
Guidelines for Success

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

1. Bardmoor is a PBIS school. Our guidelines for success entail, doing your Bardmoor BEST:
 - B=Be Responsible
 - E=Enter Ready
 - S>Show Respect
 - T=Team Bardmoor

2. Where are common area expectations posted?

Common area expectations are posted throughout the school building according to each different area. Examples of posted expectations would be the clinic, office, hallways, cafeteria, restrooms, etc.

3. How are common area expectations communicated?

Monthly BEST assemblies are held for all grade levels to review and reinforce school wide behavior goals. Visual aids are posted throughout the building.

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

Each classroom develops community rules that are tied into our school wide behavior plan. These expectations are posted in the classroom and reviewed daily for the first two weeks of school and on an as needed basis.

Goal 1

Present Level of Performance

45 classroom disruption referrals for the 2014-2015 school year

Expected Level of Performance

No greater than 36 referrals for classroom disruption for the 2015-2016 school year

GAP

Decrease of 20% in classroom disruption referrals for the 2015-2016 school year

1. What problem have you identified?

There was an increase in classroom and campus disruption in the 2014-2015 school year, as identified by the focus data. There was an increase of 200% between the 2013-2014 and the 2014-2015 school year. Students should be able to use school wide positive behavior support plan to advocate for their needs and receive assistance from the support team in order to decrease classroom disruption occurrences.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome is a decrease in classroom and campus disruption referrals by 20% for the 2015-2016 school year.

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

Inconsistency in use of classroom and school wide behavior hierarchy in identified classroom.

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

Providing behavioral support to identified classroom teachers.

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

Drastic increase in classroom and campus disruption referral data.

Goal 1

4. How will this problem be solved?

Classroom observations of identified classroom teachers with feedback on behavioral intervention strategies.

**Implementation Steps
(Including professional development)**

Mentoring by behavioral specialist within the school.

Person(s) Responsible

administration and behavioral specialist

Timeline / By When?

June 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed: 6/7/2016

Goal 1

5. Data collection and management

Monitor referral data biweekly.

**Implementation Steps
(Including professional development)**

Create social skills groups within peers for identified students.

Person(s) Responsible

Guidance Counselor
Behavior Specialist and Administration

Timeline / By When?

September 8,2015

Initiated: 9/15/2015

Ongoing: Y

Pending:

Completed: 6/7/2016

Goal 1

6. Support Plan

Use of social skills curriculum.

**Implementation Steps
(Including professional development)**

Guidance counselor and behavior specialist will attend district wide PLC's

Person(s) Responsible

Guidance counselor and behavior specialist

Timeline / By When?

September 2015

Initiated: 9/7/2015

Ongoing: Y

Pending:

Completed: 6/7/2016

Goal 1

7. Fidelity Plan

Through classroom observation and decrease in referral data.

**Implementation Steps
(Including professional development)**

weekly observation of identified classroom teachers by administration and behavioral specialist, followed by specific feedback to teachers.

Person(s) Responsible

Administration and behavior specialist

Timeline / By When?

September 8,2015

Initiated: 9/8/2015

Ongoing: Y

Pending:

Completed: 6/7/2016

Goal 2

Present Level of Performance

5 out of 90 students receiving referrals had 5 or more referrals.

Expected Level of Performance

0 students receiving 5 or more referrals.

GAP

5 students.

1. What problem have you identified?

We have identified a group of students from the 2014-2015 school year that have 5 or more referrals. The team would like for students to be able to learn and demonstrate appropriate school behavior. The discipline data from portal has aided in identifying those students from the 2014-2015 school year.

2. What is your Desired Outcome/Measureable Goal?

For the identified students to have a decrease in referrals and demonstrate appropriate school behavior.

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

These students do not have a connection to school. We need to build positive relationships with them and put positive preventative strategies in place to keep them engaged in school.

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

We want to decrease disruptive behaviors with these students. We want them to feel engaged in school and with their teachers. Our priority is to keep them focused on learning and engaged with the teachers so that they can be successful students. Staff needs to be trained on how to provide positive redirection before a student receives a referral.

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

According to data there was a 200% increase in classroom and campus disruption referrals from the 2013-2014 school year to the 2014-2015 school year.

**15/16 School-wide Behavior Plan
Bardmoor Elementary School**

11/9/2015

Goal 2

4. How will this problem be solved?

Identified students will meet with a selected preferred adult using check in and check out process.

**Implementation Steps
(Including professional development)**

Students will meet with their selected mentor daily. (How will data be collected, tracked and monitored?) RS

Person(s) Responsible

guidance counselor,
behavior specialist

Timeline / By When?

September 2015

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

Identified student will meet weekly with a selected mentor.

**Implementation Steps
(Including professional development)**

Students will meet weekly during a pre-identified time with the selected mentor and complete a weekly check in sheet.

Person(s) Responsible

guidance counselor, mentors

Timeline / By When?

September 2015

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

**15/16 School-wide Behavior Plan
Bardmoor Elementary School**

11/9/2015

Goal 2

5. Data collection and management

Using focus data and individual graphs.

