
Guidelines for Success

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

REP: Respect
Excellence
Pride

2. Where are common area expectations posted?

In all classrooms, offices, hallways, flags in courtyards, cafeteria, gymnasium, and student services.

3. How are common area expectations communicated?

Assemblies, daily announcements, and school wide improvement plan

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

All teachers create and submit for approval a classroom behavior plan that incorporates REP and then post in classrooms.

Goal 1

Present Level of Performance

In Progress

Expected Level of Performance

- SIP Goal 1. Decrease the number of disciplinary referrals by 5%.
- SIP Goal 4. Decrease the by 5% the number of students tardy to class.

GAP

1. What problem have you identified?

- 1. The number of disciplinary referrals in the classrooms
- 4. Improving consistency of the current tardy policy

2. What is your Desired Outcome/Measureable Goal?

- 1. Decrease the number of disciplinary referrals by 5%
Students taking ownership as they promote school pride and demonstrate Respect, Excellence, and Pride in their daily conduct in the classrooms and around campus.
- 4. Decrease the number of students tardy to class by 5%

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)?

- 1. School wide consistency in managing classroom behaviors. Reduction of classroom discipline referrals. School wide awareness of alternatives and an increase number of classroom interventions addressing minor infractions.
- 4. Being consistent with the new policy and procedures

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

Based on discussions rooted in observations during CST, MTSS, and SBLT meetings combined with the number and types of referrals issued the previous year, we feel that addressing this barrier will produce greater results on all counts.

**15/16 School-wide Behavior Plan
Gibbs High School**

10/30/2015

Goal 1

4. How will this problem be solved?

1. Educate the GHS staff through PLCs and professional development sessions on classroom management strategies before a referral is written.

Educate GHS staff through pre-school PD on Behavior plan Minor and Major incidents.

**Implementation Steps
(Including professional development)**

1. Identify PLC and PD facilitators to model, plan and develop presentations to be delivered to staff on best practice strategies for consistent interventions that manage classroom behavior

Present best practice strategies to GHS staff during Pre-School PD.

Person(s) Responsible

1. Principal Safety team Administrators
Department Chairs
Campus Monitors

Timeline / By When?

1. Pre-School
Aug 2015 through school year

Initiated:

Ongoing: Y

Pending:

Completed:

4. Educate staff on current tardy policy and require consistency by all GHS staff in adherence to attendance requirements and rules related to students tardy to class.

**Implementation Steps
(Including professional development)**

4. Cover tardy policy and procedures in pre-school PD and in all COHORT meetings.
Send all students not in class at bell to Cohort clerk for pass. Mark student tardy that comes to class with a pass (e. g. tardy, bus, excused)
Administrators will monitor their areas of campus to ensure adherence to tardy policy
Run reports to cross check with Tardy Book to ensure all students are marked Tardy who come to class with a pass from Cohort Clerks.

**15/16 School-wide Behavior Plan
Gibbs High School**

10/30/2015

Person(s) Responsible

4. Principal
Administrators
Teachers
Cohort Clerks

Timeline / By When?

4. 4. Pre-School
Aug 2015 and throughout year
Aug 2015 and throughout year

Initiated:

Ongoing: Y

Pending:

Completed:

Goal 1

5. Data collection and management

1. Portal referral data

4. Tardy data

Implementation Steps

(Including professional development)

1. All team members well versed in collection
4. Excel sheet created and implemented with all users trained

Person(s) Responsible

1. MTSS team members
4. Mr. Stickney

Timeline / By When?

1. Every three weeks
4. Daily/Weekly comparisons

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

Team approach working collaboratively through CST, SBLT, and MTSS

**Implementation Steps
(Including professional development)**

Data training, meetings collectively and separately resulting in weekly sessions for various data points

Person(s) Responsible

MTSS Coach

Timeline / By When?

9/10/15

Initiated: 9/10/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

a decrease in tardies and referrals

**Implementation Steps
(Including professional development)**

ongoing review of data

Person(s) Responsible

Mr. Stickney

Timeline / By When?

9/9/15

Initiated: 9/9/2015

Ongoing: Y

Pending:

Completed:

Goal 2

Present Level of Performance

In Progress

Expected Level of Performance

SIP Goal 2. To improve campus security by being able to identify all individuals on campus
SIP Goal 3. To Decrease by 5% the number of students skipping class.

