Guidelines for Success

1. What are the school-wide Guidelines for Success?

Be Respectful
Be Responsible
Be Safe

2. Where are common area expectations posted?

Classrooms
Hallways
Stairways
Courtyard
Restrooms
Media Center
Computer Lab
Bus Circle/Bus
Office

3. How are common area expectations communicated?

During the beginning of the school year faculty are educated on Bay Point Panthers classroom management expectations with emphasis on behavioral expectations. Guidelines For Success (GFS) are displayed and reviewed in each classroom. Also, each classroom has their own specific, detailed expectations/rules that are developed at the beginning of the school year and reviewed frequently. Both Guidelines for Success and behavioral expectations are posted in halls, cafeteria, Media Center, and other areas around the school where students travel each school day.

4. What are the classroom expectations/rules and how are they identified, posted, and clearly communicated?

Classroom expectations/rules have been clearly identified, posted/displayed in agendas, student handbook, and Bay Point Elementary morning news each day. Teachers display and communicate expectations/rules by posting them on bulletin boards, walls, doors and other areas of the room where they are easily visible to students. They are also posted in common areas around the campus. Expectations/rules were clearly identified with the assistance of staff and the Positive Behavior Leadership Team.

Classroom rules are as follows:

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

15/16 School-wide Behavior Plan
Bay Point Elementary School

Be Responsible...
• Arrive on time, on task, and on a academic mission
• Copy homework into agenda

Goal 1

Present Level of Performance

There were 98 students that made up the Kindergarten grade level, which is 15% of the school's population. Of the 27 total students suspended, kindergarten represented 33% (9) received out of school suspensions. Kindergarten had the highest suspension rate of all grade levels during the 2014-2015 school year.

Expected Level of Performance

To reduce the number of students receiving out of school suspension at the kindergarten level at no more than 5 students or 18%.

GAP

18% (5)

1. What problem have you identified?

Reduce the number of days kindergarten students are not in class, as measured by out of school suspensions, by 18%. The data used to identify this problem was the 2014-2015 School-wide Discipline data report showing that 33% of kindergarten students received out of school suspensions.

2. What is your Desired Outcome/Measureable Goal?

To decrease/reduce the number Kindergarten students out of school suspensions by 18%.

3. What are possible reasons that your goal has not yet been reached (barriers)?

Students are still in need of additional support from sources and/or staff outside of the classroom
Students had late July and August birthdays, perhaps contributing to social maturity concerns
Students were new to Bay Point Elementary School and had to adjust to the the school's Guidelines For Success as well as the school-wide behavior expectations.
Inconsistencies with teachers following the protocol of recognizing students for following school rules and expectations.

3a. What is the most valid and alterable barrier (your priority)?

Remind teachers during staff meetings, PLCs, and Team Leaders' meetings to recognize students who are following BPE's GFS and/or School-wide behavior expectations. Remind teachers to review expectations with students daily or as often as possible.

3b. How do you know that this is the right barrier to address (validation)?

This is the right barrier because Kindergarten students had the highest number of suspensions.

Goal 1

4. How will this problem be solved?

Review referral process with teachers

Implementation Steps
(Including professional development)

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

Person(s) Responsible

Guidance Counselor

Positive Behavior Leadership Team

Timeline / By When?

September 15, 2015

Initiated: 8/26/2015
Ongoing: Y
Pending:
Completed:

Check-In Check-out system

Implementation Steps
(Including professional development)

Check in with students needing support before school begins and check out with them before school ends.

Person(s) Responsible

Assistant Principal/Magnet Coordinator

Assistant Principal

Timeline / By When?

September 1, 2015

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Goal 1

5. Data collection and management

Referral and Out of School Suspension Report from Data Warehouse V.2 school profile.

Implementation Steps
(Including professional development)

Students will be taught GFS and school wide expectations.

