

School-Wide PBIS: Action Plan 2013-2014

Inver Grove Heights Community Schools
Elementary

Critical Element	Action/Activity	Who is Responsible	When will it be started	When will it be completed	Resources, PD, information, assistance needed
Tier __ #1__	PBIS team established and meeting times set	PBIS teams Zaiser	August	End of year	
Tier __ #2__	Assembly times/ topics set	PBIS teams Zaiser	Sept.	End of year	
Tier __ #3__	New staff orientation	Zaiser	August	August	
Tier __ #4__	Rewards and recognition for students during assemblies Large group and individual rewards	PBIS teams	Sept.	On going	
Tier __ #5__	Review data with staff	PBIS teams Zaiser Bldg Principals	Oct.	On going	
Tier __ #6__	Begin implementation of curriculum across buildings	PBIS teams Zaiser	2013-2014 school year	On going	
Tier __ #7__	Expectations taught to students	PBIS teams	Sept.	End of year	
Tier __ #8__	PBIS team completes BOQ	PBIS teams	March/ April	May	
Tier __ #9__	Explore Tier 2 services and how to make effective at Elementary level	PBIS teams Zaiser	Sept	On going	
Tier __ #__					

Tier 1 Critical Elements (Based on BoQ)

<ol style="list-style-type: none"> 1. PBIS Team <ul style="list-style-type: none"> • Administrative support • Monthly meetings with a clear purpose • Sufficient Membership/ representative of staff 2. Faculty Commitment <ul style="list-style-type: none"> • Staff is aware of behavior problems and data • Faculty is involved in goals 3. Effective Procedures for Dealing with Discipline <ul style="list-style-type: none"> • Discipline process described in narrative or graphic format • Problem Behaviors are defined • Major/ Minor Behavior defined (T-Chart) • Suggested array of appropriate responses to behaviors 4. Data Entry & Analysis Plan Established <ul style="list-style-type: none"> • System is used to collect and analyze ODR data • Data analyzed monthly and shared with staff monthly 5. Expectations & Rules Developed <ul style="list-style-type: none"> • 3-5 positively stated school-wide expectations established • Rules linked to the expectations that are specific to location are posted around building 6. Recognition Program Established <ul style="list-style-type: none"> • Acknowledgement Matrix Completed (frequent, medium, and long-term acknowledgements) • Ratio of acknowledgements to corrections is high (4:1) • All staff participating • System includes acknowledgements for staff 7. Lesson Plans for Teaching Expectations/ Rules <ul style="list-style-type: none"> • Behavioral curriculum exists to teach expectations • Lessons are varied and embedded into curriculum • Staff and students are involved in development and delivery of behavioral lessons 	<ol style="list-style-type: none"> 8. Implementation Plan <ul style="list-style-type: none"> • All components of the discipline system is taught to staff • Staff trained on expectations/ rules/ acknowledgements • Plan for teaching students the expectations/ rules/ acknowledgements • Booster sessions for students and staff are delivered • Plans for involving families/ community are implemented 9. Classroom Systems <ul style="list-style-type: none"> • Classroom rules are defined specific to that classroom and connected to school-wide expectations (are posted) • Classroom routines and procedures are identified for activities where problems often occur • Expected behavior routines in classroom are taught • Classroom teachers use immediate and specific praise • Acknowledgement of positive behaviors occurs more frequently than acknowledgement of inappropriate behaviors • Procedures exist for tracking classroom behavior problems • Classrooms have a range of consequences/ interventions 10. Evaluation <ul style="list-style-type: none"> • Students and staff are surveyed about PBIS • Students and staff can identify expectations and rules • Staff use referral process (and T-Chart) appropriately • Staff use acknowledgement system appropriately • Outcomes (behavior data, attendance, morale) are documented and used to evaluate PBIS
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Tier 2 Critical Elements (Based on BAT)

<ol style="list-style-type: none"> A. Tier 1 Implemented <ul style="list-style-type: none"> • Tier 1 in place as measured by SET, BoQ, TIC or PIC • Tier 1 implemented consistently by all staff members • A data system is in place to document office discipline referrals B. Commitment <ul style="list-style-type: none"> • There is one crossover membership from Tier 1 • A team makes decisions about students receiving Tier 2 supports • The number of students, program fidelity, and progress of students receiving Tier 2 supports is reported to all staff C. Student Identification <ul style="list-style-type: none"> • School uses data-based process for identifying students who may need Tier 2 supports • All staff have been trained in and know the process for requesting Tier 2 supports for students (staff nomination form and process) • Decisions about whether students receive Tier 2 supports are made in a timely manner and staff are notified • Students receive support in a timely manner (within 30 days) D. Monitoring and Evaluation <ul style="list-style-type: none"> • Teachers with students receiving Tier 2 supports are notified about impact and changes to strategies • The primary family members of students receiving Tier 2 supports are notified about impact and changes to strategies E. Tier 2: Support System <ul style="list-style-type: none"> • Administration is updated on students receiving Tier 2 supports • The tier 2 team meets frequently (monthly or twice a month) • Tier 2 team is formally trained on practices and systems required for implementation of Tier 2 support • Students receiving Tier 2 supports have access to Tier 1 • Tier 2 strategies are evaluated and updated regularly 	<ol style="list-style-type: none"> F. CICO Implementation <ul style="list-style-type: none"> • Staff are identified to coordinate and deliver CICO • All staff trained on their role in Tier 2 • CICO/ DPR references expectations • CICO can be applied to all students consistently (does not need unique development for each student) • CICO includes teaching appropriate behaviors (stated on DPR, teachers go over behaviors when completing the DPR) • Staff trained on how to give positive, corrective feedback to student while completing the DPR • Allows for regular opportunities for student to perform appropriate behaviors • Use accurate data to adapt, modify and improve support • Includes frequent communication to family • Have written materials that descriptive the core features, functions, and systems of CICO (for all to read) • Have orientation materials and procedures for staff, substitutes, families, new students, and volunteers • Is efficient/ requires less than 10 minutes per staff, per day G. Strategy Monitoring and Evaluation <ul style="list-style-type: none"> • A system is used to monitor the impact (EXCEED is used) • Documented decision rules to decide which students access CICO and is implemented consistently • Documented decision rules are used to monitor, modify, or discontinue student involvement in Tier 2 supports • Tier 2 strategies are evaluated at least once a year
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School-Wide PBIS: Specific Action Plan

Include the development, implementation, and management activities of your plan.
All critical elements should be addressed within your action plan.

Critical Element	Action/Activity	Who is responsible?	When will it be started?	When will it be completed?	When will we evaluate it?
# <u>1</u>	Reinforce PBIS strategies and interventions	PBIS team, Hallin	opening week	End of year	End of year
# <u>2</u>	PBIS team established - meeting times set (monthly)	PBIS team, Hallin	August	End of year	End of year
# <u>3</u>	Staff Survey summary reports to staff	PBIS Team	Every other Room	Every other year	Every other year
# <u>4</u>	Expectations Developed - I.G.H.M.S - Lessons developed	PBIS team, Hallin	opening week	on-going	E
# <u>5</u>	Rewards + Recognition - by grade monthly	Hallin	Sept	on going	End of year
# <u>6</u>	Establish Responding system to behaviors - Major vs Minors consequences - Referral Process	PBIS team, Hallin, Admy, Lacey	August	on going	End of year
# <u>7</u>	Establish Information System	Admin, Lacey	August	on going	.
# <u>1</u>	new Staff orientation to PBIS	Hallin	August	August	s .
# <u>6+7</u>	Review Data with staff - PBIS monthly meetings - once a month at Staff meetings	PBIS team, Hallin	August	on-going	End of year
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Critical Elements

1. Expectations developed (3-5 positively stated)
2. Positively stated rules developed for specific settings that align with expectations
3. Lesson plans developed for teaching expectations/rules
4. Reinforcement System Developed
 - a. Student Reinforcement System is established (what, when, how)
 - b. Faculty Involvement
 - Strategies for sharing data
 - Staff Reinforcements
5. Discipline Referral Process
 - a. Minor vs. Major Behavior definitions and examples
 - b. Discipline flow chart developed (protocol for minor, major, crisis)
 - c. Principles of Behavior taught/reviewed with staff
6. Training/Resources Developed for Act 136 Training
7. Analyze Big 5 Data and other data sources on a regular basis and share with faculty
8. PBIS Team Established
 - Membership, meeting times, leader, roles, agenda, etc.
 - Alignment and communication with other initiatives
9. Implementation plan established
 - a. Faculty In-service
 - b. Communicating PBIS with families
 - c. Master Model Discipline Plan
 - d. Book of Products
10. Evaluation Measures Utilized
 - Benchmarks of Quality, Surveys, etc.

Simley Pride Directions for Teachers

Do not read any of the statements in italics aloud.

Announcements Read By Will Short

Throughout the day today all the students at Simley will be learning about a new discipline policy we will be implementing at school this year. It's a new way Simley is going to deal with discipline in a positive manner.

Each hour teachers are going to talk to you about showing your Simley Pride. When you are handed a yellow sheet of paper this morning with the title, "Show Simley Pride" please keep it with you ALL day, so teachers can speak to you about it each hour.

1st Hour

Pass out the matrix to students

Good Morning Students

As Mr. Short just read to us, throughout the day today all the students at Simley will be learning about a new discipline policy we will be implementing throughout the school. Please look at the bottom of the paper you have. It says Simley's PBIS Behavior Statement. PBIS stands for positive behavioral interventions and supports. It's a new way Simley is going to deal with discipline in a positive manner.

At Simley, we believe in encouraging **P**ersonal responsibility, **R**espect, **I**ntegrity, **D**etermination, and **E**xcellence to create a supportive learning environment. You will see different areas of our building listed across the top of the sheet. Going down the side, you will see that "pride" stands for the terms I just read about. We are hoping you will show your Simley pride each day.

Please bring this paper to all of your classes today. During this class, we will be discussing Simley's expectations for you in the classroom/Gym. During second hour you will learn about the hallway/commons expectations. During third hour you will be learning about our expectations for you in the cafeteria, etc.

Please look at the heading "Classroom/Gym." Read the statements under the heading, and give any examples if you would.

Throughout the year you will see signs going up all around the school with the statements from this sheet that explains exactly what our expectations are for you in classrooms, hallways, the cafeteria, the locker room, the IMC/computer labs, and the bathrooms.

2nd Hour

Students, please take out your "Show Simley Pride" sheets

Read the statements under hallway/commons, and give any examples if you would.

Simley Pride Directions for Teachers

3rd Hour

Students, please take out your “Show Simley Pride” sheets

Read the statements under cafeteria, and give any examples if you would.

4th Hour

Students, please take out your “Show Simley Pride” sheets

Read the statements under locker room, and give any examples if you would.

5th Hour

Students, please take out your “Show Simley Pride” sheets

Read the statements under bus/parking lot, and give any examples if you would.

6th Hour

Students, please take out your “Show Simley Pride” sheets

Read the statements under IMC/Computer labs, and give any examples if you would.

7th Hour

Students, please take out your “Show Simley Pride” sheets

Read the statements under bathroom and activities/arts, and give any examples if you would.

Announcements Read By Will Short at the End of the Day

Students, thank you for listening to your teachers today explain our new “Simley Pride” behavior plan. We look forward to a great year with positive behavior interventions and support in place at Simley High School. Have a great weekend.