Iowa Valley Jr/Sr High PBIS Action Plan
School Year 2013-2014

Mission Statement

The mission of the Iowa Valley Community School District is to provide a safe, comfortable, clean, and caring environment where community and staff work together to provide an education that will maximize each individual's potential, instill a sense of self-worth, and prepare them for life-long learning.

Data-based Goals for 2013-2014
Using the Iowa Youth Survey Conditions for Learning, student to student engagement and adult to student engagement will improve.

To improve Adult to Student Engagement on the Iowa Youth Survey

- By Feb 2014, the weighted mean on the IYS student survey for "My teachers care about me" will be 3.15. (2013 mean was 2.87)
- By Feb 2014, the weighted mean on the IYS student survey for "Adults that work in my school treat students with respect" will be 3.15. (2013 mean was 2.89)
- By Feb 2014, the weighted mean on the IYS student survey for "My teachers notice when I am doing a good job and let me know about it" will be 3.0. (2013 mean was 2.60)
- By Feb 2014, the weighted mean on the IYS student survey for "My school lets a parent/guardian know if I am doing a good job" will be 2.85. (2013 mean was 2.57)

To improve Student to Student Engagement on the Iowa Youth Survey

- By Feb 2014, the weighted mean on the IYS student survey for "Students in my school treat each other with respect" to 2.80. (2013 mean was 2.54)
- By Feb 2014, the weighted mean on the IYS student survey for "Students generally work well with each other even if they are not in the same group of friends" to 2.90. (2013 mean was 2.67)

To improve ODRs at IV Jr/Sr High School

Average daily office referrals for Iowa Valley Jr/Sr High will decrease by 50% compared to the 12-13 school year; from 265 referrals to 132.

Color coding: Black is completed, Red needs to be started, Blue is ongoing

School-wide is defined as involving all students, all staff & all settings.

Goals:	Steps:	Review:
Team Development	1. Develop norms 2. Review roles 3. Revisit at least 3 times a year 4. Schedule meetings—Jan -May	9/17—Meetings scheduled through December Mission and goals defined. 11/8 Developed norms and established roles.

	5. Develop mission and goals	Wendy will be the record keeper (action plan) Rotating roles for rest Meetings were scheduled.
Review PBIS school-wide components with all staff	1. Develop PPT and presentation to staff 2. Review in August inservice 3. Train support staff 4. Train new teachers and secretaries 5. Bus drivers	August 2013—Presented to teaching staff September 18 –Jeremy trained paraeducators, new teachers and custodial staff October - Wendy trained kitchen staff and secretaries Ashton will talk to Ryne about a district training for bus drivers
Lesson Plans	1. Review lesson plan structure with staff with variety 2. Embed into classroom curriculum	
Define classroom-managed vs. office-managed behaviors; behavior flowchart	1. Develop draft as a team 2. In-service for all staff on classroom-managed vs. office managed; elicited staff feedback 3. Guidelines presented to students at beginning of school year 4. Train support staff 5. Revisit with staff to see what has gone well and what needs to improve 6. Use referrals or scenarios to create staff consistency based on ODR data--January PD???? 7. Scripts for correcting behavior modeled and practiced by staff 8. Revist major/minor with staff during PD	August 2013 - staff trained, staff input on majors and minors; roll-out to students Aug. 2013; Scripts for correcting behavior introduced to staff Sept 13

Acknowledgement System	1. Develop acknowledgement system
	Immediate/High frequency
	Redemption of high frequency
	Intermittent/unpredictable
	Long-term School-wide Celebrations
	  1. Develop scripts for process of giving acknowledgement
	  2. Get student input on a regular basis
	  3. Develop grade level or seminar incentives
	  4. Develop school wide incentives
	  5. Review acknowledgment system and refine at least 3 times a year with appropriate ratio
	  6. Look at data monthly and determine if staff should be selecting an area to focus on to improve
		September 17—Acknowledgment committee established
		
