



Wisconsin RTI Center
Wisconsin PBIS Network
LEARNING TOGETHER



PBIS

Leadership Conference

PRECONFERENCE

AUGUST 13, 2018

CONFERENCE

AUGUST 14-15, 2018

KALAHARI RESORT
AND CONFERENCE CENTER
WISCONSIN DELLS

CONFERENCE CLIPBOARD

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PRECONFERENCE SURVEY



SESSION A SURVEY



SESSION B SURVEY



SESSION C SURVEY



SESSION D SURVEY



SESSION E SURVEY



SPY ME AT THE CONFERENCE—ON THE LOOKOUT FOR YOUR FEEDBACK!



PBIS

Leadership Conference

August 13

7:30–9:00 A.M.	Continental breakfast and registration
9:00–11:45 A.M.	Preconference sessions
11:45 A.M.–12:30 P.M.	Lunch
12:30–3:00 P.M.	Preconference sessions

August 14

7:00–8:30 A.M.	Continental breakfast and registration
8:30–10:00 A.M.	Welcome and keynote
10:00–10:30 A.M.	Break
10:30–11:45 A.M.	Session A breakouts
11:45 A.M.–12:30 P.M.	Lunch
12:30–12:45 P.M.	Team action planning
12:45–2:00 P.M.	Session B breakouts
2:00–2:20 P.M.	Break
2:20–3:35 P.M.	Session C breakouts
3:45–6:00 P.M.	Team planning time and recognized schools reception

August 15

7:30–8:00 A.M.	Continental breakfast and registration
8:00–8:45 A.M.	Welcome and film festival viewing
9:00–10:15 A.M.	Session D breakouts
10:15–10:30 A.M.	Break
10:30–11:45 A.M.	Session E breakouts

**SAVE
THE
DATE**

Next year's PBIS Leadership Conference will be held **August 13-14, 2019**. Make a note of the date so you don't miss this valuable networking and learning experience.

KEYNOTE

DR. TIM LEWIS has been involved in special education for 30 years. Dr. Lewis has taught students with emotional and behavioral disorders in high school, elementary, and self-contained psychiatric settings. At present, Dr. Lewis is Professor of Special Education at the University of Missouri. Dr. Lewis is a member of 13 editorial boards. Dr. Lewis has been involved with developing school-wide systems of behavioral supports for more than 20 years. He has worked directly with school teams around the world, secured over \$38 million in grants to support his research and demonstration efforts, and is a frequent contributor to the professional literature examining various aspects of Positive Behavior Support. Dr. Lewis directs the University of Missouri Center for School-wide Positive Behavior Support and is Co-Director of the national OSEP Center for Positive Behavioral Interventions and Supports. His specialty areas include social skill instruction, functional assessment, and proactive school-wide discipline systems.

PRESENTERS

JULIE BETCHKAL, Wisconsin Pyramid Model training coordinator

PAM BLACK, Trauma Sensitive Education, LLC

ELIZABETH COOK, consultant, Wisconsin Department of Public Instruction

SARA DANIEL, SaintA

LUCILLE EBER, National PBIS TA Center partner

ANDY GARBACZ, assistant professor at the University of Wisconsin-Madison

ALI HEARN, technical assistance director for the Midwest PBIS Network, National PBIS TA Center partner

JOSEPH KANKE, state coaching coordinator, CESA 2

JESSICA NICHOLS, consultant, Wisconsin Department of Public Instruction

DAVID STANLEY, PBIS district coach for West Allis-West Milwaukee School District

Wisconsin Rtl Center trainers and staff

MICHELLE BELNAVIS

MICHELE CALDWELL

LORI CAMERON

ANDREAL DAVIS

RACHEL DENNING

HEIDI ERSTAD

PAULA FERNANDEZ

TONJA GALLAGHER

ANTHONY GALSTON

DEIDRA GORMAN

JENNIFER GRENKE

KIM GULBRANDSON

BETH HELMUELLER-PERKINS

KAO MOUA HER

KATE HIGLEY

BETTY HOLLER

JILL KOENITZER

JILL KUFALK

DAVE KUNELIUS

HEIDI LAABS

MILANEY LEVERSON

YULIANA MANRIQUEZ

MELISSA MARKS

KATHY MYLES

SARAH NELSON

EMILIE O'CONNOR

KAREN O'DONNELL

MICHELLE POLZIN

LIZ PONTO

JUSTYN POULOS

KATHY RYDER

RACHEL SALADIS

ADRIAN SALAZAR

DAN SEAMAN

STEPHANIE SKOLASINSKI

KENT SMITH

CARI SPATZ

JILL TIEFEL

CONNECTING AT THE CONFERENCE

CHARGING STATIONS:

For your convenience, charging stations will be available in each breakout room.

CONFERENCE APP:

Download the official conference app from the Apple Store or Google Play. Access the conference schedule, share information with social networks, participate in surveys and polls, and more.



SOCIAL MEDIA:

Use the official conference hashtag (**#pbislc18**) and join the online conversation at the conference. Share the insights you gather and learn from others. Follow **@WisRtlCenter** on Twitter and like us on Facebook (www.facebook.com/WisconsinRtlCenter) for current news and information, plus tips and tools for Wisconsin educators and Rtl leadership teams.

SELECTING THE RIGHT SESSIONS

Sixty-five sessions developed for all tiers of implementation are organized into the following strands. Participants are free to move from one strand to another.

- ◆ Classroom Systems
- ◆ Data-Based Decision Making
- ◆ Equity
- ◆ Family Engagement
- ◆ Mental Health Integration
- ◆ Secondary (middle school, high school) Implementation
- ◆ Special Topics
- ◆ Tier 1 Systems/Practices
- ◆ Tier 2 Systems/Practices
- ◆ Tier 3 Systems/Practices

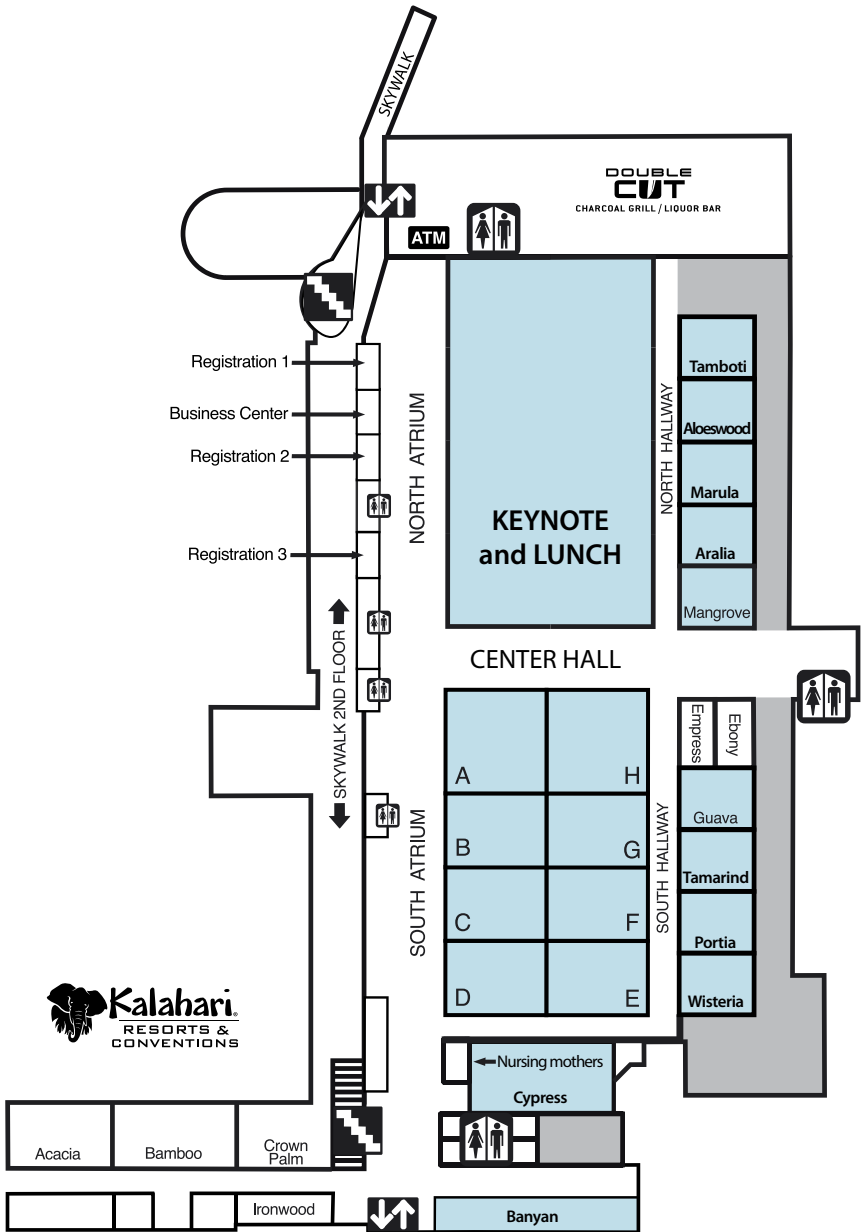


= indicates panel session

Having trouble deciding which sessions are right for you?

This book contains tools to help you choose the right combination of sessions.

- ◆ If your team self-assesses using the Tiered Fidelity Inventory (TFI) and you know which TFI tiers, subscales, or items you want to address, see p. 35-36.
- ◆ View sessions by strand on p. 37.
- ◆ **NEW** this year: Each session has a rating for recommended level of knowledge/experience for attendees.
 - ★ No previous knowledge necessary
 - ★★ I'm fairly new to this topic
 - ★★★ I have some experience with this topic
 - ★★★★ I have advanced experience with this topic
- ◆ If you're attending as part of a team, consider using the conference planning chart on p. 40.



1305 Kalahari Dr.
 Wisconsin Dells, WI
 877.253.5466

RECOGNIZED SCHOOLS RECEPTION

One of our favorite features of the PBIS Leadership Conference is our RECOGNIZED SCHOOLS RECEPTION. After the first full day of the conference, we're proud to host a celebration in honor of the efforts of Wisconsin schools who work so hard at implementing an equitable, multi-level system of supports. You can view a list of all recognized schools starting on p. 42 of this book.

Please join us!

FROM 4:00 P.M. TO 6:00 P.M.
ON TUESDAY, AUGUST 14
IN THE MAIN BALLROOM

AWARDS DISTRIBUTION FOR ALL LEVELS
(BRONZE, SILVER, GOLD, PLATINUM)

PROFESSIONAL PHOTOGRAPHER ON HAND TO TAKE
TEAM PHOTOS WITH AWARDS. AFTER THE CONFERENCE,
SCHOOLS CAN DIGITALLY DOWNLOAD THEIR
PROFESSIONAL PHOTO FOR FREE.

FUN PHOTO BOOTHS, INCLUDING PROPS

**Early access
for platinum
and gold
schools from
3:45 P.M. to
4:00 P.M.**

*Complimentary appetizers
and a cash bar*

CONFERENCE AT A GLANCE

Tuesday, August 14

7:00–8:30 A.M. **Continental breakfast and registration**

8:30–10:00 A.M. **Keynote session**

10:30–11:45 A.M. **Breakout sessions A**

SESSION NAME	LOCATION	STRAND
PBIS Team Meeting at 3 P.M.! Now What? (A1)	Aloeswood	Tier 1 Systems/Practices
Can You Hear Us Now? The Importance of Student Voice (A2)	Suite E	Equity
Restoring Success! Revitalizing Student Achievement Through Evidence-Based Practices (A3)	Tamarind	Tier 1 Systems/Practices, Tier 2 Systems/Practices, Secondary Implementation
Tiered Fidelity Inventory (TFI) 1.8: How Am I Supposed to Score This? and Beyond (A4)	Suite F	Classroom Systems, Tier 1 Systems/Practices
Smart Tips for Aligning Trauma Sensitive Practices Within Your Equitable MLSS (A5)	Suite B	Special Topics, Tier 1 Systems/Practices
Partnering with Families: Embracing All Families to Strengthen Culturally Responsive Systems in Elementary School (A6)	Suite H	Family Engagement, Tier 1 Systems/Practices
Using Data to Improve the Efficiency and Efficacy of Tier 2 Supports (A7)	Aralia	Data-Based Decision Making, Tier 2 Systems/Practices
Increasing Staff Engagement in High Schools (A8)	Suite A	Secondary Implementation, Tier 1 Systems/Practices
Readiness Across Tiers: Are You Ready? (A9)	Mangrove	Tier 1 Systems/Practices, Tier 2 Systems/Practices, Tier 3 Systems/Practices
Integrating Initiatives into Your PBIS Framework (A10)	Suite C	Tier 1 Systems/Practices
Not Just Another Thing: Common Barriers and Helpful Solutions for Implementing Trauma-Sensitive Schools (A11)	Cypress	Mental Health Integration, Tier 1 Systems/Practices
Students with IEPs in an Equitable, Multi-level System of Supports (A12)	Suite G	Equity, Special Education
Lessons Learned: District Leadership and Alignment for the Implementation of an Equitable, Multi-level System of Supports (A13)	Portia	Leadership Teams
Team Action Planning (A14)	Banyan	-

11:45 A.M. – 12:30 P.M. Lunch

12:30 – 12:45 P.M. Team action planning

12:45 – 2:00 P.M. Breakout sessions B

SESSION NAME	LOCATION	STRAND
Rethinking the Role of the Team (B1)	Suite C	Tier 1 Systems/Practices, Tier 2 Systems/Practices
Stickin' To, Watchin' Over, and Gettin' With (B2)	Suite D	Family Engagement, Tier 1 Systems/Practices
Elevate Your Framework with College and Career Readiness (B3)	Portia	Secondary Implementation, Tier 1 Systems/Practices
Opportunities to Respond: A Key to Learning (B4)	Suite F	Classroom Systems, Equity, Tier 1 Systems/Practices
Using the Trauma-Sensitive Lens to Support Interventions (B5)	Cypress	Tier 2 Systems/Practices, Tier 3 Systems/Practices
Increasing Family Engagement Through Family Events and Family Surveys (B6)	Suite H	Family Engagement
Five Super Lessons from Schools on How to Improve Implementation (B7)	Suite B	Data-Based Decision Making
How to Purposefully Implement Social and Emotional Learning (SEL) Within Your PBIS Framework (B8)	Suite A	Special Topics, Tier 1 Systems/Practices
Tier 3 Training: Explore Offerings of the Wisconsin PBIS Network (B9)	Mangrove	Tier 3 Systems/Practices
Creating Environments to Support Positive Behavior in the Classroom: Alternatives to the Consequence Flowchart (B10)	Tamarind	Classroom Systems
Your Check-In Check-Out Checkup (B11)	Suite E	Tier 2 Systems/Practices
Building a Single System of Delivery for Mental Health in Schools (B12)	Aloeswood	Mental Health Integration
Make it Easy on the Team: Organizing and Prioritizing with Wisconsin's Equitable, Multi-level System of Supports Framework (B13)	Suite G	Equitable Multi-level System of Supports
Strengthening Relationships to Strengthen Outcomes (B14)	Aralia	Data-Based Decision Making, Tier 1 Systems/ Practices
Team Action Planning (B15)	Banyan	-

2:20–3:35 P.M.

