



LRSP Status Report – June 2011

4.02 CJMS Safety Policy and Procedures SR 2011

Strategic Objective (SO):

4.02 Continue to develop and implement safety policy and procedures that provide students and staff a safe, secure setting, in, around and on the way to school.

Department/School: Chief Joseph Middle School

Leader: Brian Ayers

Team Members:

Rosalie Lee, Katie DiBerardinis, Laura St. John, Cynthia McBride, Sally Sullivan, Kelly Huse, Joe Bradshaw, Wendy Pierce, Adam VanZee, Niki Keuch, Jan Krieger, Laurie Jo Howard, Sarah Cawley, Art Daniel

In a year, we hope to see the following progress on this strategic objective:

CJMS Foundations Team chose to write a yearlong strategic plan, as spring data drives the Foundations goal for the following year. This year, CJMS will administer a survey and utilize it, along with discipline data, to create our school-wide behavior plan and reduce our Level 3 behavior referrals by 10%.

PROGRESS SUMMARY

Foundations worked on action plans for SO 4.01 and 4.02. The 2009-10 climate survey data identified the top three issues students were concerned with: behavior on the buses, drugs and alcohol, and bullying.

On going. Foundations revised the school-wide supervision map and provided appropriate training. Monthly discipline data was utilized to identify areas of concern; i.e., vandalism in restrooms. A schedule was developed for restroom checks during passing periods. The desired outcome to decrease bathroom vandalism was accomplished.

On going. Mr. Ayers attended the First Student driver orientation. Feedback was considered in the revision of the school-wide supervision map, particularly the morning and afternoon bus supervision responsibilities. Bus passes were required to encourage drivers to learn the names of students, as well as to encourage students to ride their assigned bus. Administration met with First Student representatives throughout the school year. Laura St. John worked with Vance Ruff on a district-wide action plan that will be consistent from school to school. CJMS continued to build a partnership with First Student to create a safe environment for our students.

On going. The universal expectations of Be Safe, Be Respectful, and Be Responsible were taught to all students, faculty, and staff, on the first day of school. Lesson plans were differentiated to address grade level needs. Universal expectations were posted throughout the school. Videos and public service announcements were created for the purpose of reviewing

expectations. A universal expectations training video was shown to new students during orientation. Mr. VanZee and Mr. Krieger produced a video, re-teaching the universal expectations of Safe, Respectful, and Responsible in the halls during passing periods, as well as in the restrooms. The expectations were taught in a variety of languages, celebrating the cultural diversity of our students at CJMS.

Chief Joseph Middle School students participating in POP ROCKS, One Million Ways, and LEO Club attended the MBI Youth Days at MSU.

On going. Susanna Graves, MBI/OPI Consultant, identified positive staff recognition of students meeting the expectations of Safe, Responsible and Respectful, as an area in need of improvement. Distribution of the Helping Hands by faculty and staff was inconsistent. Follow-through with positive phone calls home and placement of the Helping Hands in the main hall was inconsistent, as well. The RTI team will focus on the faculty and staff recognition of positive student behavior in 2011-12.

Foundations promoted Walk-Bike-Wheel to school day in the fall, and again in the spring. Educational information pertaining to Safe Routes to School was communicated to students via the morning announcements. Parents were notified of the events in the school newsletter, as well as on the CJMS reader board.

Laura St. John introduced a Silent Mentor program to staff. Training was provided during faculty meetings. Teachers created a list of at-risk or “invisible” kiddos. Faculty and staff selected as many as five students to mentor.

On going. MBI Staff Assessment Survey (SAS) indicated we are right where we should be for a new MBI school. Communication piece seems to be a primary concern. We should be thinking about and problem solving how to introduce new processes to staff. Send out weekly "Did you know" emails to staff regarding Foundations topics/actions. Boosters should be frequent to remind staff and students of the consistencies and expectations. Booster definition should be tied into the "Did you know".

Foundations facilitated a school-wide climate survey in the spring, as well as shared monthly discipline data with staff. The end of year discipline data reflects a 19% decrease in Teacher Assigned Discipline (minor behavior infractions – levels one and two) and a 14% decrease in referrals to administration (major behavior infractions – level three). The data is evidence that Foundations met its goal for 2010-11.

On going. CJMS is in its third year as an MBI school, and its second year as an RTI school. As a result of our efforts, we were selected as one of six schools in Montana to pilot Project REAL, a braided RTI/PBIS (MBI) initiative. CJMS will be recognized by the OPI at the MBI Summer Institute at MSU as an “Exemplar School” for achieving “Silver” status for our work with the Montana Behavior Initiative (PBIS).