B4 – Building a Culture of Coaching to Support Implementation of PCBS

Lead Presenter: Kimberly Yanek
Exemplar Presenters: Ann Shufflebarger, Dayla Brown, Peggy Muse, & Debbi Arnold
Key Words: Classroom, Coaching
Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

– Where are we in our implementation?
– What do I hope to learn?
– What did I learn?
– What will I do with what I learned?
Where are you in the implementation process?

**Exploration & Adoption**

- We think we know what we need so we are planning to move forward (evidence-based)

**Installation**

- Let’s make sure we’re ready to implement (capacity infrastructure)

**Initial Implementation**

- Let’s give it a try & evaluate (demonstration)

**Full Implementation**

- That worked, let’s do it for real and implement all tiers across all schools (investment)
- Let’s make it our way of doing business & sustain implementation (institutionalized use)

Adapted from Fixsen & Blase, 2005
Learning Outcomes

❖ Explore a whole school approach to coaching PCBS
❖ Identify examples of using data, practice, systems to build support for whole school coaching for PCBS
❖ Explore roles and responsibilities of administrator, tiers 1 & 2 team leaders, district coach, external coach/trainer
Appreciation is given to the following for their contributions to this Professional Learning:
Why ... Rationale?

✓ Classroom management continues to be high priority need
✓ Similarity of practices within classroom and non-classroom areas
✓ Students spend majority of time in the classroom
✓ Begin building a system of support for teachers and what we are asking them to implement... common language, practices, data
✓ Frequency and intentionality (dosage) of practices increase as we layer support through all 3 tiers
Do all teachers in your school employ basic classroom evidence based practices?

- Behavior Specific Praise statements to error correction is at least 4:1 and classroom system does not promote teacher attention to student errors
- OTR rate. Teacher talk should be no more than 40-50% of instructional time
- Routines and procedures defined and explicitly taught across year
- Social skills explicitly taught in context with behavior examples
- Pre-correction is used prior to transitions
- Active Supervision used in classroom (and non classroom) areas

How do you know?

(Barrett,S., 2016)
The Complexity of Coaching

Coaching is “inherently multifaceted and ambiguous”

Different types of coaching (e.g., responsive, directive)

Varying roles & responsibilities (e.g., gathering data, identifying interventions, leading whole school reform)

(Galucci, Van Lare, Toon, & Boatright, 2010)
Research Discoveries: Features of Coaching Programs

- Limited information on coaching characteristics
  - Varied backgrounds, including retired or master teachers affiliated with research schools
  - University professors or grad students with relevant experience
  - Full-time external coaches brought into the district by researchers

- Challenge: Building group of coaches whose expertise matches diverse needs of those being coached

(Kraft, Blazar, & Hogan, 2016)
“Comparing pooled effect sizes estimates for efficacy (≤ 50 teachers and a handful of coaches) vs effectiveness (≥100 teachers with sizable # of coaches) trials suggests that coaching can have an impact at scale but that scale-up implementation challenges likely attenuate (diminish) this effect”

– Almost twice the effect for efficacy verses effectiveness trials

(Kraft, Blazar, & Hogan, 2016)
Research Discoveries: Dosage

“Lack of evidence supporting dosage effects suggests that the quality and focus of coaching may be more important than the actual number of contact hours”

Implications for our work of building sustainable system

How do we define and measure quality and focus of coaching? What data informs focus of coaching? What data informs differentiation?

