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:

1. 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 stands for Be Responsible, and C stands for Come motivated to learn.

2. 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. 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.

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 on 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.

Goal 1: Reduce the number of classroom referrals for defiance/insubordination by at least 10 %

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 do not understand what defiance/insubordination is. To eliminate this barrier, training needs to occur.

Implementation Steps

Define defiance/insubordination for staff. Schedule into preschool agenda and train staff.

Person(s) Responsible

Lisa Roth, Donna Katsiyiannis

Timeline / By When?

Training for staff- preschool. Ongoing reminders monthly in the Bobcat Brief.

Initiated	Status	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?

Students do not know what defiance/insubordination looks like or sounds like. Teach students what defiance/insubordination looks like and sounds like using a series of pre-recorded videos on our morning news show illustrating a common school language and expectation.

Implementation Steps

Record videos, limit programming on days videos will play, show videos on morning news,

Person(s) Responsible

Lisa Roth, Raylee Fleisch, Pat Humes

Timeline / By When?

Videos will be recorded during the first two weeks of school and will begin playing immediately on the morning news. This will continue for two weeks. Follow-up/reminders will be shown monthly throughout the school year.

Initiated	Status	Completed
8/22/2014	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?

Teachers need to specifically teach their classes what defiance/insubordination looks like and sounds like and what the

consequences will be for this behavior.

Implementation Steps

PBIS committee will develop short lessons for both primary and intermediate grades for teacher use. Teachers will teach the students about defiance/insubordination using the appropriate grade level lessons.

Person(s) Responsible

PBIS committee and teachers

Timeline / By When?

Lessons will be completed by August 29th, 2014. Lessons will be taught to students by September 5th, 2014.

Initiated	Status	Completed
8/24/2014	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

1. Discipline referrals will be monitored monthly using Decision Ed data
2. Data will be shared with PBIS committee and staff monthly

Implementation Steps

Principal will access the discipline report from Decision Ed on the first school day of the new calendar month for the month prior. Principal will share data with PBIS committee. PBIS will prepare a report to be shared at the monthly staff meeting.

Person(s) Responsible

Lisa Roth, Principal
Scott Kanehl, PBIS Committee Chair

Timeline / By When?

Ongoing Monthly beginning September 2, 2014 data collection.

Initiated	Status	Completed
9/2/2014	Ongoing	

Goal 2: Reduce the number of Out of School Suspensions (OSS) by 10 %.

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?

Find an alternative to OSS for severe misbehavior.

Implementation Steps

Research and review all available options to OSS.
Select 2-3 alternative options.

Person(s) Responsible

Lisa Roth, Donna Katsiyiannis, Scott Kanehl

Timeline / By When?

By August 29, 2014

Initiated	Status	Completed
8/22/2014	Pending	

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?

Work with the ESE department to determine options for severe misbehavior consequences for the increasing number of EBD students housed at Belcher Elementary which comprise over 90% of the OSS last school year at Belcher Elementary School.

Implementation Steps

Schedule meeting with Terry Ryan, Lisa Heipe and Belcher leadership team to develop strategies/alternatives to OSS.

Person(s) Responsible

Lisa Roth

Timeline / By When?

8/29/14

Initiated	Status	Completed
8/24/2014	Pending	

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

OSS will be monitored monthly using Decision Ed by principal and PBIS committee.

Implementation Steps

OSS will be monitored monthly using Decision Ed on the first school day of the new calendar month for the prior month. Principal will share data with PBIS committee. PBIS committee will prepare report to be shared at the monthly staff meeting.

Person(s) Responsible

Lisa Roth, Scott Kanehl

Timeline / By When?

9/2/14

Initiated   **Status**   **Completed**

Goal 3: Reduce the discrepancy of referral rate between black and non-black students so that percentages match racial percentages of the school.

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?

Find appropriate role models/mentors for students in our Emotionally Behaviorally Disturbed (EBD) Program where a large proportion of black students enrolled at Belcher Elementary are. Check and Connect mentors are only for AA students.

Implementation Steps

Work with Family and Community Liaison and District Office to locate mentors/role models.
Pair black students with mentor/role models.

Person(s) Responsible

Donna Katsiyiannis

Timeline / By When

Begin first month of school, continue on-going.

Initiated	**revised 1/26/15**	**Completed**
8/24/2014	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

Utilize Decison Ed reports to compare referral data by subgroup.

Implementation Steps

Principal will access discipline report from Decision Ed on the first school day of the new calendar for the month prior. Principal will share data with the PBIS committee. The PBIS will prepare a report for the monthly staff meeting.

