Guidelines for Success

1. What are the school-wide Guidelines for Success?
   1. Be Respectful
   2. Be Responsible
   3. Be Accountable

2. Where are common area expectations posted?
   - Cafeteria
   - Restrooms
   - Hallways
   - Bus Circle
   - Bicycle Rack
   - Car Circle

3. How are common area expectations communicated?
   - Posters visible
   - Teachers on Duty - Modeling appropriate behavior
   - Administration
   - Lesson Plans and scales written for the first week of school
   - Announcements on School New Show
   - School Website

4. What are the classroom expectations/rules and how are they identified, posted, and clearly communicated?
   - Be Respectful
     - Use positive words and actions
     - Follow adult directions right away
   - Be Responsible
     - Keep hands / feet / objects to self
     - Keep area clean and orderly
   - Be Accountable
     - Be on time to class

It is the expectation that ALL teachers have the Guidelines for Success (Respectful / Responsible / Accountable) visible at all times in their classrooms. Teachers have attended training to on how to teach expectations using the STOIC method of instruction. Reviewing expectations on a daily basis in the first weeks of school, when transitioning from one activity to another during the class, at the beginning of each quarter and after an extended vacation or break. The expectations are also located in the school Agenda, on the teacher's syllabus and explained each time a new student enters the classroom.
Goal 1

Present Level of Performance

2014 - 2015 School year - 512 referrals were written for Classroom / Campus disruption.

The first Quarter (August - October) 98 referrals were written for Classroom / Campus Disruption compared to 48 written in the first quarter of 2014-2015 school year.

Expected Level of Performance

for the 2015-2015 school year we would like to decrease the amount of referrals by 20%

GAP

There has been a significant increase in referrals written for classroom and campus disruption during the 1st quarter.

1. What problem have you identified?

According to discipline reports in FOCUS, 512 referrals were written for class / campus disruption. A Teacher Needs Assessment Survey was also administered to see how we could better assist the teachers with their classroom management.

Teachers and Administrators have been diligent in identifying and attempting to correct significant infractions during the first Quarter in order to "set the tone" for the remainder of the year. This means that strict adherence is expected and consequences are being given when the Guidelines for Success are not followed.

2. What is your Desired Outcome/Measureable Goal?

Reduce the occurrence of classroom and campus disruption by 20%.

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

lack of PD surrounding Classroom management strategies,
student and teacher expectations not emphasized enough in the first weeks of school
cultural proficiency training not occurring until 2nd semester
administrative discipline matrix out of date (fixed in August - and has been given to all staff)

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

Lack of PD on Classroom Management strategies
New Teachers - adjusting to the "PPMS" way

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

Data shows that when a school has a functional, consistent Positive Behavior system in place, classroom and campus disruption trends decrease.
Goal 1

4. How will this problem be solved?

Professional Development plan developed and implemented for the entire faculty during pre-school with follow up throughout the school year

Implementation Steps
(Including professional development)
Stoic PD with TIF Staff Developer during Pre School

Coaching Cycles using the STOIC / Classroom Management Coaching Model

Training through "40 and Out" through the school year on maintaining high classroom and school-wide expectations.

Person(s) Responsible
Joanna Bernal, AP
Heather Obartuck, MTSS
Hans Jaspers, TIF Staff Developer
Richelle Turner, Behavior Specialist

Timeline / By When?
June 7, 2016

Initiated: 8/20/2014
Ongoing: Y
Pending:
Completed:

PD for teachers to introduce the new PBS system, including Guidelines for Success, PBS Token Economy and Rewards

Implementation Steps
(Including professional development)
1. Meet for 1 week in the summer to plan PD and seamless roll out for the PBS system

Person(s) Responsible
Timeline / By When?
August 24, 2015

Initiated: 8/19/2015
Ongoing: Y
Pending: 
Completed: 8/19/2015

Progress Monitor through Data Collection and Survey to maintain consistency and teacher / student buy in to the PBS system

Implementation Steps
(Including professional development)
- PBS bi-weekly meetings
- Quarterly data reviews of discipline data
- Quarterly teacher "temp" surveys
- Quarterly student interest surveys for rewards

Person(s) Responsible
Heather Obartuck, MTSS
PBS Team
Richelle Turner, Behavior Specialist

Timeline / By When?
August 24, 2015

Initiated: 8/24/2015
Ongoing: Y
Pending: 
Completed: 
Goal 1

5. Data collection and management

**Discipline data**

**Implementation Steps**
(Including professional development)
- Standard Protocol Resource & Data Map
- Develop a group of standard interventions
- Document available resources to build capacity
- Progress monitoring tool

**Person(s) Responsible**
- Grade Level APs
  - Heather Obartuck, MTSS
  - Richelle Turner, Behavior Specialist

**Timeline / By When?**
- June 7, 2016

**Initiated:** 8/24/2015
**Ongoing:** Y
**Pending:**
**Completed:**
Goal 2

Present Level of Performance

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 2

4. How will this problem be solved?

Implementing collaborative inquiry for reflective dialogue school-wide

Implementation Steps
(Including professional development)
   Behavior process described in narrative and graphic format

   Problem behaviors identified

   Major / Minor levels of behavior identified

Person(s) Responsible
   Joanna Bernal, AP
   Heather Obartuck MTSS
   Richelle Turner, Behavior Specialist
   PBS Team

Timeline / By When?
   June, 2016

Initiated:
Ongoing:
Pending:
Completed:

Student and Parent input via PTSA and Surveys

Implementation Steps
(Including professional development)
   Surveys sent out once per semester

Person(s) Responsible
   Heather Obartuck, MTSS
Timeline / By When?
June, 2016

Initiated:
Ongoing:
Pending:
Completed:

Pre-School Training on Setting Expectations and Teaching Expectations

Implementation Steps
(Including professional development)
STOIC PD

Person(s) Responsible
Hans Jaspers, TIF Staff Developer

Timeline / By When?
August 24, 2015

Initiated: 8/18/2015
Ongoing:
Pending:
Completed: 8/19/2015
Goal 2

5. Data collection and management

DIS Data / Performance Matters Data / FOCUS data

Implementation Steps (Including professional development)
Increase DATA literacy, Data analysis and protocols on drilling down to determine critical supports / interventions

Person(s) Responsible
AP team
Heather Obartuck, MTSS
Hans Jaspers, TIF Staff Developer
Richelle Turner, Behavior specialist

Timeline / By When?
June, 2016

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:
Goal 2

6. Support Plan

Coaching Classroom Management Cycles

Implementation Steps
(Including professional development)

PD on STOIC / Refreshers as needed

Individual Coaching cycles on classroom management as needed

Data Chats with teachers re: discipline data in classrooms

Person(s) Responsible

Grade Level APs
MTSS Coach
TIF Staff Developer
Behavior Specialist

Timeline / By When?

June, 2016

Initiated:  8/24/2015
Ongoing:  Y
Pending:  
Completed:  
Goal 2

7. Fidelity Plan

When classroom management plans are posted and students are able to reference them in walkthroughs, we will know our plan is being implemented with fidelity

Implementation Steps
(Including professional development)

PD on Teaching and Maintaining Classroom Management

Individual Coaching Cycles on Classroom Management

STOIC checklist walkthroughs

Person(s) Responsible

Grade Level APs

MTSS Coach

TIF Staff Developer

Behavior Specialist

Timeline / By When?

June, 2016

 Initiated: 9/10/2015
 Ongoing: Y
 Pending:
 Completed:
Goal 3

Present Level of Performance

in 2014-2015 school year there was a gap of 10.5%

1st quarter 2015 there is a 33% gap

Expected Level of Performance

gap decrease to 8%

GAP

33% Gap of black students receiving referrals from non-black students

1. The identified problem for Goal 3 is:

currently there is an infraction discrepancy of 10.5% when comparing the number of black students receiving disciplinary referrals to non-disciplinary referrals.

2. What is your Desired Outcome/Measureable Goal?

Reduce the percentage of the infraction discrepancy between black and non-black student from 10.5% to 8%

Because we are seeing an increase in the GAP - PPMS has decided to implement a "Check in Check out" for our students black students receiving referrals. Data shows that when students have daily check ins with someone at the school followed up with check ins at home, incidents of negative behaviors decrease.

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

Lack of awareness and PD surrounding best practices Culturally Responsive Teaching

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

Lack of PD surrounding best practices re: Culturally Responsive Teaching

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

Teachers and staff are aware but do not implement best practices re: culturally responsive teaching with fidelity
15/16 School-wide Behavior Plan
Pinellas Park Middle School

Goal 3

4. How will this problem be solved?

Provide ongoing training in Culturally Responsive Teaching

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
- District Trainings
- 40 and Out with TIF Staff Developer

Person(s) Responsible
- APs
- MTSS
- Pro-Ed Facilitator

Timeline / By When?
- June, 2016

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

Provide opportunities for students to participate in mentoring programs

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
- 5000 Role Models
- Girlfriends

Person(s) Responsible
- APs

Timeline / By When?
- June, 2016
15/16 School-wide Behavior Plan
Pinellas Park Middle School

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

Provide Tier 2 and Tier 3 Behavior supports

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

Person(s) Responsible
MTSS
Behavior Specialist
APs
ESE Specialists

Timeline / By When?
June 2016

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

Implement Check in / Check out Program for struggling students

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
1. Organize a team
2. Provide training and documents for teachers / staff participation

Person(s) Responsible
MTSS
Teacher Leader will be the lead
15/16 School-wide Behavior Plan
Pinellas Park Middle School

Administration

Timeline / By When?
Beginning January, 2016

Initiated:
Ongoing:
Pending:
Completed:
1. **What are your school-wide reward strategies?**

   1. Thunder-Bucks, a PBS Monetary Reward system for all students.
   2. Positive Referrals - catching students being good and having them recognized by administration
   3. Student of the Month

2. **Describe the procedure/practice used.**

   1. When a teacher, Administrator or Staff member witnesses a student following our Guidelines for success, they have the opportunity to acknowledge the student by giving them a "Thunder-buck." These bucks can be used for rewards in the cafe, school events, school store (in process) and for other various things around campus.

   2. When a teacher consistently sees a student doing the right thing in class or doesn't follow the negative influences that surround them, they also have the opportunity to write a positive referral for the students. This will give the student recognition from the AP or MTSS coach and some time to celebrate their success with a special reward.

   3. Teachers of 1st block nominate 1 student per month in their class for "student of the month" This student can be one who is most improved, who is consistently displaying the GFS and is a good citizen of the Thunderbird Family,

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

   1. Thunder Bucks can be given out any time a student is on campus. Teachers are expected to hand out bucks in their classroom, in the halls, cafe, common areas and on Duty. Bucks can also be given out by Administration, Bus Drivers, Teacher Assistants, Volunteers, Substitute Teachers, Plant Operators and Cafeteria staff. Any adult on campus can hand out Bucks to our students.

   The process is - Adults witness a student(s) following one or more of our Guidelines for Success (Respectful, Responsible, Accountable). Adult then approaches student and says "Thank you for being..... by......“ hands them a buck and the student signs name to the back or front of the buck.

   These bucks are spent on various rewards throughout the year.

   2. Positive referrals are written anytime a student is showing exemplar work or behavior on a consistent basis in class - this is acknowledged by the student being called out of class, a reward issued and the AP or MTSS celebrating.

   3. Student of the month - Teachers of 1st block nominate students every month - a pizza party is given for these students who exemplify the Guidelines for Success Daily in class.

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

   Positive Referrals go into a school-wide data base to be tracked just like our negative referrals. We are excited to see if the Thunder Bucks has an effect on increasing our Positive referrals and decreasing our negative referrals.

   Research shows us from the 2014 - 2015 school year that when we began implementing the positive referrals during
the year last year, our negative referrals and "frequent flyers" decreased their time in the office and campus disruptions and increased their positive interactions with staff.
Alignment of Classroom Management Systems With The School-Wide Behavior Plan

1. What STOIC-based classroom management system is implemented in your school?
   CHAMPS
   
   Voice Levels of Conversation

   3 to 1 ratio of interactions

   Coaching Classroom Environment

   Teaching Expectations

2. How do you know that your classroom management system is research based?
   We are using Randy Sprick’s CHAMPS and STOIC PD for this system

3. How is your classroom management system aligned to data?
   We are implementing classroom walkthroughs using the STOIC Classroom checklist
   We are using the Marzano (iobservation) tool to gather trend data during walkthroughs

4. What specific outcomes are expected as a result of your classroom management system?
   We would like to see a decrease in our Tier 2 and Tier 3 students. We would also like to see the majority of our students being serviced through our Tier 1 - a true working model of the MTSS / RTI process.