District Leadership to Support Tiers 1-3

#MOSWPBS #PBIS @essd40

Excelsior Springs School District #40 - June 13, 2013
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

District Leadership to Support Tiers 1-3 #MOSWPBS
Element One
Professional Learning Communities

District Leadership to Support Tiers 1-3 #MOSWPBS
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

District Leadership to Support Tiers 1-3
#MOSWPBS
PLC: Central Office Roles

Dr. Karla Arnold (Student Services)
- Support of RtI 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

District Leadership to Support Tiers 1-3

#MOSWPB
PLC: The Big Ideas

- **Focus on Learning**
  - What do we want students to learn? *(curriculum/RtI/PBS)*
  - How will we know if they have learned? *(Assessment/RtI)*
  - What will we do if they don’t learn? *(RtI)*
  - 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)
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

District Leadership to Support Tiers 1-3

- Multi-tiered system of support
  - RTI
  - PBS
  - BIST

- Local, state, and national standards
  - Rigorous units of study
  - Standards-based
  - Student-friendly learning goals

- Effective teaching methods
  - Effective learning strategies
  - 21st century tools
  - Classroom environment

- Data teams
- Diagnostic
- Formative
- Summative
- Standards-based reporting

What do we do if students didn’t learn it?
What do we do if they did learn it?

What do we want students to learn?

How do we know if students learned it?
“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

District Leadership to Support Tiers 1-3 #MOSWPBS
“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)
“RtI 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
RtI: Our District’s Journey

2007-08

- Implemented RtI at Lewis Elementary School

- Two day RtI training in the summer

- August 2007: Lewis designated a “School in Improvement” as a result of MAP CA scores
RtI: Our District’s Journey

**2008-09**

- Extended RtI implementation to other elementary schools and 6th grade at the middle school
RtI: Our District’s Journey

2009-10

- Extended RtI implementation to 7th and 8th grades at middle school and 9th grade at the high school
- Began RtI in math at Lewis
RtI: Our District’s Journey

2010-11

- Began RtI in math at the MS/HS
- RtI Coach at HS
- RtI Committee at MS
RtI: Our District’s Journey

2011-12
- Board approved District Implementation Guide
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

District Leadership to Support Tiers 1-3

#MOSWPBS
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

District Leadership to Support Tiers 1-3 #MOSWPBS
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 10th 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.

District Leadership to Support Tiers 1-3  #MOSWPBS
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)

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

## SPECIALS - Wednesday Schedule

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Recess</th>
<th>Specials</th>
<th>Art</th>
<th>Music</th>
<th>Language</th>
<th>Recess</th>
<th>Specials</th>
<th>Art</th>
<th>Music</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>9:25-10:15</td>
<td>PE 5A</td>
<td>ART 5B</td>
<td>MU 5C</td>
<td>CL 5A</td>
<td>9:25-10:05</td>
<td>PE 5A</td>
<td>ART 5B</td>
<td>MU 5C</td>
<td>CL 5A</td>
</tr>
<tr>
<td>4</td>
<td>10:15-11:05</td>
<td>10:15-10:55</td>
<td>4A</td>
<td>4B</td>
<td>4C</td>
<td>3A</td>
<td>3B</td>
<td>3A</td>
<td>3B</td>
<td>3A</td>
</tr>
<tr>
<td>3</td>
<td>11:05-11:55</td>
<td>11:05-11:45</td>
<td>3C lunch duty</td>
<td>3A</td>
<td>3B</td>
<td>2D</td>
<td>2A</td>
<td>2B</td>
<td>2C</td>
<td>2A</td>
</tr>
<tr>
<td>1</td>
<td>1:30-2:20</td>
<td>1:20-2:00</td>
<td>1A</td>
<td>1B</td>
<td>1C</td>
<td>1D</td>
<td>1A</td>
<td>1B</td>
<td>1C</td>
<td>1D</td>
</tr>
<tr>
<td>K</td>
<td>2:20-3:10</td>
<td>2:00-2:40</td>
<td>KA</td>
<td>KB</td>
<td>KC</td>
<td>KD</td>
<td>KA</td>
<td>KB</td>
<td>KC</td>
<td>KD</td>
</tr>
</tbody>
</table>