Students will be given incentives (Panther Bucks) in hopes of increasing motivation for them to regularly follow school and classroom rules and guidelines.

Person(s) Responsible

Teachers

Administration

Guidance Counselor

Timeline / By When?

Ongoing

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:
Pending:
Completed:

Goal 1

6. Support Plan

Identify teacher(s) writing more than 3 referrals per month and provide assistance.

Implementation Steps
(Including professional development)

Teachers will receive a review on the Panther Bucks process and how to use them consistently as incentives to engage students to do well in the classroom hoping to reduce the amount referrals written

Person(s) Responsible

Guidance Counselor

Positive Behavior Leadership Team

Timeline / By When?

Ongoing

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

Goal 1

7. Fidelity Plan

Review referral data

Implementation Steps
(Including professional development)

Out of School Suspensions for Kindergarten students will be reviewed monthly

Person(s) Responsible

Positive Behavior Leadership Team

Administration

Timeline / By When?

Ongoing

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

Goal 2

Present Level of Performance

There were 14 (78%) students in grades 1-5 whom accounted for BPE's Out of School Suspensions.

Expected Level of Performance

To reduce the number of OSS at grades 1-5 to no more than 7 students receiving out of school suspensions, which reduces the rate to 50%

GAP

50% (7)

1. What problem have you identified?

Reduce the number suspensions, by students, in grades 1-5 as measured by out of school suspensions by 50%

2. What is your Desired Outcome/Measureable Goal?

Reduce the number of students who receive referrals and are given out of suspensions as a consequence.

3. What are possible reasons that your goal has not yet been reached (barriers)?

Students are not familiar with GFS.
All teachers are not adhering with Teacher vs Administration behaviors expectations.
Students have not been identified with needing a behavior plan (Tier 2 or Tier 3)
The Positive behavior plan needs to be consistent across the school in all
The visibility of GFS posters across the campus

3a. What is the most valid and alterable barrier (your priority)?

Teacher buy-in with consistency to the school's Positive Behavior System.

3b. How do you know that this is the right barrier to address (validation)?

Referral and infraction data of students in grades 1-5

Goal 2

4. How will this problem be solved?

Implement or review school wide behavior plan

Implementation Steps
(Including professional development)

Teachers review the GFS daily.
Teachers model with students examples and non-examples.
Panther Bucks are given as a positive incentive for studens who follow the GFS
Teachers follow protocols fro behavior intervention, recognizing teacher managed behaviors and administrator managed behaviors.

Person(s) Responsible

All Staff

Timeline / By When?

Ongoing

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

School will work to increase student motivation and engagement

Implementation Steps
(Including professional development)

A "Panther Buck" drawing will be held every 9 weeks
Conduct Student of the Week announcements
School implements a "Panther Pal" mentoring system for students identified by the SBLT team and teacher recommendation based on criteria set especially students who are considered "at risk".
PD-Teachers will participate in site-based training on brain powered strategies to engage all students.
PD-Staff will conduct a book study on working with challenging students.("Hanging In")

Person(s) Responsible

Administration
SBLT team
Staff

Timeline / By When?

Ongoing

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

Use other alternatives than suspension (lunch duty, clean campus, parent shadow, etc)

Implementation Steps
(Including professional development)

Positive Behavior Leadership Team meet to brainstorm alternatives to suspension.
Submit suggestions to Administration
Provide approved suggestions to staff

Person(s) Responsible

All Staff

Timeline / By When?

Ongoing

Initiated: 9/21/2015
Ongoing: Y
Pending:
Completed:

Goal 2

5. Data collection and management

Referral and OSS report from Data Warehouse V.2 School Profile

Implementation Steps
(Including professional development)

A discipline report will be viewed once per month
Analyze data collected with Positive Behavior Leadership Team and then staff
Analyze data with SBLT

Person(s) Responsible

All Staff
SBLT
Positive Behavior Leadership Team
Administration

Timeline / By When?

