
Guidelines for Success

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

- Be Responsible
- Encourage Others
- Actively Participate
- Respect Others

2. Where are common area expectations posted?

- Cafeteria

3. How are common area expectations communicated?

- Pre-School Training
- School Assembly
- Pre-made lessons for teachers
- Reminder lessons throughout the year
- Newsletter to parents
- School Postings
- Bear Creek News announcements

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

The classroom rules are created by the teacher and class and they are linked to the GFS. The overall classroom expectations are communicated in lessons that are provided in pre-school training, in pre-made lessons for teachers to give to class, during school assemblies, on news announcements, in common area postings, and in the newsletter that goes home to parents.

Goal 1

Present Level of Performance

There were 111 referrals in the 2014-15 school year.

Expected Level of Performance

Bear Creek will reduce the office discipline referral rate to no more than 92 office discipline referrals in the 2015-16 school year.

GAP

The gap is 11 referrals.

1. What problem have you identified?

Most ODRs in the 2014-15 school year were for fighting, or defiance/insubordination. We want students to know how to solve problems without fighting or being persistently defiant/insubordinate. Instead, we want students to calm themselves and choose an action that will help them solve the problem positively. We used ODRs to identify this problem.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome is no more than 92 ODRs in the 2015-16 and more students calming themselves and choosing positive actions to solve problems.

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

Possible reasons that the goal has not been reached in the past are: a lack of instruction on the proper procedures schoolwide (ex. fire drills, dismissal, cafeteria, etc.....) a lack of increasing behavior supports for students earning more than two referrals, inadequate school-wide motivators (lack of sufficiently exciting school wide rewards to increase good choices and a lack of sufficiently meaningful consequences to deter bad choices

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

All of the barriers are valid and alterable. The behavior team already works extensively on school wide reinforcement of good choices and school wide deterrence of bad choices, and continues to work on making that better. However, at this time, there is a not systematic approach that is used to target and support students earning more than 2 ODRs, so this will be the priority.

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

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I know this is the right barrier to address because 11 students earned more than 2 ODRs and they accounted for 51 out of 111 ODRs for the year. If those students were to just reduce the number of office referrals our goal of no more than 92 ODRs in the year would be reached, and the students would gain instructional time and positive experiences at school.

Goal 1

4. How will this problem be solved?

1. Have a meeting of administrators and school support staff to devise a plan of behavior support for 2+ students.

The support plan might include the following:

- a. Identify students who were 2+ students last year and develop relationships between student support staff and these students, their families, and their teachers. (get the people in the room who will make a plan)
- b. Make a weekly check of incident reports and ODRs.
- c. Assign students who have been 2+ students, at least one behavioral intervention aimed at reducing infractions.
- d. Research patterns of behavior infractions and problem-solve around these.

Implementation Steps

(Including professional development)

1. Schedule a meeting with administrators and school support staff.

Person(s) Responsible

1. School Counselor, school support staff, administrators

Timeline / By When?

By the end of September 2015

Initiated:

Ongoing:

Pending:

Completed:

Goal 1

5. Data collection and management

Incident reports and ODRs will be used to monitor progress.

**Implementation Steps
(Including professional development)**

1. Schedule first meeting with administrators.

Person(s) Responsible

Sharon Johnson-Levy, school support staff, administrators

Timeline / By When?

By September 30, 2015

Initiated:

Ongoing:

Pending:

Completed:

Goal 1

6. Support Plan

The person's implementing the intervention will be supported with formally scheduled meetings, meeting notes, and presentations to staff on this plan.

**Implementation Steps
(Including professional development)**

1. Schedule first meeting

Person(s) Responsible

Sharon Johnson-Levy, school support staff, administrators

Timeline / By When?

By September 30, 2015

Initiated:

Ongoing:

Pending:

Completed:

Goal 1

7. Fidelity Plan

We will know intervention has taken place through meeting schedule and meeting notes.

**Implementation Steps
(Including professional development)**

Schedule first meeting.

Person(s) Responsible

Sharon Johnson-Levy, student support staff, administrators

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

Goal 2

Present Level of Performance

There were 69 total suspensions in the 2014-15 school year, 28 of those were in-school-suspensions, and 41 were out-of-school suspensions.

Expected Level of Performance

There will be no more than 62 total suspensions in the 2014-15 school year.

GAP

The gap is 7 suspensions.

1. What problem have you identified?

In the 2014-2015 school year the most frequent consequence for an Office Discipline Referral was a suspension - either an out-of-school or an in-school suspension. Most suspensions were a result of physical aggression, defiance/insubordination, or repeated misconduct. Many of the students who earned suspensions for defiance/insubordination, or repeated misconduct had received incident reports for the same type of behavior.

We want students to be able to learn from their earlier redirection and as a result help students make better choices - particularly in the areas of defiance/insubordination and physical aggression.

2. What is your Desired Outcome/Measureable Goal?

The goal is no more than 62 total suspensions in the 2015-16 school year. Instead of exhibiting behavior that led to suspensions, students will calm themselves down at the beginning stages of a conflict with a peer or disagreement with a teacher, and then choose a positive way to solve the situation that is bothering them.

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

Possible reasons the goal has not been met in the past would include:

Students have not received adequate instruction and practice in calming down.

Bear Creek has inadequate school wide motivators (lack of sufficiently exciting school wide rewards to increase good choices and sufficiently meaningful negative consequences to deter bad choices.)

Bear Creek has not reviewed the behavioral progress of students after they are assigned a behavior support. There has not been a procedure for reviewing the student's progress and and tweaking their supports. Students who have earned several incident reports or office discipline referrals might continue to receive the same interventions, even as their behavior continues to decline.

Bear Creek did not create a plan to be carried out school wide for the core group of students who receive numerous

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incident reports and referrals. Different supports might be devised by different people, but there is not a core discussion among the whole team that leads to a school wide plan for that student.

Bear Creek has not designed alternative consequences to suspensions that will deter the negative behavior, but also protect the student's instructional time.

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

All the barriers are valid and alterable. The behavior support team continues to work on school-wide processes and motivators that make good choices more likely and bad choices less likely. However, there is not yet a process for meeting as a team and creating a school wide plan for students who receive numerous incident reports and referrals.

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

I know that this is the right barrier to address because students who receive suspensions routinely earn incident reports and ODRs for lesser infractions first. As time passes, these same student are the ones continuing to make poor choices that result in suspensions. If staff could redirect their actions earlier, the poor choices might end and never reach the level of a suspension, and thus the suspension rate would go down.

Goal 2

4. How will this problem be solved?

The administrators and behavior support team will meet to discuss a plan of action for students who show early signs of chronic behavior problems. (The criteria for that will be discussed at the first meeting, examples could include low behavior grades in classroom, out-of-area incidences, incident reports and referrals, etc...)

The team will determine what triggers this kind of meeting and what kinds of interventions would be considered. Examples of interventions would include: check-ins with preferred adults, time-outs that are non-reinforcing, family conferences early on, etc.

**Implementation Steps
(Including professional development)**

First step: Behavior team Proposes plan to administrators.

Second step: Behavior Team and administrators meet.

Third step: Team determines when early signs of chronic behavior will be discussed and what indicators will be. Team determines a checklist of supports to be considered such as early family conferencing, etc.

Person(s) Responsible

Sharon Johnson-Levy, student support staff, administrators

Timeline / By When?

By October 30, 2015

Initiated:
Ongoing:
Pending:
Completed:

Goal 2

5. Data collection and management

Incident reports and ODRs will be used to monitor our progress.

**Implementation Steps
(Including professional development)**

Incident reports and ODRs will be reviewed at each Behavior SBLT meeting, and at each meeting of Beh. SBLT subgroups.

Person(s) Responsible

Sharon Johnson-Levy, student support staff, administrators

Timeline / By When?

By October 30, 2015

Initiated:
Ongoing:
Pending:
Completed:

Goal 2

6. Support Plan

Formal meetings will be scheduled to begin this process.
Notes will be taken and the process will be disseminated to staff, and put on the calendar.
Formal plans for individual students will be written and shared with appropriate staff.

