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## **Guidelines for Success**

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

Always do your best  
Respect others and yourself  
Treat others kindly  
Safety first

### **2. Where are common area expectations posted?**

Our guidelines to success are posted all around our building in common areas. Each classroom has a framed copy posted.

### **3. How are common area expectations communicated?**

It is an expectation that teachers teach these expectations at the beginning of the school year and use them in guiding their own classroom rules/management system. Each teacher develops and teaches their classroom expectations/rules throughout the school year. Rules and consequence along with rewards are posted in each classroom.

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

It is an expectation that teachers teach these expectations at the beginning of the school year and use them in guiding their own classroom rules/management system. Each teacher develops and teaches their classroom expectations/rules throughout the school year. Rules and consequence along with rewards are posted in each classroom.

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## Goal 1

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### Present Level of Performance

53 Behavior Reports over the 14-15 school year

### Expected Level of Performance

Continue to reduce the number of behavior reports written by 10%

## GAP

### 1. What problem have you identified?

The students will know, understand and comply with school expectations. Class and Campus Disruptions is our highest category of behavior reports. Over the past 3 years of data, we have noticed a reduction in these numbers with a slight increase last year.

### 2. What is your Desired Outcome/Measureable Goal?

By the end of the 2015-16 school year, the number of behavior reports in this area will be reduced by 20%.

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

Category is too broad  
Several Plans within the student's daily schedule

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

Category is too broad - will break this category down

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

We have seen a reduction in behavior reports because we have focused on providing data to teachers.

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**Goal 1**

**4. How will this problem be solved?**

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**Provide professional development on discipline gaps**

**Implementation Steps  
(Including professional development)**

Implement an ongoing book study with staff concentrating on working with our own perceptions/stereotypes and strategies that will decrease the discipline gap between black and non-black students by 10%.

**Person(s) Responsible**

**Timeline / By When?**

By September 23, 2015

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

**Ongoing dialogue with our “Arts” team to discuss common language and processes.**

**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

**Timeline / By When?**

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

**Create consistent behavior plan across grade levels and disciplines.**

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

8/28/2015

**Implementation Steps  
(Including professional development)**

Training

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

**School wide monthly studies focusing on the barriers listed above.**

**Implementation Steps  
(Including professional development)**

Book study

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 1**

**5. Data collection and management**

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**Student data will be collected and monitored (behavior reports)**

**Students that exhibit positive behavior are allowed to go to recess during their lunch period.**

**The SBLT meets weekly to monitor behavior and cycle through the problem solving process.**

**Implementation Steps**  
**(Including professional development)**

**Person(s) Responsible**

School Social Worker  
School Principal

**Timeline / By When?**

SBLT meets weekly to monitor behavior and cycle through the problem solving process.

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 1**

**6. Support Plan**

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**Posted rules & guidelines**

**Implementation Steps  
(Including professional development)**

All teachers have rules and guidelines

**Person(s) Responsible**

Principal

**Timeline / By When?**

Pre Planning

**Initiated:** 8/20/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 1**

**7. Fidelity Plan**

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**Monitor**

**Implementation Steps  
(Including professional development)**

SBLT and Leadership Meetings

**Person(s) Responsible**

Principal  
School Counselor

**Timeline / By When?**

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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## Goal 2

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### Present Level of Performance

53 Behavior Reports over the 2014-15 school year

### Expected Level of Performance

Continue to reduce the number of behavior reports by 10%

## GAP

### 1. What problem have you identified?

The students will know, understand and comply with school expectations. Our largest number of referrals written were in kindergarten.

### 2. What is your Desired Outcome/Measureable Goal?

By the end of the 2015-16 school year, the number of behavior reports will be reduced by 10%.

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

Kindergarten students are not used to the school setting.  
Lack of positive behavior plan specific for kindergarten.

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

Lack of positive behavior plan specific for kindergarten.

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

In the past we have had a plan to support behavior with kindergarten students in the cafeteria.



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**Goal 2**

**4. How will this problem be solved?**

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**Implement cool down area**

**Implementation Steps  
(Including professional development)**

Work with teachers on how to do this

**Person(s) Responsible**

School Counselor

**Timeline / By When?**

August 2015

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 2**

**5. Data collection and management**

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**School Behavior Report**

**Implementation Steps  
(Including professional development)**

SBLT and Leadership Meeting

**Person(s) Responsible**

Principal  
School Counselor

**Timeline / By When?**

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 2**

**6. Support Plan**

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**School Counselor will implement strategies to cool down in the monthly guidance lessons.**

**Implementation Steps  
(Including professional development)**

School Counselor will work with kindergarten teachers

**Person(s) Responsible**

School Counselor

**Timeline / By When?**

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 2**

**7. Fidelity Plan**

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**Monitor**

**Implementation Steps  
(Including professional development)**

SBLT and Leadership Meeting

**Person(s) Responsible**

Principal  
School Counselor

**Timeline / By When?**

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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## Goal 3

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### Present Level of Performance

53 Behavior Reports over the 2014-15 school year

### Expected Level of Performance

Continue to reduce the number of behavior reports by 10%

## GAP

### 1. The identified problem for Goal 3 is:

Students at Perkins are expected to know, understand and comply with the school wide behavior rules. Discipline data was used to identify a gap between black and non black students.

### 2. What is your Desired Outcome/Measureable Goal?

By the end of the 2015/16 school year, the gap between black and non-black students will reduce by 30% as measured by behavior reports.

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

1. Schedule and course load
2. Perceptions by staff

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

1. Perceptions by staff

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

Recent research  
Focus on training

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**Goal 3**

**4. How will this problem be solved?**

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**Book Study**

**Implementation Steps**

**(Including professional development opportunities aligned to Positive Behavior Supports)**

Monthly Staff PLC - studying perceptions and stereotypes

**Person(s) Responsible**

Principal  
School counselor

**Timeline / By When?**

End of 2016

**Initiated:** 8/19/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 3**

**5. Data collection and management**

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**Behavior Reports**

**Implementation Steps  
(Including professional development)**

Monthly PLC with data being shared

**Person(s) Responsible**

Principal  
School Counselor

**Timeline / By When?**

**Initiated:** 8/19/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 3**

**6. Support Plan**

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**Use of book to do with Book Study**

**Implementation Steps  
(Including professional development)**

Montly PLC

**Person(s) Responsible**

Principal  
School Counselor

**Timeline / By When?**

**Initiated:** 8/19/2015

**Ongoing:** Y

**Pending:**

**Completed:**



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**Goal 3**

**7. Fidelity Plan**

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**SBLT Review of Data**

**Implementation Steps  
(Including professional development)**

Review Guidelines

**Person(s) Responsible**

Principal  
School Counselor

**Timeline / By When?**

**Initiated:** 8/19/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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## School-wide Reward System

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### 1. What are your school-wide reward strategies?

Students that exhibit positive behavior are allowed to go to recess during their lunch period.

### 2. Describe the procedure/practice used.

Students must wear ID badges. Students who have ID badge at the time of recess get to go outside to play. Those who do not have to sit at the silent table.

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

Daily

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

This is a daily plan and is not contingent on previous behavior.

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

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

Each classroom teacher is responsible to create their management plan based on the Guidelines for Success. Videos have been created for our morning news show to help teach expectations.

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

Teachers have been trained with CHAMPS.

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

Teachers review data at the beginning of school and through out the school year.

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

Behavior referrals will decrease.