
Guidelines for Success

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

Plumb uses PBS. Our GFS are:

- Prepare for success
- Listen to learn
- Use good manners
- Make smart choices
- Be respectful and safe

When you read the first letter down it stands for PLUMB.

Prepare for Success: This expectation reflects the student's ability to be prepared for academic and behavioral success. this expectation can be broken down into skills of having materials or asking for materials, coming to school on time, having a focused mind set for learning.

Listen To Learn: This expectation reflects the student's ability to remain engaged in the learning activity. This expectation can be broken down into the skills of concentrating and/or focusing on assignments, keeping the learning environment free from distractions or disruptions. It also includes following adult directions at all times, implementing adult directions in a timely manner.

Use good Manners: This expectation reflects the student's ability to work cooperatively and collaboratively with others in the school wide setting. This expectation can be broken down into skills of selecting verbal and nonverbal methods of expressing thoughts, feelings, needs and concerns in ways that are acceptable within the school environment and respecting personal space, rights and property. Displaying character traits of kindness, respect, empathy for others.

Make Smart Choices: This expectation reflects the student's ability to make choices for success in academics and behavior. This expectation can be broken down by the student's ability to make the choice to remain engaged in learning activities, complete assignments and model expectations for other students. This expectation can be broken down into showing tolerance, consideration and empathy of others. Following and complying with social directives provided by staff within a reasonable time frame and working collaboratively to support conflict resolution and/or positive class culture.

Be Respectful and Safe: This expectation reflects the the student's ability to be self-motivated, persistent and aware of positive interactions with other students and staff. This expectation can be broken down into implementation of the character traits. This expectation includes students expressing their concerns to adults when there is conflict/bullying. Students follow adult directions during school activities, drills and during specials, cafeteria, arrival, and dismissal.

2. Where are common area expectations posted?

School Wide expectations are posted across the campus. They are color coded to be recognizable to all students and staff.

The following are locations where signs are posted:

- Media center
- Cafeteria
- Hallways-across campus
- Front Office
- Mult-purpose room
- PE Field/Courts

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3. How are common area expectations communicated?

Common area expectations are posted across the school campus.

Teachers teach and reteach the expectations throughout the school year

Morning news: Expectations are stated everyday on the morning news and reinforced by the administration

During their cafeteria time expectations are taught and revisited as needed

Newsletters

School wide behavior assemblies

Expectations are communicated to parents at Open House and other various school activities

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

Each classroom has a common board configuration that includes essential components of the school wide positive behavior plan. The classroom expectations are the same as common area and then the teacher and students write up their specific class expectations of how it would look in their classroom. All expectations in the classroom are on a purple bulletin board. On this purple board it will have school-wide and classroom expectations along with the school mission statement, conversation levels and school-wide attention signal.

Teachers will go over and role model what the expectation will look like.

Teachers will let the parents know what their expectations are during open house and through agenda books, e-mails and newsletters.

Goal 1

Present Level of Performance

Based on 2014-2015 STOIC data school wide expectations and common board configurations are consistently visible and accurate in 70% of classrooms.

Expected Level of Performance

100% of classrooms and school common areas display Guidelines for Success and expectation posters.

GAP

30%

1. What problem have you identified?

We want students to be able to locate and understand the school wide Guidelines for Success and expectations for classrooms and common areas. We want students to be able to identify the Guidelines for Success and understand their connection to their expectations.

The data that was used for this problem was STOIC walkthrough data that was collected during the 2014-2015 school year.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome is: Students maintain adherence to rules and procedures because they recognize the school wide Guidelines for Success, school wide and class expectations. Teachers display and utilize a common board configuration that aligns to the school wide Guidelines for Success and school and class room expectations.

Implementation of a common board configuration will increase from 70% to 100% in all classrooms and common areas across the campus based on STOIC data.

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

While we had Guidelines for Success and expectations during the 2014-2015 school year we have developed the system to be school wide and implemented the same way across the campus.

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

Providing a clear and consistent expectation of the common board configuration which includes all of the essential components for our PBS plan.

