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. The school-wide expectations have been identified. Carwise students will respectful, responsible successful and safe. Carwise Middle School has, in all common areas, posted the school-wide expectations. Additionally, these expectations are communicated to students through modeled behavior, weekly RtI lessons, assemblies, discipline chats, NTI messages, school newsletter & website and through daily reinforcement of these expectations.

3. Classroom expectations are developed by teachers in accordance with the school-wide behavioral plan. These rules are identified and are aligned with school-wide expectations and District Strategic Goals. The rules focus on the behaviors reflected from data collected for areas of emphasis. Teachers post the rules in their classrooms. Teachers model and teach these expectations daily. These expectations/rules are posted in the classrooms and are communicated in writing through parent letters and are verbally reinforced daily within the classroom setting.

Goal 1: To reduce incidents of class/campus disruptions and defiance/insubordination by 15% in the 2014-2015 school 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?

School-wide incentive program (PBS). Students are able to earn "Shark Bites" and participate in school-wide reward activities. All students can earn "Kiddos". "Kiddos" are earned by students who go above and beyond the normal school-wide expectations. Students who earn "Kiddos" earn special incentives to use in the community.
RtI lessons focused on targeted behavior.

Implementation Steps

Students who are "caught" following the school-wide expectations can receive "shark bites" from any staff member. Students turn in the "shark bites" weekly at lunch. Every Friday 25 names are pulled and called per lunch for recognition and prizes. Quarterly 10 names are pulled per lunch to be recognized and earn lunch in the court yard with a friend and lunch treats.
"Kiddos" are randomly given out to students. The "kiddos" may come from a staff member or someone in the community. Monthly 1 students per grade level is called to the 8th Grade Guidance Counselor's office to be recognized and receive their prize.
Beginning the first week of school and continuing every week throughout the 2014-15 school year, each first period teacher will conduct a common RtI lesson on Mondays that are aligned to school-wide expectations and the District Strategic Goals.

Person(s) Responsible

All Staff
Grade level Administrators
Jennifer McGinnis, 8th Grade Guidance Counselor

Timeline / By When?

2014-2015 school year

Initiated	3/4/15 Revised	ongoing
8/18/2014	Ongoing	

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?

School wide incentive program (PBS). Students are able to earn "Shark Bites" and participate in school-wide reward activities. All students can earn "Kiddos". "Kiddos" are awarded for going above and beyond the normal school wide expectations. Students who earn "Kiddos", earn special incentives to be used in the community.

Implementation Steps

Students who are "caught" following expectations recieve "Shark Bites" from any staff member. They turn these in weekly at lunck and

Person(s) Responsible

Timeline / By When?

| <u>Initiated</u> | <u>3/4/15 Revised</u> | <u>ongoing</u> |

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

EDS, data warehouse, staff input, decision ED, and FOCUS. Reports are run quarterly, to create reports that identify discipline infractions. Tier 3 students are identified by teachers and the MTSS team and discuss individual needs and possible interventions.

Implementation Steps

MTSS SBLT meets monthly and discusses data and trends. Data will be shared in Faculty and department meetings. Once these trends are identified, action steps are taken to implement interventions through the MTSS process targeting specific behaviors and or students to be addressed for interventions.

Person(s) Responsible

MTSS SBLT	Donita Clayton, School Social Worker	Department Chairpersons
Jason Obara (data collection)	Guidance (all grade levels)	Jesse Schroeder (RtI member)
Sharon Headley, School Psychologist	Administration	

Timeline / By When?

2014-2015 school year.

Initiated	**3/4/15 Revised**	**Completed**
8/18/2014	Ongoing	

Goal 2: To reduce the number of bus referrals by 5% in the 2014-2015 school 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?

Transportation expectations are defined to incoming 6th graders at "shark camp" during pre-school Transportation expectations per the Pinellas County Student Code of Conduct will be covered and discussed in Social Studies Classrooms during the first week of school. Students will attend discipline assemblies the first week of school where buss expectations are defined. Students will attend anti-bullying assemblies in September. Bus drivers will randomly hand out "bus bucks" to students following bus/transportation expectations.

Implementation Steps

Social Studies teachers will create activities to teach students Pinellas County expectations
Administration will conduct assemblies addressing expectations.
Joan Rubens will conduct anti-bullying assemblies for each grade level (September, 2014)
Bus drivers will randomly hand out "Bus Bucks" which students can redeem for snacks in the cafeteria.

Person(s) Responsible

Social Studies teachers (6-8)   Judy Allen, 7th Grade Administrator
Bev Owens, Cafeteria Manager
Bus driver

Timeline / By When?