(Kraft, Blazar, & Hogan, 2016, p.19)
Coaching Defined

• All PD approaches that include coaching (observation & feedback cycle) as a key component

• Coaching process with classroom teachers
  – Individualized (one-on-one)
  – Intensive (at least every couple weeks)
  – Sustained (over extended period of time)
  – Context-specific (coached within context of classroom)
  – Focused (intentional practice with specific skills)

(Kraft, Blazar, & Hogan, 2016)
Core Components of Coaching

1. Teacher Interview
2. Classroom Observation
3. Provide Feedback
4. Develop Menu of Options
5. Choose Interventions
6. Action Planning & Self-Monitor

(Reinke et al., 2008)
Coaching Cascade
Building Capacity and Sustainability

Executive State Leadership Team

State Implementation Team

Regional Executive Team and Implementation Team

District Coordinators

Coaches

Team Leaders

Problem-Solving Teams

School Staff, Families, Transportation, Communities
Modeling & Shadowing to Build Capacity
... Moving from Coach as a Noun... to Coach as a Verb

External Trainer/Coach
- Learning Walks for SW
- Observations for CR

District Trainer/Coach
- Shadowing and observations with Gradual Release and Inter-rater Reliability Checks

Tier 1 Team and Classroom Teachers
- Shadowing and observations with Gradual Release and Inter-rater Reliability Checks
What levels are we focusing on for building sustainable systems to support coaching?

What would a sustainable coaching system look like for you?
Considerations for Practice: An Example

- Reallocation of resources to support schools/teachers organized using the public health framework
  - Examine aspects of training (duration and intensity) to identify what works in terms of getting to moderate levels of implementation fidelity (=less coaching)
  - Resource mapping may provide way to analyze who is best match for coaching (time and content)

(Gilmour, Wehby, & McGuire, 2017)
Building Capacity through a Continuum of Supports

- Support for a Few Schools, Staff
- Support for Some: Small Groups of Schools, Staff
- Support for All Schools, Staff
Professional Learning Curriculum

SWPBIS Tiered Fidelity Inventory
version 2.1

8 Classroom Practices
Supporting Social Competence & Academic Achievement ...

Culture matters

Outcome data
(social behavior, academic achievement, Progress Monitoring, Fidelity)

What we do to support adults to implement the practices

What we do to support students

EQUITABLE OUTCOMES

SYSTEMS

DATA

PRACTICES
Resources Available Electronically
Getting to know us...
Virginia Beach City Public Schools

- External Coach
- District Coach
- School Administrator
  - Tier 1 Team Lead
  - Tier 2 Team Lead

- 87 schools
- ~70,978 students
- Caucasian 48.6%
- African American 23.8%
- Hispanic/Latino 11.4%
- Multirace 9.4%
- Asian 6.1%
- Native Hawaiian/Pacific Islander 0.5%
- Amer Indian/Alaskan Native 0.2%

*Fully Accredited*
Using this way of work to Support District Initiatives

Compass to 2020
Transformational Learning
Personalized learning
Digital One on One

PBIS
Explore a whole school approach to coaching Positive Classroom Behavioral Supports (PCBS)
Whole School Approach to Coaching

- Way of work
- Job-embedded professional learning
- Data informed decision making (SWIS)
- Academic Infrastructure - mirror that for social behavior (PD for all, grade level PLCs, one on one)
- Community-whole school (cafeteria, buses, TAs, office, security)
Multi-tiered Support Framework

**Coaching with Performance Feedback**
*Request for Support*

**Professional Learning Communities with focused support**
*Small group professional learning (self selected and data informed)*

**All Staff Professional Learning (initial and booster)**
*Options for Data Collection- Peer/Buddy Observations, Self-Assessment, Surveys*
*Fluency Building Days*
*Use outcome data to identify precision statements by grade level*
*Staff acknowledgement to support PCBS implementation*
Tier 1 Support

What did we do at Tier 1 to support whole school coaching with data, practices, systems?
Where did we start?

- Staff Training each month on one of the eight best practices.
- Teacher follow up activities to build capacity.
- Data was collected for fidelity and the purpose of additional support if needed.
The Eight Best Practices

- Active Supervision
- Physical Arrangement
- Class Expectations
- Routines and Procedures
- Behavior Specific Praise
- Error Correction
- Opportunities to Respond
- Positive Behavior Game (Group Contingencies)
Professional Development Opportunities

- In seat training
- Flipped classroom
- Peer observation
- Modeling by coach
- Choice Board
- Data informed professional development (years 2-4)
Our Journey with Feedback Ratios (Behavior Specific Praise & Corrective Feedback)
BSP Stem Starters

Behavior Specific Praise in three easy steps:

1. Name the student.
2. Recognize the positive behavior.
3. Connect the behavior to your classroom matrix.

<table>
<thead>
<tr>
<th>Stem Starters for BSP!</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Jayden,</em> I noticed you chose the <em>whisper voice</em> during independent work. That is <em>respectful.</em></td>
</tr>
<tr>
<td>I see you have <em>completed your work,</em> <em>Christian.</em> You are being <em>responsible.</em></td>
</tr>
<tr>
<td><em>Emily,</em> thank you for keeping your <em>desk clean.</em> You are being <em>safe.</em></td>
</tr>
</tbody>
</table>
Universal Days

BSP/EC Universal day September 21 or September 28 (circle one).
  a. Choose one instructional hour.
  b. Tally Behavior Specific Praise statements and Error Corrections.
  c. Compute the ratio. Target is 4:1.

Tally each time you use BSP and EC:

<table>
<thead>
<tr>
<th>Hour:</th>
<th>Behavior Specific Praise (tally):</th>
<th>Ratio:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Activity:</td>
<td>Error correction:</td>
<td>My score:</td>
</tr>
</tbody>
</table>

Please sign and turn in to the GPS (blue) mailbox. ____________________________
Feedback Ratios... digging deeper

Yr 1- introduced and built feedback ratios
Y2- watched the data to determine staff needing more support
Y3: 80% of staff had fluency, monitored the student outcome data for equitable use of data. Gender-data to inform equitable use
Hand in tally sheet at the end of the week to your grade level PBIS team member.
Perception Data: Student and Staff Surveys
This year Salem ES reduced the ratio of major and minor referrals by gender to 5:1(boys/girls). Please indicate all strategies that you applied to help decrease the ratio of referrals for males and females. Check all that apply:

- I was mindful about my behavior specifically
  - 18 responses (75%)
- I was intentional about how I reviewed...
  - 17 responses (70.8%)
- I was mindful about how I viewed the behavior...
  - 14 responses (58.3%)
- I was mindful about how I wrote...
  - 7 responses (29.2%)
5. Are the minor and major definitions clear and easy to understand?

24 responses

- Yes: 91.7%
- No: 8.3%
Using Data as a Component of Whole School Coaching for Tier 1: Teacher Data Data Log
Building a Culture of Support

8. Are you concerned that writing BOFs will reflect poorly on your ability to manage classroom behavior?

24 responses

- Yes: 16.7%
- No: 83.3%
8. Would you be able to teach a new student how to be Respectful, Responsible, and Safe at Salem?

187 responses

Yes: 90.9%
No: 9.1%
Other System Supports Newsletters

Here are a few other links of a typical “Growing the Green” messages

Sharing Data with Staff Regularly
Growing the Green
Fun Factor (Respect Challenge)
Front load success (fall back on own patterns)
How do we provide Tier 2 support for small groups of staff?
Identifying our Small Groups

- Teachers/staff new to SES
- Grade levels specific data
- Staff Observation and Feedback Cycle is aligned with the 8 best practices with opportunities for additional support
- Optional invitation for support extended weekly through staff newsletter
The Eight Best Practices

- Active Supervision
- Physical Arrangement
- Class Expectations
- Routines and Procedures
- Behavior Specific Praise
- Error Correction
- Opportunities to Respond
- Positive Behavior Game (Group Contingencies)
Small groups: New staff/Refresher

PBIS at Salem Elementary
Introduction for new faculty and staff.

At Salem we speak a common language. It is called the Rams Code!

