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?

Questions to guide discussion:

Cross Bayou's School-wide Guidelines for Success are incorporated in "The PAW". They are:

* Come Prepared
* Be Responsible
* Exhibit Kindness
* Show Respect

All areas of the school (including the cafeteria, bathrooms and hallways) have expectations posted. These expectations are reviewed by classroom teachers with individual classes and school wide on our morning news show. We have student made videos that model examples and non-examples of our expectations in a kid friendly way.

All classrooms have classroom expectations posted. All classrooms have a 5 point behavior system that is tied to the classroom expectations (which are based on The PAW). Teachers review classroom expectations daily or weekly as part of their morning routines.

Goal 1: Increase awareness of Best Bobcat Behaviors

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?

Model for students what Best Bobcat Behavior looks like at Cross Bayou Elementary

Implementation Steps

Show Pawsome Posse (Student group) videos on the morning news show that demonstrate the Best Bobcat Behaviors at Cross Bayou (The PAW).
Introduce The PAW at the first Bobcat Assembly and review at each monthly assembly.
Classroom Guidance lessons include role playing of the expected behaviors.
Recognize students who are demonstrating Best Bobcat Behavior with Best Bobcat Notes, being named as the Bobcat of the Month and participating in the Monthly Behavior Incentive.

Person(s) Responsible

Administrators, Pawsome Posse Teacher Leaders, Media/Tech Specialist, Staff

Timeline / By When?

Ongoing all year

Initiated	Status	Completed
8/18/2014	Ongoing	

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?

Give students "Best Bobcat" notes when they are exhibiting "Best Bobcat" behaviors.

Implementation Steps

All staff participates and will hand our notes to students when they see them using Best Bobcat behaviors. Students bring the noted to the office and stamp their copy and place the carbon copy into the basket. Every Tuesday, Administrators draw 6 Best Bobcat notes from the basket and those notes are read on the daily news show. Students who have their note drawn get to come up to the front office and pick a prize from the Treasure Box.

Person(s) Responsible

All staff writing Best Bobcat, Administrators for drawing notes each week

Timeline / By When?

Ongoing all year

Initiated	Status	Completed
8/18/2014	Ongoing	

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

Collect Monthly Classroom Behavior Charts to monitor school wide behavior to look for trends.
We review behavior from Data Warehouse and Focus to monitor referrals/discipline incidents.

Implementation Steps

Classroom teachers keep a behavior chart for each month to record student behavior. Monthly Behavior Charts are turned in at the end of the month to the AP.
SBLT reviews the Monthly Behavior Charts and discipline referrals to look for trends that need to be addressed.

Person(s) Responsible

Administrators, Classroom Teachers, SBLT

Timeline / By When?

Ongoing all year

Initiated	Status	Completed
8/18/2014	Ongoing	

Goal 2: Increase active engagement during academic lessons

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?

Classroom lessons will include "hands on" activities or lessons that include movement whenever possible.
Classroom teachers will use math and science journals as tools to promote active engagement and for students to reflect/respond to lessons.
Classroom teachers will keep their mini lesson/direct instruction focused and short to allow for a longer time for guided practice and independent work time.

Implementation Steps

Classroom teachers will plan lessons that incorporate movement or are more "hands-on."
Classroom teachers will model for students how to use math and science journals effectively.
Administrators/LLC team will provide some activities at our professional development meetings that will promote active engagement.
Administrator will monitor lessons and active engagement during walk-throughs

Person(s) Responsible

Classroom teachers, Administrators, LLC team

Timeline / By When?

Ongoing all year

Initiated	Status	Completed
8/18/2014	Ongoing	

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

We use Data Warehouse and Performance matters to monitor student assessment results.
During walk-throughs we notate the types of engagement for the lesson being taught.

Implementation Steps

We review data after each testing cycle for improvement and percentage of students meeting expectations or higher .
At our monthly data review with grade level teams, we discuss the trends we are seeing in engagement and brainstorm ways to increase active engagement.

Person(s) Responsible

Administrators

Timeline / By When?

Ongoing all year

Initiated	Status	Completed

Goal 3: Decrease the number of referrals by 10% (see strategies to reduce barriers #3 for AA students)

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?

1. Review behavior data with staff at the monthly staff meeting.
2. Review behavior data for the grade level at PLC meetings.
3. At this time there is no gap for African American students with behavior. This group had 0 referrals last year. We will continue to monitor this and will keep in place the behavior plan strategies since they are effective.

Implementation Steps

Administrators share the behavior data at each staff meeting and at grade level PLC meetings to look for trends. If trends are noticed, the staff or grade level team will brainstorm ways to address these trends

Person(s) Responsible

Administrators pull behavior data.
Staff participates in looking for trends and discussing ways to address behavior issues.

Timeline / By When

Ongoing all year

Initiated	**revised 1/26/15**	**Completed**
8/18/2014	Ongoing	

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?

Reviewing behavior data with staff at the monthly staff meeting.
Reviewing behavior data for the grade level at PLC meetings.

Implementation Steps

Administrators share the behavior data at each staff meeting and at grade level PLC meetings to look for trends. If trends are noticed, the staff or grade level will brainstorm ways to address these trends.

Person(s) Responsible

Administrators will present the data at each meeting.
Staff participates in looking for trends and discussing ways to address behavior issues.

Timeline / By When

Ongoing all year

Initiated	**revised 1/26/15**	**Completed**
8/18/2014	Ongoing	

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

We use referral data from Data Warehouse and Focus to review each month.

Implementation Steps

Administrators pull this data each month and share with staff. Administrators and staff implement ideas that teams came up with to address behavior trends.

Person(s) Responsible

Administrators and staff

Timeline / By When?

Ongoing all year

Initiated	revised 1/26/15	Completed
8/18/2014	Ongoing	

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

Best Bobcat notes given to students exhibiting Best Bobcat behaviors

Implementation Steps

All staff has Best Bobcat notes that they write out for students who are exhibiting Best Bobcat behaviors.
Students bring the notes to the office. They stamp their copy and place the carbon copy into the basket for the weekly drawing. Administrators draw 6 notes each week and read them on the morning news show. Students who had a note drawn get to choose an item from the treasure box in the office.

Person(s) Responsible

All staff

Timeline / By When?`

Ongoing - all year - daily

Initiated	Status	Completed
8/18/2014	Ongoing	

Strategy

Monthly Character Behavior

Implementation Steps

Each month we have a Character Behavior Reward. This may be a popcorn party, dance party, kickball game, etc.
Students who have satisfactory or better behavior for the month (defined as no more than 2 days of less than satisfactory behavior during the month) participate in the monthly Character Behavior Reward.
Classroom teachers chart the behavior of their students and turn this chart in each month. Theses charts show us who is participating in the monthly reward.

Person(s) Responsible

Character Committee - Planning the Character Behavior Reward for each month and creating the schedule when it is needed for the activity (i.e.: 1:00 - 1:15 - K-2 students participate in the Dance Party)

Timeline / By When?`

Ongoing all year - there is a reward for each month

Initiated	Status	Completed
8/18/2014		

Strategy

Bobcat of the Month Award

Implementation Steps

Classroom teachers and Specialists choose a Bobcat of the Month who exhibits the Character Trait of the Month.
Bobcats of the Month are recognized at the Monthly Bobcat Assemblies. Parents are invited to attend.
Bobcats of the Month walk down the "red carpet" at the assembly, receive a certificate, have their picture taken and receive a goodie bag.
Pictures of each Bobcat of the Month are on display in the cafeteria, mounted on a bobcat paw cutout. When the picture is taken down, the student gets to take it home

Person(s) Responsible

All staff - nominating Bobcat of the Month
Administrators - calling Bobcat of the Month names at the assembly

Timeline / By When?`

Ongoing all year - monthly

Initiated	**Status**	**Completed**

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?

Every classroom has a 5 point behavior system (E,V,S, N, U or color system - purple, blue, green, yellow, red) to monitor student behavior

Implementation Steps

Students start the day in the middle (S or green) and their behavior choices can move their name up or down on the behavior chart.
Classrooms have clear expectations posted.
Behavior chart for the class is able to be seen by students so they know where they are for the day in regards to behavior.
Teachers tell the student the reason he or she has been asked to move their behavior up or down. Students who have their behavior moved down have an opportunity to move their behavior back up by improving their behavioral choices.

