

**14/15 School-wide Behavior Plan  
Fitzgerald Middle School**

1/22/2015

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**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:**

\*\*\* At Morgan Fitzgerald Middle School, students will "Go The Extra Mile" by being Responsible, Respectful, and Accountable.

1. In the Classroom

- Report to class on time
- Have class materials ready everyday
- Be an active learner who is engaged
- Try your very best in all endeavors

2. In the Hallways

- Have a hall pass when moving throughout the building
- Go directly to your destination
- Move throughout the building at a steady pace
- "Walk and Talk"

3. In the Cafeteria

- Report to the cafeteria on time
- Follow lunchroom procedures of your respective grade level administrator
- Stay seated and face forward at all times
- Be respectful of lunch peers

4. In the Restroom

- Have a hall pass when moving to and from the restroom
- Go directly to the nearest restroom
- Return to class in a timely manner

Goal One: To decrease the occurrence of defiance/insubordination by 10%

Goal Two: To reduce the occurrence of classroom and campus disruption by 20%

Goal Three: To reduce fighting at school by 20%

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**Goal 1: To decrease the occurrence of defiance/insubordination by 10% among African American males**

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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?**

Create and implement collaborative inquiry for school-wide dialogue per FOCUS  
Evaluate student and parent input via PTSA and surveys

**Implementation Steps**

School-wide behavior process described in narrative form  
School-wide process to include documentation procedures  
Referral forms to include information vital to decision making  
Institute the Girlfriends and 5000 Role Models clubs - target these students with goals and mentoring to support academic achievement as well as behaviors  
Conduct PTSA meetings

**Person(s) Responsible**

Dr. Robyn Witcher, Randall Shepherd, Cynthia Petersen -- grade level administrators  
Teresa Anderson, Principal  
Classroom teachers  
PTSA

**Timeline / By When?**

Pre-school for teachers 08/12/14 and ongoing throughout the school year  
First day of school for students 08/20/14 and ongoing via daily reinforcement  
Monthly PTSA meetings

**Initiated**  
8/18/2014

**Status**  
Ongoing

**Completed**

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**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**

Increase literacy within the Data Information System (Focus)  
Implement data analysis and analyze data to determine interventions

**Implementation Steps**

Utilize Standard Protocol and Resource Data Map (Focus)  
Analyze discipline data  
Devise and implement protocol interventions which can be easily implemented

**Person(s) Responsible**

Dr. Robyn Witcher, Randall Shepherd, Cynthia Petersen -- grade level administrators  
Teresa Anderson, Principal  
School Based Leadership Team  
Cheryl Parker-Smith, Behavior Specialist  
PBS Team

**Timeline / By When?**

School Based Leadership Team bi-monthly meetings  
Grade level Professional Learning Communities (PLCs)  
PBS monthly meetings

**Initiated**

8/18/2014

**Status**

Ongoing

**Completed**

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**Goal 2: To reduce the occurrence of classroom and campus disruption by 20%**

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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?**

Teachers' respective classroom management and classroom discipline plans, expectations for students and teachers, and respective administrative discipline matrix  
Delivery of expectations during pre-school (teachers) and throughout the year (students)  
Continue with implementation of PBS program

**Implementation Steps**

Professional Development Plan developed and implemented for entire faculty during pre-school  
Delivery of data during School Based Leadership Team and grade level PLCs  
Implementation of School PBS Team

**Person(s) Responsible**

Dr. Robyn Witcher, Randall Shepherd, Cynthia Petersen -- grade level administrators  
Teresa Anderson, Principal  
Classroom teachers  
PBS Team

**Timeline / By When?**

Initial orientation with teachers during pre-school 08/12/14  
Teachers' classroom discipline plans due 09/05/14  
PBS Team monthly meetings

**Initiated**

9/05/2014

**Status**

Ongoing

**Completed**

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**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**

Increase Data Information System Literacy (Focus) and interpret discipline data  
Utilize School's SBLT and PBS Teams  
Determine critical interventions needed

**Implementation Steps**

Standard Protocol Resource and Data Map  
Develop standard protocol interventions for implementation  
Document availability of resources