- Be Respectful
- Be Responsible
- Be Safe
Data Informed

• Tier 1 teams uncovered times of day with spikes in behaviors observed and reported
• Tier 1 team drilled down around time of day and realized that the context differed by grade level
• Grade level precision statements developed during collabs/PLCs
• Pull from flipped learning
Staff PD

➢ Semester 1 data informed need
➢ Retrained all staff on routines and procedures
➢ Within the training, broke into grade level teams with grade level specific data.
➢ PBIS grade level team leaders led grade level teams around precision statements for problems and solution anchored to routine and procedures
Example: 5th Grade Collab (PLC)

Precision statement:

High incidents of disruption among 5th graders in the classroom, with spikes around 10:00 and 2:00 with obtaining peer attention being the most commonly perceived motivation.
Staff Training:
Routines & Procedures

Let's Get to Work!

Step 1:

- Review the worksheet provided
- In your grade level teams, review your google survey results and SWIS grade level data and decide as a grade level which activity/transition you would like to focus on.
### Staff Fidelity Check

**Activity/Transition: 9:45 – 10:00 AM**
Transition from PE to specialists classes

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Activity/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>Reteach hallway safety – walk in a single line</td>
</tr>
<tr>
<td></td>
<td>Use of hallway line-up strategies</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Transition more quickly to the new content/classroom, giving attention to adult</td>
</tr>
<tr>
<td></td>
<td>when requested.</td>
</tr>
<tr>
<td></td>
<td>Reteach the thinking voice in the hall.</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Bathroom and water should take place during recess, not slow down the transition</td>
</tr>
<tr>
<td></td>
<td>to specialists on Monday</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>% meeting goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>18</td>
<td>15</td>
<td>17</td>
<td>16</td>
<td>87%</td>
</tr>
</tbody>
</table>

**Goal → 85% of students will achieve their goal.**
Staff Training:
Choice Board for Group Supports

Best Practices:
Systems of Support Within the Classroom
Opportunities to Respond

Salem Elementary
March 30, 2018
#Engage: A Professional Conference on Increasing Student Engagement
Friday, March 30, 2018 - Salem Elementary School

<table>
<thead>
<tr>
<th>Time</th>
<th>Choice A</th>
<th>Choice B</th>
<th>Choice C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning Sessions:</strong> Select 2 classes to attend from the choices in sessions 1, 2, and 3 and use the remaining time for planning/collaboration. You may choose to take 3 sessions if you prefer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session 1</strong></td>
<td>Passion Projects &amp; Tools to Support and Organize Them</td>
<td>Increasing Engagement with the OTR Toolbox</td>
<td></td>
</tr>
<tr>
<td>8:30 - 9:25</td>
<td>Instructor: Heather Wren, Location: Library</td>
<td>Instructor: Debbie Arnold and Peggy Muse, Location: Room 30</td>
<td></td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td>Google Tools: Creating digital choice boards and more</td>
<td>Breakout Boxes in the Classroom</td>
<td>Special Education Team Meeting Mandatory for SpEd Teachers Only</td>
</tr>
<tr>
<td>9:30 – 10:25</td>
<td>Instructor: Heather Wren, Location: Library</td>
<td>Instructor: Melissa Ross, Location: STEM Lab</td>
<td>Instructor: Babette Brinkley, Location: Conference Room</td>
</tr>
<tr>
<td><strong>Optional Break</strong></td>
<td>Brain Break: Dance Party Instructor: Kelly Jennings, Location: Gym</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30 – 10:45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session 3</strong></td>
<td>Assessment Tools – providing instant data to drive instruction</td>
<td>Implementing Morning Meetings – for teachers willing to start in April</td>
<td></td>
</tr>
<tr>
<td><strong>Afternoon Activities:</strong> All are required, but there are options within</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:50 - 12:20</td>
<td>Mandatory Staff Meeting: Location: Cafeteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teacher Assembly Update – Melissa Miles</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Staff Updates – Administrators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:20 - 1:20</td>
<td>Lunch Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Option 1: Lunch on your own.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Option 2: Pizza Party! Eat in the Café or take a plate to go for extended planning or collaboration time. We will provide pizza, utensils, and paper products. Feel free to bring your own side items, beverages, or desserts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:20 - 3:30</td>
<td>Teacher planning/collaboration time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individuals or grade levels may sign up to work with coaches as desired.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use this time to include opportunities for great student engagement in upcoming lessons.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Accept the Challenge

- Peer Observation: Invite a peer to observe you trying a new or tried and true “opportunity to respond” session of teaching for 10 minutes.

