
Guidelines for Success

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

Clearwater Fundamental Middle School provides a quiet, well disciplined, and structured learning environment. Our family oriented school with a "back to basics" approach and joint parent, teacher, student commitment provide a quality education for all students in a safe environment. Important features include a focus on student responsibility, self-discipline and monitoring, character education, daily homework, an enforced dress code exceeding district requirements, and required attendance at conferences and monthly PTA/SAC meetings. We believe that students work best where the expectations are clearly defined. A strong emphasis is placed on the home and school working together to promote appropriate behavior and successful learning. A competitive spirit exists within the framework of mutual respect, cooperation and regard to the rights and property of others and is viewed as an integral part of the social environment. Clearwater Fundamental Middle School's, Guidelines for Success are clearly identified and defined in the handbook section of the student planner, known as the fundamental guidelines. These expectations are discussed with the students in detail at the beginning of the school year, and reviewed on a regular basis by administration, teachers and parents. In addition, fundamental agreements are signed by each student, parent and teacher, acknowledging their compliance to the policies outlined. The fundamental guidelines, school rules and policies are strictly enforced during every school day, during extracurricular activities up to and including the last day of school.

The belief in shared values and consistent compliance with the expectations, promote a positive learning environment in all areas of the school. An emphasis on good citizenship and making positive choices continues to be our culture for school wide behavior.

2. Where are common area expectations posted?

Expectations are located in the student handbook section of the student planner. All students receive a planner compliments of our PTA. Fundamental expectations are also posted and available on our school web-site.

3. How are common area expectations communicated?

Expectations are communicated the first week of school and referenced throughout the school year as needed. In addition, parents and students sign a commitment to follow the fundamental guidelines.

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

The classroom expectations/rules are embedded within the fundamental guidelines. Any additional classroom requirements are posted and reviewed with the students.

Goal 1

Present Level of Performance

Expected Level of Performance

GAP

1. What problem have you identified?

All students should be fluent in following the fundamental guidelines in an effort to eliminate any type of campus/classroom disruption. An evaluation of the school-wide data was used to determine the need to incorporate a goal focusing on a decrease in disruptions of the learning environment.

2. What is your Desired Outcome/Measureable Goal?

Decrease student discipline incidents which disrupt the campus and classroom environment from the previous school year.

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

In an effort to reduce the number of campus/classroom disruptions, teachers will discuss their clearly define classroom expectations with students at the beginning of the school year. Students will be reminded of these expectations through visual displays in the classroom and also carried with them on a daily basis in their planner. For clarification purposes, a class/campus disruption may be documented as a detention and/or referral. However, there is no distinction among the two in regards to data entry.

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

Because we have a large incoming 6th grade class, there are many students enrolled from non-fundamental elementary schools. It will require some time to teach our 6th graders and their families the fundamental expectations and philosophy. We believe consistency and fidelity to the fundamental philosophy from the start of the school year is critical to the success of our students and our school.

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

This is the right barrier to address based on the in-house data analysis of discipline violations.

**15/16 School-wide Behavior Plan
Clearwater Fundamental Middle School**

8/28/2015

Goal 1

4. How will this problem be solved?

Fundamental 101 Orientation class for all incoming 6th, 7th and 8th grade students new to the fundamental program.

6th grade new student orientation prior to the start of the school year.

Pairing of Peer Connectors (8th grade role model students) to incoming 6th grade students

Full implementation of fundamental guidelines beginning the second week of school.

PTA/SAC presentation of fundamental expectations.

Afternoon News segments on monthly character traits

Implementation Steps
(Including professional development)

Person(s) Responsible

100% participation of CFMS faculty, staff, students and parents

Timeline / By When?

Throughout the year.

Initiated:

Ongoing: Y

Pending:

Completed:

Goal 1

5. Data collection and management

Student discipline data will be used to monitor progress.

Implementation Steps
(Including professional development)

Person(s) Responsible

Clerical Staff and Administration

Timeline / By When?

Ongoing throughout the school year.

Initiated:

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

Periodic review of fundamental paperwork

Implementation Steps
(Including professional development)

Person(s) Responsible

Administration

Timeline / By When?

Ongoing throughout the school year.

Initiated:

Ongoing: Y

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Students are awarded for their compliance of fundamental guidelines at the end of the year during an awards presentation. Students are also awarded for academic excellence each grading period / quarter. Students may also earn an honor pass based on their compliance of the fundamental expectations.

2. Describe the procedure/practice used.

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

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