
Guidelines for Success

1. What are the school-wide Guidelines for Success?

Carwise has identified school-wide GFS that align with the school's core values, District strategic goals and the school SIP. Carwise students will strive to be responsible, respectful, successful and safe.

2. Where are common area expectations posted?

At Carwise Middle our expectations are posted school-wide, these include every classroom, hallways, front office, cafeteria and grade level offices. These expectations are communicated to all stake holders through modeled behavior of staff, weekly MTSS lessons, school-wide assemblies, discipline chats, NTI messages, school newsletter and web page and daily communication.

3. How are common area expectations communicated?

Classroom expectations are created and developed by teachers in accordance with the school-wide behavior plan. Additionally, expectations are reflected from focused discussions at SBLT meetings where certain behaviors have been identified for targeting. These expectations are focusing on behaviors that have been reflected from data collected from discipline reports that are our areas of focus. Teachers post these rules and expectations in their classrooms. They communicate them through classroom meetings, parent letters, phone calls, conferences as well as reinforced through verbally daily within classrooms and all common areas. Also, school rules, expectations and processes are posted throughout the school. These have been created to align school and district goals and expectations. School wide rules are communicated through redirection, modeling and MTSS lessons.

4. What are the classroom expectations/rules and how are they identified, posted, and clearly communicated?

Teachers post these rules and expectations in their classrooms. They communicate them through classroom meetings, parent letters, phone calls, conferences as well as reinforced daily with verbal redirection to posted rules and procedures within classrooms and all common areas.

Goal 1

Present Level of Performance

Our 2014-2015 data reflects that we had 207 incidents of class/campus disruptions. This is an increase from 2013-2014 school year where there were 183 incidents.

Expected Level of Performance

Our plan is to see a 15% decrease in incidents/

GAP

A decrease to 176 or less reported incidents.

1. What problem have you identified?

A problem area for focus this year is class/campus disruption. Carwise staff would like the students to know how to act and communicate in a responsible manner and refrain from any inappropriate verbal or behavioral outbursts. We identified this as the primary area of focus from the discipline data collected from the 20114-2015 school year.

2. What is your Desired Outcome/Measureable Goal?

For the 2015-2016 school year is to reduce class/campus disruptions by 15%.

3. What are possible reasons that your goal has not yet been reached (barriers)?

In the 2014-15 school year there was an increase in incidents in this category. With the success we have seen over the years, the teachers have become more trusting and complacent in the belief that this would continue. Seeing the increase in this category we see we need more interventions in place

3a. What is the most valid and alterable barrier (your priority)?

Seeing the increase in this category we see we need more interventions in place. We will continue to emphasize staff visibility during class changes and before and after school. Insisting on following of school-wide policy. We have systems in place and have instituted processes to monitor teachers who may be outliers when we write comparison reports for referrals and other indicators. Additionally, we will be targeting students with repeated incidents of misconduct for mentoring opportunities. We will also identify teachers who are weaker in the structures we have in place and we will seek out to match to a mentor and provide classroom observation opportunities.

**15/16 School-wide Behavior Plan
Carwise Middle School**

12/9/2015

3b. How do you know that this is the right barrier to address (validation)?

We, as an administrative team, see this as an area of concentration based on the percentage of increase of 23%. Increased vigilance and a reduction in class/campus disruptions will show success in this area.

Goal 1

4. How will this problem be solved?

Staff Visibility

**Implementation Steps
(Including professional development)**

Inform staff needs during passing/ non instructional time through Faculty Meetings, PLC's and Grade Level Meetings

Person(s) Responsible

Teachers
Administrative Team

Timeline / By When?

June 7, 2016

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

MTSS weekly lessons for students regarding desired behaviors.

**Implementation Steps
(Including professional development)**

Weekly lesson laying out school wide expectations for behavior- Mondays during 1st period.

Person(s) Responsible

Teachers
Nancy Verigan

Timeline / By When?

