

# Bucyrus Elementary Discipline Action Plan

Action Steps	Strategies	Who	When	Gap to be Addressed
Establish a Discipline Committee.	<ul style="list-style-type: none"> <li>Review current discipline procedures.</li> <li>Determine areas of strength.</li> <li>Determine areas of improvement.</li> <li>Take part in tasks of developing needed improvements.</li> </ul>	--Principals --Volunteer staff or select members of staff	Spring 2019	N/A
Develop a school wide behavior matrix.	<ul style="list-style-type: none"> <li>Determine broad areas of behavioral importance (Be Respectful, Be Responsible, etc. or the Leader in Me 7 Habits could be used)</li> <li>Determine areas of the building where these behaviors are important.</li> <li>Within each of these areas, determine specific behaviors that demonstrate the broader behaviors from above (Being respectful in the hallway means students will walk quietly in a single-file line with their hands at their sides.) See the following link as an example. <a href="https://schoolturnaroundsupport.org/sites/default/files/resources/1226_me_mat_matrix.pdf">https://schoolturnaroundsupport.org/sites/default/files/resources/1226_me_mat_matrix.pdf</a></li> <li>State expectations positively and in a universal way for all to understand.</li> <li>Create an engaging display for this matrix. Matrix should be displayed in all areas of the school—all classrooms, hallway, cafeteria, auditorium, etc.</li> </ul>	--Principals --Discipline Committee	Summer 2019-By August	Consistency in behavior expectations throughout the school
Provide PD to staff regarding methods of explicitly teaching behaviors.	<ul style="list-style-type: none"> <li>Prior to the start of the year, model methods for explicitly teaching appropriate behaviors.</li> <li>Walk teachers through different areas of the school modeling explicit teaching of behaviors in each area.</li> <li>Model how to use “Teach-to’s” to show students expected behavior.</li> <li>Provide videos like this one of teachers explicitly teaching behaviors: <a href="https://explicitinstruction.org/video-elementary/elementary-video-4/">https://explicitinstruction.org/video-elementary/elementary-video-4/</a></li> </ul>	--Principals --Discipline Committee		Consistency in behavior expectations throughout the school
Explicitly teach each behavioral expectation.	<ul style="list-style-type: none"> <li>Have a school-wide assembly at the beginning of the year to introduce these behavioral expectations.</li> <li>Teachers and staff frontload these behavioral expectations through explicit teaching and modeling for the first 2 weeks of schools.</li> <li>Divide the building into areas where “Teach-to’s” will take place. Teachers take their classes to these different areas and model expected behavior.</li> <li>Teachers implement with fidelity, practice, and review the expectations with students as needed (weekly, daily, etc).</li> </ul>	--Principals --Teachers --All staff		Consistency in behavior expectations throughout the school

<p>Provide school wide PD on Engaging Classroom Environments.</p>	<ul style="list-style-type: none"> <li>• Provide strategies for teachers to promote learning in their classrooms. More engagement will result in fewer behavior problems.</li> <li>• Create a display of the characteristics of an engaging classroom environment (looks like, sounds like, etc.). Also, create a display for the characteristics of an engaged student.</li> <li>• Continue engaging the in the Leader in Me Initiative.</li> <li>• Develop teacher understanding of building a positive learning culture.</li> <li>• Consider Whole Brain Teaching as in this example vocabulary lesson. <a href="https://www.youtube.com/watch?v=yxC6EpePnH4">https://www.youtube.com/watch?v=yxC6EpePnH4</a></li> </ul>	<p>--Principals --Discipline Committee</p>	<p>Staff PD Day in August</p>	<p>Consistency in preventative behavior measures</p>
<p>Develop systematic steps of positive behavior support.</p>	<ul style="list-style-type: none"> <li>• Research positive behavior methods.</li> <li>• Determine what attributes would be the best fit for our students.</li> <li>• Create a separate action plan for implementing these steps.</li> <li>• Recruit members to be on committee for positive behavior.</li> </ul>	<p>--Principals --Discipline Committee</p>	<p>Introduced Fall 2019</p>	<p>Consistency in preventative behavior measures</p>
<p>Develop a school wide set of steps to log behavior data and how this data will be used in determining the next steps of a behavior plan, as in a progressive discipline plan.</p>	<ul style="list-style-type: none"> <li>• View and analyze discipline data from PowerSchool.</li> <li>• Determine strengths and weaknesses.</li> <li>• Review survey of teacher data from discipline survey.</li> <li>• Research methods for logging behaviors.</li> <li>• Research progressive discipline plans.</li> <li>• Determine attributes of these tasks and programs that will bet fit our students.</li> <li>• Consider how the process will flow from teacher to administrator. The following is an example. <a href="https://w3.lisd.org/Assets/lisd/pdfs/%E2%80%94Elementary%20Discipline%20Plan.pdf">https://w3.lisd.org/Assets/lisd/pdfs/%E2%80%94Elementary%20Discipline%20Plan.pdf</a></li> <li>• Determine what is considered a major behavioral offense as opposed to a minor behavioral offense in a behavior plan.</li> <li>• Develop a plan for administrators to report information back to teachers as to what has happened when students are referred to the office.</li> </ul>	<p>--Principals --Discipline Committee</p>	<p>Summer 2019</p>	<p>Consistency in logging behavior data</p>
<p>Provide school wide PD on the use of behavior data and progressive discipline plans.</p>	<ul style="list-style-type: none"> <li>• Provide information on the importance of data, analysis, and tracking of student behavior and attendance.</li> <li>• Discuss the factors in determining if a behavioral offense is minor or major.</li> <li>• Demonstrate how to properly log behavior and how to initiate the progressive discipline plan.</li> </ul>	<p>--Principals --Discipline Committee</p>	<p>Staff PD Day in August</p>	<p>Consistency in logging behavior data</p>

Provide PD refreshers on Trauma Informed Care and strategies teachers can use with children of trauma.	<ul style="list-style-type: none"> <li>• Continue to educate the staff about students with trauma.</li> <li>• Provide resources for teachers to be able to deal with these students.</li> <li>• Offer care for teachers with secondary trauma.</li> </ul>	--Trauma Informed Care Rep.	Fall 2019	Lack of knowledge in dealing with students of trauma
Provide PD for teachers on dealing with students with severe behaviors in the general classroom setting.	<ul style="list-style-type: none"> <li>• Provide strategies for teachers to use with students who cause major disruptions to class.</li> <li>• Provide ongoing coaching by behavioral specialists for teachers who need support.</li> </ul>	--Behavioral Specialists	Fall 2019	Lack of knowledge in dealing with students with behavioral issues
Provide appropriate support to teachers when they have tried suggested methods but students still do not comply.	<ul style="list-style-type: none"> <li>• Provide a classroom for students with severe behaviors.</li> <li>• Provide an In-School Detention Room for students as an alternative to emergency removal or out-of-school suspension.</li> <li>• Remove students from class when disruptive.</li> </ul>	--Administration	For 2019-20 school year	Feelings of lack of support in behavior measures.
Monitor fidelity of implementation.	<ul style="list-style-type: none"> <li>• Review major and minor incident reports.</li> <li>• Review any other behavior data that was logged.</li> <li>• Use anecdotal data to determine how implementation is going.</li> <li>• Provide continued PD as needed.</li> </ul>	--Principals --Discipline Committee	Quarterly or Monthly	N/A