

**14/15 School-wide Behavior Plan**  
**Thurgood Marshall Fundamental Middle School**

1/28/2015

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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:**

Guidelines for success have been clearly identified and communicated.

School wide expectations are posted and referenced regularly (Fundamental Philosophy).

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**Goal 1:**

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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?**

Reduce the number of referrals for classroom disruption by 25%.

**Implementation Steps**

SWPBS, Assemblies, Implementing opportunities to engage students, parents, and the community.

**Person(s) Responsible**

Dr. Lowery

**Timeline / By When?**

May 1, 2014

**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**

Clearly review and educate all stake holders on the Fundamental Philosophy.

**Implementation Steps**

Planning of events/activities, Pro Ed. for staff, assemblies, review of expectations at PTSA and SAC.

**Person(s) Responsible**

Dr. Lowery

**Timeline / By When?**

October 4, 2014

**Initiated**

8/8/2014

**Status**

Ongoing

**Completed**

**Strategy**

Review discipline, attendance, and academic data for trends.

**Implementation Steps**

Involve Leadership Team, Itinerant Staff, Students, and Parents.

**Person(s) Responsible**

Dr. Lowery

**Timeline / By When?**

October 4, 2014

**Initiated**

1/14/2015

**Status**

Ongoing

**Completed**

**Strategy**

Behavior Assemblies

**Implementation Steps**

Work with targeted groups to reduce classroom/campus disruptions and noncompliance with directives.

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**Person(s) Responsible**

All staff.

**Timeline / By When?**

May 30, 2015

**Initiated**

**Status**

**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**

SWPBS

**Implementation Steps**

Utilize assemblies and announcements to communicate/educate stakeholders.

**Person(s) Responsible**

SBLT

**Timeline / By When?**

By September 10, 2014

**Initiated**

8/8/2014

**Status**

Pending

**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?**

Implementation of Fundamental Philosophy w/PBS.

**Implementation Steps**

Use Coaching & Mentoring classes and grade level assemblies to communicate expectations.

**Person(s) Responsible**

SBLT

**Timeline / By When?**

August 29, 2014

**Initiated**

8/08/2014

**Status**

**Completed**

08/29/2014

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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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TMFMS SBLT will review pertinent academic, attendance, and behavior data to determine overall effectiveness/make adjustments to implementation plans.

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**Professional Development:**

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

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Grade Level Assemblies  
Pre-School Pro Ed  
Olwes Bullying Prevention



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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**

We will reduce the discipline discrepancy between black and non-black students through continued promotion and engagement in our school's PBS program. We have also implemented assemblies and small group instruction/reinforcement through our Coaching & Mentoring classes.