**Implementation Steps
(Including professional development)**

Mentors will meet with guidance counselor and behavior specialist to review student behavioral data.

Person(s) Responsible

Guidance counselor, mentor, behavior specialist

Timeline / By When?

June 2016

Initiated: 8/17/2015

Ongoing:

Pending:

Completed:

Goal 2

6. Support Plan

Staff will receive monthly PBS updates at staff meetings.

**Implementation Steps
(Including professional development)**

Behavioral specialist will attend monthly district wide behavioral PLC's.

Person(s) Responsible

Behavior specialist

Timeline / By When?

June 2016

Initiated: 8/17/2015

Ongoing:

Pending:

Completed:

Goal 2

7. Fidelity Plan

Through an decrease in referrals from identified students.

**Implementation Steps
(Including professional development)**

Use of data from focus. Use of student created graphs from mentor check-in

Person(s) Responsible

guidance counselor, behavior specialist, administration

Timeline / By When?

June 2016

Initiated: 8/17/2015

Ongoing:

Pending:

Completed:

Goal 3

Present Level of Performance

30% of all school referrals were from black students

Expected Level of Performance

10% of school referrals will be from black students

GAP

20%

1. The identified problem for Goal 3 is:

We want our black students to be able to follow the guidelines for success. The data that was used was school-wide office referral data from the 2014-2015 school year.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome is to decrease time out of class due to significant disruptive behavior as measured by office discipline referrals.

The desired outcome is to increase academic performance as measured by an increase county assessments data.

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

Students did not feel like they were part of the community and have a sense of support.

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

Our priority is that each student knows that someone is looking at how they are performing, both academically and behaviorally in class. We want the students to have an adult that they can go to make them feel special.

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

Through discussion with students, they expressed that they did not feel connected to their classroom and school community.

**15/16 School-wide Behavior Plan
Bardmoor Elementary School**

11/9/2015

Goal 3

4. How will this problem be solved?

Black students will participate in data chats with members of the SBLT every six weeks.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

1. Divide the list of black students equally amongst SBLT. Decide who already has a connection with that child to make it more impactful.

Person(s) Responsible

Guidance Counselor - SBLT

Timeline / By When?

every 6 weeks

Initiated: 10/1/2015

Ongoing: Y

Pending:

Completed: 6/7/2016

Targeted black students will work with a mentor individually an in small group in ensure that they have a positive role model.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Mr. Keegan is working with three targeted students twice a week.

Person(s) Responsible

Guidance counselor and Mr. Keegan

Timeline / By When?

weekly

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed: 6/7/2016

**15/16 School-wide Behavior Plan
Bardmoor Elementary School**

11/9/2015

Goal 3

5. Data collection and management

African American students will answer surveys at the beginning, middle and end of the year where they will answer questions on likes/dislikes.

**Implementation Steps
(Including professional development)**

Students will meet with SBLT member every six weeks.

Person(s) Responsible

guidance counselor, social worker, behavior specialist, administration

Timeline / By When?

June 2016

Initiated: 8/17/2015

Ongoing: Y

Pending:

Completed:

Goal 3

6. Support Plan

SBLT members will be supported by the SBLT to help identify cause/effect with African American students

**Implementation Steps
(Including professional development)**

Coaches will help the adult supporting the student understand data and identify goals to increase academic success.

Person(s) Responsible

guidance counselor, social worker, behavior specialist

Timeline / By When?

June 2016

Initiated: 8/17/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

Students will show more engagement in class and there will be a decrease in referrals

**Implementation Steps
(Including professional development)**

data from focus

Person(s) Responsible

guidance counselor, behavior specialist, social worker, administration

Timeline / By When?

June 2016

Initiated: 8/17/2015

Ongoing: Y

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Bardmoor utilizes a classroom/school-wide rewards program. We give out Bardmoor Bones to students and classes who are demonstrating Bardmoor BEST behaviors. These behaviors are taught in the classroom by teachers, at assemblies, during whole class and small group guidance lessons and on WBBE, the morning show.

2. Describe the procedure/practice used.

Each staff member will get 10 "bones" each month. Staff members will give these out to students/whole classes as they see them demonstrating the guidelines for success while on duty, standing outside their door in the morning/afternoon, or while walking through the hallways on their breaks. Teachers will keep track of the "bones" in their classrooms, once the class has reached a milestone level, classes will be able to pick a reward from an incentive menu.

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

See above.

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

Teacher keep track of the amount of bones that they receive. This information is kept by the behavior specialist to monitor which classrooms consistently reaching new milestones.

Alignment of Classroom Management Systems With The School-Wide Behavior Plan

1. What STOIC-based classroom management system is implemented in your school?

The Stop and Think Social Skills Program teaches students to stop and think about how they want to handle a situation before acting, decide whether they want to make a Good Choice, think about the steps they need to follow or the Good choices available to them for carrying out the Good Choice behavior, put their plan into action, and positively reinforce themselves for doing a good job.

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

The program is a researched based program.

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

Teachers teach the strategies from the program along with using the weekly lessons. These are reinforced by guidance counselor in lessons and month guidance words.

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

The expected outcome is that students will be able to think about actions and consequences before acting on a situation.