



# Monitoring Report

October 21, 2013

Submitted to:  
Davis Hills Middle School  
Ms. Jill Burwell, Principal  
October 22, 2013

From:  
The Education Company  
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Thank you for welcoming me to Davis Hills Middle School! I am excited about working with you and your staff as you implement the tenets of the Comprehensive Behavior Management Program. The following is the report for the EDCO Monitoring visit to Davis Hills Middle School (Huntsville, Alabama) on October 22, 2013. Please do not hesitate to contact me should you have any questions. I look forward to our continued relationship.

### **Summary:**

The implementation of the Comprehensive Behavior Management System (CBMS), as designed by The Education Company, is a work in progress at Davis Hills Middle School. In order for the behavior management system to successfully impact the culture and climate of the school, members of the administrative team must create and follow an Administrative Plan that supports teachers' classroom plans. The plan should include posting school-wide rules, monitoring classrooms and providing ongoing support to teachers, and offering school-wide positives.

Monitoring of all classrooms was impacted by the administration of standardized testing at the 8<sup>th</sup> grade level. Based on prior communication by T. Glanton with the administrators (10/9/13), there are inconsistencies in teacher implementation of the behavior management system, including: (a)utilization of the classroom plan throughout the building, specifically as pertains to positives and adherence to the five levels of consequences and (b) sustained and effective use of the Discipline Log. Direct observation by the monitor revealed that although classroom plans are posted in each classroom except Peak and ISS, there is a need to revisit the classroom plan components with some teachers. Additionally, new teachers need to either create a new plan for the classrooms that they inherited or replace the name of the former teacher on the plan with their own name. One teacher (Linker) listed only 4 consequences; 1 teacher (Gaines) had no severe clause; and 1 teacher (Kramer) needs to rephrase her severe clause. There were also inconsistencies in the Level 3 and Level 4 consequences in that some teachers list Parent Contact as Level 3 and some list it as Level 4, per the Comprehensive Behavior Management training. According to the principal, teachers were directed by her to list Parent Contact as Level 3 to ensure that parental contact was made and that the teacher had another level prior to administrative referral.

A few classrooms had supporting rules regarding entering the classroom, tardy procedures, use of pencil sharpener, pre-dismissal and dismissal posted. If these supportive plans are required by the administration, consistency must be maintained in all classrooms. The monitor was not able to readily discern whether teachers are using tardy logs, based on visible access. However, administrators indicated that tardy logs are being used. Conversely, the administrators indicated that Behavior Logs are not being used as a required component of the behavior management program. Rather, Behavior Logs are optional and their use is based on whether teachers desire to use them. According to previously communicated data (email to T. Glanton, dated 10/9/13), about 50% of teachers use Behavior Logs.

The school discipline data at Davis Hill Middle School is maintained by administrators in individual student files. The monitor did not have access to the individual files to ascertain the number and kind of referrals during this visit. However, based on information from a discipline report shared by the principal: from August 19, 2013 to October 18, 2013, there were 147 referrals for severe behavior, including 11 for violent interactions between students. Data for the number of student referrals for mischievous behavior were unavailable. The principal also revealed that 242 students reported to school tardy during the same time period.

A review of discipline cards on file in the main office revealed that 16 students were on discipline cards, with a total of 107 cards collected. Of the 107 cards, 48 had no checks; 37 had 1 check; 15 had 2 checks; and 7 had 3 checks. There were inconsistencies as to: (a) the reasons students were placed on discipline cards, and (b) the number of days that students were placed on discipline cards. There is a need for administrators to follow established criteria for placing students on discipline cards and to adhere to the 5-day sequence when students are placed on discipline cards. It might also be a good practice administratively to respond to positive comments earned by students who are on discipline cards.

The Behavior Intervention Room (ISS) was set up appropriately with students' backs to the teacher/coordinator and uncomfortable chairs for students. The classroom plan was not posted. The coordinator expressed difficulty in securing assignments from teachers for students who are assigned to ISS. She indicated that she does, however, use a reflective activity until assignments arrive. She also uses specific activities to address specific negative behaviors. In spite of this, she often sees repeat offenders for the same negative behavior. She has no "back-up" or resource file of appropriate assignments, and she lacks appropriate reading materials and supplies for the classroom. The monitor observed a student being dismissed without a pass after being called to the main office. The coordinator also indicated that students are excused individually to go to the restroom. While there did not appear to be any behavior issues within the classroom, it might be wise to ensure that appropriate behavior is maintained outside of the classroom via use of a hall pass and supervised restroom breaks.

Consistency is key to the overall success of the Comprehensive Behavior Management System at Davis Hills Middle School. A concentrated effort must be made by administrators to work together to ensure consistency in management and implementation. Additional training and development is recommended to address the teacher gaps in implementation as pertains to clear and specific directions, positive reinforcement, re-directing techniques the five levels of consequences for disruptive or continually off-task behavior, and use of the Behavior Log. A continued and consistent reduction in student referrals is expected as the Comprehensive Behavior Management System is fully implemented by administrators, faculty and staff.

Commendations:

- Student behavior during unstructured time (morning entry, lunch and hallway passing) was appropriate.
- The set-up of the behavior intervention room (ISS) was appropriate.
- Discipline cards are maintained in a central area, with easy access for pick-up and return.

Recommendations:

- The administration is encouraged to continue to monitor the implementation of the Comprehensive Behavior Management System and promote a culture of shared accountability.
- The administration is encouraged to provide opportunities for faculty and staff to review the concepts of the Comprehensive Behavior Management System.
- The administration is encouraged to provide school-wide positive reinforcement activities to complement classroom positive reinforcement.
- The administration is encouraged to improve the system of securing assignments for students assigned to ISS.
- The behavior intervention (ISS) coordinator is encouraged to develop a classroom plan which includes appropriate rules, positives, and consequences as well as a severe clause.
- The behavior intervention (ISS) coordinator is encouraged to use a hall pass when dismissing students.
- The administration is encouraged to follow established procedures for using Discipline Cards and to develop a more comprehensive record-keeping system to monitor daily pick-up and return of cards.
- The administration is encouraged to establish school-wide rules to include common areas such as hallways, library and cafeteria.
- All teachers are encouraged to use Behavior Log and Tardy Log.
- Teachers are encouraged to stay focused on providing clear and specific directions, re-directing students who are off task and using the 5-step process in providing consequences for disruptive or off-task behavior.
- Teachers are encouraged to use positive reinforcement as much as possible to recognize students for being on time, adhering to the dress code, not leaving the classroom (in and out), not having names in the Behavior Log and anything else the teacher deems important to recognize in the classroom.
- Teachers are encouraged to follow through and support expectations of specific directives in the classroom pertaining to entering room, pre-dismissal, dismissal, etc.



Next Steps:

It is strongly recommended that continued focus on the Comprehensive Behavior Management System be maintained via all meeting agendas – general staff and grade-level, and that opportunities be provided for staff monitoring, coaching, and remediation throughout the 2013-2014 academic year. The next Monitoring and Implementation visit will take place November 19, 2013.