School: Jason Lee K-5

4/7/17- Color is green

10/15/17 color is purple

11/28/17 color is brown

1/29/18- Color is blue

5/9/2018- Color is red- Present is Laura R, Erin W, Emily W. Blake R.

10/3/18- Heather, Arthus, Carla, Chris, Blake

Date: 5/9/2018

Tier I						
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline	
Teams	1.1 Team Composition: Laura Recker- Facilitator Coaching Expertise- Blake and Berchier and Heather and Arthur Knowledge of student academic and behavior patterns- Chris Knowledge of operations across grade level- Blake Parent Rep- Carla, Jackie, and Dung 5µEµÕĞT TEµK şi I µşěd ź a ġġKṣř Þ EġE	2	Two members of the parent community serves on the committee. However, additional steps should be taken to increase this number and to reflect the diversity of the student body. Current Status: Next steps: New set of parents- Pre-meeting/orientation with parents/ emails or phone call to explain meeting before it occurs Need fewer teachers on the team or a determination of the separate committees that will work under the scope of the committee. Next Steps: Continue the outreach to parents and reflect the community demographics.	Blake	Ongoing	
	1.2 Team Operating Procedures	2	Refer back to our action plan at each meeting.		By next meeting	

	5μΕμΟδέμτ Τ΄ ΕμιΚ şị Ιμşěd ź !řġşěμτ fěġ´τ ΄		Use the agenda format that is currently in the agenda and notes folder in the CR-PBIS Lee Google Drive. Current status: Team currently meets monthly, keeps minutes and has roles identified. Continue this work. Action steps: Agenda submitted to team prior to meeting Set meetings for each month and send invites Next step: Calendar out committee meetings for the year, determine committees that support climate	
Impleme ntation	1.3 Behavioral Expectations 5μΕμᾶξῖ Τ΄ ΕμΚ şị ί μίźΕτ΄ βřŧ΄Ε t Q ἰ ʔ Į ġġ ʔ şṣġΕΚ ş'Εἰμşĕ [{! / μřġṣĕμ΄Ε	1	Behavior expectation posters are up in common areas. The common area matrix is in the handbook and taught. School Climate and Equity teams collaborated this past summer (2017) to create more student friendly language for these posters. These core values are be safe, respectful, and responsible. They are posted with examples throughout common areas. Climate team has reviewed the common areas (with parents involved). Parent feedback taken at LSAC, Coffee Connections, and PTA. Current status: 9/26/18 TOSA walkthrough shows that 93% of staff know the 3 core values. 86% of students know the 3 core values. Next steps: Create the common area expectation posters in Spanish and Vietnamese. Have parents	Nov 2018

			provide feedback during coffee connections, PTA, or Site council or parent support.		
5μE ί μ	Teaching Expectations	2	Schedule for teaching and reteaching common expectations are kept and maintained by classroom teachers. Initial scheduling occurs in the first week of school. This year, teachers were responsible for teaching common area expectations, so that they would be able to reteach as needed. This was a solution created by the climate and equity teams this past summer (2017). Parent communicated with about school wide expectations and SUN school uses the same language. Current Statues: 9/26/18 TOSA walkthrough shows that 93% of staff know the 3 core values. 86% of students know the 3 core values. Teachers have lessons for hallways and restrooms. Leadership does recess and cafeteria	Climate Team Erin (School Climate TOSA)	Spring 2019
			Next Steps: Spring walkthrough by Climate TOSA showed that student and staff know the core values.		
Defi 5 μΕ Ι μş { βΒ 5 ἴ Ε	Problem Behavior initions μῶξι ἡ ĐμΚ ṣṭ ઑဠ ΄ ΄ ΄ ΦμΚ ṣṭ ઑဠ ΄ ΄ ΄ ΄ ΄ ὑμΚ ṣṭ ઑဠ ΄ ΄ ΄ ΄ ΄ ὑμΚ ṣṭ ઑဋ ΄ ΄ ΄ ΄ ὑμΚ ṣṭ ઑဋ ΄ ΄ ΄ ὑμΚ ṣṭ ઑဋ ΄ ΄ ὑμς ઑဋ ὑμς	2	Parent feedback gained during the coffee connections, PTA and incorporated into the climate plan. School climate team and equity teams met this past summer (2017) to revise the current discipline plan. This plan includes problem behavior definition.	Blake	Oct 2018

