
Guidelines for Success

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

Belcher uses PBS. Guidelines for success are clearly identified. They are posted in every classroom and throughout the school. The guidelines for success for Belcher Elementary are called the ABCs of expectations. A-Always honest, Always respectful, B-Be responsible, and C-Come motivated to learn.

2. Where are common area expectations posted?

Common Area expectations have been developed and are posted throughout the school. They include rules for the cafeteria, hallways, courtyard, restrooms and car/bus areas.

3. How are common area expectations communicated?

Each classroom teacher has developed expectations and rules that are aligned to the school wide rules. They are posted in the classroom along with the school wide rules. Teachers are asked to post all the rules and expectations near the main exit door for consistency.

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

Staff were trained on school wide expectations and rules during preschool week. Students are trained on school wide rules and expectations by the classroom teacher and our physical education staff during the first week of physical education classes. Reminders are given daily throughout the year on the school news program. The teachers conduct lessons to train students on classroom expectations, rules, and procedures during the first week of school as well. School wide rules and expectations will be shared with parents by administration and classroom teachers at open house. Rules and expectations will also be sent home in a school newsletter. School rules are also showcased on our daily BBN news show.

Goal 1

Present Level of Performance

271 referrals were given in 2014-2015

Expected Level of Performance

Reduce referrals by 10%

GAP

no more than 244 referrals

1. What problem have you identified?

In 2014-2015, 271 referrals were documented in Portal. School wide behavior plan is posted around the school and the teachers are teaching and modeling expectations in the classroom and around campus. Given the rules, students will behave appropriately while on campus.

2. What is your Desired Outcome/Measureable Goal?

Reduce the number of student discipline referrals by 10%. In 2014-2015, 271 referrals were documented in Portal. We set our goal to not have more than 244 referrals for the 2015-2016 school year.

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

Students were not aware of expectations around campus and in classrooms. Common areas have the expectations posted and teachers are building expectations into their beginning of the school year lessons.

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

Ensuring teachers and staff are teaching and modeling the rules and expectations around campus daily.

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

Looking at data, the number of referrals should be reduced based on the student population.

Goal 1

4. How will this problem be solved?

Modeling behaviors, Using positive reinforcement, Pre-correction of rules and school wide behavior plan

**Implementation Steps
(Including professional development)**

Staff training in preschool

Person(s) Responsible

Lisa Roth
Gina Owens
Scott Kanehl

Timeline / By When?

June 2016

Initiated: 8/18/2015

Ongoing: Y

Pending:

Completed:

Goal 1

5. Data collection and management

Referral data in Portal

**Implementation Steps
(Including professional development)**

Share referral with staff during monthly meetings and PBIS meetings

Person(s) Responsible

Lisa Roth
Gina Owens
Scott Kanehl

Timeline / By When?

Monthly

Initiated: 8/19/2015
Ongoing: Y
Pending:
Completed:

Goal 1

6. Support Plan

- Provide support to staff on behavior management
- Coaching as needed

**Implementation Steps
(Including professional development)**

Champs Training
CPI
Individual Coaching

Person(s) Responsible

Lisa Roth
Gina Owens
Scott Kanehl

Timeline / By When?

June 2016

Initiated: 8/19/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

Using Portal data to measure success

**Implementation Steps
(Including professional development)**

Monthly data chats at PBIS and Staff Meetings

Person(s) Responsible

Lisa Roth
Gina Owens
Scott Kanehl

Timeline / By When?

June 2016

Initiated: 8/19/2015
Ongoing: Y
Pending:
Completed:

Goal 2

Present Level of Performance

skip to goal 3

Expected Level of Performance

GAP

1. What problem have you identified?

2. What is your Desired Outcome/Measureable Goal?

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

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

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

Goal 2

4. How will this problem be solved?

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

Goal 2

5. Data collection and management

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

Goal 2

6. Support Plan

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

Goal 2

7. Fidelity Plan

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

Goal 3

Present Level of Performance

The total number of referrals that are African American is 87 during the 2014-2015 school year.