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

The work that we are doing with the staff is to create consistency of expectations across the campus. This is

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something that will support student achievement as students move through grade levels and continue to build a positive and proactive school wide behavior support system.

Goal 1

4. How will this problem be solved?

Provide teachers with detailed expectations, school wide behavior posters for common board configuration.

**Implementation Steps
(Including professional development)**

1. Review expectations of common board configuration at staff meeting.
2. Provide hard copy of expectation.
3. Ongoing monitoring of the presence and use of the common board configuration.

Person(s) Responsible

Sandra Kemp
Holly Del Duca

Timeline / By When?

preschool

Initiated: 8/21/2015

Ongoing: Y

Pending:

Completed:

Incident sheets used to monitor student behavior prior to referrals.

**Implementation Steps
(Including professional development)**

1. Provide staff with process for incident form (green sheet)
2. Utilize incident form to teach appropriate behavior and review school wide expectations.
3. Communicate with parent regarding incident report to support school/home communication. (peach form follow up)

Person(s) Responsible

Kathy Kourkoulos
Sandra Kemp
Holly Del Duca
Staff

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Timeline / By When?

August 2015 and ongoing throughout the school year.

Initiated: 8/21/2015

Ongoing: Y

Pending:

Completed:

Goal 1

5. Data collection and management

By utilizing STOIC walk through data and surveying students regarding their understanding of the school wide expectations we will monitor this goal.

**Implementation Steps
(Including professional development)**

1. Complete STOIC walk throughs during semester both semesters.
2. Develop and administer student survey regarding their knowledge of the school wide rules and Guidelines for Success.

Person(s) Responsible

Sandra Kemp
Holly Del Duca
Kathy Kourkoulos

Timeline / By When?

Semester 1: Complete STOIC
Complete survey

Semester 2
Complete STOIC
Complete survey

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

**Review of plan and implementation of strategies at SBLT meetings.
Set specific dates for information to be collected.**

**Implementation Steps
(Including professional development)**

1. Add plan review to SBLT agenda
2. Set completion dates for STOIC and survey on SBLT calendar.

Person(s) Responsible

Sandra Kemp
Holly Del Duca
Kathy Kourkoulos

Timeline / By When?

Semester 1: December

Semester 2: April

Initiated: 8/25/2015

Ongoing:

Pending:

Completed:

Goal 1

7. Fidelity Plan

STOIC walkthrough data

**Implementation Steps
(Including professional development)**

Conduct STOIC checks to see if essential tasks are being implemented.

Person(s) Responsible

Sandra Kemp
Holly Del Duca

Timeline / By When?

ongoing

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

Goal 2

Present Level of Performance

Based on 2014-2105 behavior data we recorded 73 referrals.

Expected Level of Performance

Decrease the number of referrals from 73-60.

GAP

13 referrals

1. What problem have you identified?

We want students to be able to know and implement the Guidelines for Success and school/class expectations. We used referral data to identify this problem.

2. What is your Desired Outcome/Measureable Goal?

Decrease the number of referrals written form 73-60.

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

Lack of consistency of expectations across campus.
Acclimating new students to the School Wide Guidelines for Success and school/class expectations.
Strategies for teachers to support students with behavioral needs.

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

Consistency of implementation.
PD or article studies on strategies to support student behavior needs.

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

Focusing on supporting teacher capacity and making sure all students know expectations will increase implementation and effectiveness of the school wide PBS.

Goal 2

4. How will this problem be solved?

Implement and teach school wide expectations.

Post expectations across the campus.

1-2 students recognized each week at "Kiddos" for PBS

Implement student of the month to recognize PBS

Plumb Character Tickets are given out to classes and students who are demonstrating school expectations.

Implementation Steps

(Including professional development)

1. Share expectations of common board configuration and school wide expectations with all staff during pre school.
2. Provide staff with expectations in staff handbook.
3. Behavior Specialist will provide opportunities to discuss and read about PBS strategies to support teachers.

