Guidelines for Success

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

Cross Bayou uses PBS. Our School-Wide Guidelines for success are incorporated in "The PAW." They are:

Come Prepared
Be Responsible
Exhibit Kindness
Show Respect

2. Where are common area expectations posted?

All areas of the school (including the cafeteria, bathrooms and hallways) have expectations posted.

3. How are common area expectations communicated?

Common are 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 in a kid friendly way. We also review The PAW and our school-wide expectations at our school-wide assembly.

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

Each classroom bases their expectations with the school-wide expectations in The PAW. Each classroom has their expectations posted and we use a 5 point behavior system that is tied to these expectations. Teacher review classroom expectations daily or weekly as part of their morning routine.

Goal 1

Present Level of Performance

Last year we had 64 referrals. 7 resulted in ISS and 13 resulted in OSS. We had 25 referrals coded as Defiance.

Expected Level of Performance

We would like to see referrals reduced to no more than 58 for the year.

GAP

At this time we do not have a gap between our black and non-black students. 17% of our referrals were from black students and 83% of our referrals were from non-black students

1. What problem have you identified?

We would like students to be able to identify ways to solve problems before they end up as referrals. We noticed that last year many of our referrals were due to defiance and insubordination.

2. What is your Desired Outcome/Measureable Goal?

Decrease our referrals by at least 10%.   This would mean that we would have no more than 58 referrals for the 1516 school year.

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

Students that are new to our school that have not learned our way of work with The PAW.
Students are not sure what alternatives there are to being defiant
Peer pressure

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

Students not knowing alternatives to exhibiting defiant behaviors.

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

This was the top reason for referrals for last school year.

Goal 1

4. How will this problem be solved?

Teaching School-Wide Behaviors on the news show

Implementation Steps
(Including professional development)

Show student made videos on the news show each week

Person(s) Responsible

Group that creates videos
Media Specialist who runs news show

Timeline / By When?

all year

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

During Guidance lessons or small group sessions, focus on teaching alternative strategies to defiance.

Implementation Steps
(Including professional development)

Guidance Counselor will teach alternative strategies to defiance.

Person(s) Responsible

Guidance Counselor

Timeline / By When?

all year

Initiated: 8/31/2015
Ongoing: Y
Pending:
Completed:

Instruct students who are new to our school our school expectation and our school-wide recognition programs

Implementation Steps
(Including professional development)

Guidance Counselor and PE teacher meet with new students at the beginning of the year to review this information

Person(s) Responsible

Guidance Counselor

Timeline / By When?

First 2 weeks of school

Initiated: 8/24/2015
Ongoing:
Pending:
Completed: 9/4/2015

Implement First Friends program - students are assigned to welcome new students to their class and help them learn our expectations and be their first friend in a new school.

Implementation Steps
(Including professional development)

First Friends Coordinators will meet with the first friends from each class to coach them on their role as a First Friend

Person(s) Responsible

First Friends Coordinators

Timeline / By When?

all year

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

Goal 1

5. Data collection and management

Reason for referrals

Implementation Steps
(Including professional development)

Review referral reason codes each month and share with staff. Brainstorm ideas with staff on how to reduce defiant type behaviors.

Person(s) Responsible

Administrators

Timeline / By When?

all year

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

Goal 1

6. Support Plan

Provide time in schedule for this

Implementation Steps
(Including professional development)

Guidance Counselor arranges times with teachers or works with students at lunch time

Person(s) Responsible

Administrator

Timeline / By When?

all year

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

Goal 1

7. Fidelity Plan

We will see a decline in referrals written for defiance

Implementation Steps
(Including professional development)
  review referrals each month

Person(s) Responsible

  Administrators

Timeline / By When?

  all year

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

Goal 2

Present Level of Performance

skip to goal 3

Expected Level of Performance

GAP

1. What problem have you identified?

2. What is your Desired Outcome/Measureable Goal?

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

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

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

Goal 3

Present Level of Performance

Our current risk ratio is higher for our white students than our black students. We do not have a discrepancy in discipline between black and non-black students.

Expected Level of Performance

To maintain our status of not having a discrepancy in discipline between black and non-black students.

GAP

We do not have a gap at this time.

1. The identified problem for Goal 3 is:

At this time we do not have a discrepancy in discipline between our black and non-black students.

2. What is your Desired Outcome/Measureable Goal?

Maintain our status of not having a discrepancy in discipline between our black and non-black students.

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

Our goal of no gap has been reached.

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

We do not have a barrier to address at this time.

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

We do not have a barrier at this time.

Goal 3

4. How will this problem be solved?

Continue to implement our School-Wide recognition system that has shown success with all students.

> **Implementation Steps**
> **(Including professional development opportunities aligned to Positive Behavior Supports)**
>
> See School-Wide Recognition part of the SWBP
>
> **Person(s) Responsible**
>
> Administration and staff
>
> **Timeline / By When?**
>
> ongoing

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

Goal 3

5. Data collection and management

See School-Wide Recognition System part of the SWBP

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

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

Goal 3

6. Support Plan

See School-Wide Recognition System part of the SWBP

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

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

Goal 3

7. Fidelity Plan

See School-Wide Recognition System part of the SWBP

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

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

School-wide Reward System

1. What are your school-wide reward strategies?

Best Bobcat Notes given to students exhibiting Best Bobcat Behaviors
Monthly Character Behavior Reward - students earn this for good behavior for each month
Bobcat of the Month - 1 student from each class is chosen for their ability to exhibit the character trait of the month.
Spirit Sticks - rewarded to students for various reasons (including Bobcat of the Month, making positive choices in their classrooms, participating in activities)
Several times during the year we encourage students/staff to fill out positive posts about behaviors they have noticed. These posts are displayed across from our front office.

2. Describe the procedure/practice used.

Students are recognized daily for positive behaviors in the Classroom Management Plan (see description in SWBP).
Students have the opportunity to earn Best Bobcat notes throughout the day from staff.
Students are nominated in their classes for being the bobcat of the Month - students are recognized at the monthly Bobcat Assembly.
Students can earn (and purchase) Spirit Sticks to add to their "keychain". This is a new incentive for us this year!
Students/staff can post positive note (Bucket Fillers, Pawsome Turkeys, Hearts) about behaviors they have seen someone display on the front hallway bulletin board.

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

Strategies are implemented by all staff and students.

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

For the past 5 years, our school has had relatively low discipline issues. Positive reinforcement of positive behaviors is shown to help students continue to use those behaviors. Our data shows that for the last 2 years of Monthly Behavior Rewards - 95% of our students are able to participate by the end of the year.

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?

Our Classroom Management System is based on the principals of PBS. We teach the expectations and expected behaviors. We have built our Behavior System around 4 Core Values (Come Prepared, Be Responsible, Exhibit Kindness, Show Respect) and all classroom expectations are built around these Core Values. Students have a part in monitoring their own behavior and can describe where they are on the behavior rubric.

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

Our Classroom Management System is based on the principals of PBS (which is research based and promoted by Pinellas County)

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

Our teachers record the student behavior for the day and turn in a monthly behavior calendar to administrators. Administrators use this information at SBLT to look for trends in behavior issues, by class and by student. Students can turn behavior around during the day and move up on the rubric so they take charge of their own behavior choices.

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

To continue to have a low number of referral to help us meet our goal of reducing our referrals by 10%.
Students take charge of their own behavior choices.