

**14/15 School-wide Behavior Plan  
Belleair Elementary School**

2/23/2015

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**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:**

Belleair's B.E.S.T.  
Be Responsible  
Exhibit Kindness and Respect  
Show Trustworthy Behavior  
Try Your Best

Yes, Yes

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**Goal 1: Decrease number of discipline referrals by 10% by June of 2015.**

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**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?**

Implement Morning Meetings with fidelity 5:1 Ratio of positive Interactions, Check and Connect for students who need additional support.

**Implementation Steps**

Ongoing professional development for teachers on Culturally Responsive Teaching and Morning Meetings  
Monthly fidelity checks for Morning Meetings.

**Person(s) Responsible**

Classroom Teachers are responsible for implementing Morning Meetings and Culturally Responsive Teaching.  
Administrators/Behavior Coaches conduct fidelity checks.

**Timeline / By When?**

August 8, 2014 Morning Meetings Training by MTSS/RtI Coach  
Fidelity Checks for Morning Meetings: Behavior Coach  
Culturally Responsive Teaching: Administrative Team

**Initiated**  
08/08/2014

**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?
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**Strategy**

Implement Multiple Intelligences Protocol, Reinforcer Survey (Choosing What I Like), Classroom Management Plan

**Implementation Steps**

Provide protocols for Teachers/Staff: Gather Data and Analyze Data, Differentiate Plan to meet the needs of all students

**Person(s) Responsible**

MTSS/RtI Coach, Student Services, Administrative Team, Teachers

**Timeline / By When?**

August 18- October 1, 2014

**Initiated**

08-18-2014

**2/16/15 Revised**

Ongoing

**Completed**

**Strategy**

Implement culturally responsive teaching practices in all classrooms

**Implementation Steps**

Provide professional development on teaching diverse students (SIOP strategies), Monitor lessons plans for engagement strategies and ESOL (SIOP) strategies

**Person(s) Responsible**

Administrative Team, Teachers

**Timeline / By When?**

August 13, 2014, On-going

**Initiated**

08-13-2014

**2/16/15 Revised**

Ongoing

**Completed**

**Strategy**

Increase the ratio of positive to negative interactions to at least 5:1

**Implementation Steps**

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1. Acknowledge expected behaviors with fidelity, 2. Demonstrate caring and high expectations, 3, Relationship building to increase trust and reduce discipline referrals, 4. Creating trusting relationships with students, particularly African American Students

**Person(s) Responsible**

All Staff Members, Administrative Team, and Community Volunteers

**Timeline / By When?**

August 18, 2014, On-going

**Initiated**  
08-18-2014

**2/16/15 Revised**  
Ongoing

**Completed**

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**Goal 2: Increase parity between discipline referrals and the demographic make-up of the school.**

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**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?**

Seek information, and possible implementation of 5000 Role Models, Second Step, Small Group Interventions, Culturally Sensitive Trainings to ensure equity of gender (male or female) and ethnicity.

**Implementation Steps**

Monthly guidance lessons, during Morning Meetings provide character related skits, songs, or poems

**Person(s) Responsible**

MTSS/RtI Behavior Coach, Student Services, Teacher, Administrative Team

**Timeline / By When?**

August 18-2014, On-Going

**Initiated**  
08-18-2014

**2/16/15 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?**

Seek information, and possible implementation of 5000 Role Models, Second Step, Small Group Interventions, Culturally Sensitive Trainings to ensure equity of gender (male or female)

**Implementation Steps**

Monthly guidance lessons, during Morning Meetings provide opportunities for role playing, small group behavior sessions, during monthly Tiger Assemblies conduct character related skits, songs, or poems

**Person(s) Responsible**

MTSS/RtI Behavior Coach, Student Services, Teachers, Administrative Team

**Timeline / By When?**

August 18, 2014, On-Going

**Initiated**  
08-18-2014

**2/16/15 Revised**  
Ongoing

**Completed**

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**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?
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**Strategy**

Monthly, possible bi-monthly, Student Services Meetings to discuss which students qualify for additional support regarding placement interventions.

**Implementation Steps**

Gather pertinent data to determine what, if any interventions, should be implemented during Student Service Meetings to best support the student.

**Person(s) Responsible**

Student Services Team, Administrative Team, Teachers

**Timeline / By When?**

August 18, 2014, On-Going

**Initiated**

**Status**

**Completed**

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**Goal 3: Reduce the number of referrals for fighting/minor physical aggression.**

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**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?**

Define minor/major physical aggression

**Implementation Steps**

Training staff members on PBS Handbook/Behavior Gradebook to define the differences between minor/major physical aggression.

**Person(s) Responsible**

Student Services Team, Administrative Team, Teachers

**Timeline / By When**

August 8, 2014, On-Going

**Initiated**  
08-18-2014

**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?**

Define minor/major physical aggression.

**Implementation Steps**

Training Staff members on PBS Handbook/Behavior Gradebook to define the differences between minor/major physical aggression

**Person(s) Responsible**

Student Services Team, Administrative Team, Teachers

**Timeline / By When**

August 8, 2014, On-Going

**Initiated**  
08-08-2014

**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?
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**Strategy**

Monthly Data from Behavior Gradebook addressing minor/major physical aggression. Monitor referrals specific to minor/major physical aggression.