	Current Status: Staff has been presented flowchart office managed/staff managed behaviors and behavior definitions. Next Steps: Climate team including parent input was provided during summer of 2018. Get parent survey out soon.		
1.6 Discipline Policies 5 μΕμΟῦξῖ Τ΄ ΕμιΚ şị Ι μṣ ĕ cl ź 5 ປΕΣŪ (Ūṣ ġ t ſμṣ { Εὶ ΄ fa μ΄ Εἰ ġ š ĕ β ξ Εμ [t 5 μ ř ġ ṣ ĕ μ΄ Ε	Promote more consistent use of these proactive procedures and interventions (next step is to film morning meetings.) PD on restorative practice was in fall of 2016 Community feedback was given in December 2016 and	Climate Team	Nov 2018

		RJ for student conflict includes student agreements. Next Steps: If this, then this chart for student behaviors and adult response Determine the consistency, track consequences and their violations. Develop a classroom re-entry protocol that has restorative steps included within it. Work with RJ coordinator Arthur to develop. Have a RJ system for sharing and monitoring student agreements. Review referral data with teachers to determine appropriate interventions for patterns of behavior.		
1.7 Professional Development 5 μξμθξι ί θμΚ şị [ġġ{ξμĮ í ġd∰ġ t 5 Đμθġṣěμ΄ t 5 μřġṣěμ	2	Beginning of the year PD included, facilitate whole staff PD about acknowledging positive behaviors (Use of Leopard Awards, Popcorn Friday, Monthly Character Traits), and and correcting behaviors (referral system, tier 1 interventions, and office response). Staff have been given additional opportunities to request and give feedback to other staff members in the area of positive behavior intervention. PD has also included zones of regulation, another tier 1 prevention (Social emotional learning). Next steps: Develop next PD based on feedback from survey and team.	Blake and Team	Ongoing
1.8 Classroom Procedures 5 புப்படுத்ர ி பூடி și / ழே புஞ் t புத	2	Successful school survey will capture more parent input beyond the PTA and coffee connections on Tier 1 interventions.	Climate Team	Ongoing

9Į ġĐXξġ / ſμ΄ŒÉ¯ Ş t ΄μĐXĐġE 5 ĐβŞ ġş ĔEŮt 5 / μſġş ě μ΄ Ώρ t ΄μĐXĐġ E΄Œ ΄ġĕ ş ſŪşġ h d'Ĭġ ʹξμΚ ş ΄ŒΞ ġĕβſġī ΄ ĐΊμ΄Œ¯ Ş/ ΄μĐΧĐġ EīġġĕdĺμĐź		Effective Classroom Practice Plans (ie. Classroom management plans) have been collected for all teachers and CHAMPSing of activities continues. Inclusive practices include CHAMPS, Restorative Practices, and classroom level interventions. Successful school survey for students will show data on if students feel welcomed and valued in classrooms. We can also do an individual school level survey mid-year to gauge similar questions as the SSS is every other year. Climate team parent member feels that her class is there to learn. Hasn't always been the case. Focus is on the learning this year. Not seeing too much from Friday folder. Next steps: Continue to support teacher communication about classroom expectations and the focus on academics.		
1.9 Feedback and Acknowledgment 5 μΕμΟῦξῖ Τ΄ ΕμιΚ ṣṭ ΄ μΓ΄ βřŧ Þ δΟ ΄ ΄ ΄ ΄ ΄ ΄ ΄ ΄ ΄ ΄ ΄ ΄ ΄ ΄ ΄ ΄ ΄ ΄	2	Beginning of the year PD was provided on the PTA is involved with awards and acknowledgements. Walkthrough shows that many K-5 students receive awards, but MS might need support. -Develop the acknowledgement system to have ongoing instruction throughout the year for character traits The TFI Walkthrough showed 100% of staff and more than 90% of students (exact number) knew and had used / received the formal system for acknowledging student behavior. Teachers, administrators and staff members employ individual student Leopard Awards and we also acknowledge whole groups with class Leopard Awards used for whole class incentives. We also acknowledge students at monthly assemblies around character traits and adhering to specific behaviors.	Robertson/ Chris	Ongoing

