

PBIS Implementation at the Tier 3 Secondary Setting- Study Alternative High School



Outcomes



Data Realities

Dive into the realities of data collection in an alternative high school - what makes it challenging and valuable, and how it drives meaningful student support.



Creative SW-PBS

Discover creative ways to build and strengthen SW-PBS in alternative settings while navigating challenges with limited staffing resources.



Tier 2 Model Development

Learn how a Tier 2 model was developed to support students who had previously been classified as Tier 3 at their former schools.



Study Alternative High School



Creating a unique alternative identity



The Early Model:

Launched in 1988 based on the Ferguson-Florissant program; featured one-on-one advisor tutorials and a student-selected logo and colors.



Structural Shifts:

Moved from a strict tutorial style to a modified class structure with thematic, integrated units to better serve younger students (ages 15–17).



Milestones:

The Board of Education officially approved the advisory program, and the first “Beautify Bailey” service project was launched.



Graduation:

Established a tradition of twice-yearly graduations (January and May) to support student progress.



Building culture of Service Learning



Service-Learning Leader:

Became the first Missouri school to be named a National Service-Learning Leader School (1999).



Community Roots:

Established iconic partnerships including "Empty Bowls," the Route 66 mosaic project, and Peace Jam—where students met the Dalai Lama.



Hands-On Curriculum:

Introduced the Ritter Springs "Life 101" experience, ropes courses, and a student-run t-shirt business.



Schedule Evolution:

Moved to a 5-day week in 1993, utilizing Fridays (and later Wednesdays) for field trips, projects, and electives.

A new home



The Move to Study

All alternative programs were centralized at the Study building, shifting the high school program to the second floor.



Incentive-Based Learning:

Implemented an “intervention vs. early release” system to motivate students toward passing all classes.



District Restructuring

Following a district-led evaluation, several programs (PALS, AIMS) were closed or merged, merged, leading to the creation of the **SOAR program** for credit-deficient sophomores.



The 2020 Pivot:

A major turning point marked by the onset of COVID-19 and a transition to new administration.

Who's at Study?

Sophomore Opportunities for Academic Recovery (SOAR)



10th grade students who were considered to have failed their 9th grade year (**20-40 students**). SOAR students may apply at to remain at Study High or return to their home school at the end of the year.

Missouri Opportunities (Mo-Op)



The Missouri Options Program was designed by the state of Missouri as an alternative for seniors who have gotten into a position of not being able to graduate with their graduating class or who are at risk of dropping out.

Study High



9th-12th grade students from SPS high schools who have struggled academically or socially in the traditional setting. We accept 9th graders at semester; **26/27 small group of freshmen accepted Q1**

ACE/Solutions

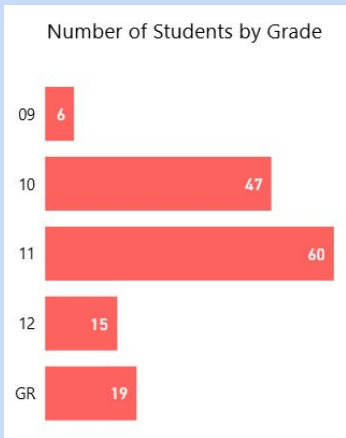
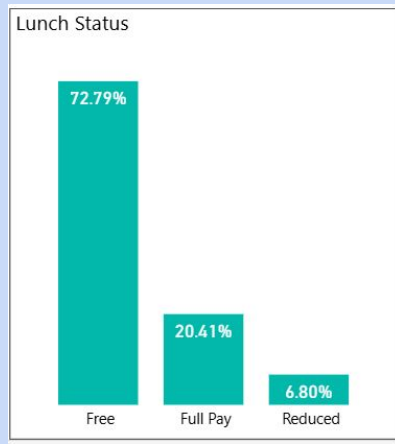
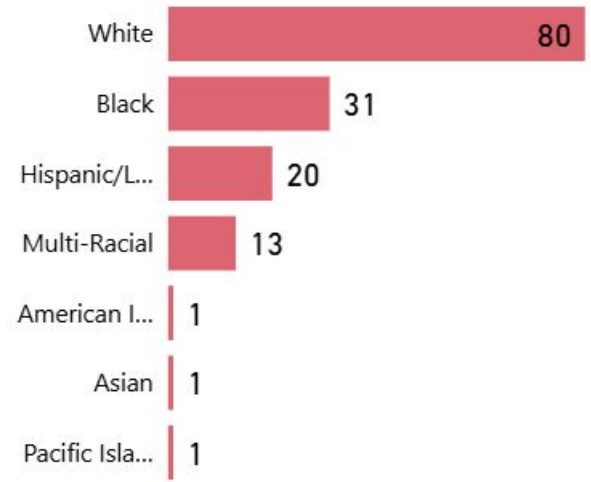


Middle School students who have received short (**less than 10 days**) or long-term suspensions (**up to one year**).

Representation

| Building | Student Count | % Student Count | Attendance |
|------------------------|---------------|-----------------|---------------|
| Central High School | 12 | 9.16% | 77.21% |
| Glendale High School | 2 | 1.53% | 53.37% |
| Hillcrest High School | 13 | 9.92% | 70.32% |
| Kickapoo High School | 2 | 1.53% | 85.68% |
| Parkview High School | 10 | 7.63% | 65.19% |
| Study Alternative High | 92 | 70.23% | 79.06% |
| Total | 131 | 100.00% | 77.59% |

Federal Race/Ethnicity



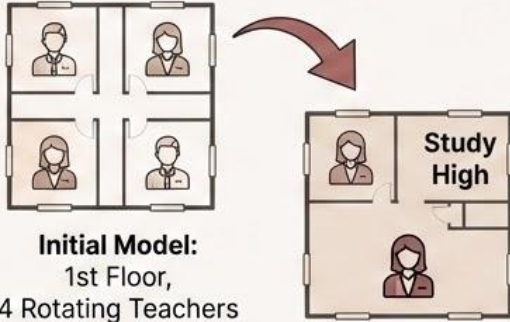


Turn and talk

With a partner or two, discuss the populations that your school serves.

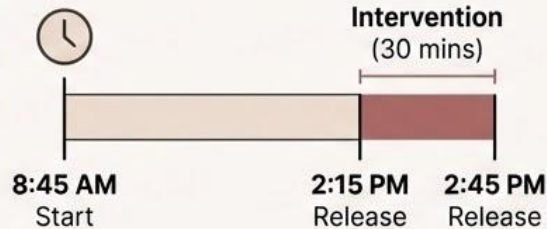
Structural Changes

SOAR Integration



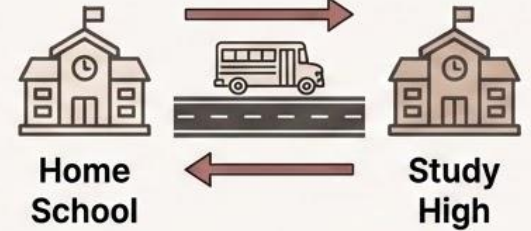
Initially taught by 4 rotating teachers... future cohorts integrated with Study High after ODR data analysis.

Extended Day & Intervention



Day extended to 2:45 PM; extra 30 minutes used for intervention

Transportation Services



Busing provided to and from home school

Timeline

22/23- Planning year, GROW matrix, school-wide expectations, understanding data sources

23/24- Full implementation of GROW expectations, school-wide teaching, utilization of GROW leaves, monthly/quarterly celebrations (Tier 1 supports)

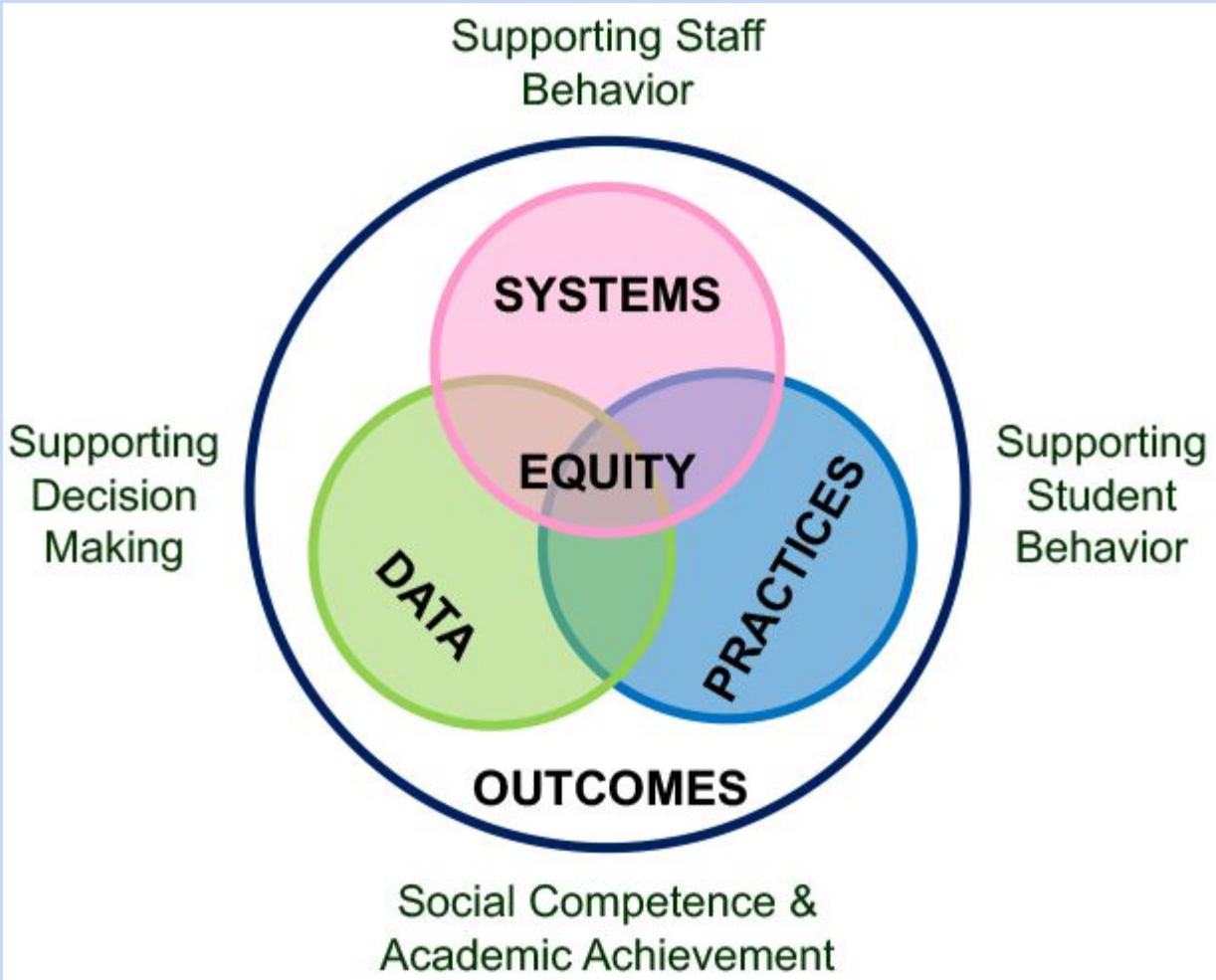
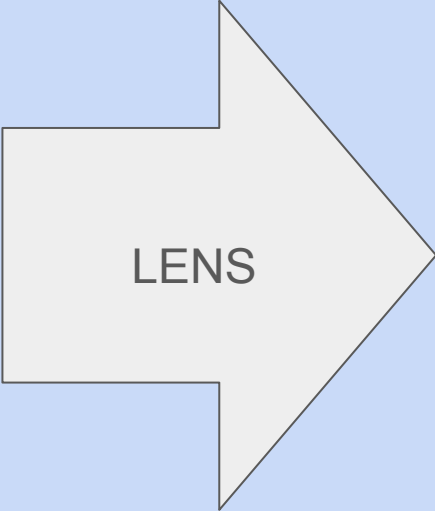
24/25- Tier 2 team processes established/interventions implemented, continued instruction of Tier 1 supports, including monthly PBIS team meetings

