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| **Goal:** After 3 years of implementing a continuum of behavioral supports, this school will improve the school climate as evidenced by attendance, academic, and discipline data; TELL Survey data; KIP data; and family input. |
| **180 Day Goal**: The Action Plan will be implemented with fidelity resulting in a reduction of discipline events (e.g., office discipline referrals, restraints/seclusions, bullying incidents, out-of-school and in-school suspensions, and expulsions) and the Action Plan will be modified to include additional intensive and targeted supports needed for school staff and students. |

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| **In the first 30 days, we will know we are successful when:** | | | |
| * Leadership / Implementation team is formed. * All data that reflect school climate are analyzed. * A school-wide evaluation and self-assessment have been completed. * Areas for improvement are identified. * The vision and mission statements (Behavior Statement) have been developed. PPP | | | |
| **The measures/evidence we will use are:** | | | |
| * Leadership / Implementation Team is formed. * Data that reflects school climate (listed above) have been analyzed. * Self-assessment survey and School-wide evaluation results * The vision and mission statements (Behavior Statement) have been developed | | | |
| **First 30 days action strategies:** | **Who is on point?** | **By When?** | **How Communicated?** |
| Create the Leadership / Implementation Team   * Include vision / mission (behavior statement) * Identify expectations and responsibilities for each member / secure agreements from each member * Design / agree upon the processes and expectations for the team (e.g., dates for monthly team meetings, communication plan, data submission and review dates, etc.) * Develop coaching supports * Develop a method for monitoring the school climate (included method of measurement and dates of monitoring) * Schedule self-assessments   *Guidelines for the Leadership / Implementation Team may be found at* [*Implementation Blueprint and Self-Assessment*](http://www.pbis.org/Common/Cms/files/pbisresources/SWPBS_ImplementationBlueprint_vSep_23_2010.pdf) *or* [*NorthEast Positive Behavioral Interventions and Supports*](http://neswpbs.org/?q=tier1)*.* | Principal or designee | Day 1 | Face-to-face |
| Review the data that examines the practices that influence school climate:   * Academic data (e.g., School Report Card Accountability Components) * Staff perception data around student conduct from the Teaching, Empowering, Leading, and Learning (TELL) Survey * Discipline data (e.g., Office Discipline Referrals (ODRs), behavior events and discipline resolutions reported in the School Report Card, bullying events documented at the school) * Attendance data (staff and students) * Kentucky Incentives for Prevention (KIP) Survey Data * Any other pertinent data that may be collected by the school | Implementation Team | Day 10 | Shared face-to-face during staff meeting |
| Conduct a data analysis to answer the 5 data questions:   * What does the data tell you? * What does the data not tell you? * What are causes for celebrations about the data? * What opportunities for improvement does the data allow us?   What are the next steps and timelines for next steps? | Implementation team | Day 10 | Will be shared during face-to-face staff meeting |
| Conduct a self-assessment of the current school-wide practices that contribute to a positive school climate, including measures of effectiveness.  *Evaluation tools for conducting the self-assessment may be found at* [*PBIS Evaluation Tools*](http://www.pbis.org/evaluation/evaluation-tools) *and* [*Olweus Bullying Prevention Program Readiness Assessment*](http://www.violencepreventionworks.org/public/document/readiness_assessment_tool.pdf)*.*  *Evaluation Blueprint may be found at* [*PBIS Evaluation Blueprint*](http://www.pbis.org/blueprint/evaluation-blueprint)*.* | Implementation team | Day 20 | Shared with all staff during face-to-face meeting |
| Determine: Does a problem exist?   * If no, then continuing reviewing and analyzing data at regular intervals. * If yes, specify the features of the problem or need. Identify areas for improvement (e.g., school climate or bullying prevention). | Implementation Team | Day 20 | Face-to-face meeting |
| Develop the vision and mission statements (Behavior statements). | Implementation team | Day 30 | Face-to-face meeting |
| **If we are not successful, we will:** | | | |
| Perform a Plus/Delta to determine success. If the identified indicators have not been met, then complete those indicators and move forward. | | | |
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| **In 60 days, we will know we are successful when:** | | | |
| * An Implementation Action Plan has been developed. * A school-wide commitment to improving the school climate is formed, including a commitment to data-based decision making. | | | |
| **The measures/evidence we will use are:** | | | |
| * The Implementation Action Plan has been developed and shared with staff. * Written commitment of school staff. | | | |
| **60 days action strategies:** | **Who is on point?** | **By When?** | **How Communicated?** |
