
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:

Bay Point Middle School ...Guidelines for Success!

Be Respectful...

Be Responsible...

Be Safe...

Classroom

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

Hallway, Locker, Stairway, & Courtyard

- Refrain from inappropriate and negative language
- Keep hallways neat and clean
- Use conversational tones
- Honor other's personal space and property • Walk directly to class
- Use lockers at designated times
- Use only your locker
- Walk to the right in the hallway
- Follow directions given by staff
- Accept consequences without arguing • Avoid physical contact
- Refrain from running
- Proceed with caution

Restroom

- Keep bathrooms neat and clean
- Respect privacy of others
- Respect school property • Follow directions of staff
- Accept consequences without arguing
- Report vandalism to staff
- Use bathrooms in an appropriate and timely manner • Flush and wash hands
- Avoid physical contact and horseplay

Media Center & Computer Lab

- Use conversational tones at all times
- Respect school property

Benchmarks of Quality Score: 39 / 107 = .36

**14/15 School-wide Behavior Plan
Bay Point Middle School**

1/26/2015

- Listen to others and work cooperatively • Follow directions of staff
- Accept consequences without arguing
- Use school property appropriately
- Use internet for educational and academic purposes
- Return materials on time • Avoid physical contact
- Use equipment appropriately

**14/15 School-wide Behavior Plan
Bay Point Middle School**

1/26/2015

Goal 1: Decrease the percent of African-American(AA) students receiving referrals for Defiance/Insubordination to be less than or equal to their percent of the overall student population.

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?

School-Wide Expectations are communicated with students, parents, and staff.

Weekly communication of school expectations

Provide opportunities for students to become involved in a variety of school clubs.

Implementation Steps

School-Wide Expectations shared with Faculty in Faculty Meetings and Grade Level Meetings

School-Wide Expectations shared with parents in Title I Back to School Meetings

School-Wide Expectations shared with students during assemblies and lunch periods

Person(s) Responsible

Principal: Mr. Shedrick,

Assistant Principals: Dr. Tisdale, Ms Peifley, and Mr. Bennett

Staff members

Timeline / By When?

August 2014

Ongoing

Initiated

Status

Ongoing

Completed

**14/15 School-wide Behavior Plan
Bay Point Middle School**

1/26/2015

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

Data will be collected from Portal(FOCUS) weekly, reviewed and share about AA students for defiance/Insubordination.

Implementation Steps

Target interventions for students with multiple referrals for defiance
Get mentors for those students
Encourage the students to become involved with a school club or activity.

Person(s) Responsible

Grade Level Administrators
Guidance Counselors
Family and Community Involvement Coordinator

Timeline / By When?

September 2014
Weekly - Ongoing

Initiated

Status
Ongoing

Completed

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1/26/2015

Goal 2: Decrease the percent of African-American(AA) students receiving referrals for both striking student and fighting to be less than or equal to their percent of the overall student population.

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?

School-Wide Expectations are communicated with students, parents, and staff.
Weekly communication of expectations
Provide opportunities for students to become involved in a variety of school clubs.

Implementation Steps

School-Wide Expectations shared with Faculty in Faculty Meetings and Grade Level Meetings
School-Wide Expectations shared with parents in Title I Back to School Meetings
School-Wide Expectations shared with students during assemblies and lunch periods

Person(s) Responsible

Principal: Mr. Shedrick,
Assistant Principals: Dr. Tisdale, Ms. Peifley, and Mr. Bennett
Staff members

Timeline / By When?

August 2014
Ongoing

Initiated

Status
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?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

Status
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

Data will be collected from Portal(FOCUS) weekly and reviewed about AA students for both striking student and fighting .

Implementation Steps

Target interventions for students with multiple referrals for both striking student and fighting
Get mentors for those students, Community Resources
Encourage the students to become involved with a school club or activity.

Person(s) Responsible

Grade Level Administrators
Guidance Counselors and Teachers
Family and Community Involvement Coordinator

Timeline / By When?

September 2014
Weekly - Ongoing

Initiated

Status

Completed

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Goal 3: Decrease the percent of African-American(AA) students receiving referrals for Profanity/Obscene Language to be less than or equal to their percent of the overall student population.

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?

School-Wide Expectations are communicated with students, parents, and staff.
Weekly communication of expectations
Provide opportunities for students to become involved in a variety of school clubs.

Implementation Steps

School-Wide Expectations shared with Faculty in Faculty Meetings and Grade Level Meetings
School-Wide Expectations shared with parents in Title I Back to School Meetings
School-Wide Expectations shared with students during assemblies and lunch periods

Person(s) Responsible

Principal: Mr. Shedrick,
Assistant Principals: Dr. Tisdale, Ms. Peifley, and Mr. Bennett
Staff members

Timeline / By When

August 2014
Ongoing

Initiated

revised 1/26/15
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?

Implementation Steps

Person(s) Responsible

Timeline / By When

Initiated

revised 1/26/15
Ongoing

Completed

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

Data will be collected from Portal (FOCUS) weekly and reviewed about AA students for profanity/obscene language.

