
Guidelines for Success

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

Morgan Fitzgerald Middle School students will be successful by following "The Three Keys to Success"

*Attendance- Students are physically and mentally present each school day.

*Attitude- Students maintain a positive attitude and are active in learning.

*Achievement- Students will be prepared to complete all assigned tasks and never accept a zero for any assignment.

1. In the Classroom

Be on time

bring your materials everyday

Be an active listener and participant

Try your best

2. In the Hallways

Go directly to your destination

Face forward and walk at a steady pace

Have a hall pass during class time

walk and talk; no loitering zone

3. In the Cafeteria

Be on time

Only touch what you plan to purchase

Sit at your assigned table

Wait your turn patiently

Stay seated until dismissed

4. In the Restroom

Use your hall pass

go directly to the closest restroom

Return to class in a timely manner

5. On the Bus

Remain seated

Listen to the Driver

Observe all safety rules

2. Where are common area expectations posted?

Common area expectations are posted throughout the school in the classrooms, hallways, cafeteria and offices.

3. How are common area expectations communicated?

Common area expectations are communicated to students and parents during 6th grade orientation. All students attend a grade level assembly during the first week of school that covers common area expectations. Teachers

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review common area expectations with their classes daily. Announcements are made reminding students of expectations.

Appropriate conduct is also modeled by the faculty.

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

Classroom expectations are based on the "Three Keys for Success" Attendance, Attitude, Achievement. Teachers create explicit rules for their classroom based on these guidelines. Teachers post the rules in the classroom and refer to them daily.

Goal 1

Present Level of Performance

Expected Level of Performance

GAP

1. What problem have you identified?

In order to maintain a safe and civil school climate students must understand expectations and respond appropriately. Based on 2014-2015 discipline data Defiance and insubordination was the highest documented incident of misconduct.

2. What is your Desired Outcome/Measureable Goal?

Reduce the occurrence of defiance and insubordination by 10% during the 2015-2016 school year.

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

Poor Class management
Lack of social skills intervention
Lack of parental involvement
Inadequate resources

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

Classroom management

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

The largest percentage of incidences of defiance and insubordination occurred in the classroom setting.

Goal 1

4. How will this problem be solved?

Stoic Classroom management Tool

**Implementation Steps
(Including professional development)**

PD Choice offerings

Person(s) Responsible

Principal, assistant principals, behavior specialist, RTI/PBS Team

Timeline / By When?

6/7/16

Initiated: 8/17/2015

Ongoing: Y

Pending:

Completed:

Stoic Checks

**Implementation Steps
(Including professional development)**

Formulation of a coaching committee
Identify teacher with highest incident for immediate intervention

Person(s) Responsible

Principal, API
Coaching Committee
RTI/PBS Team

Timeline / By When?

6/7/16

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Initiated: 8/17/2015
Ongoing: Y
Pending:
Completed:

Student Interventions

**Implementation Steps
(Including professional development)**

Small Groups
Peer Mediation
Check and Connect

Person(s) Responsible

Psychologist, Social worker, prevention specialist, guidance counselor, behavior specialist

Timeline / By When?

6/7/16

Initiated: 8/17/2015
Ongoing: Y
Pending:
Completed:

PBS--Positive Behavior Supports

**Implementation Steps
(Including professional development)**

Friendly class Competitions
Reward activities

Person(s) Responsible

RTI/PBS, PTSA

Timeline / By When?

6/7/16

Initiated: 8/24/2015

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Ongoing: Y
Pending:
Completed:

Goal 1

5. Data collection and management

Discipline

**Implementation Steps
(Including professional development)**

Discipline Audit

Person(s) Responsible

Data Champs Team
RTI/PBS
SBLT

Timeline / By When?

Quarterly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

Observation and Feedback

**Implementation Steps
(Including professional development)**

Ongoing collaborative team meetings and problem solving
Data Review Sessions

Person(s) Responsible

Principal, Assistant Principals, Behavior specialist, prevention specialist, guidance team, social worker, psychologist, data champs, RTI/PBS

Timeline / By When?

