

14/15 School-wide Behavior Plan Clearwater Fundamental Middle School

2/20/2015

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?
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Questions to guide discussion:

Clearwater Fundamental Middle School provides a quiet, well disciplined, and structured learning environment. Our family oriented school with a "back to basics" approach and joint parent, teacher, student commitment provide a quality education for all students in a safe environment. Important features include a focus on student responsibility, self-discipline and monitoring, character education, daily homework, an enforced dress code exceeding district requirements, and required attendance at conferences and monthly PTA/SAC meetings. We believe that students work best where the expectations are clearly defined. A strong emphasis is placed on the home and school working together to promote appropriate behavior and successful learning. A competitive spirit exists within the framework of mutual respect, cooperation and regard to the rights and property of others and is viewed as an integral part of the social environment. Clearwater Fundamental Middle Schools, Guidelines for Success are clearly identified and defined in the handbook section of the student planner, known as the fundamental guidelines. These expectations are discussed with the students in detail at the beginning of the school year, and reviewed on a regular basis by administration, teachers and parents. In addition, fundamental agreements are signed by each student, parent and teacher, acknowledging their compliance to the policies outlined. The fundamental guidelines, school rules and policies are strictly enforced during every school day, during extracurricular activities up to and including the last day of school.

The belief in shared values and consistent compliance with the expectations, promote a positive learning environment in all areas of the school. An emphasis on good citizenship and making positive choices continues to be our culture for school wide behavior.

Goal 1: Decrease student discipline incidents which disrupt the campus and classroom environment from 134 incidences received during 2013-2014 to 100 during 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?

In an effort to reduce the number of campus/classroom disruptions, teachers will discuss their clearly defined classroom expectations with students at the beginning of the school year. Students will be reminded of these expectations through visual displays in the classroom and also carried with them on a daily basis in their planner. For clarification purposes, a class/campus disruption may be documented as a detention and/or referral. However, there is no distinction among the two in regards to data entry.

Implementation Steps

- Fundamental 101 orientation class for all incoming 6th, 7th and 8th grade students new to the fundamental program.
- 6th grade new student orientation prior to the start of the school year.
- Pairing of Peer Connectors (8th grade role model students) to incoming 6th grade students
- Full implementation of fundamental guidelines beginning the second week of school
- PTA/SAC presentation of fundamental expectations
- Morning News segments on monthly character traits
- Individual, small group and classroom counseling for bullying prevention and intervention.

Person(s) Responsible

100% participation of CFMS faculty, staff, students and parents.

Timeline / By When?

Reduction of class/campus disruptions from 134 to 100 by June, 2015. A review of student student discipline incidents will be completed at the end of each quarter and a final analysis at the end of the school year.

Initiated
8/16/2014

1/26/15 Revised
Ongoing

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

As a fundamental school, students are held responsible for their behavior and are required to follow guidelines above and beyond the traditional middle school programs. Therefore, the student data may not be an accurate reflection when compared to other middle schools. Trend data within this specified goal demonstrates an increase of approximately 15% each year. Our goal is to reduce the number of class/campus disruptions while also maintaining the integrity of the program. Positive behaviors are reinforced when students comply with fundamental guidelines.

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

2/16/15 Revised

Completed

Goal 2: Maintain high level of academic achievement through student engagement and commitment to learning as evidenced in course placement, Common Assessments, End of Course exams and the Florida Standards Assessment.

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?

Clearwater Fundamental strives to maintain a high level of academic excellence. Students follow a block schedule allowing increased instructional time and student engagement. Students are placed in rigorous classes based on their ability and assessment results. Lessons are reinforced through daily homework assignments which are designed to supplement instruction. Students are offered extended learning enrichment opportunities where they can receive additional assistance with their academics.

Implementation Steps

Review of student assessment results
Placement into coursework as relevant to assessment data
Academic rigor / Instructional practices and lesson delivery
Meaningful homework assignments / academic priorities
Student planner use reinforced
School-wide literacy project - 100
Progress reports distributed / Focus and portal evaluated
Progress monitoring
Assessments administered

Person(s) Responsible

All CFMS teachers and all students
Guidance Counselors, Administration

Timeline / By When?

Mid-term progress reports
Grades, quarterly
Mid-term Exams, EOC and state assessments

Initiated

8/16/2014

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?

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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

Clearwater Fundamental Students are regularly rewarded for their compliance in following fundamental guidelines. Benefits of being in good disciplinary standing include but are not limited to: Daily outside recess during lunches, participation in extracurricular intramural sports, afternoon clubs, spirit day activities, and after school dances. Students are also awarded for academic excellence and effort during each grading period/quarter with honor passes and no demerit passes. Year end celebrations for positive behavior and academic achievements are also in place.

