
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:

1. Yes

Pinellas Park Elementary Guidelines for Success, B.E.A.R.S, represent the minimum behavioral expectations required for a successful participation in the educational process. All students and staff are responsible for demonstrating the Guidelines for Success.

Our 5 Guidelines for Success are:

Behave kindly
Engage in learning
Act responsibly
Respect others
Strive for success

2. Yes

They are posted through the hallways, in the cafeteria, PE, Art, music and all classrooms.

3. Yes

Each classroom displays and reviews the GFS and then each classroom has their own specific, detailed expectations/rules.

BEARS Positive Attitudes We Support

- Acknowledge students who are exhibiting BEARS behaviors by giving them specific positive feedback along with a PAWS token.
- Each grade level team will establish a guideline for the number of PAWS tokens needed to earn specific incentives. Incentives could include extra raffle ticket, extra recess, free time, rolling chair, sit by a friend at lunch or in the classroom, privilege pass, etc.

**14/15 School-wide Behavior Plan
Pinellas Park Elementary School**

4/13/2015

Goal 1: To increase participation and collaboration in the PBS process and way of work. This will be measured/monitored by agenda/minutes from PBS meeting , attendance recorded from meeting, and school wide survey that focuses on the way of work specifically to PPES .

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 ongoing and periodic climate surveys that will be directly tied into the PPES way of work. The results of this survey will be used to drive the mission of the PBS team.

Implementation Steps

- a. Meet with PBS team to develop survey questions
- b. Distribute electronic survey to staff.
- c. Gather information from the survey
- d. Meet with the PBS team to analyze the results of the survey and develop strategy to address results of the survey

Person(s) Responsible

PBS Team

Timeline / By When?

Ongoing 2014-2015 school year

Initiated
8/19/2014

3/4/15 Revised
Ongoing

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?

Create and implement a motivational program that incentivize the PBS way of work to improve staff buy in and reduce the gap.

Implementation Steps

- a. PBS updates will be presented on news show. Teacher, student and individual recognition.
- b. Present chunks of PBS handbook, processes, and evidence based research literature to staff meeting that will address data trends and school wide progress for meeting goals.
- c. Monthly PBS meeting will be scheduled on master schedule
- d. Monthly summary of the PBS data and meeting minutes to all stakeholders.

Person(s) Responsible

PBS Team
Leadership Team

Timeline / By When?

**14/15 School-wide Behavior Plan
Pinellas Park Elementary School**

4/13/2015

Ongoing 2014-2015 school year

Initiated

3/4/15 Revised

ongoing

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?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

3/4/15 Revised

ongoing

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?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

3/4/15 Revised

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

Ongoing climate survey will gather data from teachers through survey monkey.

Implementation Steps

The PBS Team will meet quarterly to analyze the results of the climate survey and use evidence based strategies to address gaps identified.

Person(s) Responsible

PBS Team

Timeline / By When?

Ongoing 2014-2015 school year

Initiated

3/4/15 Revised

Completed

Ongoing

Strategy

PBS Team will gather BEARS PAWS distribution data from staff to determine the rate of each teachers participation.

Implementation Steps

PBS team will develop an excell file spread sheet to gather and track BEARS PAWS, teachers, and grade level participation. Teachers will notify the PBS team represenative when a student reaches 10 BEARS PAWS. This person will then input the data into the excel sheet. The PBS team will analyze the data to determine the impact of BEARS PAWS distibutiion referrals

Person(s) Responsible

PBS TEAM
All staff

Timeline / By When?

Initiated

3/4/15 Revised

Completed

Goal 2: To increase school wide participation of school wide positive behavior interventions (BEARS PAWS). This will be measured by BEARS PAWS earned by 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?

All stakeholders will be educated on the positive behavior intervention process (BEARS PAWS).

Implementation Steps

- Develop PPES Behavior handbook and intervention process
- Develop BEARS PAWS school-wide recognition program
- Create and display posters in classrooms and around the school.
- Distribute BEARS PAWS to all staff.
- Collaborate with community to get incentives to celebrate successes
- Plan and implement ongoing staff meeting to educate staff on the behavior plan and BEARS PAWS recognition program.
- Plan staff meeting to roll out BEARS PAWS, school-wide recognition program, principal will give motivational speech challenging staff to utilize the program.
- PBS team will continue to provide differential support to staff and monitor fidelity of implementation.

Person(s) Responsible

PBS Team
Leadership Team

Timeline / By When?

Fall 2014

Initiated

3/4/2015 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?

Create and implement a rewards program that encourages and acknowledges stakeholders who utilize the program.

Implementation Steps

- Reach out to business partners for rewards to recognize staff participation
- Develop a process to recognize a process staff.
- Share the staff recognition process to the staff
- Gathering implementation data and reward staff who meet and succeed the guidelines.
Provide differentiated support to staff
Menu of rewards for students will be developed (10 = certificate, 25 = pin, 50 = window decal and dog chain, 100= ticket for raffle)
-

Person(s) Responsible

PBS TEAM

**14/15 School-wide Behavior Plan
Pinellas Park Elementary School**

4/13/2015

Leadership Team

Timeline / By When?

Throughout the 2014-2015 school year

Initiated

3/4/2015 Revised

Completed

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

PBS Team will analyze climate survey data to gather information on teachers understanding of the BEARS PAWS process. The team will also look at discipline data in focus to identify the relationship between teachers understanding and utilizing BEARS PAWS and referral data.

Implementation Steps

PBS Team will examine referral and BEARS PAWS data monthly. The management of the BEARS PAWS data is a continuous process.

Person(s) Responsible

PBS Team
Teachers

Timeline / By When?

Ongoing 2014-2015

Initiated

Status

Completed

Strategy

PBS team will gather BEAR PAW earning data that tracks who, what, when, and where.

Implementation Steps

Teachers will distribute BEAR PAWS to students when they see a student exhibiting a GFS. Once a student earns 10, 25, 50 or 100 BEARS PAWS, the teacher will notify the PBS Team. The data will be entered in the school-wide spreadsheet appropriate rewards will be distributed to individual students for their accomplishments. Weekly updates including total BEARS PAWS by student, classroom, and overall total will be sent to staff.

Person(s) Responsible

PBS TEAM
Teacher

Timeline / By When?

ongoing 2014-2015

Initiated

Status

Completed

Goal 3: Decrease the discipline gap between black students and non-black 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?

Provide training and support to teachers on the Check-in Check-out strategy to support positive behavior plans with African American students, who have more than two referrals.

Implementation Steps

MTSS Behavior team will review behavior plan for targeted students
Use findings of data to develop individualized plan (FBA/PBIP)
Provide professional development on Check-in Check-out process to staff
Train targeted students regarding process for Check-in Check-out
Implement PBIP/FBA
Review and monitor discipline data monthly
Share data monthly to staff
adjust PBIP/FBA as needed

Person(s) Responsible

MTSS Behavior Team

Timeline / By When

ongoing

Initiated

revised 3/17/15
Ongoing

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?

Implementation Steps

Person(s) Responsible

Timeline / By When

Initiated

revised 3/17/15
Ongoing

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

Behavior Specialist will access and share discipline data with MTSS Behavior Team weekly, paying close attention to trends, patterns of behavior and inequalities is subgroups represented.

Implementation Steps

MTSS Behavior Team will meet weekly to analyze the data and make recommendations to improve the overall program in an effort to improve student adherence to the GFS. MTSS Team will make recommendations about specific students based in data collected.

Person(s) Responsible

MTSS Behavior Team

Timeline / By When?

Weekly throughout the school year.

Initiated

revised 3/4/15

Completed

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

Various incentive programs are used to increase attendance, behavior, and academic learning gains.

Implementation Steps

Features of School-Wide Positive Behavior Support

- Establish regular, predictable, positive learning & teaching environments.
- Train adults & peers to serve as positive models.
- Teach and model behavioral expectations
- Create systems for providing regular positive feedback.
- o Acknowledge students when they are “doing the right thing”.
- Improve social competence.
- Develop environments that support academic success.

Clearly Defined and Consistent Expectations

Pinellas Park Elementary Guidelines for Success, B.E.A.R.S, represent the minimum behavioral expectations required for a successful participation in the educational process. All students and staff are responsible for demonstrating the Guidelines for Success.

Our 5 Guidelines for Success are:

- Behave kindly
- Engage in learning
- Act responsibly
- Respect others
- Strive for success

STRUCTURE AND PREDICTABILITY FOR SUCCESS

The primary method for assisting students at Pinellas Park Elementary School with behavior change is the Positive Behavior Support program. These programs are comprehensive systems for behavioral improvement. The positive refers to a change of focus from reactive, constantly pointing out what students did wrong (negatives), to proactive teaching and recognizing what children are doing right (positives). Our ultimate goal is for students to be minimally removed from the classroom for behavioral interventions and to be returned to their learning environment as soon as possible. It refers to an overall change in the school climate to a learning environment where students and staff feel appreciated, safe and respected; it is a collaborative, proactive and educative approach.

- Physical Arrangement: Design the environment to elicit appropriate behavior as well as minimize crowding and distraction. Examples include the following:
 - o Arrange furniture to allow easy traffic flow
 - o Consider safety when staging classroom
 - o Ensure adequate supervision of all areas

**14/15 School-wide Behavior Plan
Pinellas Park Elementary School**

4/13/2015

- o Designate staff & student areas
- o Seating arrangements (groups, carpet, etc.)
- o Classroom materials are organized and easily accessible
- Schedule: The following information needs to be posted:
 - o Flow of the day or classroom schedule
 - o Changes in schedule
 - o Essential learning/student learning goals

· Procedure: Predictability is the KEY; it is important that students are aware of the classroom procedures. It is important that teachers take the time at the beginning of the school year to teach their students the expectations and the

Person(s) Responsible

Staff/PBS Team

Timeline / By When?

Throughout the 2014-2015 school year

Initiated

2/16/15 Revised
Ongoing

Completed

Strategy

Establish classroom expectations that align to the school-wide guidelines for success

Implementation Steps

Post expectations throughout the school. Expectations are defined and taught at the beginning of the school year. Reinforcement of the expectations is provided daily.

Person(s) Responsible

administrators, SBLT, MTSS, PBS, and classroom teachers

Timeline / By When?

throughout the school year

Initiated

2/16/15 Revised

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?

Teachers will follow expectations while using their "BEARTASTIC" clip chart. Rules and expectations must be positively reinforced, modeled, and practiced on a routine basis.

Implementation Steps

Students should be responsible for solving their own problems and have practice making decisions, Problem solving skills must be taught and modeled.

Students should face consequences rather than punishment.

The preservation and/or enhancement of students self-respect and dignity is crucial to a successful disciplinary action.

The adults emphasis should be placed on learning new behaviors instead of paying for past deeds.

Person(s) Responsible

PreK- 5 Teachers
Specialists and coaches
administration

Timeline / By When?

Throughout the 2014-2015 school year

Initiated

1/26/15 Revised

Completed

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?

Parent communication shall occur daily when utilizing the "BEARTASTIC" clip chart.

Implementation Steps

Teachers will have parents sign the student agenda book daily that reflects the color earned for the day. The clip chart requires students to start at green and be moved up and down throughout the day based on their behavior and how they reflect the schools GFS. The students are held accountable by the classroom teacher to have their agenda book readily available for the teacher with a parent signature or initials.

Person(s) Responsible

K-5 teachers

Timeline / By When?

8/18/14- ongoing

**14/15 School-wide Behavior Plan
Pinellas Park Elementary School**

4/13/2015

Initiated

1/26/15 Revised

Completed

Action Plan:

Plan to Monitor for Fidelity of Implementation

Redefine major and minor incidents and work with teachers on designing positively behavioral supports in their classrooms.

Develop stronger processes as an MTSS to support the students we have that receive the majority of the discipline incidents

More individualized strategies and supports will need to be researched, modeled and implemented for these students.

MTSS Behavior Team will continue to meet once per week to review discipline data and this data will be shared with out teachers.

**14/15 School-wide Behavior Plan
Pinellas Park Elementary School**

4/13/2015

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

8/2014-Training of staff on PPE Behavior handbook

8/2014- training delivered to students via mini lessons provided to teachers the first week of school.

9/2014 Staff training on MTSS process-academic and behavior

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.

Enter a summary of the current status of implementation

Please see attached documents.

There should be 4 attached documents

* "SWBP Notes

*PPE.BEARPAWS

*PPE.schoolwide.disapline

*SWBP.bully

3/2/2015

School-wide behavior plan mid-year feedback coaching session took place on 3/2/15 with Ms. Haugabrook and Mrs. Wright. Areas that were discussed were developing clear measurable positive goals, researching and problem solving barriers, aligning and establishing continuity with GFS, school wide positive processes, and classroom management piece. Once these pieces of have been addressed data collection, management, and plans for fidelity will be addressed. This plan will be a working document.

The next section will focus on an individualized action plan that will concentrate on each component. Barriers will be addressed as well as strategies to eliminate or reduce barriers that may be impeding on the progress of the plan.

Goal 1: To increase participation and collaboration in the PBS process and way of work. This will be measured/monitored by BEAR PAWS, walk through/ observation data collected by academic observations, agenda/minutes from PBS meeting, and attendance record from meeting

Goal 2: To increase school wide participation of school wide positive behavior intervention (BEARS PAWS). This will be measured by BEAR PAWS earned by students.

Goal 3: To increase participation of African American students, who have more than two referrals, in the evidence-based intervention of check-in check out.

Student ID	Grade	Referrals	Most Recent Referral
Brown, Armani	196290513	Tue Feb 24, 2015	
Flournoy, James	2315470310	Thu Feb 19, 2015	
Henley, Derek	3663070210	Mon Feb 9, 2015	
Bostick, Christian	132892056	Tue Feb 24, 2015	
Feaster, Arkee	326870045	Tue Feb 24, 2015	
Wells, J'hova Jaleel	155237045	Thu Feb 19, 2015	
Beaton, Vontarious	300124024	Wed Dec 10, 2014	
Hendricks, Brian	351265034	Tue Dec 16, 2014	

3/3/15

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?

a. Goal 1: To increase participation and collaboration in the PBS process and way of work. This will be measured/monitored by BEAR PAWS, walk through/ observation data collected by academic observations, agenda/minutes from PBS meeting, and attendance record from meeting

i. Barrier- Time: Being an L300 school must of our planning time and AM meeting time is already designated to

**14/15 School-wide Behavior Plan
Pinellas Park Elementary School**

4/13/2015

mandatory academic meeting/collaboration

ii. Barrier- 3/4ths of the PBS Team are classroom teachers. This narrows the availability of meeting during the school day.

iii. Barrier- Individual "buy in" to the process. Many team members are already overwhelmed with the current rigorous demands that they are responsible for. The PBS committee has become an afterthought with little follow through.

A. Strategies to reduce or eliminate barrier for this goal. B. What are the barriers to achieving this goal that were

**14/15 School-wide Behavior Plan
Pinellas Park Elementary School**

4/13/2015

Endyear:

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.

Enter a summary of this year's implementation