**Implementation Steps
(Including professional development)**

- Schedule first meeting.
- Take notes, send to staff.
- Put future meeting times on behavior calendar.

Person(s) Responsible

Sharon Johnson-Levy, student support staff, administrators

Timeline / By When?

By October 30, 2015

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

Goal 2

7. Fidelity Plan

Check schedule to make sure first meeting was held.

Check notes to make sure that process was created, and date scheduled to share with staff.

**Implementation Steps
(Including professional development)**

- Schedule meeting.
- Take notes.
- Send to staff.

Person(s) Responsible

Sharon Johnson-Levy, student support staff, administrators

Timeline / By When?

By October 30, 2015

Initiated:

Ongoing:

Pending:

Completed:

Goal 3

Present Level of Performance

In the 2014-15 School Year, African American students accounted for 71% of the discipline infractions but were only 53% of the school population.

Expected Level of Performance

The expected level of performance is that African American students will not account for more than 60% of the behavior infractions.

GAP

The gap is 10%.

1. The identified problem for Goal 3 is:

The identified problem for Goal 3 is that there is a discrepancy between discipline for black and non-black students. The data supporting that is the information on the race of students receiving ODRs, and the overall percentage of different races at Bear Creek Elementary. In the 2014-15 school year, African-American students accounted for 53% of the students but 71% of the referrals.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome is a 10% reduction in the percentage of African American students receiving ODRs.

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

The possible reasons that the goal has not yet been reached include:

Inadequate school-wide reinforcers - i.e. the rewards are not motivating enough and the negative consequences are not deterrent enough to change African-American student's behaviors.

Students who show chronic behavior problems are not identified for targeted problem solving by a schoolwide behavior group, and overall progress of students with chronic behavior problems is not aligned with changes in their behavior supports.

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

All are valid and alterable but the work on schoolwide behavior supports is on-going and can be tweaked. The work on identifying and creating schoolwide plans for students showing chronic problems is not done in a systematic way and thus should be the priority2

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

This is the right area to address because it would address African American students who are receiving numerous ODRs. A reduction in the number of students with chronic problems who are receiving many ODRs, would reduce the number of ODRs received by African Americans and would bring the percentage of ODRs into better alignment with the number of African American students. A total of 34 African American students received referrals in the 2014-15 school year and of those 11 students received more than 2 referrals. In fact, those 11 students accounted for 53 of the 111 office discipline referrals.

Goal 3

4. How will this problem be solved?

Routinely meet and identify students who have chronic behavior problems and then devise strategies to support them schoolwide.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Schedule first meeting to look at students who are receiving ODRs.

Person(s) Responsible

Sharon Johnson-Levy, student support staff and administrators

Timeline / By When?

By October 30, 2015.

Initiated:

Ongoing:

Pending:

Completed:

Goal 3

5. Data collection and management

Documentation of meetings and of ODRs.

**Implementation Steps
(Including professional development)**

Have first meeting to look at students receiving ODRs.

Person(s) Responsible

Sharon Johnson-Levy

Timeline / By When?

By October 30, 2015.

Initiated:

Ongoing:

Pending:

Completed:

Goal 3

6. Support Plan

Devise a plan to create support for the students who are showing early signs of chronic behavior problems.

**Implementation Steps
(Including professional development)**

1. Schedule meeting to discuss addressing the students who have chronic behavior problems.
2. Take meeting notes
3. Dessminate to staff.

Person(s) Responsible

Sharon Johnson-Levy, Student support staff and administrators

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

Goal 3

7. Fidelity Plan

A check will be made at the end of October to determine if a meeting was held and if a decision was reached on behavior supports for students with early signs of chronic behavior problems.

**Implementation Steps
(Including professional development)**

Check meeting schedule at end of October.

Person(s) Responsible

Sharon Johnson-Levy, student support staff and administrators

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

School-wide reward strategies at Bear Creek are as follows: blue Bear Bucks for following the GFS, Bear Bucks of a different color (such as pink or yellow) for showing a target behavior such as respect or motivation, treats in the cafeteria for three days (in a week) of meeting cafeteria expectations, "paws"itive referrals for extra good behavior choices, wearing jeans when the entire class "tries when it is hard" ten times in a row, big ticket fun items during the school day that a student can earn for having no referrals or and no more than one incident report. New incentives are added as needed and faded as appropriate.

