

# **PROGRAM EVALUATION**

## **Southern Boone County R-1 Schools**

**Program Evaluated:** Positive Behavior Supports

**Date Submitted to the Board of Education:** March 15, 2021

**Person(s) Responsible:**

Primary-- Lucas Karr, Karri Amelunke, Kathleen Downey, Kassidie Propes, Becky Quinn, Mandy Catlin, Allie Rogers and Stephanie Sullentrup

Elementary-- Sharon Horton, Erika Hill, Katie Rouse, Kali Binkley, and Ashley Tanksley

Middle School-- Sarah Williams, Brett Strauser, Justini Griffith, Shane Ringen

High School-- David Shire, Erin Morris, Krista Massman, Dale Van Deven, Heather Smith

**Program Goals:**

Southern Boone Positive Behavior Support is a framework based on collaborative decision making to create safe and orderly learning environments in our schools, while improving the social-emotional outcomes for students. It is a proactive approach that relies on research based practices, including developing clear behavioral expectations, teaching these expectations, acknowledging and recognizing appropriate behavior, consistently correcting inappropriate behavior, and using behavioral data to systematically solve problems.

**What data/evaluation criteria illustrates the effectiveness of this area?**

**PRIMARY**

At Southern Boone Primary School we implement Tiers I, II and III of Positive Behavior Supports (PBS). We have several components that provide us the necessary data that illustrates the effectiveness of PBS at the Primary. Our PBS Team meets monthly to celebrate successes and prepare plans for our building. The plans focus on PBS lessons that strive to meet the social and emotional needs of our students. Each month our team reviews our School-Wide Information System (SWIS) behavior data to identify the areas of concern within our building. From this SWIS data, our team develops a plan to address various weekly focuses or develop monthly solution plans. We have really focused our efforts on building positive relationships and finding ways to meet student needs. We have included our total number of referrals below to show our progress over the past three years:

2020-2021	Minors: 141	Majors: 104
2019-2020	Minors: 728	Majors: 300
2018-2019	Minors: 1214	Majors: 461

We also give our staff the opportunity to participate in the following surveys:

**School Safety Survey (SSS):** The SSS is a multiple-response survey taken by a minimum of five educators to help teams determine risk and protective factors for the school. The SSS summary identifies what training and support may be needed related to school safety and violence prevention in the school.

**Self-Assessment Survey (SAS):** The SAS is an annual, multiple-response survey to help teams identify the staff perception of implementation status and improvement priority for school-wide, classroom, non-classroom, and individual student systems.

**Tiered-Fidelity Survey (TFI):** The TFI is a survey taken 3-4 times annually to assess the extent to which school personnel apply the core features of SWPBIS at all three tiers – either individually or collectively. Teams may take the TFI for a variety of purposes including:

- An initial assessment to determine if they are using, or need, SWPBIS
- A guide for implementation of Tier I, Tier II, and/or Tier III practices
- An index of sustained SWPBIS implementation
- A metric for identifying schools for recognition within their state implementation efforts

The surveys provide us a great deal of information when planning building-wide action steps for the upcoming years. It allows us to review and analyze different aspects of our building related to Tier I, Tier II and Tier III foundational features to make our building successful. Each year we continue to strive and utilize the valuable data that we have at our fingertips to make informed decisions for our building.

In regards to Tier II support, our grade-level teams meet every eight weeks at what we call our Tier II Discussions. Tier II Discussions take place during plan-time and consist of 4-5 grade level teachers, counselor, special education teacher, literacy coach, Boone County Mental Health Coalition representative and administrators. Our grade level teachers refer students to Tier II with either academic or behavior concerns. As a building, we have created an Existing School Data Inventory that has specific criteria to help teachers determine if they should refer students to Tier II for support. This Existing Data School Inventory includes many academic assessments that all students complete as well as Office Discipline Referrals, Minor Disciplinary Infractions, Attendance and Mental Health Checklist concerns. We review the Existing School Data Inventory to make sure that it is current with all building-wide assessments.

Once a student is referred to Tier II, the team develops an action plan that includes a specific intervention, data collection component and a review date for the intervention. At the four week

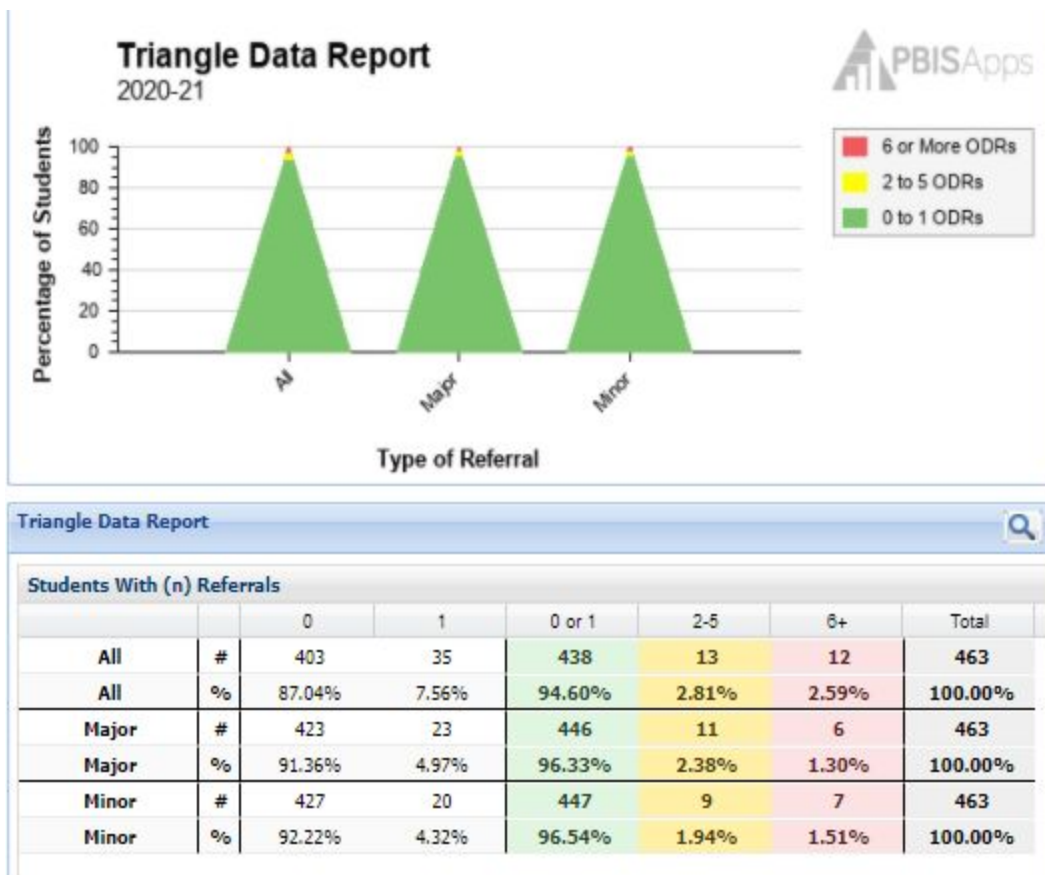
mark of the intervention, the Tier II Core Team (Administrators, Counselors, Literacy Coach and Boone County Mental Health Rep) will review Tier II Follow-up forms to check the progress of the interventions. If a teacher is not observing progress with the intervention, the Tier II Core Team will divide and touch base with staff to adjust the intervention. In another four weeks we then meet at Tier II Discussions to determine if the intervention was successful, continue intervention or refer this student to the Tier III Problem Solving Team based on the data that was being collected.

The Tier III Problem Solving Team (made up of a teacher from each grade level, learning specialist, counselor, reading specialist, speech/language pathologist, school psychologist, principal, and a representative from the Boone County Mental Health Coalition) meets every other week to problem solve specific concerns related to student progress and to develop intensive one on one interventions. Each Tier III student has their own Tier III Action Plan that is specific to their needs and the support and interventions that they are receiving. This is especially helpful when the initial support has not shown gains or when concerns for students are global in nature. The team provides follow-up sessions with grade-level teachers to track the student's response to intervention and make changes as needed. We also make it a priority to share Tier II and Tier III Action Plans with the Elementary staff as students transition from 2nd grade to 3rd grade.

