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:

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.

Benchmarks of Quality Score: 96 / 107 = .9
Goal 1: Decrease the number of overall referrals for all students

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

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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?

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

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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 MTSSRtI Team for support as per above discussions
- MTSSRtI Team to Profile students with behavior referrals- attendance, Tardies, Grades, behavior, work and homework completion
- MTSSRtI 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
- MTSSRtI Coach- data profiles for students with behavior concerns

**Timeline / By When?**

- Begins August 8 to June 2015
- Staff Meetings Monthly
- PLC Meetings weekly

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</table>
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

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

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</table>
Goal 2: Eliminate gap in black v non-black referrals as per demographic data.

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 MTSSRtI Team for support as per above discussions

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

MTSSRtI 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

MTSSRtI Team- data profiles for students with behavior concerns

**Timeline / By When?**

Begin August 8 to ongoing

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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**

MTSSRtI Team to compile a list of students

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

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

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

**Person(s) Responsible**

MTSSRtI Team

**Timeline / By When?**

Begin August 8 to ongoing
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</table>
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?

<table>
<thead>
<tr>
<th>Strategy</th>
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<tbody>
<tr>
<td>Use data to drive need for PD and implement best practices for student and staff success</td>
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</table>

**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
MTSSRtI Team- School Surveys/Check InList and Schedule/ Student Profiles

**Timeline / By When?**

Begins August 8 to on-going

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1/22/2015
Goal 3: Decrease the number of students with multiple referrals.

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

MTSSRtI Team to compile a list of students
MTSSRtI Team to create a check in system for students to "check-in" with an adult.
MTSSRtI Team to track data on each eligible student attendance, tardies, grades, behavior

Person(s) Responsible

MTSSRtI Team

Timeline / By When

September 2014 - on-going

Initiated 08/18/2014

revised 1/26/15

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?

Implementation Steps

Person(s) Responsible

Timeline / By When

Initiated

revised 1/26/15

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

Implementation Steps
MTSSRtI Team to create a profile on each eligible student
MTSSRtI Team to discuss student success and determine if further support needs to be added
MTSSRtI Team to conduct student/staff surveys for feedback on impact/success of program

Person(s) Responsible
MTSSRtI Team

Timeline / By When?
Begins September 2014-on-going
Surveys TBD

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<tr>
<th>Initiated</th>
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</table>
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

**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

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<td>08/25/2014</td>
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### 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
Timeline / By When?
September 2014 to on-going

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<tr>
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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

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</tbody>
</table>
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?

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

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Action Plan:
Plan to Monitor for Fidelity of Implementation

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

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

Professional Development Opportunities:

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

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Book Studies Available


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Resources for Staff Training:

Child Trauma Toolkit for Educators
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

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Decrease the number of overall referrals for all students</th>
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<tbody>
<tr>
<td></td>
<td>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.</td>
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<td>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.</td>
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<td>Current Successful initiatives include:</td>
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<td>- Post and routinely refer to Guidelines for Success in all common areas and corresponding classroom rules.</td>
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<td></td>
<td>- Engage in routine classroom meetings/activities to discuss expectations and build relationships.</td>
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<td>- Monthly character assemblies will highlight positive behaviors and recognize student achievement with names to be &quot;spot lighted&quot; in the school newsletter.</td>
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<td>- Recognize classrooms with highest coin counts on announcements</td>
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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 MTSSRtI Team for support as per above discussions
- MTSSRtI 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.

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.
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 Coins" we classes are earning more...