

# SCHOOL WIDE BEHAVIOR PLAN

Due in Area Superintendent's Office by Wednesday, August 14, 2013

School Name Bay Point Elementary School Year: **2013-2014**

Each school will have a behavior plan that aligns with a positive and proactive approach to behavior, utilizes data and the problem-solving method, and meets the key components listed in the Bradley MOU. The school-wide behavior plan is designed to meet the needs of most students across all subgroups. Data will be reviewed at the school-wide, classroom, grade, ethnicity, disabilities, and other subgroup levels.

1. Benchmarks of Quality Score: 56/107 = 52%

2. Engagement Data (attendance/suspension/etc):

a. [https://pbsis.fmhi.usf.edu/users/pbsis\\_login.aspx](https://pbsis.fmhi.usf.edu/users/pbsis_login.aspx)

b. Use the End of Year data

i. Attendance

ii. Timeliness

iii. Referrals

iv. Suspensions (both In- and Out-of-School)

v. Other areas as determined by your school-based leadership team (SBLT).

3. Using the data from EDS School-wide Behavior Plan, Portal, and your Benchmarks of Quality results, identify the top 3 goals and strategies you will use to reduce the occurrence of misbehavior at the school. Attach or insert your Action Steps for each.

\*\*\*Be sure to include strategies to decrease the discipline GAP between black/non-black students, disproportionality, and to increase engagement for all students. \*\*\*\*

a. Anger Management groups- Guidance counselor will conduct small group meetings with students who have demonstrated, through repeated referrals for defiance or repeated misconduct, a need for small group intervention.

b. RtI-B Team will Review/Revisit Guidelines for Success- PBS team will continue to work on developing and improving materials, lessons and strategies to improve the implementation process of school wide GFS; including, creating more consistent methodology for tracking, analyzing and reporting use of school wide behavior data to all stakeholders (faculty, staff and families), as well as revising Common Area expectations/rules.

c. Leadership Academy- Assistant Principals will begin a monthly Leadership Academy focusing on underperforming African American Students to help increase motivation and help increase student performance. Students will meet to discuss leadership characteristics, hear from guest speakers, watch motivational videos, discuss their current academic and behavioral performance and to conduct research projects in regard to their future college, career and life. Administrators will also schedule designated Parent involvement meetings to cover topics such as importance of attendance, behavior, attitude, academic practice, as well as allow students to showcase the work that they are doing in the Academy (i.e. prepare speeches, share their work on projects, etc.). They will share strategies to help parents know how to assist their students at home for improving academically.

4. Attach or insert your School-wide Guidelines for Success/Expectations:

5. Attach or insert your Common Area Expectations/Rules:



members and making our families aware of our PBS system on campus. We have also increased the frequency of data sharing of our behavior reports to staff members and the SBLT team. Our behavior data is now being shared twice per semester (including a data discussion during our school wide data chats). The data does show a drop in overall behavior infraction referrals school wide from 111 infractions this time last year, to only 84 this year. Our data does show that we still see our African American population receiving a majority of them. The team did note that with current efforts the number of infractions received by our African American population has dropped from 83 infraction this time last year, to 69 this year, but African American students still represent a majority of the infraction. The team is also looking to develop additional strategies to try to combat this pattern, in partnership with the school's SBLT. They are also working to develop strategies to demonstrate growth in the areas of "Needs Improvement" on the baseline survey for PIC.

**Leadership Academy (5000 role models/BPE Pearls)**-With the support of the 4<sup>th</sup> and 5<sup>th</sup> grade teachers, the administration identified and invited 15 African American students from 4<sup>th</sup> and 5<sup>th</sup> grade (for a total of 30 invitations). Of those invited, the final students count was 15-4<sup>th</sup> graders and 13- 5<sup>th</sup> graders. These students have been meeting with the Asst. Principals once per month to discuss goal setting, leadership qualities, and how to get where they want to be. Activities have included:

