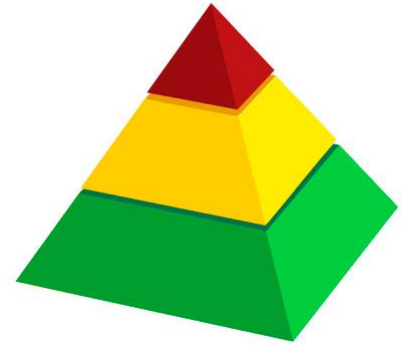


# District Leadership to Support Tiers 1-3



#MOSWPBS #PBIS



@essd40

# Today's Presenters



**Dr. John Lacy**

Superintendent

**Dr. Karla Arnold**

Assistant Superintendent, Student Services

**Christi Rice**

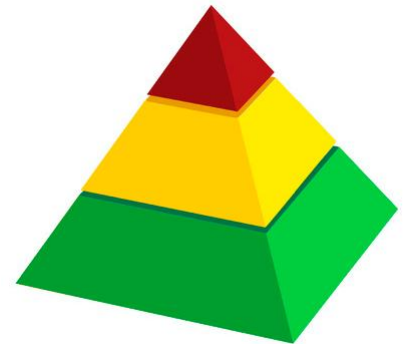
Principal, *Lewis Elementary School*

**Chris Hubbuch**

Principal, *Excelsior Springs Middle School*

# Element One

Professional Learning Communities



# Laying the Groundwork



## **Book Study with School Board:**

- Professional Learning Communities at Work (DuFour & Eaker)

## **Professional Development**

- Partnership with KC RPDC

## **Approval of initiation of PLC**

- Support,
- Financial
- Review building plans
- Evaluate results



# PLC: Central Office Roles



## **Dr. Karla Arnold** (Student Services)

- *Support of Rtl and PBS with expertise and funding*
- *Use of outside consultant (Beth Wood)*

## **Mrs. Cheryl Hogan** (Curriculum & Instruction)

- *Supports effort to improve student achievement*
- *Representative on Professional Development Committee*

## **Dr. Dave Lawrence** (Deputy Superintendent)

- *Financial support*

## **Dr. John Lacy** (Superintendent)

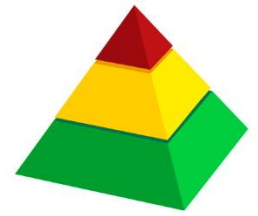
- *Collaboration with school board, administrators and community*

# PLC: The Big Ideas



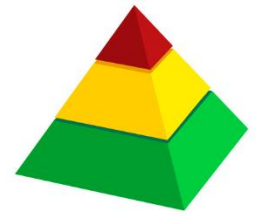
- Focus on Learning
  - What do we want students to learn? (*curriculum/Rtl/PBS*)
  - How will we know if they have learned? (*Assessment/Rtl*)
  - What will we do if they don't learn? (*Rtl*)
  - What will we do if they already know it? (*curriculum/DI*)
- Collective responsibility for student learning
- Collective efficacy – *together, we can*

# PLC: Initial Steps



- Development of Timeline
- PLC Summer Institute – one administrator from each building
- Training for Building PLC Coaches
- Support from outside agencies (RPDC)

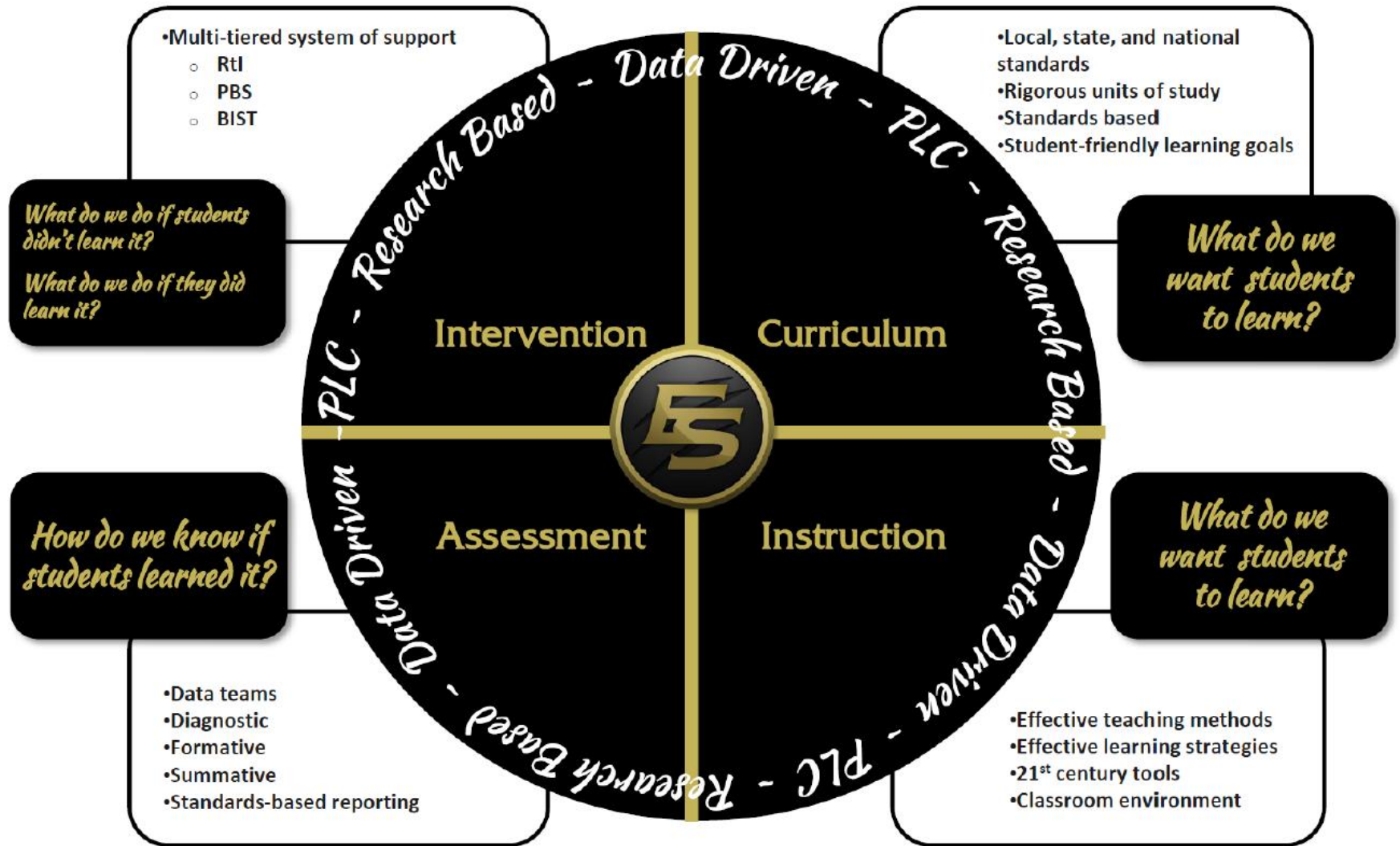
# Build & Maintain Capacity



- Support of Collaboration at District Level
- Building **leadership from within** through high quality professional development
- Ongoing training and support at the building level
- District PD Plan developed



