
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:

1. Yes, our school-wide GFS expectations have been clearly identified. They are Be Respectful, Be Responsible, Be Safe.

2. Yes, common-area expectations are posted and clearly communicated. They are posted in various areas of the school:

Classroom

Hallway

Stairway

Courtyard

Restroom

Media Center

Computer lab

Cafeteria

Bus circle/bus

Office

3. Yes, classroom expectations/rules have been clearly identified, posted, and clearly communicated

Be Respectful...

- Refrain from inappropriate and negative language
- Listen politely and speak respectfully
- Respect school property
- Keep classroom neat and clean
- Honor other's personal space and property

Be Responsible...

- Arrive on time, on task, and on a academic mission
- Copy homework into agenda
- Follow all directions
- Complete daily objectives and assignments
- Accept consequences without arguing

Be Safe...

- Keep hands, feet, and objects to myself
- Stay in assigned seat
- Follow safety procedures

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Bay Point Elementary School**

2/18/2015

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Goal 1:

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?

Guidance Counselor will conduct small group meetings with students who have demonstrated, through repeated referrals, for defiance or repeated misconduct.

Implementation Steps

Guidance Referral from teacher
Tier 2 data collection to determine if student(s) need guidance services/interventions.

Person(s) Responsible

Guidance Counselor
Social Worker

Timeline / By When?

Various

Initiated
09/30/2014

1/26/15 Revised
Ongoing

Completed

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?

Review and communicate a clear plan of Tier 2 and Tier 3 interventions with staff

Implementation Steps

Guidance Counselor will create a school wide behavior resource packet which will include interventions for Tier 2 and Tier 3 to include documents for collecting data and a flow chart of the RtI process for behavior.

Person(s) Responsible

Guidance Counselor
Social Worker

Timeline / By When?

various

Initiated
08/08/2014

1/26/15 Revised

Completed
08/11/2014

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?

Leadership Academy Club: Meet with African American boys and girls to help increase motivation, self-esteem, and

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student performance. They will work on projects that could lead them to a bright future

Implementation Steps

Meet monthly with AA students in Leadership Academy

Discuss leadership characteristics and college research

Listen to guest speakers and prepare their own future to share with parents and guests as a year end project.

Person(s) Responsible

ara DePerro

Barbara J. Hawkins

Cameshia Ware

Timeline / By When?

Monthly

Initiated
09/30/2014

1/26/15 Revised
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?
-

Strategy

Review and communicate a clear plan of Tier 2 and Tier 3 interventions with staff

Implementation Steps

Guidance Counselor will create a school wide behavior resource packet which will include interventions for Tier 2 to include documents for collecting data and a flow chart of the RtI process for behavior.

Person(s) Responsible

Guidance Counselor
Social Worker

Timeline / By When?

During the first week of the 2014-2015 school year

Initiated
08/08/2014

2/16/15 Revised

Completed
08/11/2014

Strategy

Data review of discipline referrals for African American students

Implementation Steps

Discipline referral data will be pulled for SBLT discussion
Data results will be shared with students and parents

Person(s) Responsible

SBLT
Leadership Academy Team

Timeline / By When?

Monthly

Initiated
09/10/2014

2/16/15 Revised
Ongoing

Completed

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Goal 2:

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?

PBS team will continue to work on developing and improving materials, lessons and strategies to improve the implementation process of schoolwide GFS.

Implementation Steps

1. Review Common Area Expectations and rules
2. Review Olweous training in classroom
3. Positive Behavior post card/Positive Calls to parents

Person(s) Responsible

RtI-B Team and Administrators

Timeline / By When?

Monthly

Initiated
09/30/2014

2/16/15 Revised
Ongoing

Completed

Goal 2 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?
-

Strategy

Walk-throughs and student interviews

Implementation Steps

Administration and staff will have impromptu conversations with students regarding GFS and their knowledge and meaning of GFS

Person(s) Responsible

Teachers and Administrators

Timeline / By When?

Monthly

Initiated

Status

Completed

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Goal 3:

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?

Teachers will participate in a book study, "The Highly Engaged Classroom".

Implementation Steps

Teachers will read and discuss key points during PLCs .

Person(s) Responsible

Team Leaders

Timeline / By When

Monthly

Initiated
09/30/2014

revised 2/16/15
Ongoing

Completed

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?

Teachers will participate in a book study, "The Highly Engaged Classroom".

Implementation Steps

Teachers will read and discuss key points during PLCs .

Person(s) Responsible

Team Leaders

Timeline / By When

Monthly

Initiated
09/30/2014

revised 2/16/15
Ongoing

Completed

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Goal 3 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?
-

Strategy

Walk-throughs and student surveys

Implementation Steps

Teachers will collaborate in PLCs providing feedback on how they are engaging students with success.
Teachers will meet with administration to review walk-through observations .
Students will be provided a 10 question survey about their engagement in class.

Person(s) Responsible

Administration
Classroom Teachers

Timeline / By When?

Weekly/teacher PLC
Monthly/Administration
Students, Per Semester

Initiated
09/30/2014

revised 2/16/15
Ongoing

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?
-

Strategy

Kindergarten - Fifth Grade teachers will use a Panther Bucks Reward System tied to School-wide Guidelines for Success (GFS).

Implementation Steps

Rtl-B Team review the Panther Buck Reward System with teachers
Increase frequency of data sharing of behavior reports to staff
Place bucks in strategic locations(Media Center, Cafeteria, and Front Office) for teachers who may have forgotten run out of their bucks

Person(s) Responsible

Rtl-B team

Timeline / By When?

Twice per semester - Behavior data sharing

Initiated
09/30/2014

2/16/15 Revised
Ongoing

Completed

Strategy

Recognize Student of the Week using Panther Bucks

Implementation Steps

Students will turn in their Panther Buck(s) given to them by staff members
Students will write their name and teacher's name on all bucks received
Students will put bucks received in designate "Panther" box around the school. (cafeteria and office)

Person(s) Responsible

Ms. DePerro
Ms. Hawkins

Timeline / By When?

Weekly

Initiated
09/30/2014

2/16/15 Revised
Ongoing

Completed

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Strategy

Recognize Citizen of the Month

Implementation Steps

Discuss Citizen of the Month process with staff
Staff will discuss the process with students
Counselor will follow up the process during first guidance class
Teachers will one student for Citizen of the Month who exhibits GFS
Citizens chosen will be recognized and rewarded on the Morning News Show

Person(s) Responsible

Ms. Ware
Classroom Teachers

Timeline / By When?

Monthly

Initiated
09/30/2014

2/16/15 Revised
Ongoing

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?
-

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?

Use of positive post card system to communicate with parents about the student's behavior performance and its alignment with the school-wide guidelines for success.

Implementation Steps

Teachers and staff members will at least once per month mail postcards to families of students demonstrating SWBP expectations

Person(s) Responsible

Classroom teacher

Timeline / By When?

Monthly

Initiated
09/30/2014

1/26/15 Revised
Pending

Completed

Action Plan:

Plan to Monitor for Fidelity of Implementation

Classroom walk-throughs

Data from student surveys

Impromptu conferences with students

Share collected discipline/referral data with staff

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Staff Trainings:

1. Cultural Awareness: True Colors was presented Monday, August 11, 2014
2. Book Study - "The Highly Engaged Classroom"
3. Character Word of the Month

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.

Enter a summary of the current status of implementation

The team has not made any changes to our goals or barriers identified at this point due to the progress of current activities in place. The team has actively worked to reduce the discipline discrepancy between Black and Non-Black students. Given the initial strategies and goals selected for our School Wide Behavior Plan, we are making progress to our year long goals. After a data analysis of our current year's discipline numbers in comparison to last year's over the same time frame, the findings were as follows"

* 2013-2014: Black students accounted for 80.2% of the referrals written as compared to Non-black students

* 2014-2015: Black students accounted for 68.2% of the referrals written as compared to Non-Black students

This represents a change of 12% in the referrals being written for black students. overall, as well as a reduction in the discrepancy of discipline between Black and Non-Black students. That change is:

* 2013-2014: The percentage of difference of Black vs. Non-Black students receiving referrals= 60.4%

* 2014-2015: The percentage of difference after implementation of current strategies of Black vs. Non-Black students= 36.4%

Additional information that was noted in the team's analysis of the data was that a majority of the referrals for Black students were represented by a handful of students in grades Kindergarten & 2nd grade and two students in our ESE population. Of those students, all had a current Tier 2 and/or Tier 3 behavior plan in place. The team also discussed that a large majority of those students were new to campus this year (all but 5). The team will continue to implement the strategies identified at the start of the school year for our goals as the current implementation is showing a positive trend in results. The team has also added the following strategies in our efforts to improve the discrepancy:

* A Check-in & Check-out system with one of the Assistant Principals

* Panther Pals Mentoring system with new students on campus

Due to limited resources, the creation of positive behavior postcards has not begun. We hope to start that work in a pilot format at the start of the last marking period of this school year. The team has also added an additional strategy of implementing a weekly news segment on our morning show called "Shout Outs". The purpose here is teachers and staff could nominate students to be recognized during this morning segment for outstanding work academically or behaviorally (i.e. Progress made in their running record or common assessment measures, really improved behavior, making their goal on STMath or Istation. The data that was used to drive these additional revisions and additions included staff survey data collected during Administrative PLCS on the impact of strategies already in place. A majority of team members felt that the strategies were working and students were buying in but they felt that their needed to be more immediate feedback and recognition on a more regular basis, as well as some focused attention on some students with extreme behavior concerns.

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