June 2, 2016

Initiated: 8/24/2015
Ongoing: Y
Pending:

**15/16 School-wide Behavior Plan
Carwise Middle School**

12/9/2015

Completed:

Goal 1

5. Data collection and management

Baseball Card

Focus

School-wide Discipline Report Database (SDR)

School- Behavior Report

Implementation Steps

(Including professional development)

Quarterly, we will run discipline reports to review data as an Administrative team.
Monthly, data will be reviewed by the SBLT, MTSS and CST teams.

Person(s) Responsible

Administrative Team
SBLT
PBS Team
Guidance
School Social worker and School Psychologist

Timeline / By When?

June 7, 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

Identify staff members who need additional support through data collection processes.

**Implementation Steps
(Including professional development)**

Provide mentors, professional development and classroom observation opportunities

Person(s) Responsible

Administrative Team

Timeline / By When?

June 7, 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

Observed increase in staff visibility throughout the campus

Implementation Steps
(Including professional development)

Person(s) Responsible

Administrative Team

Timeline / By When?

June 7, 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Decreased incidents of classroom/ campus disruption.

Implementation Steps
(Including professional development)

Person(s) Responsible

All Staff

Timeline / By When?

June 7, 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

8. What is the response to your intervention in each goal area?

As of 1/8/2016

Summary of Data Review

Data-based Decision

Next Steps

As of 5/13/2016

Summary of Data Review

Data-based Decision

Next Steps

**15/16 School-wide Behavior Plan
Carwise Middle School**

12/9/2015

Goal 3

Present Level of Performance

In the 2014-2015 school year we had 55 African American students enrolled, making up 5.1% of our student population. Based on our SDR that population accounted for 12.3% of referrals.

Expected Level of Performance

10% reduction in total referrals by this population group.

GAP

6.5% or less referrals.

1. The identified problem for Goal 3 is:

We identified a slight difference through our school discipline data and we are concerned about the disproportionate percentage of referrals to the percentage of the African American student population. As a team we have created some initiatives to identify students in need. working with families, community, staff and other students, we will build programs and supports throughout the year to reduce this disproportionality.

2. What is your Desired Outcome/Measureable Goal?

Disproportionality under 10%.

3. What are possible reasons that your goal has not yet been reached (barriers)?

The barriers that are identified nationally are mobility rate, cultural differences and the need to improve relationships at all levels. We are confident that all these barriers can be overcome through training and experience.

3a. What is the most valid and alterable barrier (your priority)?

Building relationships.

3b. How do you know that this is the right barrier to address (validation)?

Because our data shows that this category has shown a 23% increase from the previous year.

**15/16 School-wide Behavior Plan
Carwise Middle School**

12/9/2015

Goal 3

4. How will this problem be solved?

Mentoring

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Students will be identified through feedback from teachers and discipline data

Person(s) Responsible

Staff

Timeline / By When?

June 7, 2015

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

5. Data collection and management

Baseball Card

Focus

School-wide Discipline Report Database (SDR)

School- Behavior Report

Implementation Steps

(Including professional development)

Quarterly, we will run discipline reports to review data as an Administrative team.
Monthly, data will be reviewed by the SBLT, MTSS and CST teams.

Person(s) Responsible

Administrative Team
SBLT
PBS Team
Guidance
School Social worker and School Psychologist

Timeline / By When?

June 7, 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

6. Support Plan

Identify students who are high risk through data collection and referrals.

**Implementation Steps
(Including professional development)**

Create a mentoring program and buddy up staff with identified students.

Person(s) Responsible

All Staff

Timeline / By When?

June 7, 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Bell to Bell instruction

**Implementation Steps
(Including professional development)**

PD in faculty meetings designed to provide strategies to engage students bell to bell.

Person(s) Responsible

Teachers

Timeline / By When?

June 7, 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

Decrease in African American referrals

Implementation Steps
(Including professional development)

Person(s) Responsible

All Staff

Timeline / By When?