Ongoing

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

Goal 2

6. Support Plan

Ongoing Professional Development via Book Study
Ongoing PD sharing positive behavior supports being used in classroom teachers

Implementation Steps
(Including professional development)

Avid Strategies
Marzano strategies
MTSS coordinator provide training on Tier 2 strategies along with other student service providers on campus.
PLCs will use data to focus on areas needing additional behavior support
Teachers will implement highly engaging strategies to include higher level quesitons, journaling and collaboration.

Person(s) Responsible

Administration
counselor
All Staff

Timeline / By When?

Ongoing

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

Goal 2

7. Fidelity Plan

Walkthroughs
Weekly Panther Bucks data
Number of referrals

Implementation Steps
(Including professional development)

Positive Behavior Leadership team will collect weekly data on number Panther Bucks given.
Walkthroughs-Engagement observations
Data reviewed during SBLT and Team Leaders
Review suspension, referral, and incident report data

Person(s) Responsible

Positive Behavior Leadership Team

Administration

SBLT

Timeline / By When?

Ongoing

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

Goal 3

Present Level of Performance

There were 204 referrals from the August 2014 through May 2015. Black students accounted for 149 (73%) while Non-Black students accounted for 55 (27%).

Expected Level of Performance

To reduce the number of referrals by Black students by 20% by the end of the 2015-2016 school year.

GAP

30 (58%)

1. The identified problem for Goal 3 is:

Inconsistency of what is acceptable in one classroom vs the next classroom. A lack of common language or definition of referral worthy behavior. i.e. disruption and defiance.

2. What is your Desired Outcome/Measureable Goal?

The desirable outcome is to reduce the number of referrals obtained by African American students as measured by student discipline data and recognition earned.

3. What are possible reasons that your goal has not yet been reached (barriers)?

Students are still in need of additional support from sources and/or staff outside of the classroom such as Mentors (Panther Pals)
Students were new to BPE and had to adjust to the GFS and expectations
Students need teachers to recognize and reward their progress both behaviorally and academically within the classroom setting as well as around the school's campus

3a. What is the most valid and alterable barrier (your priority)?

Introduce programs on campus such as Girlfriends, 5000 Role Models, and Panther Pals and seek additional mentor volunteers by advertising on the school's media accounts and newspaper.

3b. How do you know that this is the right barrier to address (validation)?

At the end of the 2014-2015 school year compared to the 2013--2014 school year.
During the 2013-2014 school year, Black students accounted for 76% of referrals written as compared to Non-Black students.

During the 2014-2015 school year, Black students accounted for 73% of referrals written as compared to Non-Black students.

Goal 3

4. How will this problem be solved?

Assign mentor

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
Identify At-risk Black students using school data
Implement Panther Pals
Train teachers on the processes for working with their chosen student

Person(s) Responsible

Ms. Gomillion

Teachers(mentors)

Timeline / By When?

September 2015

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Check-In Check-out System

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
Identify students who have more than two referrals
Explain Check-in/out system to them
Check in with students needing support before school begins and check out with them before school ends.

Person(s) Responsible

Assistant Principal

Assistant Principal/Magnet Coordinator

Timeline / By When?

September 2015

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

Teacher will incorporate the use of class meetings

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)

Teacher will train students on class meeting process including modeling the process
Provide students with a classroom concerns box
Teacher read questions during weekly class meeting
students can have conversations about how to resolve concerns read
Teacher has open agenda for student questions or concerns
Meeting should not last more than 10-15 minutes per week.

Person(s) Responsible

Teachers
students

Timeline / By When?

September 2015

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Increase Black student participation in the STEM Club

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)

Identify at risk students either using the Early Warning System or teacher recommendation.
Program leader will present sample activities to promote STEM program
Teacher encourage Black students to peak their interest.

Person(s) Responsible

STEM Club Instructor/Facilitator

Teachers

Administration

Timeline / By When?

