Guidelines for Success

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

1. Our guidelines...

MBES Guidelines for Success

Honesty - Be truthful in your words and actions

Responsibility - Be in charge of yourself and your actions

Self Motivation - Give your best effort

Respect - Be thoughtful of the rights and feelings of others.

2. Where are common area expectations posted?

2. Each of the expectations below are on permanently posted signs in each area of the MBES campus.

Common Area Rules by Setting

Cafeteria Rules -
• Use an inside voice
• Walking feet
• Be kind to others
• Pick up after yourself

Playground Rules -
• Use equipment correctly
• Keep hands and feet to yourself
• Take turns
• Play fair

Playground/PE Field Rules -
• Use equipment correctly
• Keep hands and feet to yourself
• Listen and follow directions
• Follow the rules
• Play fair

 Car Circle Rules -

• Move to your area immediately
• Keep hands and feet to yourself
• Listen for your name to be called
• Sit/Move quietly

Bus Area Rules -
• Move to your area immediately
• Keep hands and feet to yourself
• Listen for your group to be called
• Sit/Move quietly
•
Van Area Rules -
• Move to your area immediately
• Keep hands and feet to yourself
• Listen for your group to be called
• Sit/Move quietly

Amphitheater Rules -
• Walking feet
• Keep hands and feet to yourself
• Clean up after yourself

3. How are common area expectations communicated?

3. Classroom posters of the Guidelines for Success have been provided for every setting. Guidelines are taught and reviewed on a periodic basis in all areas and classrooms. Teachers further develop these specific to their classroom setting with their students. Principal reminds students of the guidelines and school wide goals at least 3 times per week on morning announcements. Students are praised for using the guidelines when they receive Principal's Top Manatee Purple Positive Referrals.

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

4. The classroom expectations mirror our schoolwide expectations of Respect, Responsibility, Honesty and Motivation. Each teacher has the expectations posted and they are reviewed on a regular basis as part of the classroom routines.

Goal 1

Present Level of Performance

89 referrals for the year 2014-2015 (average of 8.9 referrals per month)
There were 30% less referrals in 1415 compared to 1314
Black students represent about 25% of our referrals and about 8% of our student population.

Expected Level of Performance

70 referrals for the year or an average of 7 per month
Decrease the number of black students getting a referral by one-half (6 students instead of 12)

GAP

56 Black/African American students who make up 7.6% of our population,   represent 25% of the referrals for our student population. This compares to 245 Hispanic students who represent 33.3% of the student population and whose referrals represent 23% of total referrals. Although this percentage of referrals is very similar, the number of students for this group is more than 3 times that of our black students. Similarly, 378 white students make up 51% of our population. Referrals for this group represent 48% of total referrals, a number that is in line with the percentage of students represented in the population.
Black students are 4 times more likely to have a referral than other students at our school. This number must be reduced in order to show equitable opportunity and handling of discipline on our campus.

1. What problem have you identified?

The percentage of black students receiving a discipline referral is about 4 times higher than any other subgroup of students.

2. What is your Desired Outcome/Measureable Goal?

Reduce the number of discipline referrals for our Black students by 50%.

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

Need for more cultural understanding of our Black students on the part of our teachers and staff.
Need for more support of our black students to understand the culture and expectations of our school.

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

Need for more cultural understanding of our black students on the part of our teachers and staff. Provide support to teachers on determining effective behavior interventions and in developing classroom culture that is respectful to all students and their diverse needs.

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

Based on research, cultural responsive teaching has a positive impact on the academic and behavioral success of black students.

Goal 1

4. How will this problem be solved?

Culturally Responsive Instruction and Intervention

Implementation Steps
(Including professional development)

1. Facilitate reading and discussion of selected texts which give insight and support of culturally responsive actions in the classroom.
2. PLC training and work on Culturally Responsive instruction.

Person(s) Responsible

Administrative Team and PLC leaders

Timeline / By When?

September 2015-May 2016

Initiated: 9/9/2015
Ongoing: Y
Pending:
Completed:

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Goal 1

5. Data collection and management

Data will be collected from FOCUS on discipine referrals,Peer Mediation, BUG and HUG

Implementation Steps
(Including professional development)
Review Data to determine student growth or student need.

Person(s) Responsible

Behavior Specialist and Assistant Principal

Timeline / By When?

