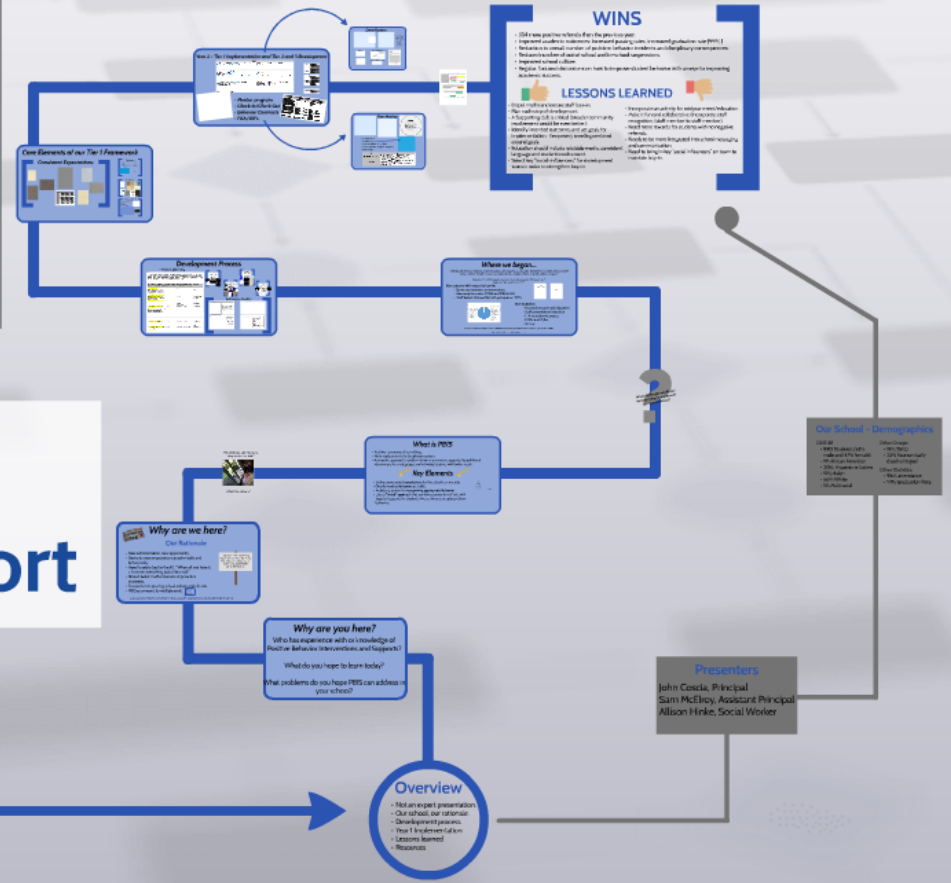




PBIS: Shifting the Focus from Punishment to Positive Support

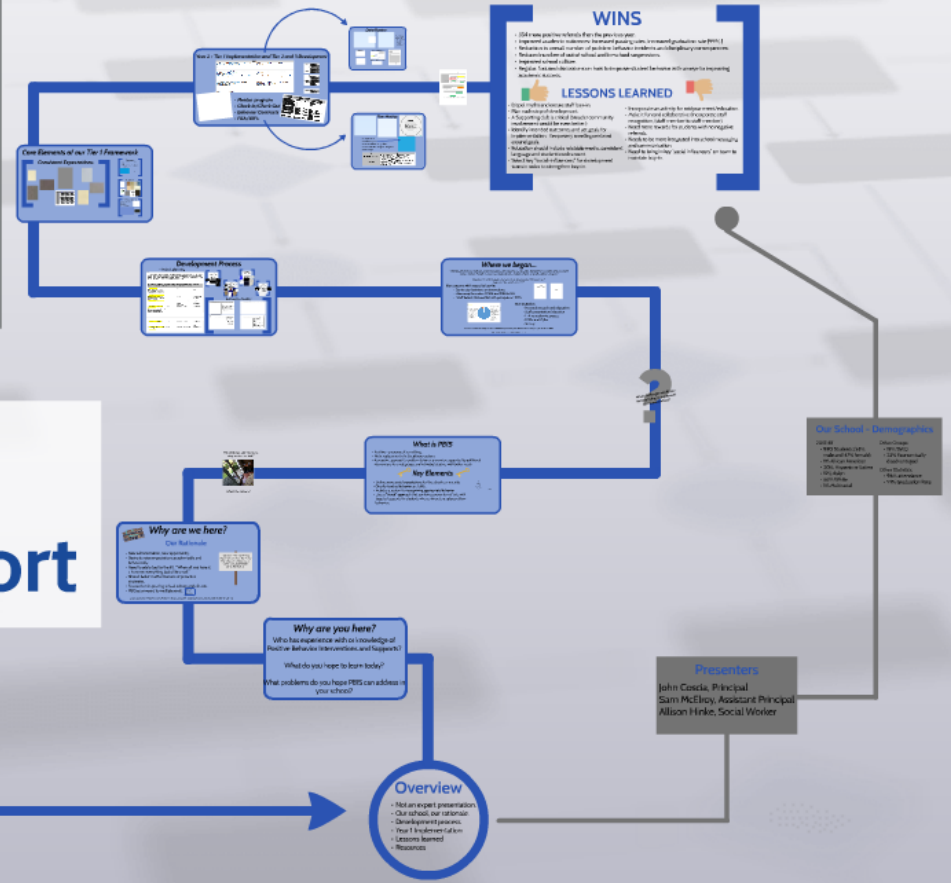
Sam McElroy, John Coscia, Allison Hinke





PBIS: Shifting the Focus from Punishment to Positive Support

Sam McElroy, John Coscia, Allison Hinke



Overview

- Not an expert presentation.
- Our school, our rationale.
- Development process
- Year 1 Implementation
- Lessons learned
- Resources

Presenters

John Coscia, Principal

Sam McElroy, Assistant Principal

Allison Hinke, Social Worker

Our School - Demographics

2017-18

- 990 Students (53% male and 47% female)
- 1% African American
- 20% Hispanic or Latino
- 12% Asian
- 66% White
- 1% Multiracial

Other Groups

- 19% SWD
- 23% Economically disadvantaged

Other Statistics

- 96% attendance
- 91% Graduation Rate

Why are you here?

Who has experience with or knowledge of Positive Behavior Interventions and Supports?

What do you hope to learn today?

What problems do you hope PBIS can address in your school?



Why are we here?

Our Rationale

- New administration, new opportunity.
- Desire to raise expectations academically and behaviorally.
- Need to add a tool to the kit. "When all you have is a hammer everything looks like a nail."
- Shared belief in effectiveness of proactive strategies.
- Focused on improving school culture and climate.
- PBIS as a means to multiple ends.

- Establish positive school tone with firm expectations and consistent responses to misconduct.
- Teach and recognize expected behavior.
- Maximize academic success.

By July 2017, PBIS was being implemented in more than 3,367 high schools in all 50 states—a growth from about 1,000 in 2010. (Flannery, 3.)

Lessons Learned on Implementation of PBIS in High Schools: Current Trends and Future Directions. 2016 (K. Brigid Flannery)

- Establish **positive school tone** with uniform expectations and consistent responses to misconduct.
- Teach and **recognize expected behavior.**
- **Maximize academic success.**

This child was told, "Do not to step one foot outside!"



What's the problem?

What is PBIS

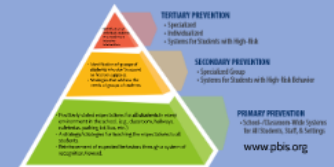
- Positive = presence of something.
- Not a replacement of a disciplinary system.
- *A proactive approach to problem behavior prevention, supported by additional interventions for small groups and individual students with further needs.*



Key Elements



- Defines **core social expectations** for the school community.
- Overtly **teaches behavior** and skills.
- Includes a system for **recognizing appropriate behavior**.
- Uses a **"tiered" approach** that combines prevention efforts with targeted supports for students who continue to display problem behaviors.



-
- Identification of **individual students** who need more intensive intervention.

TERTIARY PREVENTION

- Specialized
- Individualized
- Systems for Students with High-Risk

- Identification of **groups of students** who don't respond to first tier supports.
- Strategies that address the needs of groups of students

SECONDARY PREVENTION

- Specialized Group
- Systems for Students with High-Risk Behavior

- Positively stated expectations for **all students** in every environment in the school. (e.g., classroom, hallways, cafeterias, parking lot, bus, etc.)
- A strategy/strategies for teaching the expectations to all students.
- Reinforcement of expected behaviors through a system of recognition/reward.

PRIMARY PREVENTION

- School-/Classroom-Wide Systems for All Students, Staff, & Settings

www.pbis.org



What challenges would you foresee trying to implement this in your school?

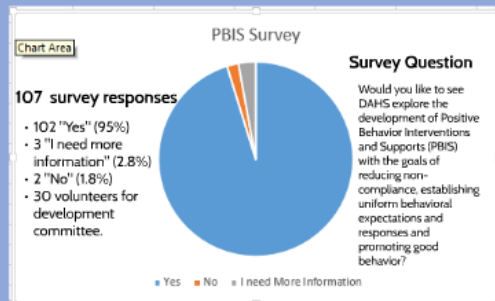
Where we began...

"Staff should have a clear understanding of the purposes of the program, what will be expected of them, and the steps involved in implementation. Typically, an 80 percent approval rating is obtained before proceeding with the program."

Implementation Framework to School-wide Positive Behavioral Interventions & Supports (School-wide PBIS) 2011.

Our concerns with regard to buy-in:

- Senior staff opinions on innovations
- Misconceptions about PBIS and PBIS in HS.
- Staff beliefs that conflict with principles of PBIS



Our strategies:

- Personal research and education
- Staff presentation/education
- Link to academic success
- FAQ's and Myths
- Survey

"Buy-in from stakeholders is important for the successful adoption, full implementation and sustainability of any school-based initiative."

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005).



Division Avenue High School
 120 Division Avenue
 Levittown, NY 11756-2997
 (516) 434-7150



John Coscia, Principal

Sam McElroy, Assistant Principal
Stephanie Addona, Special Education Chairperson

Terence Rusch, Assistant Principal
Mark Curtiss, Guidance Chairperson

FAQs about PBIS

Question	Answer
What is PBIS?	Positive Behavioral Intervention and Supports (PBIS), also referred to as School-wide Positive Behavior Support (SWPBS), which incorporates empirically validated practices into a framework designed to support all students and all staff within schools.
How is it designed to work?	<ol style="list-style-type: none"> 1. Prevent chronic behavioral challenges. 2. Provide early intervention for children and youth displaying minor but repeated patterns of problem behavior. 3. Provide pro-active supports to children and youth at-risk and those with emotional disturbances to allow them to successfully remain in the general education environments with the appropriate supports. 4. Provide instruction, practice and reinforcement for students regarding expected behaviors in the various school settings.
Is PBIS a program?	NO – PBIS is a framework , a prevention oriented process that supports the needs of a school, the culture of the school by assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.
Essential features of the PBIS process?	<p>PBIS framework provides a continuum of behavior supports within the school environment. The three-tiered prevention logic model requires that all students receive supports at the universal or primary tier. Building “universal” behavioral supports is the core of the process and defined as those supports that apply to all students, all staff, and all settings.</p> <p>Universals are defined as a clearly defined set of positively stated rules with accompanying set of explicit positively stated behavior exemplars of each rule. Students and staff are taught these behavioral exemplars.</p> <p>The second level of the continuum focuses on at-risk students who need more than universal supports for behavioral success. Interventions are provided for this targeted group of students.</p> <p>Finally, the third level of support is individualized and intensive. For the successful implementation and sustainability of this multi-tiered system of behavioral supports, administrative support and leadership is essential.</p>

<p>What does PBIS have to do with school discipline and classroom management?</p>	<p>Effective classroom management and preventive school discipline are essential for supporting teaching and learning. PBIS goes further by emphasizing that classroom management and preventive school discipline must be integrated and working together with effective academic instruction in a positive and safe school climate to maximize success for all students.</p>
<p>How will this affect me?</p>	<p>Faculty and staff must decide if PBIS is a good fit for their school. Once the school obtains an 80% approval rate from faculty and staff (must include administration), the core team begins work on the critical components of PBIS. Faculty, staff and students provide input/feedback on all components and to contribute to the overall school-wide PBS plan. All members of the school are participants in positive behavior support and adhere to the school-wide expectations.</p>

Myths about PBIS

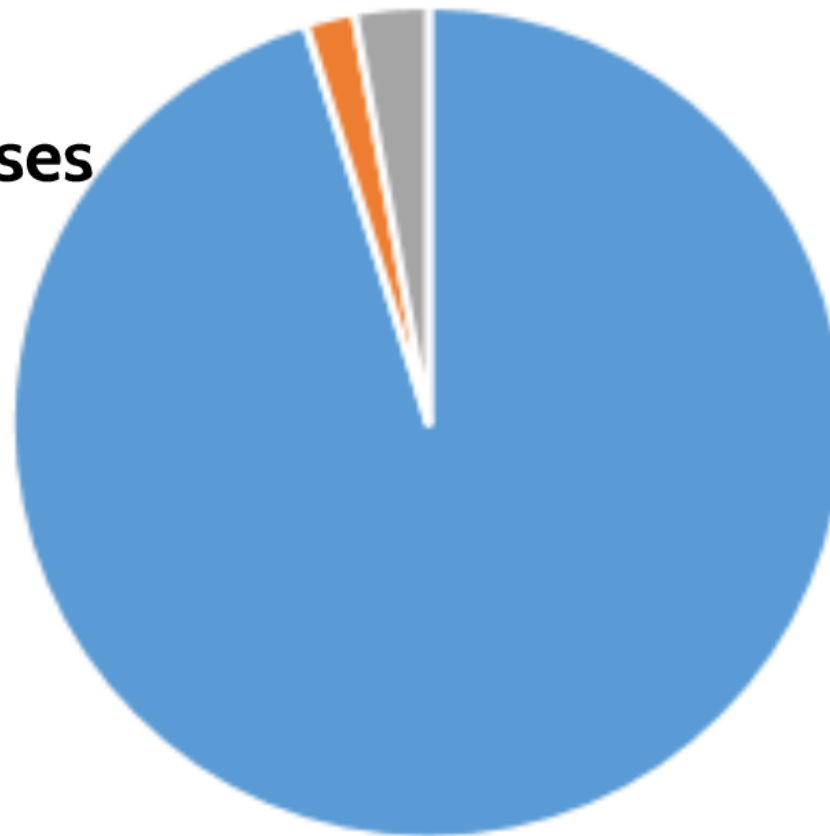
<p>"The positive in PBIS means we give out rewards."</p>	<p>The positive refers to a change in focus from reactive (focusing on what students do wrong) to proactive (teaching and recognizing what students do right). It refers to an overall change in the school climate to a learning environment where students and teachers feel appreciated, safe and respected. Rewards are used to assist staff in focusing on the positive and to assist students in making better choices.</p>
<p>"We will no longer punish students for inappropriate behavior."</p>	<p>PBIS does not ignore inappropriate behavior. Consequences are more than "punishment" and serve to either increase or decrease inappropriate behavior. PBIS views appropriate consequences as those that are effective in changing the student's inappropriate behavior. Schools develop a plan for inappropriate behavior that matches consequences to the severity of the inappropriate behavior in order to maintain consistency across the school and district.</p>
<p>"PBIS uses bribes to get students to behave."</p>	<p>Using a reward system is not bribing a student to behave appropriately. A bribe occurs when something is offered to a person before the behavior to get them to behave in a specific way. PBIS acknowledges and rewards students for following school-wide expectations and rules after the behavior occur. Thus, rewards are earned, NOT offered as payoff in exchange for good behavior.</p>

PBIS Survey

Chart Area

Survey Question

Would you like to see DAHS explore the development of Positive Behavior Interventions and Supports (PBIS) with the goals of reducing non-compliance, establishing uniform behavioral expectations and responses and promoting good behavior?



■ Yes ■ No ■ I need More Information

107 survey responses

- 102 "Yes" (95%)
- 3 "I need more information" (2.8%)
- 2 "No" (1.8%)
- 30 volunteers for development committee.

Development Process

• Project planning

Goals

#1 – (Overarching, two year goal) To create and maintain a positive learning environment through the development of a three-tiered, integrated continuum of evidence-based behavioral practices in which students receive support based on their response to different levels of intervention, **resulting in a 10% reduction in disciplinary actions for non-compliance by June 2019** (as compared to June 2017). (Develop Tier 1 in 2017-18 and implement in 2018-19, develop tier 2 and 3 in 2018-19 and implement full program in 2019-20.)

#2 – (Initial, year one goal) To establish a school wide (Tier 1) system of support that includes proactive strategies for defining, teaching, and reinforcing appropriate student behaviors to create a positive school environment and train staff members by September 2018.

Goal - To establish a school wide (Tier 1) system of support that includes proactive strategies for defining, teaching, and reinforcing appropriate student behaviors to create positive school environments and train staff members by September 2018.

Action Item	Timeline	Resources Needed	Person Responsible	Data to be collected for verification
1. Establish a PBIS team including at least one student, one social worker, one guidance counselor, one general education teacher, one special education teacher, one teacher assistant, one administrator, one monitor and one clerical worker. (one student?)	February 15, 2018	-School Staff	McElroy, Adms	First meeting agenda, sign-in sheet.
3. Establish building-wide expectations and identify common areas of school where specific expectations need to be developed, ie, bathrooms, cafes, etc.	March 5 th	-Staff coverages for meetings	PBIS Team	Meeting agenda, sign-in sheet, presentation at faculty meeting.
4. Establish environment specific positively stated, expectations for all common areas and the classroom.	April 11 th	-Art teacher support -Staff coverage for meetings and possible site visits.	PBIS Team, TBD	Meeting agenda, sign-in sheet, draft posters created for posting in each area of the school.
5. Establish a system for responding to behavioral challenges where teachers agree which behaviors will be addressed by the classroom teacher and which will be referred to AP/Dean immediately. (to improve consistency of responses across school.)	April 16 th	-Staff coverages for meetings	PBIS Team	Meeting agenda, sign-in sheet, flowchart or T-chart for responding to problem behaviors.

6. Develop 2 – 3 incentive programs (Good News Card, Lunch for all students with positive referral.)	May 3rd	-Staff coverages for meetings	PBIS team	Meeting agenda, sign-in sheet, written program/club proposal describing incentive programs.
7. Develop a school wide teaching method and launch program	May 22nd	-Extra period pay	PBIS Team, TBD	Meeting agenda, sign-in sheet, TBD
8. Launch the program – Lesson plan, distribute referral cards, hang posters, announce first winners.	September-October 2018	-Presentation plan	PBIS Team	



Roll out to Faculty

Consistent Expectations Across All Areas of the School



- Core social/behavioral expectations.
- Developed by committees.
- Designed to reflect the values of the school staff and community.
- Input from students.

Teach and Promote the Expectations

In Classrooms DAHS students are expected to:

- Be Respectful**
 - Use positive tone and language.
 - Listen actively to peers and adults.
 - Be honest and express ideas and opinions in a respectful manner.
 - Be respectful of others' space and property.
- Be Responsible**
 - Prepare lessons and do your own work with integrity.
 - Prepare work of highest quality by homework.
 - Use class time appropriately.
 - Observe rules related to safety.
- Be Ready to Succeed**
 - Be on time.
 - Be prepared for class.
 - Be ready to participate actively.
 - Show hard work and effort.
 - Show grit and embrace challenges.

• In-class lesson
• Assembly
• System of reward/recognition
• Supported by a club
• Student leadership involvement

Consistent Expectations Across All Areas of the School

Expectation	Definition	Examples	Consequences
Respectful	Use positive tone and language. Listen actively to peers and adults. Be honest and express ideas and opinions in a respectful manner. Be respectful of others' space and property.	Using a respectful tone. Listening to others. Not interrupting. Using appropriate language. Following directions. Respecting personal space.	Verbal warnings. Written warnings. Referral to AP/Dean. Suspension.
Responsible	Prepare lessons and do your own work with integrity. Prepare work of highest quality by homework. Use class time appropriately. Observe rules related to safety.	Completing assignments on time. Bringing materials to class. Following classroom rules. Staying on task.	Verbal warnings. Written warnings. Referral to AP/Dean. Suspension.
Ready to Succeed	Be on time. Be prepared for class. Be ready to participate actively. Show hard work and effort. Show grit and embrace challenges.	Arriving on time. Having materials ready. Participating in class. Showing effort in work.	Verbal warnings. Written warnings. Referral to AP/Dean. Suspension.

