Guidelines for Success:

1. **Have the school-wide GFS expectations been clearly identified?**
2. **Are common-area expectations posted and clearly communicated?**
3. **Have the classroom expectations/rules been clearly identified, posted and clearly communicated?**

Questions to guide discussion:

. Bauder Elementary School Guidelines for Success

Be Respectful(by honoring yourself & others)
Be Safe
Be Prepared
Be an Active Learner

 2. The Bauder common-area expectations are clearly communicated. They are part of the training at the beginning of the school year in each classroom and are revisited throughout the year. Artifacts are displayed in each area.

3. Each teacher at Bauder turns in a Classroom behavior plan following the CHAMPS plan as to what and how classroom expectations are identified and communicated.

Goal 1: The Goal of Bauder Elementary Schoolwide Behavior Plan is to recognize positive student behaviors in a systematic way resulting in increased positive behavior and decrease in negative behaviors as measured by a decrease in disciplinary referrals from month to month data during the 2014 -2015 school year.

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Barrier: Teachers belief that positive school behavior should be the norm and does not need to be recognized.
Strategy: Teacher training regarding reinforcement of positive behavior and the results of increased positive behaviors.

Implementation Steps

1. This year Bauder will have trainings regarding the re-enforcement of positive behavior and the importance of the 5:1 ratio. 1. Training, August 13 re recognition of positive behavior as a reinforcer for positive behavior. 2. Training at each staff meeting regarding behavior and what research that will increase positive behaviors.

Person(s) Responsible

Lynn Jennings/Lisa Bultmann

Timeline / By When?

Each month until April 2015

Initiated	**1/26/15 Revised**	**Completed**
	Ongoing	

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Barrier: Teachers belief that positive school behavior should be the norm and does not need to be recognized.
Strategy: Teacher training regarding reinforcement of positive behavior.

Implementation Steps

1. Use of Decision Ed to collect data regarding referrals, in-school & out of school suspension. 2. Analyze data 3. Build proactive positive behavior strategies regarding findings from data analysis. 4. Collect Data to see if positive trend of decrease in negative behaviors is result - indicating increase in positive behaviors.

Person(s) Responsible

Timeline / By When?

Initiated	**1/26/15 Revised**	**Completed**

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Bauder will see an increase in positive behaviors as a result of recognizing desired behavior through Baude"s menu of

positive recognition programs. . Bauder will see a decrease in negative behaviors as measured by discipline referrals, in school and out of school suspensions during the 2014-2015 school year.

Implementation Steps

1. Baseline data collection - source Decision Ed. 2. Data Collection - referrals, in & out of school suspension. 3. Look at correlation between reinforcers and recognition of positive behaviors and decrease in negative(results lower # of referrals/in school/out of school suspension.4. Adjust and and recycle.

Person(s) Responsible

Lisa Bultmann & Lynn Jennings

Timeline / By When?

Ongoing

Initiated	1/26/15 Revised	Completed
	Ongoing	

Goal 1 Data Collection and Management:
1.   Did your team access and use the student data information systems?
2.   What is the correlation between reinforcement of positive behaviors and targeted behaviors?
3.   Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?
4.   Does the plan identify a regular schedule of data and analysis?

Strategy

Decision Ed for referrals and disciplinary actions will be collected and analyzed by the MTSS team and reported to leadership and PLCs.

Implementation Steps

1. Baseline data collection - source Decision Ed. 2. Data Collection - referrals, in & out of school suspension. 3. Look at correlation between reinforcers and recognition of positive behaviors and decrease in negative(results lower # of referrals/in school/out of school suspension.4. Adjust and and recycle.

Person(s) Responsible

Lisa Bultmann & Lynn Jennings

Timeline / By When?

Ongoing

Initiated	**2/16/15 Revised**	**Completed**
	Ongoing	

Goal 2: Bauder Elementary is committed to making connections with children. For the 2014 -2015 Bauder is initiated the Hello Project. This is set up to recognize children on campus by saying adults saying hello to children. This effort is to build connections and decrease negative behavior as measured by a decrease in discipline referrals by a month to month

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

The MTSS team will access the Decision Ed data regarding referrals and determine either an increase/decrease in monthly referrals. This will serve to create a monthly comparison from month to month regarding the focus on positive student behaviors as indicated by a decrease in referrals each month.