Sept. 2015

Initiated:
Ongoing:
Pending:
Completed:

Goal 1

6. Support Plan

Training on the programs and expectations (Peer Mediation, BUG, HUG, Skill Groups)

Implementation Steps
(Including professional development)
　　1. Training the faciltator
　　2. Training or informing the staff on the programs

Person(s) Responsible

　　Behavior Specialisst

Timeline / By When?

　　Sept. 2015

Initiated:
Ongoing:
Pending:
Completed:

Monitoring (Peer Mediation, BUG, HUG, Skill Groups

Implementation Steps
(Including professional development)
　　1. MTSS will review updates from the strategy leaders
　　2. Schedules and meetings will be held

Person(s) Responsible

　　Assistant Principal

Timeline / By When?

Sept. 2015

Initiated:
Ongoing:
Pending:
Completed:

Goal 1

7. Fidelity Plan

Monitoring (Peer Mediation, BUG, HUG, Skill Groups

Implementation Steps
(Including professional development)
1. MTSS will review updates from the strategy leaders
2. Schedules and meetings will be held

Person(s) Responsible

Assistant Principal

Timeline / By When?

Sept. 2015

Initiated:
Ongoing:
Pending:
Completed:

Goal 3

Present Level of Performance

Black students represent about 25% of our referrals and about 8% of our student population.

Expected Level of Performance

Decrease the number of black students getting a referral by one-half (6 students instead of 12)

GAP

56 Black/African American students who make up 7.6% of our population, represent 25% of the referrals for our student population. This compares to 245 Hispanic students who represent 33.3% of the student population and whose referrals represent 23% of total referrals. Although this percentage of referrals is very similar, the number of students for this group is more than 3 times that of our black students. Similarly, 378 white students make up 51% of our population. Referrals for this group represent 48% of total referrals, a number that is in line with the percentage of students represented in the population.

Black students are 4 times more likely to have a referral than other students at our school. This number must be reduced in order to show equitable opportunity and handling of discipline on our campus.

1. The identified problem for Goal 3 is:

We want our students to learn how to manage interpersonal relationships (with peers and adults) in order to avoid the conflicts that lead to referrals and/or suspensions. After reviewing our referral and suspension data for our Black students, most of the incidents (17/22) were related to interpersonal relationships or communication. We want to support our students in growing their abilities to relate with adults and peers in ways that do not result in conflict or discipline issues.

2. What is your Desired Outcome/Measureable Goal?

Decrease the number of black students receiving referrals by 50%.

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

Barriers:
Lack of processes and supports addressing interpersonal skills and relationships
Lack of friendship skills support
Family dynamic changes that impact students
Lack of a shared understanding of culturally responsive instruction and intervention

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

1. Lack of processes and supports to address interpersonal skills and relationships.
2. Lack of a shared understanding of culturally responsive instruction and intervention.

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

Analysis of the types of referrals and the situations surrounding them indicates a lack of skill in interpersonal relationships. Therefore, the barrier has been identified as the need for more instruction which is sensitive to and interventions which support positive interpersonal relationships.
The strategies listed below support students with interpersonal relationships, conflict resolutions and academic support.

Goal 3

4. How will this problem be solved?

Skill groups on building friendships and adult relationships

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
    1. Tier 2 skill groups in building friendships and problem solving

Person(s) Responsible

    Guidance Counsellor, Social Worker, Psychologist

Timeline / By When?

    Begin Sept. 2015
    Meet for a 6 week period, then follow up.

Initiated:
Ongoing: Y
Pending:
Completed:

Problem solving and interpersonal training

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
    1. Peer Mediation will be implemented after training a selected student group and monitoring their practices and progress.

Person(s) Responsible

    Behavior Specialist

Timeline / By When?

    October. 2015 with our Student Council Leaders and other selected students to assure a equitable representation of our student population.

Initiated:
Ongoing: Y
Pending:
Completed:

Bring Up Grades (BUG) program

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
1. Indentify students
2. Invite students to weekly meeting
3. Follow up with students regarding weekly grades

Person(s) Responsible

Assistant Principal

Timeline / By When?

September 2015

Initiated:
Ongoing: Y
Pending:
Completed:

HUG folders (Check in/Check Out program)

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
1. Continue with the students who have already been identified.
2. Continue data analysis of Tier 1 to identify additional students
3. Match students to adult mentors
4. Monitor data for successes or need for adjustments of goals

Person(s) Responsible

Behavior Specialists

Timeline / By When?