Person(s) Responsible

Lisa Roth, Scott Kanehl

Timeline / By When?

Ongoing monthly beginning with September 2, 2014 data collection.

Initiated	**revised 1/26/15**	**Completed**
9/2/2014	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

Honors Assemblies at the end of each grading period.

Implementation Steps

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.

Person(s) Responsible

Lisa Roth, Nina Al-Asad and Secretary

Timeline / By When?`

Secure dates for assemblies by September 5, 2014.
Collect names for certificates/make certificates at the end of each grading period.
Invitations go home with report cards.

Initiated	Status	Completed
9/5/2014	Ongoing	

Strategy

Bobcat Celebrations for attendance and behavior.

Implementation Steps

1. Secure dates for assemblies for the calendar year.
2. Collect names for perfect attendance/and no referrals per grading per grading period.
3. Invite students to assembly.

Person(s) Responsible

Lisa Roth, Nina Al-Asad.

Timeline / By When?`

Secure dates for assemblies by September 5, 2014
Collect names for attendees at the end of each grading period

Initiated	Status	Completed

9/5/2014   Ongoing

Strategy

Walk and Talk

Implementation Steps

Develop coverage schedule for Walk and Talk.
Create Walk and Talk time schedule poster for students.
Train cafeteria staff on program
Train students on program

Person(s) Responsible

Lisa Roth, Donna Katsiyiannis, Raylee Fleisch

Timeline / By When?`

Schedule developed and training delivered by August 29, 2014
Walk and Talk to begin on September 2, 2014

Initiated	Status	Completed
8/25/2014	Pending	

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?

Students need to understand the school wide expectations and goals.

Implementation Steps

PBIS committee assist staff with school wide expectation/rules lessons.
Teachers utilize lessons to be sure students understand school wide expectations/rules.
Teacher follow with explicit training on classroom expectations/rules/procedures.

Person(s) Responsible

PBIS committee and Teachers

Timeline / By When?

by August 29, 2014
Follow-up/review after every school break.

Initiated	Status	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?

Teachers need to understand the school wide expectations and goals.

Implementation Steps

Teachers trained on school wide expectations and goals in preschool training. Along with how to develop classroom expectations/rules/procedures. Provide staff template for creation of classroom expectations/rules/procedures.

Person(s) Responsible

Lisa Roth. Donna Katsiyiannis, Raylee Fleisch

Timeline / By When?

Preschool training 8/13/14

Initiated	Status	Completed
8/14/2014	Ongoing	

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Action Plan:
Plan to Monitor for Fidelity of Implementation

Administration will monitor lesson plans for indications of lessons that support explicit teaching of expectations/rules/procedures.

Administration will conduct classroom walk-throughs to look for artifacts to support expectations/rules/procedures.

Calendar will include monthly PBIS meetings as well as staff meetings.

Standing agenda for staff meetings will include PBIS report.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Staff will be trained during preschool on school wide expectations/rules/procedures.

CPI 1 and 2, both complete courses and refreshers will be offered for appropriate staff as needed.

Staff will be encouraged to participate in CHAMPS training.

Love and Logic training to continue where training left off last year.

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

Enter a summary of the current status of implementation

Goal #3

Based on our School wide Discipline data for 2014-2015, ten (10) Black students are responsible for 55 infractions. Only one student is not classified in the Emotional Behavior Disability (EBD) program. The other nine (9) students are in the EBD program full time or part time. In keeping with our goals, we have obtained mentors where appropriate, offered social skills lessons and counseling with guidance and/or the social worker as designated by the individual education plans. The non- ESE student is working with the Guidance Counselor.

We are working closely with our Family and Community Liaison, Social Worker and Guidance Counselor to provide appropriate mentors for all of our students who we have identified as needing mentors for success. Some examples are: Check and Connect, Girlfriends and our STEP program as well as individual mentors.

Goal #1

In addition to our black/non-black goal, we have reduced defiance/insubordination to the point that it is no longer in our top five infractions. We have done this in part with training to assist staff in properly identifying the function of the behavior. We are continuing to share the behavior data monthly with the Positive Behavior Intervention and Supports (PBIS) team and the School Based Leadership Team (SBLT) who share with their individual teams on campus.

Goal #2

We have met with our staff, district supervisors and leadership teams to brainstorm ways to reduce the Out of School Suspensions (OSS) for our school. We have reduced OSS as of the mid-year reporting for the 2014-2015 school year by 8% as compared to data from last school year (2013-2014).