25/26- Tier 1 team restructured, TFI/SAS administered to staff, application for PBIS recognition, calendar of teaching via Advisory established (SEL embedded), continued Tier 2 implementation, quarterly school-wide interventions implemented



What do Tiers look like inside of a Tier 3 school?

Bud



Tier 1

Creating a system that supports the diverse needs of students

Supporting Staff Behavior

Communication



Back to
School
Kickoff



Weekly
Communication



Advisory
Calendar



Guiding
Coalition-
Tier 1 Team
minutes



Trauma-Informed
Training

Beginning of Year Communication

Working to minimize staff burden while maximizing consistency

GROW Expectations- Teaching

| What | Who | When |
|--------------------|----------------|-------------------------|
| School-wide Matrix | Administration | First Day Assembly |
| Re-Teaching Matrix | All staff | First 5 minutes of each |

| Type of Celebration | When | How |
|---|--------------------------------|----------------------|
| Short Term- GROW Expectations (leaves) | Daily | Black Cabinet/Raffle |
| Short Term- Attendance | Weekly | Popcorn during Lunch |
| Medium Term- Passing with C's or better | Mid/End of Quarter Celebration | Black Cart |
| Long Term- Grades, Attendance, Behavior | Quarters 1-3 | Field Trips |

Monthly lessons

GROW Leaves

Students that exhibit GROW within your discretion, but please stick to the following guidelines.

- Please award a single leaf for demonstrated behaviors
- Please speak directly with the student about why they received a leaf
- Please refrain from offering leaves for behavior in advance

Students may redeem their leaves during lunch in the black cabinet for food items or entry into the \$50 raffle

Advisory Calendar

1st Quarter Advisory Units (Year 3)

[MIGS SYLLABUS](#) [Study Staples](#)

OVERVIEW: The essential question for Quarter 1 is "Who Am I?" This quarter, the foci of advisory are learning styles (multiple intelligences), personality survey (True Colors) and Emotional intelligence (self-management/regulation). [Items in blue are Must Do's](#) [SEI units are in yellow](#)

1st Quarter - Who Am I? *Bold is Branch Out

| DAY | LESSON LINK Topics and Resources |
|-------------------------------------|---|
| Unit 1: Study Staples | |
| 8/19 | Schedules, tours, Get to Know You activities First Day Responsibilities - Google Docs Resources / Student Handbook (Cell Phone video) 25-26 Study Student Expectations 25-26 Classroom Computers Computer Assignment Template Quiet Lunch Request PBIS Matrix |
| 8/19 (bold is Branch Out) | Orientation Assembly / Team building |
| 8/20 | Set to Know You SLIDE All about me 25-26 Q1 You will need to make your own copy and delete my slide. :) Start all about me 25-26 Q1 Reteaching slides (Expectations review... not done during advisory I just put here for convenience) |
| 8/20 | Set to Know You SLIDE |
| 8/21 | Study Staples Year 3 |
| 8/21 | Study Staples Year 3 - reminder do Branchout explanation by this time |
| 8/22 | Study Staples Year 3 |

| | |
|----------------------|--|
| 11/3 | NO SCHOOL |
| 11/4 | NO SCHOOL |
| 11/5 | Community What is Community? Please have the students fill out this google form for Kindness Week Me Monday. |
| 11/5 | Return to advisory (Wednesday is Monday) (S2S and B2B meeting) |
| 11/6 | DEAR Day |
| 11/7 | Advisory Competition |
| Kindness Week | |
| 11/10 | Grade Checks / reflection Grade Check Questions |
| 11/10 | Additional Advisory JAG / FCCLA meeting |
| 11/11 | Community What is Community? |
| 11/12 | Community What is Community? |
| 11/13 | Community What is Community? Please have students complete this Google survey for Kindness Week |
| 11/14 | Friday Focus Please have students complete this google survey for Kindness Week |
| Kindness Week | |
| 11/17 | Grade Checks |
| 11/17 | Kindness Week - It's all about Me! Information about Me Monday! B2B meeting |
| 11/18 | Kindness Week Warm Fuzzie Slide |
| 11/18 | |
| 11/19 | Kindness Week Introduction: What Are Community Partnerships (with your advisory) |
| 11/19 | Anna and April Community Partners Anna and April Community Partners Kindness to Self Choices for Kindness Week (Responses) (includes sheet for community kindness) Locations are linked in column F |
| 11/20 | Artsfest and Service-learning field trips |
| 11/20 | Advisory |