August 2015

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

Culturally Responsive Instruction and Intervention

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)

1. Facilitate reading and discussion of selected texts which support culturally responsive actions in classrooms
2. PLC training and work on culturally responsive instruction.
3. Identify culturally responsive instruction in lesson plans and through informal walk through observations.

Person(s) Responsible

Administrators and Team Leaders

Timeline / By When?

September 2015 - May 2015

Initiated: 9/11/2015
Ongoing: Y
Pending:
Completed:

Goal 3

5. Data collection and management

1. Student Referrals
2. BUG academic data
3. HUG folder data
4. Lesson plan and walk through data reflecting culturally responsive instruction.

Implementation Steps
(Including professional development)

1. Review data from referrals with MTSS monthly and Behavior SIP team bimonthly
2. Monitor grades through portal reports and follow up with BUG group and individual students providing celebrations and support as needed
3. HUG folders - Data monitored weekly by HUG mentors and followed up monthly (more frequently if needed) by behavior specialist.
4. Periodic check of lesson plans for highlighted culturally responsive actions implemented in lesson plans. Record notes in iObservation noting practices seen during informal walk throughs.

Person(s) Responsible

Behavior Specialist and Assistant Principal. Principal

Timeline / By When?

1. Monthly during MTSS and bimonthly by Behavior SIP
2. Weekly monitoring through FOCUS grades, meet weekly with group during breakfast, celebrations each grading period.
3. Data marked daily, weekly totals are created with mentors, monthly monitoring of goals by behavior specialist.
4. Weekly lesson plan checks, scheduled walkthrough dates noting practices as observed.

Initiated: 9/30/2015
Ongoing: Y
Pending:
Completed:

Goal 3

6. Support Plan

Peer Mediation Training

Implementation Steps
(Including professional development)

    1. Train the trainer for Peer Mediation

Person(s) Responsible

    Behavior Specialist

Timeline / By When?

    August 2015

Initiated: 8/18/2015
Ongoing: Y
Pending:
Completed:

MTSS Data Managers and Team Leaders

Implementation Steps
(Including professional development)

    Monthly meetings of leadership teams to review our data and facilitate processes for next steps

Person(s) Responsible

    Principal, Assistant Principal

Timeline / By When?

    Aug-June

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

HUG Mentor Training

Implementation Steps
(Including professional development)

1. Train new and refresh returning HUG mentors on supports and strategies for mentees

Person(s) Responsible

Behavior Specialist

Timeline / By When?

August/ September and as needed

Initiated: 8/18/2015
Ongoing: Y
Pending:
Completed:

Develop Staff training for culturally responsive instruction using district suggested reading list.

Implementation Steps
(Including professional development)

1. Meet as leadership team, plan protocols for discussions and follow up.

Person(s) Responsible

Administrators

Timeline / By When?

October

Initiated: 10/21/2015
Ongoing:
Pending:
Completed:

Goal 3

7. Fidelity Plan

Peer Mediation has documentation log that will be monitored

Implementation Steps
(Including professional development)
1. Overview with staff to inform regarding the Peer Mediation plan
2. Alternative to referral, so we should see a reduction in referrals as a result

Person(s) Responsible

Behavior Specialist

Timeline / By When?

October 2015

Initiated:
Ongoing:
Pending:
Completed:

Skill training Groups will be monitored by MTSS leadership

Implementation Steps
(Including professional development)
1. Schedule will be set
2. Groups identified
3. Updates to MTSS and review of notes

Person(s) Responsible

Assistant Principal, and student services specialists

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

BUG Meetings will be scheduled weekly

Implementation Steps
(Including professional development)

Scheduled meetings with students and mentors
MTSS updates

Person(s) Responsible

Assisstant Principal

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

HUG folders and data will be monitored weekly and monthly respectively

Implementation Steps
(Including professional development)

1. Monitor that weekly meetings are occurring with mentors
2. Monitor data and goals monthly and make adjustments as needed

Person(s) Responsible

Behavior Specialist

Timeline / By When?

September - June

Initiated:

Ongoing: Y
Pending:
Completed:

Monitor to make sure that staff sessions are calendared and occur as planned.

Implementation Steps
(Including professional development)

1. Plan for follow up and evidence of implementation of learned strategies in PLC minutes and walk through observations.

Person(s) Responsible

Principal, Assistant Principal

Timeline / By When?