Breakout sessions C

SESSION NAME	LOCATION	STRAND
Why Do We Cheer When the Packers Score? Positive Praise: An Evidence-Based Practice (C1)	Mangrove	Tier 1 Systems/Practices
Journey to the Center of the Framework: Focusing on Equitable Systems to Support All (C2)	Aralia	Data-Based Decision Making, Tier 1 Systems/Practices
Tier 2 Implementation at the Secondary Level Panel Discussion (C3)	Suite F	Secondary Implementation, Tier 2 Systems/Practices
Exploring Behavioral Expectations Within an Academic Instructional Framework (C4)	Suite H	Classroom Systems, Tier 1 Systems/Practices
Academic Support Through a Trauma-Sensitive Lens (C5)	Tamarind	Mental Health Integration
Extending the Reach of the District's System of Support: Partnering with Community Agencies (C6)	Suite A	Tier 1 Systems/Practices
Supercharge Your Implementation: Get to Positive Student Outcomes (C7)	Suite B	Data-Based Decision Making, Tier 1 Systems/Practices
V.A.B.B. It: Validate, Affirm, Build, and Bridge It with Culturally and Linguistically Responsive Texts and Literature (C8)	Suite G	Equity, Family Engagement
Building Interventions for Students with Complex/Intensive Needs within a School-wide System of PBIS (C9)	Aloeswood	Tier 3 Systems/Practices
Middle School PBIS Implementation (C10)	Suite C	Secondary Implementation, Tier 1 Systems/Practices
Promoting Family-School Partnerships in PBIS Through Addressing Barriers and Leveraging Facilitators (C11)	Portia	Family Engagement, Tier 1 Systems/Practices
A Coaching Framework for Thinking Before Acting (C12)	Cypress	Coaching
"PBIS isn't Working!" Rethinking Ways to Prevent and Respond to Behavioral Error (C13)	Suite E	Classroom Systems, Tier 1 Systems/Practices
Behavior Support for the Little Ones: Aligning Early Childhood Positive Behavior Support Practices with K-12 (C14)	Suite D	Classroom Systems
Team Action Planning (C15)	Banyan	-

3:45–6:00 P.M.

Team planning time and recognized schools reception

BREAKOUT SESSION A DETAILS

PBIS Team Meeting at 3 P.M.! Now What? (A1)

David Stanley

 ALOESWOOD

Megan Brengosz (Wilson Elementary, West Allis West Milwaukee School District)

Building-level PBIS team meetings are essential in moving PBIS efforts forward. What does an effective PBIS team meeting look like? During this session, we will examine team make up (who should be at the table), meeting set up (agenda items), recommendations for engaging families, use of data to make decisions, and utilizing PBIS Assessment results for systems improvement. The session will consider the meeting from the district level (external coach) and the building level, either as a team coach/facilitator or as a team member. The session will focus on tier 1 team meetings.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Tier 1 Systems/Practices

TFI: tier 1 ♦ subscale: TEAMS ♦ TFI item: 1.2



Can You Hear Us Now? The Importance of Student Voice (A2)

Paula Fernandez, Milaney Levenson

 SUITE E

Christina Kralik (Central High School, West Allis West Milwaukee School District), **Janay Banks-Wilson** (Hackett Elementary, Beloit School District), **Ellen Kann, Jodi Williams** (Shawano School District)

Be The Change students: Madelaine Easter, Cedar Fernandez, Wade Fernandez, Bailey Harkey, Levi Johnson, Rosa Oviato, Kate Williams

The importance of student voice in building and sustaining an equitable, multi-level system of supports cannot be overestimated. Utilizing student voice involves learning about students' perspectives, giving students' ownership of the system, and empowering students to determine their future. We will explore ways to elicit and empower student voice to make learning relevant.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Equity

TFI: tier 1,2,3 ♦ subscale: Implementation ♦ item: 1.11, 2.7, 3.6

Restoring Success! Revitalizing Student Achievement Through Evidence-Based Practices (A3)

Jill Koenitzer, Michelle Polzin

 TAMARIND

Cheryl Klinger (West High School, Appleton Area School District), Dana Eide (Blair-Taylor High School, Blair-Taylor School District), Michelle Byholm, Samantha Schemberger (Chequamegon High School, Chequamegon School District)

Did you know that there are evidence-based strategies to prevent dropout and increase student outcomes in secondary schools? These strategies include using readily available data to identify students who may be off track, providing intensive, individualized supports, aligning all supports to college and career readiness, and creating small-personalized learning communities. The practices are highlighted in the recently released *What Works* Clearinghouse practice guide on dropout prevention. In this session, participants will have the opportunity to hear from practitioners in Wisconsin high schools about how they have implemented some of the strategies.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Tier 1 Systems/Practices, Tier 2 Systems/Practices, Data-Based Decision Making, Secondary (MS/HS) Implementation

TFI: tier 1,2 ♦ subscale: Implementation, Evaluation, Teams, Interventions ♦ item: 1.10, 1.11, 1.13, 2.3, 2.6, 2.7

Tiered Fidelity Inventory (TFI) 1.8: How Am I Supposed to Score This? And Beyond (A4)

Lori Cameron

 SUITE F

Megan Mills Koehler (Sunny Side Elementary, Pulaski Community School District), Heather McCann (Antigo Middle School, Unified District of Antigo)

Using the TFI item 1.8 to distinguish elements of PBIS implementation at the class level, this session will then go deeper. What constitutes sound teacher professional development? What supports are given post-training? How is implementation fidelity measured at the teacher level? Two exemplars will share their journey to answering these challenging questions.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Equity, Classroom Systems, Tier 1 Systems/Practices

TFI: tier 1 ♦ subscale: Implementation ♦ item: 1.8

Smart Tips for Aligning Trauma Sensitive Practices within Your Equitable, Multi-Level System of Supports (A5)

Pam Black, Sara Daniel, Stephanie Skolasinski

 SUITE B

"The most effective way to do it is to do it," Amelia Earhart said. Leave this session with powerful trauma sensitive strategies that can be systematically implemented throughout your school to create a flexible, consistent and predictable space for all students. Hear from trauma experts on how to create a solid pathway for student success with top tips for ensuring all students feel safe and validated in your school.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Special Topics, Tier 1 Systems/Practices

TFI: tier 1

Partnering with Families: Embracing All Families to Strengthen Culturally Responsive Systems in Elementary School (A6)

Michelle Belnavis, Jennifer Grenke, Dan Seaman

 SUITE H

Kayla Barnes-Patrick, Monica Lyons, Lexi Vanden Heuvel (Northside Elementary, Sun Prairie Area School District)

Research on family engagement has shown that families, students, staff and administrators all benefit from effective and authentic family engagement to support their equitable, multi-level system of supports. This session will tell the story of how one elementary school partnered with families to embrace, engage, and empower them, in order to build a stronger culturally responsive system. These experiences focus on embracing families. This collaborative approach includes a school-wide culture night and Read Your Heart Out, a day celebrating African American Family Engagement through literacy. Participants will leave with ideas that they can use in their own buildings to reach out to all families with the intent of increasing family engagement using the Wisconsin Rtl Framework.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Family Engagement, Tier 1 Systems/Practices

TFI: tier 1,2,3 ♦ subscale: Implementation ♦ item: 1.11, 1.15

Using Data to Improve the Efficiency and Efficacy of Tier 2 Supports (A7)

Emilie O'Connor

 ARALIA

Andrew Bake (Valley View Elementary, Ashwaubenon School District), Jessica Beem (West Middleton Elementary, Middleton-Cross Plains School District) Melanie Meister (Arboretum and Heritage Elementary, Waunakee Area School District)

In order to effectively and efficiently serve students receiving tier 2 supports, healthy use of data is critical. This session will discuss the role of the tier 2 team in monitoring individual and aggregate student outcome, progress monitoring, and fidelity data to determine adjustments needed. Schools will highlight successes and learnings over time in these areas.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Data-Based Decision Making, Tier 2 Systems/Practices

TFI: tier 2 ♦ subscale: Evaluation ♦ item: 2.10, 2.11, 2.12, 2.13



Increasing Staff Engagement in High Schools (A8)

Ali Hearn

 SUITE A

Staff involvement/engagement is critical to PBIS implementation, especially in high schools. In this session, high school PBIS coaches, administrators, tier 1 team members, and others will assess their current implementation of data, systems, and practices features of tier 1 and learn from exemplar high schools. Participants will leave with strategies for overcoming identified barriers to staff engagement that can help lead to improved outcomes for all.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Secondary (MS/HS) Implementation, Tier 1 Systems/Practices

TFI: tier 1 ♦ subscale: Implementation ♦ item: 1.1, 1.7, 1.10, 1.14

Readiness Across Tiers: Are You Ready? (A9)

Dave Kunelius, Rachel Saladis

 MANGROVE

Kimberly Ziembo (School District of Marshfield), Aaron Tarnutzer (Indian Mounds Middle School, McFarland School District), Jennifer Apodaca (Sun Prairie School District)

The planning that occurs prior to any tier of training is the first step in reaching and sustaining full implementation. Attend this panel discussion to hear from district and building leaders, as they share lessons learned about preparing not only for tier 1, tier 2 and tier 3 training, but also for ongoing implementation, and how readiness conversations have set them up for success! Participants will leave this session with a better understanding of the readiness process, tips for determining when these conversations should occur and who should be present.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Tier 1 Systems/Practices, Tier 2 Systems/Practices, Tier 3 Systems/Practices

TFI: tier 1,2,3



Integrating Initiatives into Your PBIS Framework (A10)

Deidra Gorman, Karen O'Donnell

 SUITE C

Kori Sack (West Allis West Milwaukee School District), Zack Fugate (Unity Elementary, Unity School District)

Implementing a variety of initiatives simultaneously can potentially drain school/district resources. This session will help participants consider how they can use their existing PBIS framework to integrate siloed practices, increasing systemic implementation and sustainability of effective initiatives.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Tier 1 Systems/Practices

TFI: tier 1 ♦ subscale: Implementation

Not Just Another Thing: Common Barriers and Helpful Solutions for Implementing Trauma-Sensitive Schools (A11)

Elizabeth Cook

 CYPRESS

For the past three years, DPI has been supporting schools as they embark on transforming their systems to become more trauma sensitive. While the work is rewarding, it is not always easy. Join Elizabeth Cook to discuss some of the common pitfalls to implementation and hear how schools across the state addressed and overcame barriers to implementation. Schools will also learn about DPI's *Trauma-Sensitive Schools Online Professional Development System* and how they can begin their journey towards becoming a trauma sensitive school!

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Mental Health Integration, Tier 1 Systems/Practices

TFI: tier 1 ♦ subscale: Implementation ♦ item: 1.11, 2.7, 3.6

Students with Individualized Education Plans (IEPs) in an Equitable, Multi-Level System of Supports (A12)

Tonja Gallagher, Kathy Ryder

 SUITE G

Katelyn DeBruin, April Nelson (Stocker Elementary, Kenosha Unified School District), **Dana McConnell, Patti Barby** (Eleva-Strum School District)

This session will provide participants with examples of schools who have analyzed their data using an equity lens. These schools will share how they have made changes to their system, focusing on the universal level, in order to maximize access, opportunities, and supports for all students, particularly those with individual education plans (IEPs).

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Equity, Special Education



Lessons Learned: District Leadership and Alignment for the Implementation of an Equitable, Multi-Level System of Supports (A13)

Heidi Laabs

 PORTIA

Sheree Garvey, Tiffany Frerks (Appleton Area School District),
Barb Sramek (Marshall School District)

Research from the National Implementation Research Network clearly indicates that specific practices for implementing innovations in schools significantly impact the likelihood of improving student outcomes. District leadership and systems alignment are key factors in ensuring that all students learn at high levels. In this session, participants will learn about the research behind the strategic alignment of schools and districts with respect to leadership teams, vision, non-negotiable practices, data-driven goals, and continuous improvement plans. Leaders from Wisconsin school districts will share specific examples from their districts, including practical advice and lessons learned for creating coherent and aligned systems, and how doing so has impacted their data and helped to close achievement gaps. Participants will have an opportunity to consider implications of this work for their own districts and schools.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Leadership Teams

TFI: tier 1

Team Action Planning (A14)

 BANYAN

Room will be available for team action planning.
Rtl Center staff will be available for technical assistance.

BREAKOUT SESSION B DETAILS

Rethinking the Role of the Team (B1)

Deidra Gorman, Liz Ponto

 SUITE C

Hannah Fuhrman, Shannon Pahlicek (Eisenhower Elementary, Wauwatosa School District),
Abigail Thomas (Arboretum Elementary, Waunakee School District)

"One superhero educator might be able to get PBIS in place for a school, but one superhero cannot sustain it." (Kent McIntosh). PBIS implementation cannot be largely dependent upon one educator; but rather a super team! This session explores how a strong team can lead the entire school community through successful implementation of PBIS practices.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Tier 1 Systems/Practices, Tier 2 Systems/Practices

TFI: tier 1,2 ♦ subscale: Team ♦ item: 1.1, 1.2, 1.7, 1.13, 1.14, 2.1, 2.2, 2.12

Stickin' To, Watchin' Over, and Gettin' With (B2)

Andreal Davis, Kent Smith

 SUITE D

Rainey Briggs (Middleton School District)

This session will explore traditional ways of teaching, learning, and managing behaviors using the "gifts" that come from traditional ways of knowing and link them to modern behavior support approaches. We will look at what it means to be safe, be respectful, and be responsible with a culturally-responsive lens; strategies used to balance the need to protect, correct, and show affection to our children will be shared.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Family Engagement, Tier 1 Systems/Practices

TFI: tier 1 ♦ subscale: Implementation ♦ item: 1.3, 1.4

Elevate Your Framework with College and Career Readiness (B3)

Jill Koenitzer, Karen O'Donnell

 PORTIA

Kate Mikle (Menominee Indian High School, Menominee Indian School District)

Revolutionize your matrix by infusing college and career readiness skills, knowledge, and habits! Come learn how Menominee Indian High School prepares students for college and/or career success. In this session, participants will learn the value of college and career readiness in an equitable, multi-level system of supports, strategies for integrating college and career readiness into a PBIS matrix, and will hear extraordinary success stories.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Equity, Secondary (MS/HS) Implementation, Tier 1 Systems/Practices

TFI: tier 1

Opportunities to Respond: A Key to Learning (B4)

Lori Cameron, Heidi Erstad

 SUITE F

Mark McQuade (Wilson Middle, Appleton Area School District)

Opportunities to Respond is a strategy used to increase student engagement, and reading and math performance. This session will explore the various uses and methods for increasing student's opportunities to respond. Strategies will be demonstrated throughout the session, including ways to incorporate culturally-responsive protocols.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Classroom Systems, Equity, Tier 1 Systems/Practices

TFI: tier 1 ♦ subscale: Implementation ♦ item: 1.1, 1.8

Using the Trauma-Sensitive Lens to Support Interventions (B5)

Elizabeth Cook

 CYPRESS

Wondering how the principles of Trauma-Sensitive Schools (TSS) translates into interventions? Then come join Elizabeth Cook and explore how to use the trauma-sensitive lens when planning and implementing interventions for students who need additional supports. Participants should have a base level of understanding around TSS. (Participants without a base level are encouraged to watch DPI TSS module 1 or more as background: <https://dpi.wi.gov/sspw/mental-health/trauma>)

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Data-Based Decision Making, Mental Health Integration, Special Topics, Tier 1 Systems/Practices, Tier 2 Systems/Practices, Tier 3 Systems/Practices

TFI: tier 1, 2 ♦ subscale: Implementation ♦ item: 1.11, 2.7, 3.6

Increasing Family Engagement through Family Events and Family Surveys (B6)

Jennifer Grenke, Dan Seaman

 SUITE H

Tina Karsten, Beth Proctor (Siren Elementary and Siren High School, Siren School District)

Research on family engagement has shown that families, students, staff, and administrators all benefit from effective and authentic family engagement to support their equitable, multi-level system of supports. Engaging families within an equitable, multi-level system of supports is a crucial part to contextualize their system to the community and students they serve. Siren school district staff will share how they engaged families through their STEM family events and a family survey. Participants will learn how implementing similar practices can increase student engagement, family engagement, and increase school awareness. Participants will leave with strategies and practices they can adapt and implement to engage families in their equitable, multi-level system of supports.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Family Engagement

TFI: tier 1 ♦ subscale: Teams, Implementation, Evaluation ♦ item: 1.11

Five Super Lessons from Schools on How to Improve Implementation (B7)

Stephanie Skolasinski

 SUITE B

Dana McConnell (Eleva-Strum School District), **Jon Jageman** (Milwaukee Public School District)

Kent McIntosh reminds us that team use of data is a strong factor in sustaining implementation of an equitable, multi-level system of supports. His research and experience tells us that we are more likely to sustain implementation when we focus on facilitators rather than barriers to implementation. Find out what Wisconsin schools do to facilitate their implementation and build capacity for maximizing implementation through effective use of systems assessments (TFI, SIR).

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Tier 1 Systems/Practices, Data-based Decision Making

TFI: tier 1, 2, 3



How to Purposefully Implement Social and Emotional Learning (SEL) within your PBIS Framework (B8)

Kim Gulbrandson, Emilie O'Connor

 SUITE A

Excited about social and emotional learning, but wondering how to avoid making it “one more thing?” If your school is already implementing PBIS at the universal level you already have structures in place and just need to determine how to make a few adjustments. This session will provide implementation examples and ‘how to’s’ to further define, teach, and support positive behavior and academic skill development with social and emotional competencies.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Special Topics, Tier 1 Systems/Practices

TFI: tier 1 ♦ subscale: Teams, Implementation, Evaluation ♦ item: 1.2, 1.4, 1.8

Tier 3 Training: Explore Offerings of the Wisconsin PBIS Network (B9)

Rachel Saladis

 MANGROVE

Readiness, training, ongoing support, and technical assistance; the tier 3 sequence is different from other tiers. In this session, participants will be provided with the scope and sequence of the tier 3 training and support process. Come explore the options, have your questions answered, and begin the conversation about what tier 3 might look like in your school!

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Tier 3 Systems/Practices

TFI: tier 3

Creating Environments to Support Positive Behavior in the Classroom: Alternatives to the Consequence Flowchart (B10)

Yuliana Manriquez, Michelle Polzin

 TAMARIND

Katie Moder (Chegwin Elementary School, Fond du Lac School District)

Students spend most of their time in the classroom while at school, so it is no surprise that most problem behaviors occur in that setting! Creating equitable, safe, and supportive learning environments is critical to student success and requires commitment from all staff. In this session, practitioners will be introduced to alternatives to the traditional PBIS “flowchart” for consequence systems and learn to connect tier 1 foundational practices that are proactive and layered with effective, instructional responses to behavior. Two schools will share how they have expanded on standard school-wide and classroom practices to complement implementation. This session is designed for classroom teachers, teams, coaches, and administrators.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Classroom Systems

TFI: tier 1 • subscale: Implementation • item: 1.6, 1.8, 1.9

Your Check-In Check-Out Checkup! (B11)

Milaney Leverson

 SUITE E

Britni Walz (Sparta High School, Sparta School District), **Jody Heipp, Sherry Gerhartz** (Kewaskum Elementary, Kewaskum School District), **Sharon Hansen, Jena Nolan** (Berlin School District)

Everyone has heard of Check-In Check-Out (CICO), but it is not always as easy as it sounds. CICO is intended to increase the occurrence of positive behaviors and engage students in your school setting. This session will explore the critical features that contribute to the success of any CICO system.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★★

STRAND: Tier 2 Systems/Practices

TFI: tier 2 • subscale: Intervention • item: 2.5, 2.6, 2.7, 2.8, 2.9



Building a Single System of Delivery for Mental Health in Schools (B12)

Lucille Eber

 ALOESWOOD

Danielle Granrath (Lincoln Elementary, Port Washington School District), **Lori Bruno** (Thomas Jefferson Middle, Port Washington School District), **Duane Woelfel** (Port Washington School District), **Jamie Ganske** (Chippewa Falls Area School District)

The Interconnected Systems Framework (ISF) is a structure/process to integrate mental health and PBIS systems. Highlighting the experience of two districts, this session will describe the steps a district takes to change their relationships with agencies as they move to a single, integrated system of delivery within schools.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Mental Health Integration

TFI: tier 1, 2, 3

Make it Easy on the Team! Organizing and Prioritizing with Wisconsin's Equitable, Multi-Level System of Supports Framework (B13)

Sarah Nelson, Kathy Ryder

 SUITE G

Prioritizing, revising, or releasing current initiatives and/or practices within a school system can be done with an organizing framework. Wisconsin's Framework for equitable, multi-level systems of supports allows districts and schools to enact their vision, mission, and goals in a consistent and systemic way. In this session, district or school teams will learn a process to map their current activities, initiatives, or practices to the key system features of an equitable, multi-level system of supports. This mapping identifies what is strong, what is missing, or what isn't helping. Teams will build their capacity to use this mapping strategy within their continuous improvement process back in their buildings. This strategy, coupled with data review processes, aids the prioritization, revision, and/or releasing of current initiatives or practices to keep district or school mission moving forward.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★ ★

STRAND: Equitable Multi-Level System of Supports

Strengthening Relationships to Strengthen Outcomes (B14)

Ali Hearn

 ARLIA

The PBIS framework provides an opportunity to systematically make the process of strengthening relationships more explicit. With the ability to increase the dosage of "relationship building" throughout the triangle, we are better equipped to help support ALL of our youth including the most vulnerable populations. This session will explore the importance of relationships, how implementing PBIS with fidelity can increase the quantity and quality of student/teacher relationships, and how to increase dosage as needs of youth increase. Participants will leave with specific examples of application at all three tiers, and considerations for using data to measure fidelity of implementation and student outcomes.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Data-Based Decision Making, Tier 1 Systems/Practices

TFI: tier 1 ♦ subscale: Implementation, Evaluation ♦ item: 1.6, 1.7, 1.10, 1.14

Team Action Planning (B15)

 BANYAN

Room will be available for team action planning.
RtI Center staff will be available for technical assistance.

BREAKOUT SESSION C DETAILS

Why We Cheer When the Packers Score? Positive Praise: An Evidence-Based Practice (C1)

Dave Kunelius

 MANGROVE

Paula Goeben (Sunnyside Elementary, Pulaski Community School District), **Michelle Boening** (Willow Glen Primary, Saint Francis School District), **Jayne Jochimsen**, **Kelsey Marano** (Halmstad Elementary, Chippewa Falls Area School District)

Have you ever heard any of the following phrases: *Behavior should be intrinsically motivated... Why should we reward kids for doing what they should be doing?... Why do the kids who behave poorly get rewarded more frequently?* This session will discuss these questions and more. Participants will hear about different methods of providing feedback for pro-social behavior. The simple yet evidence-based practice of positive praise and its use in the levels of systemic feedback will be discussed and examined.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Tier 1 Systems/Practices

TFI: tier 1 ♦ subscale: Implementation, Evaluation ♦ item: 1.8, 1.9, 1.13



Journey to the Center of the Framework: Focusing on Equitable Systems to Support All (C2)

Michelle Polzin, Kent Smith

 ARALIA

Sara Wong (Kennedy Middle, Germantown School District)

Are your current systems and practices getting in the way of supporting all students so that they are college and career ready? Changing systems and practices involves taking people on a journey that changes how they think, what they believe, and how they interact. In this session, participants will learn how to create safe and supportive environments through discussion and application of key features of Wisconsin's Framework and the Model to Inform Culturally Responsive Practices. In this session, examples of how Wisconsin schools and districts have embarked on the journey will be shared.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Data-Based Decision Making, Equity, Tier 1 Systems/Practices

TFI: tier 1 ♦ subscale: Implementation, Evaluation ♦ item: 1.3, 1.4, 1.6, 1.9, 1.12, 1.13, 1.15

Tier 2 Implementation at the Secondary Level Panel Discussion (C3)

Lori Cameron, Yuliana Manriquez

 SUITE F

Shannon Clark (Cudahy High School, Cudahy School District), Alessandra Hartnell, Kimberly Schoenfeld (Bullen Middle School, Kenosha School District)

Integrating tier 2 systems and interventions at the middle and high school level often requires modification from basic training. Research shows contextualizing implementation to fit secondary systems leads to sustainability. In this session, panelists will present how they have refined elements of meeting agendas, use of data as entrance criteria (including minors), electronic daily progress report (DPR), and social/academic instruction group (SAIG) that have led to more effective implementation. All schools that are presenting are large schools (800 or more students) with diverse student populations. This session is geared towards high school and middle school tier 2 team members and coaches.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Secondary (MS/HS) Implementation, Tier 2 Systems/Practices

TFI: tier 2 ♦ subscale: Teams, Implementation, Evaluation ♦ item: 2.2, 2.3, 2.5, 2.7, 2.11



Exploring Behavior Expectations within an Academic Instructional Framework (C4)

Jennifer Grenke, Sarah Nelson

 SUITE H

This session will build purpose for merging an academic instructional framework with behavioral expectations. We will share classroom matrices and walk through a specific example for integrated literacy and behavioral expectations. Participants will leave with a classroom matrix, example lesson plans, and strategies for classroom integration while building purpose for what this could look like at a systems level.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Classroom Systems, Tier 1 Systems/Practices

TFI: tier 1, 2, 3 ♦ subscale: Implementation ♦ item: 1.8, 1.10, 1.11

Academic Support through a Trauma-Sensitive Lens (C5)

Pam Black, Heidi Erstad

 TAMARIND

Diane Moon (Jefferson Elementary, Sheboygan Area School District)

Using a trauma-sensitive lens in the classroom increases academic success for students whose learning may be lagging as a result of trauma exposure. In this session, participants will examine the role the teacher and environment play in strengthening students' neural connections and memory, as well as supporting development of language, reading, writing, and math skills impacted by trauma. An elementary school behavior coach will share trauma-informed strategies, techniques, and effective methods used in classrooms that have resulted in improved access to and success in academic learning. This session is geared toward practitioners who have an introductory understanding of the impact of trauma on learning.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Mental Health Integration

TFI: tier 1 ♦ subscale: Implementation ♦ item: 1.6

Extending the Reach of a District's System of Support: Partnering with Community Agencies (C6)

Emilie O'Connor, Stephanie Skolasinski

 SUITE A

Kerry Hughes, Lindsey Yapp, Brandon Knepprath, Zach Daniels (West Bend School District), Max Roy, Megan Woboril (Washington County Boys and Girls Club)

Partnering with community agencies as assets creates more comprehensive, fluid, and accessible supports for learners and families, beyond the limits of the school day and school year. This session will highlight how one school district has engaged multiple community partners. Panelists will highlight the mutual benefits of this collaboration.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Tier 1 Systems/Practices

TFI: tier 1 ♦ subscale: Implementation ♦ item: 1.11



Supercharge your Implementation: Get to Positive Student Outcomes (C7)

Anthony Galston, Kim Gulbrandson

 SUITE B

Have you ever thought, “We could get to positive student outcomes if we just did more of this___?” Successful implementation of an equitable, multi-level system of supports is a means for getting to the outcomes we want to see for our students, but there are so many pieces where does one begin? There are at least five commonly overlooked implementation practices, tied to assessing our systems, which can fast track the journey to positive student outcomes. Come join us to find out more about them!

