

8/21/2008

Independence High School’s Primary Intervention Plan: The First Component of a Three Tiered Model of Support

Designed by PBS Team Members:

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Parent and Student,

Thank you so much for taking the time and energy to assist us with this process. As you know a core belief of Independence High School is that IHS will partner with parents, guardians and community members to provide the best possible educational opportunities for all students. We also hold that decisions should consider the interests of all members of the IHS community and should be effectively communicated. Based on those beliefs we are asking you for your input on the enclosed proposal. Please note that at this time IHS is exploring the possibility of moving forward with an incentive framework at our school for social, academic and behavioral success.---We value your input and look forward to ongoing dialogue with all members of our school community.

Sincerely, The IHS PBS team

Mission Statement	The mission of Williamson County Schools is to cultivate the ability, intellect, and character of each student. The mission of Independence High School is to partner with parents and guardians to cultivate achievement and integrity in a caring environment that models critical thinking, responsible citizenship, respect for individuals, and a spirit of community where students reach their highest potential.
Statement of Purpose	The purpose of Independence High School Intervention Plan is to: <ul style="list-style-type: none">▪ improve academic achievement▪ create a school-wide framework in which all teachers, students, staff, and parents are clear about expectations▪ cultivate student interest and motivate students to achieve academically and behaviorally▪ develop a global perspective (vision of the future)▪ increase punctuality▪ teach students to accept and create new challenges
School-wide Expectations (3-5)	Be respectful Be responsible Be prompt

<p align="center">Area I: Academic School Wide Expectations</p>	<p align="center">Area II: Behavior School Wide Expectations</p>	<p align="center">Area III: Social Skills School Wide Expectations <i>(Addresses affective domains of student development)</i></p>
<p>Students will Listen to and follow directions Ask for clarification when needed Complete assignments on time Actively listen to all in the building</p> <p>Teachers will Start and finish class on time Provide direction/instruction in a variety of styles Actively and consistently use tools (K-12 planet, email, et cetera) provided to communicate with parents about student progress or lack thereof State/write daily objectives for students</p> <p>Parents will Actively use tools provided by WCS and IHS (K-12 planet, email, SharePoint pages) to monitor student progress</p> <p>Admin will Provide training to parents to use tools provided by WCS (Tech coach may facilitate) Administration, Department Chair leaders and IHS mentors will provide ongoing and timely professional development to support the teaching of all students and technology expectations Ensure that parents are signed up for technology tools Have alumni return to talk to students at beginning of year (broad spectrum of alumni-not just college attendees)</p>	<p>Students will Meet the expectations explicitly stated on the expectations grid or in the student handbook</p> <p>Teachers will Model appropriate behavior Post school-wide expectations, policies and other required items in a visible location Consistently enforce reactive and proactive components/expectations with our school wide framework Convey concerns/needs to department chairs or administrators in order to strengthen the school-wide framework and increase student academic performance Communicate dissenting opinions with department chair or administrators Be responsible for the IHS supervision plan</p> <p>Parents will Communicate directly with teachers with praise or concerns prior to speaking with administrators Respect/support school behavior responses (both proactive and reactive) Read expectations matrix with their students</p> <p>Admin will Encourage an open door policy Handle behavior concerns in a timely manner Communicate any changes in procedures to the community in a timely manner Post expectations matrix on the school website Provide expectations matrix to all IHS staff (cafeteria, bus, et cetera) Directly communicate instructional concerns with teachers outside of parent meetings Offer parent workshops that demonstrate effective use of the school wide framework</p>	<p>Students will Will appropriately discuss perceived injustice in an appropriate time, place and manner Control temper during conflict with peers or adults</p> <p>Teachers will Greet and welcome students Model positive, respectful social interactions Will utilize multiple behavior strategies prior to sending a student to the office or writing a referral Provide opportunity for students to articulate injustice</p> <p>Parents will Model positive, respectful social interactions Contact teachers directly Treat teachers as professionals despite conflict Respect and accept the different expectations of home and school by positively supporting school policies</p> <p>Admin will Greet and welcome students and staff Model positive, respectful social interactions Offer students outlets for expressing thoughts and feelings of injustice Directly communicate instructional concerns with the teacher prior to meeting with students/parents Administration, Department Chair leaders and IHS mentors will provide ongoing and timely professional development to support behavior strategies and implementation</p>

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Procedures for Teaching

Expectations matrix sent home in May, 2008 via community update and, possibly mail.

Matrix possibly in handbook and posted on school website.

First two weeks of 2008-2009, we will have homeroom every day to teach the academic, behavior, and social expectations through teacher-student skits/videos. This will continue throughout the year.

Posters of the three school-wide expectations will be posted in all main settings on campus.

Expectation matrix placed in specific areas with clearly defined expectations.

Using Link Crew to establish ideas with freshman

Procedures for Reinforcing

- Acknowledging positive behaviors with tangibles and/or non-tangibles
- Free pass to front of lunch line ticket
- Tickets in to sporting events. (possibly reserved seating, front of ticket line, preferred parking)
- Special Events Packages (Prom, Homecoming, Theater)
- T-shirts—student government, b-ball, athletic programs, etc.
- Homework passes (within specified assignments)
- Preferred parking spaces (close to building, close to exits, soccer fields, back entrance)
- Hat Day Privileges
- Celebrity guests on campus
- Lunch privileges (alternate lunch periods, time with friends, preferential seating, lunch with teacher)
- Tickets for demonstrating an increase in classroom achievement as measured by quarter and progress report grades

Please note: This is a suggested and partial listing of reinforcers.
Continued conversation with school community (including students) will change and inform this list.

Monitoring Procedures (measurement)

- *GPA
- *Course Failures
- ACT
- Gateway
- *Tardies (per period)
- *Unexcused Absences (per period, full day)
- *Office Discipline Referrals (Target Behaviors: disrespect, fighting, insubordination)
- *Student Risk Screening Scale (SRSS), Strengths and Difficulties Questionnaire (SDQ, for incoming freshman given 8th grade year)
- General Education Intervention Team referrals
- Counseling referrals
- Student Support Service referrals
- Behavioral Outcomes: Detentions, In School Suspension, Out of School Suspensions, Alternative Learning Centers

***these items are monitored by Vanderbilt University**

All items (with and without an *)are collected and monitored as regular school practices