October - June

Initiated:
Ongoing: Y
Pending:
Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Purple Positive Referral: Purple form utilized by classroom teachers to recognize student's achievements or improvements. This form is filled out and sent with the student to the office to be recognized by administrators. Students are recognized the same day as the referral is made. A monthly drawing is done for lunch with an administrator(s) and a friend.

Marvelous Manatee Award: Marvelous Manatee slip (¼ sized NCR paper) is used to recognize commitment to character. Forms are filled out by classroom teachers or staff members and **one copy is sent home.** The other copy is placed in the buckets located in the window of the conference room. Drawings occur weekly on the school morning show.

C2C Awards: Teachers and staff members submit names of students to receive school wide recognition by filling out the form and turning it in to the guidance counselor. Assemblies occur 3 times per school year.

2. Describe the procedure/practice used.

Purple Positive Referral: Purple form utilized by classroom teachers to recognize student's achievements or improvements. This form is filled out and sent with the student to the office to be recognized by administrators. Students are recognized the same day as the referral is made. A monthly drawing is done for lunch with an administrator(s) and a friend.

Marvelous Manatee Award: Marvelous Manatee slip (¼ sized NCR paper) is used to recognize commitment to character. Forms are filled out by classroom teachers or staff members and one copy is sent home. The other copy is placed in the buckets located in the window of the conference room. Drawings occur weekly on the school morning show.

C2C Awards: Teachers and staff members submit names of students to receive school wide recognition by filling out the form and turning it in to the guidance counselor. Assemblies occur 3 times per school year.

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

Positive Referral: Purple form utilized by classroom teachers to recognize student's achievements or improvements. This form is filled out and sent with the student to the office to be recognized by administrators. Students are recognized the same day as the referral is made. A monthly drawing is done for lunch with an administrator(s) and a friend.

Marvelous Manatee Award: Marvelous Manatee slip (¼ sized NCR paper) is used to recognize commitment to character. Forms are filled out by classroom teachers or staff members and one copy is sent home. The other copy is placed in the buckets located in the window of the conference room. Drawings occur weekly on the school morning show.

C2C Awards: Teachers and staff members submit names of students to receive school wide recognition by filling out the form and turning it in to the guidance counselor. Assemblies occur 3 times per school year.

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

The documented strategies are driven by the research that indicates that all students respond to positive recognition

and motivators. Our data indicates that students are motivated and responsive to the positive recognition described.

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?

Guidelines for Success:

Honesty- Be truthful in your words and actions

Responsibility: Be in charge of yourself and your actions

Self Motivation- Give your best effort

Respect- Be thoughtful of the rights and feelings of others.

Each classroom's behavior grading system has 5 levels. The levels are defined as excellent (E), very good (V), satisfactory (S), needs improvement (N), and unsatisfactory (U). These levels correspond with the Pinellas County report card.

All students enter the building on a Satisfactory Behavior Rating (S). Their behavioral choices as they correspond to the Guidelines for Success cause their rating to move up or down this leveled rating system. The student's behavioral rating is fluid throughout the day unless a discipline referral occurs. In the event that a referral occurs, the behavior grade is recorded as a U for the day.

All instructional staff utilizes this system (art, music, PE, reading supports, specialists, cafeteria aides, etc.). If a student has had behaviors that need recognition (positive and/or negative) the staff member will fill out a pink slip to be turned into the classroom teacher to carry out the movement up or down within the leveled rating system. Pink slips are located on the forms bookshelf in the office.

The Pinellas County Report Card separates conduct and work habits. Conduct is reported within this system. Work habits* are measured by classroom teachers utilizing their own data collection systems. Behavior grades are averaged weekly by classroom teachers and recorded on the behavior template which is downloaded from the school Moodle site. The data is updated and uploaded to Moodle weekly and reviewed each month by the School Based Leadership Team and Behavior SIP (school improvement planning team).

*The following work habits are considered a part of behavior grade for Pk-5th: listening, following directions, cooperating in group activities, complete work (as it relates to behavior). The following will NOT be considered part of behavior grade: works independently, uses time wisely, works neatly, organizational skills.

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

The level system of classroom management is prevalent in the body of research based strategies that work.

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

Our weekly classroom data is averaged by each classroom teacher and it is uploaded to a schoolwide data system. The data is monitored and reported out monthly.

The MTSS reviews and evaluates the data to provided support and recognition.

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

Our students are expected to maintain a behavior grade of S or above. They are expected to participate postitively in their learning environment.