Expected Level of Performance

We would like to reduce the total number of referrals that are from the African American students to 65.

GAP

Currently, 8% of our population is African American and of which 4% have documented referrals.

1. The identified problem for Goal 3 is:

Using the data in Performance Matters, we identified half of our African American population have documented referrals. We would like to reduce this number by 25%.

2. What is your Desired Outcome/Measureable Goal?

Given data from Performance Matters, we would like to reduce the number of African American referrals by 25% during the 2015-2016 school year.

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

Lack of mentor, Lack of skill set of expectations and rules in and around campus

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

Encouraging staff to be consistent, infusing social skills lessons when needed and having consequences for inappropriate behaviors.

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

The data shows that half of the African American population have documented referrals in Portal.

Goal 3

4. How will this problem be solved?

Social Skills Lessons

Modeling during lunch time for selected African American students only.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Schedule lunch time lessons- Guidance

Ongoing PLC training by PBIS team working with African American students.

Person(s) Responsible

Scott Kanehl

Gina Owens

Lisa Roth

Amy Sarlo

Lisa Medvedev

Timeline / By When?

June 2-16

Initiated: 8/17/2015

Ongoing: Y

Pending:

Completed:

Goal 3

5. Data collection and management

Portal Discipline Referral Data

**Implementation Steps
(Including professional development)**

Share Data at PBIS meetings, Staff meetings and BST meetings as needed.

Person(s) Responsible

Lisa Roth
Gina Owens

Timeline / By When?

June 2016

Initiated: 8/25/2015

Ongoing: Y

Pending:

Completed:

Monitor students affected by Bradley for school engagement and academic success

**Implementation Steps
(Including professional development)**

Gather list from Performance Matters and meet with Specialists and Club Sponsors to determine student participation

Person(s) Responsible

Lisa Roth
Gina Owens

Timeline / By When?

End of October 2015

Initiated: 9/29/2015

Ongoing: Y

Pending:

Completed:

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

10/28/2015

Goal 3

6. Support Plan

Coaching follow up as needed

**Implementation Steps
(Including professional development)**

Second Step for selected African American students

Person(s) Responsible

Lisa Roth
Gina Owens
Scott Kanehl
Lisa Medvedev

Timeline / By When?

June 2016

Initiated: 8/19/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

**By reviewing Portal discipline Data
Through teacher/student feedback**

**Implementation Steps
(Including professional development)**

Data Chats at PLC's and PBIS meetings as needed

Person(s) Responsible

Lisa Roth
Gina Owens
Scott Kanehl

Timeline / By When?

June 2016

Initiated: 8/25/2015

Ongoing: Y

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Honors Assemblies and Schoolwide Bobcat Celebrations at the end of each grading period.
Student Recognition Certificates (earn throughout the school day) for displaying positive traits

2. Describe the procedure/practice used.

1. Secure dates for assemblies for the calendar year.
2. Secure names of honor roll and principal's list students at the end of each grading period.
3. Create certificates
4. Invite parents to attend assemblies

Student certificates can be earned by students throughout the school day from staff for displaying positive traits.

2.A. Secure names of students for Bobcat assemblies. Student of the month, perfect attendance, etc.

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

The assemblies will take place each grading period. Administrative staff will conduct the assemblies in the cafeteria and PE covered court.

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

Data will be used to recognize student achievement and positive behavior. This strategy is used to boost student achievement by motivating students to be recognized at the next assembly.

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

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

Structure: Classroom rules are posted, Post guidelines for success and have a classroom management plan in place.
Teach: created lessons on expectations and teach routines and procedures.
Observe: circulate throughout the classroom and scan to monitor alignment with expectations
Interact: provide frequent non-contingent attention, maintain at least a 3 to 1 ratio of positive to negative interactions.
Correct: have pre-planned consequences developed and correct in a calm/brief manner.

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

CHAMPs is research based.

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

It is based on the the risk factors of students in the classroom; for example, a significant number of at risk students present a need for a highly structured classroom management plan.

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

Higher student achievement with a minimal amount of classroom disruptions.