

Data Based Decision Making & Solution Plan at Hillcrest



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Hillcrest Tier 1 Coach



Before the DBDM/Solution Plan

- Tier 1 met monthly to look at our Big 5 data
- Open Discussion
- No Leading Questions
- Include in our Meeting Minutes what our plan was to help in the needed areas.
- Lacked Fidelity
- Small positive outcome for students

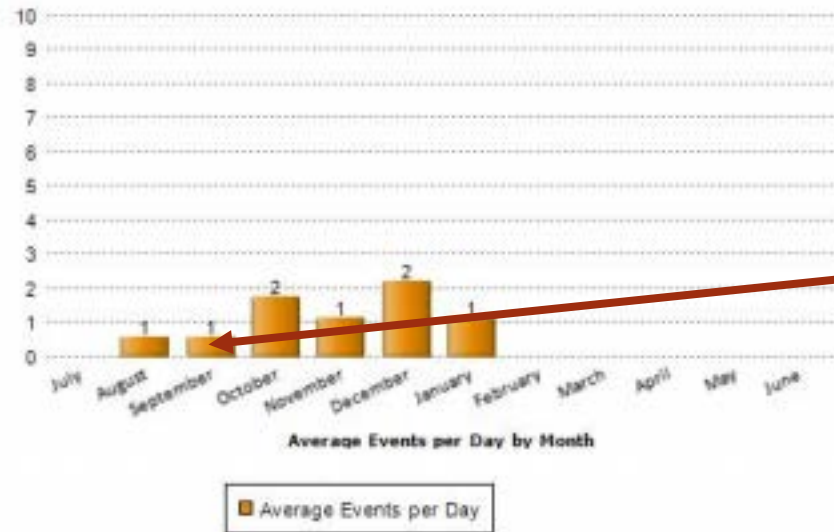


Implementation



- New Coach & New Plan
- 2015 Summer Institute = BIG HELP
- Implemented in the 2015-2016 school year
- First Thursday of the month was designated to discuss our Big 5 and complete the DBDM/Solution Plan
 - This time we had leading questions to help us along the way and accountability to our plan.

Leading Questions



1. Collect & Chart Data

Big-5 Report

What were the average number of ODR's per day per month? One

What is the most frequently reported problem behavior? Bus Safety Violations (6)

Where are most problem behaviors occurring? Bus

When are most problem behaviors occurring? From 4:00-5:00 pm

Who are most frequently engaged in problem behaviors? 6th Graders
(i.e. individuals, grade level, team, etc.)

Referrals by Problem Behavior for PBS



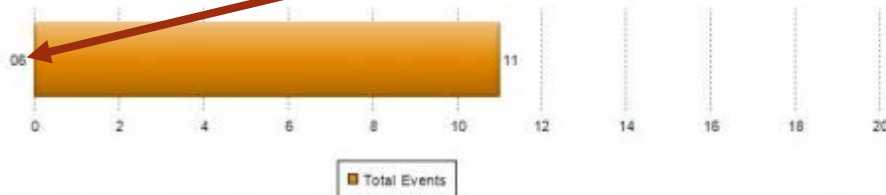
Leading Questions



DIS - Referrals by Time of Day for PBS:



DIS - Referrals by Grade Level for PBS:



1. Collect & Chart Data

Big-5 Report

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(i.e. individuals, grade level, team, etc.)

Next...

Focus on **ONE** area


The area of focus will typically stand out

2. Analyze and Prioritize	From Step 1, select ONE area of focus for intensive analysis (this becomes the precision problem statement)			
	Behavior:	Location: Bus	Time of Day:	Students:
	Where:	Behavior: Safety Violation	Behavior:	Behavior:
	When:	When: 4-5 pm	Where:	Where:
	Who:	Who: 6th Graders	Who:	When:
Replacement Behavior: <input type="text"/>				
Students will follow the bus Matrix including: visiting at an appropriate volume, sitting on pockets, facing forward, with no eating food or chewing gum.				

Use Matrix to help with Replacement Behaviors

3. Write a S.M.A.R.T. Goal	(To copy to Solution Plan, Tab over after each entry)
	<u>Sixth Graders</u> will decrease ODRs for <u>Bus Safety Violations</u> from <u>7</u> to <u>3</u> between <u>September 11, 2015</u> and <u>November 1, 2015</u> , as measured by the Big-5 Data Report for the month of <u>September</u> .

Accountability comes into play

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- Step 1 - Collected and Analyzed Data
 - Step 2 - Chosen a Focus Area
 - Step 3 - Developed an Appropriate Goal
 - Solution Plan Time!

August Solution Plan

School: Hillcrest **Month and Year:** September

S.M.A.R.T. GOAL: Sixth graders will decrease ODRs for Bus Safety Violations from 7 to 5 between Septmeber 11, 2015 and October 1, 2015 as measured by the Big-5 Data Report for the month of October.

Solution Components	What are the Action Steps?	Who is Responsible?	By When?	What Professional Development and/or communication is required?	How will Fidelity be Measured?
What Prevention measure will you take? (example: clarify expectations, rules or procedures; increase supervision; adjust task difficulty, increase OTRs)	The students will get on the bus with homeroom teacher and hear Mrs. Helton/Mr. Simmonds discuss bus procedures and expectations.	Homeroom teacher is responsible for getting them to the bus. Mrs. Helton and Mr. Simmonds will provide the instruction.	September 11, 2015	Helton and Simmonds need to discuss bus procedures and expectations to be prepared.	Did ODRs decrease?
What will you teach?	Bus safety expectations and procedures. Bus Matrix reviewed. (Sitting on pockets, facing forward, and appropriate volume)	Helton and Simmonds	September 11, 2015	Bus Matrix will need to be reviewed.	Did ODRs decrease?

Changed this based on Gordon's PP that he shared during Summer Institute to better guide us as we completed the plan.

August Solution Plan Continued

What behavior will you recognize and how?	We will recognize students who are safe, respectful, and responsible on the bus. Students have the opportunity to receive Buzz Bucks for appropriate bus behavior. Those who do not receive a ODR attend HABITS.	Bus drivers and homeroom teachers	September 11, 2015	The expectations to attend HABITS will need to be communicated to new staff and students.	Take attendance at workroom to make sure all students who did not receive HABITS attended to workroom.
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What behaviors will you correct? What consequence will there be?	Those who continue to violate the safety rules of our bus will get ODRs and no HABITS.	Bus Drivers, homeroom teachers, and Mrs. Mills	September 11, 2015	The expectations to attend HABITS will need to be communicated to new staff and students.	
	What data will we Review?	Who is responsible for gathering the data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Progress Monitoring Data Collection	Fidelity: Did we complete the above plan? Benchmark: Did ODRs decrease?	Mrs. Mills	Monthly	Tier 1 meeting on October 1, 2015	Tier 1 members

August Solution Plan Evaluation


6. Evaluate Plan		Goal Not Met	Goal Met
	Not Implemented with Fidelity	Are there obstacles to implementation? Y <input type="checkbox"/> : Modify plan to eliminate obstacles N <input type="checkbox"/> : Implement the plan	Look at data to determine why goal was achieved
	Implemented with Fidelity	Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis	Plan for sustained implementation <input type="button" value="▼"/> Go back to your data; Data cycle around your most frequent behavior

- This plan was implemented in September based of the August Big 5 Data.
- On October 8th we reviewed the Big 5 Data from September and found this Goal Not Met due to lack of implementation.
- From here we moved this plan into October and said we will follow through with the plan!

On November 17th we reviewed the Big 5 Data from October and evaluated as follows:

6. Evaluate Plan		Goal Not Met	Goal Met
	Not Implemented with Fidelity	Are there obstacles to implementation? Y <input type="checkbox"/> : Modify plan to eliminate obstacles N <input type="checkbox"/> : Implement the plan	Look at data to determine why goal was achieved
	Implemented with Fidelity	Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis <hr/> Next Plan: Those students who received multiple Bus Safety Violations will be referred to Tier 2 for Bus Safety Classes with Mrs. Helton.	<div>▼</div> Plan for sustained implementation Go back to your data; Data cycle around your most frequent behavior


When your focus area is not so clear...

1. Collect & Chart Data	<u>Big-5 Report</u> What were the average number of ODR's per day per month? <u>2</u> What is the most frequently reported problem behavior? <u>Bus Safety Violations</u> Where are most problem behaviors occurring? <u>Bus</u> When are most problem behaviors occurring? <u>4-5pm</u> Who are most frequently engaged in problem behaviors? <u>6th Graders</u> (i.e. individuals, grade level, team, etc.)			
2. Analyze and Prioritize	From Step 2, select ONE area of focus for intensive analysis			
	Behavior:	Location:	Time of Day: <u>12-12:30</u>	Students:
	Where: When: Who:	Behavior: When: Who:	Behavior: <u>Disorderly Conduct</u> Where: <u>Hallway/Bathroom</u> Who: <u>6th Graders</u>	Behavior: Where: When:
	Replacement Behavior:  <u>Students will transition between classes while following the hallway expectations stated in our school Matrix. Students should be in their assigned class and ready to start class at 12:20.</u>			

SUCCESS!

6. Evaluate Plan		
	Goal Not Met	Goal Met
Not Implemented with Fidelity	Implement the plan	Go back to your data; Data cycle around your most frequent behavior
Implemented with Fidelity	Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis	After implementing our Solution Plan we decreased our ODRs from 11 to 2 in the time frame between 12:00-12:30 pm.

SUCCESS AGAIN!

6. Evaluate Plan			
		Goal Not Met	Goal Met
	Not Implemented with Fidelity	Are there obstacles to implementation? Y <input type="checkbox"/> : Modify plan to eliminate obstacles N <input type="checkbox"/> : Implement the plan	Look at data to determine why goal was achieved
	Implemented with Fidelity	Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis	<div>Plan for sustained implementation </div> <div>Go back to your data; Data cycle around your most frequent behavior</div> <div>After implementing our Solution Plan during the month of December our ODRs during the 3:00-3:30 time frame dropped from 2 down to 0! FANTASTIC!!!!</div>

Challenges in using the process

- There were months that we didn't have a focus area.
 - When this happened we focused on rewarding the students for good behavior.
- Needs a place that says students were sent on to Tier 2 for documentation purposes.
- Bigger Expectation that the meeting minutes.
 - We had to meet weekly and designate the first meeting of the month to solely focusing on our Big 5 and this plan.
- We would get Big 5 Data month, implementation month, and review month confused.
 - We labeled each form with the following information according to the month:
Hillcrest
October 2015
Implemented in November
Reviewed on December 3rd



Positive Take Aways

- Concrete steps that lead us to help students and make a positive impact
- Fidelity
 - What are our weak areas and how to we improve?
 - Did we follow through with this plan?
 - What happened to keep us from being successful?
 - What do we do now?
- Success were apparent
- Referred on to Tier 2 quickly