Implementation Steps

1. Referral data will be put into data system
2. Data will be reviewed by the MTSS monthly
3. Data will be shared with team leaders by MTSS reporters, and shared at staff meetings

Person(s) Responsible

Tim Slaughter/Lynn Jennings - DBR/Lisa Bultmann - Dec. Ed

Timeline / By When?

This is an ongoing project.

Initiated	**2/16/15 Revised**	**Completed**
	Ongoing	

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

The MTSS team will access the Decision Ed data regarding referrals and determine either an increase/decrease in monthly referrals. This will serve to create a monthly comparison from month to month regarding the focus on positive student behaviors as indicated by a decrease in referrals each month.

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated	**2/16/15 Revised**	**Completed**

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

1, Teachers will be at their doors at the beginning of each morning and at at dismissal each day to provide a greeting for every child.

Implementation Steps

1. 8/10 - Present to staff 2. 8/13 Training for staff 3. Ongoing discussion and feedback at staff meetings. 4. Survey - December 2014 & May 2015.

Person(s) Responsible

Lisa Bultmann

Timeline / By When?

Ongoing/monthly shares

Initiated	**2/16/15 Revised**	**Completed**
8/18/2014	Ongoing	

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Say Hello" - Data will be used - decrease in referrals from month to month.

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated	**2/16/15 Revised**	**Completed**

Goal 2 Data Collection and Management:

1. **Did your team access and use the student data information systems?**
2. **What is the correlation between reinforcement of positive behaviors and targeted behaviors?**
3. **Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?**
4. **Does the plan identify a regular schedule of data and analysis?**

Strategy

Data systems will be used and reviewed for upward trend in positive student behaviors as measured by decrease in mis-behaviors by referrals and incident reports.

Implementation Steps

1. Base-line September data collected & reported to MTSS & Leadership. 2. ongoing implementation of project 3. Continued collection of and analysis of data at MTSS behavior meetings. 4. Decisions made based on data.

Person(s) Responsible

Lisa Bultmann/Lynn Jennings

Timeline / By When?

Ongoing

Initiated	**Status**	**Completed**

Goal 3: Members of the MTSS team will meet with teacher(s) of individual students to develop individualized behavior plans to increase positive behaviors aligned to school-wide expectations during the 2014-2015 school year as measured by the criteria set by the individual plans.

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Teachers will be at their doors at the beginning of each morning at at dismissal each day to provide a greeting for every child.

Implementation Steps

8/10 - Present to staff 2. 8/13 Training for staff 3. Ongoing discussion and feedback at staff meetings. 4. Survey - December 2014 & May 2015.

Person(s) Responsible

Lisa Bultmann

Timeline / By When

Ongoing throughout the year.

Initiated	**revised 2/16/15**	**Completed**
9/2/2014	Ongoing	

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Members of the MTSS team will meet with teacher(s) of individual students to develop individualized behavior plans to increase positive behaviors aligned to school-wide expectations during the 2014-2015 school year as measured by the criteria set by the individual plans.

Implementation Steps

Student Services Team/Classroom teachers

Person(s) Responsible

Student Services Team/AP/Principal

Timeline / By When

Ongoing

Initiated	**revised 2/16/15**	**Completed**
9/4/2014	Ongoing	

Goal 3 Data Collection and Management:

1. **Did your team access and use the student data information systems?**
2. **What is the correlation between reinforcement of positive behaviors and targeted behaviors?**
3. **Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?**
4. **Does the plan identify a regular schedule of data and analysis?**

Strategy

1. Teachers will be supported by a MTSS team member regarding implementation and fidelity of individual student plans for behavior improvement.

Implementation Steps

1. Teachers will rec. to PLC students that need additional support as evidenced by data 2. PLC Facilitator will share at MTSS 3. Data collection will begin 4. Student services/MTSS will meet w/ teacher and parent as indicated by data to increase structure and support for student 5. Data will continue to be collected and supports will increase or decrease as indicated by student response. 6. the cycle of the flow will move forward according to data indicators.

Person(s) Responsible

Classroom teacher/PLC facilitators. MTSS - student services

Timeline / By When?

Ongoing

Initiated	**revised 2/16/15**	**Completed**
9/4/2014	Ongoing	

Develop A School-Wide Reward/Recognition System Aligned To Targeted Behavior:
1.	How, when, where, and by whom will strategies be implemented?
2.	Are documented strategies evidence- based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?

Strategy

Target behaviors - (Increase positive student behavior) Positive Recognition 5:1
1. Student of the Week
2. Character Can
3. Builders
4. Bricks

Use of classroom survey for menu of re-enforcers for classroom re-enforcers. This is found in every teachers copy of the Bauder Behavior Plan.

Implementation Steps

8/13 - staff will be trained on positive recognition system at Bauder for the 2014 -2015 school year. Ongoing report at Staff meetings....2. Data collection in classrooms by MTSS 3. Report back to MTSS/Leadership and Staff 4. Study for increase of positive recognition.

Person(s) Responsible

Lisa Bultmann

Timeline / By When?`

Ongoing

Initiated	**2/16/15 Revised**	**Completed**
8/13/2014	Ongoing	

Strategy

Strategy - A System of positive student recognition At the beginning of each new school year the each teacher develops a classroom behavior plan aligned to the guidelines for success by using the Classroom Management forms from CHAMPS. This supports alignment to the PBS system of behavior, the Guidelines for success. This form is located in the CHAMPS book.

Implementation Steps

Staff training - 8/13 2. Ongoing feedback collected at team leaders meetings 3. Continuation of the plan for school-wide recognition system.4. Continue to look at data for results

Person(s) Responsible

Lisa Bultmann/ Lynn Jennings

Timeline / By When?`

ongoing

Initiated	**2/16/15 Revised**	**Completed**
8/13/2014	Ongoing	

Alignment of Classroom Management Systems With The School-Wide Behavior Plan:
1.   How, when, where, and by whom will strategies be implemented?
2.   Are documented strategies evidence- based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

In the beginning of each new school year the each teacher develops a classroom behavior plan aligned to the guidelines for success by using the Classroom Management forms from CHAMPS. This supports alignment to the PBS system of behavior, the Guidelines for success. This form is located in the CHAMPS book.

Implementation Steps

1. Guidelines for Success decided upon 2. Teacher input into SWBP 3. Teacher develops Classroom management system 4. Teacher turns in a copy of CMP 5. Teacher trains students 6. teacher has ongoing training w/class

Person(s) Responsible

Lisa Bultmann/Tim Slaughter

Timeline / By When?

ongoing

Initiated	1/26/15 Revised	Completed
8/13/2014	Ongoing	

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Each teacher will implement and turn in the CHAMPS classroom management system form indicating all of the above mentioned components.

Implementation Steps

as above

Person(s) Responsible

Classroom teachers

Timeline / By When?

8/29/14

Initiated	1/26/15 Revised	Completed
8/13/2014		

Action Plan:
Plan to Monitor for Fidelity of Implementation

Plan to monitor for Fidelity:

The collection of data will be used for fidelity checks:

Goal 1: Fidelity study by MTSS team as they monitor the increase in positive and decrease of negative student behaviors.
Negative Behaviors will be identified as incident report, referrals, ISS and suspensions. Decrease in number from month to month.
Positive Behaviors will be those behaviors that are aligned with and support the school vision/mission and serve the learning environment. Those behaviors that follow the Bauder Guidelines for Success. teacher will use the DBR Daily Behavior Reports of 1, 2 will indicate positive behaviors.

Goal 2: Data Collection: Fidelity checks will occur each month at MTSS meetings and staff meetings as data from Bauder data resources are used to discuss and make decisions regarding Bauder's SWBP.

