
Guidelines for Success

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

Clearwater Intermediate uses PBS. Our guidelines for success are derived from our Core Values: Respect, Responsibility, Motivation, and Honesty.

2. Where are common area expectations posted?

Expectations are posted in the hallways, cafeteria, classrooms, and in the front office. Hallways have been named after our Core Values.

3. How are common area expectations communicated?

Guidelines for Success and Common area expectations are communicated initially through School-wide assemblies held the first week of school and then are reinforced throughout the year.

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

Classroom expectations are established from day 1. Teachers use various methods of delivering this information from PowerPoint presentations, to classroom scavenger hunts, to reflective journaling. Expectations are further reinforced through the school-wide behavior card system.

Goal 1

Present Level of Performance

1630 referrals last school year

Expected Level of Performance

reduce the number of referrals

GAP

reduce by 10%

1. What problem have you identified?

Referral and behavior report data was pulled and analyzed to create our goals. We have identified several areas where we feel we can reduce referrals including referrals that stem from: "Defiance, "classroom disruption," and "profanity directed at adults."

We believe that high levels of student engagement and engaging activities directly correlates to the number of referrals being written. We believe that as engagement goes up, referrals will go down.

2. What is your Desired Outcome/Measureable Goal?

- We had 1630 referrals in the 2014-2015 school year. Our goal is to reduce overall referrals by 10%

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

We believe that high levels of student engagement and engaging activities directly correlates to the number of referrals being written. We believe that as engagement goes up, referrals will go down.

- Limited number of teachers and units making it difficult to change schedules when there is conflict
- Cultural differences between staff and student
- Limited effective communication with families-no change in behavior after talking to families.
- Lack of afterschool programs or extracurriculars that require grades/behavior to participate in.

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

We believe that as engagement goes up, referrals will go down. We also believe that building positive relationships

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with students will assist with accomplishing our goal of decreasing discipline incidents so students remain in class.

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

We know that this is the right barrier to address because often students act out because they do not want to be embarrassed for their lack of knowledge. They often receive referrals because their perception differs from the adult's perception. Thus, many incidents are coded as "defiance". If positive relationships are built, adult staff members and students will understand each other better and referrals will decrease. If engagement is increased in the classroom, students will stay involved in the lesson instead of being sent out of class.

Goal 1

4. How will this problem be solved?

Check and Connect mentoring System

**Implementation Steps
(Including professional development)**

All Staff will meet daily in the morning with 6-7 designated students to mentor them and talk with them about their Panther Card. Mentors provide a specific adult with whom the child has a relationship. Mentors will also be in contact with families, increasing the number of contacts from what teachers can do on their own. Mentors will address issues like dress code, tardies, and having school supplies, in the hopes that this will alleviate these issues being dealt with in the classroom.

Person(s) Responsible

Wayne McKnight
Philip Wirth

Timeline / By When?

This will continue throughout the school year.

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

Goal 1

5. Data collection and management

We will use discipline data in regards to the number of referrals and we will look at the total number of points students are earning with the Panther Card - our PBS system.

**Implementation Steps
(Including professional development)**

Trainings were provided to staff members regarding the Panther Card system. Follow-up sessions are provided during PLCs which occur during teacher planning times.

Person(s) Responsible

Wayne McKnight
Philip Wirth

Timeline / By When?

Pre-school and monthly

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

Regular PLCs and brief meetings to PDSA the implementation of the program.

**Implementation Steps
(Including professional development)**

An email was sent out to the staff prior to pre-school to take a vote on who would like to participate with the new PBS process. The card system was explained during pre-school, and follow-up meetings are held to clarify the process.

Person(s) Responsible

Wayne McKnight
Pam Hockert

Timeline / By When?

This will continue throughout the school year.

Initiated: 8/18/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

Students turning in their cards to their mentors and the mentors reporting the total counts to Mr. McKnight.

**Implementation Steps
(Including professional development)**

Teachers informed students of the new PBS process on the first day of school, August 24, 2015. Mr. Wirth and Mr. McKnight explained the card system during our general assemblies on August 25 & 26, 2015.

Person(s) Responsible

Wayne McKnight
Philip Wirth

Timeline / By When?

On September 1, 2015, the students started turning in their cards. Teachers report the data weekly.

Initiated: 8/31/2015
Ongoing: Y
Pending:
Completed:

Goal 2

Present Level of Performance

skip to goal 3

Expected Level of Performance

GAP

1. What problem have you identified?

2. What is your Desired Outcome/Measureable Goal?

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

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

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

Goal 3

Present Level of Performance

40.8% of the student population is black and they receive 57.8% of the referrals

Expected Level of Performance

reduce the number of referrals to 47.8%

GAP

reduce by 10%

1. The identified problem for Goal 3 is:

- Black students, while making up 40.8% of our student population, account for 57.8% of our discipline referrals. We want them to know that there are capable of positive behavior so they may remain in the classroom so they may learn.
- We used the discipline data to identify this problem.

2. What is your Desired Outcome/Measureable Goal?

- Our goal is to reduce the number of referrals received by black students by 10%, therefore aligning the number of referrals to the population percentage.

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

- Limited number of teachers and units making it difficult to change schedules when there is conflict
- Cultural differences between staff and student
- Limited effective communication with families-no change in behavior after talking to families.
- Lack of afterschool programs or extracurriculars that require grades/behavior to participate in.

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

- We believe that high levels of student engagement and engaging activities directly correlates to the number of referrals being written. We believe that as engagement goes up, referrals will go down.

