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## **Guidelines for Success**

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

- Participate Safely
- Make Responsible Choices
- Interact with Respect
- Do Your Best
- Enjoy Everyone's Success

### **2. Where are common area expectations posted?**

Inside the cafe, outside the buildings and along the walkways.

### **3. How are common area expectations communicated?**

Teachers are expected to teach the common area expectations during the first two weeks of school. We also have a school-wide assembly during the first week of school to review expectations.

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

The three school-wide classroom rules are:  
Keep hands, feet, and objects to self.  
Stay on task.  
Follow directions the first time.

Every teacher is provided a poster listing these three rules and reviews them with their class. Rules were identified by staff consensus based on school-wide data.

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## Goal 1

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### Present Level of Performance

14 referrals for striking students;  
115 communication forms for minor physical aggression

### Expected Level of Performance

no more than 10 referrals for striking students;  
no more than 100 communication forms for minor physical aggression

### GAP

Referrals: 4  
Communication Forms: 15

### 1. What problem have you identified?

We want students to know the school rule and be able to demonstrate keeping hands, feet, and objects to themselves. We used office referral data and communication form (classroom managed minor behavior) data.

### 2. What is your Desired Outcome/Measureable Goal?

10 referrals for striking students  
100 communication forms for minor physical aggression

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

Some of our younger students have a skill deficit where they have difficulty with impulse control, resulting in physical aggression toward their peers.

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

The skill deficit listed above.

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

Data shows students have skill deficit. Teachers write narrative on referrals and communication forms summarizing the incident.

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10/12/2015

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**Goal 1**

**4. How will this problem be solved?**

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**Social skills lesson in all Kindergarten classes.**

**Implementation Steps  
(Including professional development)**

Schedule social skills lessons with classroom teachers (once/week for four weeks) after 10 day count.

**Person(s) Responsible**

Counselor, Social Worker, Behavior Specialist

**Timeline / By When?**

Social skills within first six weeks of school.

**Initiated:** 9/7/2015  
**Ongoing:**  
**Pending:**  
**Completed:**

**Small group counseling and/or Tier 2 behavioral interventions for students needing additional support.**

**Implementation Steps  
(Including professional development)**

Use data to identify students in need of additional support and Tier 2 interventions.

**Person(s) Responsible**

Counselor, Social Worker, Behavior Specialist

**Timeline / By When?**

Ongoing throughout year as needed based on data.

**Initiated:**  
**Ongoing:** Y  
**Pending:**  
**Completed:**

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**Goal 1**

**5. Data collection and management**

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**Office referrals**

**Communication forms (classroom managed minor behaviors)**

**Implementation Steps**

**(Including professional development)**

Train staff on process for identifying students in need of Tier 2 interventions and process for securing interventions and student services support, as well as when to write a communication form or referral.

**Person(s) Responsible**

Counselor, Behavior Specialist, Principal, Assistant Principal

**Timeline / By When?**

9/30/15

**Initiated:**

**Ongoing:**

**Pending:**

**Completed:**

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**Goal 1**

**6. Support Plan**

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**Student services team will monitor data, follow up with staff, and provide coaching as needed.**

**Implementation Steps  
(Including professional development)**

SBLT will review data at least monthly and follow up with teachers needing additional support with behavior management.

**Person(s) Responsible**

Counselor, Behavior Specialist, Social Worker, Psychologist, Asst. Principal, Principal

**Timeline / By When?**

Monthly during SBLT meetings with follow up as needed.

**Initiated:**

**Ongoing:**

**Pending:**

**Completed:**

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**Goal 1**

**7. Fidelity Plan**

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**Administrative walkthroughs, data reviews, and staff feedback.**

**Implementation Steps  
(Including professional development)**

- Schedule walkthroughs
- Schedule data reviews/chats and share feedback with teachers at monthly SBLT meetings.

**Person(s) Responsible**

Behavior Specialist, Counselor, Asst. Principal, Principal

**Timeline / By When?**

Monthly throughout the year

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



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## Goal 3

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### Present Level of Performance

Based on the ODR analysis, Black students are 1.18 times more likely to have at least one referral than all other students with 1 being equitable.

### Expected Level of Performance

Black students will receive the same proportion of referrals as their Non-white peers.

### GAP

.18

#### 1. The identified problem for Goal 3 is:

We want black students to know the school rule and be able to demonstrate keeping hands, feet, and objects to themselves.

We used office referral data.

#### 2. What is your Desired Outcome/Measureable Goal?

A risk ratio of 1.0 for Black students

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

We have a small population of Black students. Even though only two Black students received referrals last year, the risk ratio was 1.19 because overall we had a relatively small number of office referrals.

Our students demonstrate a skill deficit with resolving conflict without physical aggression.

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

A skill deficit, as stated above.

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

Data shows students have skill deficit. Teachers write narrative on referrals and communication forms summarizing the incident.

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**Goal 3**

**4. How will this problem be solved?**

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**Resume 5000 Role Models Program**

**Implementation Steps**

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

- Use data to identify students.
- Send invitations to students.
- Coordinate monthly meetings.
- Coordinator attends training.

**Person(s) Responsible**

5000 Role Models Coordinator

**Timeline / By When?**

11/1

**Initiated:** 10/5/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Continue STEP, targeting mid to high performing Black students**

**Implementation Steps**

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

- Use data to identify students.
- Send invitations to students.
- Identify mentors and pair them with students. Provide information to mentors about STEP and meeting expectations.
- Attend STEP Coordinator trainings if/when offered.

**Person(s) Responsible**

STEP Coordinator and mentors

**Timeline / By When?**

11/1

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**Initiated:** 10/5/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

**Classroom guidance lessons on conflict resolution**

**Implementation Steps**

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

Coordinate lesson schedule. Identify developmentally appropriate conflict resolution strategies for each grade level. Create/locate lessons plans for each grade level.

**Person(s) Responsible**

School Counselor

**Timeline / By When?**

5 lessons per grade throughout year

**Initiated:** 9/21/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

**Small group counseling for struggling Black students focusing on both academic and behavior improvement**

**Implementation Steps**

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

Use data to identify students.

Send invitations and request for consent to students and parents.

Schedule meetings once/twice per month depending on testing and holiday schedules. Conduct pre/post self-assessment with students.

**Person(s) Responsible**

School Counselor

**Timeline / By When?**

Sessions once-twice per month from December through May.

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**Initiated:**  
**Ongoing:** Y  
**Pending:** Y  
**Completed:**

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**Goal 3**

**5. Data collection and management**

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**Office referral data and communication form data (Minor behaviors managed in classroom by teacher)**

**Implementation Steps  
(Including professional development)**

Train staff on process for identifying students in need of Tier 2 interventions and process for securing interventions and student services support, as well as when to write a communication form or referral. Provide prevention and intervention strategies for teachers to use prior to behavior significant enough to warrant a referral.

**Person(s) Responsible**

Student Services Team and Administration

**Timeline / By When?**

Training by 9/30/15. Refreshers throughout year during data chats.

**Initiated:** 9/9/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 3**

**6. Support Plan**

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**Student services team will monitor data, follow up with staff, and provide coaching as needed.**

**Implementation Steps  
(Including professional development)**

SBLT will review data at least monthly and follow up with teachers needing additional support with behavior management.

**Person(s) Responsible**

Counselor, Behavior Specialist, Social Worker, Psychologist, Asst. Principal, Principal

**Timeline / By When?**

Monthly during SBLT meetings with follow-up as needed.

**Initiated:** 9/9/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 3**

**7. Fidelity Plan**

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**Administrative walkthroughs, data reviews, and staff feedback.**

**Implementation Steps  
(Including professional development)**

- Schedule walkthroughs
- Schedule data reviews/chats and share feedback with teachers at monthly SBLT meetings.

**Person(s) Responsible**

Behavior Specialist, Counselor, Asst. Principal, Principal

**Timeline / By When?**

Monthly throughout the year.

**Initiated:** 9/9/2015

**Ongoing:** Y

**Pending:**

**Completed:**



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## **School-wide Reward System**

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### **1. What are your school-wide reward strategies?**

“Bucket Fillers” will be used to acknowledge students demonstrating school-wide expectations (Pioneer PRIDE).

“PRIDE Passes” are used to immediately reinforce students for following school-wide expectations. Students collect these passes for admission to PBS celebrations (one after each marking period) or special prizes (popcorn, popsicles, pencils, bookmarks, etc).

### **2. Describe the procedure/practice used.**

“Bucket Fillers” will be used to acknowledge students demonstrating school-wide expectations (Pioneer PRIDE). Students and staff can nominate other students and staff who have shown their "PRIDE" in some way. Each month one student from primary, one student from intermediate, and one staff member are recognized at our monthly student award assembly.

“PRIDE Passes” are used to immediately reinforce students for following school-wide expectations. Students collect these passes for admission to celebrations (one after each marking period) or special prizes (popcorn, popsicles, pencils, bookmarks, etc). All staff members have access to the PRIDE Passes and should use them everywhere on campus to reinforce students demonstrating appropriate behaviors.

Both of these are presented to students and staff at an assembly during the first week of school.

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

PBS Committee works together to plan reinforcing activities. PBS Committee meets monthly. Committee is co-chaired by counselor and behavior specialist and includes a teacher from every grade level and the assistant principal.

Any and all staff and students can nominate a "bucket filler of the month." The "winning" students are chosen by the behavior specialist based on the information provided on the nomination slip. Any and all staff can use PRIDE passes for positive reinforcement anywhere on campus or on the busses.

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

Reward strategies provide opportunities for both immediate and delayed gratification and are both positive reinforcement. Data (both referrals and communication forms) is reviewed by the PBS committee to show which behaviors are most problematic. This allows us to share with the staff which behaviors to reinforce more frequently in an effort to decrease problem behavior.

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

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

Teachers and staff provide explicit descriptions of procedures and practices and provide practice opportunities. Common area rules are reviewed and posted so students know the expectations in various environments on campus. Classroom management systems are reviewed by administration and feedback is provided. Coaching and modeling are provided to teachers needing additional support with positive reinforcement. Staff use a common language.

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

We follow the guidelines and suggestions of the FLPBS system. Our staff uses an eclectic approach using strategies from CHAMPS and PBIS.

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

Data is reviewed and shared monthly so teachers can make adjustments to their classroom management systems.

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

Students will know the behavior expectations and demonstrate positive behavior. These behaviors will be reinforced and inappropriate behaviors will be responded to in an appropriate way by the teacher or administration.