Implementation Steps

Fundamental 101 orientation class familiarizes all 6th grade and new students to the fundamental program regarding academic and behavioral expectations. This information may be referred to throughout the year by reviewing fundamental guidelines.

Person(s) Responsible

100% participation with reinforcement of fundamental policies is given by all staff members regularly throughout the year.

Timeline / By When?

Academic - Quarterly

Behavior - ongoing informally, Formally, during end of school year grade level award presentations

Initiated

2/16/15 Revised

Completed

Strategy

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Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

2/16/15 Revised

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 classroom management system and the school-wide behavior plan are in direct alignment with the shared core values and beliefs of the the fundamental expectations and policy. Students are well informed of the guidelines in which academic concerns are documented using the demerit notification process and discipline issues are recorded through documentation of detentions and/or referrals. To eliminate students from earning any violation, either academic or disciplinary, teachers review rules, expectations and consequences with students at the beginning of the school year. These guidelines are displayed in classrooms and easily accessible to students through publication in the student planner.

Implementation Steps

Review of expectations at beginning of school year
Fundamental compliance
Communication with student and family
Documentation of violation (disciplinary and/or academic)
Consistent violation results in Intervention and Appeals Committee

Person(s) Responsible

100% CFMS Faculty, Staff and Administration
All students and their families

Timeline / By When?

Second week of school to June 2015.

Initiated

8/23/2014

1/26/15 Revised

Ongoing

Completed

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Action Plan:

Plan to Monitor for Fidelity of Implementation

Action Plan - Goal 1, Decrease campus/class disruptions

- Monitor discipline data on a quarterly basis

- Maintain compliance of fundamental guidelines from all stakeholders

Action Plan - Goal 2, Maintain academic excellence/student engagement

- Professional Development opportunities

- Student engagement - Time on Task

- Classroom observations

- Monitoring demerits

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

All teachers attend a professional development session on fundamental expectations and guidelines at the beginning of the school year. Those teachers new to the fundamental program are provided a mentoring teacher to support implementation of the fundamental guidelines.

A monthly meeting schedule has been developed and is followed by all teachers and administration.

Grade Level Team Meetings - Every other week. Student concerns are brought up and discussed by team members. An agenda is created and minutes are recorded.

Department Meetings - Once a month. Teachers collaborate on subject area specific professional development.

Deliberate Practice PLC - Once, every other month. Teachers are divided into groups as specified on Deliberate Practice forms. Teachers receive professional development relevant to the specified goal. Outcome: Positive employee appraisal.

Faculty PLC - Once a month - School data is presented, updates provided to faculty, school-wide collaborative activities

Management Team Meetings - (SBLT) Once a month. Discuss issues/concerns, bring forward district initiatives, assessments, facilities, operations, PTA/SAC

Child Study Team - Meets every week. (Administration, Guidance, Social Worker, School Psychologist and DMT - Review of attendance, discipline, academic concerns and overall wellness of the students.

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

Guidelines for Success - The belief of shared values and consistent compliance with the fundamental expectations, has promoted a positive learning environment in all areas of the school. An emphasis is placed on good citizenship and overall, students are making positive choices. The commitment of parents, teachers and students working together is evident in our daily routines and observable through monthly participation in SAC and PTA meetings. Weekly CFMS updates are sent to the Trailblazing community by the principal and the CFMS website is updated regularly.

Goal 1: Decrease student discipline incidents which disrupt the campus and classroom environment from 134 incidences received during the 2013-2014 to 100 during the 2014-2015 school year.

As of February 20, 2015, teachers and staff have issued 50 detentions for disruption of campus and classroom environment. Of the 50 detentions, 7 were issued to 6th graders, 19 were issued to 7th graders and 24 have been issued to our 8th grade students. With two-thirds of our school year complete, our current statistics demonstrate that we are on track in accomplishing our goal of a reduction in disturbances.

School-Wide Behavior Plan: As a fundamental school., students are held responsible for their behavior. With the goal to reduce class and campus disruptions, positive behaviors are reinforced when students comply with fundamental guidelines.

School-Wide Reward/Recognition System: Students earning recognition for outstanding grades and/or behavior have received their honor passes. These passes are distributed in accordance with the quarter grading schedule recently implemented. Students earn dress-down days, priority bus boarding and other school based privileges.

Classroom Management System: Fundamental guidelines are constantly reviewed with the students. By this time in the year, classroom routines and expectations have been established and are followed as requested.

Professional Development: New Teachers are assigned a mentor, deliberate practices forms have been submitted, teachers regularly attend their department and team meetings. The LLC has gathered and developed a PD plan, teachers attend an extensive site-based training on performance matters to support review and analysis of student data. The PCS professional development team conducted a mini-training on Marzano and the use of scales.

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