
Guidelines for Success

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

The School-wide guidelines for success for the Northwest Stars are as follows:

- S - Show a Positive Attitude
- T - Try Your Best
- A - Act Responsibly
- R - Reach for Your Goals
- S - Self Motivation

2. Where are common area expectations posted?

The common area expectations are posted throughout the school. They are all in CHAMPS format and are on laminated color posters.

We currently have common area expectations complete for the P.E. field, the bathroom, arrival, dismissal, assemblies, water fountain and fire drills.

We will PDSA these throughout the year at PBS, PLC, and SBLT meetings.

3. How are common area expectations communicated?

These expectations are communicated to the students through all Northwest Staff. The first line of communication is through the classroom teacher. The full staff are knowledgeable of these expectations and will reinforce them continuously throughout the day.

The posters are up and visible around campus. parent conferences, school newsletters and notes from teachers.

These expectations are also communicated to families at open house, parent conferences, school newsletters, notes from teachers and the automated phone messaging system.

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

The school-wide expectations are as follows:

- Level 0 while walking in the hallways
- Speak appropriately to others
- Keep hands, feet and objects to self
- Be prepared for school
- Be a problem solver

Teachers are expected to develop classroom expectations and procedures aligned to school-wide expectations.

Each teacher will develop a CHAMPS Classroom Management and Discipline Plan. We encourage teachers to include their students in this process as it helps student/teacher connections. The students feel empowered to follow procedures they helped design. These will be reviewed and kept on file.

Each classroom will have these clearly posted, and reviewed daily at first and then a minimum of weekly. It is encouraged to review, reinforce and consequence as issues arise.

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

8/19/2015

Goal 1

Present Level of Performance

The percentage of Black students receiving referrals is 31%. The percentage of Black students at Northwest is 15%.

Expected Level of Performance

To decrease the percentage of Black students receiving referrals to 15%.

GAP

16%

1. What problem have you identified?

We want to reduce the number of Black students receiving behavioral referrals. The data showed a total of 17 Black students received office referrals last year. Referral data was used to identify this problem.

2. What is your Desired Outcome/Measureable Goal?

Northwest Elementary School will reduce the number of Black students receiving behavioral referrals from 31% to 15% during the 2015-2016 school year.

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

Some of the possible reasons this goal has not been met are...

Teachers need more training on building relationships with students. They need to understand the cultural differences, and how to address these. Research indicates that Black students achieve more and are able to understand and follow school-wide expectations when mentors are involved. Although parents have always been welcome in the school, we need to be more proactive with phone calls and conferences. Not only when a problem arises but for positives and clarification.

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

School-based mentors for identified Black students is a priority this school year.

Parent conferences will not only be offered to families, but will be scheduled with follow-up phone calls, notices and invitations.

We have been able to increase our student services team hours on campus (school psychologist, school social worker, school counselor and behavior specialist.) This will help us with more social skills groups and counseling services for our students. Teachers will be able to refer students and we will also analyze the incident, referral, and behavior call data weekly to identify which students are a priority.

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

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Looking at our baseline data from the Student Information System on referrals and in-school suspensions and out of school suspensions.

Goal 1

4. How will this problem be solved?

Assignment of School-based mentors to identified Black students.

**Implementation Steps
(Including professional development)**

Staff will receive training regarding the data used to prioritize this goal, and what the mentoring of a student would look like. They will be given the opportunity to volunteer to be a mentor. If we do not have enough volunteers, then certain staff will be approached to be a mentor.

Person(s) Responsible

SBLT

Timeline / By When?

Training will be done on 8-21-15

Mentors will be in place by 9-18-15

Initiated:
Ongoing:
Pending:
Completed:

Phone calls and parent conferences will be scheduled.

**Implementation Steps
(Including professional development)**

Teachers will make contact with each parent within the first two weeks of school by one or more of the following:
Open House
Conference
Phone Call
Classroom Newsletter

Person(s) Responsible

Teachers

Timeline / By When?

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Within the first two weeks of school

Initiated:
Ongoing:
Pending:
Completed:

Counseling and social skills groups

**Implementation Steps
(Including professional development)**

Data from last year as well as teacher and/or parent request will be used to establish counseling and social skills groups.

Person(s) Responsible

psychologist, social worker, counselor and behavior specialist

Timeline / By When?

Groups and counseling will begin within the first three weeks of school.

Initiated:
Ongoing:
Pending:
Completed:

**Classroom and school environments will be improved.
Teachers will teach and focus on skill development; reinforce appropriate behavior through the school-wide positive support systems.**

**Implementation Steps
(Including professional development)**

Staff will receive training
8-21-15 on Positive Behavior Supports. We will review CHAMPS strategies. Focus on STOIC.

Person(s) Responsible

Behavior Specialist to train, teachers to implement training information.

Timeline / By When?