**Person(s) Responsible**

Dr. Robyn Witcher, Randall Shepherd, Cynthia Petersen -- grade level administrators  
Teresa Anderson, Principal  
School Based Leadership Team  
Cheryl Parker-Smith, Behavior Specialist  
PBS Team

**Timeline / By When?**

Bi-monthly School Based Leadership Team meetings  
Grade level PLCs  
PBS monthly team meetings

**Initiated**

**Status**

**Completed**

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**Goal 3: To reduce fighting at school by 20%**

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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?**

Teacher respective classroom discipline plans  
Teacher duty assignments and locations  
Student expectations per PBS

**Implementation Steps**

Review previous procedures and implement necessary changes  
Communicate with, and train, staff regarding expected duty assignments  
Communicate expectations with students and staff per PBS

**Person(s) Responsible**

Dr. Robyn Witcher, Randall Shepherd, Cynthia Petersen -- grade level administrators  
Teresa Anderson, Principal  
Classroom teachers  
PBS Team

**Timeline / By When**

Teacher discipline plans due by 09/05/14  
Teacher duty assignments explained and assigned during pre-school 08/12/14  
Student expectations delivered 08/18/14 with continuous reinforcement/modeling

**Initiated**

9/05/2014

**revised 1/26/15**

Ongoing

**Completed**

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**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?
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**Strategy**

Analyze data per Focus to determine possible solutions/interventions  
Determine possible "hot spots" where violations occur  
Utilize Safety Committee to determine solutions

**Implementation Steps**

Revisit duty assignments and make changes as needed  
Implement solutions/interventions as needed to reduce conflict per PBS and SBLT Teams

**Person(s) Responsible**

Dr. Robyn Witcher, Randall Shepherd, Cynthia Petersen -- grade level administrators  
Teresa Anderson, Principal  
School Based Leadership Team  
Safety Committee  
PBS Team

**Timeline / By When?**

School Based Leadership Team bi-monthly meetings  
Assigned School Administrative Team meetings  
Monthly Safety Committee Meetings  
Monthly PBS Meetings

**Initiated**  
9/5/2014

**revised 1/26/15**  
Ongoing

**Completed**

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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?
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**Strategy**

The strategy for the School-wide Reward System is to Increase the amount of positive student referrals

**Implementation Steps**

Revise the PBS Initiative program to include "Fitz Bucks"  
Develop PBS calendar, PBS initiatives, and incentives for each reward period  
Train staff on new recognition system and procedures

**Person(s) Responsible**

Randy Shepherd, 7th Grade Administrator  
Brian Crain, 7th Grade Guidance Counselor  
PBS Committee

**Timeline / By When?**

Pre-School for teachers & staff 08/12/2014  
September 2014 Faculty Meeting  
PBS Committee monthly meetings

**Initiated**

8/18/2014

**Status**

Ongoing

**Completed**



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**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 strategy to align Classroom Management Systems with the School-Wide Behavior Plan is to increase the Data Information System (Focus) literacy among faculty and staff, analyze student discipline data, and determine supports and/or interventions needed to address.

**Implementation Steps**

The Professional Development Plan and the School Improvement Plan are developed. Implementation will begin for the whole faculty during pre-school with continuous follow-up throughout the school year. Professional Development topics will be chosen per discipline trends from the previous school year.

**Person(s) Responsible**

Administrative Team --- Teresa Anderson, Dr. Robyn Witcher, Randall Shepherd, Cynthia Petersen  
Grade Level Professional Learning Communities (PLCs)  
SBLT (School Based Leadership Team) and MTSS (Multi-Tiered Systems of Support)

**Timeline / By When?**

Administrative Team monthly meetings  
Grade Level PLCs monthly meetings  
SBLT and MTSS team bi-monthly meetings

**Initiated**

8/18/2014

**Status**

Ongoing

**Completed**

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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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- School-Based Leadership Team (Step 1)
  - \* SBLT integrates academics and behavior
  - \* SBLT is representational of school staff
  - \* SBLT meets bi-weekly
  - \* SBLT members have assigned duties and roles
  - \* SBLT communicates with entire faculty & staff about implementation of School-Wide Behavior Plan (PBS)
  