- i. Goal setting worksheet
- ii. Guest speaker-Mr. Maxwell- Major League Baseball coach
- iii. Thank you Notes/Video: "Principal Baruti Kafele Speaks to the Youth"
- iv. Worksheet: "The Power is in You"-5 Focus areas of Success (Belief, Purpose, Obligation, Determination, Vision)-connection to video Dr. Barute Kafele
- v. Guest speaker-Mr. Hughes- Law Enforcement Officer/Instructor with SPC

Additional upcoming activities planned include brief College search (entrance criteria and cost) and an additional guest speaker. All activities and discussions center around goal setting and looking to what students are doing now to reflect where they intend to go in the future. Data that we will look to collect in order to assess impact of Academy will be a comparison of FCAT results, attendance and behavior from last year to this year. Assistant Principals have also scheduled a designated Parent involvement meeting to allow students to showcase the work that they are doing in the Academy; more specifically they will share their work on their college preparation project. We will also share strategies to help parents know how to assist their students at home for improving academically.

#### Professional Development trainings

1. **Bully Prevention-** We sent a team, including two administrators, guidance counselor and teacher, to the Bully Prevention 1 & 2 trainings. Those members now represent our Bully Prevention/Intervention team. We are working to send other members to additional trainings as they come up, though has been difficult due to recent scheduling conflicts and numerous open assessment windows for teachers.
2. **MTSS Review/Update-including Data analysis-** We held an MTSS process review training during Pre-school to review with teachers the RtI process and the procedures for data collection. The SBLT team also reviews data on a monthly basis to assess the needs of moving students up within the MTSS process to Tier 3, with input from the teachers. The MTSS process was also included on review of the school's data wall and Data chats held in January.
3. **Book Study-Motivating Black Males to Achieve-Baruti Kafele-** Because of other identified need with the advent of Common Core this book study has been postponed and instead been replaced with a review of the book "Pathways to the Common Core" in an effort to get teachers more comfortable and engaged with Common Core, thus impacting student work within that topic.

