

Year One in Review for STLE PBIS and RTI

HIGHLIGHTS AND PROPOSED CHANGES FOR 2015-2016

Brockport's Strategic Plan

- Consistency & Alignment -

- **Systems & Structural Innovation**

Analyze and evaluate systems, structures and programs to optimize resources and implement innovative practices.

- **Professional Development & Collaboration**

Provide multi-dimensional professional development that infuses job-embedded and collaborative opportunities aligned with the strategic plan.

- **Student-centered Learning**

Ensure that each student's needs are met through differentiated instruction, enrichment, alternative learning opportunities and interventions with an emphasis on closing the achievement gap of our SWDs and economically disadvantaged students.

- **Data Driven Instruction**

Develop and implement a district-wide system to analyze data to inform rigorous instructional practices.

Multi-Tiered System of Supports (MTSS)

A whole-school, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems

- This **evidence-based model** of schooling uses **data-based problem-solving** to integrate academic and behavioral instruction and intervention
- The **integrated instruction and intervention** is delivered to students in varying intensities, multiple tiers, **based on student need**
- **"Need-driven" decision-making** seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency

Sources: www.cde.state.co.us and www.florida-rti.org

Positive Behavioral Interventions & Support

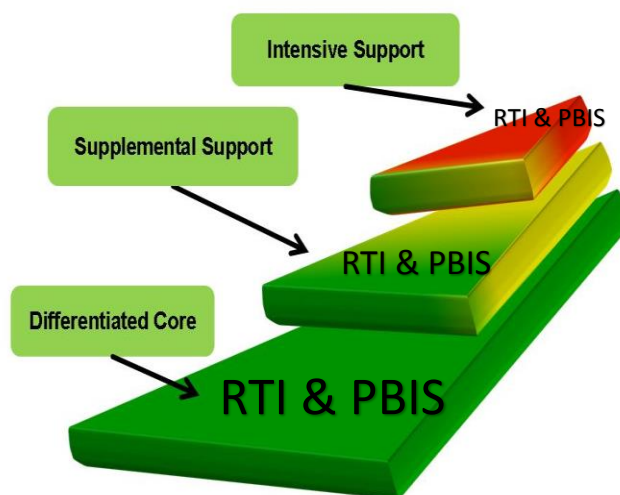
PBIS is based on a [problem-solving model](#) and aims to **prevent inappropriate behavior** through **teaching and reinforcing appropriate behaviors** (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007)

Similar to RTI, PBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems.

RTI is defined as “the practice of **providing high-quality instruction and interventions matched to student need**, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions” (Batsche et al., 2005).

Based on a [problem-solving model](#), the RTI approach considers environmental factors as they might apply to an individual student’s difficulty, and provides services/intervention as soon as the student demonstrates a need. RTI focuses primarily on addressing academic problems, RTI has emerged as the new way to think about both disability identification and early intervention assistance for the “most vulnerable, academically unresponsive children” in schools and school districts (Fuchs & Deshler, 2007, p. 131, emphasis added).

RESPONSE TO INTERVENTION



Integration of RTI and PBIS

Behavior and Academic Attributes in a tier 1 setting

- Positive behavioral expectations are explicitly taught and reinforced
- Consistent approach to discipline
- Evidence-based core curriculum and instruction
- Assessment system and data-based decision making

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Behavior and Academic Attributes in a tier 2 setting

- Supplemental targeted function-based or skill interventions
- Small groups
- Frequent progress-monitoring to guide intervention design
- Some student grouping based on established Early Warning Systems and thresholds

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Behavior and Academic Attributes in a tier 3 setting

- Student-centered planning
- More intense supplemental targeted skill interventions
- Customized function-based interventions
- The most frequent progress monitoring to guide intervention design

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PBIS Goal 1

TO ENSURE THAT ALL SCHOOLS ARE USING THE SAME DISTRICT-WIDE POSITIVE BEHAVIORAL INTERVENTION AND SUPPORT (PBIS) SYSTEMS AND PROTOCOLS DEFINED BY RESEARCH IN ACCORDANCE WITH NEW YORK STATE AND/OR FEDERAL GUIDELINES.

PBIS Action Steps and Accomplishments

Conducted UPK – 12 audit using the PBIS Benchmark of Quality evaluation tool

Two-day intensive PBIS training for all PBIS District Team Members

Developed and adopted 3 district-wide essentials:

- Be Respectful
- Be Responsible
- Be a Learner

Created and communicated district wide matrixes for instructional and non-instructional departments and locations, including PBIS school teams, B & G, Food Service, CEPACS, Athletics, Transportation (summer)

Coordinate summer and fall plans

- Using the BOQ to assess essential components of implementation in each building, train school-based teams and plan PD for staffs
- PBIS Kick Off UPK-12 for Staff and Students