- Staff Involvement and Commitment (Step 2)
  - \* School Improvement Plan and Professional Development Plan with follow-up
  - \* Initiate "buy-in" among staff
  - \* Build consensus and capacity among staff
  
- Problem Solving: Data Based Decision Making (Step 3)
  - \* CST (Child Study Team)
  - \* MTSS (Multi-Tiered Systems of Support)
  - \* SBLT (School Based Leadership Team)
  - \* Safety Committee
  - \* PBS Team
  - \* PTSA (Parent, Teacher, Student Association)
  - \* Respective teams meet and regularly review multiple data sources regarding discipline, climate, and safety
  - \* Respective teams report on findings/solutions/procedures to entire faculty & staff
  
- Guidelines for Success (Step 4)
  - \* School-Wide Guidelines for success will be developed and adopted
  - \* Lesson plans will be developed and submitted weekly for administrative approval
  - \* Lesson plans will be followed

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**Professional Development:**

**List Professional Development Opportunities Aligned To The Positive Behavior Supports**

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- Leadership Rotations will be established and discussed during pre-school with ongoing support
- Grade Level Professional Learning Communities (PLCs) will be established
- School Based Leadership Team (SBLT) will be established
- New Teacher Training will be ongoing per district mandates
- Mentoring Programs will be established with Mrs. Pizarro per district mandates
- Transition To Teaching (TTT) will continue to be employed per district mandates
- Leading the Learning Cadre (LLC) will continue to be implemented with continuous support
- ESE/ASD/EBD programs continued to be implemented with ongoing support from Administrative Staff and Cheryl Parker-Smith, School Behavior Specialist
- CPI Training for whole staff August 08, 2014
- CPI 2 Training TBA Second Semester
- PBS workshop for new Assistant Principal August 2014    Training for staff continuous throughout the school year
- PCCPTA Fall Workshop for new AP September 6, 2014

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**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.**

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**Enter a summary of the current status of implementation**

In order to address our behavior goals, Morgan Fitzgerald Middle School has taken the following steps to address behavior:

1. The School Based Leadership Team (SBLT) and Child Study Team (CST) meet once a month to discuss ways in which to address student behavior. Referrals have been made to Ms. Phillips and Ms. Whitlow, School Psychologists; Mr. Soto, School Social Worker; and Ms. Larkin, School Violent Behavior Specialist. As a result of these referrals, groups have been established as interventions to curb undesired behavior.
2. In the works is a program referred to as the 2 X 10 strategy. Ms. Taylor, our 6th Grade Guidance Counselor, is currently exploring the possibility of implementing this program at Morgan Fitzgerald. The strategy utilizes spending 2 minutes a day for 10 days straight speaking with an "at-risk" student about anything they want to talk about. The hope is that forming relationships will curb undesired behavior.
3. The Positive Behavior Supprt (PBS) Team also meets to discuss ways to reduce behavior. As a result, the PBS Team coordinates "Fitz Bucks" which are rewards for observed, desired behavior that can be exchanged for items in the PBS Store. A school dance has also been planned for February in which students may exchange "Fitz Bucks" for admission to the dance.
4. To help curb the opportunities for fights and disruptions, duty stations continue to be implemented for staff members before and after school. Dialogue has been implemented during monthly Safety Team Meetings to address current procedures.

The next two procedures have been implemented to not only address our goals, but to also assist in reducing the disparity between referrals among Black and Non-Black students:

5. Girlfriends and 5000 Role Models are mentoring programs at Morgan Fitzgerald. Members of the Girlfriends Club meet with their respective sponsor (mentor) monthly and 5000 Role Models conduct whole-group meetings. Faculty and Staff input was garnered to identify "at-risk" students who would benefit from being a member of these groups. Field Trips for both groups have been utilized to expose students to opportunities within our community.
5. A book study was implemented at Morgan Fitzgerald as a means of addressing the number of referrals for students placed in the EXCEL Program. The book chosen was "Widening the Circle: The Power of Inclusive Classrooms" by Mara Sapon-Shevin. The book study group meets weekly on Friday mornings. The meetings include, not only discussing the chapter which was read, but also features dialogue which focuses on strategies that can be implemented to reduce the number of referrals for students of inclusion.

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