

**14/15 School-wide Behavior Plan  
Lealman Avenue Elementary School**

1/22/2015

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**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?
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**Questions to guide discussion:**

Guidelines for Success

1. Clearly Identified Guidelines are posted in the classrooms, hallways, restrooms and lunchroom during pre-school and are maintained and referenced throughout the year..

Pre-School: Staff revisits discipline data and previous school wide guidelines for success and targeted area guidelines for success.

2. Common-Area expectations are posted and clearly communicated.

Pre-School: guidelines posted in each classroom and all targeted common areas (café, bathrooms, hallways) Discipline Flow charts provided to each staff member.

Guidelines will be communicated in the monthly newsletter and during monthly character assemblies

Guidelines reviewed daily on the announcements during the first two weeks of school.

Guidelines will be revisited with detail in the classroom on on announcements during the following weeks.

December 1, 2014

Week of January 6, 2015

3. Have the classroom expectations/rules been clearly identified, posted and clearly communicated?

First day of School: Each classroom teacher created a chart of desired behaviors- general, café, bathroom, hallway. Ex. What does a quality hallway line look like and sound like?

From this discussion, students are led to the unveiling of the School-Wide guidelines and more specific creation of classroom expectations and rules.

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**Goal 1: Decrease the number of overall referrals for all students**

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**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?**

Increase the ratio of positive to negative interactions to 4:1

**Implementation Steps**

Post and routinely refer to Guidelines for Success in all common areas and corresponding classroom rules.  
Engage in routine classroom meetings/activities to discuss expectations and build relationships.  
Monthly character assemblies will highlight positive behaviors and recognize student achievement with names to be "spot lighted" in the school newsletter.  
Class awards for homerooms with no referrals  
Recognize classrooms with highest coin counts on announcements

**Person(s) Responsible**

Administration- posting of Guidelines, Monthly Class Awards for 0 referral count  
Guidance Office- Character Assembly Awards and Newsletter, Caught Being Good Coin Counts  
Teacher- Lesson plans will reflect team building activities/class meetings

**Timeline / By When?**

Monthly Review of School Wide data at Staff Meetings (referral, coin counts, positive rewards)  
Monthly awards distributed at Character Assemblies

**Initiated**  
08/18/2014

**Status**  
Ongoing

**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?**

Transitions between instructional and non-instructional activities will be efficient and orderly

**Implementation Steps**

During the first week of school teachers will rubric quality transitions as a way to connect School Wide Guidelines for Success with Classroom Rules and Expectations.  
Expectations will be modeled and monitored via referral data and PLC discussion

**Person(s) Responsible**

Teacher- development of of expectations  
Administration- Monitor referral data and PLC discussions

**Timeline / By When?**

Initial establishment of of expectations by first week of school  
Monthly review of referral data  
Weekly review of PLC notes

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Initiated  
08/18/2014

Status  
Ongoing

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?**

Development and Maintain a school wide atmosphere of Cultural Proficiency and Responsiveness

**Implementation Steps**

Embedded PD at monthly staff meetings and Team Leader meetings to build and maintain a school wide atmosphere of Cultural Proficiency and Responsiveness

Staff Review and Discussion of School Wide (by Grade Level) Data at monthly staff meeting

PLC review of grade level/ classroom referral/behavior data and discussion

Teams will make referrals to the MTSSRtl Team for support as per above discussions

MTSSRtl Team to Profile students with behavior referrals- attendance, Tardies, Grades. behavior, work and homework completion

MTSSRtl Team/Teacher to meet to support positive behavior interventions

**Person(s) Responsible**

Administration- PD, Compile referral data and facilitate staff discussion

Team Leader- Review and discuss data with protocols

MTSSRtl Coach- data profiles for students with behavior concerns

**Timeline / By When?**

Begins August 8 to June 2015

Staff Meetings Monthly

PLC Meetings weekly

Initiated  
08/08/2014

Status  
Ongoing

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?**

**Implementation Steps**

**Person(s) Responsible**

**Timeline / By When?**

Initiated

Status

Completed

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**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?
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**Strategy**

Use data to drive need for PD and implement best practices for student and staff success

**Implementation Steps**

Collect, Analyze and Discuss Referral data from Data Warehouse with Staff and PLC  
Collect, Analyze and Discuss coin counts  
Compare data by classroom

**Person(s) Responsible**

Administration- Referral data and discussion  
Team Leader- Grade level referral discussion  
MTSSRtI Team- School Surveys

**Timeline / By When?**

Begin September 2014- ongoing monthly

**Initiated**  
08/18/2014

**Status**

**Completed**

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**Goal 2: Eliminate gap in black v non-black referrals as per demographic data.**

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**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?**

Development and Maintain a school wide atmosphere of Cultural Proficiency and Responsiveness

**Implementation Steps**

Embedded PD at monthly staff meetings and Team Leader meetings to build and maintain a school wide atmosphere of Cultural Proficiency and Responsiveness

Staff Review and Discussion of School Wide (by Grade Level) Data at monthly staff meeting

PLC review of grade level/ classroom referral/behavior data and discussion

Teams will make referrals to the MTSSRtl Team for support as per above discussions

MTSSRtl Team to Profile students with behavior referrals- attendance, Tardies, Grades. behavior, work and homework completion

MTSSRtl Team/Teacher to meet to support positive behavior interventions

**Person(s) Responsible**

Administration- PD, Compile referral data and facilitate staff discussion

Team Leader- Review and discuss data with protocols

MTSSRtl Team- data profiles for students with behavior concerns

**Timeline / By When?**

Begin August 8 to ongoing

**Initiated**

8/18/2014

**Status**

Ongoing

**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?**

Implement a "Check and Connect" Program

**Implementation Steps**

MTSSRtl Team to compile a list of students

MTSSRtl Team to create a check in system for students to "check-in" with an adult.

MTSSRtl Team to track data on each eligible student attendance, tardies, grades, behavior

MTSSRtl to discuss student progress monthly at MTSSRtl meetings (depending on size of the list- this schedule may rotate) and provide additional supports as needed

**Person(s) Responsible**

MTSSRtl Team

**Timeline / By When?**

Begin August 8 to ongoing

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**Initiated**  
08/08/2014

**Status**  
Ongoing

**Completed**

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**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**

Use data to drive need for PD and implement best practices for student and staff success

**Implementation Steps**

Collect, Analyze and Discuss Referral data from Data Warehouse with Staff and PLC  
Collect, Analyze and Discuss coin counts  
Compare data by classroom/student  
Stakeholder Survey focused on climate and culture- Title 1, District and School based

**Person(s) Responsible**

Administration- Referral data and discussion  
Team Leader- Grade level referral discussion  
MTSSRtl Team- School Surveys/Check InList and Schedule/ Student Profiles

**Timeline / By When?**

Begins August 8 to on-going

**Initiated**

**Status**

**Completed**

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**Goal 3: Decrease the number of students with multiple referrals.**

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**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?**

Implement a "Check and Connect" Program

**Implementation Steps**

MTSSRtl Team to compile a list of students

MTSSRtl Team to create a check in system for students to "check-in" with an adult.

MTSSRtl Team to track data on each eligible student attendance, tardies, grades, behavior

**Person(s) Responsible**

MTSSRtl Team

**Timeline / By When**

September 2014 - on-going

**Initiated**  
08/18/2014

**revised 1/26/15**  
Ongoing

**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?**

**Implementation Steps**

**Person(s) Responsible**

**Timeline / By When**

**Initiated**

**revised 1/26/15**

**Completed**

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**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?
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**Strategy**

Use data to student success- grade, attendance, tardies, referral, task and homework completion

**Implementation Steps**

MTSSRtl Team to create a profile on each eligible student

MTSSRtl Team to discuss student success and determine if further support needs to be added

MTSSRtl Team to conduct student/staff surveys for feedback on impact/success of program

**Person(s) Responsible**

MTSSRtl Team

**Timeline / By When?**

Begins September 2014-on-going

Surveys TBD

**Initiated**

8/18/2014

**revised 1/26/15**

Pending

**Completed**

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**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?
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**Strategy**

Celebrate Classroom Demonstration of Guidelines for Success  
Caught Being Good Coins to reduce behavior referrals

**Implementation Steps**

Guidelines for Success Posted and Reviewed  
Classrooms to Rubric meaning of Guidelines as tied to classroom rules to clarify expectations  
Staff Members to reward classroom demonstrating guidelines  
Teachers to keep count of coins earned  
Guidance to track and communicate class earnings and incremental rewards earned  
Guidance to announce progress on morning announcements  
Review of Referrals in Common Areas

**Person(s) Responsible**

Guidance- Track classroom earnings and awards  
Teacher- clearly define expectations  
Staff- Recognize classroom behaviors and review of school wide data

**Timeline / By When?**

Begins August 8 to on-going

**Initiated**  
08/25/2014

**Status**  
Ongoing

**Completed**

**Strategy**

Celebrate demonstration of quality character traits  
Monthly Character Awards

**Implementation Steps**

Establish Monthly Character Award Assemblies  
Communicate focus Character at assembly and on announcements  
Communicate Character Focus in Newsletter  
Teachers to select a student to recognize as demonstrating character trait at monthly assembly  
List of Students to be printed in newsletter

