
Guidelines for Success

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

School-wide guidelines for success are: kind words, kind actions, and be safe. Another GFS we strongly encourage on our campus is commitment to character.

2. Where are common area expectations posted?

Common area expectations are posted throughout our campus in the hallways, in the cafeteria, on the busses, in the bus loop, PE, Art, Music, and all classrooms. Expectations are currently being made on large posters for high-traffic outside areas.

3. How are common area expectations communicated?

Common area expectations are posted in classrooms, with individual classroom teachers specifying and elaborating what expectations look like, sound like, and feel like pertaining to age-appropriate levels. Expectations are also reviewed through morning announcements, newsletters, website, and classroom guidance lessons. Common area expectations are also communicated from the bus drivers to students on busses.

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

Classroom expectations are developed through individual class meetings where "Classroom Bill of Rights" (classroom contract) and "Articles" are established. Students develop expectations and then vote to pick top choices with teacher-led guidance. Expectations are then posted in the classroom and reviewed daily within the classroom.

Goal 1

Present Level of Performance

Last year at the end of the school year, we had a total of 20 referrals written.

Expected Level of Performance

This school year, our goal is to cut the referrals in half and not exceed 10 written referrals.

GAP

Our GAP is to decrease the 20 referrals in 2014-2015 to 10 or fewer referrals this 2015-2016 school year.

1. What problem have you identified?

The problem we have identified is that 5 of our students were written up multiple times. We want students to be able to correct behaviors before it gets to the point of writing a referral. Students should be able to use strategies to calm themselves down, or whatever is needed, to refrain from getting to the point of having a referral written. Students should have the opportunity to speak with the guidance counselor or administration when needed, as well. We used the end of the year SWBP data. Data was desegregated and written up in a plan of action.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome is to fully implement a 3-tier behavior system to remediate behaviors before they reach referral status. The measurable goal is to decrease the number of referrals from 20 written in the 2014-2015 school year to 10 or fewer referrals written in the 2015-2016 school year. Last year, 0 black students received referrals. Another measurable goal for our school is to continue with the outcome of having 0 black students receive referrals this school year.

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

Possible reasons our goal has not been reached are: students not being followed up with on a consistent basis and interventions not being followed through with fidelity.

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

Our most alterable barrier at this point is following up with teachers to make sure interventions are being utilized with fidelity in and outside the classroom.

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

We know this is the right barrier to address at this point from our previous year's feedback, observations from the psychologists, and lack of follow through. Psychologists and Social Workers notified Counselor and Admin that interventions were not being utilized with fidelity to in order to monitor tools/interventions/strategies that students

**15/16 School-wide Behavior Plan
Brooker Creek Elementary School**

11/13/2015

needed to be successful. Because of lack of lack of implementation in the classroom, there was no consistency for the students.

Goal 1

4. How will this problem be solved?

classroom observations on students and teachers

**Implementation Steps
(Including professional development)**

MTSS training refresher

Person(s) Responsible

Social worker, psychologist, administration

Timeline / By When?

on going

Initiated: 9/9/2015

Ongoing: Y

Pending:

Completed:

educate teachers on Tier 2 and Tier 3 behavior expectations, interventions, and documentation

**Implementation Steps
(Including professional development)**

Staff meeting, PD on campus, resource guides

Person(s) Responsible

MTSS team

Timeline / By When?

by end of September

Initiated: 9/25/2015

Ongoing:

Pending: Y

Completed: 9/30/2015

**15/16 School-wide Behavior Plan
Brooker Creek Elementary School**

11/13/2015

Goal 1

5. Data collection and management

referrals written

Implementation Steps
(Including professional development)
reviewing behavior at SBLT meetings

Person(s) Responsible
guidance counselor, social worker, AP

Timeline / By When?
constant at SBLT meetings

Initiated:
Ongoing: Y
Pending:
Completed:

PLC notes

Implementation Steps
(Including professional development)
reviewing behavior at SBLT meetings, identifying needs

Person(s) Responsible
principal, MTSS team

Timeline / By When?
constant at SBLT meetings

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 1

6. Support Plan

team based meetings to review data and interventions needed

**Implementation Steps
(Including professional development)**

monthly behavior review meetings

Person(s) Responsible

Student Services, Admin

Timeline / By When?

