
Guidelines for Success

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

Belleair uses PBS - The Belleair Elementary Guidelines for success are: Be Responsible, Exhibit Kindness and Respect, Show Trustworthy Behavior, and Try your BEST (Belleair Elementary School Tigers).

2. Where are common area expectations posted?

The common area expectations are listed on posters in the hallways, media center, cafeteria, car circles, and front office.

3. How are common area expectations communicated?

The Guidelines for Success are displayed in each classroom and teachers use The Guidelines for Success and displayed expectations to teach and review common area expectations

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

Teachers utilize the Guidelines for Success to develop classroom expectations and rules. During the first week of school and then periodically, the classroom rules are taught to students.

Goal 1

Present Level of Performance

During the 2014-2015 school year there were 56 Office Discipline Referrals received by students for fighting or physical aggression.

Expected Level of Performance

The expected level of performance is no more than 50 Office Discipline Referrals for fighting or physical aggression.

GAP

The gap is 6 Office Discipline Referrals

1. What problem have you identified?

The desired outcome is for students to use non-violent methods when facing conflict with peers or staff members. There were 55 Office Discipline Referrals received for fighting or striking students or adults during the 2014-2015 school year representing 26% of the total number of discipline referrals.

2. What is your Desired Outcome/Measureable Goal?

There will be at least a 10% reduction in the number of Office Discipline Referrals for fighting and/or physical aggression to bring the total down to no more than 50

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

Students have limited conflict resolution skills.

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

Students have limited nonviolent conflict resolution skills.

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

Physical aggression is an indicator that nonviolent conflict resolution skills have failed.

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Goal 1

4. How will this problem be solved?

Second Step lessons for students who exhibit physical aggression.

**Implementation Steps
(Including professional development)**

Students who receive a discipline referral for aggression will be placed in Second Step group.

Person(s) Responsible

Michele Morehouse

Timeline / By When?

08/24/2015

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Morning Meetings

**Implementation Steps
(Including professional development)**

Training during preplanning
Coaching periodically

Person(s) Responsible

Ryan Thompson

Timeline / By When?

8/24/2015

Initiated: 8/24/2015

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Ongoing: Y
Pending:
Completed:

Commitment To Character

**Implementation Steps
(Including professional development)**

Monthly Guidance lessons presented to each class aligned with character traits.

Person(s) Responsible

Michelle Morehouse

Timeline / By When?

9/1/2015

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

Goal 1

5. Data collection and management

The data needed is the number of physical aggression related Office Discipline Referrals

**Implementation Steps
(Including professional development)**

The data will be monitored monthly at SBLT meetings.

Person(s) Responsible

Ryan Thompson

Timeline / By When?

8/24/2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

Time will be allotted for the Guidance Counselor to meet with groups.

**Implementation Steps
(Including professional development)**

School schedule created to allow the guidance counselor time to meet with Second Step groups

Person(s) Responsible

Tabitha Griffin

Timeline / By When?

8/24/2015

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Coaching in the implementation of Morning meetings

**Implementation Steps
(Including professional development)**

Morning meeting data collection and coaching.

Person(s) Responsible

Ryan Thompson

Timeline / By When?

8/24/2015

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

Pre and post survey after the intervention has been implemented.

**Implementation Steps
(Including professional development)**

Survey students prior to intervention and after intervention.

Person(s) Responsible

Michelle Morehouse

Timeline / By When?

At first implementation of Second Step

Initiated: 8/17/2015

Ongoing: Y

Pending:

Completed:

Goal 2

Present Level of Performance

During the 2014-2015 school year there were 210 Office Discipline Referrals received by students at Belleair Elementary

Expected Level of Performance

The expected level of performance is 189 referrals received during the 2015-2016 school year, a 10% reduction.

GAP

The gap is 21 Office Discipline Referrals.

1. What problem have you identified?

There were 210 Office Discipline Referrals documented during the 2014-2015 school year. During the 2015-2016 school year, the students will receive only 189 discipline referrals or fewer.

2. What is your Desired Outcome/Measureable Goal?

The goal is to reduce the number of Office Discipline Referrals by 10% to 189 Office Discipline Referrals.

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

Seven students new to the school accounted for 50 Office Discipline Referrals during the 2014-2015 school year, being new to the school is a barrier due to unfamiliarity with school wide expectations or established relationships with adult.