Person(s) Responsible

Classroom teachers and students

Timeline / By When?

Ongoing - all year - daily

Initiated	**Status**	**Completed**
8/18/2014	Ongoing	

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?

Every classroom has classroom expectations that are based on our School-Wide Expectations (The PAW - Come Prepared, Be Responsible, Exhibit Kindness, Show Respect)

Implementation Steps

Teachers lead their class in developing classroom expectations aligned to The PAW.
Classroom expectations are posted and parents are made aware of the expectations for their child's classroom.
Teachers turn in their classroom expectations and behavior plan to the administrators.

Person(s) Responsible

Classroom teachers and students

Timeline / By When?

Initiated the first day of school. Finalized by the end of the 2nd week of school.

Initiated	**Status**	**Completed**

8/18/2014

Action Plan:
Plan to Monitor for Fidelity of Implementation

Teachers have turned in a copy of the Classroom Expectations and for their classroom to administrators.

Classrooms have expectations posted and visible for students.

Classrooms have Behavior Monitoring 5 point system posted and visible for students.

When asked, student can tell you what the behavior expectations are and why they are on a certain score on the Behavior Monitoring System.

Teachers record the behavior for each student in the agenda for that student each day.

Teachers keep a record of behaviors for the monthly behavior data they turn in to administrators each month.

Behavior plans are monitored by administrators through walk-throughs and conversations with students.

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

Review our School-Wide Behavior Plan at the first staff meeting.

Review Behavior data with staff at the monthly staff meeting and with grade levels at PLC meetings.

Those involved in Bullying Prevention/Investigation attend the District Safe Teams 1 and Safe Teams 2 trainings.

Provide an Anti-Bullying Workshop for Staff, Parents and Students.

Send home monthly "Dinner Dilemas" so students and parents can have discussions about how to handle situations.

Train staff on procedures for interventions/referrals.

Review major/minor incident information with the staff.

Midyear:

1. Which goals, barriers and strategies were revised based on response to intervention?
2. What evidence was used to drive the revisions?
<mark>Be sure to include how you are addressing the discrepancy between Black and Non-Black discipline in your response to intervention discussion.</mark>

Enter a summary of the current status of implementation

We continue to increase awareness of Best Bobcat Behavior across our school campus by utilizing classroom guidance lessons, class meetings, videos on our news show, monthly assemblies that focus on positive behavior and monthly behavior incentive program. At this point we have had 90% of our students participate in the monthly incentives from Oct - Dec.

We review our discipline data at staff meetings and at Data PLC's with the goal of reducing our referrals by 10% for the year. At this time we have approximately the same number of referrals that we had last year at this time.

Currently our data breaks down as follows:

We currently have had 27 referrals this year. Of these 27 referrals, 4 (14.8%) were black students and 23 (85.2%) were non-black students. We have had 2 ISS, of which 0 (0%) were black students and 2 (100%) were non-black students. We have had 3 OSS, of which 0 (0%) were black students and 3 (100%) were non-black students. Based on this data we continue to not show a gap between our black and non-black students. Administrators have met with students and their parent(s) if they have had more than 2 referrals to develop a plan to prevent additional referrals. At this time we have 3 students who have 3 referrals. Of these 3 students 0 (0%) are black and 3 (100%) are non-black.

When reviewing referrals, please note that the data includes 2 students who did not receive referrals at Cross Bayou (D. Hession and J. Creekmore).

We have been meeting twice a month with our grade levels to review data and current curriculum planning. Part of these meetings includes time to discuss activities that are engaging and will help keep misbehavior to a minimum. Each grade level also had a full day to meet with a district math coach to work on planning and part of this work included high engagement strategies.

Endyear:

1. Which goals, barriers and strategies were revised based on response to intervention?
2. What evidence was used to drive the revisions?

<mark>Be sure to include how you are addressing the discrepancy between Black and Non-Black discipline in your response to intervention discussion.</mark>

Enter a summary of this year's implementation