September 2015

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Goal 3

5. Data collection and management

Referral data report from Data Warehouse as it relates to the number of Black student infractions vs Non-Black student infractions and referrals.

Implementation Steps
(Including professional development)

Data is entered by DMT
Data team will meet monthly to review referral data.
Positive Behavior Leadership team will meet monthly to review referral data and make recommendations for improvement, if needed.

Person(s) Responsible

Administration

Positive Behavior Leadership Team

DMT

Timeline / By When?

Ongoing

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

Goal 3

6. Support Plan

Monthly data meetings
Reminders to teachers to provide incentives to students who work hard to improve behavior

Implementation Steps
(Including professional development)

Provide Panther Paws monthly
Meet with them monthly to share data via PLCs
Provide other incentives requested/needed
Decide if student(s) need Tier 2 or 3 services

Person(s) Responsible

Teachers
Administration
Gudiance Counselor
SBLT

Timeline / By When?

Ongoing

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

Goal 3

7. Fidelity Plan

Monthly data review of referrals from Black students

Implementation Steps
(Including professional development)

Meet with teachers once per month to review referral data and provide feedback to questions asked.
Classroom observations

Person(s) Responsible

Administration
Teachers
Counselor

Timeline / By When?

Ongoing

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Our school-wide reward strategies are to recognize students on a monthly or weekly basis for following Guidelines for Success as well as the classroom and school-wide behavior plans through the use of Panther Bucks. Every nine weeks, a Panther Buck drawing is held. The guidance counselor recognizes 5-8 students per grade level by drawing there names via the BPE Morning News Show. Students are presented with a reward each celebrating their positive behavioral success.

Every week, one Student of the Week, from each level is recognized for following GFS and the classroom/school-wide behavior plans. As students receive a Panther Buck throughout the week, they write their name on the buck received

Recognize "Student of the Month": Students are awarded "Panther Bucks" for outstanding behavior (i.e. following rules and expectations and being an exemplary Bay Point citizen while at the same time displaying character traits).

Recognize "Student of the Week": A student is chosen each week by the classroom teacher.

2. Describe the procedure/practice used.

The procedure/practice used to reinforced our strategies for recognizing positive behaviors at Bay Point Elementary are as follows:

Student of the Month: Every month at BPE a Panther Buck drawing is held for students nominated by their classroom teacher. The guidance counselor recognizes 5-8 students per grade level, by drawing their named Panther Buck from the Panther Box which she announces via the BPE Morning News Show. Students are then presented with a special Citizen of the Month certificate, button, and bumper sticker celebrating their positive behavior and for demonstrating the character trait of the month. Student of the Month pictures are taken and displayed on the "Wall of Fame."

Student of the Week: Every nine week report card grading period, students will be recognized as,"Student of the Week." Students, during each grading period can collect Panther Bucks from any adult on campus for exhibiting and following Guidelines for Success and School-wide behavior plans, as well as, classroom rules and expectations. As students receive a Panther Buck throughout the weeks leading up to the nine week period, they can receive Panther Bucks. When received, students write their names on the buck(s) and place them in the Panther box located in various areas of the school. When the nine week period is up, students names pulled from the Panther box are recognized via BPE School News Show. After the show, students meet at the media center to receive their award and get a picture taken to be placed on the "Wall of Fame."

Recognize "Student of the Week": A student is chosen each week by classroom teacher.

The Positive Behavior Leadership Team will meet at the beginning of the school year to review the Panther Buck Reward System at which time, a date will be set to review process with teachers. Panther Bucks will be given to all teachers and some bucks will be placed in strategic locations (Media Center and Front Office area) for teachers to obtain when needed or if they didn't bring their bucks from the classroom with them. Bucks are given to students displaying Guidelines For Success behavior and/or character education qualities. When students receive Panther Bucks, they will write their name and teacher's name on them. There will be a "Panther" box, by grade level, in the

office or cafeteria, so that students can place their buck(s) after receiving them. At mid-week, the bucks are counted. Each month, students' names drawn will be announced on the BPE news show at which time, those students will come to the media to receive their reward.