		9/26/18 TOSA walkthrough shows that 93% of staff know the 3 core values. 86% of students know the 3 core values. Next Steps: - Maintain system of acknowledgements, assemblies, individual rewards, and track with walkthroughs as well.		
1.10 Faculty Involvement 5 μΕμΟῦξῖ Τ΄ ΕμιΚ şị { βŞ Ş ġ΄ / (ŪŞ μΕġ t ſμṣ ṣ Ϣ ř Cμί (ξ (g g g y μ l) (g g g g g g g g g g g g g g g g g g	2	Feedback from staff was supplied during the returning PD days in August 2018. Create document to share discipline data throughout year. Share discipline data at end of quarter 1 Disaggregated data is consulted more than 4 x per year, and teachers have provided feedback on Tier 1 practices within the past 12 months (in addition to Tier 2 and 3). Next Steps: - Climate team meets to score TFI - Review of the data for stage 1 and stage 2/3 to determine how the change -	Blake Robertson	Fall 2018
1.11 Student/Family/Community Involvement 5μΕμΟῦξῖ Τ΄ ΕμιΚ şị {βŞ Ş ġ΄ ſμṣṣ៤϶ˇr Ş ġġκṣˇr {ŪĠĐ βṣĐŪ Ο΄	2	Parents involved in LSAC and school climate team. Feedback to climate plan given at coffee connections and PTA meetings. Changes made to school climate plan. Translated Surveys given to all families. Next steps include analysis of data and decision making. Also, need documentation of changes from student inputSurvey to be released about uniforms for upcoming year (2017-2018)	School Climate Team	Fall 2018

			Current status: Successful school survey has been given to parents. Team will awaiting the results. 2 - Evidence of input on Tier 1 foundations within the past 12 months, but not input from all types of stakeholders including parent survey and coffee connections work Next steps - School parent survey- October 2018 - Ongoing work of sharing the tier 1 features		
Eval	1.12 Discipline Data 5 μΕμΟῖξί Τ΄ ΕμΚ și h ștử ៤ ř Ετ΄ βřŧ 5 μ/Ετα' μ´ě	2	From dashboard, School Climate facilitator shares behavior referrals with the school climate team. Current status: Team will continue to use dashboard and synergy data. Team uses Synergy and Dashboard data Next steps: - Share common area data to climate team for stage 1 and stage 2/3 discipline data. - Make adjustments to the pd based on data	Blake Robertson	Next climate meeting
Evaluati on	1.13 Data-based Decision Making 5 μΕμΟξή Τ΄ ΕμΚ şị hşử ៤ ἔ ἔβ΄Θ, ἸΟς μΕġ μşě { LÇ ΕġμŞ Ş ġġKş ř´E		Regularly (monthly) identify trends, successes, and action plans during meeting based on data. Current status: Team will continue to use dashboard and synergy data during team meeting. SIT And Climate teams continue to use dashboard data during team meetings Next steps:		Each School Climate Team Meeting

		Continue to meet bi-monthly- share agenda prior to meetings. Pull data prior to each meeting from the dashboard and share with team.	
1.14 Fidelity Data		Update staff handbook.	Spring 2018
5μΕμΟῦξΙΤ Τ΄ ΕΙμΚ şị	2	Current Status: Team will continue to use the TFI to determine next steps	
		Next Steps: Team scores TFI scoring (Done)	
1.15 Annual Evaluation		Rephrase questions from TFI walkthrough tool.	May 2018
5μΕμΟῖξῖ Τ΄ ΕλμΚ şị {βΕλοχίΕπεβί{Επε 1'Εξβ'ξόμφ _ω Whte ş [ġġ Ys 'μέ y{β'ξόμφ _ω		*Survey results to parents, review of documents, reach out to parents to attend meetings. Watch DOGS survey, (determine what these questions will be)	
		Current status: Successful school survey has been given to parents. Team will awaiting the results.	
	2	The Successful Schools Framework was given out in Spring 2017. We will do a follow-up survey in Spring 2018 with some exact questions, although not all questions, to see growth in Tier 1 supports and responses from families and students. Next steps: Determine the questions needed in order to support the development of climate.	

Tier II						
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline	
Teams	2.1 Team Composition	2	Current Status: Have all roles defined with expertise in all tier 2 core areas, attendance might be at or above 80%, but notes currently do not reflect this.	Blake	Next meeting (DONE)	

			Next steps: Begin taking attendance to determine attendance rate of members. (Done) Behavioral Expertise - Administrative Authority - Knowledge of Students - Knowledge about operation of school across grade levels and programs - Members reflect student and community demographics		
	2.2 Team Operating Procedures	2	Currently the team has an agenda, minutes, and meeting roles. Action plan is complete. Next steps: Update action plan as needed.	Chris	SIT PD
	2.3 Screening	2	Currently the team uses almost entirely teacher referrals. However, SIT monitors behavior incidents and attendance to recommend teacher referral. Next Steps: Use dashboard to determine of data that would trigger a SIT referral. Give data decision details to staff. (Done)	Team	SIT PD
	2.4 Request for Assistance	1	Currently: SIT referrals are available to staff only and only in English. Next step: provide forms to families and get them in 2nd and 3rd most used home languages (Vietnamese and Spanish)	Chris and TOSA	Spring 2018
Interven tions	2.5 Options for Tier II Interventions	1	Current status: We have 1 research based Tier 2 intervention (CICO) that we have documented efficiency rates. There are other tier 2 supports used, but without documentation of efficiency. Expand role and implementation of CICO. Begin to document other tier 2 systems. (Done- meaningful work, and starting breaks are better)	Team	Spring 2018