Recognize Students who Meet the Expectations

Good News at DAHS...

Student Name: _____

Classroom/Club: _____

Teacher: _____

Describe: _____

Reviewed by: _____

• Quick, easy to fill out.
• Recognizes small acts.
• Supplements Dragon Split Award.
• One card drawn per month, student and teacher receive gift card.
• All cards displayed on bulletin board.
• Student gets a copy.

Goals

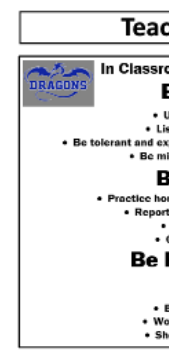
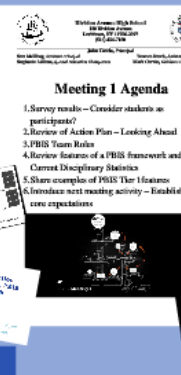
#1 – (Overarching, two year goal) To create and maintain a positive learning environment through the development of a three-tiered, integrated continuum of evidence-based behavioral practices in which students receive support based on their response to different levels of intervention, **resulting in a 10% reduction in disciplinary actions for non-compliance by June 2019** (as compared to June 2017). (Develop Tier 1 in 2017-18 and implement in 2018-19, develop tier 2 and 3 in 2018-19 and implement full program in 2019-20.)

#2 – (Initial, year one goal) To establish a school wide (Tier 1) system of support that includes proactive strategies for defining, teaching, and reinforcing appropriate student behaviors to create a positive school environment and train staff members by September 2018.

Goal - To establish a school wide (Tier 1) system of support that includes proactive strategies for defining, teaching, and reinforcing appropriate student behaviors to create positive school environments and train staff members by September 2018.

Action Item	Timeline	Resources Needed	Person Responsible	Data to be collected for verification
1. Establish a PBIS team including at least one student, one social worker, one guidance counselor, one general education teacher, one special education teacher, one teacher assistant, one administrator, one monitor and one clerical worker, (one student?)	February 15, 2018	-School Staff	McElroy, Admins	First meeting agenda, sign-in sheet.
3. Establish building-wide expectations and identify common areas of school where specific expectations need to be developed, ie, bathrooms, cafes, etc.	March 5 th	-Staff coverages for meetings	PBIS Team	Meeting agenda, sign-in sheet, presentation at faculty meeting.
4. Establish environment specific positively stated, expectations for all common areas and the classroom.	April 11th	-Art teacher support -Staff coverage for meetings and possible site visits.	PBIS Team, TBD	Meeting agenda, sign-in sheet, draft posters created for posting in each area of the school.
5. Establish a system for responding to behavioral challenges where teachers agree which behaviors will be addressed by the classroom teacher and which will be referred to AP/Dean immediately. (to improve consistency of responses across school.)	April 16th	-Staff coverages for meetings	PBIS Team	Meeting agenda, sign-in sheet, flowchart or T-chart for responding to problem behaviors.

6. Develop 2 – 3 incentive programs (Good News Card, Lunch for all students with positive referral.)	May 3rd	-Staff coverages for meetings	PBIS team	Meeting agenda, sign-in sheet, written program/club proposal describing incentive programs.
7. Develop a school wide teaching method and launch program	May 22nd	-Extra period pay	PBIS Team, TBD	Meeting agenda, sign-in sheet, TBD
8. Launch the program – Lesson plan, distribute referral cards, hang posters, announce first winners.	September-October 2018	-Presentation plan	PBIS Team	





Division Avenue High School
 120 Division Avenue
 Levittown, NY 11756-2997
 (516) 434-7150



John Coscia, Principal

Sam McElroy, Assistant Principal
 Stephanie Addona, Special Education Chairperson

Terence Rusch, Assistant Principal
 Mark Curtiss, Guidance Chairperson

Meeting 1 Agenda

1. Survey results – Consider students as participants?
2. Review of Action Plan – Looking Ahead
3. PBIS Team Roles
4. Review features of a PBIS framework and Current Disciplinary Statistics
5. Share examples of PBIS Tier 1 features
6. Introduce next meeting activity – Establishing core expectations

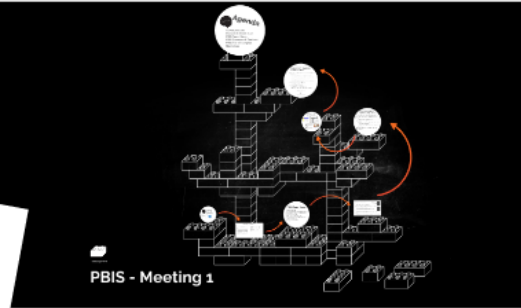
PBIS Framework

Critical Features: Intentional, Universal, Multi-Tiered, Data-Driven

- Tier 1:
 - Core social expectations: defined
 - Positively stated expectations for every environment
 - Explicitly taught to students
 - Standardizing/Norming responses to behavior
 - Positive reinforcement methods/recognition
- Tier 2:
 - Strategies to address small groups of students that struggle to meet expectations.
- Tier 3:
 - More intensive supports/strategies for individual students.

Implementation SCHOOL-WIDE PBIS Framework

School-Wide Positive Behavioral Interventions & Supports



Tier 1: Describing how Behavior Expectations are Met in Each Environment

LIGHTNING PRIDE

Grade	Expectation	Response	Support
7	Be respectful	Verbal praise	None
7	Be responsible	Verbal praise	None
7	Be safe	Verbal praise	None
7	Be prepared	Verbal praise	None
7	Be kind	Verbal praise	None
7	Be responsible	Verbal praise	None
7	Be respectful	Verbal praise	None
7	Be safe	Verbal praise	None
7	Be prepared	Verbal praise	None
7	Be kind	Verbal praise	None

Recognition, Education and Promotion

- Behavior must be positively reinforced by recognition
 - ex. "caught doing good" tickets for monthly/quarterly raffle, student and staff member win a prize
 - "No referral" events or "leader lunches"
- School wide teaching plan?
- Uniform lesson plan?
- Launch and promotion
 - LEADD week assemblies?
 - Student council/Key club support?



Division Avenue High School
120 Division Avenue
Levittown, NY 11756-2997
(516) 434-7150



John Coscia, Principal

Sam McElroy, Assistant Principal
Stephanie Addona, Special Education Chairperson

Terence Rusch, Assistant Principal
Mark Curtiss, Guidance Chairperson

PBIS Team Meeting 2 Agenda

Monday, March 5, 2018

Review meeting 1

2. Examples of core social expectations for matrix
3. Small groups – Brainstorm terms/Core social expectations (10 - 15 Minutes)
4. Consensus building – Carousel Activity (12 Minutes)

Next steps

Classroom	Hallway	Restroom	Recreation	Assembly
1. Respect	1. Respect	1. Respect	1. Respect	1. Respect
2. Responsibility	2. Responsibility	2. Responsibility	2. Responsibility	2. Responsibility
3. Readiness	3. Readiness	3. Readiness	3. Readiness	3. Readiness
4. Reflective	4. Reflective	4. Reflective	4. Reflective	4. Reflective

Group 1

- Add 3 to 5 positively stated specific expectations for each of the broad expectations
- Bathrooms and Public Areas (parking lot and outdoor facilities)

Group 3

- 1. Review the features of a Tier 1+ recognition/rewards program
- 2. Generate some ideas about how to recognize and reward students who meet/exceed expectations
- 3. Consider some specific questions

Group 2

- Review discipline flow chart and provide feedback.

MASQUAN INDIAN PRIDE

MAKING A DIFFERENCE
HONORING OUR HERITAGE
SUPPORTING OUR COMMUNITY

LIGHTNING PRIDE

	Classroom	Hallway/Corridor	Technology	SUIT	School Events
Respect, Responsibility, Readiness, Reflective					

THIS IS OUR COUNTRY... WE DO EVERYTHING WITH PRIDE

Classroom	Hallway/Corridor	Technology	SUIT	School Events
Respect, Responsibility, Readiness, Reflective				

Whiteboard notes:

- Just use 3 words
- Respect ✓✓✓
- Responsibility ✓✓✓
- Readiness ✓✓✓
- Reflective ✓✓✓
- No Acronym



Small Groups

- 4-5 at a table, identify a scribe.
- Brainstorm words/terms/phrases that describe broad expectations.
- T-Chart: left side - all the ideas presented. Right side - reduce the words/terms/phrases to 3-5 that are most important and/or best reflect values of school and community.
- Consensus building - Carousel activity

Whiteboard notes:

- Be respectful ✓✓✓
- Be safe ✓✓✓
- Be responsible ✓✓✓
- Leadership ✓✓✓
- Organization ✓✓✓
- Safety!
- Readiness ✓✓✓

DRAGONS

Be Respectful	Be Responsible	Be Ready



Division Avenue High School
120 Division Avenue
Levittown, NY 11756-2997
(516) 434-7150



John Coscia, Principal

Sam McElroy, Assistant Principal
Stephanie Addona, Special Education Chairperson

Terence Rusch, Assistant Principal
Mark Curtiss, Guidance Chairperson

PBIS Meeting 3

April 11, 2018

1. Review Identified Core social expectations
Discuss
2. Discussion – Identify school environments
3. Small groups – 3-5 Positively stated expectations for each environment
4. Debrief

The Division Avenue tradition is to teach, model and encourage the following habits:

BE RESPECTFUL
Always demonstrate care and concern for yourself, classmates, staff members and your family.

BE RESPONSIBLE
Be dependable and hold yourself accountable for your work, your word and your actions.

BE READY TO SUCCEED
Be prepared to give your best effort, show pride and exceed expectations.

BATHROOMS

SAFE	RESPECTFUL	RESPONSIBLE
<ul style="list-style-type: none"> Walk Open stall doors carefully Knock before opening a stall door Keep water in the sink Keep doorway clear 	<ul style="list-style-type: none"> Flush Take care of business (don't exit) Treat facilities with respect 	<ul style="list-style-type: none"> Clean up after yourself Wash your hands Report inappropriate activity and damaged facilities Follow school rules

WE ARE E.P.

CLASSROOMS

SAFE	RESPECTFUL	RESPONSIBLE
<ul style="list-style-type: none"> Walk at all times Maintain personal space Keep aisles clear of personal belongings 	<ul style="list-style-type: none"> Follow all classroom rules Listen to the person speaking Wait your turn Maintain attentive posture (S.L.A.N.T.) Treat all materials and property with respect Be in the classroom before the tardy bell 	<ul style="list-style-type: none"> Arrive on time Bring necessary materials and supplies Be prepared to participate appropriately Give your best effort Clean up after yourself

WE ARE E.P.

Office Areas

SAFE	RESPECTFUL	RESPONSIBLE
<ul style="list-style-type: none"> Enter offices only if you have a purpose for being there Keep hallways clear 	<ul style="list-style-type: none"> Use inside voices Ask permission to use phones, computers, and nurse's station Speak politely to office staff Wait your turn 	<ul style="list-style-type: none"> Clean up after yourself Identify yourself and your purpose in the office to office staff Log off computer when finished Respect private conversations

WE ARE E.P.



	Be Respectful	Be Responsible	Be Ready to Succeed

Student Feedback

Use DAHS as an acronym

- Take down old posters from classrooms
- Assembly/lesson is important
- Posters alone won't do anything

- Responsibility/accountability
- Perseverance/grit
- Respect self/others
- Honor
- Achievement
- Hard work/effort
- Character
- Respect surroundings

Group 1

3 to 5 positively stated specific expectations for each of the broad categories: Hallways and Public Areas (parking lots and outdoor facilities)

Group 3



Division Avenue High School
120 Division Avenue
Levittown, NY 11756-2997
(516) 434-7150



John Coscia, Principal

Sam McElroy, Assistant Principal
Stephanie Addona, Special Education Chairperson

Terence Rusch, Assistant Principal
Mark Curtiss, Guidance Chairperson

PBIS Meeting 4 Agenda

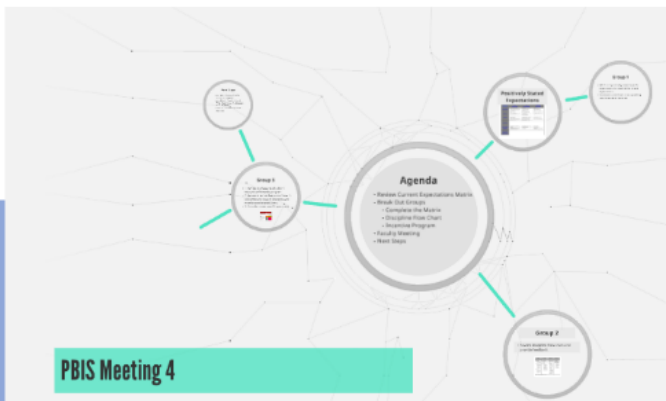
April 16, 2018

- Review Current Expectations Matrix
- Break Out Groups (Complete the Matrix, Discipline Flow Chart, Incentive Program)
- Faculty Meeting
- Next Steps

Teacher Managed	Office Manager (Minor)	Office Manager (Minor)	Office Manager (Minor)
<p>Includes the current Classroom Teacher's Action Response and Documentation</p> <ul style="list-style-type: none"> Minor Classroom (one attempt) - 2nd time <ul style="list-style-type: none"> Summarize, add consequences, bring out. Minor Infractions - 1st time <ul style="list-style-type: none"> Take off phone, verbal reprimand, disciplinary referrals, disciplinary referrals, send to office, suspension, etc. Infractions to go back <ul style="list-style-type: none"> Verbal warning after 1st referral Conferences with student Loss of privilege Loss of time credit/points Call home 	<p>Includes the current Classroom Teacher's Action Response and Documentation</p> <ul style="list-style-type: none"> Minor Infractions - 2nd time <ul style="list-style-type: none"> Summarize, add consequences, bring out. Minor Infractions - 1st time <ul style="list-style-type: none"> Take off phone, verbal reprimand, disciplinary referrals, disciplinary referrals, send to office, suspension, etc. Infractions to go back <ul style="list-style-type: none"> Verbal warning after 1st referral Conferences with student Loss of privilege Loss of time credit/points Call home 	<p>Includes the current Classroom Teacher's Action Response and Documentation</p> <ul style="list-style-type: none"> Minor Infractions - 2nd time <ul style="list-style-type: none"> Summarize, add consequences, bring out. Minor Infractions - 1st time <ul style="list-style-type: none"> Take off phone, verbal reprimand, disciplinary referrals, disciplinary referrals, send to office, suspension, etc. Infractions to go back <ul style="list-style-type: none"> Verbal warning after 1st referral Conferences with student Loss of privilege Loss of time credit/points Call home 	<p>Includes the current Classroom Teacher's Action Response and Documentation</p> <ul style="list-style-type: none"> Minor Infractions - 2nd time <ul style="list-style-type: none"> Summarize, add consequences, bring out. Minor Infractions - 1st time <ul style="list-style-type: none"> Take off phone, verbal reprimand, disciplinary referrals, disciplinary referrals, send to office, suspension, etc. Infractions to go back <ul style="list-style-type: none"> Verbal warning after 1st referral Conferences with student Loss of privilege Loss of time credit/points Call home

	Be Respectful	Be Responsible	Be Ready to Succeed
Classrooms	<ul style="list-style-type: none"> Be prepared to work Be respectful to others Be responsible to others Be ready to succeed 	<ul style="list-style-type: none"> Be prepared to work Be respectful to others Be responsible to others Be ready to succeed 	<ul style="list-style-type: none"> Be prepared to work Be respectful to others Be responsible to others Be ready to succeed
Hallways	<ul style="list-style-type: none"> Be prepared to work Be respectful to others Be responsible to others Be ready to succeed 	<ul style="list-style-type: none"> Be prepared to work Be respectful to others Be responsible to others Be ready to succeed 	<ul style="list-style-type: none"> Be prepared to work Be respectful to others Be responsible to others Be ready to succeed
Cafeteria	<ul style="list-style-type: none"> Be prepared to work Be respectful to others Be responsible to others Be ready to succeed 	<ul style="list-style-type: none"> Be prepared to work Be respectful to others Be responsible to others Be ready to succeed 	<ul style="list-style-type: none"> Be prepared to work Be respectful to others Be responsible to others Be ready to succeed
Restrooms	<ul style="list-style-type: none"> Be prepared to work Be respectful to others Be responsible to others Be ready to succeed 	<ul style="list-style-type: none"> Be prepared to work Be respectful to others Be responsible to others Be ready to succeed 	<ul style="list-style-type: none"> Be prepared to work Be respectful to others Be responsible to others Be ready to succeed
School Based Activities	<ul style="list-style-type: none"> Be prepared to work Be respectful to others Be responsible to others Be ready to succeed 	<ul style="list-style-type: none"> Be prepared to work Be respectful to others Be responsible to others Be ready to succeed 	<ul style="list-style-type: none"> Be prepared to work Be respectful to others Be responsible to others Be ready to succeed
Public Areas (Parking lot and outside facilities)	<ul style="list-style-type: none"> Be prepared to work Be respectful to others Be responsible to others Be ready to succeed 	<ul style="list-style-type: none"> Be prepared to work Be respectful to others Be responsible to others Be ready to succeed 	<ul style="list-style-type: none"> Be prepared to work Be respectful to others Be responsible to others Be ready to succeed

- May 3rd – Develop/Finalize Incentive Programs
- May 22nd – Develop School Wide Teaching Method (Lesson plan, Assembly)
- June 5th – Review Unfinished Business





Roll out to Faculty

Consistent Expectations Across All Areas of the School

DRAGONS

The Division Avenue tradition is to teach, model and encourage the following habits:

BE RESPECTFUL
 Always demonstrate care and concern for yourself, classmates, staff members and your family.

BE RESPONSIBLE
 Be dependable and hold yourself accountable for your work, your word and your actions.

BE READY TO SUCCEED
 Be prepared to give your best effort, show pride and exceed expectations.

- Core social/behavioral expectations.
- Developed by committee.
- Designed to reflect the values of the school staff and community.
- Input from students.

Consistent Expectations Across All Areas of the School

	Be Respectful	Be Responsible	Be Ready to Succeed
Classrooms	<ul style="list-style-type: none"> • Use positive tone and language. • Listen actively to peers and adults. • Be polite and express ideas and opinions in a respectful manner. • Be mindful of others' space and property. 	<ul style="list-style-type: none"> • Practice honesty and do your own work with integrity. • Report acts of bullying and/or harassment. • Observe rules related to safety. 	<ul style="list-style-type: none"> • Be on time. • Be prepared for class. • Be ready to participate actively. Work harder than you think you need to. • Show grit and embrace challenges.
Hallways	<ul style="list-style-type: none"> • Follow staff directions. • Express acts of bullying and/or harassment. • Make others feel welcome. • Care for school property as if it is your own. 	<ul style="list-style-type: none"> • Report concerns/issues to staff. • Keep the hallways clean. • Be alert and aware of your surroundings. Use appropriate voice only. • Carry your ID at all times. 	<ul style="list-style-type: none"> • Always have a pass while class is in session. Use hall passes for the correct purpose. • Travel directly to assigned areas and arrive on time.
Cafeteria	<ul style="list-style-type: none"> • Use appropriate language with your peers and staff. "Please" and "Thank you" are used. • Follow staff directions. • Care for school property as if it is your own. • Make sure to pay for food before eating. Wait patiently for service. 	<ul style="list-style-type: none"> • Throw out your garbage and clean up your table before leaving. • Keep food and drink in assigned areas. • Use bathroom pass appropriately. • Use electronic devices responsibly and be respectful of others. • Report concerns/issues to staff. 	<ul style="list-style-type: none"> • Eat a nutritious and healthy lunch. • Use your seat properly. • Have a pass for extra help sessions. • Use your locker before or after lunch.
Restrooms	<ul style="list-style-type: none"> • Treat restroom with respect and use politely for your own. • Respect the privacy and ownership of others. • Report acts of bullying/harassment. 	<ul style="list-style-type: none"> • Use the facilities for the intended purpose. • Remember to bring back your half pants back to class. • Make sure you sign in and out. • Report any concerns/issues to staff. 	<ul style="list-style-type: none"> • Use hall passes for the correct purpose. • Travel directly to and from the school restrooms. • Make healthy decisions about how to use your toilet.
School Related Activities	<ul style="list-style-type: none"> • Be polite in tone and language and cheer appropriately. • Follow directions of staff members, advisors and coaches. • Treat officials, opposing teams and visitors the way you want to be treated. 	<ul style="list-style-type: none"> • Be a positive ambassador for DAHS and a good example for others. • Practice honesty and integrity. • Care for school equipment and property as if it is your own. 	<ul style="list-style-type: none"> • Dress appropriately. • Show your DAHS spirit. • Cooperate with peers, teachers, advisors and staff members. • Get involved and support all participants.
Public Areas (Parking lot and Outdoor Facilities)	<ul style="list-style-type: none"> • Clean up after yourself. • Care for school property as if it is your own. • Drive/park in designated areas only. 	<ul style="list-style-type: none"> • Drive safely and soberly. • Report concerns/issues to staff. • Use appropriate entrances/exits. 	<ul style="list-style-type: none"> • Take initiative to pick up trash. • Be a positive example for others. • Make DAHS a better place for all.

Teach and Promote the Expectations

DRAGONS

In Classrooms DAHS students are expected to...

Be Respectful

- Use positive tone and language.
- Listen actively to peers and adults.

• Be tolerant and express ideas and opinions in a respectful manner.

- Be mindful of others' space and property.

Be Responsible

- Practice honesty and do your own work with integrity.
- Report acts of bullying and/or harassment.
- Use class time appropriately.
- Observe rules related to safety.

Be Ready to Succeed

- Be on time.
- Be prepared for class.
- Be ready to participate actively.
- Work harder than think you need to.
- Show grit and embrace challenges.

- In-class lesson
- Assembly
- System of reward/recognition
- Supported by a club
- Student leadership involvement

Recognize Students who Meet the Expectations

Good News at DAHS...

Student Name _____

Is being referred for being

Respectful Responsible Ready to Succeed

Description _____

Submitted by _____

- Quick, easy to fill out.
- Recognizes small acts.
- Supplements Dragon Spirit Award.
- One card drawn per month, student and teacher receive gift card.
- All cards displayed on bulletin board.
- Student gets a copy.

Core Elements of our Tier 1 Framework

Consistent Expectations



Category	Be Respectful	Be Responsible	Be Ready to Succeed
Classroom	• Arrive on time	• Bring necessary materials	• Participate in class
Behavior	• Use appropriate language	• Follow school rules	• Complete assignments
Attendance	• Notify parents of absences	• Attend all classes	• Stay on task
Academic Achievement	• Show respect for others	• Take ownership of learning	• Set and achieve goals
Character Development	• Be honest	• Be accountable	• Be resilient

Education

- School-wide uniform lesson plan
- PSA style videos throughout the school year.



Video
Development
All
Students
Should

Recognition



Student Involvement

- Fundraising for various causes.
- PB and J Drive
- Recognition system
- Video PSAs throughout the year



Core Elements of our Tier 1 Framework

Consistent Expectations



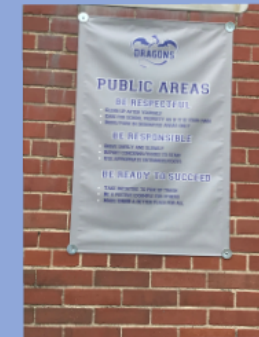
DRAGONS

**THE DIVISION AVENUE TRADITION
IS TO TEACH, MODEL AND ENCOURAGE
THE FOLLOWING HABITS**

BE RESPECTFUL
ALWAYS SHOW RESPECT AND KINDNESS TO ALL PEOPLE
TEACHERS AND STUDENTS

BE RESPONSIBLE
BE RESPONSIBLE AND HOLD YOURSELF
ACCOUNTABLE FOR YOUR OWN
WORDS AND ACTIONS

BE READY TO SUCCEED
BE PREPARED WITH YOUR BEST
EFFORTS AND POSITIVE ATTITUDE
EVERY DAY



	Be Respectful	Be Responsible	Be Ready to Succeed
Classrooms	<ul style="list-style-type: none"> Be polite and respectful Use appropriate language Be respectful of others' space and property 	<ul style="list-style-type: none"> Be in charge of your own work Report any safety or health concerns Be responsible for your own safety 	<ul style="list-style-type: none"> Be on time Be prepared for class Participate in class activities Follow classroom rules
Hallways	<ul style="list-style-type: none"> Be polite and respectful Use appropriate language Be respectful of others' space and property 	<ul style="list-style-type: none"> Report any safety or health concerns Be responsible for your own safety Be responsible for your own work 	<ul style="list-style-type: none"> Be on time Be prepared for class Participate in class activities Follow classroom rules
Cafeteria	<ul style="list-style-type: none"> Be polite and respectful Use appropriate language Be respectful of others' space and property 	<ul style="list-style-type: none"> Be in charge of your own work Report any safety or health concerns Be responsible for your own safety 	<ul style="list-style-type: none"> Be on time Be prepared for class Participate in class activities Follow classroom rules
Restrooms	<ul style="list-style-type: none"> Be polite and respectful Use appropriate language Be respectful of others' space and property 	<ul style="list-style-type: none"> Be in charge of your own work Report any safety or health concerns Be responsible for your own safety 	<ul style="list-style-type: none"> Be on time Be prepared for class Participate in class activities Follow classroom rules
School Related Activities	<ul style="list-style-type: none"> Be polite and respectful Use appropriate language Be respectful of others' space and property 	<ul style="list-style-type: none"> Be in charge of your own work Report any safety or health concerns Be responsible for your own safety 	<ul style="list-style-type: none"> Be on time Be prepared for class Participate in class activities Follow classroom rules
Public Areas (Outside the school building)	<ul style="list-style-type: none"> Be polite and respectful Use appropriate language Be respectful of others' space and property 	<ul style="list-style-type: none"> Be in charge of your own work Report any safety or health concerns Be responsible for your own safety 	<ul style="list-style-type: none"> Be on time Be prepared for class Participate in class activities Follow classroom rules

Education

- School-wide uniform lesson plan
- PSA style videos throughout the school year.

POSITIVE BEHAVIOR INTERVENTION SYSTEM



Directions: With the person sitting next to you, please consider the following questions (Be ready to share)

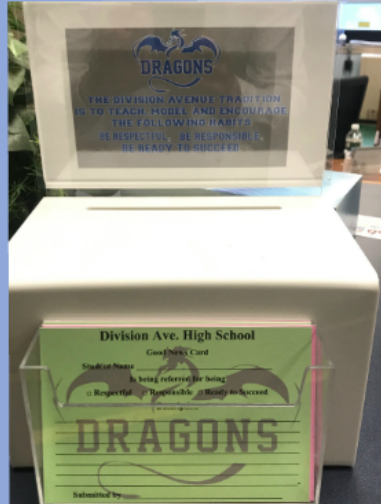
Question:


1. How does good student behavior contribute to a positive and successful school environment?
2. What can students do to help create an environment in school where everyone feels welcome and supported?

[https://
media.preziusercontent.com/converted/
e/4/d/
ea61a579344845451
4b84ea8bbec13e2b
0092.mp4](https://media.preziusercontent.com/converted/e/4/d/ea61a5793448454514b84ea8bbec13e2b0092.mp4)


https://
media.preziusercont
ent.com/converted/
e/4/d/
ea61a579344845451
4b84ea8bbec13e2b
0092.mp4

Recognition





Division Avenue High School
 128 Division Avenue
 Lantana, NY 11764-2997
 (516) 434-7159





John Cwick, Principal
 John Cwick, Assistant Principal
 Shelli Laddie, Social Education Coordinator

Casey McPhee, Assistant Principal
 Mark Carillo, Guidance Coordinator

Dear Parents,

Congratulations from the PosiDiv club at Division Avenue High School! Your child was recognized by a teacher or staff member for being respectful, responsible or ready to succeed. We're exhibiting the values of the Division Avenue High School community!



D

CONGRATULATIONS!

DIVISION AVENUE HS AND THE POSIDIV CLUB INVITE YOU TO
 A BAGEL BREAKFAST TO RECOGNIZE YOU AS
 A STUDENT WHO IS
 RESPECTFUL,
 RESPONSIBLE, AND
 READY TO SUCCEED!

WHEN: JUNE 3RD at 7:30 AM
 (instead of your 1st period class)

WHERE: Cafeteria East

WHY: During the 2018-19 school year
 a staff member referred you for positive behavior!

Every student is
 entered for a
 chance to win door
 prizes!



Come and enjoy a
 bagel and
 refreshments with
 your classmates!



Student Involvement

- *Fundraising for various causes.*
- *PB and J Drive*
- *Recognition system*
- *Video PSAs throughout the year*



various causes.