GAP

1. What problem have you identified?

2. Consistent process for students out of classroom by all teachers
3. Students skipping class

2. What is your Desired Outcome/Measureable Goal?

2. Provide a safe learning environment for all students and staff
3. Decrease the number of students skipping class

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)?

2. Students are out in the halls without proper hall passes.
3. Campus Monitors duties and rotations throughout the day.

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

Based on reasons for referrals last year, we feel that by addressing this barrier, we will reduce the number of opportunities for students to skip class and be in unauthorized locations.

Goal 2

4. How will this problem be solved?

2. Educate the GHS staff through PLCs and professional development sessions on procedures dealing with hall passes

Educate the GHS staff and administration on processes to identify all individuals on campus

Educate Gladiators and staff on current District and Campus policy on electronic devices.

**Implementation Steps
(Including professional development)**

2. Identify and publish list of non-negotiables related to issuing hall passes and sending students out of classroom

Create common hall pass identifiable to different sections of the campus

Enforce wear and show of campus photo ID or printed badge by all persons on GHS Campus

Identify and publish list of non-negotiables related to personal electronics

Person(s) Responsible

2. Principal,
Administrators,
Campus Monitors
Safety Team

Timeline / By When?

2. Pre-Pre-School Pre-School PD
Freshman Orientation
Cohort Meetings

Freshman Orientation
Picture Day
Cohort Meetings
Throughout year

Initiated:

Ongoing: Y

Pending:

Completed:

3. Educate the staff and administration on the need to monitor campus areas to reduce the number of students leaving classes and campus without a pass.

Provide announcements at beginning of class period.

Implementation Steps

(Including professional development)

3. Identify areas of the campus that need to be monitored and develop a schedule to monitor effectively and consistently.

Enforce parking tags/permit, student lot, faculty lot for all vehicles in all parking lots.

Lock all gates and require students to get permission to leave (e.g. with escort to parking lots)

Teachers hold students to end of class with instruction without announcement interruption.

Person(s) Responsible

Principal

Administration

Safety Team

Campus Monitors /SRO

Timeline / By When?

Pre-School

Aug 2015 – Oct 2015

August 2015 and throughout year

Initiated:

Ongoing: Y

Pending:

Completed:

Goal 2

5. Data collection and management

Portal referral data

**Implementation Steps
(Including professional development)**

administrative meetings with campus monitors

Person(s) Responsible

Mr. Hepburn

Timeline / By When?

8/24/15

Initiated: 8/25/2015

Ongoing: Y

Pending:

Completed:

Goal 2

6. Support Plan

**Ongoing review of areas lacking coverage
Observations of administrators/campus monitors**

**Implementation Steps
(Including professional development)**

weekly meetings to assess coverage areas

Person(s) Responsible

Mr. Hepburn

Timeline / By When?

8/25/15

Initiated: 8/25/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

reduced number of referrals

**Implementation Steps
(Including professional development)**

regular data collection through SBLT and MTSS

Person(s) Responsible

Mr. Stickney

Timeline / By When?

9/11/15

Initiated: 9/11/2015

Ongoing: Y

Pending:

Completed:

Goal 3

Present Level of Performance

Black students comprised 63.8% of population but are responsible for 90.7% of referrals

Expected Level of Performance

Black students receive referrals at a rate comparable to their population

GAP

26.9%

1. The identified problem for Goal 3 is:

The problem is that Black students receive referrals at a disproportionate rate to their non-Black peers based on data secured through the Data Warehouse and Focus.

2. What is your Desired Outcome/Measureable Goal?

To decrease the disproportion of referrals between Black and non-Black students by 10%

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

Past efforts have focused on decreasing behaviors as opposed to targeting specific students.

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

Present efforts through SBLT/CSIT/MTSS will address, monitor, and target for specific students.

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

Current data shows that the focus on behavior was too general and did not effectively decrease the number of referrals accrued by Black students.

Goal 3

4. How will this problem be solved?

Focus more on targeting specific students by race and gender

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Review state of affairs through PLCs, SBLT, and CSIT. Monitor data, problem-solve, and create/implement interventions as guided by data review

Person(s) Responsible

Mr. Hepburn
Administration
Mr. Stickney

Timeline / By When?