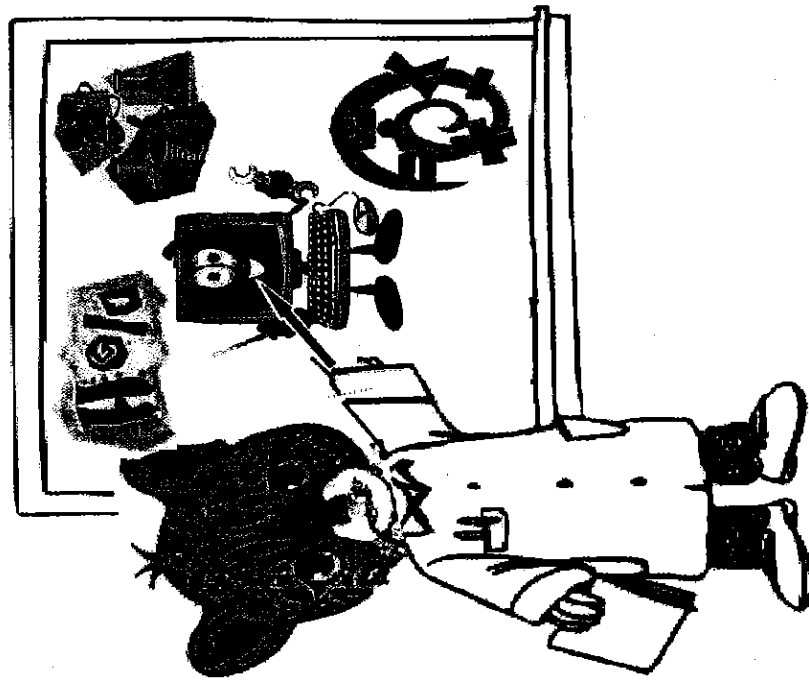
**End of Year: June 21, 2014**

*Julie Grant*

*2/18/14*

# Bay Point Elementary's

## Guidelines for Success




• **Be Safe**

• **Be Respectful**


• **Be Responsible**

## #5 Common Area Expectations/Rules

<b>Bay Point Elementary School ...Guidelines for Success!</b>			
 <b>BAY POINT ELEMENTARY MAGNET SCHOOL</b>	<b>Be Respectful...</b>	<b>Be Responsible...</b>	<b>Be Safe...</b>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>• Refrain from inappropriate and negative language</li> <li>• Listen politely and speak respectfully</li> <li>• Respect school property</li> <li>• Keep classroom neat and clean</li> <li>• Honor other's personal space and property</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive on time, on task, and on a academic mission</li> <li>• Copy homework into agenda</li> <li>• Follow all directions</li> <li>• Complete daily objectives and assignments</li> <li>• Accept consequences without arguing</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands, feet, and objects to myself</li> <li>• Stay in assigned seat</li> <li>• Follow safety procedures</li> </ul>
<b>Hallway, Stairway, &amp; Courtyard</b>	<ul style="list-style-type: none"> <li>• Refrain from inappropriate and negative language</li> <li>• Keep hallways neat and clean</li> <li>• Use conversational tones</li> <li>• Honor other's personal space and property</li> </ul>	<ul style="list-style-type: none"> <li>• Walk directly to class</li> <li>• Walk to the right in the hallway</li> <li>• Follow directions given by staff</li> <li>• Accept consequences without arguing</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid physical contact</li> <li>• Refrain from running</li> <li>• Proceed with caution</li> </ul>
<b>Restroom</b>	<ul style="list-style-type: none"> <li>• Keep bathrooms neat and clean</li> <li>• Respect privacy of others</li> <li>• Respect school property</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions of staff</li> <li>• Accept consequences without arguing</li> <li>• Report vandalism to staff</li> <li>• Use bathrooms in an appropriate and timely manner</li> </ul>	<ul style="list-style-type: none"> <li>• Flush and wash hands</li> <li>• Avoid physical contact and horseplay</li> </ul>
<b>Media Center &amp; Computer Lab</b>	<ul style="list-style-type: none"> <li>• Use conversational tones at all times</li> <li>• Respect school property</li> <li>• Listen to others and work cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions of staff</li> <li>• Accept consequences without arguing</li> <li>• Use school property appropriately</li> <li>• Use internet for educational and academic purposes</li> <li>• Return materials on time</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid physical contact</li> <li>• Use equipment appropriately</li> </ul>

# LOGGED INTO LEARNING

#5 Common Area Expectations/Rules Continued

<b>Bay Point Elementary ...Guidelines for Success!</b>			
	<b>Be Respectful...</b>	<b>Be Responsible...</b>	<b>Be Safe...</b>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>• Only eat the food on your plate</li> <li>• Clean up your area: Table &amp; Floor</li> <li>• Listen &amp; Follow directions given by ALL adults</li> <li>• Monitor your voice level: 0, 1 or 2 only</li> </ul>	<ul style="list-style-type: none"> <li>• Wait your turn in a single file line</li> <li>• Stand only when given permission</li> <li>• All food &amp; drink stay in the cafeteria</li> <li>• Pick up trash around you-even if left by others</li> </ul>	<ul style="list-style-type: none"> <li>• Sit with your feet under the table</li> <li>• Walk at all times; proceed with caution</li> <li>• Avoid physical contact &amp; horseplay</li> <li>• Avoid using food as a projectile &amp; keep it off the floor</li> </ul>
<b>Bus/Bus Circle</b>	<ul style="list-style-type: none"> <li>• Avoid using inappropriate language &amp; negative language</li> <li>• Listen &amp; follow directions given by ALL adults</li> <li>• Sit in your designated bus area</li> <li>• Monitor your voice level: 0 and/or 1 (on the bus); 0-4 (off the bus)</li> </ul>	<ul style="list-style-type: none"> <li>• Wait your turn in a single file line to board/exit the bus</li> <li>• Report unsafe conditions &amp; bullying</li> <li>• Get on &amp; off at your assigned bus stop</li> <li>• Avoid leaving your personal items &amp; garbage</li> </ul>	<ul style="list-style-type: none"> <li>• Sit in your assigned seat with belongings &amp; body out of the aisle until the bus stops completely at your stop</li> <li>• Avoid talking at railroad crossings- Voice Level 0</li> <li>• Avoid physical contact &amp; horseplay</li> <li>• Keep your person and belongings inside the bus while being transported</li> </ul>
<b>Office</b>	<ul style="list-style-type: none"> <li>• Use polite language : “please,” “thank you”</li> <li>• Talk to adults &amp; enter an office only when directed to do so</li> <li>• State your purpose politely- Voice Level 1</li> </ul>	<ul style="list-style-type: none"> <li>• Have a legitimate hall pass directing you to the office</li> <li>• Sign in &amp; have a seat in one of the provided chairs</li> <li>• Wait patiently for assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid physical contact and horseplay</li> <li>• Keep 2 feet and 4 chair legs on the floor</li> </ul>

## #6 Plan for Teaching the Guidelines and Rules



### BAY POINT ELEMETARY PLAN for TEACHING EXPECTATIONS AND RULES

#### A. Administrators:

- \* Presentation to staff to review and update GFS at Faculty Meeting
- \* Review and revisit expectations in PLCs
- \* Class presentations as necessary

#### B. Teachers:

- \* Teach behavior expectations in classroom and include this information in the lesson plans.
- \* Revisit and review expectations on a regular basis in classroom-including class meetings.
- \* Post Guidelines for Success in classroom
- \* In grade level PLCs, team members will review behavior data (including referrals) to assess effectiveness of implementation.

#### C. Guidance Counselor/RtI-B Team:

- \* Grade level appropriate lessons for teaching expectations and rules on a regular basis
- \* RtI-B Team to present/review usage of referral form to staff

## #7 Planned and/or Established Reward/Recognition System

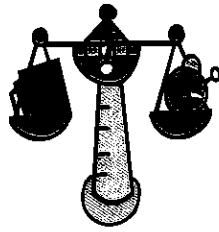


### BAY POINT ELEMETARY PLAN for REWARD/RECOGNITION

#### Positive Programs (Established):

1. Panther Bucks
2. Student of the Week
3. Citizen of the Month
4. Individual classroom recognition systems
5. 5000 Roles Models
6. Girlfriends (Bay Point Elementary Pearls)

## #8 Plan to Align Classroom Management Systems



### BAY POINT ELEMETARY PLAN for ALIGNING CLASSROOM MANAGEMENT WITH SCHOOL-WIDE BEHAVIOR

#### A. Staff Survey and Meeting to identify:

- School Wide Mission and Vision
- School Wide Expectations
- Teacher Responsibilities
- Expectations for Discipline/Student management

#### B. Classroom Procedures-Teachers will (Based on safe and civil schools)

- Be proactive- Classrooms will be structured for academic success, which means having efficient routines, focused instruction, clear rules and expectations, direct teaching of expectations, and frequent monitoring.
- Be Positive- Classroom teachers will strive to interact frequently with each of their students, including providing attention/acknowledgement when students are behaving appropriately.
- Be Instructional-Classroom teachers will view incidents of misbehavior as teaching opportunities.

#### C. Classroom Applications-

- Teachers will teach "Guidelines for Success" to students.
- Teachers will review and reinforce school wide "Guidelines for Success."
- Teachers will provide frequent, high-quality positive feedback to students (3:1)
- Provide consistent corrective consequences for student misbehaviors as outlined in the school wide discipline plan.
- Preventing and responding to student non-compliance following school wide discipline plan.
- Create Classroom Management Plan
  - Verbal Warning
  - Time-out in own classroom
  - Time-out in another teacher's classroom
  - Student/Teacher conference
  - Parent Contact
  - Guidance Referral
  - Parent Conference
  - Office referral

## #9 Process for Responding to Problem Behavior \* See attachments

- \* Referral Process Flow chart
- \* Teacher Managed vs. Administrator Managed Behaviors



**#10 Data analysis Plan** *\*See attachment*

# School - Date Range Infractions by Ethnicity

School: Bay Point Elementary School (0161) Start Date: Aug 20, 2012 End Date: Feb 11, 2013

## Percentage of all enrolled students by ethnicity and percentage of infractions by ethnicity

Filter conditions

p\_EndDate: Feb 11, 2013

p\_EnrollmentType:

p\_InfractionCode:

p\_SchoolID: Bay Point Elementary School (0161)

p\_StartDate: Aug 20, 2012

Sorting conditions

Enroll Ethnicity Desc : Sorted by label, ascending

Run Date/Time: Feb 10, 2014 7:48:48 AM

- 1 -

Filter conditions

p\_EndDate: Feb 11, 2013

p\_EnrollmentType:

p\_InfractionCode:

p\_SchoolID: Bay Point Elementary School (0161)

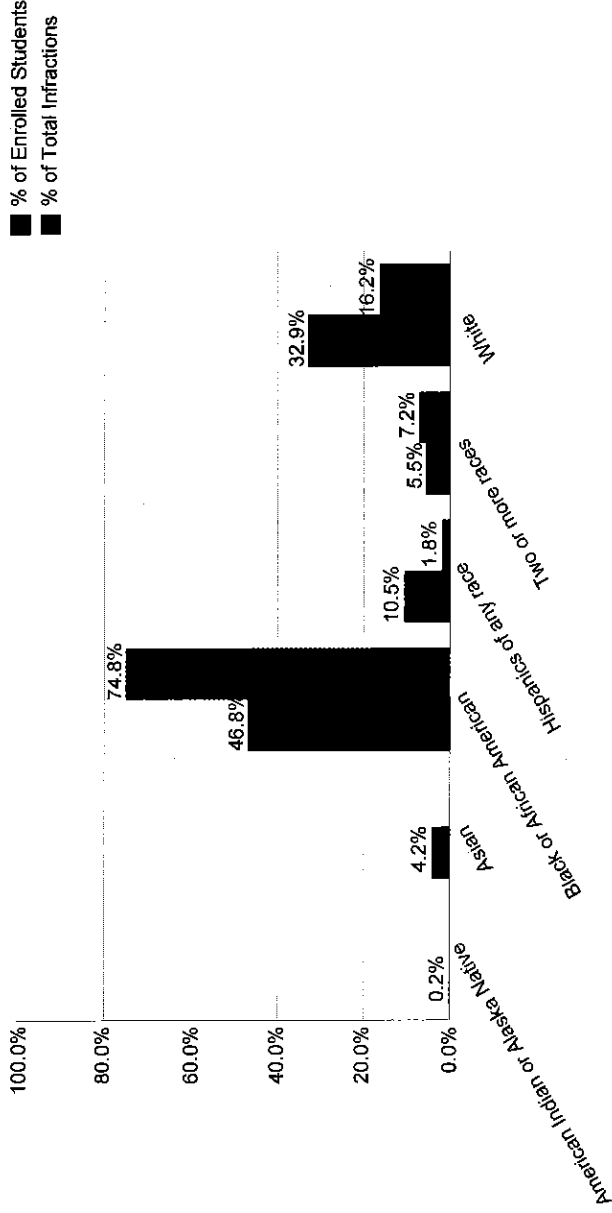
p\_StartDate: Aug 20, 2012

Report Description:

R000108

# School - Date Range Infractions by Ethnicity

School: Bay Point Elementary School (0161) Start Date: Aug 20, 2012 End Date: Feb 11, 2013



Eth/Race

Filter conditions

p\_EndDate: Feb 11, 2013

p\_EnrollmentType:

p\_InfractionCode:

p\_SchoolID: Bay Point Elementary School (0161)

p\_StartDate: Aug 20, 2012

Run Date/Time: Feb 10, 2014 7:48:48 AM

- 2 -

Filter conditions

p\_EndDate: Feb 11, 2013

p\_EnrollmentType:

p\_InfractionCode:

p\_SchoolID: Bay Point Elementary School (0161)

p\_StartDate: Aug 20, 2012

Report Description:

R000108

# School - Date Range Infractions by Ethnicity

School: Bay Point Elementary School (0161) Start Date: Aug 20, 2012 End Date: Feb 11, 2013