| | |
|----------------|--|
| 1/13 | Study Staples Year 3 |
| 1/14 | Study Staples Year 3 |
| 1/14 | Study Staples Year 3 |
| 1/15 | Study Staples Year 3 |
| 1/15 | Study Staples Year 3 |
| 1/16 | Assembly |
| Unit 2: | |
| 1/19 | NO SCHOOL |
| 1/20 | Grade Checks - |
| 1/20 | B2B / s2s meeting RTI Begins |
| 1/21 | Graduation Unit |
| 1/22 | Graduation Unit |
| 1/23 | Friday Focus AML Worksheets |
| Unit 3: | |
| 1/26 | Grade Checks |
| 1/26 | Monday Branch Out - Additional Advisory |
| 1/27 | Graduation Unit |
| 1/28 | Mental Health Day / advisory competition |
| 1/29 | Mental Health Day / advisory competition |
| 1/30 | Friday Focus |

| | |
|--------------------------|---|
| 4/3 | Advisory Competition |
| 4/3 | Assembly |
| Unit 3: Character | |
| 4/6 | Grade Checks |
| 4/6 | Monday Branch Out - Additional Advisory |
| 4/7 | NO SCHOOL |
| 4/8 | Character Unit YEAR 3 |
| 4/9 | Character Unit YEAR 3 |
| 4/10 | Friday Focus |
| Unit 2: | |
| 4/13 | Grade Checks: |
| 4/13 | Monday Branch Out - Additional Advisory |
| 4/14 | Character Unit YEAR 3 |
| 4/15 | Character Unit YEAR 3 |
| 4/16 | Character Unit YEAR 3 |
| 4/17 | Friday Focus |
| Unit 1: | |
| 4/20 | Grade Checks |
| 4/20 | Monday Branch Out - Additional Advisory |
| 4/21 | Character Unit YEAR 3 |
| 4/22 | Character Unit YEAR 3 |
| 4/23 | Character Unit YEAR 3 |
| 4/24 | Friday Focus |
| Unit 2: | |
| 4/27 | Grade Checks |
| 4/27 | Monday Branch Out - Additional Advisory |

Trauma-Informed Training



Intentional in planning/committing time



Year 1, Starr Commonwealth Trauma in Schools and Communities



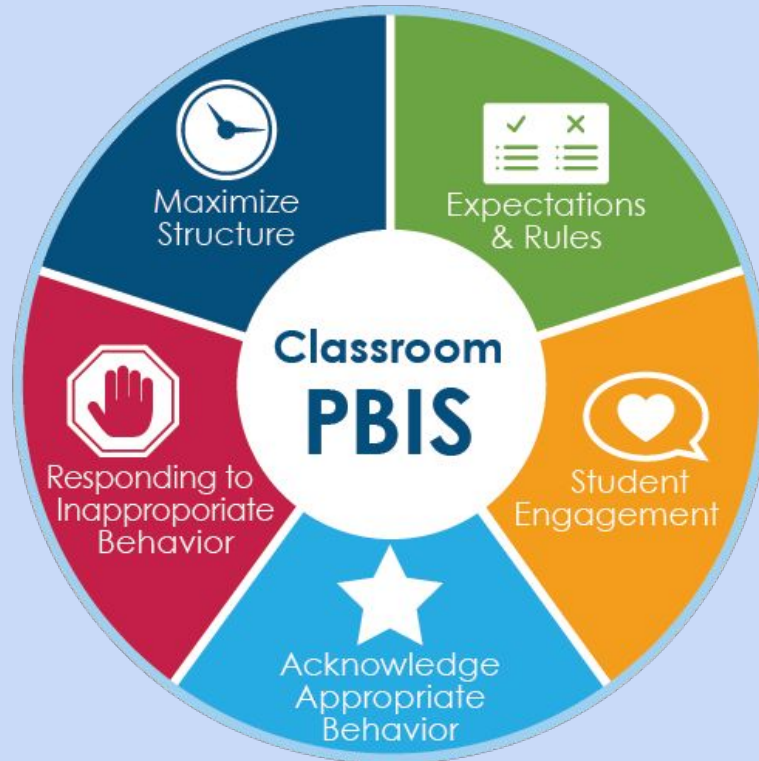
Year 2, Aligned outcomes to Advisory Teaching Schedule (Stress, Planning for the Future, Character, [Self-Sabotage](#), etc)

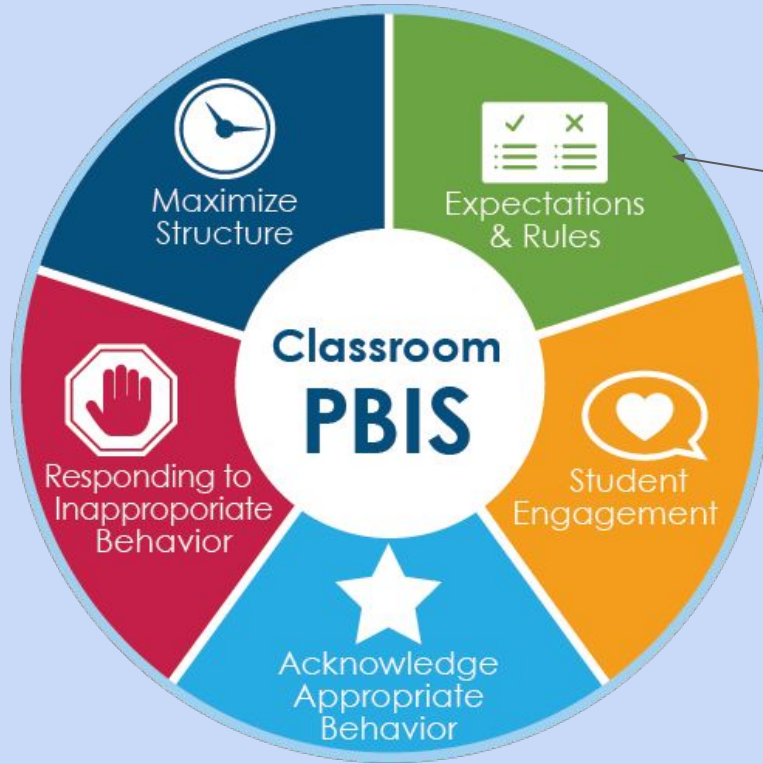
Turn and Talk with your neighbor.



**What does supporting
staff look like at your
school?**

Supporting Student Behavior





Expectations and Rules

Tier 1- Universal Teaching of GROW Matrix



GROW AT STUDY

| | Classroom | Hallway | Cafeteria | Bathroom | Auditorium | Entry/Dismissal |
|---|---|---|---|--|---|---|
| Genuine- Being true to yourself and our community | Daily best effort Monitor your attitude | Treat others with kindness Help others when they need it | Take only what you need Be friendly and positive | Only request to go if needed Socialize during appropriate times | Listen to those presenting Keep an open mind about the topic | Arrive on time Exit building after bell |
| Respect- Demonstrating care for yourself and community | Use school language Use devices during designated times | Give others personal space Use school language | Use your student ID number Wait your turn | Throw away garbage Use materials appropriately | Allow those speaking to be heard by remaining quiet | Use appropriate language during transitions Use bathrooms in the Auditorium only |
| Ownership- Taking responsibility for your actions. | Value your work Take responsibility for your choices Being an active participant in your learning | Manage time between classes | Throw away garbage Use appropriate volume level Ask staff to use bathroom | Manage time away from class Use the bathroom on the floor of your class | Throw away garbage Stay in your assigned area | Be conscious of travel times Use safe driving behaviors |
| Willingness- Demonstrating your commitment to our school and community | Listen to different viewpoints Accept feedback | Accept support from staff Be mindful of travel times | Include others Stay at your table Socialize with only those in your area | Accept feedback from staff Report graffiti | Listen to different viewpoints Accept feedback | Keep hallways clean Choose a location (entry) and remain there until the bell |

Teaching Expectations

| When | Who | What |
|---------------------------|--------------------------|----------------------------------|
| First day of school | Building Leadership | GROW leaves, Must know processes |
| First two weeks of school | All instructional staff | All areas of GROW matrix |
| Start of every quarter | All instructional staff | Reteaching of GROW matrix |
| Start of every quarter | Behavior Interventionist | GROW 2.0, 3.0. 4.0 |

Teaching Plan

GROW Teaching Schedule- BRANCH OUT

| Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------------|---|--------------------|--------------------|---------------------|
| 19 GROW Introduction | 20 Classroom-BO Individual Classes | 21 Bathrooms-BO | 22 Hallways- BO | 23 Cafeteria/Aud |
| 26 Grade Check | 20 Classroom-BO Individual Classes | 21 Bathrooms-BO | 22 Hallways- BO | 23 Cafeteria/Aud |



Turn and Talk with your neighbor.

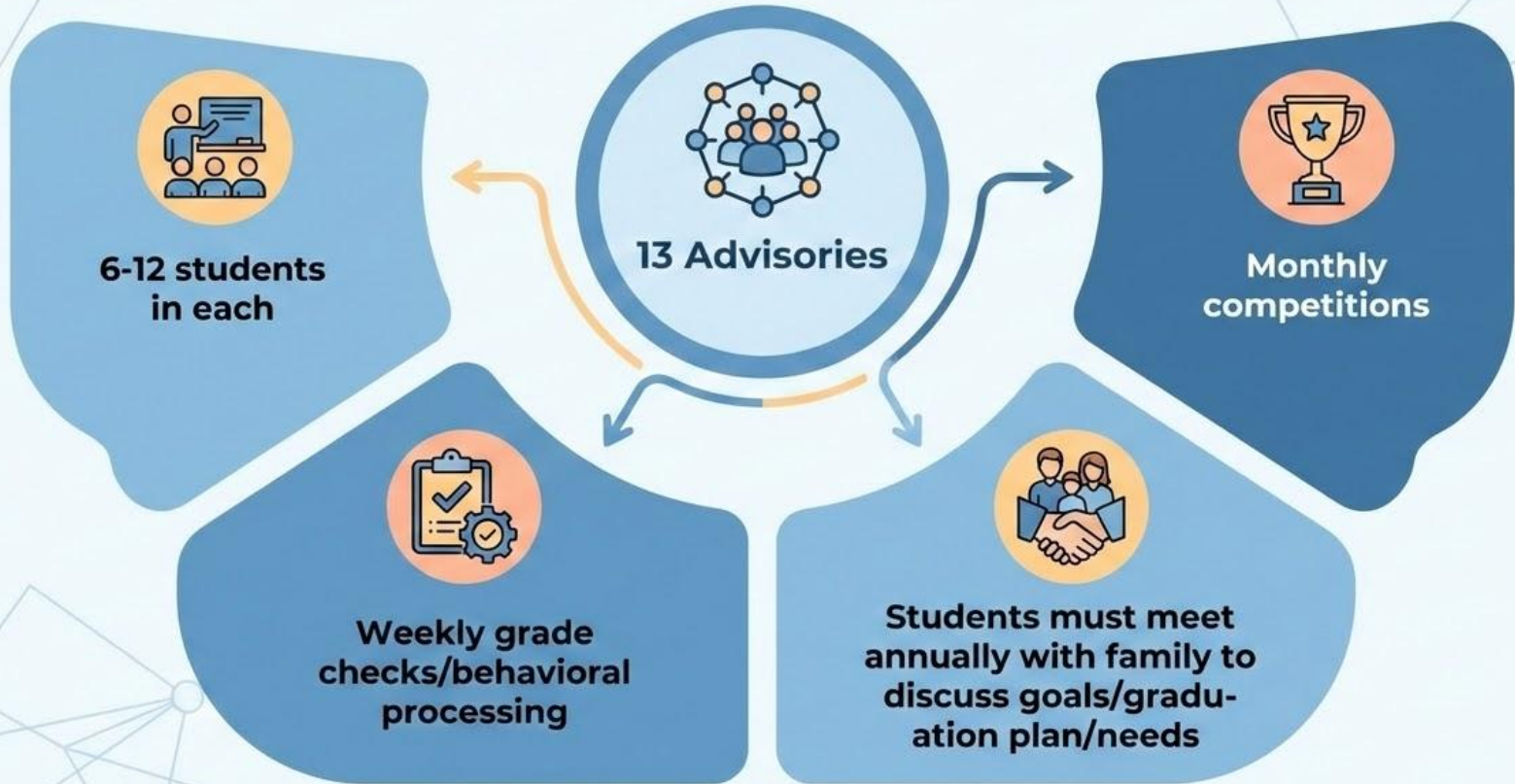
**What does supporting staff
look like at your school?**

Student Engagement



- Each student has an Advisor; this relationship sets the stage for engagement to occur.
- It is particularly important for students who have not experienced connections in prior academic settings.
- Students go to Advisories daily (twice on Mondays).
- Advisors review grades/behavior, establish school/home relationships, serve as student advocate advocate.

Advisory Model



Turn and Talk



What are some of the ways you engage students in your setting?



Acknowledgement of Appropriate Behaviors

Tier 1 Acknowledgement System: GROW Leaves



Align with GROW Matrix



Provided to all staff, including SRO, Custodian, Librarian, Food Service



5 day counts are completed once a month to determine staff acknowledgement rate and student redemption rate*



“Flood the market”



Gradual reduction, moving to generalized behavior



Revisit with new students at quarter

GROW Leaf Redemption

Staff recognize GROW behaviors with a Study Leaf.
GROW leaves may be redeemed in two ways:



Entry into \$50 Raffle
monthly gift card



Purchase items from Black
Snack cabinet during Lunch

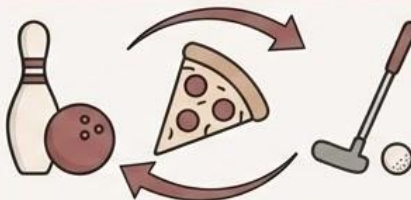
Prices are raised at semester

Ongoing GROW recognition



Quarterly Grade Celebration

(passing with Cs or better) - Ice cream sundaes, hot chocolate/cookies, nachos.



Quarterly Incentive Field Trip

(passing with Cs or better, 85% attendance, no major discipline) - Andy B's, Incredible Pizza, Bass Pro, Getaway Golf, etc.



EOC Celebrations

December and May.



100% Weekly Attendance

Popcorn during lunch.



Increased Attendance

Cookies during lunch.



School-wide Improvement

Survivor Island, Get Back to Class.



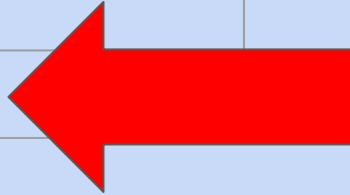
Turn and Talk

How do you acknowledge appropriate behaviors in your setting?

Responding to Behavior

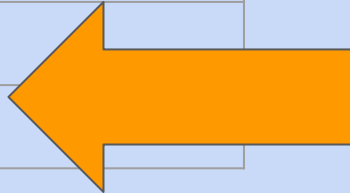
2023-24

| | |
|--------------------|-----|
| Cell phones | 404 |
| Out of Area | 156 |
| Disorderly Conduct | 141 |
| Fighting | 25 |



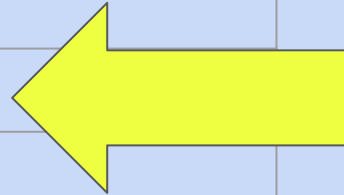
2024-25

| | |
|--------------------|-----|
| Cell phones | 663 |
| Out of Area | 174 |
| Tardies | 113 |
| Disorderly Conduct | 103 |
| Fighting | 21 |