- Video of Myself for Reflection: Video yourself while trying a new or tried and true “opportunity to respond” session for 10 minutes. Watch the video and observe yourself.
How do we provide Tier 3 support for a few staff members?
Identifying a few

- All Tier 1 training/systems support (newsletters) included invitation through team leads to connect with coach (Self-selected and not tied to administrator)

- Admin offered coach as support through observation cycle (framed as positive offer-student with unique needs)
The PBIS Tier I Team would like to congratulate you once again for scoring 100% on the Tier I Fidelity check and 92% on the Tier II Fidelity check. These scores reflect your commitment to PBIS at Salem ES.

Please reflect on the April 2018 behavior data below.

- 91 BOFs/Referrals written for the month (up from 60 in April 2017)
- Most common reasons are Disruption and Defiance
- 39 of 91 students are recurring.
- Most incidents occurred in the classroom.
- Most incidents happen at 10:00 am and 1:30 pm with more incidents reported on Monday.
- Peer Attention is reported as the perceived motivation.

Talk with peers or PBIS team members to be proactive in seeking solutions. Is there a need reteach or create a matrix? Review or change classroom procedures? Start a data log? As always, let Peggy or Debbie know if you would like coaching input from Dayla.
Request for Assistance

**PBIS Classroom Coaching Request Form**

**Teacher:** __________________________  **Grade:** ____  **Room#** _____  **Date:** __________________________

**Identify the predictable part of your day (time/routine/activity) when you are/were experiencing more challenging behaviors:**

|  |

**Define the problem behavior(s) of concern:**

|  |

**Define the behavior(s) you want instead:**

|  |

**Check the strategies you tried so far:**

<table>
<thead>
<tr>
<th>Modify environment:</th>
<th>Teach Expected Behaviors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>______ modified seating arrangement</td>
<td>______ revised/practiced routines &amp; procedures</td>
</tr>
<tr>
<td>______ encouraged brain breaks</td>
<td>______ pre-corrected expected behaviors</td>
</tr>
<tr>
<td>______ modified opportunities to respond</td>
<td>______ increased behavior specific praise</td>
</tr>
<tr>
<td>______ proximity</td>
<td>______ used feedback w/error correction</td>
</tr>
</tbody>
</table>

**Why do you think this behavior is occurring/sustaining? (antecedents, reinforcement)**
10. Do you know how to request PBIS support to assist you in developing your best practices?

24 responses

- Yes: 83.3%
- No: 16.7%
Classroom Check Up Model

1. Teacher Interview
2. Classroom Observation
3. Provide Feedback
4. Develop Menu of Options
5. Choose Interventions
6. Action Planning & Self-Monitor

(Reinke et al., 2008)
Teacher Interview

Classroom Check-up Teacher Interview

Teacher: _____________________  Date: ________________
Interviewer: __________________

I. Preparation Dialogue with Teacher

“I wanted to take just a bit of your time to ask you a few questions that will allow me to get to know you better and provide me with an idea about your classroom management style. Additionally, I plan to ask you some questions about your past consultation experiences, if any, and provide you with an opportunity to share any classroom difficulties in which you would like support.”

II. Teacher Experience

1. How long have you been a teacher? Have you always taught this grade level?

2. What do you think it was that made you want to become a teacher?

3. What is the best thing about being a teacher? What excited you about teaching?

Why?
To establish rapport, learn about the teacher’s classroom management style, and to gain knowledge about the teacher’s past experience.
Classroom Observation

Classroom Walkthrough Tool

October 17 (baseline)
October 23 (fidelity check as part of sw cr observations)
February 21
April 17 (fidelity check as part of sw cr observations)

Classroom Observation Data Collection Forms (these are compiled from the individual Classroom Snapshots for Positive Classroom Behavioral Supports)

