



Unlocking the Next Level of SW-PBS — Moving from Tier 1 to Targeted Success

Plaza Middle School-Park Hill School District





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Session Outcomes

01

Explore the process and struggle of how a middle school created Tier 2 and Tier 3 teams to provide more targeted support for students while holding strong on Tier 1 foundations.

02

Gain ideas for how to manipulate the schedule to create more support within the school building.

03

Receive examples of forms, documents, and resources that provide Tier 2 and Tier 3 supports.



Plaza Middle School

Plaza Middle School is a suburban school in the Park Hill School District.

In the school year 2019-2020, Plaza became a 6-8 building after previously being only a 6th grade center for many years.

March 2020, COVID hit and we went to virtual learning for the remainder of the school year.

In the school year 2020-2021, Plaza operated on a hybrid model for learning.

School year 2021-2022 was the first full year of traditional learning, grades 6-8.

Demographic Information

Total Enrollment: 679

White: 55%

Non-White: 45%

F&R: 34%

SPED: 77

ELD: 67

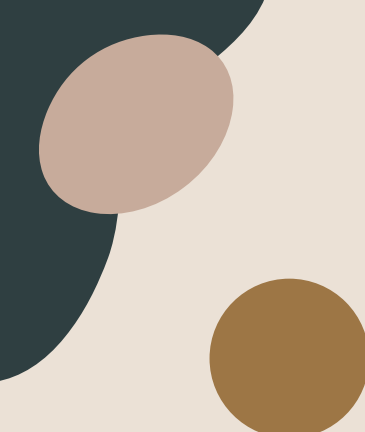
504: 50

McKinney Vento: 21



THE DEFINITION OF INSANITY

Is doing the same thing over and over again and expecting different results.



The need for change

Behavior was on the rise post COVID at Plaza and it was taking us away from our purpose

2020-2021:

47 office referrals*

2021-2022:

678 office referrals

2022-2023:

792 office referrals

2023-2024

808 office referrals

*due to COVID

So what did we do?

PBIS Center has entered the chat.

This is the third year of this program. Plaza is currently still the only one in PH doing it at this time.

The district has finite resources and we were not able to hire additional staff to support this program, therefore we had to manufacture the support.

We did this through creative scheduling within our Master Schedule.



Changes to the Master Schedule

Plaza Tiger Nation Master Schedule 22-23												
Sixth Grade			1		2	3	4	5	6	7	8	9
			7:15-7:55		7:59-8:40	8:43-9:24	9:27-10:08 / 11:03-11:16	Lunch 12:40-11:03	11:18-12:43		12:46-1:26	1:29-2:10
4th Grade LEGENDS	Cheryl Toby		Tutorial	Red	6th Reading		6th Reading		6th Reading		PLAN	TEAM PLAN
				White	6th Life Ed	6th Life Ed	6th Reading		6th Reading			
	Sarah Portenier		Tutorial	Red	6th Math		6th Math		6th Math		PLAN	TEAM PLAN
				White	6th Life Ed	6th Life Ed	6th Math		6th Math			
	Tom Nixon		Tutorial	Red	6th Science		6th Science		6th Science		PLAN	TEAM PLAN
				White	6th Life Ed	6th Life Ed	6th Science		6th Science			
4th Grade HEROES	Samantha Woydziak		Tutorial	Red	6th Social Studies		6th Social Studies		6th Social Studies		PLAN	TEAM PLAN
				White	PBIS Center		6th Social Studies		6th Social Studies			
	Emily Schol		Tutorial	Red	6th LA		6th LA		6th LA		PLAN	TEAM PLAN
				White	6th Life Ed	6th Life Ed	6th LA		6th LA			
			7:15-7:55		7:59-8:40	8:43-9:24	9:27-10:52	10:55-12:43	Lunch 11:47-12:10		12:46-1:26	1:29-2:10
4th Grade HEROES	Aimee Elam		Tutorial	Red	6th Life Ed	6th Life Ed	6th Reading		6th Reading CWC			
				White	6th Reading		6th Reading		6th Reading		TEAM PLAN	PLAN
	Hannah Bell		Tutorial	Red	PBIS Center		6th LA		6th LA		TEAM PLAN	PLAN
				White	6th LA CWC		6th LA		6th LA			
	Jennifer Goff		Tutorial	Red	6th Life Ed	6th Life Ed	6th Science		6th Science		TEAM PLAN	PLAN
				White	6th Science		6th Science		6th Science			
4th Grade HEROES	Tim Kalis		Tutorial	Red	6th Life Ed	6th Life Ed	6th Math		6th Math		TEAM PLAN	PLAN
				White	6th Math		6th Math		6th Math CWC			
	Brett Fleshman		Tutorial	Red	6th Life Ed	6th Life Ed	6th Social Studies		6th Social Studies		TEAM PLAN	PLAN
				White	6th Social Studies		6th Social Studies		6th Social Studies			

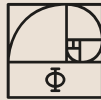
Facility Coverage			1		2	3	4	5	6	7	8	9
			7:15-7:55		7:59-8:40	8:43-9:24	9:27-10:08	10:11-10:52	10:55-11:59	12:02-12:43	12:46-1:26	1:29-2:10
PBIS Center	Room 204B		Wiese	Red	Bell	Bell	Muchow	Sutton	Muchow	Sutton	Baulista	Baulista
			Wiese	White	Woydziak	Woydziak	Muchow	Richardson/Muchow	Richardson	Davis	Davis/Muchow	Muchow

Aspects of the PBIS Center



Identifying Students

- Nomination form for behavioral and/or academic concerns
- Tiered support



Progress Monitoring

- Tracked by coaches via Panorama
- Monthly meetings with teams
- Constant communication between coach and teams (tracking form)



What Students Work On

- Zones of Regulation
- Identified areas based on tiered support



What it is not

- An extra plan time
- Free time
- Another recovery room



Who Serves on the Team?

Tier 1:

- All staff including classroom teachers, cafe staff, custodians, admin, etc.
- PD every year on the big preventative measures (guiding hand, PBIS rewards, data discussions, pre-teaching, etc.)

Tier 2:

- Counselor, admin, social worker, student success advisor, PBIS coaches.
- Review criteria measures such as discipline data, counseling visits, teacher recommendations, etc.
- Place students with correct support.

Tier 3:

- Counselor, admin, social worker, student success advisor, PBIS coaches, school psychologist, special education instructional coach, etc.
- Typically involves observations, individualized plan for students with frequent data tracking.

The process
is...messy



Challenges

- Time
- Lack of resources
- Training for staff and coaches
- Buy in from staff
- Continuous feedback and changes
- Constantly adding new programs
- Staying strong in foundational practices



Is our process working?

2024-2025

359 office referrals to date



Do we have staff buy in?

STRENGTHS

Faculty

1. **Principal/Teacher Trust**

Discussed the power of 'trust' when it comes to overall engagement - very strong indicator of engagement. Additionally, the teachers report trust in their colleagues (Collaboration) indicating a strong level of trust across relationships in the building.

2. **Instructional Leadership**

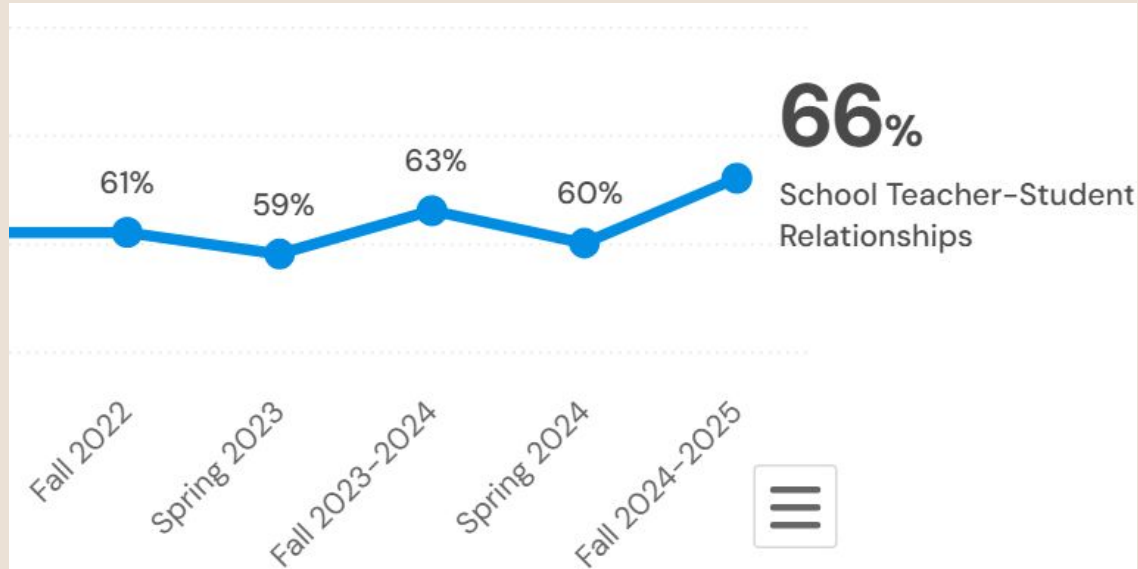
Discussed the power of 'instructional leadership' when it comes to overall engagement - ver strong indicator of engagement. 100% of teachers reported they perceive their principal to be an effective instructional leader.

3. **Satisfaction & Purpose**

Discussed the importance of 100% of teachers reporting feeling a sense of positive impact on student outcomes.

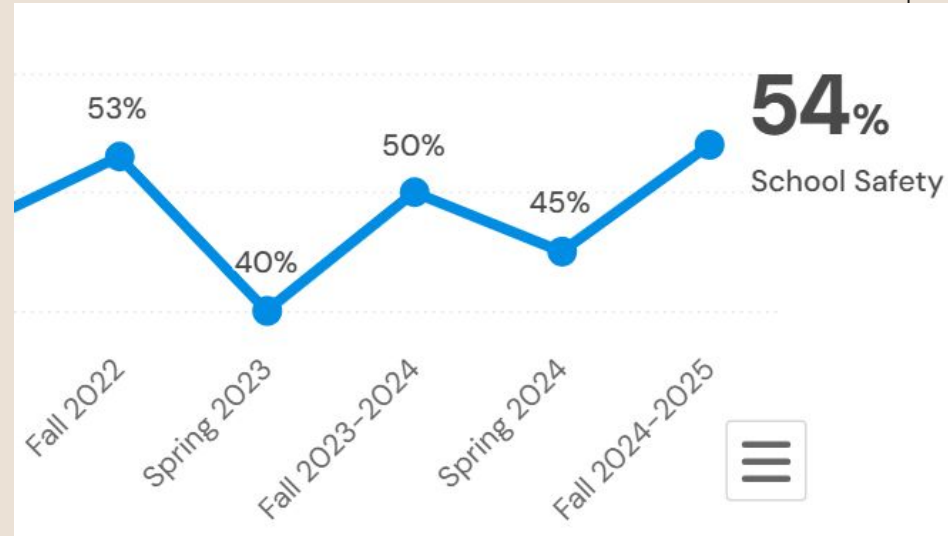
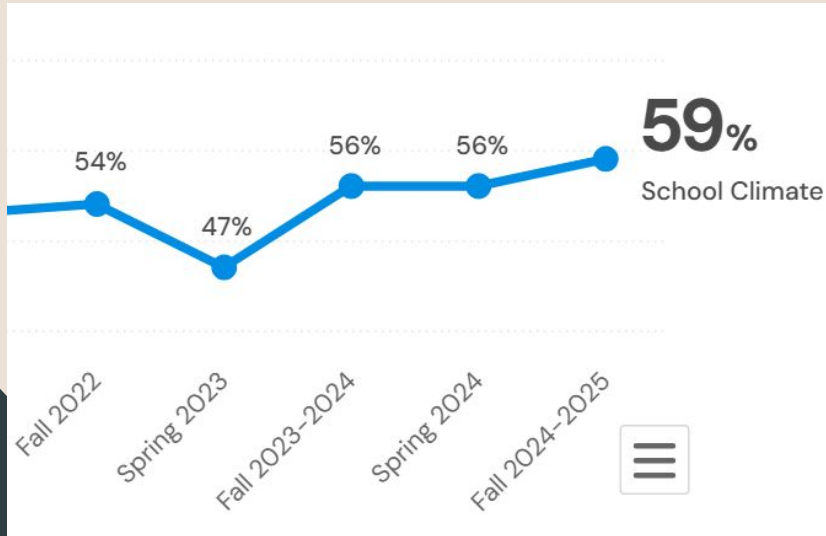
*Data via Upbeat platform

What do our students think?



*Data via Panorama platform

What do our students think?



*Data via Panorama platform

What have we tried to connect in year 3?



Restorative Practices

How does RP support the work we are already doing?



MTSS

We already have an established MTSS process so how do we connect these programs?



PBIS, Check & Connect, SSA, Reading Interventionist

All great pieces, but how do we ensure they aren't just one more thing?



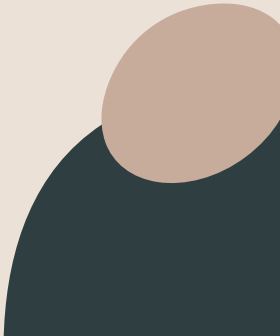
Restorative Practices



- Year 1 of implementation
 - Proactive circles
 - Staff compass of shame
 - Calm and reflect strategy
 - Social discipline window
 - Curbsides
- Year 2 of implementation
 - Responsive practices
 - Loop in PBIS center/coaches
 - Fair process decision making




MTSS

- MTSS is not new, however, deciding how to leverage our MTSS system to support tiered student behavior.
 - The vision is to start having tier 2 and 3 intervention groups during our MTSS time to work on more specific skills.
 - Counselors are doing small groups, some PBIS coaches have this time
- 



PBIS, Check & Connect, SSA, Reading Interventionist, Etc.

- Continue Tier 1 PBIS interventions-these practices must stay strong and continually reviewed and promoted with staff and students
 - Currently applied for Tier 3 recognition
 - Several staff members were trained in check and connect this year and will utilize this as a tier 2 and 3 strategy
 - Student Success Advisor (SSA) was added to our building full time this year with Title funds supporting it last year
 - Works in tandem with PBIS coaches and focuses more on the academic and attendance side of things
 - Reading interventionist was added full time last year-works to provide tier 2 and 3 reading supports (poor academics often lead to unexpected behavior).
 - Transitional mentor program with at risk students going to HS
 - How can we set students up with strong relationships moving forward
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Open Dialogue

