

Scope and Sequence for the Equity Pilot 2015-16

Important Points to Consider:

- The school will need to allocate 10 hours of PD for school staff during the 2015-2016 school year, ideally set up in 2 hour increments throughout the year.
- PD time can be flexible in how it is set up, but 10 hours must be committed to partner with MiBLSi and the National PBIS Center in piloting the National Center's framework for addressing racial and ethnic disproportionality.
- The SLT will allocate one day per month to attend professional development and implementation planning/progress monitoring with support from MiBLSi project staff.
- MiBLSi is working with the support of the Michigan Department of Education to address racial and ethnic disproportionality in school discipline. This partnership will be used to support the partnering district in addressing racial and ethnic disproportionality in school discipline. In no way will this partnership be used for punitive measures.
- This is an excellent opportunity to pilot the PBIS National Center's framework for addressing racial and ethnic disproportionality, but does not guarantee that there will be a reduction in the school's racial and ethnic disproportionality in discipline.
- Access to a school's data system with office discipline referral data will be used solely for the purpose of supporting the equity work to address racial and ethnic disproportionality.
- Any information shared with the PBIS National Center will not contain student level information.
- Any information shared in materials, including case studies on how to use the Data Guide, professional development, and implementation plans, will not contain student level information. At times, it may be desirable to share information on the good work taking place within the school/district, however, prior permission will be obtained before the school/district name is shared through dissemination of information.

Spring 2015		Status
MiBLSi Work	Partnering District Work	Indicate When Complete
Select Pilot Schools <ul style="list-style-type: none"> • Meet with District Leadership to discuss Scope and Sequence and Letter of Agreement • Make mutually agreed upon modifications to Scope and Sequence and Letter of Agreement as needed 	<ul style="list-style-type: none"> • Discuss Scope and Sequence and LOA • Sign LOA 	
Summer 2015		
MiBLSi Work	Partnering District Work	
Prepare for Fall implementation <ul style="list-style-type: none"> • Meet with District Leader(s) to discuss potential school(s) selection • Meet with District Leader(s) and school principal(s) of selected pilot school to review the Scope and Sequence and LOA of the Equity Pilot • Meet with the School Leadership Team (SLT) <ul style="list-style-type: none"> ○ Review the Scope and Sequence of the Equity Pilot ○ Schedule monthly meetings ○ Begin discussing PD for the entire staff 	<ul style="list-style-type: none"> • Select school(s) to participate in the Equity Pilot taking into consideration the features outlined in the LOA cover letter • District Leader(s) and school principal meet with MiBLSi Equity Team to review expectations and begin mapping out when Professional Development time will be scheduled • School Leadership Team (SLT) <ul style="list-style-type: none"> ○ Set monthly meetings with the MiBLSi Equity Team ○ Review the Scope and Sequence ○ Discuss initial plans for rolling out PD to whole staff and possible barriers to be addressed 	

Fall 2015		Status
MiBLSi Work	Partnering District Work	Indicate When Complete
<p>October-November</p> <ul style="list-style-type: none"> ▪ Professional Development (4 hours*, split into 2 sessions) <ul style="list-style-type: none"> ○ Implicit Bias ○ Firming up Culturally Responsive PBIS ▪ Coaching <ul style="list-style-type: none"> ○ Classroom level to assist teachers in implementing effective instruction ▪ Planning Session with SLT (2 hours*) to conduct the Tiered Fidelity Inventory (TFI) and plan for ongoing progress monitoring of fidelity and student outcome data ▪ Conduct the School-Wide Evaluation Tool (SET). The SET is a research tool designed to assess and evaluate the critical features of School-Wide PBIS (SWPBIS). 	<p>District and School Leadership commit time and verbalize support for professional development and SLT meetings.</p> <ul style="list-style-type: none"> • The members of the SLT will meet one day per month to attend professional development and implementation planning/progress monitoring with support from MiBLSi. • The members of the SLT will assist with Professional Development, preparing for possible barriers, encouraging staff participation and being active participants in the training. 	
Winter 2016		
MiBLSi Work	Partnering District Work	
<p>Continuous cycle of:</p> <ul style="list-style-type: none"> ▪ PD ▪ Coaching ▪ Progress monitoring 	<p>District and School Leadership commit time and verbalize support for professional development and SLT meetings.</p> <ul style="list-style-type: none"> • The members of the SLT will meet one day per month to attend professional development and implementation planning/progress monitoring with support from MiBLSi. • The members of the SLT will assist with Professional Development, preparing for possible barriers, encouraging staff participation and being active participants in the training. 	

<p>January/February</p> <ul style="list-style-type: none"> ▪ Data Review <ul style="list-style-type: none"> ○ TFI ○ ODR ○ Progress Monitoring the Plan ▪ Examine district/school policies that could be contributing to disproportionality 		
Spring 2016		
MiBLSi Work	Partnering District Work	
<p>Continuous cycle of:</p> <ul style="list-style-type: none"> ▪ Progress monitoring ▪ Coaching ▪ PD <p>May</p> <ul style="list-style-type: none"> ▪ Data Review <ul style="list-style-type: none"> ○ TFI ○ ODR ○ Progress Monitoring the Plan ▪ Potential Keynote from Kent or Rob either in person or via distance technology ▪ Potential time to collaborate with other districts addressing disproportionality <p>*All Times are recommendations to be determined with SLT</p>	<p>District and School Leadership commit time and verbalize support for professional development, monthly SLT meetings and review of district policies that could be inadvertently contributing to disproportionate outcomes.</p> <ul style="list-style-type: none"> • The members of the SLT will meet one day per month to attend professional development and implementation planning/progress monitoring with support from MiBLSi. • The members of the SLT will begin to look at district/school policies that could be inadvertently contributing to disproportionate outcomes with support from MiBLSi. • The members of the SLT will assist with professional development, preparing for possible barriers, encouraging staff participation and being active participants in the training. 	