
Guidelines for Success

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

- Be Respectful
- Be Responsible
- Be Safe
- Be Your Best

2. Where are common area expectations posted?

- Cafeteria
- Doorway leading to Field
- Upstairs/Downstairs Hallways

3. How are common area expectations communicated?

Classroom teachers explicitly teach behavior expectations to students during the first few weeks of school through community building opportunities and reteach as needed, specifically after holidays and breaks. There is also a kickoff for school-wide PBS scheduled for September

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

Classroom rules vary by teacher but align with the school-wide expectations. They are explicitly taught by individual classroom teachers.

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

- Be Respectful
- Be Responsible
- Be Safe
- Be Your Best

2. Where are common area expectations posted?

3. How are common area expectations communicated?

Classroom teachers explicitly teach behavior expectations to students during the first few weeks of school through community building opportunities.

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

Guidelines for Success are implemented schoolwide, and classroom teachers are able to

Goal 1

Present Level of Performance

Total 126 office referrals

Expected Level of Performance

114 total office referrals

GAP

10%

1. What problem have you identified?

There was an increase of approximately 30% of students receiving office referrals as evidenced through data from the 2013-14 school year.

We want students to remain in the instructional setting in order to increase academic gains which would occur through a decrease in office behavior referrals.

Office referral data from Focus and EDS.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome/measurable goal is a 10% decrease.

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

Not identifying necessary early warning system supports to eliminate repeated misbehaviors.

Developing strong connections between home and school

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

Early detection of needed supports and implementation with fidelity of those supports

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

In reviewing the previous year's referrals, and disaggregating data from those referrals.

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Goal 1

4. How will this problem be solved?

Continued implementation of PBS

**Implementation Steps
(Including professional development)**

Kickoff of PBS in September

Mid year refresher for students and staff

Person(s) Responsible

Principal/ Assistant Principal

Timeline / By When?

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

Grade level representatives at each SBLT to discuss grade level concerns

**Implementation Steps
(Including professional development)**

Whole Group PLC pre-school to set foundation of SBLT meetings

Ongoing monthly meetings to determine additional supports needed by grade level cohorts/individual students

Person(s) Responsible

Principal/ Assistant Principal

Timeline / By When?

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

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Goal 1

5. Data collection and management

Referral data/minor infraction data and monitoring

**Implementation Steps
(Including professional development)**

School based Leadership Team - grade level representatives

Book Study - Teach Like a Champion 2.0

Weekly PLC data meetings

Person(s) Responsible

Principal/ Asst. Principal

Classroom teachers

Timeline / By When?

Initiated: 8/13/2015

Ongoing:

Pending:

Completed:

Goal 1

6. Support Plan

Through monthly SBLT meetings

New teacher weekly trainings

Student skits modeling expectations for Trailblazer assemblies

**Implementation Steps
(Including professional development)**

Monthly book study - Teach Like a Champion 2.0

Bi-monthly training bursts

Weekly PLC data meetings

Person(s) Responsible

Principal/ Assistant Principal

Classroom teachers

Timeline / By When?

Initiated: 8/20/2015

Ongoing:

Pending:

Completed:

Goal 1

7. Fidelity Plan

Frequent informal observations to include fidelity checks of interventions

**Implementation Steps
(Including professional development)**

Staff PD on PBS

Person(s) Responsible

Principal/ Assistant Principal

Timeline / By When?

Ongoing 2015-16

Initiated: 8/13/2015
Ongoing: Y
Pending:
Completed:

Goal 3

Present Level of Performance

Expected Level of Performance

GAP

1. The identified problem for Goal 3 is:

Students will be able to remain on task and follow behavior expectations as identified through PBS and classroom expectations.

2. What is your Desired Outcome/Measureable Goal?

Decrease by 10%

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

Cultural competence

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

Cultural competence

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

This barrier is within our control

Goal 3

4. How will this problem be solved?

Peer observation

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Teach Like a Champion 2.0 Book study

Person(s) Responsible

Principal, Asst. Principal

Timeline / By When?

Monthly

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

Peer coaching

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Identify teachers struggling in behavior management and/or teaching techniques

Pair teacher with mentor teacher for the expressed purpose of reciprocal observation and feedback opportunities

Person(s) Responsible

Principal/ Assistant Principal

Timeline / By When?

Monthly on an as needed basis

Initiated: 8/27/2015

Ongoing: Y

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Pending:
Completed:

Book study

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

Teach Like a Champion 2.0 Book study to implement effective teaching techniques

Monthly Goal team meetings to address data and effective classroom techniques being used

Person(s) Responsible

Principal/ Assistant Principal

Timeline / By When?

Monthly through Goal teams

Initiated: 8/27/2015
Ongoing: Y
Pending:
Completed:

Goal 3

5. Data collection and management

Student referral (minor and major) data in Focus

**Implementation Steps
(Including professional development)**

Monthly SBLT meetings focusing on behavior incidents

Person(s) Responsible

Principal/Assistant Principal

Timeline / By When?

Monthly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

6. Support Plan

Teacher training and mentoring

Implementation Steps
(Including professional development)

Identify teachers in need of training through data and formal/informal feedback

Person(s) Responsible

Principal/Assistant Principal

SIP Goal team manager

Timeline / By When?

Monthly as needed

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

Professional development

Implementation Steps
(Including professional development)

Whole group PLC training

Person(s) Responsible

Principal/ Assistant Principal

Timeline / By When?

Monthly

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

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Goal 3

7. Fidelity Plan

Classroom observations with feedback

**Implementation Steps
(Including professional development)**

Provide Teacher PD

Person(s) Responsible

Principal/Assistant Principal

Timeline / By When?

Bi-monthly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Schoolwide implementation of Positive Behavior Supports

Sprockets

Get in Gear certificates

Trailblazer of the Month certificates

Big Reward events

2. Describe the procedure/practice used.

Staff give redeemable coupons called "Sprockets" to students when they demonstrate appropriate behavior expectations, along with positive praise/recognition. These coupons are redeemable at the school store which occurs on a weekly basis.

Get in Gear: Certificates given weekly by teachers to 2 students per classroom, with recognition on morning news show.

Trailblazer awards: Certificates given monthly by teachers for students exemplifying positive behaviors for a longer period of time, with recognition at a monthly schoolwide assembly.

Big Reward event: Held every two months for students who receive no minors or major referrals and have earned 50 Sprockets or 250 Learning Earning in the token economy.

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

Douglas L. Jamerson, Jr. Elementary
Rules by Setting Matrix

Settings and Expected Behaviors

Expectations	Arrival	Bus	Cafeteria	Dismissal	Hallway	PE	Bullying Prevention
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Be Respectful - Use quiet voices

Be Kind
Use quiet voices.

Help when needed
Talk quietly to your neighbor, silence at railroad tracks.

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Use positive words to others Use quiet voices.

Show Good Manners

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

CHAMPS behavior expectations and PBS school-wide implementation

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

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

CHAMPS, PBS

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

District recommended program

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

Explicit teaching of expectations

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

Increase in the amount of on-task behavior with an increase in student achievement.