
Guidelines for Success

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

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

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Bay Point Middle School**

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- Report vandalism to staff
- Use bathrooms in an appropriate and timely manner - Flush and wash hands

2. Where are common area expectations posted?

Classrooms
Hallways
Cafeteria
Media Center

3. How are common area expectations communicated?

Taught to the students by the teachers.

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

- 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 an 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

Goal 1

Present Level of Performance

761 referrals for Class/ Campus Disruption

Expected Level of Performance

Less than 684 Referrals for class/ campus disruption

GAP

77

1. What problem have you identified?

While in class give their full attention to the class instruction and related activities. From FOCUS 761 of Bay Point Middle students received referrals for class/ campus disruption.

2. What is your Desired Outcome/Measureable Goal?

Decrease the number students receiving referrals for Class/ Campus Disruption by 10%.

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

Students bring issues outside of school to the school to resolve.
Students do not know how to resolve conflicts.
Middle school students still have a tendency play.
Training teachers to follow classroom management plan and following the posted school-wide discipline plan.
Identify black students with high number of referrals for class/ campus disruption.

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

Students bring issues outside of school to the school to resolve.
Students do not know how to resolve conflicts.
Middle school students still have a tendency play.
Training teachers to follow classroom management plan and following the posted school-wide discipline plan.
Identify black students with high number of referrals for class/ campus disruption.

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

When students learn resolve their conflicts, many times they move on without further conflict.
In everyday life, you have to be able to work with others and resolve conflicts peacefully.

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Bay Point Middle School**

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Goal 1

4. How will this problem be solved?

**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
(Including professional development)**

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

Teachers
Administrators

Timeline / By When?

Start of school year.
Weekly

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

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

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Goal 1

5. Data collection and management

FOCUS Data for Class/ Campus Disruption.

**Implementation Steps
(Including professional development)**

Target interventions for students with multiple referrals.

Get mentors for those students.

Person(s) Responsible

SBLT
Administrators
Guidance Counselors
Behavior Specialist

Timeline / By When?

August 2015

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

SBLT and MTSS work together to implement PBIP and FBA when needed to help reduce the number of class/ campus disruptions.

**Implementation Steps
(Including professional development)**

Identify students with high number of referrals for class/ campus disruption to create a support system.

Person(s) Responsible

SBLT Meetings
MTSS Meetings

Timeline / By When?

August 2015

Initiated: 8/24/2015

Ongoing:

Pending:

Completed:

Goal 1

7. Fidelity Plan

SBLT meets bi-weekly each month to see if any improvement.

**Implementation Steps
(Including professional development)**

Assistant Principal will collect data on the number of referrals for class/ campus disruption and present to the SBLT.
SBLT will conduct PDSA on

Person(s) Responsible

Assistant Principal
SBLT

Timeline / By When?

August 2015

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

Goal 2

Present Level of Performance

293 referrals for defiance/ insubordination

Expected Level of Performance

Less than 263 referrals for defiance/ insubordination

GAP

30

1. What problem have you identified?

Be able to follow the directions of Adults.

2. What is your Desired Outcome/Measureable Goal?

Decrease the number students receiving referrals for Defiance/Insubordination by 10%.

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

Students say they do not need to follow the orders of someone other than their parent(s).
Some students feel challenged ("tried me") when given a directive from someone other than their parent(s).
Training teachers to follow classroom management plan and following the posted school-wide discipline plan.
Identify black students with high number of referrals for defiance/ insubordination.

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

Teaching students to follow directives from authority.
Training teachers to follow classroom management plan and following the posted school-wide discipline plan.
Identify black students with high number of referrals for defiance/ insubordination.

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

Many times in life we have to follow the directions of the person(s) in charge.
In everyday life, you have to be able to work with others and resolve conflicts peacefully.

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Goal 2

4. How will this problem be solved?

**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
(Including professional development)**

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

Teachers Behavior Specialist
Administrators

Timeline / By When?

August 2015.
weekly

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

Goal 2

5. Data collection and management

Collect data from FOCUS on defiance/ insubordination.

**Implementation Steps
(Including professional development)**

Target interventions for students with multiple referrals.

Get mentors for those students. Target interventions for students with multiple referrals.

Get mentors for those students.

Person(s) Responsible

SBLT
Administrators
Guidance Counselors
Behavior Specialist

Timeline / By When?