Person(s) Responsible

Sandra Kemp
Holly Del Duca
Kathy Kourkoulos

Timeline / By When?

Ongoing throughout the school year for PBS initiatives.
Bi monthly for teachers strategy support.

Initiated: 8/25/2015

Ongoing:

Pending:

Completed:

Goal 2

5. Data collection and management

Ongoing review of referral data.

**Implementation Steps
(Including professional development)**

1. Each month behavior specialist will review behavior data at SBLT so that the team can problem solve around the data.

Person(s) Responsible

Sandra Kemp
Holly Del Duca
Kathy Kourkoulos

Timeline / By When?

Monthly

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

Goal 2

6. Support Plan

Feedback and discussion at SBLT on behavior data

Attendance at Monthly behavior specialist meetings.

**Implementation Steps
(Including professional development)**

1. Put behavior data on the SBLT meeting agenda.
2. Behavior Specialist attends her monthly meetings.

Person(s) Responsible

Sandra Kemp
Holly Del Duca
Kathy Kourkoulos

Timeline / By When?

Monthly at SBLT

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

**Based on discussion at SBLT provide feedback to behavior specialist
Support teachers in their PD on behavior**

**Implementation Steps
(Including professional development)**

1. SBLT conversations
2. Teacher Feedback
3. Student referral data

Person(s) Responsible

Sandra Kemp
Holly Del Duca
Sandy Kemp

Timeline / By When?

ongoing

Initiated: 8/25/2015

Ongoing: Y

Pending:

Completed: 8/31/2015

Goal 3

Present Level of Performance

Of the 74 referrals generated, 24.3% were attributed to Black students.
Of the 66 Black students, 18.2% have at least one referral.

Expected Level of Performance

To eliminate the referral data behavior gap of Black students to 0%.

GAP

The referral gap is 26%.

1. The identified problem for Goal 3 is:

The data used to identify this problem is our school wide behavior data based on referrals.
Students should be able to know the school wide Guidelines for Success and school/class expectations.
Students should know and have an adult that is trusted and/or a mentor to support them with academic and behavior/social concerns.

2. What is your Desired Outcome/Measureable Goal?

To decrease the number of referrals for our African American students from 26% to 0%.

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

Established and consistent implementation of Guidelines for Success and and School Wide Expectations on a common board configuration.
Additional cultural proficiency professional development needed for staff members.
Specific adult mentor assigned to each African American and Multi-Racial student who has a referral.

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

System to provide a mentor for African American and Multi Racial students and a process to monitor that students are receiving necessary support.

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

This barrier is the right barrier to address because it would support the opportunity for students to have a mentor, build relationships at the school and through out mentoring the school wide Guidelines for Success and school expectations could be discussed as well as the student could set goals and incentives for success.

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Goal 3

4. How will this problem be solved?

Identify the students with referrals from 2014-2105 and create a mentoring match up. During school year any African American student who receives a referral will be matched with a mentor. This intervention is for AA students only.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

1. SBLT review data and create list.
2. Monitor behavior data
3. Provide mentors to students
4. Develop monitoring plan for mentoring

Person(s) Responsible

Sandra Kemp
Holly Del Duca
Kathy Kourkoulos

Timeline / By When?

September 2015
and ongoing through the year. Data reviewed monthly at SBLT

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

African American students who have received referrals will be provided social skills training/lessons from the behavior specialist. This intervention is for AA students only.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

1. Review of referral data by behavior coach and SBLT
2. Provide mentors to students
3. Develop monitoring plan for mentoring.

Person(s) Responsible

Kathy Kourkoulos

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Timeline / By When?

September 2015 and ongoing through the year. Data reviewed monthly at SBLT

Initiated: 9/24/2015
Ongoing: Y
Pending:
Completed:

Behavior Specialist will implement PD at Staff and/or Curriculum meetings for behavioral strategies.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

1. Plan PD based on Summer Training for Behavior Coaches
2. Implement trainings to support the needs of student and staff.

Person(s) Responsible

Kathy Kourkoulos

Timeline / By When?