Of the 210 Office Discipline Referrals, 56 were received for fighting or hitting/physical contact, conflict resolution and/or social skills is a barrier.

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

The most valid and alterable barrier is the lack of knowledge of the school wide expectations of new students to the school.

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

Data indicates that students new to the school represent a large proportion of the number of discipline referrals and 6 of the 7 students mentioned in the data above are Black students. Data indicates that a large portion of the school discipline referrals are from students who are new to the school.

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Goal 2

4. How will this problem be solved?

Conduct an orientation to the expectations for students who are new to Belleair Elementary.

**Implementation Steps
(Including professional development)**

Identify risk factors of 1st-5th grade students who are new to Belleair Elementary to focus orientation.

Person(s) Responsible

Michelle Morehouse,
Ryan Thompson,
classroom teachers

Timeline / By When?

8/24/15

Initiated: 8/18/2015

Ongoing: Y

Pending:

Completed:

After the first month of school, new students will be paired with a peer by the teacher to insure smooth transition to school.

**Implementation Steps
(Including professional development)**

Identify students as they enroll and follow-up with teachers to insure that the new students have a peer.

Person(s) Responsible

Ryan Thompson

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Timeline / By When?

9/24/15

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

5. Data collection and management

The data will be reviewed and the trends of number of Office Discipline Referrals over time compared to previous year trends will be compared

**Implementation Steps
(Including professional development)**

Data reviewed at monthly SBLT meetings and trends identified for infraction number and type for students new to the school.

Person(s) Responsible

Ryan Thompson, Michelle Morehouse

Timeline / By When?

8/23/2015

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

Goal 2

6. Support Plan

The Guidance Counselor will insure that each student who is new to Belleair is identified and follow-up with teachers to insure new students are paired with a peer.

**Implementation Steps
(Including professional development)**

Information for new students will be used to locate new students when they enroll.

Behavior coach will discuss the needs of new students and how to best implement interventions if data supports.

Person(s) Responsible

Michelle Morehouse, Ryan Thompson

Timeline / By When?

Every two weeks the data will be reviewed.

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

The behavior data will reviewed and data trends identified with new students to determine positive results.

**Implementation Steps
(Including professional development)**

Collect data and present to Administration, Mtss Coach, Guidance Counselor, School Psychologist, Behavior Coach and School Psychologist.

Person(s) Responsible

Tabitha Griffin

Timeline / By When?

9/4/2015

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

New students who are having discipline issues will be discussed and problem solves during Student Services Team meetings biweekly.

**Implementation Steps
(Including professional development)**

Collect data and present to Administration, MTss Coach, Guidance Counselor, School Psychologist, Behavior Coach and School Psychoiologist.

Person(s) Responsible

Tabitha Griffin

Timeline / By When?

9/4/2015

Initiated: 8/24/2015

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11/9/2015

Ongoing: Y
Pending:
Completed:

Goal 3

Present Level of Performance

At present, Black students represent 24% of the school population and 57% of the Office Discipline Referrals

Expected Level of Performance

The percentage of Black students receiving Office Discipline Referrals will reflect the percentage of black student in the whole of the school population. At present 24% of Office Discipline Referrals will be received by Black students.

GAP

The gap with the present demographic breakdown is 33 percentage point gap.

1. The identified problem for Goal 3 is:

Black students receive a disproportionate number of Office Discipline Referrals compared to their Non-black peers. Black students represent 24% of the student population and received 57% off the Office Discipline Referrals.

2. What is your Desired Outcome/Measureable Goal?

The goal is for the percentage of Office Discipline Referrals received by Black and Non-Black students to reflect the percentage of Black and Non-Black students in the school population.

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

Lack of engagement with instruction
High student mobility
Limited nonviolent conflict resolution skills

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

Lack of engagement with instruction.

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

Increased student engagement will decrease off-task time and increase student achievement

Goal 3

4. How will this problem be solved?

Morning Meetings

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Training in Morning Meetings for all staff during pre-planning week.

Fidelity checks will take place weekly.

Person(s) Responsible

Tabitha Griffin
Susan Manche

Timeline / By When?

8/18/2015

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

C.A.R.E Strategies utilizing best practices connected to Culture, Abilities, Resilience, and Effort, (C.A.R.E) will be integrated into teacher lessons.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

During Coaching Sessions between MTSS Coach or Administration and teachers, C.A.R.E. strategies will be used.