### **ELEMENTARY**

At the Elementary School, we use SWIS data to track all of our behaviors and consequences. This data is then shared at our monthly PBS team meetings with our staff. We look at this data to see what kind of an action plan we need to create and follow to help support our students. With our partnership with the MU Coalition, our students take the MU Mental Health Checklist 3 times a year. We use this data to help identify specific students and ways to support them in our school (ex. small groups, individual counseling, Tier 2, etc.). Our teachers also complete the MU Coalition Checklist and this information allows us to be able to provide support and resources to them.

Here is our Triangle Data Report for our 2020-2021 school year so far.



### **MIDDLE SCHOOL**

At Southern Boone Middle School we have incorporated all tiers of PBS into the daily operation of the middle school. Our behavioral data is reviewed each month by our PBIS team and shared with staff. Every classroom teacher teaches PBIS lessons using the Second Step Curriculum, working on relationships and character development in a small group during “Eagle Time”. Eagle Time is a 20-minute period of the day where students have PBS lessons, iReady intervention and progress monitoring of their grades. PBS lessons and instruction are based on behavioral data and team feedback. The team identifies system issues that show problematic locations, behaviors, and/or times and then incorporates those systemic issues into the PBS lessons. Our behavior data helps the PBS team evaluate the effectiveness of PBS lessons and our delivery process.

Twice a month, the Tier II team reviews the “existing school data report” which helps identify at-risk students who reach a certain number of absences and tardies, have D’s or F’s, frequently request to leave class to visit the counselor or nurse, and office referrals. This collection of data has helped us make decisions based on students of highest need and also helped us identify the appropriate interventions for these students.

Tier III meets on an as needed basis regarding individual students who may need additional support either academically and/or behaviorally. The middle school has worked to increase

our use of individual interventions such as individual counseling, one on one social skills instruction, and a modified check and connect.

The Middle School has multiple statistics we use to evaluate the effectiveness of PBIS implementation:

- Students earn “Eagle Bills” for meeting and exceeding behavior expectations as they are defined on our school-wide matrix. Students can purchase various rewards with their Eagle Bills. For example, a few of the rewards they can purchase are Rent-An-Area for the class, lunch table eats first, or SBMS gear from our student store, all of which take place during Eagle Time. Eagle Bills are the Middle School’s main form of positive reinforcement. We started the Eagle Bill Implementation 2nd quarter due to COVID restrictions and the need to revamp all of our rewards. During the 2nd and 3rd quarter, we had around 2,500 Eagle Bills redeemed. This data shows teacher support for positive reinforcement as well as the level of positive student behaviors increasing.
- Our student recognition system, which is our “Student of the Quarter,” acknowledges students’ positive behaviors. Each teacher nominates a student who exemplifies behaviors from our PBS matrix by being safe, respectful, and responsible. We partnered with Central Bank of Boone County to create yard signs with each student’s name and “Student of the Quarter” on it. Teachers deliver signs in groups and surprise each child, with parents being notified ahead of time. Central Bank of Boone County also sponsors a pizza lunch for nominated students. This program has been very well received by students, teachers, families, and our communities.
- The number of office referrals, specifically the number of decreasing repeat referrals for students, is also a good measure of the effectiveness of PBS.
- Staff perception of PBS is important to the fidelity of PBS implementation. Teachers and support staff recently completed the Self-Assessment Survey (SAS) providing their perception of PS. We will use that information for future professional development and building-wide PBS trainings.
- The school conducted 2 culture surveys to staff in October and January. We conducted one culture survey to students in January. This gave us a baseline of where students and staff members believe our school culture currently stands. Students and Staff members were able to give suggestions on how to improve our culture, which was evaluated during our PBS team meeting.
- Within the surveys, we asked each student to identify their Trusted Adult at the Middle School. At the beginning of the year, through the Mental Health Survey, 60% of students indicated they have a trusted adult. Through our survey in January, 90% of students listed a specific staff member they trusted at the Middle School. After our Counselor spoke to the students who did not have a trusted adult, and clarified the survey question, the percent of students with a trusted adult increased to 98%.
- Use the data from the multiple surveys sponsored by the Missouri School-Wide Positive Behavior Support (SW-PBS) organization to help guide areas for improvement.
  - Surveys include: School Safety Survey (SSS), Self-Assessment Survey (SAS), Tiered-Fidelity Survey (TFI)

- Overall program evaluation by an outside evaluator called the Self-Evaluation Tool (SET)

## **HIGH SCHOOL**

At Southern Boone High School, we implement all three Tiers of Intervention. Our behavioral data is reviewed each month by our Grade Level Teams and shared with staff at faculty meetings. Referral numbers continue to fall over the past four years, largely because the intervention efforts we undertake in our building, and in the district at-large, continue to positively motivate our student body towards success.

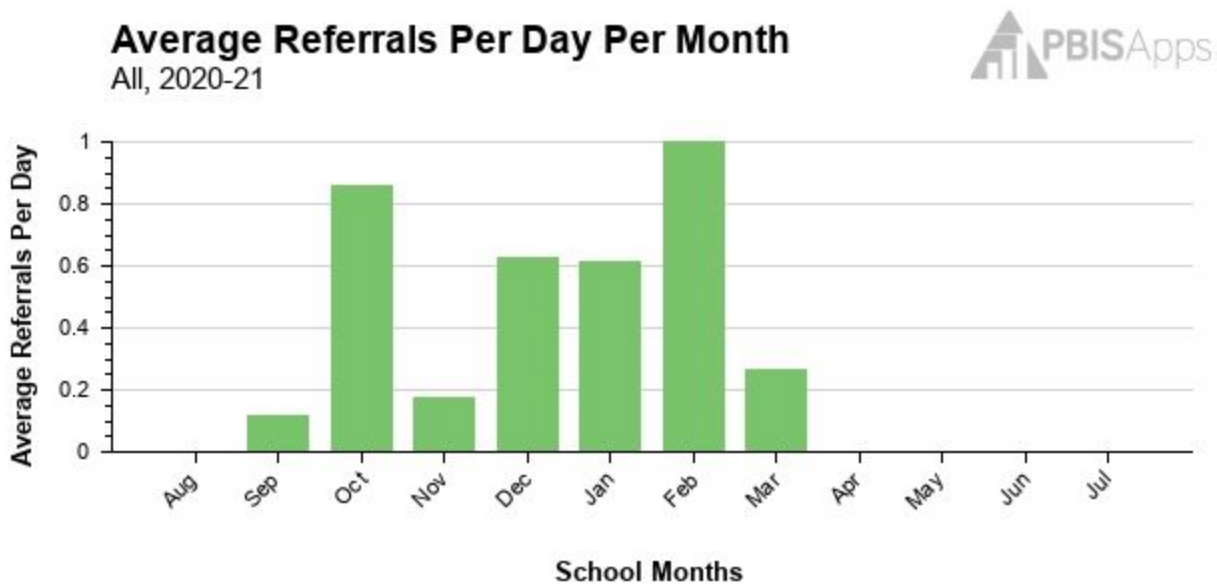
2017-2018 -- 336 referrals

2018-2019 -- 329 referrals

2019-2020 -- 173 referrals as of March 6, 2020

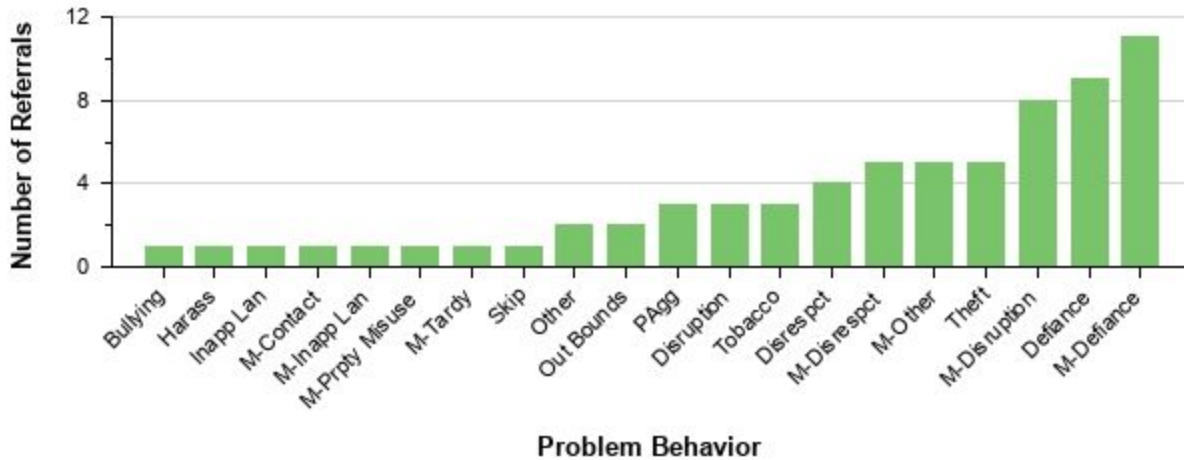
**2020-2021 -- 68 as of Friday March 12, 2021**

We attribute the decreased number of disciplinary referrals in recent years to several factors, including the efforts by our faculty and staff in the classroom through the implementation in the 8 Effective Learning and Teaching Practices. Our PBS Matrix (designed by the faculty based on the Career and Competency Wheel developed by The College and Career Competency Framework) helps to guide student behavior and performance by examining those skills identified as essential to success in the workplace and in school. We ask our staff to recognize students when they see students succeeding in any of these areas: communication, empathy, time-management, social awareness, initiative, integrity, self-awareness, conflict management, goal setting, teamwork and critical thinking. The expectations we created support our teachers by systematically embedding intrapersonal, interpersonal and cognitive competencies into course content and promote positive motivation for our students to succeed.



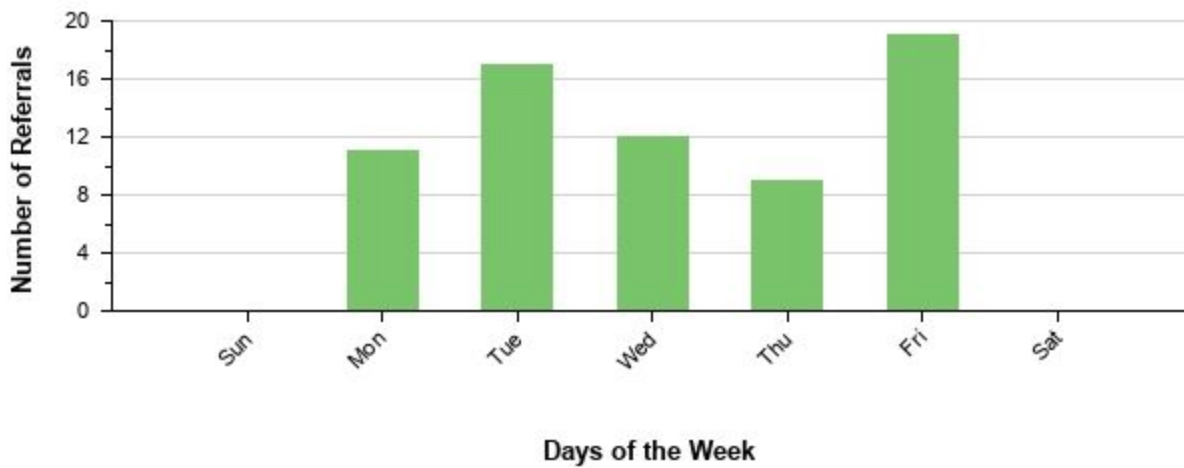
## Referrals by Problem Behavior

All, Aug 1, 2020 - Jul 31, 2021



## Referrals by Day Of Week

All, Aug 1, 2020 - Jul 31, 2021



### Triangle Data Report

ODR= Office Discipline Referral

School Year	Enroll	0 ODR	1 ODR	2-5 ODR	6-8 ODR	9+ ODR	0-1%	2-5%	6+%
2021	508	475	19	13	1	0	97.24	2.5	.20

## **What has changed since the last program evaluation?**

### **PRIMARY**

The Primary was excited to gain another full-time Counselor and a RESET Room Teacher for the 2020-2021 school year. Mrs. Kathleen Downey is a great addition to our building and able to serve students in 1st and 2nd grade. Mrs. Downey and Mrs. Amelunke are utilizing the Second Steps curriculum during their GROW classes. Second Steps provides a great opportunity for our students to learn how to feel connected with others, identify their strong feelings and become better equipped to be problem-solvers. Both counselors are also able to provide individualized and group services for our students to strengthen their social and emotional skills.

Mrs. Meghan Murphy transitioned into our new RESET Room and has done an excellent job creating a safe place for our students. Mrs. Murphy is involved with many of our students' Tier II and Tier III Action Plans by providing support through morning check-ins, being available for scheduled breaks, providing academic support and most of all giving students a space to regulate their emotions. Mrs. Murphy and the RESET Room provides an opportunity for students to receive support in a timely manner. The Primary is grateful to have this great resource for our students!

Burrell's School-Based Services is a great resource for our building and we are seeing positive results from this partnership. Burrell works very closely with our counseling team to connect with students and their families to provide support in the school setting. Burrell sends a behavioral health provider to our building 1-2 times a week to provide these services. Being able to have these services in our school allows students to stay in school and miss less instructional time. It is great to help students and their families access this support through Burrell and meet their social and emotional needs!

As a building, we are continually recognizing our students that follow the expectations by giving both positive-specific feedback and Eagle Tickets. We also wanted to create a systematic way for parents and community members to recognize our staff. The Primary SUPER EAGLE Staff Recognition gives our community the opportunity to celebrate and recognize staff members at Southern Boone Primary that go above and beyond for our students. Our staff are dedicated professionals that strive to provide the best educational experience for all students. When a parent fills out the form it creates a custom certificate for the specific staff member being recognized. Every staff member that has received recognition has been very grateful and it is a small token to let them know how much they are appreciated!

This year our building will complete two Data-Based Decision Making Solution Plans for the months of February and April. The PBS Team made this a priority for addressing one of our BSIP Action Step: 3.1.2: We will analyze behavioral data to identify areas of need and students in need of specific interventions. The purpose of the DBDM/Solution Plan is to guide our SW-PBS school team to use Office Discipline Referral (ODR) data to develop a plan for



improving student behavior school wide. The DBDM/Solution Plan is based on the 4 steps required for any data based decision making process (Tilly 2008). These steps are as follow:

1. Identify and define the problem
2. Determine "why" the problem exists
3. Develop a schoolwide "Solution Plan"
4. Progress monitor/evaluate the plan

For the month of January/February, we focused on minimizing classroom disruptions for all grade-levels. Our staff reviewed and taught the expectations for using silent signals, keeping small problems small and whole-body listening and then developed a plan to positively reinforce the expected behavior by giving positive-specific feedback with pink Eagle Tickets. Each classroom was responsible for reporting a weekly total and the top class from each grade-level received a popcorn party the following week. At the end of this month, we reviewed our SWIS data and decreased both minors and majors by 50%. We celebrated our success with students by having a school-wide dance party and our staff enjoyed ice cream following parent/teacher conferences. Our plan for April is to focus on the playground and reduce the number of minors and majors for physical contact/aggression.

The Primary continues to hold our monthly PBS assemblies to recognize individual and classroom achievements. Due to Covid-19 guidelines, we held our PBS assemblies virtually on YouTube Live. YouTube Live allowed each classroom to view the assembly from their classroom and other guests the opportunity to join too. We have several different recognitions for our students. Classroom teachers are able to recognize students in two different categories: Rising to Excellence Award and Star Student Award. Special teachers (Art, Music, PE, GROW, Library) recognize students specific to the work that is done in their class and also select a class that has demonstrated the Eagle three and other positive characteristics in their particular classroom by giving them a traveling trophy. Students have enjoyed being able to show off the trophy in their classroom for the month. Our school was awarded Gold Level Award from DESE in 2019-2020, for our implementation of Tier I-III supports.

## **ELEMENTARY**

We are very thankful to have The Eagle Nest (our calm down space) in the elementary school. This has allowed our students to be able to take a break when needed, get extra help, and provide support with behaviors or academics. Mrs. Binkley has been a great resource to our staff by providing ideas on how to support teachers and students with specific behavior concerns.

We feel that The Eagle Nest has had a positive impact on our students and the data reflects that. Here is our data that compares the number of office referrals from last year to this year.