Shark Camp week of 8/4/14
Code of Conduct review week of 8/18/14
"Bus Bucks" begin 8/29/14
Anti-bullying assemblies (September, 2014)

Initiated	**3/4/2015 Revised**	**Completed**
8/6/2014	Ongoing	

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

Social Studies Teachers   Judy Allen, 7th Grade Administrator
Bev Owens,Cafeteria Manager
Bus Drivers

Timeline / By When?

Code of Conduct review week of 8/18/14
Discipline Assemblies week of 8/18/14
"Bus Bucks" begin 8/29/14

<u>**Initiated**</u>	<u>**3/4/2015 Revised**</u>	<u>**Completed**</u>
8/18/2014	Ongoing	

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

EDS, data warehouse, staff input, decision ED, and FOCUS. Reports are run quarterly, to create reports that identify discipline infractions. Tier 3 students are identified by teachers and the MTSS team and discuss individual needs and possible interventions.

Implementation Steps

MTSS SBLT meets monthly and discusses data and trends. Data will be shared in Faculty and department meetings. Once these trends are identified, action steps are taken to implement interventions through the MTSS process targeting specific behaviors and or students to be addressed for interventions.

Person(s) Responsible

MTSS SBLT	Donita Clayton, School Social Worker	Department Chairpersons
Jason Obara (data collection)	Guidance (all grade levels)	Jesse Schroeder (RtI member)
Sharon Headley, School Psychologist	Administration	Bus Drivers

Timeline / By When?

2014-2015 school year

Initiated	**Status**	**Completed**

Goal 3: To reduce the gap between black/non-black students while increasing the engagement of all 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?

Teachers will teach bell to bell.

Implementation Steps

Teachers are prepared to administer daily lessons as soon as the bell rings. Students are engaged in meaningful bell work, while teachers take attendance. Daily lessons are followed according to Florida Standards and review and summarization is performed at the end of the daily lesson.

Person(s) Responsible

Instructional staff is responsible for monitoring implementation.
Administration
AVID Teachers

Timeline / By When

2014-2015 school year.

Initiated	**revised 3/17/15**	**ongoing**
8/18/2014	Ongoing	

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

Teachers will analyze data collected from formative and summative evaluations to gauge engagement and mastery. Teachers will will work in grade level teams to collaborate, address and implement strategies that align to best practices and increased rigor and student engagement.

Implementation Steps

Teachers use formative assessments to determine the effectiveness of daily learning.
Teachers use formative assessment data for planning and summative assessments
All Staff will follow school-wide PBS plan.

Person(s) Responsible

Instructional staff is responsible for monitoring implementation   AVID Coordinators
Guidance (6-8)
Administration

Timeline / By When?

2014-2015 School Year

Initiated	revised 3/4/15	Completed
8/18/2014	Ongoing	

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

Student of the month program (by grade level). Implemented to promote positive behavior (PBS), reinforce school core values and promote higher student engagement and achievement.

Implementation Steps

Program will begin September 2, 2014. Bimonthly, grade level teachers will meet and nominate students. Recognition committee will look at discipline, grades, behavior data, etc. to determine which 2 students (1 male, 1 female)from each grade level will receive awards. This process is repeated around the 15th of each month. Students' photos will be taken and displayed outside each grade level house. Each student will receive a certificate and finally each student will receive a $25.00 gift card.

Person(s) Responsible

Recognition Committee   Asimina Patton, 8th Grade Administrator
Grade Level Teams
Community Liaison Associate

Timeline / By When?`

2014-2015 School year
Bimonthly

Initiated	**2/16/15 Revised**	**Completed**
9/2/2014	Ongoing	

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?

Beginning 8/18/14, all first period teachers will begin RtI lessons with students. These lessons reinforce school wide values and address discipline behaviors that are targeted for reduction. Lessons also correlate to student engagement and healthy choices.

Implementation Steps

Lessons are conducted every day the first week of school.
Starting week 2, RtI lessons are conducted Mondays in first period.

Person(s) Responsible

First Period Teachers
MTSS/SBLT
Nancy Veriga, 6th Grade Administrator

Timeline / By When?

2014-2015 school year.

Initiated	**1/26/15 Revised**	**Completed**
8/18/2014	Ongoing	

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?

Express Cards. Strategy to promote higher student engagement, achievement and positive behavior.

Implementation Steps

At the end of each grading period, the Guidance Department and Administration review grades and conduct of students in each grade level. It is then determined that students who earn at least 1 "E" in a core academic for conduct with no "N's" or "U's" and whose grades reflect no "D's" of "F's" on their report card, and have received no referrals for the quarter, will earn a "Carwise Express Card".