Individual teachers use class-wide behavior incentives that they devise in addition to using the school-wide systems described above.

2. Describe the procedure/practice used.

After a student receives a Bear Buck of any color, they write their name on it and then put it in the appropriate container. Blue Bear Buck drawings happen every third week of the month and are announced on the news and in e-mail. Other color Bear Bucks are drawn and announced during lunch at random, but frequent intervals. Prizes for the Bear Bucks are everything from fun toys, to art supplies, to sports equipment, to tasty treats.

Treats earned in the cafeteria for positive behavior are food treats, stickers, and other small items. They are rewarded every week for the first month of school and every two weeks after that. A chart in the cafeteria logs the color of the classes behavior.

"Paws"itive behavior referrals earn a trip to the office with lots of compliments, and treats from the principal and assistant principal. Any staff member can give them.

When an entire class earns the chance to wear jeans, they are announced, and notification is sent home in agendas. Big ticket items occur during school day and are announced on the news, and communicated to families through the newsletter, and through talks to classes.

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

All staff can reward Bear Bucks and "paws"itive referrals. Treats are given by administration.

Cafeteria workers (including administrative staff) log cafeteria colors and hand out treats.

Teachers log when an entire class "tries when it is hard" on a pre-made form and school-wide staff provide notices.

Big ticket items are organized and facilitated by school-wide staff.

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

The above documented strategies are evidence-based and aligned to data because they arose out of the the behavior team's problem-solving process. This process is based on Bear Creek's student data and on the research-based reinforcement of good choices through Positive Behavior Supports. The following narrative explains how this works.

Bear Creek's Behavior Team is always looking for locations and infractions that need to be improved. The Behavior Team analyzes ODRs incident reports, surveys, observations and more to see where Bear Creek students are on target and where they need to improve. After the team identifies an area that needs to be improved, it decides which good choices (or positive behaviors) could replace the current bad choices being made. The team devises methods to promote those good choices by reinforcing them. The team then decides how those reinforcements will be executed

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and puts them into place.

The strategies listed in question 3 are all examples of data-based strategies put into place by the behavior team. For example, the cafeteria was targeted because of teacher surveys, incident reports, and ODRs. Good choices in the cafeteria are now reinforced with the behavior tracking system of the red, yellow and green cups, and with rewards for good behavior (green cups.) The information on each classes' cafeteria behavior is logged and adjustments can be made if there is a trend of negative behavior. Another example would be how Bear Creek reinforces the showing of respect. Respect is reinforced by a special Bear Buck just for that and a special drawing and special prizes. These areas were targeted because Bear Creek incident report and ODR data revealed many problems with disrespect. Last

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

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

Here is how the STOIC-based classroom management system is implemented at Bear Creek:

1. Structure/Environment

- a. Teachers are expected to post the GFS aligned with classroom rules, and to post expectations for whole group instruction and partner talk. a.
- b. Teachers are expected to use the school wide attention signal and conversation levels with their class.

2. Teaching of Expectations

- a. Teachers are expected to refer to the postings on the GFS, classroom rules, instructional routines, and to follow these procedures in their class.

3. Observation/Monitoring

- a. Teachers are expected to scan and circulate around their room.

4. Interactions

- a. Teachers are expected to attend more often to appropriate behavior than to inappropriate behavior.

5. Corrections

- a. Teachers are expected to calmly redirect misbehavior.

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

We know that our classroom management system is research based because we have based it on the STOIC checklist, which is research-based.

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

Administrators and student support staff observe classroom and use the STOIC Walkthrough list as a guide. The STOIC Classroom Management Indicators provides data on how well these STOIC-based expectations are fulfilled.

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

These are the outcomes that are expected as a result of using a STOIC-based management system:

Highly structured classrooms with clear expectations, organized and clear routines, and constant, effective supervision. Interactions are mainly positive and corrections are calm, matter-of-fact and short. With these foundations in place, student behavior is responsible and focussed on academics.