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Data-Based Decision Making, Tier 1 Systems/Practices

TFI: tier 1 ♦ subscale: Teams, Evaluation ♦ item: 1.1, 1.14, 1.15

V.A.B.B. It: Validate, Affirm, Build, and Bridge It with Culturally and Linguistically Responsive Texts and Literature (C8)

Michelle Belnavis, Tonja Gallagher

 SUITE G

Barbara Reindl, Erin Traub (Westside and Northside Elementary, Sun Prairie School District), Pamela Hoadley (Hawthorne Elementary, Madison Metropolitan School District)

This session is designed to provide practitioners with an understanding of how to curate a collection of culturally and linguistically responsive texts, “vabbing” positive student identity development, through culture and language. Practitioners will leave the session with a list of resources, as well as an opportunity to create their own bibliography. Practitioners will be equipped to shelve their own office, classroom, and school libraries with culturally-responsive texts and literature, celebrating diversity and inclusion.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★☆☆

STRAND: Equity, Family Engagement

TFI: tier 1 ♦ subscale: Evaluation ♦ item: 1.12, 1.13

Building Interventions for Students with Complex/Intensive Needs within a School-wide System of PBIS (C9)

Lucille Eber

ALOESWOOD

Krystle Bacha, Jamie Ceranski (Stanley Elementary, Stanley-Boyd School District)

Supporting students with intensive behavior needs requires strong foundational behavior systems. This session will provide descriptions and examples of interventions for students with tier 3 behavior needs within a school-wide system of PBIS. We'll share system features and tools needed to ensure interventions are implemented accurately and effectively.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Tier 3 Systems/Practices

TFI: tier 1, 2, 3

Middle School PBIS Implementation (C10)

Deidra Gorman

SUITE C

Mandy Hughes, Dane Clark (Berlin Area School District), Brett Dimmer (John Long Middle, Grafton School District), Sarah Olson (DeLong Middle, Eau Claire Area School District)

PBIS implementation at the middle school level presents exciting opportunities to create a school culture that is relevant and meaningful to both students and staff. In this panel session, three middle schools will share critical elements of implementation that led to success in their schools.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Secondary (MS/HS) Implementation, Tier 1 Systems/Practices

TFI: tier 1 ♦ subscale: Implementation



Promoting Family-School Partnerships in PBIS through Addressing Barriers and Leveraging Facilitators (C11)

Andy Garbacz

PORTIA

Family-school partnerships integrated in PBIS can promote positive outcomes for children, families, and schools. However, barriers to establishing family-school partnerships can interfere with school-wide implementation. This session will describe barriers and facilitators to establishing family-school partnerships in PBIS as reported by school personnel. Attendees will learn about (a) family-school partnerships in PBIS, (b) common barriers to family-school partnerships in PBIS, and (c) strategies to address barriers and leverage facilitators.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Family Engagement, Tier 1 Systems/Practices

TFI: tier 1 ♦ subscale: Implementation ♦ item: 1.11

A Coaching Framework for Thinking before Acting (C12)

Joseph Kanke, Kathy Myles

 CYPRESS

Installing and maintaining an equitable, multi-level system of supports can get lost in the shuffle of day-to-day work. By providing job-embedded support through strengths-based partnerships, coaches can create, maintain, and navigate ongoing relationships. This requires more than establishing trust. In this session, participants will look at the interpersonal skills necessary to bring coaching to the transformational level. As part of this discussion, we will examine Elena Aguilar's Mind the Gap framework which helps coaches bring forward entry points to start the learning without making assumptions which could potentially harm relationships.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Coaching

TFI: tier 1, 2, 3 ♦ subscale: Team ♦ item: 1.1, 2.1, 3.1

"PBIS isn't working!" Rethinking Ways to Prevent and Respond to Behavior Error (C13)

Milaney Leverson, Karen O'Donnell, Liz Ponto

 SUITE E

Making mistakes is a natural part of learning, regardless of content area. This session will explore environmental, instructional, and response strategies that can be used to prevent behavioral error and support students and staff.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Classroom Systems, Tier 1 Systems/Practices

TFI: tier 1 ♦ subscale: Implementation ♦ item: 1.5, 1.6, 1.8

Behavior Support for the Little Ones: Aligning Early Childhood Positive Behavior Support Practices with K-12 (C14)

Julie Betchkal, Kathy Ryder

 SUITE D

Wisconsin's vision is to have an aligned, equitable, and developmentally appropriate multi-level system of supports: one system that enhances behavioral interactions and social and emotional competence for children, birth through 12th grade. This system would benefit not only students, but also adults who support them within and outside of school. Wisconsin's state initiatives have been working to connect the dots between all systems that support children—young and old—and their families. In this session, participants will learn how Wisconsin's PBIS Framework and Pyramid Model can support one another; understand how an equitable and developmentally appropriate multi-level system of support enhances social and emotional competence from cradle to career; and learn about strategies to engage school and community (child care providers, community agencies, Head Start, etc.) in collaboratively creating a continuum of support.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Classroom Systems

TFI: tier 1 ♦ subscale: Implementation

Team Action Planning (C15)

 BANYAN

Room will be available for team action planning.
RtI Center staff will be available for technical assistance.

CONFERENCE AT A GLANCE

Wednesday, August 15

7:30–8:00 A.M.

Continental breakfast and registration

8:00–8:45 A.M.

Welcome and film festival viewing

Choose your favorite video! Watch the best of the best with 1000+ of your closest friends. Live votes determine the winner.

9:00–10:15 A.M.

Breakout sessions D

SESSION NAME	LOCATION	STRAND
PBIS on the Bus (D1)	Suite C	Tier 1 Systems/Practices
The Elephant in the Room: Talking Race in Safe Spaces (D2)	Suite D	Equity
PBIS IS for High School (D3)	Tamarind	Secondary Implementation, Tier 1 Systems/Practices
Responding Protocols: A Fun Key to Increase Student Engagement (D4)	Suite G	Classroom Systems, Equity, Tier 1 Systems/Practices
Access is Not Enough: Ensuring Mental Health Interventions are Producing Student Outcomes (D5)	Aloeswood	Mental Health Integration
It's Not the Shiny, New Thing Anymore! Now What? (D6)	Suite H	Data-Based Decision Making, Tier 1 Systems/Practices, Tier 2 Systems/Practices
Getting to Equity: Foolproof Strategies for Changing Staff Beliefs and Behaviors (D7)	Portia	Data-Based Decision Making, Equity, Secondary Implementation
Making the Brief FBA/BIP Brief (D8/E8) <i>Extended session; lasts 2.5 hours</i>	Cypress	Tier 2 Systems/Practices
Aligning Interventions Across All Tiers (D9)	Mangrove	Tier 1 Systems/Practices, Tier 2 Systems/Practices, Tier 3 Systems/Practices
What I Wish My Principal Knew About PBIS (D10)	Suite A	Tier 1 Systems/Practices, Tier 2 Systems/Practices, Tier 3 Systems/Practices
Too Many Initiatives, Not Enough Time? How to Tackle Initiative Overload (D11)	Suite B	Special Topics

Team Self-Assessment To Action: Effective Use of the TFI (D12)	Suite F	Tier 1 Systems/Practices, Tier 2 Systems/Practices, Tier 3 Systems/Practices
What's Really Happening with Equity in Schools and Districts? (D13)	Suite E	Equity
Family-School Partnership Assessments in PBIS to Facilitate Implementation and Maximize Family Engagement (D14)	Aralia	Family Engagement, Tier 1 Systems/Practices
Team Action Planning (D15)	Banyan	-

10:15–10:30 A.M. Break

10:30–11:45 A.M. Breakout sessions E

SESSION NAME	LOCATION	STRAND
Five Terrific Tips for Sustaining Tier 1 (E1)	Suite B	Tier 1 Systems/Practices
Data-Based Decision Making for Equity (E2)	Suite D	Data-Based Decision Making, Equity
Life Beyond Tier 1: A Closer Look at Tier 2 Systems (E3)	Suite A	Secondary Implementation, Tier 2 Systems/Practices
Aligning Assessments for Continued Implementation of an Equitable, Multi-level System of Supports (E4)	Tamarind	Data-Based Decision Making
The Changing Role of School and Community Clinicians in Equitable, Multi-level Systems of Supports (E5)	Aloeswood	Mental Health Integration
Empowering Families to Facilitate Student Success (E6)	Suite H	Family Engagement
Data Here, Data There, Data Everywhere: Negotiating Strategic Use of Data (E7)	Suite E	Tier 3 Systems/Practices
Making the Brief FBA/BIP Brief (D8/E8) <i>Second half of extended session</i>	Cypress	Tier 2 Systems/Practices
Let's Talk About Fidelity: Tier 3 and the TFI (E9)	Mangrove	Tier 3 Systems/Practices
Becoming Sage with SAIG (E10)	Suite F	Tier 2 Systems/Practices
Data-Based Decision Making: From the ABCs to Designing Effective Solutions (E11)	Portia	Data-Based Decision Making, Tier 1 Systems/Practices
Team Action Planning (E12)	Banyan	-

BREAKOUT SESSION D DETAILS

PBIS on the Bus (D1)

Deidra Gorman

📍 SUITE C

Tony Hart (Sand Lake Elementary, School District of Holmen), **Darci Krueger** (Brooklyn Elementary, Oregon School District), **Diane Fahsel** (Horning Middle, Waukesha School District), **Kathleen Guthman** (Wausau School District)

The school bus is where many students begin and end their school day. Implementation of school-wide PBIS that includes the bus as a key location reinforces positive behavior for students beyond the school building. However, PBIS teams and bus companies may struggle to collaboratively develop common language and practice to help support students. Four school districts will share how they implemented PBIS on the bus with success.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Tier 1 Systems/Practices

TFI: tier 1 ♦ subscale: Implementation ♦ item: 1.3, 1.4, 1.8



The Elephant in the Room: Talking Race in Safe Spaces (D2)

Andreal Davis, Kathy Myles

📍 SUITE D

Shavana Talbert (Fond du Lac School District)

This is a topic usually saved for the parking lot or the water cooler. This session will share internal and external barriers that prevent schools and districts from having meaningful conversations about race that lead to improved student outcomes. We will also share various frameworks and protocols for courageously engaging in these conversations while maintaining a safe, respectful, and professional environment that values your willingness to move past discomfort to engagement and action.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Equity

TFI: tier 1, 2 ♦ subscale: Implementation, Intervention, Teams ♦ item: 1.2, 1.10, 2.2, 2.8

PBIS IS for High School! (D3)

Michelle Polzin

📍 TAMARIND

Mark Dax (Kewaunee High School, Kewaunee School District), **Eric Spielman** (North High School, Sheboygan Area School District), **Christina Kralik** (Central High School, West Allis West Milwaukee School District)

"PBIS is for elementary schools, our students should know how to behave by now!" Have you heard this kind of response from high school educators in reference to implementing PBIS at the high-school level? Making PBIS fit the high school context and engaging all stakeholders in the development and continuous improvement process is the key to getting buy-in. In this session, Wisconsin high schools will share their successes and challenges in implementing key features of equitable, multi-level system of supports through their PBIS system.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Secondary (MS/HS) Implementation, Tier 1 Systems/Practices

TFI: tier 1 ♦ subscale: Implementation ♦ item: 1.4, 1.6, 1.9, 1.10, 1.11

Responding Protocols: A Fun Key to Increase Student Engagement (D4)

Lori Cameron, Tonja Gallagher

📍 SUITE G

This session will explore the use of culturally-responsive protocols to increase engagement for all students during class instruction. We'll define and model the use of three response protocols in these four areas: Attention signals, movement, opportunities to respond, and discussion. Participants will be given an opportunity to reflect on their current use of these protocols, and how to improve and increase their use within the classroom setting. Opportunities will be given to share ideas with other participants.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Classroom Systems, Equity, Tier 1 Systems/Practices

TFI: tier 1 ♦ subscale: Implementation ♦ item: 1.8

Access Is Not Enough: Ensuring Mental Health Interventions are Producing Student Outcomes (D5)

Lucille Eber

📍 ALOESWOOD

Often mental health interventions are not progress-monitored with the same rigor as other behavioral interventions in schools. This session will describe strategies for ensuring that interventions delivered by mental health clinicians are included in the equitable, multi-level system of supports with layered progress-monitoring across the tiers.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Mental Health Integration

TFI: tier 1, 2, 3

It's Not the Shiny, New Thing Anymore! Now What? (D6)

Dave Kunelius, Dan Seaman

📍 SUITE H

Val Brooks (Menominee Indian High School, Menominee Indian School District), Kristin Boileau (Osceola Elementary, Osceola School District), Jillian Chell (Unity Elementary, School District of Unity)

PBIS sustainability with the goal of making it “business as usual” is the ultimate quest for districts across the state of Wisconsin. If you are an implementer in a small district, changing staff members, resources, competing initiatives, multiple hats, and doing more with less may be encountered as possible challenges to sustained, effective implementation. Presenters in this panel session represent small districts who have successfully implemented and maintained PBIS within an equitable, multi-level system of supports. They will share their insights, strategies, and key factors that led to building a sustainable PBIS framework.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Data-Based Decision Making, Tier 1 Systems/Practices, Tier 2 Systems/Practices

TFI: tier 1, 2 ♦ subscale: Team, Implementation, Evaluation, Interventions

♦ item: 1.1, 1.2, 1.6, 1.7, 1.10, 1.11, 1.13, 1.14, 1.15, 2.1, 2.6



Getting to Equity: Foolproof Strategies for Changing Staff Beliefs and Behaviors (D7)

Kim Gulbrandson, Jill Koenitzer

📍 PORTIA

Brittany Brazzel, Sarah Heatwole (DeForest High School, DeForest Area School District)

Supercharge your equity efforts! Come learn from DeForest high school about recognizing and addressing student outcome disparities. Participants in this session will walk away with processes for disaggregating student outcome data, staff-driven strategies for building culturally-responsive systems and ideas for intentionally including student voice.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Data-Based Decision Making, Equity, Secondary (MS/HS) Implementation

TFI: tier 1

Making the Brief FBA/BIP Brief: Part 1 (D8/E8)

Emilie O'Connor, Liz Ponto

📍 CYPRESS

Tier 2 teams need an efficient and effective process for building individualized plans based on existing tier 2 supports. This session will review the basics of the Brief Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) using the six features of tier 2 interventions to extend thinking and systems planning. Please note that this is a double session and is intended for participants that are working in tier 2 trained schools.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Classroom Systems, Tier 2 Systems/Practices

TFI: tier 2 ♦ subscale: Intervention, Evaluation ♦ item: 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13

Aligning Interventions Across All Tiers (D9)

Rachel Saladis

📍 MANGROVE

Joann Roehl (Lincoln Elementary, School District of Marshfield)

Providing supports to benefit all students can feel overwhelming, but there is hope! Attend this interactive session to look at ways to align supports and interventions across all tiers. A school example will be shared, and participants will have opportunity to begin planning around the needs in their school.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Tier 1 Systems/Practices, Tier 2 Systems/Practices, Tier 3 Systems/Practices

TFI: tier 1, 2, 3 ♦ subscale: Implementation ♦ item: 1.4, 2.3, 2.5, 3.11, 3.13



What I Wish My Principal Knew about PBIS (D10)

Ali Hearn

 SUITE A

School-wide PBIS can be difficult to implement effectively or sustainably without active involvement from administration. Administrators have the authority to remove barriers to implementation including allocation of resources, professional development for staff, and accountability for fidelity of implementation. New and seasoned administrators will benefit from increased knowledge around the core systems features of PBIS implementation and examples of how administrator involvement at all three tiers can strengthen overall implementation.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Tier 1 Systems/Practices, Tier 2 Systems/Practices, Tier 3 Systems/Practices

TFI: tier 1, 2, 3 ♦ subscale: Teams, Implementation, Evaluation, Resources

♦ item: 1.1, 1.7, 1.10, 1.14, 2.12, 3.5, 3.7

Too Many Initiatives, Not Enough Time? How to Tackle Initiative Overload (D11)

Jessica Nichols, Stephanie Skolasinski

 SUITE B

Is your school/district implementing too many initiatives, and do these initiatives seem isolated from one another? Are you unclear about their connection to your school or district's larger plan and goals? This session will provide you with a tool and process to select the most needed effective practices that align with school/district goals in order to successfully sustain these practices.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Special Topics

TFI: tier 1, 2, 3 ♦ subscale: Implementation ♦ item: 1.5, 1.6, 1.8

Team Self-Assessment to Action: Effective Use of the TFI (D12)

Yuliana Manriquez, Kent Smith

 SUITE F

School teams often have trouble effectively and consistently utilizing fidelity assessments. In this session, discussions will be framed around the Tiered Fidelity Inventory (TFI) to examine the crucial role of fidelity assessments in sustainability of implementation. In addition to understanding the makeup of the TFI, participants will be walked through identified barriers and how to overcome them. We will be drawing from audience field experience in the use of fidelity assessments to refine PBIS practices and systems. This session is meant for a range of users: new teams and those experienced with self-assessment, as well as coaches and administrators, are encouraged to attend.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Tier 1 Systems/Practices, Tier 2 Systems/Practices, Tier 3 Systems/Practices

TFI: tier 1, 2, 3 ♦ subscale: Evaluation ♦ item: 1.2, 1.14, 1.15, 2.2, 2.12, 2.13, 3.2, 3.17

What's Really Happening with Equity in Schools and Districts? (D13)

Michelle Belnavis, Paula Fernandez, Milaney Levenson

 SUITE E

Nicole Anderson, Mizzier Campbell, Lexi Vanden Heuvel (Northside Elementary, Sun Prairie Area School District) **Monica Bonstroo** (Jackson Elementary, Sheboygan Area School District), **Willie Garrison** (Wauwatosa School District), **Stephanie Kaebisch** (Germantown School District)

Equity is at the core of Wisconsin's vision for multi-level systems of supports in schools and districts and can only be achieved by implementing culturally responsive practices in a systematic way. In this session, panelists will share their experiences with building culturally-responsive systems and discuss their plans for implementation from multiple perspectives.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Equity



Family-School Partnership Assessments in PBIS to Facilitate Implementation and Maximize Family Engagement (D14)

Andy Garbacz

 ARLIA

Children, families, and schools benefit from family-school partnerships. PBIS offers systems and practices to improve implementation of evidence-based family-school partnership practices, and extend the core features of PBIS to strengthen the home-school connection. This session will describe two family-school partnership assessments that can be used with PBIS. Attendees will learn about (a) an assessment to examine family-school practices in PBIS that can be used for action planning and (b) an approach to proactively reach out to families and maximize engagement.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Family Engagement, Tier 1 Systems/Practices

TFI: tier 1 ♦ subscale: Implementation ♦ item: 1.11

Team Action Planning (D15)

 BANYAN

Room will be available for team action planning.
RtI Center staff will be available for technical assistance.

BREAKOUT SESSION E DETAILS

Five Terrific Tips for Sustaining Tier 1 (E1)

Stephanie Skolasinski

📍 SUITE B

John Espamer, Jody Pankratz (Waupaca Learning Center Elementary, School District of Waupaca), **Paula VanDerLinden** (Pulaski Community School District), **Zack Fugate** (Unity Elementary, Unity School District), **Josiah Pledl** (South High School, Sheboygan School District)

Participants will leave this session with pivotal strategies for sustaining tier 1. Learn how schools across the state energize and ensure success and sustainability of their universal system by applying these strategies.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Tier 1 Systems/Practices

TFI: tier 1



Data Based Decision Making for Equity (E2)

Heidi Erstad, Kao Moua Her

📍 SUITE D

We can do something about inequity in our schools! In this interactive session, participants will use sample school data to engage in a decision-making process that explicitly addresses disproportionality. Participants will run risk ratios to identify who the sample school is underserving and use root cause analysis so that informed action can be taken. Additional tools and strategies will be provided to empower courageous leaders to interrupt the status quo in their own schools and districts.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★ ★

STRAND: Data-Based Decision Making, Equity

TFI: tier 1, 2, 3 ♦ subscale: Teams, Evaluation

Life Beyond Tier 1: A Closer Look at Tier 2 Systems (E3)

Ali Hearn

📍 SUITE A

Systems in high schools are complex, and the PBIS framework provides a structure for increasing the effectiveness and efficiency of supporting the needs of all youth. In this session, PBIS coaches, administrators, tier 2 team members, coordinators, facilitators, and additional staff will learn about utilizing data systems effectively for decision-making, developing a continuum of evidence-based interventions to support the needs of all youth, and systematizing our adult processes to achieve improved outcomes. Join us to explore the critical features of tier 2 and strategies to overcome potential barriers.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Secondary (MS/HS) Implementation, Tier 2 Systems/Practices

TFI: tier 2 ♦ subscale: Teams, Interventions, Evaluation ♦ item: 2.2, 2.3, 2.6, 2.7, 2.9

Aligning Assessments for Continued Implementation of an Equitable, Multi-Level System of Supports (E4)

Sarah Nelson

 TAMARIND

Does your school self-assess, but still wondering what to do with the data? Sustainability research has shown that schools that use their system assessments as part of a continuous improvement process have higher rates of implementation. This session is designed for schools using the TFI (Tiered Fidelity Inventory for PBIS/behavior) and/or the SIR (School-wide Implementation Review for reading/math). School teams will be given time and support to analyze their system assessment results in correlation with the key features of the equitable, multi-level system of supports. Please bring your most current implementation assessment data. The outcome of this facilitated work session is for your team to leave empowered to continue implementation, through the lens of an equitable, multi-level system of supports.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★☆☆

STRAND: Data-Based Decision Making

TFI: tier 1, 2, 3

The Changing Role of School and Community Clinicians in Equitable, Multi-Level System of Supports (E5)

Lucille Eber

 ALOESWOOD

Jamie Ganske (Chippewa Falls Area School District)

The role of school-based clinicians constantly changes to meet the needs of youth, schools, families, and communities. This session will describe effective use of clinicians, including counselors, psychologists, and social workers within an equitable, multi-level system of supports. A district's process for changing school and community clinicians' roles will be shared.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★☆☆

STRAND: Mental Health Integration

TFI: tier 1, 2, 3

Empowering Families to Facilitate Student Success (E6)

Jennifer Grenke, Dan Seaman

 SUITE H

Katheryn Tegge, Kari Krueger (Butte des Morts Elementary, Menasha Joint School District), Sheree Garvey (Appleton Area School District)

Research on family engagement has shown that families, students, staff, and administrators all benefit from effective and authentic family engagement to support their equitable, multi-level system of supports. This session will focus on the third 'E' of Family Engagement in being able to empower families to improve learning for their child. Learn from Butte des Morts Elementary in Menasha and the Appleton Area School District on how they are using strategies to partner with families to improve learning for their students. Participants will learn how they can use and adapt strategies from the school to connect and develop authentic supports for families at an elementary- and district-level perspective.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★

STRAND: Family Engagement

TFI: tier 1 ♦ subscale: Teams, Implementation, Evaluation ♦ item: 1.1, 1.11, 1.15

Data Here, Data There, Data Everywhere: Negotiating Strategic Use of Data (E7)

Jill Koenitzer, Milaney Levenson

 SUITE E

Nimble and strategically navigate data systems! Building and sustaining an equitable, multi-level system of supports is next to impossible without data to guide decisions and evaluate progress; but having access to the right data at the right time and in the right format is not always easy. This session will examine four types of data systems used within schools as identified by the USDOE, as well as review lessons learned from the field and case study districts from across the nation.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★ ★

STRAND: Tier 3 Systems/Practices

TFI: tier 1, 2, 3 ♦ subscale: Evaluation, Teams, Support Plan ♦ item: 1.13, 1.14, 2.3, 2.11, 2.12, 3.3, 3.14

Making the Brief FBA/BIP Brief: Part 2 (D8/E8)

Emilie O'Connor, Liz Ponto

 CYPRESS

Tier 2 teams need an efficient and effective process for building individualized plans based on existing tier 2 supports. This session will review the basics of the Brief Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) using the six features of tier 2 interventions to extend thinking and systems planning. Please note that this is a double session and is intended for participants that are working in tier 2 trained schools.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Classroom Systems, Tier 2 Systems/Practices

TFI: tier 2 ♦ subscale: Intervention, Evaluation ♦ item: 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13

Let's Talk about Fidelity: Tier 3 and the TFI (E9)

Rachel Saladis

 MANGROVE

Does your team access the Tiered Fidelity Inventory (TFI)? Does the team have questions about using the tier 3 section of the tool? In this session, participants will explore the who, what, when, and why of the tier 3 section of the TFI. Features, data sources, and scoring criteria will be discussed, including the use of the tier 3 support plan worksheet, so that schools can feel more confident in using the full TFI to assess and plan around implementation.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★ ★

STRAND: Tier 3 Systems/Practices

TFI: tier 3 ♦ subscale: All ♦ item: All

Becoming Sage with SAIG (E10)

Kent Smith

 SUITE F

Social/Academic Instruction Group (SAIG) is an intervention that serves a specific function within a school's continuum of support, and makes the support system more efficient. In this session, participants will refresh their knowledge about SAIG, apply the six features of interventions to this particular intervention, learn about common implementation errors, and how to correct those.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Tier 2 Systems/Practices

TFI: tier 2 ♦ subscale: Interventions ♦ item: 2.5, 2.6, 2.7, 2.8, 2.9

Data Based Decision Making: From the ABC's to Designing Effective Solutions (E11)

Yuliana Manriquez

 PORTIA

Ashlee Resch (Baird Elementary, Green Bay Area School District), **John Barthuly** (Fond du Lac High, Fond du Lac School District)

Team-based problem solving requires developing common language and processes that lend themselves to impactful collaboration, communication, and planning around the data. An essential component to a robust equitable, multi-level system of supports is using an established, structured problem-solving process that develops effective solutions. In this session, guidance will be shared around the benefits of an antecedent, behavior, consequences (ABC's) approach to behavior; how to construct precision statements; and how to use existing tier 1 systemic practices to develop solutions. Two schools will share how they have used data-based decision making to find solution to social behavioral concerns at the tier 1 level. This session is geared towards tier 1 teams, coaches, and administrators.

RECOMMENDED MINIMUM KNOWLEDGE LEVEL: ★★

STRAND: Data-Based Decision Making, Tier 1 Systems/Practices

TFI: tier 1 ♦ subscale: Implementation, Evaluation ♦ item: 1.10, 1.12, 1.13

Team Action Planning (E12)

 BANYAN

Room will be available for team action planning.
RtI Center staff will be available for technical assistance.



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SESSIONS CONNECTED TO THE TIERED FIDELITY INVENTORY (TFI)

This key provides details about which sessions directly apply to the tiers, subscales, and items on the TFI.

TFI TIER	SESSION A	SESSION B	SESSION C	SESSION D	SESSION E
1	A1, A2, A3, A4, A5, A6, A8, A9, A10, A11, A13	B1, B2, B3, B4, B5, B6, B7, B8, B10, B12, B14	C1, C2, C4, C5, C6, C7, C8, C9, C10, C11, C12, C13, C14	D1, D2, D3, D4, D5, D6, D7, D9, D10, D11, D12, D14	E1, E2, E4, E5, E6, E7, E11
2	A2, A3, A6, A7, A9	B1, B5, B7, B11, B12	C3, C4, C9, C12	D2, D5, D6, D8, D9, D10, D11, D12	E2, E3, E4, E5, E7, E8, E10
3	A2, A6, A9	B7, B9, B12	C4, C9, C12	D5, D9, D10, D11, D12	E2, E4, E5, E7, E9

TFI SUBSCALE	SESSION A	SESSION B	SESSION C	SESSION D	SESSION E
Teams	A1, A3	B1, B6, B8	C3, C7, C12	D2, D6, D10	E2, E3, E6, E7, E9
Implementation	A2, A3, A4, A6, A8, A10, A11	B2, B4, B5, B6, B8, B10, B14	C1, C2, C3, C4, C5, C6, C10, C11, C13, C14	D1, D2, D3, D4, D6, D9, D10, D11, D14	E6, E9, E11
Evaluation	A3, A7	B6, B8, B14	C1, C2, C3, C7, C8	D6, D8, D10, D12	E2, E3, E6, E7, E8, E9, E11
Interventions	A3	B11		D2, D6, D8	E3, E8, E9, E10
Resources				D10	E9
Support Plan					E7, E9

TFI ITEM	SESSION A	SESSION B	SESSION C	SESSION D	SESSION E
1.1	A8	B1, B4	C7, C12	D6, D10	E6, E9
1.2	A1	B1, B8		D2, D6, D12	E9
1.3		B2	C2	D1	E9
1.4		B2, B8	C2	D1, D3, D9	E9
1.5			C13	D11	E9
1.6		B10, B14	C2, C5, C13	D3, D6, D11	E9
1.7	A8	B1, B14		D6, D10	E9
1.8	A4	B4, B8, B10	C1, C4, C13	D1, D4, D11	E9
1.9		B10	C1, C2	D3	E9
1.10	A3, A8	B14	C4	D2, D3, D6, D10	E9, E11
1.11	A2, A3, A6, D11	B5, B6	C4, C6, C11	D3, D6, D14	E6, E9
1.12			C2, C8		E9, E11
1.13	A3	B1	C1, C2, C8	D6	E7, E9, E11
1.14	A8	B1, B14	C7	D6, D10, D12	E7, E9
1.15	A6		C2, C7	D6, D12	E6, E9
2.1		B1	C12	D6	E9
2.2		B1	C3	D2, D12	E3, E9
2.3	A3		C3	D9	E3, E7, E9
2.5		B11	C3	D8, D9	E8, E9, E10
2.6	A3	B11		D6, D8	E3, E8, E9, E10
2.7	A2, A3, A11	B5, B11	C3	D8	E3, E8, E9, E10
2.8		B11		D2, D8	E8, E9, E10
2.9		B11		D8	E3, E8, E9, E10
2.10	A7			D8	E8, E9
2.11	A7		C3	D8	E7, E8, E9
2.12	A7	B1		D8, D10, D12	E7, E8, E9
2.13	A7			D8, D12	E8, E9
3.1			C12		E9
3.2				D12	E9
3.3					E7, E9
3.5				D10	E9
3.6	A2, A11	B5			E9
3.7				D10	E9
3.11				D9	E9
3.12					E9
3.13				D9	E9
3.14					E7, E9
3.17				D12	E9

SESSIONS BY STRAND

Interested in a particular strand? This key breaks out the sessions by strand topic.

STRAND	★ No previous knowledge	★★ Fairly new to topic	★★★ Some experience	★★★★ Advanced experience
Classroom Systems	A4, B4, C4, C13, D4	A4, B4, B10, C4, C13, C14, D4, D8, E8	A4, B4, C4, C13, D4, D8, E8	A4, C13
Data-Based Decision Making	A3, B7, B14, C7, D6	A7, B5, C2, C7, D6, D7, E11	A7, B5, C7, D6, D7, E2	A7, C7, D7, E4
Equity	A2, A12, B4, D4, D13	A12, B3, B4, C2, D2, D4, D7, D13,	B4, D4, D7, D13, E2	C8, D7, D13
Family Engagement	A6, B6, C11, D14, E6	A6, B2, B6, C11, D14, E6	A6, B6, C11, D14, E6	C8, C11, D14
Mental Health Integration		A11, B5, C5, D5	A11, B5, B12, D5, E5	A11
Secondary (MS/HS) Implementation	A3, A8	A8, B3, C3, C10, D3, D7, E3	D7	D7
Special Topics	A5	B5, B8, D11	B5	
Tier 1 Systems/Practices	A3, A4, A5, A6, A8, A9, B4, B14, C4, C6, C7, C11, C13, D4, D6, D14, E1	A1, A4, A6, A8, A10, A11, B1, B2, B3, B4, B5, B8, C1, C2, C4, C7, C10, C11, C13, D1, D3, D4, D6, D9, D10, D12, D14, E11	A4, A6, A11, B4, B5, C1, C4, C7, C11, C13, D4, D6, D14	A4, A11, C7, C11, C13, D14
Tier 2 Systems/Practices	A3, A9, D6	A7, B1, B5, C3, C9, D6, D8, D9, D10, D12, E3, E8, E10	A7, B5, D6, D8, E8	A7, B11
Tier 3 Systems/Practices	A9	B5, B9, C9, D9, D10, D12	B5, B9, E7, E9	
Other	A12, A13	A12, A13, C12	B13, C12	

SELF-ASSESSMENTS IN AN EQUITABLE MULTI-LEVEL SYSTEM OF SUPPORTS

Schools use self-assessment tools as a way to measure implementation progress, identify areas of growth, and determine system fidelity of an equitable, multi-level system of supports. Completing assessments in three content areas (reading, mathematics or behavior) provides schools with a more complete understanding of their implementation. These assessments measure various components of an equitable, multi-level system of supports including: equity, high quality instruction, systemic implementation, a strong universal level of support, strong, shared leadership, collaboration, family and community engagement, evidence-based practices, data-based continuous improvement, a continuum of support, and positive culture.

PRIMARY TOOLS

Tool	Specific Purpose	Who
Tiered Fidelity Inventory (TFI)	Evaluate the implementation of a school-wide positive behavior support system across all levels/tiers	TEAM: School teams that include school administrator, coach, and appropriate team representatives to complete the assessment.
School-wide Implementation Review (SIR)	Evaluate school-wide implementation using a reading or mathematics lens	TEAM: A building leadership team (at least 3 individuals) that consists of a cross section of staff including principal, general educators, special educators and student services staff. The team should include various grade levels and content, specialty, and/or service areas.
RtI All Staff Perception Survey	Evaluate staff perceptions of status and priority for improvement regarding school-wide implementation, using a reading or mathematics lens	INDIVIDUALS: All instructional and student services (i.e. school psychologist, social worker, counselor) staff
Self-Assessment Survey (SAS)	Evaluate staff perceptions of status and priority for improvement of a school-wide positive behavior support system	INDIVIDUALS: All adults that work with students in the school building

ACRONYMS USED IN PBIS

A Achieved (A)	N Not in Place (NIP) Not Started (NS)
B Behavior Education Plan (BEP) Behavior Intervention Plan (BIP) Benchmarks of Advanced Tiers (BAT) Benchmarks of Quality (BoQ)	O Office Disciplinary Referral (ODR) Office of Special Education Programs (OSEP) Out of School Suspension (OSS)
C Check-in Check-out (CICO) Coordinated Early Intervening Services (CEIS) Culturally Responsive Practice (CRP)	P Partially in Place (P) Positive Behavior Support (PBS) Positive Behavioral Interventions and Supports (PBIS) Problem Solving Team (PST) Professional Learning Community (PLC)
D Daily Progress Report (DPR) District Capacity Assessment (DCA) Dropout Early Warning System (DEWS)	R Rehabilitation for Empowerment, Natural Supports, Education and Work (RENEW) Response to Intervention (RtI)
E Early Warning Systems (EWS) Educator Effectiveness (EE) Effective Behavior Support (EBS) Every Student Succeeds Act (ESSA) Evidence-based Practice (EBP)	S School Improvement Plan (SIP) School Mental Health (SMH) School-wide Evaluation Tool (SET) School-wide Implementation Review (SIR) School-wide Information System (SWIS) School-wide Positive Behavior Support (SWPBS) Scientific Research Based Intervention (SRBI) Self-Assessment Survey (SAS) Social Emotional Learning (SEL) Social/Academic Instruction Group (SAIG) Socio-economic Status (SES) Special Education (SPED) Student Family Community Partnership (SFCP) Student Support Team (SST)
F Family Engagement (FE) Fully in Place (F) Functional Analysis (FA) Functional Assessment Checklist for Teachers (FACTS) Functional Behavior Assessment (FBA)	T Team Implementation Checklist (TIC) Team Initiated Problem Solving (TIPS) Tiered Fidelity Inventory (TFI)
I Identification Number (ID) In Place (IP) In Progress (I) Individualized Education Plan (IEP) Individual Student Systems (ISS) Individuals with Disabilities Education Act (IDEA) Institute of Higher Education (IHE) Interconnected Systems Framework (ISF)	U Universal Design for Learning (UDL)
M Measurement of Advanced Tiers Tool (MATT) Multi-level Systems of Support (MLSS)	

CONFERENCE PLANNING

What are your current implementation needs and goals? Use this chart to plan what sessions team members will attend to meet those needs.

Team member	Session A	Session B	Session C	Session D	Session E

POST-CONFERENCE PLANNING

What did we learn?	What do we want to accomplish?	How will we build the capacity of the team?	How will we train staff?	How will we support staff in implementation?



RECOGNIZED AT THE PLATINUM LEVEL FOR ALL CONTENT AREAS

Academy of Accelerated Learning, Milwaukee



RECOGNIZED AT THE GOLD LEVEL FOR ALL CONTENT AREAS

Fernwood Montessori, Milwaukee
Lowell International Elementary School, Milwaukee
Valley View Elementary School, Menomonee Falls
Waupaca Learning Center, Waupaca



RECOGNIZED AT THE GOLD LEVEL FOR BEHAVIOR AND READING

Bryant Elementary School, Milwaukee
Kagel Elementary School, Milwaukee



RECOGNIZED AT THE GOLD LEVEL FOR BEHAVIOR AND MATHEMATICS

North Middle School, Menomonee Falls
Rogers Street Academy, Milwaukee



RECOGNIZED AT THE GOLD LEVEL FOR MATHEMATICS AND READING

Barbee Elementary School, Milwaukee
Hampton Elementary School, Milwaukee
Honey Creek Elementary School, Milwaukee
Humboldt Park Elementary School, Milwaukee
Lincoln Avenue Elementary School, Milwaukee
Longfellow Elementary School, Milwaukee
Mishicot High School, Mishicot



RECOGNIZED AT THE SILVER LEVEL FOR BEHAVIOR

Al Behrman Elementary School, Baraboo
ALBA - Academia de Lenguaje y Bellas, Milwaukee
Allen-Field Elementary School, Milwaukee
ASSATA High School, Milwaukee
Badger Elementary School, Appleton
Baird Elementary School, Green Bay
Barbee Elementary School, Milwaukee
Benjamin Franklin Elementary School, Menomonee Falls
Berlin Middle School, Berlin
Bethune Academy, Milwaukee
Burbank Elementary School, Milwaukee
Butte des Morts Elementary School, Menasha
Carollton Elementary School, Oak Creek-Franklin
Cedar Grove-Belgium Elementary School, Cedar Grove-Belgium
Cedar Grove-Belgium Middle School, Cedar Grove-Belgium
Chegwin Elementary School, Fond du Lac
Clay Lamberton Elementary School, Berlin
Clayton Elementary School, Neenah
Clemens Elementary School, Milwaukee
Clovis Grove Elementary School, Menasha
Cooper Elementary School, Milwaukee
Cottage Grove Elementary School, Monona Grove
Crandon Elementary School, Crandon
Creskide Elementary School, Sun Prairie
Cudahy Middle School, Cudahy
Danz Elementary School, Green Bay
Davey Elementary School, Eau Claire
Decorah Elementary School, West Bend
Delavan-Darien High School, Delavan-Darien
Dunwiddie Elementary School, Port Washington-Saukville
East Troy Middle School, East Troy
Eastside Elementary School, Sun Prairie
Edison Elementary School, Appleton
Edison Middle School, Green Bay
Eisenhower Elementary School, Green Bay
Engleburg Elementary School, Milwaukee
Enrich Excel Achieve Learning Academy, Wausau
Ettrick Elementary School, Galesville-Ettrick-Trempealeau
Evergreen Elementary School, D C Everest
Evergreen Elementary School, Holmen
Fair Park Elementary School, West Bend
Fond du Lac STEM Academy, Fond du Lac
Forest Park Elementary School, Kenosha



Fort Howard Elementary School, Green Bay
Franklin Elementary School, Wausau
Franklin Elementary School, Appleton
Franklin Elementary School, West Allis-West Milwaukee
G D Jones Elementary School, Wausau
Garland Elementary School, Milwaukee
Grant Elementary School, Wausau
Grant Elementary School, Milwaukee
Grant Elementary School, Kenosha
Grant Elementary School, Sheboygan
Grantosa Drive Elementary School, Milwaukee
Green Tree Elementary School, West Bend
Greenfield Bilingual, Milwaukee
Greenland Elementary School, Oconomowoc
Hales Corners Elementary School, Whitnall
Halmstad Elementary School, Chippewa Falls
Hamilton High School, Milwaukee
Hampton Elementary School, Milwaukee
Hawthorn Hills Elementary School, Wausau
Hawthorne Elementary School, Milwaukee
Hayes Bilingual School, Milwaukee
Hewitt-Texas Elementary School, Wausau
Highland View Elementary School, Greendale
Highlands Elementary School, Appleton
Hillcrest Elementary School, Chippewa Falls
Hillcrest Elementary School, Pulaski
Holmes Elementary School, Milwaukee
Hoover Elementary School, Neenah
Horace Mann Elementary School, West Allis-West Milwaukee
Horace Mann Middle School, Wausau
Horizons Elementary School, Appleton
Houdini Elementary School, Appleton
Howard Elementary School, Howard-Suamico
Howe Elementary School, Green Bay
Huntley Elementary School, Appleton
IDEAL Individualized Developmental, Milwaukee
Indian Mound Middle School, McFarland
Indian Trail High School and Academy, Kenosha
Irving Elementary School, West Allis-West Milwaukee
Ixonia Elementary School, Oconomowoc
Jackson Elementary School, Elkhorn
Jackson Elementary School, Green Bay
Jackson Elementary School, Sheboygan
Jackson Elementary School, West Bend
James Madison Elementary School, Sheboygan
Jefferson Elementary School, West Allis-West Milwaukee



Jefferson Elementary School, Appleton
Jefferson Elementary School, Menasha
Jefferson Elementary School, Sheboygan
Jim Falls Elementary School, Chippewa Falls
John Marshall Elementary School, Wausau
Johnston Elementary School, Appleton
Jones Elementary School, Cudahy
Kewaskum Elementary School, Kewaskum
Kewaunee Elementary School, Kewaunee
Kilbourn Elementary School, Milwaukee
King Elementary School, Green Bay
Kluge Elementary School, Milwaukee
Kosciuszko Elementary School, Cudahy
La Causa Charter School, Milwaukee
La Grange Elementary School, Tomah
Lakeshore Elementary School, Eau Claire
Lakeview Elementary School, Neenah
Lancaster Elementary School, Milwaukee
Langlade Elementary School, Green Bay
Lannoye Elementary School, Pulaski
Lawrence-Lawson Elementary School, Sparta
Lemonweir Elementary School, Tomah
Lincoln Avenue Elementary School, Milwaukee
Lincoln Elementary School, Appleton
Lincoln Elementary School, Cudahy
Lincoln Elementary School, Green Bay
Lincoln Elementary School, Wausau
Lincoln-Erdman Elementary School, Sheboygan
Lineville Intermediate School, Howard-Suamico
Little Prairie Primary, East Troy
Locust Lane Elementary School, Eau Claire
Longfellow Elementary School, West Allis-West Milwaukee
MacArthur Elementary School, Germantown
MacArthur Elementary School, Green Bay
Madison Elementary School, West Allis-West Milwaukee
Maine Elementary School, Wausau
Manitoba Elementary School, Milwaukee
Manz Elementary School, Eau Claire
Maple Tree Elementary School, Milwaukee
Maplewood Elementary School, Sparta
Martin Elementary School, Green Bay
Maryland Montessori, Milwaukee
McKinley Elementary School, Appleton
McLane Elementary School, West Bend
Meadow View Elementary School, Oconomowoc
Meadowbrook Elementary School, Howard-Suamico



Meadowview Elementary School, Eau Claire
Meadowview Elementary School, Oak Creek-Franklin
Medford Elementary School, Medford
Merrill Elementary School, Beloit
Mill Valley Elementary School, Muskego-Norway
Milwaukee French Immersion, Milwaukee
Milwaukee Learning Center
Mitchell Elementary School, Cudahy
Mitchell Elementary School, Milwaukee
Mitchell Elementary School, West Allis-West Milwaukee
Morse Mid, Milwaukee
Nathan Hale High School, West Allis-West Milwaukee
Neeskara Elementary School, Milwaukee
New Glarus Elementary School, New Glarus
Nicolet Elementary School, Green Bay
Nicolet Elementary School, Menasha
Ninety-Fifth Street Elementary School, Milwaukee
North Park Elementary School, Racine
Northwoods Elementary School, Eau Claire
Osceola Elementary School, Osceola
Pardeeville Elementary School, Pardeeville
Park Lawn Elementary School, Oconomowoc
Park View Elementary School, Cudahy
Parkside Elementary School, Fond du Lac
Parkview Elementary School, Chippewa Falls
Parkview Elementary School, Milwaukee
Parkview Elementary School, Parkview
Parkview Elementary School, Cedarburg
Pershing Elementary School, West Allis-West Milwaukee
Pier Elementary School, Fond du Lac
Pierce Elementary School, Milwaukee
Pigeon River Elementary School, Sheboygan
Pratt Elementary School, Milwaukee
Putnam Heights Elementary School, Eau Claire
Reagan College Preparatory High School, Milwaukee
Rib Mountain Elementary School, Wausau
Riley Elementary School, Milwaukee
Riverside Elementary School, D C Everest
Riverside Elementary School, Fond du Lac
Riverview Elementary School, Wausau
Robbins Elementary School, Eau Claire
Rock Ledge Intermediate 3-5, Seymour
Rockfield Elementary School, Germantown
Roosevelt Elementary School, Eau Claire
Roosevelt Elementary School, Janesville
Roosevelt Elementary School, Wauwatosa



Royal Oaks Elementary School, Sun Prairie
Rusch Elementary School, Portage Community
Sand Lake Elementary School, Holmen
Shady Lane Elementary School, Menomonee Falls
Sheridan Elementary School, Sheboygan
Sherman Elementary School, Eau Claire
Silverbrook Intermediate School, West Bend
Siren High School, Siren
South Mountain Elementary School, Wausau
Southview Elementary School, Chippewa Falls
Sparta Meadowview Intermediate School, Sparta
Stanley-Boyd Middle School, Stanley-Boyd
Starms Early Childhood, Milwaukee
Stephen Foster Elementary School Charter, Appleton
Stetsonville Elementary School, Medford
Stettin Elementary School, Wausau
Stillson Elementary School, Chippewa Falls
Stocker Elementary School, Kenosha
Strange Elementary School, Kenosha
Stuart Elementary School, Milwaukee
Sullivan Elementary School, Green Bay
Summit Elementary School, Oconomowoc
Sunnyside Elementary School, Pulaski
Tank Elementary School, Green Bay
Taylor Prairie Elementary School, Monona Grove
Thomas Jefferson Elementary School, Wausau
Thoreau Elementary School, Milwaukee
Thorson Elementary School, Cedarburg
Todd Elementary School, Beloit
Tomah High School, Tomah
Tomahawk Elementary School, Tomahawk
Tomahawk High School, Tomahawk
Trowbridge Street School of Great Lakes, Milwaukee
Unity Elementary School, Unity
Unity Middle School, Unity
Valley View Elementary School, Ashwaubenon
Vieau Elementary School, Milwaukee
Walker Elementary School, West Allis-West Milwaukee
Washington Middle School, Kenosha
Waters Elementary School, Fond du Lac
Wedgewood Park School, Milwaukee
West Allis-West Milwaukee Learning Center
West Elementary School-Kindergarten Center, Baraboo
West Milwaukee Intermediate School, West Allis-West Milwaukee
West Side Elementary School, Elkhorn
Westlawn Elementary School, Cedarburg



Weston Elementary School, D C Everest
Westside Academy, Milwaukee
Whitman Elementary School, Milwaukee
Whittier Elementary School, Milwaukee
Whittier Elementary School, Kenosha
Wilder Elementary School, Green Bay
Willow Glen Primary School, Saint Francis
Willson Elementary School, Baraboo
Wilson Elementary School, West Allis-West Milwaukee
Wilson Elementary School, Kenosha
Wilson Elementary School, Neenah
Wilson Elementary School, Sheboygan
Winnequah School, Monona Grove
Wittenberg Elementary School, Wittenberg-Birnamwood
Woodland School, Kimberly
Woodworth Middle School, Fond du Lac



RECOGNIZED AT THE SILVER LEVEL FOR MATHEMATICS

ALBA - Academia de Lenguaje y Bellas, Milwaukee
Alcott Elementary School, Milwaukee
Allen-Field Elementary School, Milwaukee
Audubon Technology and Communication, Milwaukee
Bayfield Elementary School, Bayfield
Bayside Middle School, Fox Point
Brown Street Academy, Milwaukee
Bruce Elementary School, Milwaukee
Burbank Elementary School, Milwaukee
Clement Avenue Elementary School, Milwaukee
Cooper Elementary School, Milwaukee
Craig Montessori School, Milwaukee
Curtin Elementary School, Milwaukee
Emerson Elementary School, Milwaukee
Engleburg Elementary School, Milwaukee
Forest Home Elementary School, Milwaukee
Garland Elementary School, Milwaukee
Gegan Elementary School, Menasha
Grant Elementary School, Milwaukee
Greenfield Bilingual, Milwaukee
Holmes Elementary School, Milwaukee
Jefferson Elementary School, Sheboygan
Kagel Elementary School, Milwaukee
MacDowell Montessori School K3-12, Milwaukee
Maryland Montessori, Milwaukee



Medford Elementary School, Medford
Milwaukee Parkside School, Milwaukee
Neeskara Elementary School, Milwaukee
Ninety-Fifth Street Elementary School, Milwaukee
Parkview Elementary School, Parkview
Pratt Elementary School, Milwaukee
Shady Lane Elementary School, Menomonee Falls
Sheboygan Falls Middle School, Sheboygan Falls
Southview Elementary School, Chippewa Falls
Thoreau Elementary School, Milwaukee
Transition High School, Milwaukee
Trowbridge Street School of Great Lakes, Milwaukee
Vieau Elementary School, Milwaukee
West Milwaukee Intermediate School, West Allis-West Milwaukee
Westside Academy, Milwaukee
Whitman Elementary School, Milwaukee
Whittier Elementary School, Milwaukee
Wilson Elementary School, West Allis-West Milwaukee

RECOGNIZED AT THE SILVER LEVEL FOR READING



ALBA - Academia de Lenguaje y Bellas, Milwaukee
Allen-Field Elementary School, Milwaukee
ASSATA High School, Milwaukee
Audubon Technology and Communication, Milwaukee
Bay View Montessori School, Milwaukee
Bayfield Elementary School, Bayfield
Bruce Elementary School, Milwaukee
Burdick Elementary School, Milwaukee
Clarendon Avenue Elementary School, Mukwonago
Clement Avenue Elementary School, Milwaukee
Clovis Grove Elementary School, Menasha
Cooper Elementary School, Milwaukee
Crandon Elementary School, Crandon
Curtin Elementary School, Milwaukee
Engleburg Elementary School, Milwaukee
Fairview Elementary School, Milwaukee
Forest Home Elementary School, Milwaukee
Garland Elementary School, Milwaukee
Grant Elementary School, Milwaukee
Halmstad Elementary School, Chippewa Falls
Hi-Mount Elementary School, Milwaukee
Holmes Elementary School, Milwaukee
Horace Mann Middle School, Wausau



Jackson Elementary School, Elkhorn
Jefferson Elementary School, Sheboygan
Jefferson Elementary School, West Allis-West Milwaukee
Johnston Elementary School, Appleton
LaFollette Elementary School, Milwaukee
Lawrence-Lawson Elementary School, Sparta
Lincoln Middle School, Milwaukee
MacDowell Montessori School K3-12, Milwaukee
Manitoba Elementary School, Milwaukee
Maryland Montessori, Milwaukee
Medford Elementary School, Medford
Neeskara Elementary School, Milwaukee
Ninety-Fifth Street Elementary School, Milwaukee
Parkview Elementary School, Parkview
Parkview Elementary School, Chippewa Falls
Pratt Elementary School, Milwaukee
Reagan College Preparatory High School, Milwaukee
Rogers Street Academy, Milwaukee
Shady Lane Elementary School, Menomonee Falls
Siren Elementary School, Siren School District
Southview Elementary School, Chippewa Falls
Stanley Elementary School, Stanley-Boyd
Stanley-Boyd Middle School, Stanley-Boyd
Stillson Elementary School, Chippewa Falls
Tibbets Elementary School, Elkhorn
Townsend Street Elementary School, Milwaukee
Trowbridge Street School of Great Lakes, Milwaukee
Urban Middle School, Sheboygan
Vieau Elementary School, Milwaukee
Webster Middle School, Cedarburg
West Milwaukee Intermediate School, West Allis-West Milwaukee
West Salem Elementary School, West Salem
West Salem Middle School, West Salem
Westside Academy, Milwaukee
Whitman Elementary School, Milwaukee
Whittier Elementary School, Milwaukee



RECOGNIZED AT THE BRONZE LEVEL FOR BEHAVIOR

Adams-Friendship Elementary School, Adams-Friendship
Alcott Elementary School, Milwaukee
Aldrich Intermediate School, Beloit
Amery Intermediate School, Amery
Amery Middle School, Amery
Antigo High School, Antigo
Antigo Middle School, Antigo
Audubon Technology and Communication, Milwaukee
Auer Avenue Elementary School, Milwaukee
Badger Middle School, West Bend
Barton Elementary School, Milwaukee
Bay Lane Middle School, Muskego-Norway
Bayfield Elementary School, Bayfield
Bayfield High School, Bayfield
Bayfield Middle School, Bayfield
Beloit Learning Academy, Beloit
Berlin High School, Berlin
Bessie Allen Middle School, North Fond du Lac
Birnamwood Elementary School, Wittenberg-Birnamwood
Black River Falls Middle School, Black River Falls
Blair Elementary School, Waukesha
Bradford High School, Kenosha
Brass Community School, Kenosha
Brener Elementary School, Shawano
Bristol Elementary School, Bristol
Brooklyn Elementary School, Oregon
Brown Street Academy, Milwaukee
Browning Elementary School, Milwaukee
C H Bird Elementary School, Sun Prairie
Camp Douglas Elementary School, Tomah
Cedar Hills Elementary School, Oak Creek-Franklin
Chain O Lakes Elementary School, Waupaca
Chequamegon Middle School, Chequamegon
Chippewa Falls Middle School, Chippewa Falls
Clarendon Avenue Elementary School, Mukwonago
Clarke Street Elementary School, Milwaukee
Clement Avenue Elementary School, Milwaukee
Cleveland Elementary School, Sheboygan
Clinton Elementary School, Clinton
Clinton High School, Clinton
Clintonville Middle School, Clintonville
Coleman Elementary School, Coleman



Columbus Elementary School, Appleton
Congress Elementary School, Milwaukee
Converse Elementary School, Beloit
Cooper Elementary School, Sheboygan
Crandon High School, Crandon
Crandon Middle School, Crandon
Crescent Elementary School, Rhinelander
Cudahy High School, Cudahy
Cumberland Elementary School, Whitefish Bay
Darien Elementary School, Delavan-Darien
Deerfield Elementary School, Oak Creek-Franklin
DeLong Middle School, Eau Claire
Doerfler Elementary School, Milwaukee
Downsville Elementary School, Menomonie
E Cook Elementary School, Oshkosh
Eagle Bluff Elementary School, Onalaska
East Elementary School, Baraboo
East High School, Wausau
East High School, Wauwatosa
East High School, West Bend
East Troy High School, East Troy
Edgewood Elementary School, Oak Creek-Franklin
Eighty-First Street Elementary School, Milwaukee
Einstein Middle School, Appleton
Eisenhower Elementary School, Wauwatosa
Eleva Elementary School, Eleva-Strum
Eleva-Strum High School, Eleva-Strum
Elm Lawn Elementary School, Middleton-Cross Plains
Emerson Elementary School, Milwaukee
Evans Elementary School, Fond du Lac
Evergreen Elementary School, Waterford
Fairview Elementary School, Milwaukee
Fairview Elementary School, Pulaski
Farnsworth Middle School, Sheboygan
Ferber Elementary School, Appleton
Fifty-Third Street Elementary School, Milwaukee
Fine Arts Elementary School, Racine
Flynn Elementary School, Eau Claire
Fond du Lac High School, Fond du Lac
Fond du Lac STEM Institute, Fond du Lac
Forest Home Elementary School, Milwaukee
Forest Ridge Elementary School, Oak Creek-Franklin
Forrest Street Early Learning Center, Black River Falls
Foxview Intermediate School, De Pere
Fran Fruzen Intermediate School, Beloit



Frank Elementary School, Kenosha
Frank Lloyd Wright Intermediate School, West Allis-West Milwaukee
Franklin Elementary School, Milwaukee
Franklin Elementary School, Oshkosh
Franklin Middle School, Green Bay
Fratney Elementary School, Milwaukee
Fratt Elementary School, Racine
Friendship Learning Elementary School, North Fond du Lac
Galesville Elementary School, Galesville-Ettrick-Trempealeau
Gaston Elementary School, Beloit
Gegan Elementary School, Menasha
Gifford Elementary School, Racine
Gilmore Middle School, Racine
Glacial Drumlin School, Monona Grove
Glacier Edge Elementary School, Verona
Glenbrook Elementary School, Pulaski
Goodrich Elementary School, Milwaukee
Grafton Elementary School, Grafton
Grant Elementary School, Marshfield
Grantsburg Elementary School, Grantsburg
Grewenow Elementary School, Kenosha
Hackett Elementary School, Beloit
Harvey Elementary School, Kenosha
Hawley Environmental School, Milwaukee
Hillcrest Primary School, Shawano
Hillcrest School, Kenosha
Hilltop Elementary School, Rice Lake
Hi-Mount Elementary School, Milwaukee
Hintgen Elementary School, La Crosse
Holmen High School, Holmen
Hoover Elementary School, West Allis-West Milwaukee
Horace Mann High School, North Fond du Lac
Horace Mann Middle School, Neenah
Horace Mann Middle School, Sheboygan
Horizon Elementary School, Sun Prairie
Houlton Elementary School, Hudson
Hudson Prairie Elementary School, Hudson
Humboldt Park Elementary School, Milwaukee
Indian Community School
Jackson Elementary School, Manitowoc
James Madison Academic Campus, Milwaukee
James Williams Middle School, Rhinelander
Janes Elementary School, Racine
Jefferson Elementary School, Beaver Dam
Jefferson Elementary School, Green Bay



Jefferson Elementary School, Kenosha
Jefferson Elementary School, Manitowoc
Jefferson Elementary School, Oshkosh
Jefferson Lighthouse Elementary School, Racine
Jeffery Elementary School, Kenosha
Jerstad-Agerholm Elementary School, Racine
Jerstad-Agerholm Middle School, Racine
John Long Middle School, Grafton
John Muir Middle School, Wausau
Johnson Elementary School, Racine
Julian Thomas Elementary School, Racine
Kaleidoscope Academy, Appleton
Keefe Avenue Elementary School, Milwaukee
Keller Elementary School, Green Bay
Kennedy Elementary School, Grafton
Kennedy Elementary School, Green Bay
Kennedy Middle School, Germantown
Kenosha School of Technology Enhanced, Kenosha
Keshena Primary, Menominee Indian
Kewaunee High School, Kewaunee
Kewaunee Middle School, Kewaunee
King Junior Elementary School, Milwaukee
Kohler Elementary School, Kohler
Kohler Middle School, Kohler
Kromrey Middle School, Middleton-Cross Plains
LaFollette Elementary School, Milwaukee
Lake Mills Elementary School, Lake Mills
Lakeshore Elementary School, Fond du Lac
Lakeside Elementary School, Oshkosh
Lakeview Elementary School, Muskego-Norway
Lance Middle School, Kenosha
Lena Elementary School, Lena
Lena High School, Lena
Lincoln Elementary School, New London
Lincoln Elementary School, Wauwatosa
Lincoln Middle School, Milwaukee
Lincoln Middle School, La Crosse
Lombardi Middle School, Green Bay
Longfellow Elementary School, Milwaukee
Longfellow Elementary School, Eau Claire
Longfellow Elementary School, Sheboygan
Longfellow Middle School, La Crosse
Luxemburg-Casco Middle School, Luxemburg-Casco
Madison Elementary School, Marshfield
Madison Middle School, Appleton



Mahone Middle School, Kenosha
Marinette Middle School, Marinette
McKinley Elementary School, Wauwatosa
McNeel Intermediate School, Beloit
Meadow View Primary, Waupun
Memorial High School, Eau Claire
Menominee Indian High School, Menominee Indian
Menominee Indian Middle School, Menominee Indian
Merrill Elementary School, Oshkosh
Merrill Middle School, Oshkosh
Miller Elementary School, Tomah
Milwaukee Academy of Chinese Language, Milwaukee
Milwaukee German Immersion, Milwaukee
Milwaukee School of Languages, Milwaukee
Milwaukee Sign Language Elementary School, Milwaukee
Milwaukee Spanish Immersion, Milwaukee
Mitchell Elementary School, Racine
Mitchell Middle School, Racine
Mondovi Elementary School, Mondovi
Monroe Elementary School, Janesville
Montessori Charter School, Eau Claire
Mount Horeb Early Learning Center, Mount Horeb
Mount Horeb Primary Center, Mount Horeb
Mountain Bay Elementary School, D C Everest
Muir Elementary School, Portage
Nash Elementary School, Kenosha
Neillsville Elementary School, Neillsville
Netherwood Knoll Elementary School, Oregon
North Division High School 0419, Milwaukee
North Elementary School, Antigo
North Freedom Elementary School, Baraboo
North High School, Appleton
North High School, Eau Claire
North High School, Oshkosh
North High School, Sheboygan
North Hudson Elementary School, Hudson
Northside Elementary School, Sun Prairie
Northstar Middle School, Eau Claire
Northwestern Middle School, Maple
O Brown Elementary School, Racine
Oak Creek East Middle School, Oak Creek-Franklin
Oak Creek High School, Oak Creek-Franklin
Oak Creek West Middle School, Oak Creek-Franklin
Oakdale Elementary School, Tomah
Oaklawn Elementary School, Oshkosh



Omro Elementary School, Omro
Oneida Nation Elementary/Middle School
Oneida Nation High School
Oregon Middle School, Oregon
Osceola Intermediate School, Osceola
Osseo-Fairchild Elementary School, Osseo-Fairchild
Osseo-Fairchild Middle School, Osseo-Fairchild
Park Elementary School, Middleton-Cross Plains
Park View Middle School, Mukwonago
Parkview Elementary School, New London
Parkview Middle School, Ashwaubenon
Patch Elementary School, Omro
Patrick Marsh Middle School, Sun Prairie
Pelican Elementary School, Rhinelander
Phelps Elementary School, Phelps
Phelps High School, Phelps
Phoenix Middle School, Delavan-Darien
Pleasant Prairie Elementary School, Kenosha
Prairie Lane Elementary School, Kenosha
Prairie Phoenix Academy, Sun Prairie
Prairie View Elementary School, Beaver Dam
Prairie View Elementary School, Holmen
Prairie View Elementary School, Oregon
Prairie View Middle School, Sun Prairie
Project STAY, Milwaukee
Pulaski High School, Pulaski
Randolph Elementary School, Randolph
Red Apple Elementary School, Racine
Reuther Central High School, Kenosha
Rhinelander High School, Rhinelander
Rice Lake Middle School, Rice Lake
Richmond Elementary School, Appleton
Riverside High School, Milwaukee
Roberts Elementary School, Fond du Lac
Robinson Elementary School, Beloit
Rock Elementary School, Hudson
Rock Ledge Elementary School, Seymour
Rock River Intermediate School, Waupun
Rome Corners Intermediate School, Oregon
Roosevelt Elementary School, Oshkosh
Roosevelt Elementary School, Kenosha
Roosevelt Elementary School, Racine
Rosenow Elementary School, Fond du Lac
Sabish Middle School, Fond du Lac
Saint Francis High School, Saint Francis



Sauk Trail Elementary School, Middleton-Cross Plains
Sawyer Elementary School, Sturgeon Bay
Schulte Elementary School, Racine
Schultz Elementary School, Mishicot
Shattuck Middle School, Neenah
Shawano Community Middle School, Shawano
Shepard Hills Elementary School, Oak Creek-Franklin
Sherman Elementary School, Milwaukee
Siren Elementary School, Siren
Smith Elementary School, Oshkosh
Somers Elementary School, Kenosha
South Beaver Dam Elementary School, Beaver Dam
South High School, Sheboygan
South Middle School, Eau Claire
South Park Middle School, Oshkosh
Southern Bluffs Elementary School, La Crosse
Southport Elementary School, Kenosha
Southside Elementary School, Sparta
Sparta High School, Sparta
Sparta Meadowview Middle School, Sparta
Spooner Elementary School, Spooner
Spring Road Elementary School, Neenah
Spring Valley Elementary School, Antigo
Stanley Elementary School, Stanley-Boyd
Stoner Prairie Elementary School, Verona
Strum Elementary School, Eleva-Strum
Sunrise Elementary School, Sturgeon Bay
Sunset Elementary School, Sturgeon Bay
Sunset Ridge Elementary School, Middleton-Cross Plains
Taft Elementary School, Neenah
Theisen Middle School, Fond du Lac
Tibbets Elementary School, Elkhorn
Tipler Middle School, Oshkosh
Tomah Middle School, Tomah
Tomahawk Middle School, Tomahawk
Tower Academy, Sheboygan
Townsend Street Elementary School, Milwaukee
Traeger Elementary School, Oshkosh
Traeger Middle School, Oshkosh
Trempealeau Elementary School, Galesville-Ettrick-Trempealeau
Tremper High School, Kenosha
Tullar Elementary School, Neenah
Turtle Creek Elementary School, Delavan-Darien
Underwood Elementary School, Wauwatosa
Unity High School, Unity



Urban Middle School, Sheboygan
Valders Middle School, Valders
Van Buren Elementary School, Janesville
Vernon Elementary School, Kenosha
Viking Elementary School, Holmen
Wadewitz Elementary School, Racine
Warrens Elementary School, Tomah
Washington Elementary School, Beaver Dam
Washington Elementary School, Wauwatosa
Washington Middle School, Green Bay
Waterford High School, Waterford
Waubesa Intermediate School, McFarland
Waupaca High School, Waupaca
Wausau Area Montessori Charter School, Wausau
Wausau Engineering and Global Leadership, Wausau
Webster Middle School, Cedarburg
Webster Stanley Elementary School, Oshkosh
Webster Stanley Middle School, Oshkosh
West High School, Appleton
West High School, Oshkosh
West High School, West Bend
West Middleton Elementary School, Middleton-Cross Plains
Westby Middle School, Westby
Westside Elementary School, Kimberly
Westside Elementary School, Sun Prairie
Whitefish Bay Middle School, Whitefish Bay
Whitman Middle School, Wauwatosa
Wileman Elementary School, Delavan-Darien
Willow River Elementary School, Hudson
Wilson Middle School, Appleton
Wittenberg-Biramwood High School, Wittenberg-Biramwood
Woodfield Elementary School, Waterford
Woodridge Elementary School, Portage
Woodview Elementary School, Grafton
Wyeville Elementary School, Tomah
Zablocki Elementary School, Milwaukee



RECOGNIZED AT THE BRONZE LEVEL FOR MATHEMATICS

Asa Clark Middle School, Pewaukee
Banner Preparatory School of Milwaukee, Milwaukee
Bayfield High School, Bayfield
Bayfield Middle School, Bayfield
Berlin Middle School, Berlin
Bethune Academy, Milwaukee
Blair Elementary School, Waukesha
Bryant Elementary School, Milwaukee
Burdick Elementary School, Milwaukee
Chippewa Falls Middle School, Chippewa Falls
Clay Lamberton Elementary School, Berlin
Clovis Grove Elementary School, Menasha
Crandon Elementary School, Crandon
Edison Elementary School, Appleton
Eighty-First Street Elementary School, Milwaukee
Elkhorn Area Middle School, Elkhorn
Enrich Excel Achieve Learning Academy, Wausau
Fairview Elementary School, Milwaukee
Forest Park Middle School, Franklin
Gillett Elementary School, Gillett
Goodrich Elementary School, Milwaukee
Grant Elementary School, Wausau
Grantosa Drive Elementary School, Milwaukee
Hamilton High School, Milwaukee
Hawthorne Elementary School, Milwaukee
Hillcrest Elementary School, Chippewa Falls
Hi-Mount Elementary School, Milwaukee
Horace Mann Middle School, Wausau
Jackson Elementary School, Elkhorn
Jackson Elementary School, Milwaukee
Jefferson Elementary School, West Allis-West Milwaukee
Jim Falls Elementary School, Chippewa Falls
John Marshall Elementary School, Wausau
Kohler Elementary School, Kohler
LaFollette Elementary School, Milwaukee
Lawrence-Lawson Elementary School, Sparta
Lincoln Middle School, Milwaukee
Maine Elementary School, Wausau
Manitoba Elementary School, Milwaukee
Manz Elementary School, Eau Claire
Metcalfe Elementary School, Milwaukee
Milwaukee German Immersion, Milwaukee



Milwaukee High School of the Arts, Milwaukee
Milwaukee Spanish Immersion, Milwaukee
Minocqua Elementary School, Minocqua
Mishicot Middle School, Mishicot
Northwestern Middle School, Maple
Parkview Elementary School, Chippewa Falls
Parkview Elementary School, Milwaukee
Pewaukee High School, Pewaukee
Pewaukee Lake Elementary School, Pewaukee
Putnam Heights Elementary School, Eau Claire
Reagan College Preparatory High School, Milwaukee
Rib Mountain Elementary School, Wausau
Richmond Elementary School, Appleton
Riley Elementary School, Milwaukee
River Trail Elementary School, Milwaukee
Schultz Elementary School, Mishicot
Shell Lake Elementary School, Shell Lake
Shell Lake Primary (K-2), Shell Lake
South Mountain Elementary School, Wausau
Stetsonville Elementary School, Medford
Stettin Elementary School, Wausau
Stillson Elementary School, Chippewa Falls
Stormonth Elementary School, Fox Point
Thomas Jefferson Elementary School, Wausau
Thurston Woods Elementary School, Milwaukee
Tibbets Elementary School, Elkhorn
Urban Middle School, Sheboygan
Victory Elementary School, Milwaukee
Washington Middle School, Kenosha
Waupaca Middle School, Waupaca
Webster Stanley Elementary School, Oshkosh
West Side Elementary School, Elkhorn



RECOGNIZED AT THE BRONZE LEVEL FOR READING

Alcott Elementary School, Milwaukee
Asa Clark Middle School, Pewaukee
Banner Preparatory School of Milwaukee, Milwaukee
Bayfield High School, Bayfield
Bayfield Middle School, Bayfield
Bayside Middle School, Fox Point
Berlin Middle School, Berlin
Bethune Academy, Milwaukee
Blair Elementary School, Waukesha



Brown Street Academy, Milwaukee
Central Elementary School, Rhinelander
Chippewa Falls Middle School, Chippewa Falls
Clay Lamberton Elementary School, Berlin
Coleman Elementary School, Coleman
Congress Elementary School, Milwaukee
Craig Montessori School, Milwaukee
Doerfler Elementary School, Milwaukee
Douglas Elementary School, Watertown
Eighty-First Street Elementary School, Milwaukee
Elkhorn Area Middle School, Elkhorn
Emerson Elementary School, Milwaukee
Enrich Excel Achieve Learning Academy, Wausau
Evergreen Elementary School, Waterford
Forest Park Elementary School, Kenosha
Forest Park Middle School, Franklin
Franklin Elementary School, Milwaukee
Franklin Elementary School, Wausau
Gegan Elementary School, Menasha
Goodrich Elementary School, Milwaukee
Grant Elementary School, Wausau
Grantosa Drive Elementary School, Milwaukee
Greenfield Bilingual, Milwaukee
Greenland Elementary School, Oconomowoc
Groppi High School, Milwaukee
Hamilton High School, Milwaukee
Hartford Avenue Elementary School, Milwaukee
Hawthorne Elementary School, Milwaukee
Hillcrest Elementary School, Chippewa Falls
Horace Mann Elementary School, West Allis-West Milwaukee
Jackson Elementary School, Milwaukee
Jefferson Elementary School, Appleton
Jefferson Elementary School, Menasha
John Marshall Elementary School, Wausau
Kewaskum Elementary School, Kewaskum
Kohler High School, Kohler
Kohler Middle School, Kohler
Lakeshore Elementary School, Eau Claire
Lemonweir Elementary School, Tomah
Lincoln Elementary School, Port Washington-Saukville
Locust Lane Elementary School, Eau Claire
Madison Elementary School, West Allis-West Milwaukee
Maine Elementary School, Wausau
Manz Elementary School, Eau Claire
Merrill Middle School, Oshkosh

Metcalfe Elementary School, Milwaukee
Milwaukee German Immersion, Milwaukee
Milwaukee High School of the Arts, Milwaukee
Milwaukee Spanish Immersion, Milwaukee
Mishicot Middle School, Mishicot
North Middle School, Menomonee Falls
Northwestern Middle School, Maple
Pewaukee High School, Pewaukee
Pewaukee Lake Elementary School, Pewaukee
Pierce Elementary School, Milwaukee
Putnam Heights Elementary School, Eau Claire
Rib Mountain Elementary School, Wausau
Riley Elementary School, Milwaukee
River Trail Elementary School, Milwaukee
Roosevelt Elementary School, Oshkosh
Schultz Elementary School, Mishicot
Sheboygan Falls Middle School, Sheboygan Falls
Shell Lake Elementary School, Shell Lake
Shell Lake Primary (K-2), Shell Lake
Sherman Elementary School, Milwaukee
Somers Elementary School, Kenosha
South Mountain Elementary School, Wausau
Starms Early Childhood, Milwaukee
Stetsonville Elementary School, Medford
Stettin Elementary School, Wausau
Stocker Elementary School, Kenosha
Stormonth Elementary School, Fox Point
Stuart Elementary School, Milwaukee
Sunnyside Elementary School, Pulaski
Thomas Jefferson Elementary School, Wausau
Thoreau Elementary School, Milwaukee
Thurston Woods Elementary School, Milwaukee
Tipler Middle School, Oshkosh
Transition High School, Milwaukee
Victory Elementary School, Milwaukee
Warrens Elementary School, Tomah
Waupaca Middle School, Waupaca
Webster Stanley Middle School, Oshkosh
West Side Elementary School, Elkhorn
Wyeville Elementary School, Tomah
Zablocki Elementary School, Milwaukee