# District Professional Development Plan



# PLC: District Leadership

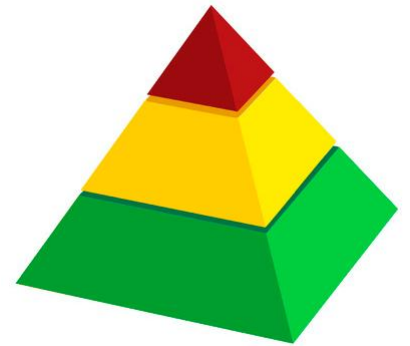


“Yet it remains the fact that it is the **relationship** between superintendent and building principals, more than any other factor, that explains the ability of school districts to ensure that change efforts are **sustained** beyond the tenure of the initiating principal and that whatever positive effects there are become distributed throughout the system.”

--Schlechty (2002)

# Element Two

Response to Intervention



# PLC: Connections to RtI



“The very essence of a learning community is **a focus on and a commitment to the learning of each student**. When a school or district functions as a PLC, educators within the organization embrace **high levels of learning for all students** as both the reason the organization exists and the fundamental responsibility of those who work within it.”

(DuFour, DuFour, Eaker, & Many, 2006)

# Response to Intervention?

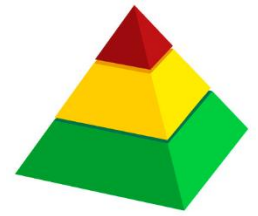


“Rtl is a practice of...

(1) providing high-quality instruction/  
intervention matched to student needs  
and (2) using learning rate over time  
and level of performance to (3) make  
important education decisions.”

(NASDSE 2005, pg. 5)

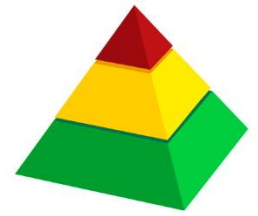
# Synergy of PLC & RtI



“For schools that have already started down the road to being a PLC, implementing RtI will not be a new initiative, but instead a validation and a deepening of their current practices.”

(Buffam, Mattos & Weber, 2009)

# Rtl: Our District's Journey



## **2006-07**

- DESE Notification: inadequate MAP CA gains with our 3rd grade students with disabilities
- Required to write an improvement grant

# Rtl: Our District's Journey

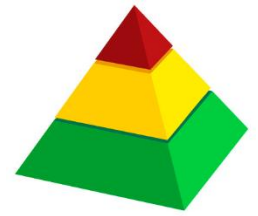


## 2007-08

- Implemented Rtl at Lewis Elementary School
- Two day Rtl training in the summer
- August 2007: Lewis designated a “School in Improvement” as a result of MAP CA scores



# Rtl: Our District's Journey



## 2008-09

- Extended Rtl implementation to other elementary schools and 6th grade at the middle school

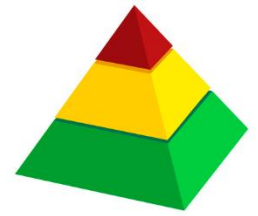
# Rtl: Our District's Journey



## 2009-10

- Extended Rtl implementation to 7th and 8th grades at middle school and 9th grade at the high school
- Began Rtl in math at Lewis

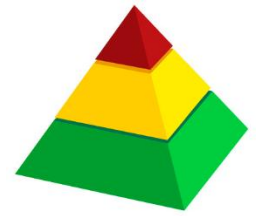
# Rtl: Our District's Journey



## 2010-11

- Began Rtl in math at the MS/HS
- Rtl Coach at HS
- Rtl Committee at MS

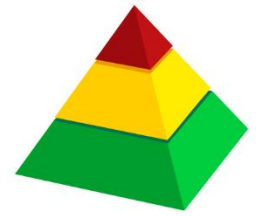
# Rtl: Our District's Journey



## 2011-12

- Board approved District Implementation Guide

# Rtl: Our District's Journey



## 2012-13

- Intervention Coach added at the middle school
- Cut scores established and frozen for a 3 year period (district-wide)

# Tier 1: Universal (all students)



- Instruction that happens in the regular classroom
- Research-based instruction and curriculum emphasizing essential learnings
- Differentiated instruction, flexible grouping, enrichment

# Tier 1: Universal (all students)



- Formative assessments, common assessments
- Universal screenings
- Screening data will suggest areas of strength and areas needing attention in the core curriculum

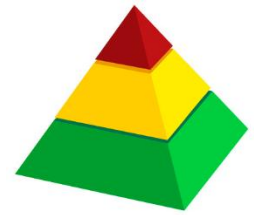
# Tier 2: Strategic (some students)



- Small group interventions
- In addition to regular classroom instruction
- Based on universal screening data



# Tier 3: Intensive (few students)



- Individual (or small group) interventions
- In addition to regular classroom instruction

## **Qualifying for Tier 3 Interventions:**

- Students scoring below the 10<sup>th</sup> percentile on universal screen
- Students have not responded to Tier 1-2 interventions

# Objectives for School Level Implementation of RtI



\*Adapted from the RtI Blueprints for Implementation – NASDSE

- Build your schedule around the instructional needs of students...NOT teachers.
- Develop a system to guarantee that the core, supplemental, and intensive needs of ALL students are addressed appropriately in a timely manner.

# Objectives for School Level Implementation of RtI



\*Adapted from the RtI Blueprints for Implementation – NASDSE

- Supplemental and intensive instruction is systematic and in addition to core instruction.
- Scheduled dates are identified for all assessments (screening, diagnostic, progress monitoring).

# Objectives for School Level Implementation of RtI



\*Adapted from the RtI Blueprints for Implementation – NASDSE

- Dates are scheduled for decision making about student instruction.
- Expertise is available to assist the school in data based decision making (research based interventions).

# Objectives for School Level Implementation of RtI



\*Adapted from the RtI Blueprints for Implementation – NASDSE

- Celebrate all successes, no matter how small, by all involved.
- Evaluate your progress over time...Collect data, Look at it, Use it!!!

# Planning for Intervention



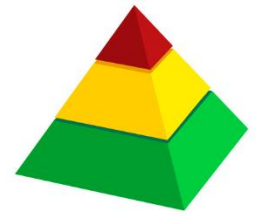
- Universal Screening is the key to early identification
- Grade Level Distribution from AIMSweb is used to identify tiers
- Grade level collaboration time is used to review data
- Use the data to determine the appropriate instruction for ALL students

# Planning for Intervention



- Setting goals using AIMSweb Rates of Improvement
- Identification of Standard Treatment Protocol Interventions
- Identifying Interventionists
- Training and Resources
- Progress Monitoring

# Planning for Intervention



- School-wide, every day
- 30-minute intervention block
- **ALL** students and staff participate
- Research-based intervention/instruction
- It's not about schedules, it's about students!!!



# RtI Building Schedule (Lewis Elementary)

Grade Level	Lunch	Duty	Recess	Grade Level	Communication Arts	Math	Writing
2	10:40-11:05	Ganzer/Stevenson	11:10-11:40	K	10:00-11:40 (100 min)	12:45-1:45 (60 min)	9:20-10:00 (40 min)
1	11:10-11:35	Specials Teachers/Freese	11:40-12:10	1	9:20-11:10 (110 min)	2:20-3:20 (60 min)	12:20-1:00 (40 min)
K	11:40-12:05	Bales/S. Davis	12:10-12:40	2	10:10-10:40 (30 min) 1:40-12:40 (60 min)	9:20-10:10 (60 min)	2:05-2:55 (50 min)
5	12:10-12:35	S.Davis/Crowley	12:40-1:10	3	9:20-11:00 (100 min)	1:45-2:45 (60 min)	12:00-12:40 (40)
3	12:40-1:05	Hagan/Pollard/Conrick	1:10-1:40	4	11:10-12:50 (100 min)	9:25-10:15 (60 min)	2:15-3:05 (50 min)
4	1:10-1:35	Carpenter/Britt	1:40-2:10	5	11:30-12:10 (40 min) 1:15-2:15 (60 min)	10:20-11:30 (70 min)	2:15-3:05 (50 min)

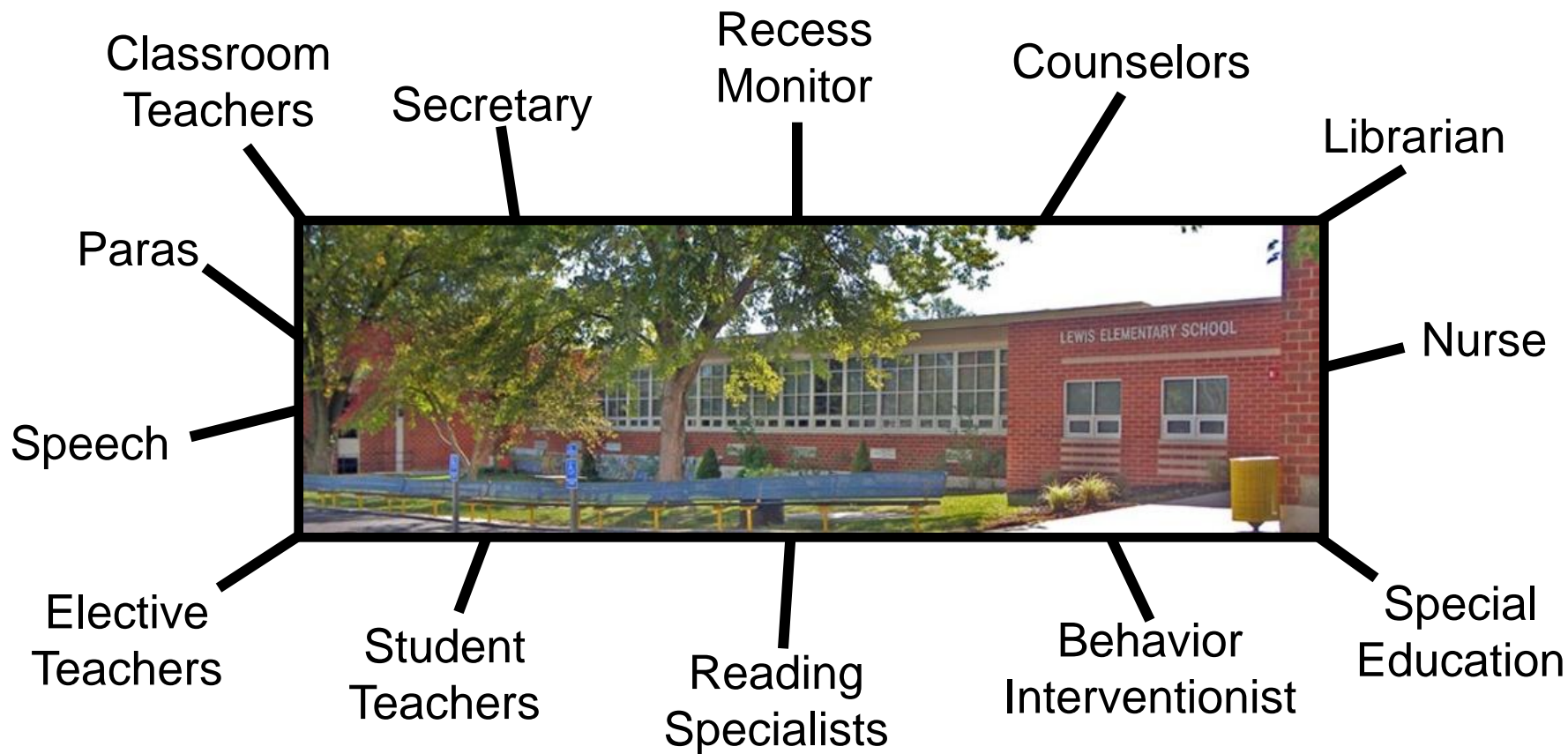
SPECIALS	Wednesday Schedule	R				E				A				D					
		PE	ART	MU	CL	PE	ART	MU	CL	PE	ART	MU	CL	PE	ART	MU	CL		
5	9:25-10:15	9:25-10:05	5A	5B	5C			5A	5B	5C		5C		5A	5B	5B	5C		5A
4	10:15-11:05	10:15-10:55		4A	4B	4C	4C		4A	4B		4B	4C		4A	4A	4B	4C	
3	11:05-11:55	11:05-11:45	3C	lunch duty	3A	3B	3B	3C	lunch duty	3A		3A	3B	3C	lunch duty	lunch duty	3A	3B	3C
2	12:40-1:30	12:40-1:20	2A	2B	2C	2D	2D	2A	2B	2C		2C	2D	2A	2B	2B	2C	2D	2A
1	1:30-2:20	1:20-2:00	1A	1B	1C	1D	1D	1A	1B	1C		1C	1D	1A	1B	1B	1C	1D	1A
K	2:20-3:10	2:00-2:40	KA	KB	KC	KD	KD	KA	KB	KC		KC	KD	KA	KB	KB	KC	KD	KA

KA- McCrary	1A- Terrell	2A-Wegeng	3A-Harris	4A-Brinker	5A-Buinicky
KB- Sams	1B-Bradshaw	2B-Kilgore	3B-Jackson	4B-Davis	5B-Polzin
KC- Conrick	1C-Rimmer	2C-Howerton	3C-Smith	4C-Plachecki	5C-Teegarden
KD- Busby	1D-Hufft	2D-Moore			

**First Bell 8:35**  
**Tardy Bell/Day Begins 8:43**  
**Dismiss 3:42**  
**Early Dismissal 11:53**  
**Wednesday Early Release 2:42**

<b><u>HALF DAY</u></b> <b><u>RECESS and SPECIALS</u></b>		
	Specials	Recess
<b>Sept. 23</b>	K,1,2	3,4,5
<b>Oct. 28</b>	Fall Party Day	
<b>Feb. 17</b>	3,4,5	K,1,2
10:00-10:30	Kdgs. and 3 <sup>rd</sup>	
10:30-11:00	1 <sup>st</sup> and 4 <sup>th</sup>	
11:00-11:30	2 <sup>nd</sup> and 5 <sup>th</sup>	
All classrooms will rotate to regularly scheduled specials classes.		

# Who is working with students during the Intervention Block?



# Three Tiered Intervention Block: What are They Doing?



## Classroom Teachers

### Tier 1

- Peer Assisted Learning Strategies (PALS) – both Reading and Math
- MAP Attack – specific GLE instruction, based on MAP data



## Interventionist

### Tiers 2

- Instructional Routines
  - Letter Names
  - Letter Sounds
- Elkonin Boxes
- Fry Sight Words/Phrases
- Quick Reads
- Quick Reads Leveled Library
- Increasing Fluency with High Frequency Word Phrases
- Explode the Code
- Road to the Code
- Read 180

### Tier 3

- Reading Mastery
- Corrective Reading
- Systems 44

# Intervention Block Schedule



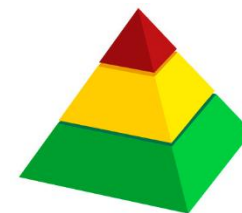
PRIDE Time Tier 1: in the classroom	Monday	Tuesday	Wednesday	Thursday	Friday
Kindergarten	PALS: Reading	PALS: Math	PALS: Reading	PALS: Math	PALS: Reading
1 <sup>st</sup>	PALS: Reading	PALS: Reading	PALS: Reading	PALS: Reading	PALS: Reading
2 <sup>nd</sup>	PALS: Reading	PALS: Math	PALS: Reading	PALS: Math	PALS: Reading
3 <sup>rd</sup>	PALS: Reading	MAP Attack	PALS: Reading	MAP Attack	PALS: Reading
4 <sup>th</sup>	PALS: Reading	MAP Attack	PALS: Reading	MAP Attack	PALS: Reading
5 <sup>th</sup>	PALS: Reading	MAP Attack	PALS: Reading	MAP Attack	PALS: Reading

## **Tiers 2 and 3:**

- Early Literacy/Reading Interventions in small groups all 5 days
- Progress Monitoring on Thursday and Friday (about 5-10 min. per day)

# Intervention Schedule

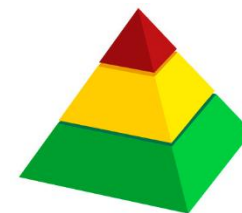
## Lewis Elementary School



Dates	Activity	Person Responsible
<b>August 30</b>	<ul style="list-style-type: none"> <li>• PALS begins for ALL students</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> </ul>
<b>September 16-23</b>	<ul style="list-style-type: none"> <li>• Fall Universal Screening</li> </ul>	<ul style="list-style-type: none"> <li>• All Staff</li> </ul>
<b>September 27-October 1</b>	<ul style="list-style-type: none"> <li>• Enter data and run reports from AIMSweb (27-28)</li> <li>• Use grade level collaboration time to identify students in Tiers 1, 2, &amp; 3 (30-1)</li> <li>• Identify interventions/interventionist</li> <li>• Intervention training</li> <li>• Begin drill down procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Instructional Coach</li> <li>• Classroom Teachers</li> <li>• Title I &amp; II</li> <li>• Interventionists</li> </ul>
<b>October 4</b>	<ul style="list-style-type: none"> <li>• Tier 2 &amp; 3 intervention groups begin</li> <li>• All Tier 2&amp;3 students progress monitored weekly</li> </ul>	<ul style="list-style-type: none"> <li>• All Staff</li> </ul>
<b>October 25-30</b>	<ul style="list-style-type: none"> <li>• Progress monitoring data reviewed monthly during grade level collaboration to determine effectiveness of interventions.</li> <li>• Celebrate success along the way</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Classroom Teachers</li> <li>• Instructional Coach</li> <li>• Title I&amp;II</li> </ul>
<b>November 29 -December 2</b>	<ul style="list-style-type: none"> <li>• Progress monitoring data reviewed monthly during grade level collaboration to determine effectiveness of interventions.</li> <li>• Celebrate success along the way</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Classroom Teachers</li> <li>• Instructional Coach</li> <li>• Title I&amp;II</li> </ul>
<b>January 18-28</b>	<ul style="list-style-type: none"> <li>• Winter screening</li> </ul>	<ul style="list-style-type: none"> <li>• All Staff</li> </ul>
<b>January 31 - February 4</b>	<ul style="list-style-type: none"> <li>• Enter data and run reports from AIMSweb (31-1)</li> <li>• Use grade level collaboration time to identify students in Tiers 1, 2, &amp; 3 (2-4)</li> <li>• Determine new groups and interventionists</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Instructional Coach</li> <li>• Classroom Teachers</li> </ul>

# Intervention Schedule

## Lewis Elementary School



<b>February 7</b>	<ul style="list-style-type: none"> <li>• New Pride Time groups begin</li> <li>• All Tier 2&amp;3 students' progress monitored weekly.</li> </ul>	<ul style="list-style-type: none"> <li>• All Staff</li> </ul>
<b>February 28 - March 4</b>	<ul style="list-style-type: none"> <li>• Progress monitoring data reviewed monthly during grade level collaboration to determine effectiveness of interventions.</li> <li>• Celebrate success along the way</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Classroom Teachers</li> <li>• Instructional Coach</li> <li>• Title I&amp;II</li> </ul>
<b>March 28 - April 1</b>	<ul style="list-style-type: none"> <li>• Progress monitoring data reviewed monthly during grade level collaboration to determine effectiveness of interventions.</li> <li>• Celebrate success along the way</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Classroom Teachers</li> <li>• Instructional Coach</li> <li>• Title I&amp;II</li> </ul>
<b>April 26-29</b>	<ul style="list-style-type: none"> <li>• Progress monitoring data reviewed monthly during grade level collaboration to determine effectiveness of interventions.</li> <li>• Celebrate success along the way</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Classroom Teachers</li> <li>• Instructional Coach</li> <li>• Title I&amp;II</li> </ul>
<b>May 2-13</b>	<ul style="list-style-type: none"> <li>• Spring Universal Screening</li> </ul>	<ul style="list-style-type: none"> <li>• All Staff</li> </ul>
<b>May 16-17</b>	<ul style="list-style-type: none"> <li>• Enter data and run reports from AIMSweb (31-1)</li> <li>• Share results with stakeholders</li> <li>• Make programming decisions for 2011-2012</li> <li>• Make programming decisions for 10-11</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Instructional Coach</li> </ul>

All students in Tiers 2 and 3 will be progress monitored weekly.

It is the classroom teacher's responsibility to enter all progress monitoring data weekly into AIMSweb.

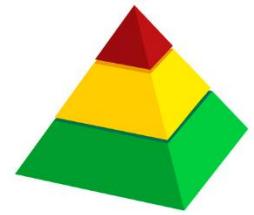
The administration team and instructional coach will run reports monthly to review during grade level collaboration.

# Middle Level Schedules



- Implementation of Rtl required some shifts to ensure fidelity
- Advisory moved to early morning and was repurposed as a literacy/math/PBS block
- 30 minutes of intervention occur each day
- Requires some advanced planning for subs

# Three Tiered Intervention Block: What are They Doing?



## **Classroom Teachers**

### **Tier 1**

- Skill-based math lesson (groups based on Acuity data)
- Skill-based ELA lessons (groups based on Acuity data)
- Social Skill or Bully Prevention lessons (Wed. only – ALL students)

## **Interventionist**

### **Tier 2**

- Question Generation Strategy
- Mental Imagery
- Error correction
- Repeated Reading
- Quick Reads
- Fry Phrases
- Ed Mark Reading
- Gist Strategy
- Read 180

### **Tier 3**

- System 44



# Middle School Resources

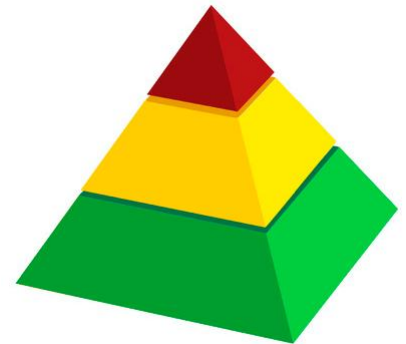


<http://tinyurl.com/ESMSRTI>

- Screening Tools on Middle Level
- District Approved Intervention Programs
- Pyramid of Interventions
- Intervention Calendar
- Intervention Coach contact information

# Element Three

Positive Behavior Support



# District PBS Implementation



## 2007-2008

- Planning phases for PBS on the elementary and middle school levels

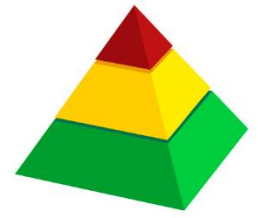
# District PBS Implementation



## 2008-2009

- First year for PBS at the 3 elementary schools and middle school

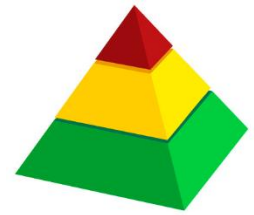
# District PBS Implementation



## 2009-2010

- First year for Tier 1 implementation at the HS
- Exploration of Tier 2 interventions (K-8)

# District PBS Implementation



## 2010-2011

- District-wide implementation (Tier 1)
- Tier 2 implementation on Elementary and MS levels
- Transfer Student Induction Model developed

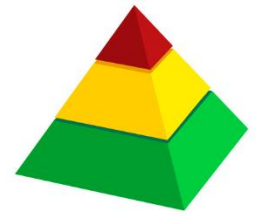
# District PBS Implementation



## 2011-2012

- Tier 2 training on the HS level
- Tier 3 implementation on Elementary and MS levels

# District PBS Implementation



## 2012-2013

- FBA, BIP, action team process established on Elementary and MS levels
- Student Leadership Team established on MS level



# Tier 1: Universal (all students)



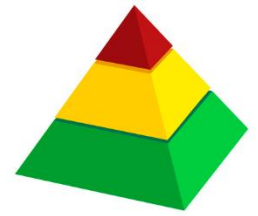
- Behavioral expectations defined & taught
- Continuum of consequences for appropriate behavior and problem behavior
- Active supervision and monitoring across all school settings
- Monitoring, collection, use of data for decision-making

# Tier 2: Strategic (some students)



- Recovery Room
- Problem solving process
- Student nomination process
- Data decision making rule
- Student Supports  
*(CiCo, Check & Connect, Social Skill Groups)*

# Tier 3: Intensive (few students)



- Problem Solving Team
- Check & Connect
- Functional Behavioral Assessment
- Behavior Improvement Plan
- Action Team Meetings

# Pyramid Response to Intervention

**Tier 1 - Universal:** For all students, preventative, proactive, core curriculum

## Academic

### **Curriculum:**

- Essential Standards, Curriculum Maps, SMART Goals

### **Instruction:**

- Research-based instructional strategies (Marzano)
- Differentiated Instruction, Instructional Rounds

### **Assessment:**

- Universal screening of students (MAZE, R-CBM, SRI)
- Predictive assessments in Math, CA, Science (Acuity)
- Common formative assessments (Acuity)
- Data Team Meetings (Department & ELT)

### **Classroom Interventions:**

- Extended Learning Time (30 minutes daily)
- GRR Lessons, Olweus classroom meetings (Wed. ELT)
- Literacy, math and science instruction (core and ELT, based on assessment data)

### **Student Supports:**

- WEB (6th grade transition program)
- Transfer Student Induction Process
- Parent/guardian contacts

## Behavior

### **School-wide:**

- Behavioral expectations defined (*GRR Matrix*)
- Behavioral expectations taught (*Extended Learning Time, GRR 101, GRR Lessons, Transfer Student Induction Process*)
- Continuum of consequences for appropriate behavior (*Tiger Paws, GRR incentives, recognition programs*)
- Continuum of consequences for problem behavior (*discipline procedure flowchart, Fred Jones, BIST*)
- Continuous active supervision and monitoring across all school settings (*Hallway Sweeps, Olweus BPP*)
- Continuous monitoring, collection, and use of data for decision-making (*SWIS, Tier 1 Team*)

### **Classroom:**

- Expectations/rules identified, taught, and acknowledged
- Routines identified, taught, and acknowledged
- High rates of positive feedback 4:1
- Active supervision
- Respectful redirect/error correction
- Multiple opportunities to respond
- Activity sequence/offer choice
- Academic success/task difficulty

More Intensive

More Targeted

**Tier 3 - Intensive:** For individual students, assessment-based, high intensity

**Academic**

- Problem Solving Team
- Check & Connect
- Systems 44 Reading Intervention
- Corrective Reading
- Ed Mark Reading

**Behavior**

- Functional Behavioral Assessment
- District Behavior Specialist
- Behavior Improvement Plans
- Problem Solving Team
- Check & Connect

**Tier 2 - Strategic:** For some students, more intense, high efficiency, rapid response

**Academic**

**Classroom Intervention:**

- Read 180 program
- Math Skill Builder Course

**Small Group Interventions:**

- Question Generation Strategy, Mental Imagery, Error Correction, Repeated Reading, Quick Reads, Fry Phrases, and Gist Strategy.

**Student Supports:**

- Counselor contact
- Parent contacted by teachers, counselors, administration
- Tutoring (*A+ Tutors, classroom teachers*)
- Academic recovery (*during special events*)
- Transfer Student Induction Process
- Check-in, Check out
- Check & Connect

**Behavior**

**Discipline Procedures:**

- Office Referral Form (*major problem behaviors*)
- Minor Referral Form (*student sent to buddy room*)
- Parent contacted by teachers, counselors, administration
- Recovery Room

**Problem Solving Process:**

- Transfer Student Induction Process
- Student nomination process
- Tier 2 Team
- Data decision rule (*4 major ODRs, 6 minor ODRs*)
- Problem Solving Team

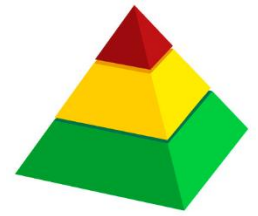
**Student Supports:**

- Check-in, Check out
- Check & Connect
- Social Skills Group Instruction

More Intensive

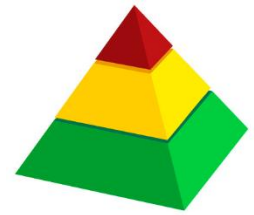
More Targeted

# PBS: Essential Elements



- General Behavior Expectations
- Matrix of Expected Behaviors
- Direct Instruction of Social Skills
- Recognition Systems

# Behavior Expectations



- Common Language district-wide
- GRR from K-8; Tiger Pride 9-12
- Focus on Safety, Respect, Responsibility

## Expectations (K-8)



***GRR***

**Go** Safely

Show **R**espect

Be **R**esponsible

## Expectations (9-12)



**Tiger Pride Code**

Safety

Respect

Responsibility

# Elementary Matrix



	All Settings	Classroom	Hallways	Cafeteria	Playground	Bathrooms	Bus	Assemblies
<b><u>G</u>o Safely</b>	<ul style="list-style-type: none"> <li>Walk</li> <li>Ask permission to leave any setting</li> <li>Keep your body and all other objects to yourself at all times</li> <li>Report unsafe activity</li> </ul>	<ul style="list-style-type: none"> <li>Stay in assigned areas</li> </ul>	<ul style="list-style-type: none"> <li>Obey tiger stops</li> <li>Stay on the right side in a single line</li> <li>Use stairs appropriately</li> </ul>	<ul style="list-style-type: none"> <li>3 students on a bench</li> <li>Raise your hand for help</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment properly</li> <li>Stay in approved areas</li> </ul>	<ul style="list-style-type: none"> <li>Use stall correctly</li> <li>Keep water in sink</li> </ul>	<ul style="list-style-type: none"> <li>Sit seat to seat and back to back</li> <li>Follow emergency procedures</li> <li>Keep your body and all other objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit assembly peacefully</li> <li>Sit on bottoms silently</li> </ul>
<b><u>S</u>how <u>R</u>espect</b>	<ul style="list-style-type: none"> <li>Be an active listener</li> <li>Follow directions the first time given</li> <li>Use positive language</li> <li>Use a peaceful voice</li> <li>Solve problems peacefully</li> </ul>	<ul style="list-style-type: none"> <li>Allow others to learn</li> </ul>	<ul style="list-style-type: none"> <li>Follow walk zones silently</li> </ul>	<ul style="list-style-type: none"> <li>Eat your own food</li> <li>Use proper manners</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit the building peacefully</li> <li>Allow others to join in</li> <li>Share and take turns</li> </ul>	<ul style="list-style-type: none"> <li>Allow for privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>Use positive language</li> <li>Use a peaceful voice</li> </ul>	<ul style="list-style-type: none"> <li>Eyes on the speaker</li> <li>Clap when appropriate</li> </ul>
<b><u>B</u>e <u>R</u>esponsible</b>	<ul style="list-style-type: none"> <li>Use materials correctly</li> <li>Straight there and straight back</li> <li>Take responsibility for your own actions</li> </ul>	<ul style="list-style-type: none"> <li>Stay on task</li> <li>Follow classroom expectations</li> </ul>		<ul style="list-style-type: none"> <li>Place trash in trash can</li> <li>Line up quietly when dismissed</li> </ul>	<ul style="list-style-type: none"> <li>Line up peacefully at first signal</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself</li> <li>Wash hands with soap and water</li> </ul>	<ul style="list-style-type: none"> <li>Keep the bus clean</li> </ul>	

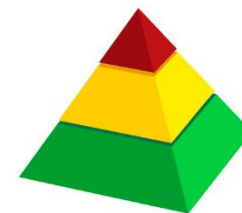


# Middle School Matrix



	All Settings	Hallways	Cafeteria	Gym	Restrooms	Bus
<b>Go Safely</b>	<ul style="list-style-type: none"> <li>Keep hands, feet, and objects to yourself.</li> <li>Be aware of people around you.</li> </ul>	<ul style="list-style-type: none"> <li>Walk on the right side in appropriate manner.</li> </ul>	<ul style="list-style-type: none"> <li>Remain seated until dismissed.</li> <li>Leave food and drinks in the cafeteria.</li> <li>Get in line quietly and calmly when dismissed.</li> </ul>	<ul style="list-style-type: none"> <li>Walk to assigned areas.</li> <li>Enter and exit in an orderly fashion.</li> <li>Dress out in assigned area.</li> </ul>	<ul style="list-style-type: none"> <li>Use the appropriate times for restroom breaks.</li> <li>Report problems to teachers.</li> <li>Enter and exit quietly.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate volume on the bus.</li> <li>Remain seated at all times.</li> <li>Keep hands, feet, and objects to yourself.</li> <li>Keep aisles clear; put belongings under seat or keep them in your lap.</li> </ul>
<b>Show Respect</b>	<ul style="list-style-type: none"> <li>Use appropriate language and volume in all areas.</li> </ul>	<ul style="list-style-type: none"> <li>Respond respectfully to adults.</li> </ul>	<ul style="list-style-type: none"> <li>Respect others food and personal space.</li> <li>Listen when adults are making announcements.</li> <li>Be courteous to staff.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate sportsmanship.</li> <li>Respect others property.</li> <li>Respect the privacy of others.</li> </ul>	<ul style="list-style-type: none"> <li>Respect the privacy of others.</li> <li>Clean up after yourself.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate verbal and non-verbal language.</li> <li>Follow directions the first time they are given.</li> <li>Show respect for everyone on the bus.</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>Keep cell phones turned off and out of sight during the regular school day.</li> <li>Accept outcomes of your behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Go directly to your destination.</li> <li>Carry a visible and/or signed pass or planner.</li> <li>Store backpacks and belongings in your locker.</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself.</li> <li>Keep food on your tray.</li> <li>Stay in your place in line.</li> </ul>	<ul style="list-style-type: none"> <li>Dress out and participate.</li> <li>Carry a pass when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands with soap and water.</li> <li>Use facilities appropriately.</li> <li>Return to class promptly.</li> </ul>	<ul style="list-style-type: none"> <li>Accept outcomes of your behavior.</li> <li>Keep food and drink off bus.</li> <li>Keep cell phones turned off and out of sight.</li> </ul>

# High School Matrix



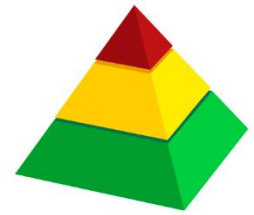
	Hallways	Commons/Lunch	Classroom	All Settings
Safety	<ul style="list-style-type: none"> <li>Allow traffic to move</li> <li>Have appropriate hall pass during class time</li> <li>Use only your assigned locker</li> </ul>	<ul style="list-style-type: none"> <li>Stay seated properly until the bell rings</li> <li>Clean up spills or notify custodian of a major spill</li> </ul>	<ul style="list-style-type: none"> <li>Keep classroom clean</li> <li>Keep aisles clean</li> <li>ObeY all classroom rules</li> <li>Display appropriate classroom behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet, and objects to self</li> <li>Walk to all destinations in a forward motion</li> <li>ObeY all emergency and safety procedures</li> </ul>
Respect	<ul style="list-style-type: none"> <li>Use recycling / trash containers</li> <li>Maintain appropriate noise level</li> </ul>	<ul style="list-style-type: none"> <li>Dispose of all food properly</li> <li>Patiently wait in line</li> <li>Treat food as food</li> <li>Maintain appropriate noise level</li> <li>Use proper table manners</li> </ul>	<ul style="list-style-type: none"> <li>Be attentive at all times</li> <li>Listen while others are talking</li> </ul>	<ul style="list-style-type: none"> <li>Display appropriate PDA</li> <li>Keep hats and hoods off</li> <li>Use appropriate language</li> <li>Dress appropriately for school</li> <li>Treat others the way you would like to be treated</li> <li>Respect property, self, and others</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>Take most direct route</li> <li>Take care of personal business during passing time</li> </ul>	<ul style="list-style-type: none"> <li>Clean up trash from tables</li> <li>Take care of personal business during lunch</li> <li>Return to class on time</li> <li>Pay for all food items</li> <li>Have lunch ID ready</li> </ul>	<ul style="list-style-type: none"> <li>Be on time</li> <li>Bring all necessary materials</li> <li>Be an active learner from bell to bell</li> <li>Complete and turn in all assignments with honesty and integrity</li> </ul>	<ul style="list-style-type: none"> <li>Pick up after yourself</li> <li>Represent your school in a positive way</li> <li>Show good sportsmanship</li> <li>Follow the ESHS Technology Policy</li> </ul>

# Social Skills Instruction



- Lessons developed by Tier 1 PBS Team (K-12) and input from Student Leadership Team (6-8)
- Expectations from the behavior matrix are taught in each lesson (K-12)

# Social Skills Instruction



- Each school begins the year with intensive lesson review followed by ongoing lessons throughout the year (K-12)
- Transfer induction program welcomes each student who enrolls during the school year (6-12)

# Organizational Structures



- Intranet developed to share PBIS materials with staff (6-12)
- PBIS blog (6-8) - [tigerpbis.blogspot.com](http://tigerpbis.blogspot.com) developed for stakeholder communication, to share resources, and to celebrate student success

# Organizational Structures



- Google docs used for problem solving, CiCo, and planning by PBS Teams
- The reporting of minor/major ODRs from staff is nearly all electronic via Google docs (6-8)

# Organizational Structures



- Social skill lesson schedule is posted for student, parents, and staff on Google docs
- Social media (Facebook, Twitter) used as a communication and crowdsourcing tool for staff members **#PBIS**

# Student Recognitions

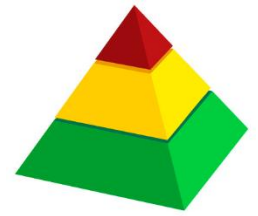


## Elementary Level

- School store for individual incentives
- Tiger Brags (displayed near office)
- Class Tiger Tickets (goal setting / celebrations)
- CAMP awards (one classroom each month)
- Tiger Trophy (recess behavior recognition)



# Student Recognitions



## Elementary Level

- Student of the month
- Themed Months (respect, responsibility, safety)
- Recognition via social media / newsletters
- Tiger Paws/Tickets (teacher recognition)
- You're Great Celebration (staff luncheon)

# Student Recognitions



## Middle School Level

- Student Leadership Team helps in planning
- Weekly Tiger Paw drawings
- Quarterly second chance drawings
- Quarterly student recognition assembly
- Golden Ticket (100 Tiger Paws by semester)
- Tardy parties (2 tardies or less in a quarter)

# Student Recognitions



## Middle School Level

- GRR parties (during ELT once a quarter)
- “Sub Stub” (respect toward substitutes)
- Tiger Pride bracelets (earned with Tiger Paws)
- Gratitude blog (Google doc praise between staff)
- PBIS blog

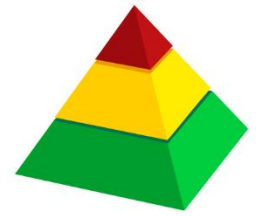
# Student Recognitions



## High School Level

- Celebrity 200 Club
- Louie Loot / Lucky Louie Store
- SUBway Plan (respect toward substitutes)
- Tiger Appaws (postcard home to parents)
- Class Character Competition (attendance)

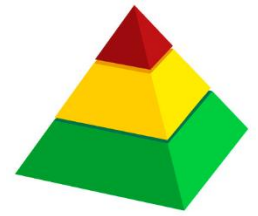
# Student Recognitions



## High School Level

- Tiger Paw Stamps (staff incentive)
- PBS Plinko Board (staff incentive)
- Weekly Snaps (Praise between staff)

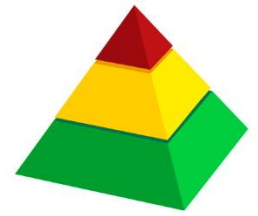
# Systems Working Together



When **PLC**, **RtI**, and **PBS work together**, your district can maintain a focus on learning and innovation despite challenges you may face.



# Challenges Met



- Personnel changes (retirements/new staff)
- Reduction of personnel
- Highly mobile student population
- Changing demographics

# One Building's Journey



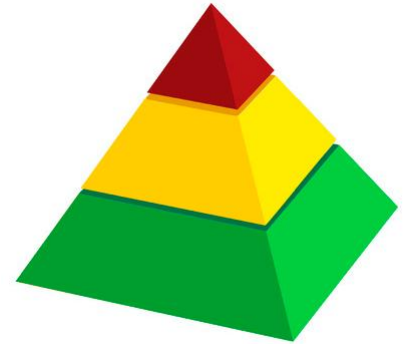
## Excelsior Springs Middle School



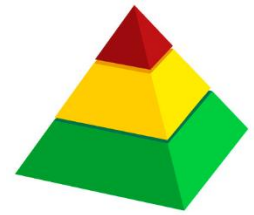
PLC	2007-08	1605 major ODRs
PBS (Tier 1)	2008-09	920 major ODRs
Rtl	2009-10	610 major ODRs
PBS (Tier 2)	2010-11	548 major ODRs
PBS (Tier 2)	2011-12	433 major ODRs
PBS (Tier 3)	2012-13	495 major ODRs



# District Leadership to Support Tiers 1-3

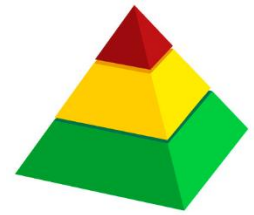


# Intervention Resources



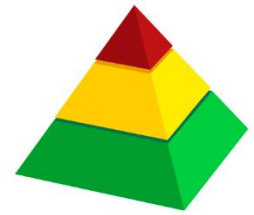
- *Corrective Reading*, SRA McGraw-Hill, 2008
- *Explode the Code*, Educators Publishing Service, 2005
- Fry Sight Words and Fry Phrases
- *PALS (Peer Assisted Learning Strategies)*, Douglas Fuchs, Ph.D., Lynn S. Fuchs, Ph.D., Deborah C. Simmons, Ph.D. and Patricia G. Mathes, Ph.D., 2008
- *Quickreads*, Elfrieda H. Hiebert, Ph.D.; Modern Curriculum Press, 2003

# Intervention Resources



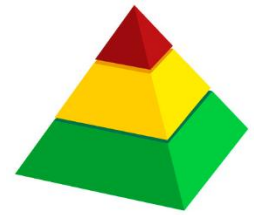
- *Reading Mastery*, SRA McGraw-Hill, 2008
- *Road to the Code*, Benita A. Blachman, Ph.D., Eileen Wynne Ball, Ph.D., Rochelle Black, M.S., & Darlene M. Tangel, Ph.D.
- *Transfer students: Providing a path to connection*. Middle Ground, 16(1), 24-25. Chris Hubbuch & Keelie Stucker, 2012
- *Triumphs*, Macmillan/McGraw-Hill, 2007

# Intervention Websites



- Academic Interventions, Excelsior Springs Middle School  
[http://www.essd40.com/content\\_page2.aspx?cid=110&schoolID=2](http://www.essd40.com/content_page2.aspx?cid=110&schoolID=2)
- The Alphabet Chart and Beginning Blends Chart, Sound Box Cards and Chips, Teaching Resource Center, [www.trabc.com](http://www.trabc.com), 2001
- Data Management & Probes \$ <http://www.aimsweb.com/index.php>
- Florida Center for Reading Research, <http://www.fcrr.org/>
- Interventioncentral.org on Rtl  
[http://www.jimwrightonline.com/php/rti/rti\\_wire.php](http://www.jimwrightonline.com/php/rti/rti_wire.php)

# Intervention Websites



- PBIS blog, Excelsior Springs Middle School  
<http://tigerpbis.blogspot.com/>
- National Association of State Directors of Special Education, Inc., 2005, <http://www.nasdse.org>
- National Center on Student Progress Monitoring  
[http://www.studentprogress.org/summer\\_institute/default.asp](http://www.studentprogress.org/summer_institute/default.asp)
- Repeated Reading, [www.interventioncentral.org](http://www.interventioncentral.org)
- Transfer Student Induction Model, Excelsior Springs Middle School, 2011, [www.essd40.com/userfiles/5/PBS/tsimhandout.pdf](http://www.essd40.com/userfiles/5/PBS/tsimhandout.pdf)

# Reading Material



- *The ABCs of CBM: A Practical Guide to Curriculum-Based Measurement*, Michelle K. Hosp, John L. Hosp, and Kenneth W. Howell, The Guilford Press, 2007
- *Classroom Management that Works: Research-Based Strategies for Every Teacher*, Robert Marzano, ASCD 2003 (ISBN 0-87120-793-1)
- *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, Robert Marzano, ASCD 2001 (ISBN 0-87120504-1)

# Reading Material



- *Differentiated Instructional Strategies: One Size Doesn't Fit All*, Carolyn Chapman and Gayle Gregory, Corwin Press, Inc. 2002 (ISBN 0-7619-4551-2)
- *Evidence-Based Reading Practices for Response to Intervention*, Diane Haager, Janette Klingner, and Sharon Vaughn, Paulh Brookes Publishing Co., Inc., 2007
- *Frequently Asked Questions About Response to Intervention*, Roger Pierangelo and George Giuliani, Corwin Press, Inc., 2008

# Reading Material



- *Middle Level WEB: Beyond Zero Tolerance*, Chris Hubbuch and Keelie Stucker, Principal Leadership, (2012), 13, (3), 44-46
- *Pyramid Response to Intervention: RTI, Professional Learning Communities, and how to Respond When Kids Don't Learn*, Austin Buffum, Mike Mattos, and Chris Weber, Solution Tree, 2009
- *Response to Intervention-A practical Guide for Every Teacher*, William N. Bender and Cara Shores, The Council for Exceptional Children and Corwin Press, Inc., 2007



# Reading Material



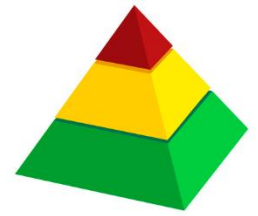
- *Response to Intervention: Blueprints for Implementation, District Level*, National Association of State Directors of Special Education, Inc., 2008
- *Response to Intervention: Blueprints for Implementation, School Building Level*, National Association of State Directors of Special Education, Inc., 2008
- *Response to Intervention: Policy Considerations and Implementation*, National Association of State Directors of Special Education, Inc., 2005, [www.nasdse.org](http://www.nasdse.org)

# Reading Material



- *Response to Intervention: Principles and Strategies for Effective Practice*, Rachel Brown-Chidsey and Mark W. Steege, The Guilford Press 2005 (ISBN 1-59385-215-0)
- *Revisiting Professional Learning Communities at Work: New Insights for Improving Schools*, Richard DuFour, Rebecca DuFour, and Robert Eaker, Solution Tree, 2008
- *RTI Toolkit: A practical Guide for Schools*, Jim Wright, DUDE Publishing, 2007

# Reading Material



- *The Struggling Reader: Interventions that Work*, J. David Cooper, David j. Chard, and Nancy D. Kiger, Scholastic Inc., 2006
- *Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn*, Richard DuFour, Rebecca DuFour, Robert Eaker, and Gayle Karhanek, Solution Tree, 2004

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