3. How, when, where, and by whom will strategies be implemented?

At the beginning of the school year, teachers are provided with a set of Panther Bucks to give out to as many students as possible, allowing for a greater opportunity for many students to be rewarded a buck or two or more for appropriate behavior,as well as targeting students who may be more challenging.

Student of the Month will be recognized monthly through teacher nominations. Student of the Week recognition will take place every grading period. The celebratory recognition take place on the Bay Point Elementary Morning News Show at periods indicated by either the guidance counselor or administration. Students will also be recognized with a popsicle or popcorn party at the end of the school year.

Who should be handing out Panther Bucks?
All staff at BPE should be provided with Panther bucks including General and Specialist teachers, administration and support staff.

4. Explain how documented strategies are evidence-based and aligned to data?

The Panther Bucks process has been a strategy used to recognize students for a few years. It has worked well to help students to become more compliant to BPE's Guidelines to Success. Data has been collected from staff via survey with positive results along with some tweaks to make the process more easily doable for all. Students enjoy working for and receiving a certificate of recognition for being an exemplary Bay Point Panther.

Alignment of Classroom Management Systems With The School-Wide Behavior Plan

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1. What STOIC-based classroom management system is implemented in your school?

Positive Behavior System
Structure: School-wide - Guidelines for Success for all students (campus-wide and in classes)
Teaching of Expectations: Reviewed with staff during pre-school and ongoing. Teachers review with students in class.
Monitoring: Through the use of behavioral data, monthly (Positive Behavior Leadership Team)
Positive Support to Students: PantherBucks, Student of the Week, Student of the Month, other rewards by individual classroom teachers
Corrections: Adjustments are made based on need (as reflected on the data reports).

2. How do you know that your classroom management system is research based?

PBS has been supported by the Pinellas County School District for over a decade or more because of the many positive results that have been validated through school district's team research and studies over the years along with school-based data results. The school district supports a classroom management system that has strategies that can assist schools in a process that can promote positive change in behaviors so that active and engaging learning can take place in the classroom.

3. How is your classroom management system aligned to data?

Bay Point Elementary classroom management system is aligned to data through the number of Panther Bucks collected. Through the collection of the Panther bucks, the Positive Behavior Leadership team can determine how they are being used, how many are being given to students if teachers are using the behavior system in the way the guidelines were presented to staff, with fidelity. It also shows which grade levels are being consistent in rewarding bucks and recognizing students for displaying positive behaviors and following GFS. And, if needed, we can collect data on which ethnic groups are receiving bucks when looking at bridging the gap between Black and Non-Black students.

Also, when behavioral referrals are entered into the system, at each Positive Behavior Leadership team monthly meeting, data is collected and shared within the committee and then shared with staff. The data shows:
•   When/where/time of behavior incidents.
•   # of behavior per student and ethnicity
•   # of behavior by teacher
•   Grade levels
•   Frequency

4. What specific outcomes are expected as a result of your classroom management system?

The specific outcomes that are expected as a result of our classroom management system is to decrease the number of referrals given to Black students in order to bridge the gap between Black and Non-Black students. Above all, the ultimate goal is for students to be minimally removed from the classroom for behavioral interventions and to be returned to their learning environment as quickly as possible resulting in an overall change in the school climate to a learning environment where all students and staff feel appreciated, safe, and respected. To get to this point, however, teachers will have complete buy-in of the Guidelines for Success System with the use of Panther Bucks, by engaging all students, Black students, in particular, in such a way that negative behaviors will become positive. In retrospect,

students will buy-in to following Guidelines For Success, as well as school wide expectations in order to have a positive behavior resulting in increased student learning and self-gratification and confidence.