9/10/15

Initiated: 9/10/2015

Ongoing: Y

Pending:

Completed:

Goal 3

5. Data collection and management

Referral data from Focus and Data Warehouse

**Implementation Steps
(Including professional development)**

access to Data Warehouse provided to all administrators and MTSS Coach

Person(s) Responsible

Mr. Hepburn

Timeline / By When?

9/14/15

Initiated: 9/10/2015

Ongoing: Y

Pending: Y

Completed:

Goal 3

6. Support Plan

Administrators review cohort discipline data to see which students/teachers are requiring extra support.

Administrators support MTSS Coach's initiatives

**Implementation Steps
(Including professional development)**

Create schedule to review cohort data.

Adhere to MTSS Coach's schedule of data review

Person(s) Responsible

Mr. Hepburn
administrators
Mr. Stickney

Timeline / By When?

9/1/15

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

Review of data to indicate decrease in referrals

**Implementation Steps
(Including professional development)**

follow data schedule of MTSS Coach

Person(s) Responsible

administrators
Mr. Stickney

Timeline / By When?

every three weeks

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Positive Behavior Support Systems

- A system that provides a positive and effective alternative to the traditional methods of discipline.
- A system designed to understand and dissolve challenging behavior.

Four Levels

- Tier 1: Universal – Processes and procedures intended for all students and staff, in all settings and across campus.
- Classroom – Teachers processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within classroom settings.
- Tier 2: Supplemental – Processes and procedures designed to address behavioral issues of groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention seeking, escape) and/or across similar settings.
- Tier 3: Intensive – Processes and procedures that reflect school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students.

Tier I Interventions

- School Wide Expectations
- Positive quotes
- Gladiator of the Week
- School Wide Special Events

Tier II Interventions

- Peer to Peer Mentor
- 5000 Role Models
- Check & Connect
- Small Group
- Girlfriends
- ABS (Alternative Bell Schedule)
- IC/CC (Intervention Center/Choice Center)

Tier III Interventions

- FBA
- PBIP
- 504

2. Describe the procedure/practice used.

Positive shout-outs during morning and afternoon announcements

Weekly theme dress up day (SWAG) Students With A Goal, Club, favorite college, and school spirit dress up days.

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

**15/16 School-wide Behavior Plan
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10/30/2015

Staff and students were informed about strategies during preschool trainings and orientations. Implementation took place during the first week of school in classrooms and daily announcements by Mr. Hepburn, which continue throughout the year as well.

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

Strategies were developed to promote school spirit, student pride and respect for all campus stake holders.

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

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

S: 9th grade teachers are working with Ms. Gartland to improve "flow" of rooms and decrease opportunities for student disengagement and off-task behaviors.

T: All teachers are expected to explicitly teach behavioral expectations to students during the first week of class and re-teach as necessary. Gibbs' expectations for behaviors were also taught during our Freshman Orientation and Back to School Night. In addition, Mr. Hepburn states expectations daily during morning announcements.

O: Administrators will conduct more frequent walk-throughs throughout the year and MTSS coaches will work with teachers identified by the number of referrals and or failing grades to monitor classroom behaviors and assist teachers in adjusting, implementing, and maintaining behavior plans better suited for their class needs.

I: Students are celebrated during the morning and afternoon announcements positively contributing and demonstrating our REP (guidelines for success). Grade level celebrations are also in the works to celebrate those within cohorts who are committed to adhering to and promoting our REP.

C: Because there has been a deficit in consistently supporting teachers with classroom management in the past, we are committed to creating a systemic support system to identify and address those teachers experiencing challenges in addressing classroom behaviors.

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

The classroom management system is rooted in the STOIC model presented in Sprick's Discipline in the Secondary Classroom.

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

The classroom management system is aligned to data as it was created to address the high numbers of referrals issued from within class last year. In addition, the plan will incidentally address the low percentage of reading proficiency levels of students by increasing student seat time as well the availability of administrators for walk-throughs.

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

The expectation is that implementation of the classroom management system will result in a 10% decrease in disciplinary referrals during the 2015-2016 school year as well as increase the number of students passing core courses by 10%.