

School:

BEAR CREEK ELEMENTARY

School Culture for Learning

District Strategic Plan
Marzano Leadership

Goals 2, 3
Domain 5

School-wide Behavior Plan

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

Bear Creek's expectations are: "Be responsible, Encourage others, Actively Participate, Respect all." All behavior lessons, incident reports, ODRs, "paws"itive referrals, etc. refer to these expectations. All expectations and all interventions are based on creating a highly structured, organized environment that is set up to reward and encourage good choices and to make bad choices less likely.

Bear Creek does these things to ensure systems of positive support:

Creates and schedules lessons for all common areas

Trains teachers in common area expectations, classroom expectations, schoolwide and class-wide reward systems, positive behavior support, incident reports and ODRs,

Monitors data on incident reports, ODRs, and "paws"itive referrals in SBLT meetings and schoolwide and grade-level meetings

Conducts on-going consultations with all staff on behavior support.

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.

The plan to implement seamless multi-tiered systems of support (MTSS) is this: provide Tier 1 supports through: the entire system of processes and routines for each area of the school, through Character Education, classwide social skills training, educational announcements on the news, differentiated behavior support from classroom teachers and support for teachers and classrooms through consultations with the behavior coach, counselor, and social worker. Tier 2 support is provided through student check-ins, social skills groups, and specialized behavior plans in the class. Tier 3 supports are provided through FBA and PBIP plans, along with support for those plans.

Data-Based Problem Solving

2. 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 who need supplemental or intensive behavior supports are identified through reviews of incident reports, ODRs, and staff feedback. Those students are assigned to supports that can include: social skills groups, check-ins with an adult, specialized plans for breaks and calm down times, and other individualized behavior supports. When groups of students need the same supports in a classroom, classroom interventions are devised that help students use more responsible behavior.

3. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (e.g., school dashboard, disparity gap, Healthy Schools data).

Student progress is monitored with student planners, incident reports, ODRs, "paws"itive referrals, and individual tracking sheets. The data sources are Focus, and in-house data collections sources.

High Expectations for All

4. 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 provides learning opportunities that are rigorous and equitable for all students by providing differentiated supports in Tier 1 instruction that are monitored by: frequent walk-throughs, training, data reviews etc.; by providing Tier 2 supplemental learning opportunities for students who are behind, and by providing Tier 3 intense supports for student who are furthest behind. Teachers participate in weekly meetings in which they review data and plan instruction that will enable all student to receive engaging, challenging, and effective instruction. Problem-solving dialogues with administration and colleagues occurs as data reveals standards and materials that students did not master.

School Culture/SWBP/Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: The primary goal and strategy to improve the overall culture/climate of the school is to increase the ratio of positive to negative interactions.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The key strategy in increasing the ratio of positive to negative interactions is to increase staff feedback in the PBIS initiatives and strategies. At the end of the 2015-16 school year, staff were surveyed on how they want to be informed of and how they want to give feedback on positive behavior supports. This school year, the SBLT will be surveying staff and dialoguing with staff on the implementation of PBIS supports. Those supports will be reviewed and staff will be involved in the feedback and decision-making.	SBLT Willette Houston Donika Jones Sharon Johnson-Levy Marcia Youngerman Steven Halstead Emily Hubbard Lissa Kascanitz
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? You may also address other related subgroups if needed.	
Goal: The primary goal and strategy for reducing discipline and learning gaps is early identification of students with learning and discipline deficits, and to devise behavior supports for those students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The strategy that will be implemented is to identify students with 2 or more ODRs and to devise grade-level and classroom level supports.	Sharon Johnson-Levy Marcia Youngerman Steven Halstead

Early Warning System – School Goal(s)

SMART Discipline Goal, based on Early Warning System Data (Specific, Measurable, Achievable, Realistic, Time-bound)	
Actions/Activities in Support of Discipline Goal	Evidence to Measure Success
Bear Creek will conduct monthly rewards for good attendance, and individualized consultations with families that show on-going problems with tardies and absences.	Reduction in absences and tardies.
Bear Creek will provide monthly social skills and bully prevention lessons in each class, weekly social skills lessons for targeted groups and school-wide rewards to reinforce positive actions.	Reduction in incident reports and ODRs.
As needed: SMART Discipline Goal, based on Early Warning System Data (Specific, Measurable, Achievable, Realistic, Time-bound)	
Actions/Activities in Support of Discipline Goal	Evidence to Measure Success

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