



TASKS FOR SECONDARY PBIS TEAMS

PRELIMINARY YEAR 1:	
Complete by:	Action Item:
3/15	<input type="checkbox"/> Establish commitment from administration and leadership teams about MTSS/PBIS
3/31	Examine current needs: <ul style="list-style-type: none"> <input type="checkbox"/> Focus groups for students (includes survey questions) <input type="checkbox"/> Staff focus groups <input type="checkbox"/> Give SAS survey, obtain consensus (80%)
3/31	<input type="checkbox"/> Present overview to faculty
3/31	Collect baseline data: <ul style="list-style-type: none"> <input type="checkbox"/> Attendance--tardies & chronic absenteeism <input type="checkbox"/> Office discipline referrals <input type="checkbox"/> Numbers of Fs given each quarter <input type="checkbox"/> 9th Grade On Track for Core Classes <input type="checkbox"/> CPA
4/30	<input type="checkbox"/> Establish a PBIS Task Force – Administrator, Counselor, Psych/Social Worker, Core teachers- ELA, math, an elective teacher, off-season coach, student leadership team advisor, special ed. teacher, school resource officer, others as determined.
4/30	<input type="checkbox"/> Sign up for and attend the UMTSS summer conference
5/31	<input type="checkbox"/> Develop and Action Plan for the 1 st quarter
9/30	<input type="checkbox"/> Develop a Student Leadership team based on Student Focus Group and student recommendation with staff approval <ul style="list-style-type: none"> ○ Non Student Body Officers ○ Representing diverse populations ○ Open to all grade levels ○ Possible representation from all clubs and extra- curricular activities ○ Students interested in improving school climate
9/30	<input type="checkbox"/> Talk and visit other schools that have established school-wide PBIS <ul style="list-style-type: none"> ○ Review another school’s expectations, teaching format, reinforcement system, and corrective feedback procedures



YEAR 1 PBIS PROFESSIONAL DEVELOPMENT:

Complete by:	Professional Development Topics and ongoing coaching: Year 1
PBIS task force and student leadership team receive professional development 4 times per year, with at least monthly team meetings to follow up on action plans with coaching support	
Fall PD	<input type="checkbox"/> Establish 3-5 school-wide expectations created from Faculty and Student Leadership Team input and consensus
Fall PD	<input type="checkbox"/> Create a matrix of expected behaviors in all common areas and gain consensus
Fall PD	<input type="checkbox"/> Write and create lesson plans to teach expectations to all staff and students
Fall PD	<input type="checkbox"/> Develop a system of reinforcing the school-wide expectations (200 club or other) daily, monthly and quarterly <ul style="list-style-type: none"> <input type="checkbox"/> Determine types, cost, logistics, distribution <input type="checkbox"/> Establish data on who, when, and how many staff and students are participating in the reinforcement of the expectations
Mid-year PD	<input type="checkbox"/> Develop major/minor flow chart
Mid-year PD	<input type="checkbox"/> Create an intervention system for correcting Tier 1 behavior errors
On-going	<input type="checkbox"/> Use the district data collection system for all classes and communicate behavioral errors with students and parents [teacher-managed minors vs. admin managed office discipline referrals (ODRs)]
<i>PBIS Team on-going responsibilities with coaching support:</i>	
Fall/Midyear	<input type="checkbox"/> <i>Teach the expectations school-wide at least twice yearly or quarterly to all students through an assembly, a school tour, or a power point with additional training to new staff and students.</i>
Fall/Midyear	<input type="checkbox"/> <i>Use a data collection system and teach staff appropriate referral entries</i>
Quarterly	<input type="checkbox"/> <i>Review your ODRs and attendance data with faculty at least quarterly to determine areas of improvement</i>
Monthly	<input type="checkbox"/> <i>Use a problem solving model at least monthly on areas of concern</i>
Spring	<input type="checkbox"/> <i>Participate in a SET/TFI evaluation at school site</i>
On-going	<input type="checkbox"/> <i>Begin development of a staff handbook for MTSS protocols, including academics and behavior</i>
On-going	<input type="checkbox"/> <i>Develop a student handbook section on school-wide expectations in collaboration with Student PBIS Leadership Team</i>
On-going	<input type="checkbox"/> <i>Celebrate successes each week, month and quarter for teachers and students!</i>
Spring	<input type="checkbox"/> <i>Share behavior/attendance plans and outcomes with all stakeholders</i>