6/7/16

Initiated: 8/17/2015

Ongoing: Y

Pending:

Completed:

Monitor and follow-up

**Implementation Steps
(Including professional development)**

District and community resources
PD as needed/available

Person(s) Responsible

Principal, assistant principals, behavior specialist, prevention specialist, guidance team
Data Champ,

Timeline / By When?

6/7/16

Initiated: 8/17/2015

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Ongoing: Y
Pending:
Completed:

Goal 1

7. Fidelity Plan

Classroom Walk throughs

Data Audits

PDSA Cycle

Implementation Steps

(Including professional development)

Walk through schedule

Data audits at SBLT, RTI/PBS, Data Champ meetings

Person(s) Responsible

Principal, Assistant Principals,

Data Champs

Timeline / By When?

6/7/16

Initiated: 8/17/2015

Ongoing: Y

Pending:

Completed:

Goal 2

Present Level of Performance

Expected Level of Performance

GAP

1. What problem have you identified?

Students need to attend all assigned classes and arrive on time. 2015-2016 discipline data and detention tardiness data identify skipping skipping and tardiness as a problem.

2. What is your Desired Outcome/Measureable Goal?

Reduce the occurrence of skipping by 20%.
Reduce the occurrence of tardiness by 20%.

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

Lack of a clearly defined tardy policy
Lack of fidelity adhering to the tardy policy
Student expectations not visible and taught

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

Clearly defined tardy policy
Student expectations visible and taught

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

A defined process is essential to having everyone working toward the same goal.

Goal 2

4. How will this problem be solved?

Tardy Sweeps

Start time PBS

Friendly Class/grade competition

Implementation Steps

(Including professional development)

- Review previous years data and processes
- Create a school wide tardy policy
- Communicate and train the faculty
- Communicate and train students
- Create PBS rewards system
- Implement reward system

Person(s) Responsible

RTI/PBS Team,
Data Champs,
teachers,
Principal, assistant principals

Timeline / By When?

6/7/16

Initiated: 8/17/2015

Ongoing: Y

Pending:

Completed:

Goal 2

5. Data collection and management

Discipline Data
Attendance
Tardiness Data

Implementation Steps
(Including professional development)

- Review prior years data
- Monitor weekly data
- Review data monthly with school teams

Person(s) Responsible

principal, Assistant Principals, Data Champs Team

Timeline / By When?

6/7/16

Initiated: 8/17/2015

Ongoing: Y

Pending:

Completed:

Goal 2

6. Support Plan

Fidelity Checks
PDSA Cycle

Implementation Steps
(Including professional development)

Review data through various school teams
Make changes as needed

Person(s) Responsible

Principal, API

Timeline / By When?

6/7/16

Initiated: 8/17/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

Observation
Data Review

Implementation Steps
(Including professional development)

Tardy Sweeps
Data Review at school team meetings

Person(s) Responsible

Principal, assistant principals, Data Champs team

Timeline / By When?

6/7/16

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

Present Level of Performance

40%

Expected Level of Performance

27%

GAP

13%

1. The identified problem for Goal 3 is:

Reduce the number of referrals that African American students receive.

2. What is your Desired Outcome/Measureable Goal?

Decrease the gap of student referrals between subgroups by 15%.

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

Lack of Cultural understanding
Demographics of faculty not representative of students
Lack of relationship building with students

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

Lack of cultural understanding.

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

The student population is ethnically diverse and the faculty does not reflect this diversity. Faculty attitudes and behaviors are demonstrative of deficits in understanding.

Goal 3

4. How will this problem be solved?

Cultural Diversity Training for faculty

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Review of data
professional development
School Zone Tour
ongoing monitoring
data review

Person(s) Responsible

Principal, assistant principal,

Timeline / By When?

6/7/16

Initiated: 9/2/2015

Ongoing: Y

Pending:

Completed:

**Increase participation in student awareness organizations, PMAC
Girlfriends,
5000 Role Models,
Mentoring that provide students with positive role models and leaders.**

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Identify mentors and leaders
Identify students
implement meetings
assign mentors
monitor
follow-up

Person(s) Responsible

principal, assistant principal, organization leaders, mentors

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6/7/16

Initiated: 9/2/2015

Ongoing: Y

Pending:

Completed:

Celebrate cultural diversity

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Ethnically diverse school wide events

Person(s) Responsible

Timeline / By When?

