

School-Wide PBIS: Action Plan

Using BoQ and BAT Results

| Critical Element | Action/Activity | Who is Responsible | When will it be started | When will it be completed | Resources, PD, information, assistance needed |
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| Tier 1 #1,8,9, 10 | Reinforce PBIS strategies and interventions | PBIS team, Jessica Hallin | Opening week | End of year | none |
| Tier __ #_1_ | New staff orientation to PBIS | Jessica Hallin | Opening Week | Opening week | none |
| Tier_1_ #_1_ | PBIS team established, meeting times and norms set and re-evaluated | PBIS team, Jessica Hallin | Opening week | On-going | none |
| Tier_1_ #_4_ | Staff survey summary reports to staff | Jessica Hallin | Every other year | Every other year | PBIS assessment tools |
| Tier_1_ #5,7,8,9 | PBIS expectations established and advisory lessons developed | PBIS team, Jessica Hallin | Opening week | On-going | Olweus, 2 nd Step, PBIS world, etc |
| Tier_1_ #_6 | Positive Recognition Ceremonies and processes | PBIS team, Jessica Hallin | Opening week | On-going | none |
| Tier_1_ #3& 8 | Establish response system for behaviors *Majors vs Minors *Ereferrals *Consequences | PBIS team, Jessica Hallin, Admin | Opening week | On-going | varies |
| Tier_1_ #4_ | Establish information system | Admin, Jessica Hallin | Opening week | On-going | District resources |
| Tier_1_ #1, 4, 8 | Review PBIS data with staff | Jessica Hallin | Sept | On-going | Cognos reports and data |
| Tier_2_ #_ | All Tier 2 Criteria review and evaluation | Admin, Jessica Hallin | Sept | On-going | varies |

Tier 1 Critical Elements (Based on BoQ)

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| <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)

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| <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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