OLIVER ESSENTIALS					
What Does It Look Like To Be RESPECTFUL, RESPONSIBLE AND READY TO LEARN?					
QUALITIES	ALL INSTRUCTIONAL SETTINGS (Classrooms, Library, Computer Labs)	HALLWAY	BATHROOM	CAFETERIA	TRANSPORTATION
BE RESPECTFUL	<ul style="list-style-type: none"> • Enter and exit room in a quiet and considerate manner • Raise your hand and wait your turn while participating in class • Listen and respond appropriately to adults and peers • Use appropriate language, volume, and tone of voice • Be helpful and cooperative to all 	<ul style="list-style-type: none"> • Speak an appropriate voice level • Listen and respond appropriately to adults and peers • Be helpful and kind 	<ul style="list-style-type: none"> • Respect the privacy and space of others • Respect property of the school and other's 	<ul style="list-style-type: none"> • Walk during transition times in the cafeteria • Enter the cafeteria and stay seated at your assigned section and table • Wait patiently • Listen and respond appropriately to adults and peers • Keep your hands and feet to yourself 	<ul style="list-style-type: none"> • Be courteous, honest, and use appropriate language, volume, and tone of voice • Be respectful to driver, attendant and each other • Sit and stay in the seat assigned to you by the bus driver • Keep your hands and feet to yourself
BE RESPONSIBLE	<ul style="list-style-type: none"> • Use your time productively • Be truthful with yourself, peers and all adults • Follow through on your commitments • Use all materials appropriately and clean-up after yourself 	<ul style="list-style-type: none"> • Walk at all times • Clean up after yourself • Turn in found items to the owner or an adult • Stay to the right of the hallway/stairwell 	<ul style="list-style-type: none"> • Clean up after yourself • Use facilities appropriately • Report any behaviors to an adult 	<ul style="list-style-type: none"> • Clean up after yourself and use trash bins and recycling bins • Consume all perishable food and beverages in the cafeteria • Eat your own food • Follow appropriate protocol for leaving the cafeteria (i.e., signing out to leave, dismissal, etc.) 	<ul style="list-style-type: none"> • Wear your seatbelt at all times • Keep your bus seat clean and damage free • Bring only approved equipment and instruments on the bus • Keep hands and feet to yourself, out of the aisle and inside the bus
BE READY TO LEARN	<ul style="list-style-type: none"> • Be on time to class and prepared with all materials, writing utensils and assigned work • Give your best effort • Work in your assigned seat for the entire class 	<ul style="list-style-type: none"> • Have your agenda at all times • Use problem-solving strategies to resolve conflict • Give and receive feedback appropriately with a partner 	<ul style="list-style-type: none"> • Manage your time appropriately • Have your agenda with you at all times 	<ul style="list-style-type: none"> • Make healthy choices and try new foods. • Enter the cafeteria and stay seated at your assigned section and table 	<ul style="list-style-type: none"> • Listen to the bus driver's instructions at all times • Report any problems to the bus driver • Be at your bus stop 5 minutes in advance • Take all belongings with you when you exit the bus • When you exit the bus, go directly to your destination

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Behavior Matrix Proposed Continuum K-12

Our Collective Goal
On-time Graduate &
College or Career
Equipped and Ready



G → B → H → O → HS

Habits of Scholarship & Norms for Social Behavior

Integrity Tenacity Resiliency Reflection Communication Skills Collaboration
Creative and Critical Thinking Courtesy Perseverance Quality Work Punctuality

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RTI Goal 1

Create a **systemic approach** to Rtl implementation as mandated by NYSED to close the achievement gap for students, which aligns protocols K – 12, contains a consistent set of implementation and decision making procedures, includes a data collection tool to streamline essential information for student services, and enhances communication between schools.

Action Steps and Accomplishments for Goal 1: Developed a **District-wide plan** for RTI which represents a systemic approach to RTI implementation and;

- Meets NYSED mandates for RTI documentation
- Aligns protocols and practices K-12
- Developed Universal Referral Form
- Developed similar decision making procedures
- Improved communication procedures amongst buildings

RTI Goal 2

Recommend **evidenced-based** benchmarking, progress monitoring and universal screening assessment **tools** for systematic alignment of Pk -12 Rtl.

Action Steps and Accomplishments for Goal 2: Investigated and recommended an evidenced based benchmarking, progress monitoring and universal screening **assessment tool** for systematic alignment

Explored products and networked with local schools

- i-Ready representatives presented at Instructional Council and to RTI STLE Leadership representatives
- Mastery Connect representative presented
- Contacts with Spencerport, Gates, City, and Penfield
- Visit to East Rochester for Walk to Intervention
- Core 5 Training and expansion of licenses

RTI Goal 3

Create a **professional development plan** for staff and parents to ensure a common understanding of RTI amongst staff.

Action Steps and Accomplishments for Goal 3: Coordinating **professional development** for RTI STLE members and planning for all staffs

- Some K-8 Members serve on Buffalo TAC Personnel Development Project (PDP)
- Member reps attended Mike Mattos, Matt Burns, and Garth Larson PDs
- Member reps attended Walk to Intervention at East Rochester
- Members worked with A. Rynski, TAC resource on Tier I interventions
- RTI STLE team development of philosophy and approach
- RTI STLE team creating RTI phase 1 and phase 2 overview training for all staffs

RTI Plans & products...coming soon!

- ✓ RTI **Guidance Document**, which includes K – 12 protocols
- ✓ RTI K- 12 **Referral Form** to be piloted 2015 – 16
 - ❖ Changes to form will be considered after “Field Testing”
- ✓ RTI **Trainings** for Staff – Emphasizing Tier I Interventions
- ✓ Universal and Progress Monitoring Screening **Tools**

Our K-12 Team Members

District K-12 PBIS STLE Team

* Chairs

* Peter Kramer

Andrew Guignon

Jodie Shatzel

Mike DeLoria

Jerrod Roberts

Jill Corner

Jennifer Moore

Elizabeth Schuth

Barb Harrington

Michael Bourne

Suzanne Goff

Jeremy Moore

* Melody Davis

Lisa Salatel

Mitch Daly

Alana Roberts

Brandon Broughton

Tracey Coccito

District K-12 RTI STLE Team

* Chairs

* Kirstin Penders

Kristin McAdoo

Lisa Montanaro

Jeremy Moore

Pamela Hasen

Michael Bourne

Diane Salisbury

*Suzanne Goff

Jennifer Eichas

Jane Wood

Maria Belpanno

Darlene Biondillo

Kim DeCoste

Kim Zorn

Karen Lester

If you have any questions or feedback, please contact the Team's Chairs or your building representative