Considerations for Use: Use this for self-assessment and non-evaluative classroom observations (e.g., buddy observations, peer observations, coach observations)

Assessment for Classroom Teaching Matrix

<table>
<thead>
<tr>
<th>Date:</th>
<th>Start Time</th>
<th>End Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Instructional Activities
- Small group
- Whole Group
- Independent Seatwork
- Debate
- Arrival
- Departure
- Transition
- Others:

<table>
<thead>
<tr>
<th>Components</th>
<th>No</th>
<th>Somewhat</th>
<th>Yes</th>
<th>DNO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

- Classroom rules and procedures aligned with school-wide expectations.

- Evidence that rules and procedures have been taught and continue to be reinforced (e.g., observation, ask teacher, student behavior).

Assessment for Physical Arrangements

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Components</th>
<th>No</th>
<th>Somewhat</th>
<th>Yes</th>
</tr>
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</tr>
</tbody>
</table>

- Traffic patterns are clearly defined and allow movement without disrupting others

- Desks and furniture arrangement are arranged so that students can be...
Teacher Feedback

- Celebrations?
- Routines & Procedures: when are students displaying positive and negative behaviors? Transitions?
- Physical arrangement/active supervision: are supplies furniture arranged to minimize problem behaviors? Are students being supervised to minimize problem behaviors?
- BSPS/EC ratios: ratio during observation, (by gender), use of school-wide acknowledgement
- Not part of CCU, but incidentally ...

Behaviors displayed by students receiving CICO (students getting higher feedback ratios)
Teacher chose from menu of 8 practices to build fluency
**Menu of Options**

---

**Classroom - Menu of Options for Teacher Support**

Teacher: ___ ******  ___________________  Grade level: ___2____  Date: ___10-17-17____________

Based on feedback and data, on which areas would you as the classroom teacher like to focus?

**Target Areas:**

1. Routines and Procedures
2. Physical Arrangement/Active Supervision
3. Behavior Specific Praise
Choose Interventions

<table>
<thead>
<tr>
<th>Red</th>
<th>Blue</th>
<th>Orange</th>
<th>Green</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Must do:</strong></td>
<td><strong>Must do:</strong></td>
<td><strong>Must do:</strong></td>
<td><strong>Must do:</strong></td>
</tr>
<tr>
<td>2. Complete, “Let’s Talk”, “Let’s Think” and “Let’s Write” on p.68 in notebooks and using WIXIE in Chromebooks.</td>
<td>2. Search and find the 3 questions in “Hear the Cheers” on pp.12-17. Write the questions and the “Right There” answers in your Reading and Responding Notebook.</td>
<td>2. Search and find the 3 questions in “Birthday Cheers” on p.42. Write the questions and the “Right There” answers in your Reading and Responding Notebook.</td>
<td>5. Search and find the 3 questions in “Birthday Cheers” on p.42. Write the questions and the “Right There” answers in your Reading and Responding Notebook with your buddy.</td>
</tr>
</tbody>
</table>

![Illustrations](image)

**Ask 3 before me!**

**CAN DO:**

Assignments in Mrs. Streeter’s Google Drive
I OWN IT!

PBIS @ Salem Elementary
October 10 – November 3, 2017

I Own It!

I’m RAMazing and I OWN it!
Ask me how I owned my learning today.

I’m RAMazing and I OWN it!
Ask me how I owned my learning today.
Action Planning & Self-Monitoring

Scheduled follow up observations throughout the year. Used observation data to progress monitor goals.

Teacher also had students in class receiving Tier 2 support through CICO.