| Complete Implementation Action Plan for universal supports   * Determine the areas for improvement and decide what will be improved upon **first.** * Goals must reflect identified needs and be measurable. * The Action Plan must reflect the data analysis, self-assessment survey, and self-evaluation. * The Action Plan must include:   + Behavior statement   + Positive expectations and behaviors   + Procedures for teaching expectations at all levels:     - school-wide     - classroom-wide     - non-classroom setting   + Continuum for increasing appropriate behaviors   + Continuum for decreasing inappropriate behaviors   + Basic classroom management practices   + Procedures for ongoing data-based monitoring and evaluation   + Procedures for responding to dangerous behaviors | Leadership team | Day 45 | Face-to-face staff meeting with all staff  Copy emailed to all staff. |
| Secure a written commitment and agreement for at least 80% of the staff for active support and participation toward improving the school climate.  *Sample workbooks with action plans may be found at* [*NorthEast Positive Behavioral Interventions and Supports*](http://neswpbs.org/?q=tier1)*.*  *Implementation Blueprint may be found at* [*PBIS Implementation Blueprint*](http://www.pbis.org/blueprint/implementation-blueprint)*.* | Principal or designee or Leadership team leader | Day 43 | Face-to-face in staff meeting |
| Action Plan revisions and edits are completed and implementation begins   * Communication occurs with parents and community members | All school personnel | Day 60 | Newsletter |
| **If we are not successful, we will:** | | | |
| The team can perform a Plus/Delta to evaluate effectiveness. The results of the Plus/Delta will determine whether the team will continue moving forward or if they should revisit the indicators of success for 60 days of the plan. | | | |
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| **In 90 days, we will know we are successful when:** | | | |
| * Monitoring of Action Plan shows a decrease in discipline events (e.g., office discipline referrals, restraints/seclusions, suspensions and expulsions) * Leadership team has collected and analyzed additional data to determine if additional behavior supports are needed. | | | |
| **The measures/evidence we will use are:** | | | |
| * Implementation progress data that was outlined on the Implementation Action Plan * Additional needs are identified and planning has begun. * Action plan for intensive and targeted supports is developed for staff and students (e.g., Coaching from the Kentucky Department of Education, Special Education Cooperatives, Kentucky Center for Instructional Discipline or University of Louisville’s Academic and Response to Intervention (ABRI) Project) | | | |
| **90 days action strategies:** | **Who is on point?** | **By When?** | **How Communicated?** |
| Data-based progress monitoring is conducted   * Review the 5 data questions.   1. What does the data tell us?   2. What does the data not tell us?   3. What are the causes for celebration?   4. What are the opportunities for improvement?   5. What are the Next Steps? |  | Day 90 | Shared within the team face-to-face |
| Conduct a Needs Assessment to determine if additional supports are needed (e.g., Bullying Prevention Questionnaire which is provided by the Olweus Bullying Prevention Program, Olweus Readiness Survey at [Olweus Bullying Prevention Program Readiness Assessment](http://www.violencepreventionworks.org/public/document/readiness_assessment_tool.pdf), and/or Behavior mapping activity, physical classroom checklist or walkthrough).   * Determine where additional supports are needed. | Implementation Team | Day 90 | Staff meetings |
| If additional supports are needed, determine what level of support is needed at the school level to effectively address the needs of all students:   * Kentucky Department of Education (Olweus and other bullying prevention training and resources - [Bullying and Harassment webpage](http://education.ky.gov/school/sdfs/Pages/Bullying.aspx)) * Special Education Cooperatives ([Kentucky Educational Cooperatives Special Education Services webpage](https://education.ky.gov/specialed/excep/advgroup/Pages/Kentucky's-Edcuational-Cooperatives-Special-Education-Services.aspx)) * KY Center for Instructional Discipline (PBIS training - [Kentucky PBIS Network](http://www.kycid.org/)) * University of Louisville’s Academic and Behavioral Response to Intervention (ABRI) Project ([University of Louisville ABRI webpage](https://louisville.edu/education/abri)) * Kentucky Center for School Safety (bullying prevention training - [KCSS On Site Trainings](http://www.kycss.org/tech/ondemand.php)) | Implementation Team | Day 90 | Team meeting |
| Further develop the Action Plan to include intensive and targeted supports for school staff and for students. | Implementation Team | Day 120 | Shared face to face with school staff |
| Continued implementation of Action Plan with ongoing data-based decision making | Implementation Team and school staff | Ongoing | Meetings |
| **If we are not successful, we will:** | | | |
| The team will perform a Plus / Delta to determine effectiveness. Data will be used to make decision on areas to revisit if necessary. Data will be used to determine if additional supports are needed. | | | |

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| **Projected Next Steps:** |
| * Continuous improvement cycle – conduct ongoing data collection and analysis (as documented in the Implementation Plan) and to make decisions. * Fidelity measures will be conducted (as determined in the Implementation Plan) and be used to make necessary changes. * Provide more intensive and targeted supports for staff and students, if needed. * Provide additional coaching to assist staff, if needed. * The Action Plan will be updated and modified as needed to reflect the needs as identified by regular, ongoing data analysis. |