### KA - McCravy
- 1A - Terrell
- 2A - Wegeng
- 3A - Harris
- 4A - Brinker
- 5A - Buinicky

### KB - Sams
- 1B - Bradshaw
- 2B - Kilgore
- 3B - Jackson
- 4B - Davis
- 5B - Polzin

### KC - Comrick
- 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

---

**HAlF DAY RECESS and SPECIALS**

<table>
<thead>
<tr>
<th>Specials</th>
<th>Recess</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 23</td>
<td>K.1.2</td>
</tr>
<tr>
<td>Oct. 28</td>
<td>Fall Party Day</td>
</tr>
<tr>
<td>Feb. 17</td>
<td>3.4.5</td>
</tr>
</tbody>
</table>

10:00-10:30 Kdg. and 3rd  
10:30-11:00 1st and 4th  
11:00-11:30 2nd and 5th  
All classrooms will rotate to regularly scheduled specials classes.
Who is working with students during the Intervention Block?

- Classroom Teachers
- Paras
- Speech
- Elective Teachers
- Secretary
- Recess Monitor
- Counselors
- Librarian
- Nurse
- Reading Specialists
- Behavior Interventionist
- Special Education

District Leadership to Support Tiers 1-3

#MOSWPBS
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

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

**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**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activity</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August 30</strong></td>
<td>• PALS begins for ALL students</td>
<td>• Classroom Teachers</td>
</tr>
<tr>
<td><strong>September 16-23</strong></td>
<td>• Fall Universal Screening</td>
<td>• All Staff</td>
</tr>
<tr>
<td><strong>September 27-October 1</strong></td>
<td>• Enter data and run reports from AIMSweb (27-28)</td>
<td>• Administration</td>
</tr>
<tr>
<td></td>
<td>• Use grade level collaboration time to identify students in Tiers 1, 2, &amp; 3 (30-1)</td>
<td>• Instructional Coach</td>
</tr>
<tr>
<td></td>
<td>• Identify interventions/interventionist</td>
<td>• Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td>• Intervention training</td>
<td>• Title I &amp; II</td>
</tr>
<tr>
<td></td>
<td>• Begin drill down procedures</td>
<td>• Interventionists</td>
</tr>
<tr>
<td><strong>October 4</strong></td>
<td>• Tier 2 &amp; 3 intervention groups begin</td>
<td>• All Staff</td>
</tr>
<tr>
<td></td>
<td>• All Tier 2&amp;3 students progress monitored weekly</td>
<td></td>
</tr>
<tr>
<td><strong>October 25-30</strong></td>
<td>• Progress monitoring data reviewed monthly during grade level collaboration to determine effectiveness of interventions.</td>
<td>• Administration</td>
</tr>
<tr>
<td></td>
<td>• Celebrate success along the way</td>
<td>• Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td>• All Staff</td>
<td>• Instructional Coach</td>
</tr>
<tr>
<td></td>
<td>• Title I&amp;II</td>
<td>• Title I&amp;II</td>
</tr>
<tr>
<td><strong>November 29 -December 2</strong></td>
<td>• Progress monitoring data reviewed monthly during grade level collaboration to determine effectiveness of interventions.</td>
<td>• Administration</td>
</tr>
<tr>
<td></td>
<td>• Celebrate success along the way</td>
<td>• Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td>• All Staff</td>
<td>• Instructional Coach</td>
</tr>
<tr>
<td></td>
<td>• Title I&amp;II</td>
<td>• Title I&amp;II</td>
</tr>
<tr>
<td><strong>January 18-28</strong></td>
<td>• Winter screening</td>
<td>• All Staff</td>
</tr>
<tr>
<td><strong>January 31 - February 4</strong></td>
<td>• Enter data and run reports from AIMSweb (31-1)</td>
<td>• Administration</td>
</tr>
<tr>
<td></td>
<td>• Use grade level collaboration time to identify students in Tiers 1, 2, &amp; 3 (2-4)</td>
<td>• Instructional Coach</td>
</tr>
<tr>
<td></td>
<td>• Determine new groups and interventionists</td>
<td>• Classroom Teachers</td>
</tr>
</tbody>
</table>
# Intervention Schedule