- Received support from Tier 2 team lead: follow up assistance with DPR goals, reinforcement, and routines.
## Data Observation & Feedback

<table>
<thead>
<tr>
<th>Date</th>
<th>Overall Ratio</th>
<th>Boys</th>
<th>Girls</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17</td>
<td>1:2</td>
<td>1:2</td>
<td>2:1</td>
<td>80%</td>
</tr>
<tr>
<td>October 23</td>
<td>1:1</td>
<td>1:1</td>
<td>1:1</td>
<td>88%</td>
</tr>
<tr>
<td>February 21</td>
<td>1:2</td>
<td>1:3</td>
<td>2:1</td>
<td>88%</td>
</tr>
<tr>
<td>April 17</td>
<td>9:1</td>
<td>4:0</td>
<td>5:1</td>
<td>100%</td>
</tr>
<tr>
<td>April 17 SW</td>
<td>5:1</td>
<td>4:1</td>
<td>7:1</td>
<td>99%</td>
</tr>
</tbody>
</table>
Overall Multi-year Data

Referrals Per 100 Students Per Year

2015-16: 251
2016-17: 208
2017-18: 171
Growing the Green

The green area of the graph below our growth since beginning PBIS in the fall of 2015. Our green is definitely growing. Well done, Salem staff!
Office Referrals by Gender 2016-17

Referrals by Gender
Drill Down

Males : Females
Total referrals 107
Office Referrals by Gender 2017-18

Referrals by Gender

Drill Down

Males : Females

Total referrals 89

16% overall decrease in referrals

5:1
Action Taken 2016-17

(ISS, OSS, Time in Office, Expulsion)

Referrals by Gender

Drill Down

12:1
Males : Females
Total referrals 110
Action Taken 2017-18
(ISS, OSS, Time in Office, Expulsion)

Referrals by Gender

Drill Down

8:1
Males : Females

Total referrals 38
65% overall decrease in referrals
<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr 3</td>
<td>English Reading</td>
<td>93</td>
<td>93</td>
<td>0%</td>
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<tr>
<td>Gr 4</td>
<td>English Reading</td>
<td>89</td>
<td>95</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Gr 5</td>
<td>English Reading</td>
<td>94</td>
<td>88</td>
<td>6%</td>
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<tr>
<td>Gr 5</td>
<td>VA Studies</td>
<td>86</td>
<td>88</td>
<td>2%</td>
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</tr>
<tr>
<td>Gr 3</td>
<td>Mathematics</td>
<td>85</td>
<td>92</td>
<td>8%</td>
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<tr>
<td>Gr 4</td>
<td>Mathematics</td>
<td>95</td>
<td>97</td>
<td>2%</td>
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</tr>
<tr>
<td>Gr 5</td>
<td>Mathematics</td>
<td>84</td>
<td>86</td>
<td>2%</td>
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</tr>
<tr>
<td>Gr 5</td>
<td>Science</td>
<td>72</td>
<td>79</td>
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</tbody>
</table>
School Climate Survey

Percentage of Students Reporting the School is a Safe and Orderly Place to Learn

- 2015-16: 78%
- 2016-17: 79%
- 2017-18: 96%
1. Check all Best Practices for Tier I support that you used this year:

24 responses

- Active Supervision: 22 (91.7%)
- Rules and Expectations: 22 (91.7%)
- Routines and Procedures: 23 (95.8%)
- Behavior Specific Praise: 23 (95.8%)
- Error Correction: 22 (91.7%)
- Physical arrangement (Move, Scan, Inera...): 19 (79.2%)
- Positive Behavior Game: 13 (54.2%)
- Opportunities to Respond (OTR): 17 (70.8%)
Lessons Learned

Using student and staff surveys to inform next steps
Collaboration time provided within the master schedule
11. If you have benefited from support/coaching this year please check all that apply:

24 responses

- Tier 1 team: 12 (50%)
- Tier 2 team: 3 (12.5%)
- Admin: 8 (33.3%)
- Guidance: 9 (37.5%)
- Coach Dayla Brown: 5 (20.8%)
- Online Resources: 4 (16.7%)
- Grade level Reflection: 10 (41.7%)
Sustaining the Work

Moving from coach as noun to coach as verb: Inter-rater reliability among staff to collect observation data with coach
- District coach fading support
- Admin support
Please Complete the Session Evaluation to Tell Us What You Thought of This Session
What questions do you have for us?