
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?
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Questions to guide discussion:

1. The school-wide Guidelines for Success (GFS) expectations have been clearly identified through Student Assemblies held on September 20 & 21, 2014, and follow up classroom discussions held by the counselors and the behavior specialist.
2. Common-area expectations are posted in various areas on campus and are clearly communicated in the classrooms and the hallways.
3. The classroom expectations/rules have been clearly identified, posted, and clearly communicated by all teachers.

All of the expectations follow our Positive Behavior Support (PBS) system that we have in place. The title of our program at Clearwater Intermediate is TABS, which stands for Take Responsibility, Act Respectfully, Be Honest, and Stay Self-motivated. The expectations list how each portion of TABS look in the various areas. For an example, in the cafeteria, when students are taking responsibility, they are using their inside voices. Secondly, when they are acting respectfully, they are remembering to say please and thank you. Thirdly, when they are being honest, they are waiting their turns and respecting others' belongings. Lastly, when they are staying self-motivated, they are cleaning up their areas.

- The expectation posters are attached to the "Alignment of CMS" section of this document.
- The Behavior Plan is posted in the Action Plan section.

Goal 1: To decrease number of Out-of-School Suspensions (especially of those for drugs) by 5% of the total we had last year.

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?

The strategies we have incorporated include: eliminating the use of the restroom between classes to avoid large volumes of students in the restroom at one time, periodic monitoring of the restroom by staff members, and gender-specific personnel stationed outside of the restrooms in the mornings. It is our theory that these strategies will assist in decreasing the number of opportunities for students to engage in illegal activities in the restrooms, thus decreasing the number of FACE IT and OSS consequences.

Implementation Steps

These strategies were shared with the staff during the staff meeting held on August 15, 2014. Melissa Porter assigned duty stations according to the needs of the campus for supervision. Staff were informed that while members were on duty, their focus is on supervision, not for other discussions, distractions, or non-supervision related items. Staff members are monitored of whether or not they are performing their assigned duties. Students were informed of the process during the first week of school.

Person(s) Responsible

Philip Wirth and Melissa Porter

Timeline / By When?

August 18, 2014 was the implementation date of these strategies and will continue throughout the school year.

Initiated

8/15/2014

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 Steps

Person(s) Responsible

Timeline / By When?

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?
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Strategy

We accessed and utilized the number of Out-of-School Suspensions data listed in FOCUS. When we stressed to students that it is important not to engage in illegal activity and the possibility of them getting in trouble if it is determined that they were part of it, students were more open about reporting incidents. Students who positive reinforcements are more likely to continue to display the desired behavior. We will continue to monitor the data in FOCUS.

Implementation Steps

Data will be collected weekly and reviewed at the weekly Administrative Team meetings.

Person(s) Responsible

Melissa Porter and Wayne McKnight

Timeline / By When?

Monitoring the data begun on the first day of school, 8/18/14, and will continue throughout the year on a weekly basis.

Initiated

8/18/2014

2/16/15 Revised

Ongoing

Completed

Goal 2: To reduce the discipline gap among African Americans and non-black students.

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?

Administration will remind staff of CPI training strategies which promote de-escalating students using calm tones and voices. Diversity trainings will continue during monthly faculty meetings to present specific strategies teachers may use with students. Various resources will be used such as books, videos, etc. to address the needs of all stakeholders.

Implementation Steps

Mr. Philip Wirth presented information regarding cultural diversity during a faculty meeting during pre-school (8/13/14). He stressed the importance of understanding the different backgrounds that our students come from. On August 14, 2014, the staff went on a field trip to visit student homes to welcome the to our school, give school supplies, and for staff to experience the living conditions of our students.

Person(s) Responsible

Philip Wirth and Melissa Porter

Timeline / By When?

August 18, 2014, was the implementation date of monitoring discipline data and will continue throughout the school year.

Initiated
08/18/2014

2/16/15 Revised
Ongoing

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?
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Strategy

We will access Focus to retrieve discipline data weekly. Determine various interventions that may be used with students and teachers to decrease the discipline gap. Utilize mentors to encourage students to make good choices.

Implementation Steps

Discipline data will be sorted, analyzed, and discussed at the weekly Administrative Team meetings. We will examine whether or not the students are African American and at what rate are they referred. Collect data to determine the correlation between reinforcement of positive behaviors and targeted behaviors of African American students.

Person(s) Responsible

Philip Wirth and Melissa Porter

Timeline / By When?

September 2014 and continue throughout the school year.

Initiated

Status

Completed

Goal 3:

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

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?
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Strategy

TABS (Take responsibility, Act respectfully, Be honest, and Stay self-motivated) is the acronym we use school-wide to encourage positive student behavior. Student behavior (conduct codes on report cards, discipline referrals, less than five absences, and no library fines) is monitored and the data in FOCUS is reviewed to determine whether or not students will be rewarded as a TABS Card holder.