**Implementation Steps**

PBS Handbook training, Behavior Gradebook Training

**Person(s) Responsible**

Student Services Team, Administrative Team, School Staff

**Timeline / By When?**

August 8, 2014

**Initiated**  
08-08-2014

**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?
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**Strategy**

PBS School Wide Reward Recognition System: Tiger Bucks, PBS Parties, Tiger Assembly, PAW Mart

**Implementation Steps**

Teach PBS School wide expectations for all staff members and the protocols for implementation of the PBS Reward System. Review PBS School Wide Recognition System with all staff members: January, 2015

**Person(s) Responsible**

MTSS/RtI Behavior Coach, Administrative Team, and all Staff Members

**Timeline / By When?**

August 8, 2014, On-Going

**Initiated**  
08-08-2014

**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?
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**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 School Wide Recognition System: Tiger Bucks, PBS Parties, Tiger Assembly, PAW Mart

**Implementation Steps**

Teach PBS school wide recognition system for all staff members and expectation that all classroom management plans should use these as a guideline for their classroom management plans.

**Person(s) Responsible**

All Staff Members, Administrative Team

**Timeline / By When?**

August 18, 2014

**Initiated**  
08-18-2014

**1/26/15 Revised**  
Ongoing

**Completed**

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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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- \* Daily walk-throughs to check for implementation of the of Morning Meetings starting the first week of school. Beginning the month of September, 2014, daily checks will be reduced to weekly fidelity checks to ensure implementation of Morning Meetings, and their effectiveness.
- \* Review classroom management plans to ensure that the rules are listed, plan for teaching the expectations, and the system of rewards and consequences of the expectations.
- \* Review and discuss Behavior Gradebook data to determine the effectiveness of core behavior in classes.

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**Professional Development:**

**List Professional Development Opportunities Aligned To The Positive Behavior Supports**

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- \* August 2014, On-Going Morning Meetings Professional Development
- \* August 13 & 14, On-Going, Culturally Responsive Teaching Strategies (SIOP)
- \* October 2014, SIOP, Morning Meeting Practice
- \* January 2015, Review SWBP with all Staff Members, Reteach expectations to students and staff. Including classroom management plans that are aligned to SWBP.

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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.**

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**Enter a summary of the current status of implementation**

Belleair Elementary School Mid-Year Update:

District: Goal 1: Belleair Elementary School will reduce the discipline discrepancy between Black and Non-Black students.

Please Note:

(Black students represent 23%, 159 students, of the student population, but have accumulated 57%, 47 of the discipline referrals.)

To reach the goal, the following steps have been taken:

1. Behavior data is tracked monthly and trends are identified by grade, gender, and ethnicity, presented to staff members, with the intent to problem solve trends occurring.
2. When infractions occur, administrative action includes a skill-teaching component that helps the students to learn the skills needed to meet expectations.
  - a. Problem solving skills are discussed, shared, and practiced with those students needing additional support through either small groups, or one-on-one collaboration.
  - b. School expectations are posted in high traffic areas, but students who may need additional support in fulfilling the expectations are provided the opportunity to meet with a staff member before school in a one-on-one or small group setting.
3. STOIC and Behavior data indicate that the greatest percentage of referrals occur within the classroom setting, and to address this matter, teachers are coached on culturally competent classroom management and instructional strategies to meet the needs of all students within the learning environment.
4. Guidance lessons are conducted within the classroom setting that focus on the Pinellas County Character Trait of the Month and/or behaviors that are prevalent based upon the behavior data, or behavior trends, such as defiance/insubordination, to promote positive choices within the learning environment.

School Goal 1: Decrease number of discipline referrals by 10% by June of 2015. (149 less 10% to make 135 referrals the goal)

Please Note:

The data indicates that 64%, or 55 of the discipline referrals, occur in the classroom setting. At the present rate, Belleair Elementary may exceed the goal of a 10% reduction in the number of referrals. However, if the data is disaggregated further a clearer perspective can be gained. For example: 30 of the 86 referrals are from students who no longer attend Belleair Elementary, but attributed to a disproportionate number of referrals earned during the first half of the year.

To reach the goal, the following steps have been taken:

1. Morning Meetings are conducted within the classroom setting with the intent to build, and maintain, a friendly welcoming learning environment to support the fact that all students are working towards 100% academic success. Achieving the goal includes the following:
  - a. Fidelity Checks to support the implementation of Morning Meeting Fidelity Checks is conducted by the MTSS/RtI Behavior Coach and/or Administrative staff.
  - b. Guidance lessons are conducted by a member(s) of the student services team, with follow-up lessons for those students who may need additional support.

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2. Positive Behavior Support (PBS) is implemented school wide: Tiger Bucks, Cafeteria PAWS, and PBS Monthly Celebrations.
  - a. Signage expressing Belleair Elementary expectations are visible to all students and discussed, and retaught, in Morning Meetings, as needed.
  - b. Tiger Bucks are given to students who demonstrate and exhibit behaviors that reflect the school wide expectations. The students use the Tiger Bucks at the weekly 'PAW' Mart and/or monthly PBS Celebrations.
  - c. Staff members participate in ongoing professional development that may include one or more of the following: