

# Jumping In to Tier II

Milan C-2 High School  
PBS Summer Institute

# Where?, Who?

Remember, there are few original city names in Missouri:

- Versailles
  - Columbia
  - Paris
  - Mexico
  - Florida
  - Springfield
  - Kansas City
  - Macon
- Etc, etc. etc



# We are...MILAN

- Milan, MO is approximately 30 miles west of Kirksville, MO, which is approximately 2 hours north of Columbia, MO.
- We are approximately 1,900 in population (town).
- Milan C-2 High School averages about 195. District size is approximately 695 students
- Our average attendance rate (high school) is 93%
- F/R population = 77%,
- Current students receiving ELL services is 40%
- Average referrals per day is less than three office referrals.
- Major classification of referrals is disrespect (we realize this is a secondary issue)
- Our Tier II team is made up of our counselor, AD/A+ Coordinator, our Alternative teacher, and me.

# Culture Shock

Oh dear...

- $\frac{3}{4}$  of the administrative staff were new to the district.
- 2 of the administrators were brand new, first time administrators.
- My predecessor did not finish the year last year.
- Neither one of us had been in a school with PBS previous to this year.

WOWs

- A culture that had already embraced PBS AND PLC.
- Four years of solid research and effort into improving the outcomes of students, with a noted improvement in MAP/EOCs
- Lots of expectations had already been built into place for the staff and students.

# Where Milan C-2 started

- Several years ago, we noted a trend of students not understanding expectations.
- Many international students
- Many non-native English speakers
- Multiple older students who had never attended formal schooling.
- Many students not used to having the same amenities we take for granted.

# Why do you want PBS?...things you appreciate as a new principal...

- Even in challenging discipline situations, students treating you respectfully
- When you ask a student “what is the expectation for \_\_\_\_\_” and they can tell you what they should have done...PRICELESS

## Tier II

- We started seeing kids who were not benefitting from our Tier I interventions, or who weren't taking advantage of supports in Tier I (working lunch, extended learning opportunities)
- We started tracking kids who weren't coming consistently, who had more than 3 referrals, or who had outside agency involvement. (N=9)

# Starting small

- We realized we had kids that would have been sent straight to our overloaded alternative program (one teacher with credit recovery, MO Options, ISS supervision) that might benefit from an in-between phase
- Our group had already been committed to enter Tier II training with the RPDC last spring.
- First semester, we spent a lot of time training and talking.



# Check in-Check Out

- Great program, data proven
- Our three identified needs were:
  - a) attendance
  - b) failing 2 or more classes
  - c) more than 2 write-ups
- We found that we had 9 kids meeting this criteria

# How did we identify them?

- Identified kids who had missed six days in the semester...printed each kid out on one color sheet of paper
- Discipline forms for each kid printed out on another colored sheet of paper
- Kids with low grades (3 week checks) printed out on another sheet of paper
- Kids with 3 different colored sheets in file prioritized first

# Reviewing the data

- For kids who had three different colors of paper in their file...
  - 1) Reviewed discipline...took out kids who had cell phone/dress code violations. This cut down on many of our kids
  - 2) Kids who were left became our prime focus (those 9-11)
- This data review, once printouts were done took only 35 minutes for four people to go through

# From there...

- We began implementing the CICO system.
- Kids were assigned one of the four of our Tier II members as a mentor, and were to check in-out with us daily. Three of us are pretty mobile in the day, so we could seek out kids and find them if they didn't find us.
- Our AD began offering food prizes to her kiddos to show up.

# Positives

- Of our nine kids, we regained one almost dropout (he quit coming to school after getting kicked off the basketball team) and he is currently receiving services to recover a massive amount of credit. He's not missed a day of school since mid-March, and he will be the first high school graduate.
- 3 of our kids had major juvenile office/drug court involvement. 2 of those three are in summer school, attending daily. 1 of those didn't have to do summer school at all, and remains on track.

# Next Steps

- Small group skill sessions on a variety of topics (study habits) done one day per week
- Identifying our big needs (parenting support, managing emotions) through student/parent survey
- Training identified faculty members to facilitate these groups on a weekly basis during advisory time

# Before you get started on your next phase of the Tiers...

- Get help! Our NE RPDC folks (thanks Jill Miller and her crew) were incredible help in training us to find reasons for kids misbehavior. We still have much learning to do, and it's going to be awesome.
- Get SOLID on your Tier I interventions. We had a rocking Working lunch program, 8<sup>th</sup> hour advisory for 45 minutes in place, a well-developed ELO (detention) plan, ongoing PBS lessons (make sure you get the notes from my colleague Laura Moore's session). Many of our next steps will rely on the time we have built into our core schedule and structure.
- Train, train, train. Functional behavior analysis training is your friend.
- Figure out what data is the most important to collect, and use that...realize you have much data that you collect now, and start there. Don't invent data collection unless you really aren't getting what you think you need.
- Take your time getting started, and be patient with yourselves
- Regular Tier II meetings to develop a vision, create the process and work through challenges. Use those effective meeting practices (NORM is your friend)
- For us, it made sense to target the kids who weren't doing well in all three of our identified areas. For a different grade level, it might make more sense to target kids who have 2 or more concerns in one area first. Figure out what causes your building the most challenges and start there.