Person(s) Responsible

Guidance (all)
Administration(all)
Toyann Quirk

Timeline / By When?

2014-2015 school year
Quarterly

Initiated	**1/26/15 Revised**	**Completed**
10/17/2014	Ongoing	

Action Plan:
Plan to Monitor for Fidelity of Implementation

During the 2014-2015 school year:
Jason Obara will present school-wide discipline data from previous school year at first faculty meeting (August 8, 2014)
Jacob Merkel to present "by the numbers" data at second faculty meeting (August 15,2014)
Administration will conduct discipline chats/assemblies by grade level (week of August 18, 2014)
Anti- Bullying Assemblies, by grade level. Conducted by Joan Ruebens (September, 2014)
RtI lessons/strategies begin on 8/18/2014 and run the entire school year.
School-wide Binder (for students)
CST- Bimonthly
MTSS/RtI meetings-bimonthly
MTSS/SBLT meeting-monthly

Beginning at the start of the school year, Jason Obara presents data analysis with graphs and breakdowns of specific behaviors and presents to staff at the first faculty meeting.
All vital information is entered into FOCUS on a regular basis by teachers, guidance and administration.
District testing (PM, FAIR, SRI, etc.) is conducted throughout the school year in Reading, Language Arts, Math, Science and Civics and posted in FOCUS and EDS.
Departments meet monthly to analyze data in order to focus teaching strategies, plan common assessments and interventions.
MTSS/RtI and CST meet bimonthly to examine data from report cards, referrals, assessments and other sources to identify instructional and intervention strategies for Tier 1 and Tier 2 students. Additionally the MTSS/RtI team meets monthly to review data and implement individual interventions and monitor progress of out Tier 3 students.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

During the 2014-2015 school year:
Presentation of discipline data (August 8, 2014)
Best Practices training presented monthly on first Tuesday (Tracie Russo)
AVID trainings/presentations conducted monthly (AVID team members)
School-wide binder set-up (week of August 25th- AVID team) all grade levels
Anti-bullying assemblies- all grade levels (September, 2014)
First Aid/CPR (October, 2014)
ESE book study group (October, 2014)

Midyear:

1. Which goals, barriers and strategies were revised based on response to intervention?
2. What evidence was used to drive the revisions?
<mark>Be sure to include how you are addressing the discrepancy between Black and Non-Black discipline in your response to intervention discussion.</mark>

Enter a summary of the current status of implementation

Carwise Middle school has identified three goals in the SWBP that are clearly aligned to our SIP and also supports the school wide expectations that Carwise students will be respectful, responsible, successful and safe. In creating goals for the 2014-2015 school year, the Carwise leadership and staff also looked to align all goals and practices towards the District's strategic plan and goals.

As indicated in our SIP, teachers will continue every week to teach RtI lessons that support character building, safety issues and various positive behaviors that are supported through teaching, modeling, redirection and reinforced through our "Shark Bite" program. Every month our SBLT meets to discuss data, trends and behavior issues that need to be addressed in the future lessons. During this time, we also review the impact of how the SWBP has had on behavior. Additionally, the SBLT meets monthly to track and discuss the issues of truancy, behaviors and academics in an effort to reduce absenteeism and promote academic success. In addition, the CST meets twice a month to discuss attendance and the MTSS team meets once a month to monitor grades.

The Student of the month program was initiated in September of 2014; it was to run bi-monthly, but due to resources and time runs monthly. Students are recognized at grade level lunches to peers and photos are displayed in each grade level. It seems to be making a positive impact on student behavior school wide. Teachers are still giving out "Shark Bites" to students who demonstrate positive behaviors. These are in turn turned in weekly for a drawing held on Fridays at each grade level lunch.

Additionally, our students are recognized, randomly, by staff and community to receive "KIDDOS" for going above and beyond. These students receive coupons and certificates for going above and beyond the daily expectations. "Carwise Express Cards" are giving to students who make Honor Roll and Principals List and have not received any referrals in the marking period and have at least one excellent in conduct in their core academic courses.

SBLT, PLC's, CST and MTSS work diligently to review, analyze and implement strategies both school wide and for individual students that help in supporting our Goals. The two behavioral goals that we focus on are Class/Campus disruption and Bus Misconduct and they are both down compared to last year at this time. Our third goal which focuses on reducing the gap between black/non-black students in increasing the engagement is being addressed school wide. PLC's meet monthly to discuss and review testing data and strategies to share that promote student engagement. The LLC and AVID team present monthly strategies at the faculty meetings that promote engagement and higher order thinking. Teachers are also encouraged to go observe colleagues to see strategies in practice. Additionally, CMS offers a monthly Best Practices training to discuss strategies to use in the classroom.