	2.6 Tier II Critical Features	2	Next step: Data track for breaks are better. Populate Social Skills groups. Currently SIT has a CICO coordinator that teaches skill, provides structure, and gives daily feedback. Next steps: ongoing support for students on CICO.	Chris	Ongoing
	2.7 Practices Matched to Student Need	1	(Done) Currently function is considered, but there is no formal process with the interventions and their targeted function documents Next Steps: Utilizing the appropriate Tier 2 interventions to the function of behavior. (Menu of interventions and hypothesized function is utilized)	Team	Spring 2018
	2.8 Access to Tier I Supports	1	Next steps: Record possible function in meeting notes Currently students has some but not all access to tier 1 supports, since it is not explicitly linked. Next steps: Create explicit link between tier 2 and 1 systems.	Team	Spring 2018
	2.9 Professional Development	2	Currently professional development for staff on tier 2 systems is informal. Next steps: written instructions for how to develop and train staff with tier 2 systems, include request for help, use of systems, delivering feedback, and monitoring progress.Incorporate this into climate plan. (Done)	Team	Spring 2018
Evaluati	2.10 Level of Use	1	Team currently tracks students who are receiving tier 2 supports, but it is currently less than 5%.	Team	Spring 2018
on		_	Next steps: Incorporate 5% and ensure that the students served represent population.		

2.11 Student Perform	nance Data	Currently data is tracked.	Team	Spring 2018
	1	Next steps: No data decision rules are kept that determine whether to intensify or face tier 2 supports.		
2.12 Fidelity Data		Fidelity data are not currently kept.	TOSA	SIT PD
	1	Next steps: Determine what fidelity data to keep.		
	_	CICO fidelity data kept with several interventions and some teachers, but not all and not more than self reporting		
2.13 Annual Evaluation	on	No data based evaluation takes place	TOSA	Spring 2018
	1	Next steps: Evaluation to occur at end of year with efficient strategies, fidelity, interventions available, and proportionality of outcomes for all students.		
		Evaluation occurred on 6/12, but did not develop tier 2 systems.		

Tier III								
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline			
Teams	3.1 Team Composition							
	3.2 Team Operating Procedures							
	3.3 Screening							
	3.4 Student Support Team							

3.5 Staffing			
3.6 Student/Family/Community Involvement			
3.7 Professional Development			
3.8 Quality of Life Indicators			
3.9 Academic, Social, and Physical Indicators			
3.10 Hypothesis Statement			
3.11 Comprehensive Support			
3.12 Formal and Natural Supports			
3.13 Access to Tier I and Tier II Supports			
3.14 Data System			
3.15 Data-based Decision Making			
3.16 Level of Use			
3.17 Annual Evaluation			
	3.6 Student/Family/Community Involvement 3.7 Professional Development 3.8 Quality of Life Indicators 3.9 Academic, Social, and Physical Indicators 3.10 Hypothesis Statement 3.11 Comprehensive Support 3.12 Formal and Natural Supports 3.13 Access to Tier I and Tier II Supports 3.14 Data System 3.15 Data-based Decision Making 3.16 Level of Use	3.6 Student/Family/Community Involvement 3.7 Professional Development 3.8 Quality of Life Indicators 3.9 Academic, Social, and Physical Indicators 3.10 Hypothesis Statement 3.11 Comprehensive Support 3.12 Formal and Natural Supports 3.13 Access to Tier I and Tier II Supports 3.14 Data System 3.15 Data-based Decision Making 3.16 Level of Use	3.6 Student/Family/Community Involvement 3.7 Professional Development 3.8 Quality of Life Indicators 3.9 Academic, Social, and Physical Indicators 3.10 Hypothesis Statement 3.11 Comprehensive Support 3.12 Formal and Natural Supports 3.13 Access to Tier I and Tier II Supports 3.14 Data System 3.15 Data-based Decision Making 3.16 Level of Use