June 7, 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

8. What is the response to your intervention in each goal area?

As of 1/8/2016

Summary of Data Review

Data-based Decision

Next Steps

As of 6/7/2016

Summary of Data Review

Data-based Decision

Next Steps

**15/16 School-wide Behavior Plan
Carwise Middle School**

12/9/2015

School-wide Reward System

1. What are your school-wide reward strategies?

- A. Shark Bites
- B. Kiddos
- C. Hero of the Day
- D. Student of the month
- E. Express Pass
- F. Bus Bucks

2. Describe the procedure/practice used.

A. Shark bites are a PBS school wide incentive that is used with all our students. Each student has opportunities throughout the school day to earn shark bites for exhibiting targeted behaviors of respect, responsibility and safety. Students place these bites into a grade level box located in the cafeteria and the administrative team conducts weekly drawings at each grade level lunch to earn specific prizes.

B. Kiddos program is a school wide recognition program that targets student behaviors that go above and beyond the normal student expectations. Kiddos may be given staff or people from the community. These students are recognized and earn special incentives to use in the community. A monthly drawing is made on CCN news to recognize students school wide for additional rewards

C. Our principal catches someone doing something exceptional or he hears from a staff member that a student has done an outstanding, he announces the students name at the end of the school day as the "hero of the day". Those names are collected for the month and at the end month the principal draws a name from the group a special prize and recognition.

D. Student of the month program recognizes 1 male and 1 female student from each grade level each month. Students are nominated by their teachers. The nomination criteria are based on grades, behavior and improvements made. Students earn rewards and recognition.

E. Express cards are earned by students at the end of the quarter. The cards are given to students who have earned honor roll or principal's list. The guidance department and administrators review grades and conduct of these students at each grade level. It is then determined that students who have received at least 1 "E" in conduct, with no N's or U's on the report cards will earn an express card. Additionally these students will also not have received any referrals during the grading period. These cards allow the students to leave class early for lunch and to leave early at the close of the school day.

F. Bus Bucks awarded by our bus drivers to students they want to recognize as good bus citizens. These handed out weekly to the drivers to give to the students. The students then in turn earn rewards in the cafeteria when they turn in their bus bucks..

3. How, when, where, and by whom will strategies be implemented?

All these strategies are implemented every day throughout the school day. These strategies are implemented by all staff members all over the campus at all times.

4. Explain how documented strategies are evidence-based and aligned to data?

The more we use positive behavior systems, there is a direct correlation with the reduction of negative incidents recorded and documented in our discipline data. Studies show that the use of positive behavior strategies directly impacts behavior. Our MTSS areas of focus and instruction have shown effective to be effective in decreasing negative behaviors in targeted areas.

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

1. What STOIC-based classroom management system is implemented in your school?

The teachers at Carwise middle organize their classrooms for success both academically and behaviorally. The room arrangement, location and access of materials to placement of rules and expectations are clearly defined. The teachers spend the beginning of the school year building a classroom community and teaching classroom processes and procedures so that the class runs efficiently and effectively. Additionally, these processes are revisited throughout the school year. The teachers model respectful behavior. They monitor classroom behavior by routinely circulating around the classroom. If a teacher or teachers notice a trend in a behavior pattern, evidenced by referral data, they can bring the concern to the PBS team and an MTSS lesson will be written to address the behavior. The staff at Carwise strives to be welcoming and encouraging towards our students. We endeavor to catch students doing well. Focusing on positive behavior is the norm, when a student interrupts instruction or exhibits an unwanted behavior, the staff makes every effort to correct the behavior quickly and be consistent with all students. Teachers and administrators use a variety of consequences to deal with infractions. We also utilize, when needed, the assistance of our behavioral specialist to help with plans for specific issues.

2. How do you know that your classroom management system is research based?

Our classroom systems are based on a variety of research based systems including, but not limited to, PEAK, CHAMPS and Harry Wong.

3. How is your classroom management system aligned to data?

The teachers that follow the school wide behavioral plan and model and teach school-wide expectations see lower incidents of classroom disruptions. This is evidenced by our data collected from FOCUS. Positive behavior lessons, grade level discipline assemblies and the teaching the PCS Code of Conduct (in Social Studies classes) all contribute to decreased incidents of classroom disruptions again as evidenced in our discipline data.

4. What specific outcomes are expected as a result of your classroom management system?

Decreased referrals and higher student achievement.