6/7/16

Initiated: 9/2/2015

Ongoing: Y

Pending:

Completed:

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

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Goal 3

5. Data collection and management

Discipline Data

**Implementation Steps
(Including professional development)**

Review of prior years data
Monthly data reviews
observation
Monitoring
Follow-up

Person(s) Responsible

Principal, assistant principal,
SBLT, Data Champs, RTI/PBS

Timeline / By When?

6/7/16

Initiated: 8/17/2015

Ongoing: Y

Pending:

Completed:

**Club/Organization enrollment Data
Mentoring data**

**Implementation Steps
(Including professional development)**

Monthly Data Review
Club/organization minutes and activity request
Mentoring logs

Person(s) Responsible

Timeline / By When?

6/7/16

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Ongoing: Y
Pending:
Completed:

Goal 3

6. Support Plan

Review
Observation
Monitor
Follow-up

Implementation Steps
(Including professional development)

Ongoing PDSA cycle

Person(s) Responsible

Rincipal, API,RTI/PBS Team
Club/organization sponsors
Volunteer coordinator

Timeline / By When?

6/7/16

Initiated: 9/2/2015

Ongoing: Y

Pending:

Completed:

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

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Goal 3

7. Fidelity Plan

**Improved relationships among AA students and staff, visible culturally diverse events
Data Reviews**

**Implementation Steps
(Including professional development)**

- Cultural Understanding Training
- Sponsorship for events
- Mentor sign up
- Club/organization rally

Person(s) Responsible

Principal, API, RTI/PBS Team

Timeline / By When?

6/7/16

Initiated: 9/2/2015

Ongoing: Y

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

School wide Positive Behavior Supports (PBS) that includes a formal school wide student/staff reward system and a reward system that promotes self management by the student

2. Describe the procedure/practice used.

Criteria definition

Who is eligible, how often award is delivered, how many students receive award

Implemented consistently

Formal Rewards---Strict criteria are for more public awards (student of month, honor cards, class/grade level competitions)

Self-Management Rewards---Looser criteria for awards distributed at higher rate (Phantom Bucks)

Presentation

School assembly, classroom, privately

Dissemination

Bulletin boards, newsletters, parent letters

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

The RTI/PBS team develops and implements the plan. Activities will be ongoing throughout the year.

Formal School wide recognition:

Student/teacher of the Month---Monthly

Honor Cards--quarterly

Grade level competitions- monthly-quarterly

Self Management Rewards:

Earned daily --- redeemed every 5th week

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

Strategies are based on the Positive Intervention and Supports program and Champs. Both nationally recognized and adopted by PCS.

Classroom Reward Systems

Lewis, T. J., Powers, L. J., Kelk, M. J., & Newcomer, L. L. (2002). Reducing the problem behaviors on the playground: An investigation of the application of school wide positive behavior supports. *Psychology in the Schools*, 39(2), 181-190.

Skinner, C. H., Williams, R. L., & Neddneriep, C. E. (2004). Using interdependent group-oriented reinforcement to enhance academic performance in general education classrooms. *School Psychology Review*, 33, 384-397.

Lohrmann, S. & Talerico, J. (2004). Anchor the boat: A classwide intervention to reduce problem behavior. *Journal of Positive Behavior Interventions*, 6(2), 113-120.

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Individual Student Reward System

Metzler, C. W., Biglan, A., Rusby, J. C., & Sprague, J. R. (2001). Evaluation of a comprehensive behavior management program to improve school-wide positive behavior support. *Education and Treatment of Children*, 24(4), 448-479.

Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). *Responding to Problem Behavior in Schools: The Behavior Education Program*. New York: The Guilford Press.

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

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

Champs Proactive and Positive Approach to Classroom Management

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

It is a nationally recognized research based system that is used across the nation in schools. It has been adopted by the Pinellas County School System.

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

Classroom management system is aligned to the common area expectations which are aligned to school wide discipline data.

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

Decrease in the number of classroom discipline referrals
Improved student and teacher relationships
Higher level of student engagement in the classroom
Improved student academic performance