August 2015

Initiated: 8/24/2015

Ongoing:

Pending:

Completed:

Goal 2

6. Support Plan

SBLT and MTSS work together to implement PBIP and FBA when needed to help reduce the number of defiance/ insubordination.

**Implementation Steps
(Including professional development)**

Target interventions for students with multiple referrals.

Get mentors for those students.

Person(s) Responsible

SBLT
Administrators
Guidance Counselors
Behavior Specialist

Timeline / By When?

August 2015

Initiated: 8/24/2015

Ongoing:

Pending:

Completed:

Goal 2

7. Fidelity Plan

SBLT meets bi-weekly each month to see if any improvement.

**Implementation Steps
(Including professional development)**

Assistant Principal will collect data on the number of referrals for class/ campus disruption and present to the SBLT.
SBLT will conduct PDSA on individuals as necessary.

Person(s) Responsible

Assistant Principal
SBLT

Timeline / By When?

August 2015

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

Goal 3

Present Level of Performance

90% of referrals for black students

Expected Level of Performance

Less than 47% of referrals for black students

GAP

43%

1. The identified problem for Goal 3 is:

Decrease behaviors which lead to discipline referrals (fighting, defiance/ insubordination, class/ campus disruption, profanity/ obscene language, bus misconduct)

2. What is your Desired Outcome/Measureable Goal?

Decrease the percent of black students receiving discipline referrals to less than 47%

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

Students choose to fight instead of using school resources to mediation conflicts.

Students feel challenged ("tried me") when given a directive from an adult who is not their parent(s).

Students bring issues outside of school to the school to resolve.

Students do not know how to resolve conflicts.

Middle school students still have a tendency horseplay.

Training teachers to follow classroom management plan and following the posted school-wide discipline plan.

Identify black students with high number of referrals.

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

Identify black students with high number of referrals and provide intervention(s).

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

The interventions we provide are to help the students correct their misbehavior and become good citizens in the school community.

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Bay Point Middle School**

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Goal 3

4. How will this problem be solved?

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

(Including professional development opportunities aligned to Positive Behavior Supports)

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.

Person(s) Responsible

Timeline / By When?

August 2015

weekly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

5. Data collection and management

Collect data from FOCUS on black students with referrals.

**Implementation Steps
(Including professional development)**

Target interventions for students with multiple referrals.

Get mentors for those students. Target interventions for students with multiple referrals.

Get mentors for those students.

Person(s) Responsible

SBLT
Administrators
Guidance Counselors
Behavior Specialist

Timeline / By When?

August 2015

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

6. Support Plan

SBLT and MTSS work together to implement PBIP and FBA when needed to help reduce the number of referrals for black students.

**Implementation Steps
(Including professional development)**

Target interventions for students with multiple referrals.

Get mentors for those students.

Person(s) Responsible

SBLT
Administrators
Guidance Counselors
Behavior Specialist

Timeline / By When?

August 2015

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

SBLT meets bi-weekly each month to see if any improvement.

**Implementation Steps
(Including professional development)**

Assistant Principal will collect data on the number of referrals for class/ campus disruption and present to the SBLT.
SBLT will conduct PDSA on individuals as necessary

Person(s) Responsible

Assistant Principal
SBLT

Timeline / By When?

August 2015

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

School-wide Reward System

1. What are your school-wide reward strategies?

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

Offer praise at rate of at least 5:1.

Establish a token economy with Falcon Funds to recognize students (especially targeted students) for rule compliance and/or behavior improvement(s).

Teacher give Positive Referrals to students

2. Describe the procedure/practice used.

Teach School-wide Expectations to the students

Teachers acknowledge students who are following the School-wide Expectations in various locations.

Teachers explain the Falcon Fund program to the students.

Teachers explain to the students how earn a positive referral

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

PBS Committee will Plan school activities for students with Falcon Funds.

PBS dance for students

PBS Weekly Falcon Funds drawings

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

From School-wide Positive Behavior Support

Teachers monitor student behaviors in the environments they supervise and use the corrections and/or incentives to change student behaviors.

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

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

CHAMPS
Positive Behavioral Interventions and Supports

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

CHAMPS supported by the School District
Positive Behavioral Interventions and Support
Marzano Framework Design Questions 6 and 7

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

Discipline data is share with teachers to reflect on and improve their classroom management.
Discipline data is from FOCUS, classroom walkthroughs, observations.

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

Students spend more time in learning environment.
Increased student achievement.
Increased black student achievement.