
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.

**15/16 School-wide Behavior Plan
Pinellas Park Middle School**

12/3/2015

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

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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

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Joanna Bernal, AP

Heather Obartuck, MTSS

PBS Team

Richelle Turner, Behavior Specialist

Timeline / By When?

August 24, 2015

Initiated: 8/19/2015

Ongoing:

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:

Implementation Steps

(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

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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

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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: Cultrually 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

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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

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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

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Administration

Timeline / By When?

Beginning January, 2016

Initiated:

Ongoing:

Pending:

Completed:

School-wide Reward System

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

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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.