Goal 3: Individualized Behavior Plans: Bauder's MTSS team will oversee the collection of data and study with the classroom teacher and parent to determine the effectiveness of individual behavior plans for children.

Professional Development:
List Professional Development Opportunities Aligned To The Positive Behavior Supports

Bauder's Professional Development Plan for Behavior:
Bauder uses CHAMPs and began a behavior book Study over the Summer " Hanging In" which has promoted discussion and knowledge regarding the impact of actions and reactions to student behavior.

On 8/13/14 Bauder's Guidance Counselor and principal presented parts of a Discipline Plan to the Bauder Staff with questions and discussion regarding student behaviors.
Training will continue at each staff meeting regarding the reinforcement of behavior and the types of reinforcements that increase positive student behaviors.

On 8/13 Bauder teachers received a data training and learned how to find data related to children. The use of data to make decisions about children.This training will be ongoing duringthe 2014 -2015 school year.

The Bauder Guidance Counselor will continue her monthly meetings to support teachers experiencing challenges with children in their classrooms.

Bauder is beginning another book study during the 2014-2015 school year to support educators in dealing with children and behavior in the school setting.

Midyear:
1. Which goals, barriers and strategies were revised based on response to intervention?
2. What evidence was used to drive the revisions?
Be sure to include how you are addressing the discrepancy between Black and Non-Black discipline in your response to intervention discussion.

Enter a summary of the current status of implementation

Mid Year Report 2014 -2015
Bauder continues to work to build the most optimal, positive learning environment for children to succeed both academically and socially/emotionally. Our School-wide Behavior Plan is based on Positive, Proactive, Preventative Principles.
We continue to work on using our behavior data to recognize areas of need for improvement. An area of need has been indicated in our fifth grade population. Data indicates that compared to Bauder's other grade levels there are seven times the amount of referrals at 5th grade than other grades. Although referrals are at a very low rate at Bauder, the GAP between Grades K- 4 and 5th grade is significant enough to indicate a need for something different for 5th grade. At this time the guidance counselor is beginning to do classroom lessons and small groups with students to support positive behavior choices.

More than 50% of the staff has participated in two different Book Studies this year. Hanging-In and Ten Things Every Child w/ Autism Wishes you Knew. These book studies have fostered conversation and a better understanding of a need to differentiate for children. These studies also help support the increasing SWD population at Bauder and meeting these students needs as well as students that are not labeled but have needs that can be met using strategies that work for special needs students.

Goal 1 is to recognize positive students behavior in a systematic way. Bauder continues to do that through:
Character Can
Builders
Student of the Week
Outside Achievement Recog- on morning news
Honor Roll
BARRIER(s)
The above recognitions are systematic and integrated into the Bauder culture. When studying the Bauder recognition system we recognized that there was insufficient ways for students to recognize and honor positive behaviors in each other. Research (T. Kincaide) indicates that giving students the opportunity to recognize positive behaviors in others reinforces one's own positive behaviors. As a result, we have added the Friendship Bench as part of our School-wide Behavior Plan and are beginning the process of students recognizing Acts of Kindness by students as another part of our Positive, Proactive, Prevention Behavior Plan.

Goal 2: Bauder uses data to study and look at behaviors.   Although the numbers of referrals and suspensions are not significant
 when compared to the number of days and student numbers, we still look at this data to improve Bauder.
BARRIERS: The use of data collection - referrals, ISS and OSS are not good data indicators for Bauder because behaviors that impede learning and interrupt learning at Bauder generally DO NOT warrant these indicators that are used for data collection. We are looking for other ways to collect data in a systematic way that reflect our concerns that impact Bauder.

[The amount of referrals in 5th grade with over 150 students is not considered significant but for Bauder in comparison to

other grade levels it warrants attention. We have individual plans developed for three students at 5th grade, we have assigned mentors and/or buddies, we also have met with families to work with them on school behaviors.]

Data:
Top 5 Infractions and number

1. Profanity/ Obscene Lang.   6
2. Strike/Student   6