**Lewis Elementary School**

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Details</th>
<th>Responsible Parties</th>
</tr>
</thead>
</table>
| February 7          | - New Pride Time groups begin  
                      - All Tier 2&3 students’ progress monitored weekly.                                                                                                                                                                                                                      | All Staff                                             |
| February 28 - March 4 | - Progress monitoring data reviewed monthly during grade level collaboration to determine effectiveness of interventions.  
                      - Celebrate success along the way                                                                                                                                                                                                                                        | Administration  
                      Classroom Teachers  
                      Instructional Coach  
                      Title I&II                                                                                                                                                    |
| March 28 - April 1  | - Progress monitoring data reviewed monthly during grade level collaboration to determine effectiveness of interventions.  
                      - Celebrate success along the way                                                                                                                                                                                                                                        | Administration  
                      Classroom Teachers  
                      Instructional Coach  
                      Title I&II                                                                                                                                                    |
| April 26-29         | - Progress monitoring data reviewed monthly during grade level collaboration to determine effectiveness of interventions.  
                      - Celebrate success along the way                                                                                                                                                                                                                                        | Administration  
                      Classroom Teachers  
                      Instructional Coach  
                      Title I&II                                                                                                                                                    |
| May 2-13            | - Spring Universal Screening                                                                                                                                                                                                                                                                                                          | All Staff                                             |
| May 16-17           | - Enter data and run reports from AIMSweb (31-1)  
                      - Share results with stakeholders  
                      - Make programming decisions for 2011-2012  
                      - Make programming decisions for 10-11                                                                                                                                                                                                                               | Administration  
                      Instructional Coach                                                                                                                                       |

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 RtI 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

District Leadership to Support Tiers 1-3  #MOSWPBS
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 Leadership to Support Tiers 1-3 #MOSWPBS
District PBS Implementation

2007-2008

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

District Leadership to Support Tiers 1-3  #MOSWPBS
District PBS Implementation

2008-2009
- First year for PBS at the 3 elementary schools and middle school

District Leadership to Support Tiers 1-3 #MOSWPBS
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 Leadership to Support Tiers 1-3

#MOSWPBS
District PBS Implementation

2011-2012

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

District Leadership to Support Tiers 1-3 #MOSWBPBS
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

<table>
<thead>
<tr>
<th>Academic</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum:</strong></td>
<td><strong>School-wide:</strong></td>
</tr>
<tr>
<td>- Essential Standards, Curriculum Maps, SMART Goals</td>
<td>- Behavioral expectations defined <em>(GRR Matrix)</em></td>
</tr>
<tr>
<td><strong>Instruction:</strong></td>
<td>- Behavioral expectations taught <em>(Extended Learning Time, GRR 101, GRR Lessons, Transfer Student Induction Process)</em></td>
</tr>
<tr>
<td>- Research-based instructional strategies <em>(Marzano)</em></td>
<td>- Continuum of consequences for appropriate behavior <em>(Tiger Paws, GRR incentives, recognition programs)</em></td>
</tr>
<tr>
<td>- Differentiated Instruction, Instructional Rounds</td>
<td>- Continuum of consequences for problem behavior <em>(discipline procedure flowchart, Fred Jones, BIST)</em></td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td>- Continuous active supervision and monitoring across all school settings <em>(Hallway Sweeps, Olweus BPP)</em></td>
</tr>
<tr>
<td>- Universal screening of students <em>(MAZE, R-CBM, SRI)</em></td>
<td>- Continuous monitoring, collection, and use of data for decision-making <em>(SWIS, Tier 1 Team)</em></td>
</tr>
<tr>
<td>- Predictive assessments in Math, CA, Science <em>(Acuity)</em></td>
<td><strong>Classroom:</strong></td>
</tr>
<tr>
<td>- Common formative assessments <em>(Acuity)</em></td>
<td>- Expectations/rules identified, taught, and acknowledged</td>
</tr>
<tr>
<td>- Data Team Meetings <em>(Department &amp; ELT)</em></td>
<td>- Routines identified, taught, and acknowledged</td>
</tr>
<tr>
<td><strong>Classroom Interventions:</strong></td>
<td>- High rates of positive feedback 4:1</td>
</tr>
<tr>
<td>- Extended Learning Time <em>(30 minutes daily)</em></td>
<td>- Active supervision</td>
</tr>
<tr>
<td>- GRR Lessons, Olweus classroom meetings <em>(Wed. ELT)</em></td>
<td>- Respectful redirect/error correction</td>
</tr>
<tr>
<td>- Literacy, math and science instruction <em>(core and ELT, based on assessment data)</em></td>
<td>- Multiple opportunities to respond</td>
</tr>
<tr>
<td><strong>Student Supports:</strong></td>
<td>- Activity sequence/offer choice</td>
</tr>
<tr>
<td>- WEB <em>(6th grade transition program)</em></td>
<td>- Academic success/task difficulty</td>
</tr>
<tr>
<td>- Transfer Student Induction Process</td>
<td></td>
</tr>
<tr>
<td>- Parent/guardian contacts</td>
<td></td>
</tr>
</tbody>
</table>
### Tier 3 - Intensive: For individual students, assessment-based, high intensity