Person(s) Responsible

Tabitha Griffin
Susan Manche
Ryan Thompson

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11/9/2015

Timeline / By When?

8/24/15

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Culturally Responsive Teaching

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Staff book study will take place in the area of Culturally Responsive Teaching.

During Coaching Sessions between MTSS Coach or Administration and teachers, Culturally Responsive Teaching Strategies will be used.

Person(s) Responsible

Ryan Thompson

Timeline / By When?

12/01/15

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Person(s) Responsible

Timeline / By When?

Initiated:

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**Ongoing:
Pending:
Completed:**

Goal 3

5. Data collection and management

The rate of Office Discipline Referrals for Black and Non-Black students.

Implementation Steps (Including professional development)

Each month the Office Discipline Referral rate for Black and Non-Black students will be analyzed.

Person(s) Responsible

Ryan Thompson

Timeline / By When?

9/24/15

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Coaching for C.A.R.E and Cult resp

Implementation Steps (Including professional development)

During monthly curriculum meetings, including all teachers a C.A.R.E strategy or activity relevant to the curriculum being covered will be shared.

During walkthroughs, the integration of the activity or strategy will be documented

Person(s) Responsible

Ryan Thompson

Tabitha Griffin

Susan Manche

Timeline / By When?

Initiated: 11/17/2015

Ongoing:

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Pending: Y
Completed:

Goal 3

6. Support Plan

At biweekly Student Services Team meetings, data relating to the disparity between Black and Non-Black students will be discussed and necessary actions discussed.

**Implementation Steps
(Including professional development)**

Data collected and shared and then necessary actions taken

Person(s) Responsible

Tabitha Griffin,
Susan Manche
Ryan Thompson

Timeline / By When?

8/24/2015

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

Goal 3

7. Fidelity Plan

Coaching logs will document coaching in Morning Meetings, C.A.R.E strategies and Culturally Responsive Teaching.

**Implementation Steps
(Including professional development)**

Coaching logs completed and reviewed by administration

Person(s) Responsible

Tabitha Griffin
Susan Manche
Ryan Thompson

Timeline / By When?

9/24/2015

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Walkthrough data will show implementation of Morning Meetings, C.A.R.E strategies and Culturally Responsive Teaching.

**Implementation Steps
(Including professional development)**

Walkthrough Data Collected and reviewed by administration

Person(s) Responsible

Tabitha Griffin
Susan Manche
Ryan Thompson

Timeline / By When?

9/24/2015

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11/9/2015

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

School-wide Reward System

1. What are your school-wide reward strategies?

Belleair Elementary is a Positive Behavior Support School (PBS) using Tiger Bucks, Paw Mart and Monthly PBS Celebrations.

2. Describe the procedure/practice used.

Tiger Bucks are used when students exhibit appropriate behavior. Tiger Bucks are exchanged at the Paw Mart for school supplies and small items. Tiger Bucks are also used for students to attend monthly PBS Celebrations. Teacher and staff give Tiger Bucks to students both in the classroom and common areas. Students exchange the Tiger Bucks for school supplies and small items on a weekly basis. Students also exchange Tiger Bucks to be able to attend monthly PBS Celebrations. Tiger Roars are given to one student in each class each week. The student receiving the Tiger Roar is recognized by the Principal and given a prize from the treasure chest.

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

Teacher and staff give Tiger Bucks to students both in the classroom and common areas. Students exchange the Tiger Bucks for school supplies and small items on a weekly basis. Students also exchange Tiger Bucks to be able to attend monthly PBS Celebrations. Throughout the year, the number of Tiger Bucks required to attend each PBS Celebration may be adjusted based upon the event. Tiger Roars are given to one student in each class each week. The student receiving the Tiger Roar is recognized by the Principal and given a prize from the treasure chest.

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

PBS is an evidence based practice and fidelity and usage of PBS is documented and compared to behavior data.

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

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

C.H.A.M.P.S strategies are used to teach and reinforce expectations in the classroom and in common areas.

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

C.H.A.M.P.S. is a research based classroom management system.

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

The number of discipline referrals and data about the level of student engagement will be documented. Stoic Walkthrough data will be collected and reviewed each month during SBLT meetings.

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

The classroom management system will increase student engagement and reduce the number of discipline referrals.