Monthly meetings:
10/21, 11/2, 12/2, 1/20, 2/3, 3/2, 4/6, 5/18

Initiated: 9/24/2015
Ongoing: Y
Pending:
Completed:

Identify students who receive 2 incident reports (green sheets) and provide social skill lessons.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

1. Behavior Coach and SBLT review behavior data to determine students needs
2. Develop social skills groups and lessons.
3. Develop a monitoring plan

Person(s) Responsible

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Kathy Kourkoulos

Timeline / By When?

September 2015 and ongoing through the year. Data reviewed monthly at SBLT

Initiated: 9/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

5. Data collection and management

Referral Data

Incident Report Data

Implementation Steps

(Including professional development)

1. Behavior Specialists reviews Black student data at SBLT on a monthly basis.
2. SBLT team supports students and teachers based on data.

Person(s) Responsible

Kathy Kourkoulos

Timeline / By When?

Monthly at SBLT

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

Goal 3

6. Support Plan

Follow up with Behavior Specialist to prepare data.
Set agendas for SBLT that include behavior data conversations regarding Black student referral and incident report data.

**Implementation Steps
(Including professional development)**

1. Plan agenda
2. Gather data
3. Discuss data at SBLT

Person(s) Responsible

Kathy Kourkoulos
Holly Del Duca
Sandra Kemp
Jessica Ross
Kim McGurn
Caroline Conlon

Timeline / By When?

Monthly

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

Monitoring of SBLT minutes

**Implementation Steps
(Including professional development)**

1. Maintain record of SBLT notes discussing Black students who have received referrals/incident reports.

Person(s) Responsible

Sandra Kemp
Holly Del Duca

Timeline / By When?

ongoing monthly

Initiated: 8/31/2015
Ongoing: Y
Pending:
Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

We have a reward system called "Kiddos" that we do every Friday afternoon. A teacher is to pick 2 students per week who are good citizens, show improvement either behavior, academic or both and fill out a Kiddos form. The student will then go to the Principal's office for a reward.

On a daily basis we have character tickets that are handed out to students displaying good character. When a student gets a character ticket he/she will give it to the teacher who puts it some where in the classroom so that the students can see it. When they reach 100 tickets they are turned in for a prize. This keeps going 250 tickets they get another prize. Rewards continue throughout the school year. Classes are recognized on the news show.

Teachers will choose a student of the month who demonstrates positive character traits. These students will be recognized monthly on the morning news show.

Pelican Cafe positive reward program. Classes earn a positive pelican initialed each day they leave the cafeteria on green. These are tallied and rewards are distributed at specific levels.

2. Describe the procedure/practice used.

All rewards are shared with teachers and students at a grade level PBS assembly. Information is shared with parents through open house and newsletter communication. Office staff supports and provides the materials for Kiddos. PTA supports prizes and supplies for Commitment to Character.

Commitment to Character information is provided on a bulletin board for students to see.

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

All staff members are responsible for implementing the PBS reward strategies.

Kiddo's happens each Friday as determined by the master calendar.

School Guidance Counselor implements the Commitment to Character Program.

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

Commitment to Character is district program used to promote positive student behavior.

Kiddos is a school based positive reinforcer that provides consistent and ongoing positive support.

The kiddos are documented in a notebook in the office to review if teachers are using the system and to see if it impacts students who may be struggling.

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

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

CHAMPS

Guidelines for Success

5:1 Positive Ratio of interactions

Class management systems that are aligned to the school wide Guidelines for Success

Common Area management systems that are aligned to the school wide Guidelines for Success

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

Our classroom management systems are based on Guidelines for Success. We use a school wide attention signal, conversation levels. Our classroom management systems are based on positive behavior support systems in which students are taught expectations, develop rewards/consequences to achieve the desired behavior.

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

Based on data from STOIC walkthrough. The common board configuration was aligned across the campus to increase consistency and alignment of the PBS system at Plumb.

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

Increase in student time engaged in instruction.

Decrease in student incident reports.

Decrease in student referrals.

Increased students success based on positive classroom climate.