<table>
<thead>
<tr>
<th><strong>Academic</strong></th>
<th><strong>Behavior</strong></th>
</tr>
</thead>
</table>
| - Problem Solving Team  
- Check & Connect  
- Systems 44 Reading Intervention  
- Corrective Reading  
- Ed Mark Reading | - 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

<table>
<thead>
<tr>
<th><strong>Academic</strong></th>
<th><strong>Behavior</strong></th>
</tr>
</thead>
</table>
| **Classroom Intervention:**  
- Read 180 program  
- Math Skill Builder Course | **Discipline Procedures:**  
- Office Referral Form (**major problem behaviors**)  
- Minor Referral Form (**student sent to buddy room**)  
- Parent contacted by teachers, counselors, administration  
- Recovery Room |
| **Small Group Interventions:**  
- Question Generation Strategy, Mental Imagery, Error Correction, Repeated Reading, Quick Reads, Fry Phrases, and Gist Strategy. | **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:**  
- 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 | **Student Supports:**  
- Check-in, Check out  
- Check & Connect  
- Social Skills Group Instruction |
PBS: Essential Elements

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

District Leadership to Support Tiers 1-3  #MOSWPBS
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 Respect
- Be Responsible

Expectations (9-12)

Tiger Pride Code
- Safety
- Respect
- Responsibility

District Leadership to Support Tiers 1-3 #MOSWPBS
## Elementary Matrix

<table>
<thead>
<tr>
<th>All Settings</th>
<th>Classroom</th>
<th>Hallways</th>
<th>Cafeteria</th>
<th>Playground</th>
<th>Bathrooms</th>
<th>Bus</th>
<th>Assemblies</th>
</tr>
</thead>
</table>
| **Go Safely** | ▪ Walk  
▪ Ask permission to leave any setting  
▪ Keep your body and all other objects to yourself at all times  
▪ Report unsafe activity | ▪ Stay in assigned areas  
▪ Obey tiger stops  
▪ Stay on the right side in a single line  
▪ Use stairs appropriately | ▪ 3 students on a bench  
▪ Raise your hand for help | ▪ Use equipment properly  
▪ Stay in approved areas | ▪ Use stall correctly  
▪ Keep water in sink | ▪ Sit to seat and back to back  
▪ Follow emergency procedures  
▪ Keep your body and all other objects to yourself | ▪ Enter and exit assembly peacefully  
▪ Stay on bottoms silently |
| **Show Respect** | ▪ Be an active listener  
▪ Follow directions the first time given  
▪ Use positive language  
▪ Use a peaceful voice  
▪ Solve problems peacefully | ▪ Allow others to learn  
▪ Follow walk zones silently | ▪ Eat your own food  
▪ Use proper manners | ▪ Enter and exit the building peacefully  
▪ Allow others to join in  
▪ Share and take turns | ▪ Allow for privacy of others  
▪ Use positive language  
▪ Use a peaceful voice | ▪ Sit to seat and back to back  
▪ Follow emergency procedures  
▪ Keep your body and all other objects to yourself | ▪ Eyes on the speaker  
▪ Clap when appropriate |
| **Be Responsible** | ▪ Use materials correctly  
▪ Straight there and straight back  
▪ Take responsibility for your own actions | ▪ Stay on task  
▪ Follow classroom expectations | ▪ Place trash in trash can  
▪ Line up quietly when dismissed | ▪ Line up peacefully at first signal | ▪ Clean up after yourself  
▪ Wash hands with soap and water | ▪ Keep the bus clean |
**Middle School Matrix**

<table>
<thead>
<tr>
<th>All Settings</th>
<th>Hallways</th>
<th>Cafeteria</th>
<th>Gym</th>
<th>Restrooms</th>
<th>Bus</th>
</tr>
</thead>
</table>
| **Go Safely** | • Keep hands, feet, and objects to yourself.  
• Be aware of people around you. | • Walk on the right side in appropriate manner.  
• Remain seated until dismissed.  
• Leave food and drinks in the cafeteria.  
• Get in line quietly and calmly when dismissed. | • Walk to assigned areas.  
• Enter and exit in an orderly fashion.  
• Dress out in assigned area. | • Use the appropriate times for restroom breaks.  
• Report problems to teachers.  
• Enter and exit quietly. | • Use appropriate volume on the bus.  
• Remain seated at all times.  
• Keep hands, feet, and objects to yourself.  
• Keep aisles clear; put belongings under seat or keep them in your lap. |
| **Show Respect** | • Use appropriate language and volume in all areas.  
• Respond respectfully to adults. | • Respect others food and personal space.  
• Listen when adults are making announcements.  
• Be courteous to staff. | • Demonstrate sportsmanship.  
• Respect others property.  
• Respect the privacy of others. | • Respect the privacy of others.  
• Clean up after yourself. | • Use appropriate verbal and non-verbal language.  
• Follow directions the first time they are given.  
• Show respect for everyone on the bus. |
| **Be Responsible** | • Keep cell phones turned off and out of sight during the regular school day.  
• Accept outcomes of your behavior. | • Go directly to your destination.  
• Carry a visible and/or signed pass or planner.  
• Store backpacks and belongings in your locker. | • Clean up after yourself.  
• Keep food on your tray.  
• Stay in your place in line. | • Dress out and participate.  
• Carry a pass when needed. | • Wash hands with soap and water.  
• Use facilities appropriately.  
• Return to class promptly. | • Accept outcomes of your behavior.  
• Keep food and drink off bus.  
• Keep cell phones turned off and out of sight. |