2025-26

| | |
|--------------------|-----|
| Tardies | 351 |
| Cell Phones | 232 |
| Inapp. Materials | 69 |
| Disorderly Conduct | 64 |
| Out of Area | 60 |
| Fighting | 4 |



Timeline

22/23- Planning year, GROW matrix, school-wide expectations, understanding data sources

23/24- Full implementation of GROW expectations, school-wide teaching, utilization of GROW leaves, monthly/quarterly celebrations (Tier 1 supports)

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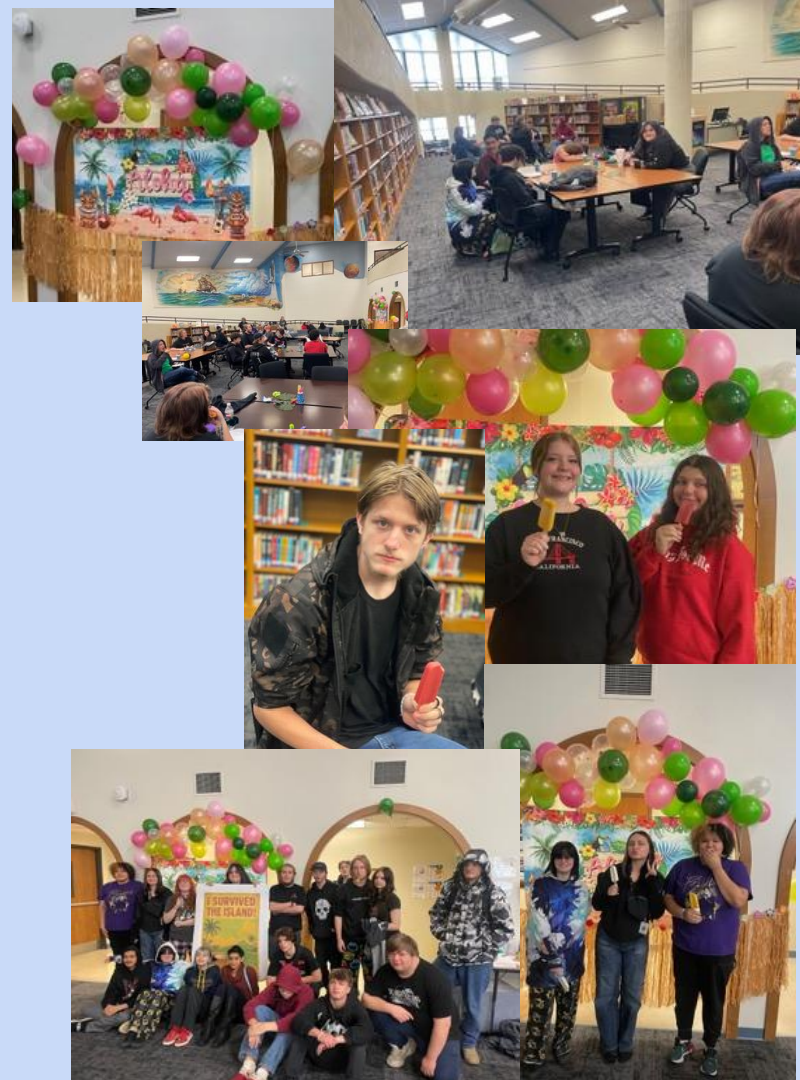


Schoolwide Celebrations

Survivor Island- Goal to increase arriving to school on time- Q2 (tardies)

Wheel of Time- Returning from Bathroom passes on time- Q3 (OOA)

Challenges of this data collection include building staff capacity to report tardies and ending passes with consistency.



Maximizing Structure in Trauma-Informed Setting



**Representation
and Belonging**



Predictability



Agency



Predictability

GOVERNMENT
Objective: 9-12 SS.9-12.CC.1.1-1.2 Trace the changes in roles and structure of the 3 branches of government.
Learning Objective: I can explain the role of the Judicial Branch in U.S. government.
Anticipatory Set:
Teach/Model: Jeopardy Review
Independent Work: WS
Check For Understanding:
Assessment: Exec Branch Test-10
Closure:

World History
Objective: 9-12 WH.4.PC.A- Learn about the achievements of the Enlightenment / and the effects that led to Revolution.
Learning Objective: I can compare/contrast limited and absolute governments and explain their impact on people and society.
Anticipatory Set:
Teach/Model: French Revolution Simulation
Check For Understanding: ? ?
Independent Work:
Assessment:
Closure: Exit Ticket

SPRINGY DISAGREE

World Art Expo

Objective: I can prepare and explain my project clearly.

Checklist Slide:

- Artwork
- Plaque
- Interactive element

Agency





Turn and Talk

How do you respond to student behavior in your setting?



How has this changed or evolved over time?

Social Competence and Academic Achievement

Building a Tier 2 Plan



Daily RTI Period

Established a daily Rtl period for academic and behavioral deficits.

Guided by CFA and Power BI data.



Problem-Solving

Shifted from large group discussion to a collaborative problem-solving model.



Team Leadership

Expanded content teachers (Mo-Op, ISS, SpEd, BI) lead teams every 3 weeks.

Ongoing Challenges:

Intervention fidelity and student exit criteria.



School-wide RtI Model

TIER 2: TARGETED INTERVENTIONS



STRUCTURE & LOGISTICS

- **Skills Group:**
Meets 4 days/week
- **Duration:** 30 minutes per session
- **Cycle:** 3 weeks



IDENTIFICATION

- **Referrals:**
Teachers/Administration
- **Data Sources:**
Power BI,
Discipline Data



FOCUS AREAS

- Independent Living Skills
- Anger Management
- Healthy Relationships
- Coping with Stress



RESOURCES & CURRICULUM

- Be Good People
- Behavior Academies

Interventions Available



2 x 10

Brief, daily positive connection.