Sorting conditions

Eth/Race : Sorted by value, ascending

Eth/Race	# of Enrolled Students on Feb 11, 2013	# of Infractions	% of Enrolled Students	% of Total Infractions
American Indian or Alaska Native	1		0.2%	
Asian	27		4.2%	
Black or African American	304	83	46.8%	74.8%
Hispanics of any race	68	2	10.5%	1.8%
Two or more races	36	8	5.5%	7.2%
White	214	18	32.9%	16.2%
<b>Total</b>	<b>650</b>	<b>111</b>		

Run Date/Time: Feb 10, 2014 7:48:48 AM

- 3 -

Filter conditions

p\_EndDate: Feb 11, 2013  
 p\_EnrollmentType:  
 p\_InfractionCode:  
 p\_SchoolID: Bay Point Elementary School (0161)  
 p\_StartDate: Aug 20, 2012

Report Description:

R000108

# School - Date Range Infractions by Ethnicity

School: Bay Point Elementary School (0161) Start Date: Aug 20, 2012 End Date: Feb 11, 2013

## Optional Selection Filters for Report

Infraction Type: ALL  
Enrollment Type: ALL

## Report Description

Filter conditions

p\_EndDate: Feb 11, 2013

p\_EnrollmentType:

p\_InfractionCode:

p\_SchoolID: Bay Point Elementary School (0161)

p\_StartDate: Aug 20, 2012

The School - Date Range Infractions by Ethnicity compares the % of total infractions with the % of enrolled students by each ethnicity/race group for the selected school and date range. Each measure is represented by a bar. A list report displays by ethnicity/race, the number of students enrolled, the number of infractions, the percent of total enrolled, and the percent of total infractions. Totals for enrollment and infractions for the selected school and date range are also displayed.

Run Date/Time: Feb 10, 2014 7:48:48 AM

- 4 -

Filter conditions

p\_EndDate: Feb 11, 2013

p\_EnrollmentType:

p\_InfractionCode:

p\_SchoolID: Bay Point Elementary School (0161)

p\_StartDate: Aug 20, 2012

Report Description:

R000108

# School - Date Range Infractions by Ethnicity

School: Bay Point Elementary School (0161) Start Date: Aug 19, 2013 End Date: Feb 10, 2014

## Percentage of all enrolled students by ethnicity and percentage of infractions by ethnicity

Filter conditions

p\_EndDate: Feb 10, 2014

p\_EnrollmentType:

p\_InfractionCode:

p\_SchoolID: Bay Point Elementary School (0161)

p\_StartDate: Aug 19, 2013

Sorting conditions

Enroll Ethnicity Desc : Sorted by label, ascending

Run Date/Time: Feb 10, 2014 7:50:43 AM

- 1 -

Filter conditions

p\_EndDate: Feb 10, 2014

p\_EnrollmentType:

p\_InfractionCode:

p\_SchoolID: Bay Point Elementary School (0161)