		School wide celebration--Game day

	behaviors—Intermittent/Unpredictable	
Develop consistent consequence system	1. Team will develop draft of consequences using handbook for non-classroom and classroom common behaviors 2. Team will present to staff 3. Students will be informed 4. Signs developed and in handbook to keep students and parents informed 5. Use article on appropriate consequences at PD inservice or staff meeting 6. Share a systematic plan of consequences with staff and students	Classroom managed vs office managed were developed at August inservice
Engage Students	1. Gather feedback and input from students at PBIS team meetings 2. Form student advisory group to help with PBIS implementation and solicit regular input 3. Have student focus groups 4. Include questions on randomized google surveys	Student input has been gathered from a group of students. Students help with keeping track of tickets
Using data to make decision; sharing data with team and entire staff	1. Create process and forms to gather and analyze ODR data as a team 2. Look at data each month and use to make universal decisions 3. Share results with entire staff at least 4 times a year 4. Find ways to get staff input for ideas and to answer questions	September 2013 Data form completed Role assigned
Staff input on a regular basis	1. Exit cards at the end of each PD 2. Find a mechanism for gaining staff input on a regular bass 3. Address staff questions and respond to needs	
Crisis plan for dangerous behaviors is in place and reviewed and understood by all staff,	1. Make sure crisis plan is in place for dealing with dangerous situations 2. Review plan with all staff 3. Have a drill to practice with staff and students	ALICE training is being planned by school administration
Engage families	1. Involve parents 2. Put information in newsletter 3. Put information in school paper	

Non-classroom settings are defined as particular times or places where supervision is emphasized e.g. hallways, cafeteria, playground, bus)

Goals:	Steps:	Review:
Implement PBIS in non-classroom areas—expectations developed, staff consensus, teaching students	1. Team will develop matrix for non-classroom areas 2. Gain staff consensus 3. Develop lesson plans for kickoff and booster sessions 4. PBIS kick-off for students to define expectations for all matrix areas	Spring 2013—Staff consensus on matrix August 2013 - staff trained, lesson plans provided; Roll-out students Sept to. 2013
Improve supervision in non-classroom settings	1. Show systematic supervision to staff. 2. Elicits ways to improve supervision and traffic patterns to improve student safety 3. Find ways to make non-classroom areas a place for positive interactions between students and staff	October PD - we will review this

Classroom settings are defined as instructional settings in which teacher(s) supervise & teach groups of students.

Getting PBIS into every classroom	1. Train teachers to align classroom expectations with PRIDE 2. Develop signs for every classrooms 3. Re-teach classroom expectations to students 4. Develop consistency on office referrals vs classroom managed 5. Develop consistent consequences 6. Survey teachers BOQ questions 42-53	Classroom expectations were developed by teachers beginning in the September 18 inservice
Acknowledgments in the classroom	1.Refresher on giving explicit feedback; pre-correction	Every Tuesday mornings Ashton sends out PBIS Tidings with ticket tips
Teachers make an effort to let parents know when positives are occurring in the classroom	1.Staff will develop ways to provide positive communication with parents. 2. Staff will agree on ways to implement this	Mr. Kreman has advised staff to write positive comments in gradebook Will look into making "positive postcard "
Provide classroom management strategies on a regular basis	1, At staff meetings and trainings show Rick Smith videos, classroom management clips, Capturing Kids Hearts strategies	
Classroom Assessment	a. Staff take assessment b. Team will add to action plan based on data	

Individual student systems are defined as specific supports for students who engage in chronic problem behaviors (1%-7% of enrollment).

PBIS PRODUCT DEVELOPMENT CHECKLIST

	Completed	In Progress	Not Started	Reviewed
Mission and Goals	Sept 2013			
Action Plan	For year 13-14			
Expectations	Spring 2013			
Common Area Matrix	Spring 2013 updated sept 2013			
Lesson Plans	Fall 2013			
Behavior Flow Chart	Fall 2013			
Acknowledgement System--Students		X		
Acknowledgement System--Staff	Spring 2013/ Continued to refine Fall 2013			
Office Referred Vs Classroom	Fall 2013			

Questions to consider as the action plan is being developed each year

What needs are indicated by the data from the staff assessment survey and the team implementations checklists?

Do you have team meetings scheduled (at least monthly)? Tier1 and Tier 2 conversations with different agendas

What PBIS topics did you cover during teacher pre-service? What other staff development do you have planned for the rest of the year?

Expectations

What did you do to increase capacity to help teachers so they feel confident to teach expectations?
Have you taught expectations in classrooms and common areas? Do you have boosters scheduled for the year?

Acknowledge expectations
Have you changed your acknowledgement system for this year?   Have you shared it with staff?
Have you given practice opportunities of giving specific positive feedback to all staff?
What is your system to monitor acknowledgments?

Definitions of classroom managed vs office managed behavior
Have you reviewed definitions with all staff?

Have you taught staff a consistent approach to dealing with behavioral errors?
Do you have flow charts and scripts for correcting problem behaviors?

Office Discipline Referrals
Who will enter referrals?
Who will provide reports for the team to review?
Have you scheduled 4 times during the year to share the data with staff?