Implementation Steps

Target interventions for students with multiple referrals for both striking student and fighting
Get mentors for those students, Community Resources
Encourage the students to become involved with a school club or activity.

Person(s) Responsible

Grade Level Administrators
Guidance Counselors and Teachers
Family and Community Involvement Coordinator

Timeline / By When?

September 2014
Weekly - Ongoing

Initiated

revised 1/26/15
Ongoing

Completed

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

Encourage staff to build a routine use of student praise to recognize students for accomplishing behavioral and academic goals.

Implementation Steps

Faculty, Department, Grade meetings
Walkthroughs with feedback
Professional Development

Person(s) Responsible

Administrators
Department Chairs
Teachers

Timeline / By When?

August 2014
Ongoing

Initiated

Status
Ongoing

Completed

Strategy

Establish a token economy to recognize students (especially targeted students) for rule compliance and/or behavior improvements

Implementation Steps

Identify student interest; assess the number token funds needed; identify token activities; look for financial support for token economy; teach staff how to use token funds; teach students how to earn token funds

Person(s) Responsible

Dr. Tisdale and PBS committee
Mr. Bennett

Timeline / By When?

September 2014
Ongoing

Initiated

Status

Completed

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Ongoing

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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?

Communicate School-Wide Expectations to teachers at Faculty Meeting and Grade Level Meetings.

Share data with staff

Professional Develop for classroom management and engagement

Implementation Steps

Walkthroughs with feedback about engagement, implementation of SWBP in classroom

Professional Develop for classroom management and engagement

Person(s) Responsible

Administrative Team

Department Chairs

Behavior Specialist

Timeline / By When?

August 2014

Weekly

Initiated

Status

Ongoing

Completed

Action Plan:**Plan to Monitor for Fidelity of Implementation**

Review Guidelines for Success with staff Faculty Meeting

Review Guidelines for Success with staff Grade Level Meeting

Grade Level Assemblies

Establish classroom culture, relationship building

Teach Guidelines for Success stressing the common areas The methods of maintaining class discipline by each teacher may vary but should address the Guideline for Success:

- a. Be Respectful.
- b. Be Responsible.
- c. Be Safe.
- d. Follow the Code of Student Conduct.

The above behaviors should be discussed periodically throughout the school year in each class setting. It is the teacher's responsibility to assure that each student has been informed and given ample opportunity to understand clearly the expectations of the teacher in regard to discipline.

The following are NOT to be included or practiced as part of the teacher's classroom management system for disciplining students:

- Having a student sit or stand outside the classroom door, or stand inside a classroom as a punishment.
- Sending students to the library as a means of time out or as a punishment from the classroom.
- Requiring the completion of rote assignments such as writing one hundred times "I will not talk in class." Any assignment of this type is considered to be a form of corporal punishment and is not to be practiced. Having a student write an essay analyzing his or her behavior is a more positive approach for understanding the consequences of student behavior.
- Holding students in class after the dismissal bell without issuing them an appropriate hall pass.
- Handling students physically or in a hostile manner.
- Using corporal punishment in any form.
- Relying unduly on administrator(s) or other school-wide personnel to enforce classroom rules prior to any attempt to contact parent or to assume responsibility for management of classroom behaviors.

Teachers will also take an active role in school-wide discipline by:

- Consistently enforcing school wide expectations.
- Supervising the halls and common areas between classes.
- Approaching and reporting any student who is observed misbehaving on school grounds regardless of the time or place.
- Contacting the homes of students who display serious or chronic behavior patterns, with the help of the administration, if necessary.
- Participating in the Falcon Bucks positive behavior support program to encourage positive student behaviors.

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- Following established procedures to report chronic absenteeism to appropriate personnel.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Grade Level Meetings

Book Studies

TIF Grant Professional Development

Collaborative Planning Meeting

Deliberate Practice Plans, as needed

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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

	13-14	14-15	Change
REFERRALS	1104	873	-231
BLK	965	786	
NON-BLK	139	87	
ISS	540	469	-71
BLK	481	429	
NON-BLK	59	40	
OSS	169	123	-46
BLK	150	111	
NON-BLK	19	12	
STRIKE/STUDENT (02)	79	42	-37
BLK	58	35	
NON-BLK	21	7	
FIGHT (05, 05S)	47	30	-17
BLK	40	29	
NON-BLK	7	1	
DEFIANCE/INSUBORDINATION (07)	107	144	37
BLK	97	135	
NON-BLK	10	9	
PROFANITY (08)	131	103	-28
BLK	116	90	
NON-BLK	15	13	
CLASS DISRUPTION (16)	361	335	-26
BLK	328	309	
NON-BLK	33	26	

There is a decrease in all areas, except defiance.

We will further reduce the discrepancy between Black and Non-Black referral by continuing to:

- Parent Focus Group
- Guidance Counselor Sessions
- Encourage students to seek an adult when they have conflicts
- Promote more Parent Shadowing
- Parent Nights to share academic and behavioral resources
- Social Worker small groups

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Endyear:

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 this year's implementation