Implementation Steps

At the end of a grading period, reports are ran to generate a list of students who meet this criteria. Students are rewarded during an assembly. As TABS Card holders, students have the option of sitting outside at the picnic tables during lunch, going to the media center during lunch, leave class three minutes early for lunch and dismissal. Students strive for this reward so they may get in the lunch line first. There are other assemblies or activities held specifically for TABS Card holders. The PBS Committee discuss which types of assemblies/activities the students will receive as their rewards.

Person(s) Responsible

Wayne McKnight and PBS Committee

Timeline / By When?

The school-wide PBS reward system will begin by October 2, 2014. However, some teachers have already began implementing their own reward systems within their classrooms.

Initiated

10/2/2014

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?
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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?

The strategies to reduce the barrier for this goal include providing structure in all areas of the campus and implementing the structure consistently among all students. These strategies will be implemented school-wide by all staff members by teachers informing students of their classroom management procedures and everyone enforcing the policies in the halls, in the cafeteria, and in assemblies. Administration emphasized that the expectation is for all students to follow the instructions of their teachers. TABS is our acronym for our school-wide expectations. TABS stands for Take responsibility, Act respectfully, Be honest, and Stay self-motivated. This acronym is used to remind students the appropriate behavior they should display at all times in all situations.

Implementation Steps

Student assemblies were held on Wednesday, August 20, and Thursday, August 21, 2014, for each grade level. The counselors and the behavior specialist follow-up with classroom visits to reiterate the information presented during the first week. Administration will visit classrooms as needed to reinforce the policy.

Person(s) Responsible

Philip Wirth, Melissa Porter, and the Student Services Team

Timeline / By When?

This began during the first week of school and will continue throughout the school year.

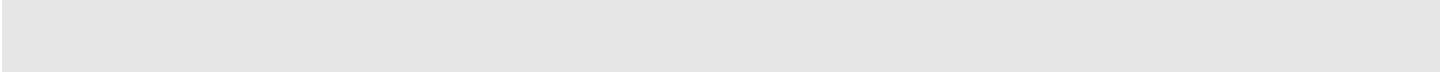
Initiated
8/20/2014

1/26/15 Revised
Ongoing

Completed

Action Plan:

Plan to Monitor for Fidelity of Implementation

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1. Monitor discipline data weekly during Administrative Meetings to determine which infractions are related to drugs.
 2. Every few weeks, reiterate to students the importance of making good choices by utilizing our school TV network.
 3. Inform parents of our goals via the use of school newsletters and school messengers. Invite parents to attend the Drug presentation once it is scheduled.
 4. Assign mentors to students who seem to need additional support (to be proactive).
 5. Offer Gang and Drug prevention presentations so students are well-informed of their dangers.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Professional Learning Communities will focus on Best Practices not only for academics, but for behavioral concerns as well. The MTSS process will be explained and utilized as necessary.

Specific teachers are required to take classroom management trainings to aid in their interactions with students to help keep students in the classroom.

Melissa Porter will also offer Feedback Sessions to brainstorm alternative practices to consequences in order to change student behavior.

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

- Announcements on school TV network by Mr. Philip Wirth, Principal reminding students about making good choices on 9/30/14 and 10/2/14. Mr. Wirth made a verbal announcement on the intercom on 10/1/14.
- Gang presentations were held on September 16 and 17, 2014
- PNN announcement concerning drug offenses (types of drugs included in the policy and the consequences for having them on campus) shown on 10/16-17/14.

11/5/14: Reiterated to students the importance of not violating the Code of Student Conduct and the consequences for bringing or using drugs, alcohol, or tobacco at school.

1/29/15: One strategy we are using to address the discrepancy between Black and Non-Black students is to refer students to those who have built a relationship with them as an intervention instead of writing a referral. We are also focusing on recognizing positive behavior more for the students who are frequent violators and recipients of discipline referrals. This strategy has worked so far for at least three students in certain classes. Our Behavior Specialist will be meeting with the students with the most referrals to set behavioral goals and to provide incentives upon meeting their goals. The Assistant Principal will meet with the black students who have received referrals to devise a plan to decrease the number of referrals they receive by offering alternatives to their behavior (demonstrating how to handle situations differently).

1. Our goals and barriers were not revised. However, we revised our strategies based on the response to the interventions. Our goal was to decrease the number of out-of-school suspensions for drug violations by 5%. Unfortunately, when looking at the data from last year, there were less infractions by January 31, 2014 than this year for the same time period. By January 31, 2014, there were five drug and three alcohol violations. By January 31, 2015, there were seven drug and four alcohol violations. The strategy we employed was to discuss those violations and their consequences as frequent as possible. We took advantage of having the students assembled together for the TABS Awards Ceremony on January 20, 2015, to remind students of appropriate conduct and to encourage them not to participate in illegal activities.

2. The evidence that was used to drive the revisions was the discipline data which revealed the number of drug and alcohol infractions this year. According to the date, we have already had two more drug incidents and one more alcohol incident than the number of incidents we had this time last year.

**14/15 School-wide Behavior Plan
Clearwater Intermediate**

2/2/2015