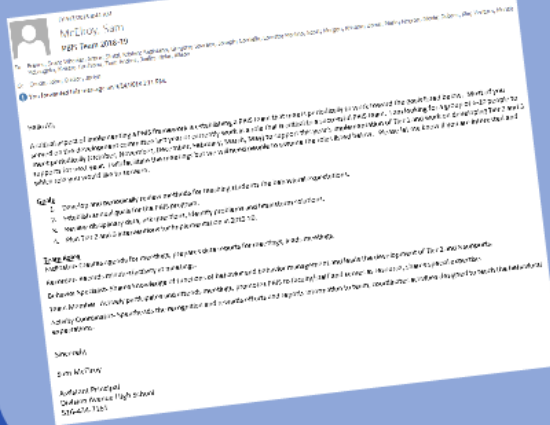
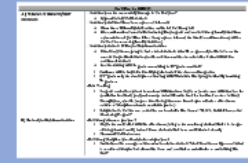
*tem
oughout the*





Year 2 - Tier 1 Implementation and Tier 2 and 3 Development

2018-19				
1. Establish a team of 6-10 people who will meet periodically to review/plan methods for teaching expectations, review data and develop, set annual goals and plan tier 2 and 3 interventions for 2019-20.	September 2018	-Meeting resources, data, team plan.	McElroy	Agenda
2. Establish a quantitative goal(s) for measuring the effectiveness of the PBIS program using available data.	October 2018	-Teacher coverage, data review.	PBIS Team	Written goal
3. Develop 1 -2 additional methods for teaching/communicating expectations to students, that involve student and staff participation.	November 2018	-Resources TBD	PBIS Team, Wheeler	Teaching/communication materials.
4. Develop 1 tier 2 and 1 tier 3 intervention for the 2019-20 school year and train necessary staff members.	June 2018	-Mentorship program training, teacher coverages for training.	Behavior specialists, PBIS team	Training schedule
5. Select students for Tier 2 and Tier 3 interventions and identify staff members who will...	June 2018	-Resources TBD	PBIS Team	Student rosters



- Mentor program
- Check In/Check Out
- Behavior Contracts
- FBA/BIPs

Action Item	Timeline/Date	Resources Needed	Person Responsible	Data to be collected for verification
1. Develop a tentative plan that includes: a.) the number of students/staff members b.) the profile of the student we will target c.) the frequency of mentor/mentee meetings d.) specific expectations/obligations of mentors, e.) a calendar of activities for the year.	December 2018	TBD	-McElroy, Guidice, Hinkle, McLaughlin, PBIS Team.	-Written plan
2. Present the program at a faculty meeting (John Hiershey will present.)	January 2019 or December 2018	-Meeting time	-Hinkle, McLaughlin	-Agenda
3. Get buy in from the union.	January 2019	None	-Cocsa	None
4. Recruit participants (John Hiershey will come to faculty meeting if necessary.)	February - March 2019	-Meeting time	-Administration, Hinkle, McLaughlin	-Participant list
5. Hold early articulation meetings at Wisdom and identify students.	April - May 2019	-Meeting time	-McElroy, Guidice, Hinkle, McLaughlin, PBIS Team.	-List of students
6. Train the teacher/mentors.	June - September 2019	-Coverages	-McElroy, Guidice	-Training materials



Fri 9/7/2018 8:44 AM

McElroy, Sam

PBIS Team 2018-19

To Breves, Sean; Wheeler, Grace; Stritzl, Kristen; Sagistano, Gregory; Sparaco, Joseph; Cordiello, Loretta; Martino, Scott; Morgan, Kristina; Danisi, Maria; Negron, Nicole; Dobres, Kim; Ventura, Muriel; McLaughlin, Kelsey; Turchiano, Tom; Andres, Joelle; Hinke, Allison

Cc Coscia, John; Guidice, Jady

You forwarded this message on 9/14/2018 1:11 PM.

Hello All,

A critical aspect of implementing a PBIS framework is establishing a PBIS team that meets periodically to work toward the goals listed below. Most of you served on the development committee last year or currently work in a role that is critical to a successful PBIS team. I am looking for a group of 6-10 people to meet periodically (October, November, December, February, March, May) to support this year's implementation of Tier 1 and work on developing Tier 2 and 3 supports for next year. I will facilitate the meetings but we will need people to assume the roles listed below. Please let me know if you are interested and which role you would like to serve in.

Goals

1. Develop and periodically review methods for teaching students the behavioral expectations.
2. Establish annual goals for the PBIS program.
3. Review disciplinary data, ask questions, identify problems and brainstorm solutions.
4. Plan Tier 2 and 3 interventions for implementation in 2019-20.

Team Roles

Facilitator- Creates agenda for meetings, prepares data reports for meetings, leads meetings.

Recorder- Records minutes/activity at meetings.

Behavior Specialist- Shares knowledge of functions of behavior and behavior management and leads the development of Tier 2 and 3 supports.

Team Member- Actively participates and attends meetings, promotes PBIS to faculty/staff and serves as resource, shares special expertise.

Activity Coordinator- Spearheads the recognition and rewards efforts and reports information to team, coordinates activities designed to teach the behavioral expectations.

Sincerely,

Sam McElroy

Assistant Principal
Division Avenue High School
516-434-7161

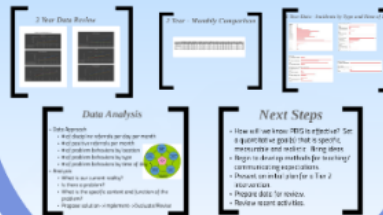
Team Meetings

Roles

- **Facilitator**- Creates agenda for meetings, prepares data reports for meetings, leads meetings.
- **Behavior Specialist**- Shares knowledge of functions of behavior and behavior management and leads the development of Tier 2 and 3 supports.
- **Team Member**- Actively participates and attends meetings, promotes PBIS to faculty/staff and serves as resource, shares special expertise.
- **Activity Coordinator**- Spearheads the recognition and rewards efforts and reports information to team, coordinates activities designed to teach the behavioral expectations.

Data Review and Next Steps

- 3 year comparison of consequences, 2 year comparison of consequences by month, 1 year of by type of incidents and time of day. - Review for Meeting 2. Any Red Flags?



Agenda

- Goals Progress Review
- February Data
- Follow Up - Research Questions
- PosiDiv Club Updates
- Ideas to Address Schoolwide Lateness

- Data Review
- Goals Progress
- PosiDiv Activities Update
- Tier 2/Mentor Program Progress
- Next Steps

Goal Setting

What behaviors are most detrimental to teaching and learning?

Goal Areas

- # of discipline referrals?
- # of overall incidents?
- # of specific types of incidents?
- # of incidents in specific locations?
- # of suspensions?

Ideas?

Sample goals - Next Meeting

Area	Goal
Disruption and Insubordination	<i>By June of 2019 we will see a 10% reduction in overall incidents of disrupting the educational process, compared with June 2018.</i>
	<i>By June of 2019 we will see a 10% reduction in overall incidents of insubordination, compared with June 2018.</i>
PBIS Fidelity	<i>By June of 2019 the overall number of positive referrals will exceed the overall number of negative behavior referrals.</i>
	<i>By June of 2019, at least 50% of the instructional faculty members will make a positive referral.</i>

Agenda

- Goals Progress Review
- February Data
- Follow Up - Research Questions
- PosiDiv Club Updates
- Ideas to Address Schoolwide Lateness

Goal Setting

What behaviors are most detrimental to teaching and learning?

Goal Areas

- # of discipline referrals?
- # of overall incidents?
- # of specific types of incidents?
- # of incidents in specific locations?
- # of suspensions?

Ideas?

Sample goals - Next Meeting

Data Review

Goals Progress

PosiDiv Activities Update

Tier 2/Mentor Program Progress

Next Steps

Goal Setting

What behaviors are most detrimental to teaching and learning?

Goal Areas

- # of discipline referrals?
- # of overall incidents?
- # of specific types of incidents?
- # of incidents in specific locations?
- # of suspensions?

Ideas?

Sample goals - Next Meeting

Area	Goal
Disruption and Insubordination	<i>By June of 2019 we will see a 10% reduction in overall incidents of disrupting the educational process, compared with June 2018.</i>
	<i>By June of 2019 we will see a 10% reduction in overall incidents of insubordination, compared with June 2018.</i>
PBIS Fidelity	<i>By June of 2019 the overall number of positive referrals will exceed the overall number of negative behavior referrals.</i>
	<i>By June of 2019, at least 50% of the instructional faculty members will make a positive referral.</i>

Data Review

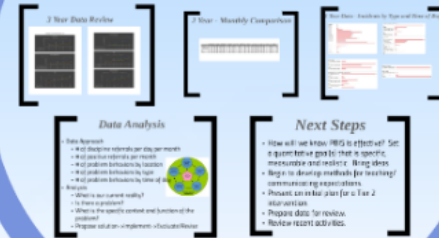
Data Analysis

- Data Approach
 - # of discipline referrals per day per month
 - # of positive referrals per month
 - # of problem behaviors by location
 - # of problem behaviors by type
 - # of problem behaviors by time of day
- Analysis
 - What is our current reality?
 - Is there a problem?
 - What is the specific context and function of the problem?
 - Propose solution->Implement->Evaluate/Revise



Data Review and Next Steps

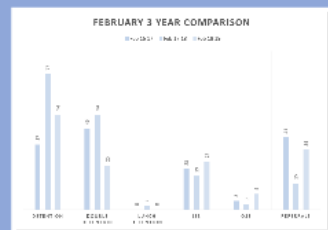
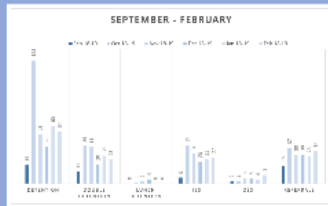
- 3 year comparison of consequences, 2 year comparison of consequences by month, 1 year of by type of incidents and time of day. - Review for Meeting 2. Any Red Flags?



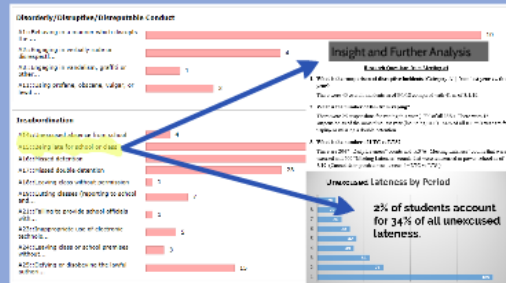
Interventions and Strategies Generated from Data Review

- Informal Mentoring
- Consequence alternatives
- Check in/Check out
- Counseling
- Targeted PSA videos

Consequences



Problem Behaviors by Type



Problem Behaviors by Time of Day



Area	Goal
Discipline and Referral Reduction	By June of 2019 we will see a 10% reduction in overall incidence of discipline referrals and referrals to the administrative system, compared with June 2018.
FBIS Fidelity	By June of 2019 we will see a 10% reduction in overall incidence of discipline referrals compared with June 2018. By June of 2019 the overall number of positive referrals will account for 20% of the number of discipline referrals. By June of 2019, at least 50% of the unexcused lateness referrals will include a positive referral.

	Sep	Oct	Nov	Dec	Jan	Total	Difference
Discipline	17	18	17	15	15	82	15
Referrals	18	19	18	16	16	87	16
Difference	-1	-1	-1	-1	-1	-5	-5

Discipline/Classroom/Behavioral Goal	Target
100% of students will be on task during lessons.	100%
100% of students will be on task during lessons.	100%
100% of students will be on task during lessons.	100%
100% of students will be on task during lessons.	100%
100% of students will be on task during lessons.	100%
100% of students will be on task during lessons.	100%

Discipline/Classroom/Behavioral Goal	Target
100% of students will be on task during lessons.	100%
100% of students will be on task during lessons.	100%
100% of students will be on task during lessons.	100%
100% of students will be on task during lessons.	100%
100% of students will be on task during lessons.	100%
100% of students will be on task during lessons.	100%

	Sep	Oct	Nov	Dec	Jan	Total	Difference
Difference	56	18	48	37	37	206	140

As of 2/28/2019 49% (210/425) of staff members have made a positive referral.

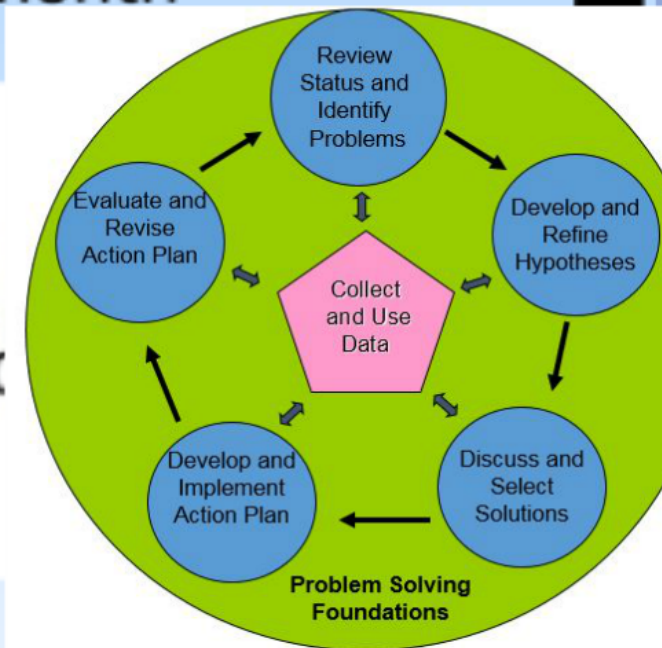
Data Analysis

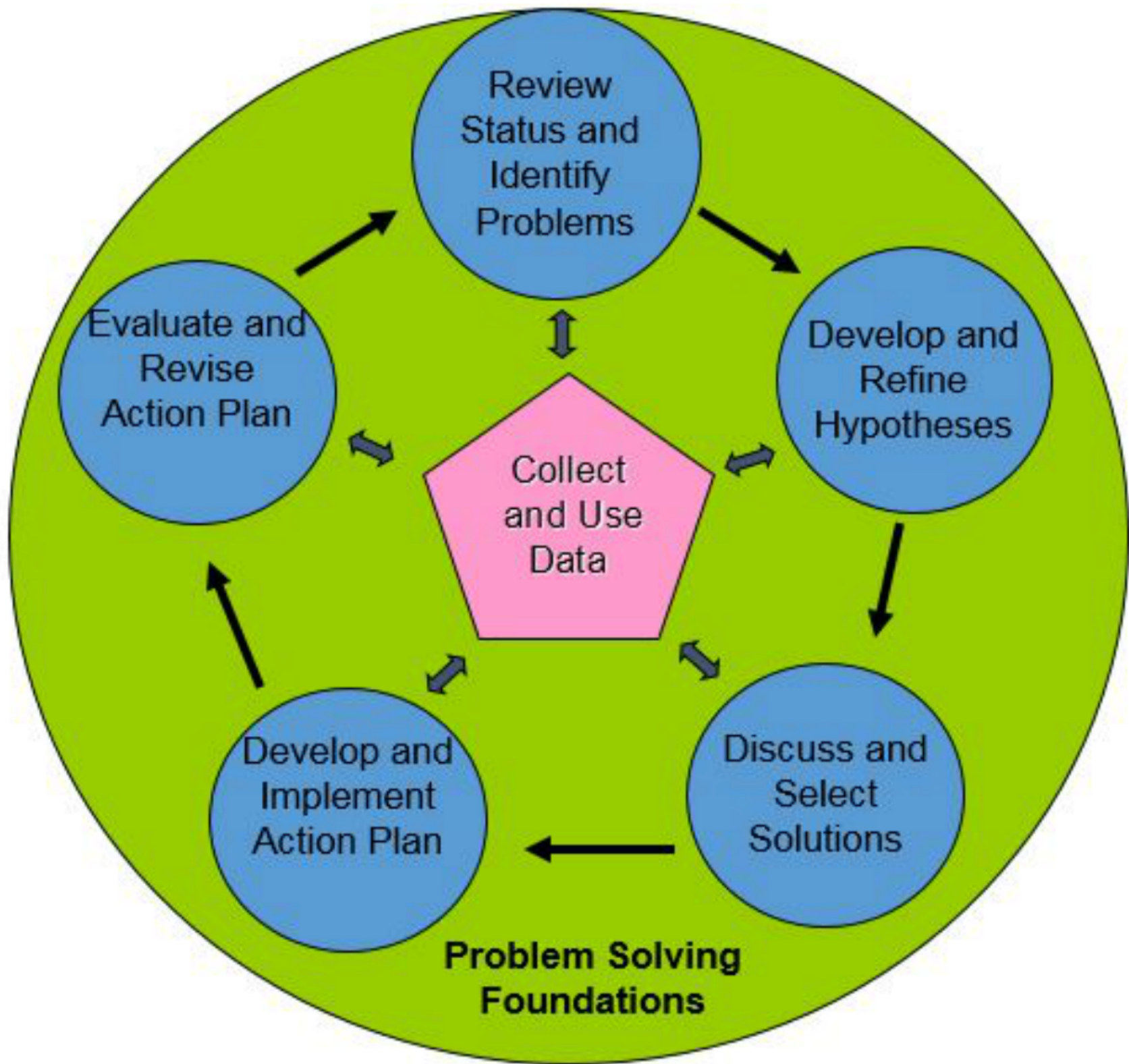
- Data Approach

- # of discipline referrals per day per month
- # of positive referrals per month
- # of problem behaviors by location
- # of problem behaviors by type
- # of problem behaviors by time of day

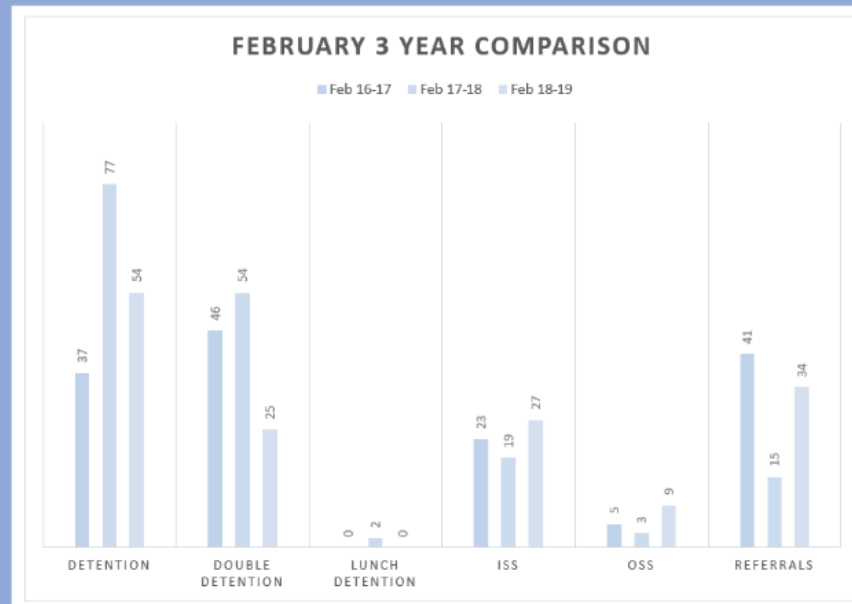
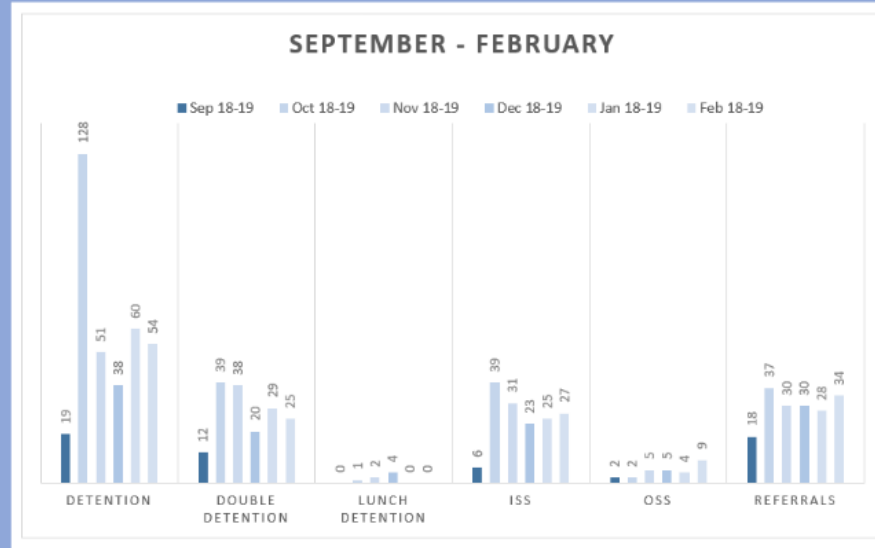
- Analysis

- What is our current reality?
- Is there a problem?
- What is the specific context and function of the problem?
- Propose solution->Implement->Evaluate/Revise





Consequences



Disorderly/Di

A11::Behaving in the ...

A2::Engaging in disrespectf...

A8::Engaging in other...

A11::Using profane lewd ...

Insubordinati

A14::Unexcused

A15::Being late

A16::Missed det

A17::Missed dou

A18::Leaving cla

A19::Cutting cla and...

A21::Failing to p with...

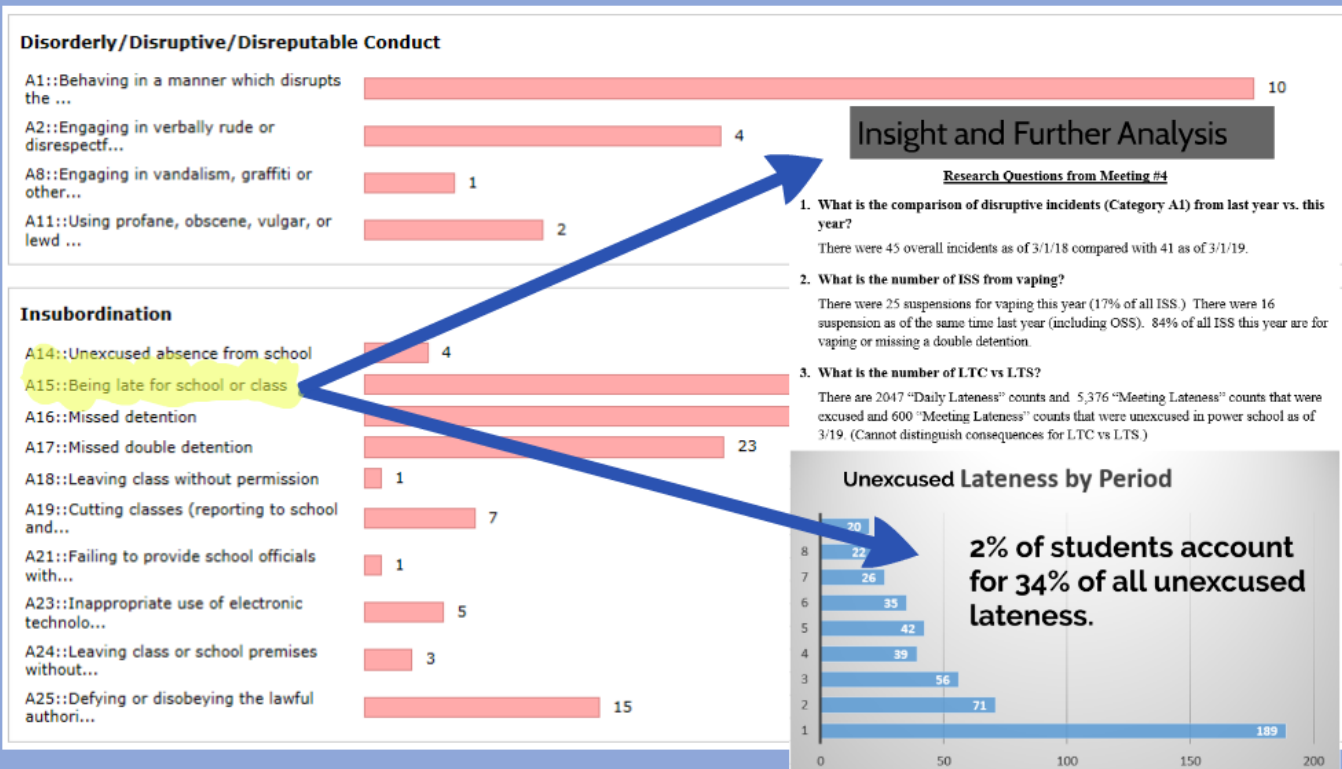
A23::Inappropri technolo...

A24::Leaving cla without...

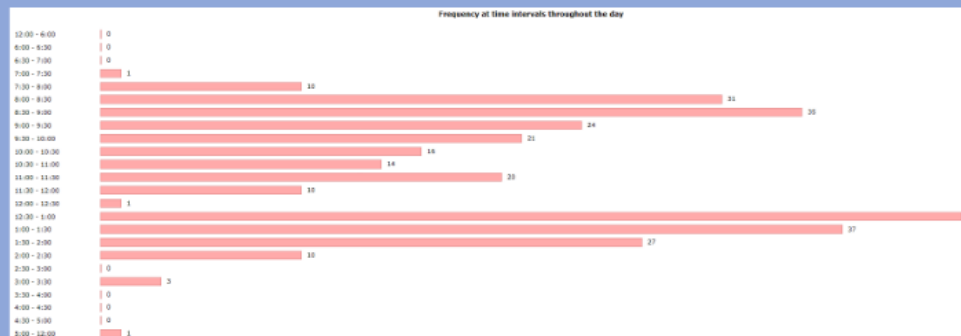
A25::Defying or authori...

Pro

Problem Behaviors by Type



Problem Behaviors by Time of Day



Interventions and Strategies Generated from Data Review

- Informal Mentoring
- Consequence alternatives
- Check in/Check out
- Counseling
- Targeted PSA videos

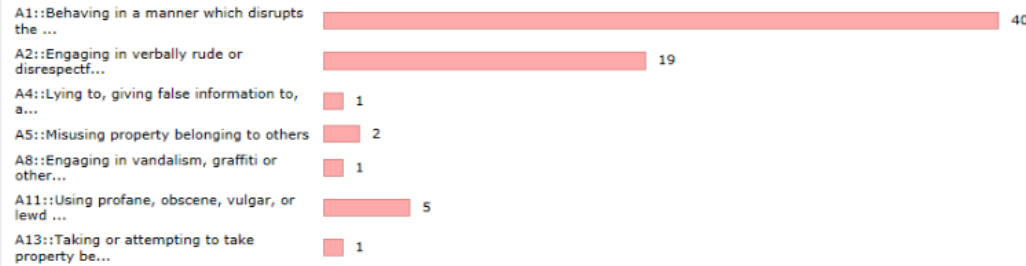
DAHS PBIS GOALS

Area	Goal
Disruption and Insubordination	<i>By June of 2019 we will see a 10% reduction in overall incidents of disrupting the educational process, compared with June 2018.</i>
	<i>By June of 2019 we will see a 10% reduction in overall incidents of insubordination, compared with June 2018.</i>
PBIS Fidelity	<i>By June of 2019 the overall number of positive referrals will exceed the overall number of negative behavior referrals.</i>
	<i>By June of 2019, at least 50% of the instructional faculty members will make a positive referral.</i>

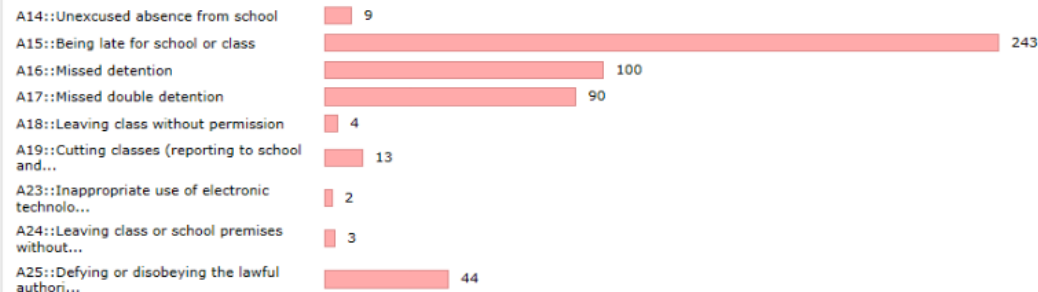
Disruption and Insubordination

	Sep		Oct		Nov		Dec		Jan		Totals		Difference
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
Disruption	6	5	10	18	18	21	18	16	25	9	77	69	-11.59%
Insubordination	42	68	105	179	130	85	148	74	105	102	530	508	-4.33%

Disorderly/Disruptive/Disreputable Conduct



Insubordination



PBIS Fidelity

	Sep		Oct		Nov		Dec		Jan		Totals		Difference
	Pos	Neg	Pos	Neg	Pos	Neg	Pos	Neg	Pos	Neg	Pos	Neg	
Referrals	35	18	48	37	27	30	60	30	24	28	194	143	0.262887

As of 2/5/2019 44% (71/163) of staff members have made a positive referral.

DAHS PBIS GOALS 2018-19

Area	Goal
Disruption and Insubordination	<i>By June of 2019 we will see a 10% reduction in overall incidents of disrupting the educational process, compared with June 2018. GOAL NOT MET (8.66%).</i>
	<i>By June of 2019 we will see a 10% reduction in overall incidents of insubordination, compared with June 2018. GOAL NOT MET (3.9%)</i>
PBIS Fidelity	<i>By June of 2019 the overall number of positive referrals will exceed the overall number of negative behavior referrals. GOAL MET.</i>
	<i>By June of 2019, at least 50% of the instructional faculty members will make a positive referral. GOAL MET.</i>

	Totals		Difference
	17-18	18-19	
Disruption	138	127	-8.66%
Insubordination	1093	1052	-3.90%

	Totals		Difference
	Pos	Neg	
Referrals	345	325	0.057971

*As of 6/15/2019 **54% (88/163)** of staff members have made a positive referral.*

WINS

- 354 more positive referrals than the previous year.
- Improved academic outcomes: increased passing rates, increased graduation rate (99%.)
- Reduction in overall number of problem behavior incidents and disciplinary consequences.
- Reduced number of out of school and in-school suspensions.
- Improved school culture.
- Regular, focused discussions on how to improve student behavior with an eye to improving academic success.



LESSONS LEARNED



- Dispel myths and ensure staff buy-in.
- Plan each step of development.
- A Supporting club is critical (broader community involvement would be even better.)
- Identify intended outcomes and set goals for implementation. Keep every meeting centered around goals.
- Education should include relatable media, consistent language and student involvement.
- Select key "social-influencers" for development team in order to strengthen buy-in.
- Incorporate an activity for midyear event/education.
- Make it fun and collaborative (Incorporate staff recognition, (staff member to staff member).
- Need more rewards for students with no negative referrals.
- Needs to be more integrated into school messaging and communication.
- Need to bring in key "social influencers" on team to maintain buy-in.