**Person(s) Responsible**

Administration: Calendar of Assemblies, morning announcements  
Guidance: Character Awards, Newsletter Article, morning announcement videos

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**Timeline / By When?**

September 2014 to on-going

**Initiated**  
09/10/2014

**Status**  
Pending

**Completed**

**Strategy**

Classrooms with 0 referrals for the month are recognized

**Implementation Steps**

Review classroom referral date monthly  
Recognize classrooms with 0 referrals for the month on announcements

**Person(s) Responsible**

Administration

**Timeline / By When?**

September 2014 to on-going

**Initiated**  
8/18/2014

**Status**  
Ongoing

**Completed**

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**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?
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**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?**

Establish classroom rules and consequences that align with Guidelines for Success

**Implementation Steps**

First week at school teachers to review Guidelines for Success and create Classroom Rules to help clarify guidelines. Teachers to clearly define each guideline, rule and process. Ex: what does this look and sound like?"

**Person(s) Responsible**

Teacher  
Administrator

**Timeline / By When?**

August 18 to on-going

**Initiated**  
08/18/2014

**Status**  
Ongoing

**Completed**

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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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Routine Review Data:

- Caught Being Good Coins, Referrals,
- Check and Connect- Attendance, Grades, Testing, Referrals
- Lesson plans with Team Building Activities
- PLC Notes
- Newsletter Articles celebrating successes and highlighting guidelines, character awards
- Community, Staff and Student Surveys

Display of Data:

- Caught Being Good Coin Graphs
- Referral data by class/grade level/ethnicity
- Newsletter Articles featuring Character Awards/Focus traits

Data Will be Reviewed at the following levels

- Administrative Team
- PLC
- MTSSRTI
- Classroom Teacher

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**Professional Development:**

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

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Professional Development Opportunities:

PLC Discussions to utilize protocols from National School Reform Faculty  
<http://www.nsrffharmony.org/free-resources/protocols/a-z>

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Book Studies Available

Marzano, R, Marzano, J, and Pickering, D. (2003). Classroom management that works. Research-based strategies for every teacher, Association for Supervision and Curriculum Development, Alexandria, VA.

CHAMPS: A Proactive and Positive Approach to Classroom Management, 2nd Edition by Randy Sprick (Jan 1, 2009).

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Resources for Staff Training:

Child Trauma Toolkit for Educators  
[www.nctsn.org](http://www.nctsn.org)

The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry [Nancy B. Love, Katherine E. Stiles, Susan E.

**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**

Goal 1 Decrease the number of overall referrals for all students

We are slightly above last year's referral rate. There is a notable spike in referrals for November/December. This may be attributed to a 5th grade teacher resignation and need to combine three classes into two with a co-teach in each class . After winter break, we restored the students to 3 classes. They children have settled in with little disturbance as reflected in a significant decline in referrals.

We scheduled specific review of School wide Guidelines for Success and Classroom Rules on the calendar. Administration noted inclusion of these activities in lesson plans on designated days.

Current Successful initiatives include:

- Post and routinely refer to Guidelines for Success in all common areas and corresponding classroom rules.
- Engage in routine classroom meetings/activities to discuss expectations and build relationships.
- Monthly character assemblies will highlight positive behaviors and recognize student achievement with names to be "spot lighted" in the school newsletter.
- Recognize classrooms with highest coin counts on announcements

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Goal 2 Eliminate gap in black v non-black referrals as per demographic data.

Our black v non-black ratio is 50/50 with 13 black v 17 non black students earning referrals.

Current successful initiatives include:

- Embedded PD at monthly staff meetings and Team Leader meetings to build and maintain a school wide atmosphere of Cultural Proficiency and Responsiveness
- Weekly PLC review of grade level/ classroom referral/behavior data and discussion
- Teams will make referrals to the MTSSRtl Team for support as per above discussions
- MTSSRtl Team/Teacher to meet to support positive behavior interventions

We have 2 current FBA on students 1 black v 1 non-black. We are in the process of obtaining consent for another non-black student.

As an incentive, we began Drum Club for our black students. Students have bought into this opportunity.

The 5th grade spike in behavior referrals for November/December may also be attributed to a teacher resignation and need to combine 3 classes into 2. Following winter break, the classes were returned to 3 teachers and students have settled in.

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Goal 3 Decrease the number of students with multiple referrals.

We have 30 students who have earned referrals. 13 of these students have earned more than 1 referral.

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2 Students have 8 referrals. 1 has an FBA. We are awaiting for consent from the other student.

We did move a few students after consideration of adult/student personalities and classroom chemistry.

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School-Wide Reward System

With increased incentives and a focused dedication to our "Caught Being Good" our classes are earning more