



School Culture for Learning

Connections:

District Strategic Plan •Goals 2, 3
Marzano Leadership •Domain 5

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Bear Creek expects all students to be a BEAR –(Be responsible, Encourage Others, Actively Participate, Respect All) – and Bear Creek actively works to support those behaviors. The foundation is set with closely supervised common areas and classrooms that use explicitly taught procedures, which are reinforced with: attention for responsible behavior, praise, behavior grades, Bear Bucks, “Paws”itive Referrals, and school and class recognition. Bad choices are discouraged by the withholding of rewards (including attention), matter-of-fact redirection, and behavior grades that reflect the bad choice, and support for more positive choices.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

The plan for ensuring that school-wide expectations transfer to the classroom is this: all staff are trained in PBIS and restorative practices and on-going PD is provided, schoolwide PBIS routines and restorative practices are implemented in each class and monitored; data chats at the school, grade-level, and leadership team level are focused on decreasing the achievement gap in behavior as well as academics.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Bear Creek's plan to implement seamless multi-tiered systems of support is this: to provide strong Tier 1 support through initiatives that include Character Education, class-wide social-emotional learning, daily morning meetings, and daily individual behavior grades that are part of the Bear Creek universal behavior plan. Tier 2 supports are provided by initiatives that include: small groups focused on specific social skills, a CI/CO program for selected students, alternative behavior grade systems for selected students (Bear Towers), and increased family contact. Tier 3 supports are provided by Positive Behavior Intervention Plans Functional Behavior Assessments for targeted students who need individualized supports.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Students in need of supplemental or intensive supports are identified at data chat meetings held by the School Based Leadership Team or the school behavior team (Bear Tamers!) Student supports that are available include social skills groups, CI/CO, alternative behavior plans, increased family communication, and classroom strategies such as planned breaks.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

Student progress is monitored through: ODR data, incident report data, EWS data, attendance data, behavior grade data, and individual behavior tracking systems, among others. These systems and others will be used to identify problematic patterns that include discipline disparities, problem locations or times, groups having difficulty, and students who several indicators of difficulty such as absences, low grades, ODRs, etc.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

School leadership communicates high expectation for success of all students through communication during professional development, data chats, walk-throughs, and on-going goal setting.

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
The primary goal to improve the overall culture at Bear Creek is the implementation of Restorative Practices.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The key strategy to accomplish this goal is the implementation of morning meetings and the presentation of professional development on Restorative Practices.	Principal All Staff Behavior Team
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school (Bradley MOU)? You may also address other related subgroups if needed.	
The goal for reducing discipline disparities is that the percentage of ODRs of black students not be greater than the percentage of black students attending Bear Creek.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students at Bear Creek is to target the students who are lagging behind their peers and to devise either group- specific or individual- specific supports to close the gap and intensify supports that will lessen the ODRs of those students.	
Name of person(s) responsible	
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible