract and make adjustments as necessary.

Goal 2:

1. All teachers/coaches/ administration will take the Capturing Kids Hearts Training on 8/12/14-8/14/14
2. Social Contract will be written by teachers and students within the first three weeks of school. PLC and staff meetings will also include social contracts to help keep a professional environment.
3. Social contracts will be completed by 9/12/14- administration will conduct walkthroughs to ensure guidelines for success and social contracts are completed and common language is used.
4. Supervision in hallways will occur regularly throughout the day and in between classes to help get students to class on time. Administrators will monitor the supervision by adults on campus.
5. Staff will conduct tardy sweeps randomly each day when students are not in class on time.
6. Followup from administration will occur for discipline referrals or reward systems for those students who comply.
7. Data will be reviewed by MTSS once a month to see if strategies are working and to make adjustments where necessary.

Goal 3:

1. Creation of mentoring program by Behavior Committee including criteria, purpose and fidelity checking system to ensure implementation is occurring.
2. Data will be used to identify students for the program. Top 10% of referral receiving students (including top MTSS tier black students) will be assigned a mentor once mentors have been identified. Other students will be added as the year progresses according to criteria set forth in Eagle Eye mentoring packet (see attached).
3. Communication of mentor program to staff through means of advertising and other promotional methods.
4. Assignment of mentors/ mentees to start program week of September 15th. Applications will be available to teachers for referral to the program.
5. mentors meet with students every two weeks and document conferences using conference forms.
6. Mentors report serious issues to administrators or other authority figures to resolve issues. Document sheets are turned in every 6 weeks to evidence mentor meetings.
7. Administration will survey students and staff on the program and make adjustments to mentors/ mentees if needed.
8. MTSS Tier 3 team will monitor referrals and other data that is tied to why students are in the program. This will be done monthly.
9. Adjustments will be made to the program when necessary or as the MTSS Tier 3 or behavioral committee deem necessary.

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Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Trainings were provided through the following means:

Capturing Kids Hearts 8/12/14 through 8/14/14- all instructional teachers/ coaches/ administrators received the training.

Open day procedures/ Guidelines to Success Collaborative PLC held on 8/8/14

Additional Professional developments will be provided throughout the year to target academic or classroom behavioral systems through "Eagle University," Tyrone Middle School's on-site professional development occurring once per month using staff and their knowledge base to help train staff members in key areas identified through SIP and the SWBP.

Midyear update:

Teachers who were identified as needing classroom management training or refresh on capturing kids hearts training were given professional development through "Eagle University," our school wide professional development on Wednesdays. 15 teachers were identified to go to the professional development for classroom management. 12 more went to the refresh on capturing kids hearts.

Technological device training for identified ELL and Black students and their parents will be needed to support our initiative of reducing Black vs. Non-black referrals.

Professional development will occur throughout the year according to the professional development calendar.

Midyear:

1. Which goals, barriers and strategies were revised based on response to intervention?
2. What evidence was used to drive the revisions?

Be sure to include how you are addressing the discrepancy between Black and Non-Black discipline in your response to intervention discussion.

Enter a summary of the current status of implementation

1. The two areas that we identified that were in need of revision were; Reduction of defiance and disrespect referrals by 10% and reduction of referrals for black students by 20%.

2. Evidence used to change the goal plans include: FOCUS referral data, attendance data and climate surveys from the staff. All goals remain the same as previously stated, however adjustments will be made in an attempt to reach the desired goals.

The strategies moving forward to achieve our stated goals are:

We will continue to target those students who earn excessive referrals as identified by our tier 3 behavior team for mentoring. We have had a 32% decrease (target was 20%) in referrals for those students who are being mentored through the Eagle Eye mentoring program. More students have been identified for a mentor and it is our hope that it will address the discrepancy between black and non-black students.

We will pick a sample group of 6th grade ELL and Black students to devise a plan that academically encourages and empowers each student. In turn, these students will have the best opportunity to make academic and behavioral improvement over three years with the use of the device. Implementation will occur by the end of February pending approval.

We will also implement positive referrals for the entire population of students to encourage those who make good choices and display the desired character traits; respect, responsibility and safety. Students will receive the positive referral, go to the office for a positive phone call home and a reward. Once they get the reward, they will select a number 1-100 and place their name on the bingo board. The first group to reach up, down, across or diagonal will receive a special reward. This will help address the gap between black vs. non black students and help all students see that their efforts are being rewarded!

Teachers will be provided with a incentive program where they will receive "Earn your Wings" tickets for a raffle. When a teacher displays the desired expectation such as using AVID strategies or supervising in the hallway, they can earn a ticket and turn it in for a chance to win a gift card through the weekly raffle. This will help with increasing the positives for teachers and help create a positive climate at the school.

We will create a new referral in an effort to code discipline incidents more accurately. By coding the referrals correctly, using all available codes in FOCUS, we will be able to identify areas in need of intervention more quickly and put initiatives in place to prevent the identified behaviors.

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