
Guidelines for Success

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

Gulf Beaches Elementary Magnet uses FINS UP-(Ferocious learners, innovative, nice, self control, understanding, positive) for school wide guidelines. Students are expected to show that they are being FINS UP throughout the day in every setting.

2. Where are common area expectations posted?

Expectations are posted throughout the halls, cafe, media center, PE courts, as well as stated in daily news show.

3. How are common area expectations communicated?

Large laminated posters around hallways, daily reminders over school news show/announcements.

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

Rules and expectations are clearly hanging/posted in classrooms, hallways, music, art, PE areas, Lunch, bathrooms, science lab, and media center.

Goal 1

Present Level of Performance

89% of students are meeting expectations (infractions and suspensions)

Expected Level of Performance

90% of students will comply with Gulf Beaches Elementary Magnet School's SWBP and FINS UP guidelines for success.

GAP

1% of students are not meeting our current expectation.

1. What problem have you identified?

Based on our small percentage of students the majority of offenders were repeats as well as 75% were African American. We want our students to learn ways to control behaviors and make decision that will create self awareness and good choices. We will continue to monitor infractions and suspensions as well as use classroom observations when required.

2. What is your Desired Outcome/Measureable Goal?

GBEMS's desired outcome is for 90% our students to be meeting the guidelines for success throughout the school.

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

Processes and Procedures are important parts to a school running smoothly. Being our second year these are a barrier that we will continue to have constant communication and conversation about. Creating a solid and purposeful process and procedure to ensure that teacher, staff, and students are able to be successful with meaningful and proven interventions.

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

African American students are definitely an alterable barrier and priority. We currently have 25 African American students attending GBEMS. Of these students teachers have each chosen 1-2 students to mentor monthly. Fifteen of the twenty five students were repeat offenders. We want to provide guidance and open communication with students to help ensure their success. By providing mentors we can look at how the data changes throughout the year- are the repeat offenders still having difficulty? What changes have occurred?

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

The data shows that 60% of the infractions were students that are African American.

**15/16 School-wide Behavior Plan
Gulf Beaches Elem Magnet**

9/22/2015

Goal 1

4. How will this problem be solved?

Processes and Procedures

**Implementation Steps
(Including professional development)**

Continued communication and planning with staff

Triage and Training Team- Action Plan

Behavior Resource Map

Person(s) Responsible

Whole Staff

MTSS

MTSS

Timeline / By When?

Continue

Initiated: 8/20/2015

Ongoing: Y

Pending:

Completed:

Mentor Program

**Implementation Steps
(Including professional development)**

Staff will mentor selected student monthly- keeping documentation

Person(s) Responsible

Staff/mentors

Timeline / By When?

**15/16 School-wide Behavior Plan
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9/22/2015

monthly meetings set by teacher and student

Initiated: 9/21/2015

Ongoing: Y

Pending:

Completed:

Goal 1

5. Data collection and management

CIMS, DecisionEd

**Implementation Steps
(Including professional development)**

Data collection of infractions weekly

behavior nomination forms

Person(s) Responsible

DMT/MTSS

MTSS

Timeline / By When?

Weekly

Continued

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

**Behavior Chats monthly
Open Communication**

**Implementation Steps
(Including professional development)**

Use PLC data chats to look over behavior data- what is working, what needs to change.

Triage and Training Team will be utilized when needed

Person(s) Responsible

Staff/ MTSS

MTSS

Timeline / By When?

Montly

as needed

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

**15/16 School-wide Behavior Plan
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9/22/2015

**Initiated:
Ongoing:
Pending:
Completed:**

Goal 1

7. Fidelity Plan

Monthly Data checks

**Implementation Steps
(Including professional development)**

DecisionED
CIMS

Person(s) Responsible

DMT/MTSS

Timeline / By When?

Montly

Initiated: 9/21/2015

Ongoing: Y

Pending:

Completed:

STOIC Walk Throughs

**Implementation Steps
(Including professional development)**

PLC- STOIC checklists, training

Person(s) Responsible

MTSS

Timeline / By When?

As needed

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

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9/22/2015

School-wide Reward System

1. What are your school-wide reward strategies?

Based on our school-wide expectation of FINS UP students will be rewarded with Shark Bytes that can be used for various activities and prizes throughout the year. Our current goal is to have a school store where students will be able to also use Shark Bytes to purchase items.

2. Describe the procedure/practice used.

Teachers and Staff will readily have Shark Bytes with them. Students that are showing FINS UP expectations. Students will collect Shark Bytes for weekly incentives - a weekly drawing over the school morning show will draw Shark Bytes from grade level buckets. Students can also accumulate Shark Bytes to use for monthly give incentives (Popcorn, snow cones, treasure box, ect.). Classroom teachers are to utilize Shark Bytes within their classroom behavior management plans as well.

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

Weekly and Monthly incentives will be provided. Implementation will be provided by all staff members.

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

Students earning Shark Bytes based on Fins Up expectations is aligned to data as we are look for students buy in through weekly and monthly incentives. By looking at who and frequency of Shark Bytes will we be able to either continue or change our direction on SWBP.

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

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

Based on our current data and the small percentage of students that are not meeting our schools expectation - STOIC walkthroughs and data collection is based on the need. Continued walkthroughs are done while focusing on what is needed at the time based on the situation.

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

Majority of our staff uses a variation of CHAMPS. MTSS will be doing a data collection of three differently used behavior management systems to find one that would meet the needs of the school wide behavior and data collection to be implemented by all staff members in the 2016-2017 school year.

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

Shark Byte collection along with less that 10% of our students receiving infractions or suspensions. Teachers classroom management systems need to be in place and upheld to create a safe and success setting.

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

The outcome is that students are successful in all areas while at GBEMS. Continued fidelity implementation of Shark Bytes and across teh board understanding of what our SWBP goals are.