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

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Our risk ratio for black students is almost 2:1

Goal 3

4. How will this problem be solved?

Check and Connect mentoring System

All Staff will meet daily in the morning with 6-7 designated students to mentor them and talk with them about their Panther Card. Mentors provide a specific adult with whom the child has a relationship. Mentors will also be in contact with families, increasing the number of contacts from what teachers can do on their own. Mentors will address issues like dress code, tardies, and having school supplies, in the hopes that this will alleviate these issues being dealt with in the classroom.

Book Study- Staff will participate in a book study dealing with issues of cultural competence and teaching in diverse classrooms. They will meet in small group through PLC. Dr. Porter will be the leader of these sessions.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Dr. Porter will meet monthly with small groups of Black students as an additional mentoring system to address the disproportionalities and gaps in discipline between black and non-black students. She will develop a curriculum based on need to address issues that may result in black students receiving referrals. She will also be the point of contact for black students who are receiving repeated referrals.

Person(s) Responsible

Dr. Melissa Porter

Timeline / By When?

This will begin in September and continue throughout the school year.

Initiated: 9/21/2015

Ongoing: Y

Pending:

Completed:

Goal 3

5. Data collection and management

We will analyze the discipline referrals data weekly.

**Implementation Steps
(Including professional development)**

Dr. Porter will pull the discipline data from Focus weekly to determine whether or not there are specific students who may require additional attention.

Person(s) Responsible

Dr. Melissa Porter

Timeline / By When?

We will begin in September and continue throughout the school year; monitoring the data weekly.

Initiated: 9/11/2015

Ongoing: Y

Pending:

Completed:

Goal 3

6. Support Plan

Provide time for Dr. Porter to pull black students (preferrably during lunch) to motivate and to encourage students.

**Implementation Steps
(Including professional development)**

Meet at least monthly with black students starting in September to discuss issues and give them strategies to assist them in making better choices so they are successful.

Person(s) Responsible

Dr. Melissa Porter
Philip Wirth

Timeline / By When?

Starting in September and continue throughout the school year.

Initiated: 9/21/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

Dr. Porter will monitor the discipline data of the black students.

**Implementation Steps
(Including professional development)**

Once the data is analyzed, we will determine whether or not additional supports or interventions are necessary for individual students.

Person(s) Responsible

Dr. Melissa Porter

Timeline / By When?

Starting in September and continuing throughout the school year.

Initiated: 9/21/2015

Ongoing: Y

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

The Panther Card system was developed by a committee comprised of Administration, Guidance, Behavior Specialist, Office Staff and Teachers to address the issues of behavior referrals. The card is a positive behavior system to reward students meeting the expectations of the core values of CIS. The card system allows students to earn rewards and privileges based on number of days of good behavior. Every student at CIS will participate. They will receive a daily Panther Card from their mentor in the morning. They earn points throughout the day based on their behavior in each of their classes. To ensure consistency, a school-wide rubric will be used to determine how many points a student earns per class. Students must get their card signed by a guardian daily, establishing another point of contact between the school and families. They return their card to their mentor in the morning for review and discussion. Staff will PDSA this new system after two weeks and make changes as needed. Going forward, staff will meet monthly to discuss the system and analyze behavior data to see if our goals are being achieved.

Lealman Intermediate used a similar system successfully for many years. Principal Wirth discussed the system with Lealman and determined it would be a good fit for our school. The committee who met to create the system targeted behaviors that they felt could be addressed without those behaviors becoming a discipline referral. It is the expectation that through the direct contact of mentors, these low-level behaviors can be avoided or prevented before they become discipline referrals.

2. Describe the procedure/practice used.

Every student at CIS will participate. They will receive a daily Panther Card from their mentor in the morning. They earn points throughout the day based on their behavior in each of their classes. To ensure consistency, a school-wide rubric will be used to determine how many points a student earns per class. Students must get their card signed by a guardian daily, establishing another point of contact between the school and families. They return their card to their mentor in the morning for review and discussion.

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

The strategies will be implemented by all staff members (instructional and support), during school hours, on our campus, and daily as described above.

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

Staff will PDSA this new system after two weeks and make changes as needed. Going forward, staff will meet monthly to discuss the system and analyze behavior data to see if our goals are being achieved. Ruby Payne talks about poverty and students and we are providing services to meet the needs of students so they have someone to connect with at school.

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

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

Teachers share the expectations with students during the first week of school. Student Services and Administration also share school-wide expectations with the students during general assemblies on 8/25 & 26/15. We stressed the core values of Respect, Responsibility, Motivation, and Honesty. These core values are posted in our hallways as a reminder to the students of how to conduct themselves daily. The mentor/mentee program promotes positive interactions with students and is used as an intervention to behavioral problems.

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

We set clear goals and expectations so students are aware of what the rules and consequences are from the beginning. Research has proven that expectations should be clear and measurable.

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

- Mentors will send weekly data to the Behavior Specialist regarding the progression of their mentees towards earning higher levels of card. Mentors additionally will refer students to services based on trend data they notice from their daily meetings with students. Teachers will communicate with mentors on trends they see in the classroom regarding negative behavior. We hope that identifying issues more quickly and effectively gives our team a better chance of influencing and ultimately changing those behaviors.
- Mr. McKnight, the Behavior Specialist will collect and share data with teachers, mentors and MTSS staff on a weekly basis. He will also compare behavior referral numbers to a corresponding point last year to see if the number of referrals is decreasing.

We will know that this is working based on the discipline data. When reviewing the data from last school year to this year as of 9/11/15, we have one official referral this year versus 34 referrals last year at this time on the calendar.

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

We expect to increase the amount of instructional time students receive daily by decreasing the amount of time students are out of class on behavioral referrals.