YEAR 2 MTSS/PBIS	
PD Session	Professional Development Topics and ongoing coaching: Year 2
	PBIS Task force building leadership teams receive professional development three times per year and have ongoing monthly meetings on-site
School-based PD	<input type="checkbox"/> Institute a school-wide bully prevention program to decrease incidents of bullying with on-going support for all staff and students
Fall PD	<input type="checkbox"/> Write or identify social skills lessons for whole school instruction as well as small group reteaching and intervention <input type="checkbox"/> Align classroom behavior expectations, procedures and routines to school-wide expectations. <input type="checkbox"/> Incorporate STOIC principals in the classroom
On-going coaching	<input type="checkbox"/> Develop grade level/class reinforcement systems for following expectations that include public recognition and parent communication <input type="checkbox"/> Create a system of correcting behavior errors within the grade/classroom using the teacher managed hierarchy and know when to refer to the office
Winter PD	<input type="checkbox"/> Use an early warning system to monitor and identify students needing Tier II support and interventions. <input type="checkbox"/> Utilize the student support team to determine appropriate interventions. <input type="checkbox"/> Establish a school-wide Tier II intervention for behavior based on the school-wide expectations (<i>BEP- Check in/Check out</i>)
Spring PD	<input type="checkbox"/> Integrate Tier II Restorative practices to decrease suspensions and to support student reintegration following suspension <input type="checkbox"/> Progress monitor students receiving interventions
<i>PBIS Team on-going responsibilities with coaching support:</i>	
	<input type="checkbox"/> Review and teach school-wide expectations to all staff and all students (especially new) during scheduled professional development time
	<input type="checkbox"/> Review reinforcement plan with all staff and students make revisions to tickets, activities, and schedules, etc.
	<input type="checkbox"/> Review, reteach or revise behavior management plan, including teacher managed/administrator managed behaviors, flow chart and office referral.
	<input type="checkbox"/> Review ODR and attendance data with your Building Leadership Team (monthly) and PLC's (quarterly) to determine areas of improvement
	<input type="checkbox"/> Use a problem solving format at least monthly on areas of concern
	<input type="checkbox"/> Participate in a SET/TFI Evaluation at school site
	<input type="checkbox"/> Revise manual for teachers to follow for MTSS protocols including academics and behavior as needed
	<input type="checkbox"/> Utilize the school-wide bully preventions program to decrease incidents considered to be bullying
	<input type="checkbox"/> Use the district data collection system for all classes and communicate behavioral errors to students and parents
	<input type="checkbox"/> Celebrate successes each month or quarter with teachers and students!

YEAR 3 MTSS/PBIS	
Completed by:	Professional Development Topics and ongoing coaching: Year 3
MTSS building leadership teams receive professional development 2 times per year to discuss Tier II/Tier III interventions and supports, with ongoing monthly meetings on-site	
	<ul style="list-style-type: none"> <input type="checkbox"/> Establish a school-wide Tier III intervention process for behavior based on the school-wide expectations and intensive student needs—(Check and Connect, functional assessments, behavior intervention plans, social skill training and assessment, counseling and other specialized services) <input type="checkbox"/> Develop a plan to determine and intervene with students struggling with behavior issues within classroom/grade level <input type="checkbox"/> Integrate Restorative Justice practices at the Tier II/Tier III level
<i>PBIS Team on-going responsibilities with coaching support:</i>	
	<ul style="list-style-type: none"> <input type="checkbox"/> Review/revise school-wide expectations as necessary and teach to all staff and all students (especially new) during scheduled professional development time <input type="checkbox"/> Review reinforcement plan with all staff and students; make revisions to tickets, activities, schedules, etc. <input type="checkbox"/> Review, reteach or revise behavior management plan for all staff, including teacher managed/administrator managed behaviors, flow chart and office referral. <input type="checkbox"/> Assist new staff in creating a matrix of expected behaviors, procedures and routines in all classrooms within each grade level that follows the expectations set by the school staff. <input type="checkbox"/> Revise and share lesson plans for both the school wide and grade level expectations to be shared with all teachers and staff. <input type="checkbox"/> Review and revise grade level/class reinforcement systems that includes public recognition and parent communication for following expectations <input type="checkbox"/> Review and revise a system of correcting behavior errors within the grade level/classroom teacher managed hierarchy and know when to refer to the office <input type="checkbox"/> Review and revise a data collection system for your grade or class and a communication system with the students and parents <input type="checkbox"/> Collect and use the problem solving model on school-wide, grade level, and individual data trends with the building leadership team monthly to determine areas in need of improvement (ODR, attendance data, etc.) <input type="checkbox"/> Refine the school-wide respect program (PBIS Bully Prevention Program) to decrease incidents considered to be bullying/harassment <input type="checkbox"/> Review trends of data at least quarterly with whole faculty/staff <input type="checkbox"/> Participate in a SET/TFI Evaluation or a self- assessment evaluation at school site <input type="checkbox"/> Revise manual as needed for teachers to follow for MTSS protocols, including academics and behavior <input type="checkbox"/> Celebrate successes each month or quarter with teachers and students