**District Leadership to Support Tiers 1-3**  
#MOSWPBS
## High School Matrix

<table>
<thead>
<tr>
<th>Safety</th>
<th>Commons/Lunch</th>
<th>Classroom</th>
<th>All Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Allow traffic to move</strong></td>
<td><strong>Stay seated properly until the bell rings</strong></td>
<td><strong>Keep classroom clean</strong></td>
<td><strong>Keep hands, feet, and objects to self</strong></td>
</tr>
<tr>
<td><strong>Have appropriate hall pass during class time</strong></td>
<td><strong>Clean up spills or notify custodian of a major spill</strong></td>
<td><strong>Keep aisles clean</strong></td>
<td><strong>Walk to all destinations in a forward motion</strong></td>
</tr>
<tr>
<td><strong>Use only your assigned locker</strong></td>
<td><strong>Use recycling / trash containers</strong></td>
<td><strong>Obey all classroom rules</strong></td>
<td><strong>Obey all emergency and safety procedures</strong></td>
</tr>
<tr>
<td><strong>Stay seated properly until the bell rings</strong></td>
<td><strong>Dispose of all food properly</strong></td>
<td><strong>Display appropriate classroom behaviors</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Clean up spills or notify custodian of a major spill</strong></td>
<td><strong>Patiently wait in line</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use only your assigned locker</strong></td>
<td><strong>Treat food as food</strong></td>
<td><strong>Use proper table manners</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Stay seated properly until the bell rings</strong></td>
<td><strong>Maintain appropriate noise level</strong></td>
<td><strong>Be attentive at all times</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Clean up spills or notify custodian of a major spill</strong></td>
<td><strong>Use proper table manners</strong></td>
<td><strong>Listen while others are talking</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Use only your assigned locker</strong></td>
<td><strong>Take care of personal business during passing time</strong></td>
<td><strong>Be on time</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Stay seated properly until the bell rings</strong></td>
<td><strong>Clean up trash from tables</strong></td>
<td><strong>Bring all necessary materials</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Clean up spills or notify custodian of a major spill</strong></td>
<td><strong>Take care of personal business during lunch</strong></td>
<td><strong>Be an active learner from bell to bell</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Use only your assigned locker</strong></td>
<td><strong>Return to class on time</strong></td>
<td><strong>Complete and turn in all assignments with honesty and integrity</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Stay seated properly until the bell rings</strong></td>
<td><strong>Pay for all food items</strong></td>
<td><strong>Be on time</strong></td>
<td><strong>Pick up after yourself</strong></td>
</tr>
<tr>
<td><strong>Clean up spills or notify custodian of a major spill</strong></td>
<td><strong>Have lunch ID ready</strong></td>
<td><strong>Bring all necessary materials</strong></td>
<td><strong>Represent your school in a positive way</strong></td>
</tr>
<tr>
<td><strong>Use only your assigned locker</strong></td>
<td><strong>Use recycling / trash containers</strong></td>
<td><strong>Be an active learner from bell to bell</strong></td>
<td><strong>Show good sportsmanship</strong></td>
</tr>
<tr>
<td><strong>Stay seated properly until the bell rings</strong></td>
<td><strong>Dispose of all food properly</strong></td>
<td><strong>Complete and turn in all assignments with honesty and integrity</strong></td>
<td><strong>Follow the ESHS Technology Policy</strong></td>
</tr>
</tbody>
</table>

**District Leadership to Support Tiers 1-3**

#MOSWPBS
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 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)

District Leadership to Support Tiers 1-3 #MOSWPBS
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
## Excelsior Springs Middle School

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>Major ODRs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLC</strong></td>
<td>2007-08</td>
<td>1605</td>
</tr>
<tr>
<td><strong>PBS (Tier 1)</strong></td>
<td>2008-09</td>
<td>920</td>
</tr>
<tr>
<td><strong>RtI</strong></td>
<td>2009-10</td>
<td>610</td>
</tr>
<tr>
<td><strong>PBS (Tier 2)</strong></td>
<td>2010-11</td>
<td>548</td>
</tr>
<tr>
<td><strong>PBS (Tier 2)</strong></td>
<td>2011-12</td>
<td>433</td>
</tr>
<tr>
<td><strong>PBS (Tier 3)</strong></td>
<td>2012-13</td>
<td>495</td>
</tr>
</tbody>
</table>
District Leadership to Support Tiers 1-3
Intervention Resources

- 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


- *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

Intervention Websites

- Academic Interventions, Excelsior Springs Middle School

- The Alphabet Chart and Beginning Blends Chart, Sound Box Cards and Chips, Teaching Resource Center, www.trabc.com, 2001


- Florida Center for Reading Research, http://www.fcrr.org/

- Interventioncentral.org on RtI
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

- Repeated Reading, www.interventioncentral.org

- Transfer Student Induction Model, Excelsior Springs Middle School, 2011,
  www.essd40.com/userfiles/5/PBS/tsimhandout.pdf
Reading Material


- *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, Robert Marzano, ASCD 2001 (ISBN 0-87120504-1)

Excelsior Springs School District #40 - http://essd40.com
Reading Material


Reading Material


Reading Material


Reading Material


Reading Material


ESSD Contact Information

Dr. John Lacy
Superintendent
Excelsior Springs School District
http://essd40.com/
jlacy@estigers.k12.mo.us
(816) 630-9200

Dr. Karla Arnold
Assistant Superintendent - Student Services
Excelsior Springs School District
http://essd40.com/
karnold@estigers.k12.mo.us
(816) 630-9200

Christi Rice
Principal
Lewis Elementary School
http://le.essd40.com/
crice@estigers.k12.mo.us
(816) 630-9290

Chris Hubbuch
Principal
Excelsior Springs Middle School
http://ms.essd40.com/
chubbuch@estigers.k12.mo.us
(816) 630-9230

@ChrisHubbuch