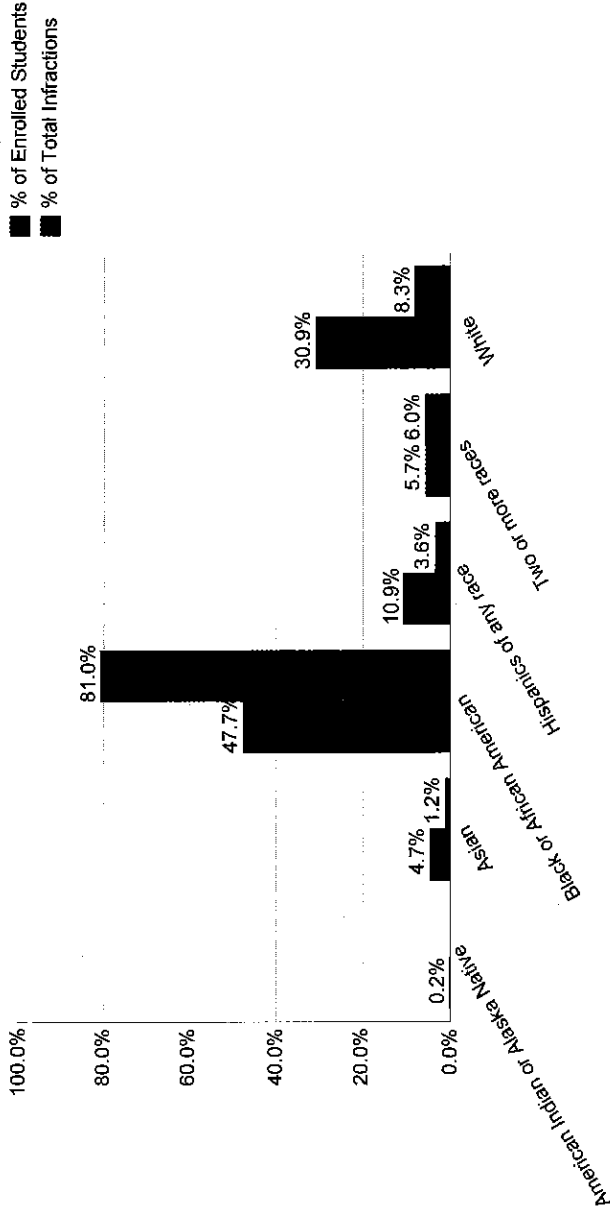
p\_StartDate: Aug 19, 2013

Report Description:

R000108

# School - Date Range Infractions by Ethnicity

School: Bay Point Elementary School (0161) Start Date: Aug 19, 2013 End Date: Feb 10, 2014



Eth/Race

Filter conditions

p\_EndDate: Feb 10, 2014

p\_EnrollmentType:

p\_InfractionCode:

p\_SchoolID: Bay Point Elementary School (0161)

p\_StartDate: Aug 19, 2013

Run Date/Time: Feb 10, 2014 7:50:43 AM

- 2 -

Filter conditions

p\_EndDate: Feb 10, 2014

p\_EnrollmentType:

p\_InfractionCode:

p\_SchoolID: Bay Point Elementary School (0161)

p\_StartDate: Aug 19, 2013

Report Description:

R000108

# School - Date Range Infractions by Ethnicity

School: Bay Point Elementary School (0161) Start Date: Aug 19, 2013 End Date: Feb 10, 2014

Sorting conditions

Eth/Race : Sorted by value, ascending

Eth/Race	# of Enrolled Students on Feb 10, 2014	# of Infractions	% of Enrolled Students	% of Total Infractions
American Indian or Alaska Native	1		0.2%	
Asian	31	1	4.7%	1.2%
Black or African American	316	68	47.7%	81.0%
Hispanics of any race	72	3	10.9%	3.6%
Two or more races	38	5	5.7%	6.0%
White	205	7	30.9%	8.3%
<b>Total</b>	<b>663</b>	<b>84</b>		

Run Date/Time: Feb 10, 2014 7:50:43 AM

- 3 -

Filter conditions

p\_EndDate: Feb 10, 2014

p\_EnrollmentType:

p\_InfractionCode:

p\_SchoolID: Bay Point Elementary School (0161)

p\_StartDate: Aug 19, 2013

Report Description:

R000108



# School - Date Range Infractions by Ethnicity

School: Bay Point Elementary School (0161) Start Date: Aug 19, 2013 End Date: Feb 10, 2014

## Optional Selection Filters for Report

Infraction Type: ALL  
Enrollment Type: ALL

## Report Description



### Filter conditions

p\_EndDate: Feb 10, 2014  
p\_EnrollmentType:  
p\_InfractionCode:  
p\_SchoolID: Bay Point Elementary School (0161)  
p\_StartDate: Aug 19, 2013

The School - Date Range Infractions by Ethnicity compares the % of total infractions with the % of enrolled students by each ethnicity/race group for the selected school and date range. Each measure is represented by a bar. A list report displays by ethnicity/race, the number of students enrolled, the number of infractions, the percent of total enrolled, and the percent of total infractions. Totals for enrollment and infractions for the selected school and date range are also displayed.

Run Date/Time: Feb 10, 2014 7:50:43 AM

- 4 -



### Filter conditions

p\_EndDate: Feb 10, 2014  
p\_EnrollmentType:  
p\_InfractionCode:  
p\_SchoolID: Bay Point Elementary School (0161)  
p\_StartDate: Aug 19, 2013

Report Description:

R000108