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Training 8-21-15

Teachers complete CHAMPS Classroom Management and Discipline Plan by 8-28-15

Initiated:
Ongoing:
Pending:
Completed:

Use data systematically (through analysis by SBLT and PBS team) to identify appropriate supports for students.

**Implementation Steps
(Including professional development)**

SBLT and PBS team will analyze behavioral data (referrals, behavior specialist calls and incident reports) during their team meetings (SBLT, weekly and PBS team, monthly)

Person(s) Responsible

SBLT and PBS team

Timeline / By When?

This will begin
August 2015

Initiated:
Ongoing:
Pending:
Completed:

Goal 1

5. Data collection and management

The data used will consist of:

Referrals

incidents reports

behavior specialist calls

observational/anecdotal

Parent input

Implementation Steps

(Including professional development)

Staff will attend a refresher on behavior incident reports, referrals and behavior specialist calls.
Data will be analyzed through SBLT and PBS team meetings.

Person(s) Responsible

SBLT and PBS team

Timeline / By When?

Beginning August 2015

Initiated:

Ongoing:

Pending:

Completed:

Goal 1

6. Support Plan

- * Walk through in the classrooms
- * coaching conferences with teachers
- * survey for student, teacher and parent

**Implementation Steps
(Including professional development)**

SBLT and PBS team to analyze mentor, counseling and social skills group, parent contact and survey data and provide assistance as necessary

Regular meetings with staff involved with mentoring

Behavior Specialist joined PBS Cadre for summer training, and will continue cadre during the year.

Person(s) Responsible

Behavior Specialist, SBLT, PBS team

Timeline / By When?

To begin August 2015

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

Goal 1

7. Fidelity Plan

Analyze above mentioned data.

**Implementation Steps
(Including professional development)**

distribute collection tools for data collection

collect and analyze data regularly (minimum of monthly)

coaching/conferencing based on needs from data

Person(s) Responsible

SBLT and PBS team

Timeline / By When?

Beginning August 2015

Initiated:

Ongoing:

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

We will celebrate demonstration of Guidelines for Success in a number of ways.

Data from each classroom, for each student will be progress monitored based on the classroom 10 point scale which is aligned to the school-wide guidelines for success and the school-wide expectations. Each teacher has a scale visible in the classroom and the students are taught the procedure for earning the points This is not a cost response system, they only earn, never lose points.

2. Describe the procedure/practice used.

Data from each classroom, for each student will be progress monitored based on the classroom 10 point scale which is aligned to our school-wide guidelines and expectations. Students who earn a minimum average of 80% will attend/receive incentives.

A cafeteria plan is also in place where by the class as a whole will earn a green or red sticker based on whether or not they follow the school-wide expectations. This is progress monitored daily and visible to the students as they enter the cafeteria. If they earn three or less red stickers in a month, the whole class earns a tag to place on a bracelet/book bag chain. Each month the tag is a different color. The idea is to collect as many colors as possible. They may wear/display these. As the year progresses, fewer red dots are required in order to earn the tag.

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

The whole staff is aware of the reward/incentive plans. On a weekly (sometimes) daily basis, classroom teacher reward the students hitting the 80% or above target. It may be a free homework pass, or a bit of extra outside time. The teachers develop the incentives with their students so it will be meaningful. An incentive isn't an incentive if the student doesn't want it.

There is also a monthly reward/incentive designed for the students who have that 80% or above average. This may be Science demonstration or a Tricky Dog Show, or even snow cones. Administration or the Behavior Specialist or other staff members may organize these events.

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

Data which is documented daily and then analyzed on a monthly basis by SBLT and PLC provide insight into which students are being successful with the procedures/guidelines/expectations, and also which students need more instruction, reinforcement of expectations ,attention, reinforcement, etc...

By analyzing the 10 point scale, we can determine what part of the day/schedule the students have challenges with. With this information, we can then come up with a behavior plan/ contract to assist each student based on their need.

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

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

All Classrooms develop the CHAMPS Classroom Management and Discipline Plan. This is developed with students, completed, turned in and reviewed.

It is then taught to the students and reviewed daily until everyone feels competent with it. Teachers review this with their students throughout the year.

The classroom management system is developed from the school-wide expectations and guidelines for success. Teachers use a 10 point scale daily in order to track each students progress. What they aspire to is a minimum of 80%.

Administration and behavior specialist and student services staff all model appropriate positive interactions and consistent/private corrections whenever possible in front of teachers. This is done so frequently that it becomes automatic.

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

Our classroom management is CHAMPS based.

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

Classroom management plans are based on a 10 point system, which are converted to percentages for data collection purposes. The data is analyzed at least 1x per month and if students exhibit a negative trend for at least 4-6 weeks they are assigned a tier 2 intervention.

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

We expect undesirable behavior to be reduced with the use of Positive Behavior Supports. We want to prevent problem behavior from occurring, to teach and focus on skill development, to reinforce appropriate behavior through our positive support systems, and use the classroom/school data to determine when and where we need to revisit some of these strategies.