Self-Monitoring

Student tracks own behavior.



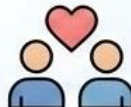
CICO

(Check-In/Check-Out)
Daily goals and feedback.



Compliment Me!

Positive reinforcement for specific actions.



Empathy Interviews

Understanding student perspective.



Postcards from the Edge

Connecting with positive notes home.

Teams will consider these and commit on their **Action Plan** what they are wanting to try to support the student.

Data Collection

| | | | | | |
|-----------|--|------------|------------|------------|----------|
| MM Mas... | | | | | |
| | Goal: Pass all classes, reflect on one good decision I made during class | | | | |
| | Intervention: CICO | | | | |
| | Hoppman | Twente | Beth | April | Michelle |
| 2/17 | ISS | ISS | ISS | ISS | ISS |
| 2/18 | ISS | ISS | ISS | ISS | ISS |
| 2/19 | Took sheet home | | | | |
| 2/20 | | 12 n/a | | 7 | 6 0 |
| 2/23 | Absent | Absent | Absent | | 8 4 |
| 2/24 | Lost Sheet | Lost Sheet | Lost Sheet | Lost Sheet | 12 |
| 2/25 | ISS | ISS | ISS | ISS | ISS |
| 2/26 | ISS | ISS | ISS | ISS | ISS |
| 2/27 | Career Day | | | | |

| I | M | A |
|--------|----------|---------|
| Kamila | Hoppman | Breeze |
| | Twente | Tadlock |
| | Beth | Anna |
| | April | Davis |
| | Michelle | Meghann |
| | Clem | |
| | Megan | |

| | | | | | |
|-----|--------------------|----|-----|-----|-----|
| 3/2 | | 12 | 12 | 10 | 10 |
| 3/3 | | | ISS | ISS | ISS |
| 3/4 | Teen Mental Health | | | 12 | 12 |
| 3/5 | Teen Mental Health | | | | |

| | | | | | |
|-------------------|---------------------------------------|----------|--------|--------|---------|
| Liz H Action P... | | | | | |
| Compliment Me! | Goal: Increase attendance | | | | |
| | Tadlock | Michelle | Breeze | Twente | Tadlock |
| | Present - complimented her attendance | Present | | | |

| | | | | |
|---------------------------|---|--|---|-------------------------------|
| 6 A... | Please enter Y or N for the three categories of on time, on task, stayed awake | | | |
| | Snegur | Breeze | Hoppman | Snegur |
| Attention Changed to 2x10 | | | | |
| 1/11 | He didn't talk at all this morning. | | No talking, slept | He has Kamila for this block. |
| 1/12 | Head down, didn't engage in the work. | | Head down | |
| 1/13 | Head down, not engaged. | | slept | |
| 1/14 | Worked a little bit on his chromebook instead of doing a class activity. | I had a brief conversation with Seth about his project in class. He completed what I asked him to, then he put his head back down. | He did half of the work. | |
| 1/17 | Participated in the Branch Out activity, not sure for advisory since we had different groups. | Head down | Slept through class | |
| 1/18 | Absent | Head down | Slept through class | |
| 1/19 | Came in late and refused to participate. We did an activity about community programs and he did not complete the assignment. I verbally asked him some questions and he just shrugged his shoulders. Head down for the majority of class. | We talked about his plans for the weekend. He opened up about extended family being problematic over the holidays. | He did half of the classwork, then put his head down. | |
| 1/20 | | | Seth participated the whole | |

| | | | | | |
|-----|--|--|--|--|--|
| 1/5 | Present - complimented her for passing ALL of her 2nd quarter classes! (this is the first time she's done that at STUDY) | Present-complimentaed her work ethic on credit recovery. As incentive, Liz is allowed to use headphones in this block. | | | |
| 1/6 | Present - did great all around | Present - talked with Liz about she's handling Nani's move. | | | |
| 1/7 | Present - doing great in all classes | Present | | | |
| 1/8 | Present - complimented handwriting and asked to write on board and keep track of our qtrly countdown every day | Present | | | |
| 1/9 | Present - doing well participating in Advisory, | | | | |

T2 data collection challenges/realignme nt:

- Multiple students on T2 Interventions
- Ensuring that staff are implementing with fidelity
- Fixing *all* the problems

Turn and Talk



How do you build social/academic competence in your setting?

Supporting Decision Making

Using Data as a 3rd point

DECISION MAKING AT THE TIER 1 LEVEL

Guiding Coalition team serves as the Tier 1 team.



MONTHLY MEETINGS

Regular collaboration



REVIEW "BIG 5" DATA

Analyze key metrics



DATA-DRIVEN FOCUS

Determine monthly/quarterly focus using Power BI insights

Determining goals for 26-27SY



Per SAS and TFI, data indicate that increased student and family involvement are an area to improve.



Broader student communication of long-term incentives; announcing field trip location and dates at the start of the year.

GOALS



Using data to identify weekly focus for GROW leaves.



Refinement of Trauma Informed learning for staff, possible partnership for TRBI training.

Final Turn and Talk



How do you support decision making in your setting?

Links

[Teaching Plan Q1](#)

[GROW 3.0](#)