Initiated:

Ongoing: Y

Pending:

Completed:

attend appropriate training

**Implementation Steps
(Including professional development)**

PD provided by district

Person(s) Responsible

Student Services, MTSS team, Admin

Timeline / By When?

Initiated:

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

interventions implemented with fidelity

**Implementation Steps
(Including professional development)**

staff meetings and PD to equip teams with necessary tools to utilize in classrooms

Person(s) Responsible

all staff

Timeline / By When?

Initiated:

Ongoing: Y

Pending:

Completed:

training staff on tiered levels of behavior

**Implementation Steps
(Including professional development)**

PD from district or school based PD

Person(s) Responsible

all staff

Timeline / By When?

Initiated:

Ongoing: Y

Pending:

Completed:

Goal 3

Present Level of Performance

0 black students received referrals

Expected Level of Performance

0 black students will receive referrals

GAP

We will close the GAP between black and non-black students

1. The identified problem for Goal 3 is:

The problem identified is there is a gap between our non-black and black students receiving referrals. 20 referrals were written for our non-black students while 0 referrals were written for black students.

2. What is your Desired Outcome/Measureable Goal?

Our measureable goal is to close the gap between black and non-black students by not writing more than 10 referrals for non-black students this year.

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

Possible reasons that our goal has not been reached yet are: students not being followed up with on a consistent basis and interventions not being followed through with fidelity.

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

Our most valid and alterable barrier right now is following up with teachers to make sure interventions are being followed through with fidelity.

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

We know that this is the right barrier to address at this point because in order to close gaps between our black and non-black students, we must ensure that all steps and interventions are being followed through in and out of the classroom.

Goal 3

4. How will this problem be solved?

MTSS behavior training, including interventions training

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

on-going professional development

Person(s) Responsible

Counselor, administration

Timeline / By When?

end of September

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Daily, weekly, and monthly character rewards based on character traits demonstrated by students. Rewards are gold notes, prestigious paw award, and classroom character kid, student of the month.

2. Describe the procedure/practice used.

Gold notes are awarded daily for students exhibiting behaviors that go above and beyond in showing respect, honesty, motivation, and responsibility. Any staff member can award a gold note to any student.

Prestigious Paw Character Weekly award is rewarded to students chosen by classroom teacher for exhibiting the character trait of the month.

Classroom character kid is given to one student per year for exhibiting all character traits, all the time, no matter what area of campus they are on. This is for pre-k - 4th grade students. Student of the month is sponsored by the Rotary Club and is given to 5th grade students for exhibiting the same behaviors as the classroom character kid.

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

Strategies will be implemented by all faculty and staff by rewarding students that are deserving of recognition for positive behavior and strong character traits. These will be implemented daily, weekly, and monthly. Rewards can be awarded on all areas of campus. Guidance counselor oversees positive behavior programs.

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

Strategies are aligned to data by proof of below the average district wide referrals. Positive feedback is also provided by staff, students, and parents.

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

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

Structure: school-wide and classroom expectations posted around classroom and campus

Teaching: classroom teachers teach school-wide and classroom based expectations in the classroom in the beginning of the year, followed by daily review. Expectations are also reviewed on announcements.

Observing: students are rewarded for positive behavior, as well as monitoring behavior on a daily basis, MTSS and SBLT teams review data monthly

Interactions: daily, weekly, monthly awards; positive verbal and non-verbal praise and feedback

Corrections: re-direction of misbehaviors, reminders, and equal opportunity for each student to learn and remember expectations

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

Research shows that students respond to a safe learning environment that provides positive incentives, not just consequences. A needs assessment has been completed by staff, students, and parents to ensure that everyone feels safe and well-managed on campus. Students are given consequences in the classroom for poor behavior; however, when students turn their behavior around or exhibit positive choices, they are given a positive incentive along with feedback. Research shows that students that feel valued and respected will work harder to achieve goals.

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

Classroom management is aligned to data by reviewing behavior data at the end of each school year in order for staff to review and implement new strategies needed to meet the needs of each learner on campus.

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

Outcomes should allow for more students at the end of the day to receive more positive behavior feedback, than negative. Classroom management systems are followed daily, on a consistent basis, to allow students the ability to remember daily expectations.