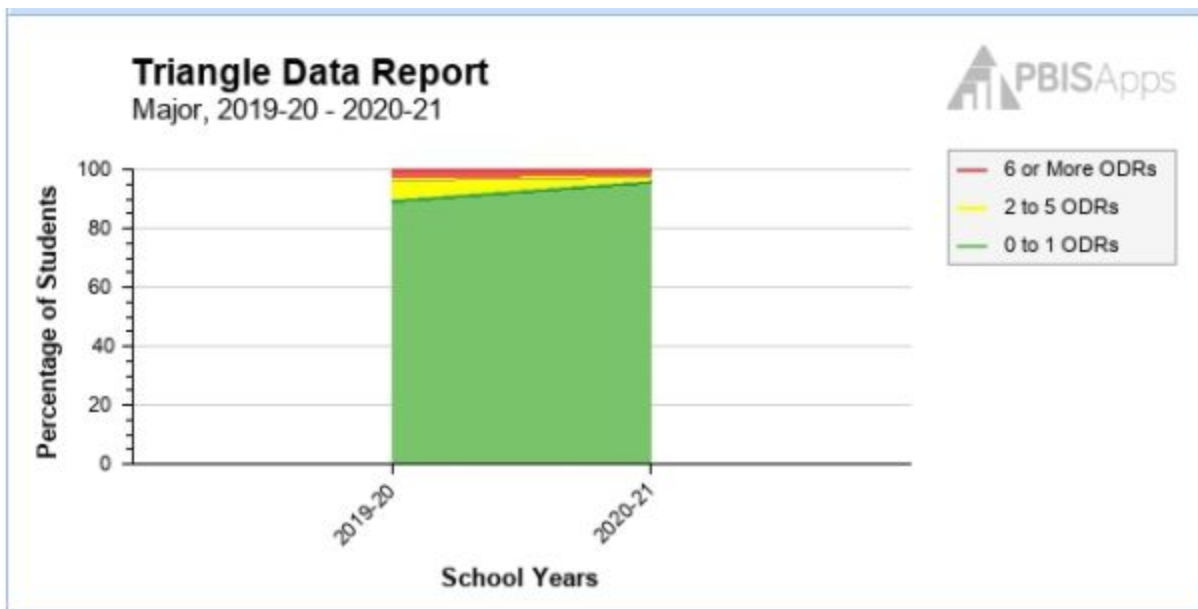
Number of students who take daily scheduled breaks in Eagle Nest as a direct resort of their Tier 2 or Tier 3 behavior intervention plan: 10

Number of students who are allowed to come to Eagle Nest for a break as a direct result of their Tier 2 or Tier 3 behavior intervention plan: 24

Average Number of students in the Eagle Nest on a daily basis: 14 (for 10 minute breaks and/or discipline related time).

Kali Binkley is able to provide students who may need more support, learn social emotional skills for future success in school and out of school experiences. Teaching these skills and allowing a space for students to refocus also allows learning of all other students in the classroom to continue.

Kali Binkley has helped a number of teachers as well by pushing into classrooms to observe problem behavior, and done co teaching with newer teachers who maybe haven't had a chance to observe staff as a result of COVID19 in their senior year and also because we couldn't do our Eagle Walks this year.



**Data Table**

School Y...	Enrollment	0 ODRs	1 ODRs	2-5 OD...	6-8 OD...	9+ O...	% 0-1 O...	% 2-5 O...	% 6+ O...
2019-20	437	364	33	28	5	7	90.85%	6.41%	2.75%
2020-21	463	423	23	11	5	1	96.33%	2.38%	1.30%

## **MIDDLE SCHOOL**

- Adding a 2nd counselor
  - Able to push into classrooms and conduct mental health lessons
  - More focused small group interventions
  - Increased tier 2 and tier 3 interventions
  - Increased mediations with minor student conflict preventing them from turning into major issues
  - Time to build rapport with students and faculty
- 5th Grade Welcome to Middle School Night
  - Parents and students of current 5th graders come to the middle school
    - Choose classes
    - Tour the building
    - Meet Staff
    - Early April
- Second Step Curriculum
  - PBS Lessons are incredibly teacher friendly
  - Student handouts are pushed to Eagle Time Google Classrooms
- Covid Friendly Eagle Bill Rewards
  - Middle School Wrestling Showcase
  - Rent-An-Area (Gym, Cafeteria, and Library)
  - Admin/Counselor run the mile with you
  - Choice Activity with Mrs. Millar
- Focus on increasing overall School Culture by focusing on Student and Staff morale during a pandemic.
- Increased district stakeholder input in decision making processes by inviting individuals such as School Psychologist and Process Coordinator to meetings

## **HIGH SCHOOL**

The reduction of the number of days of school at the end of last year has had a dramatic effect on our discipline numbers and attendance. In an effort to attempt social distancing in the high school we eliminated our 8th hour. Students no longer have the opportunity to meet with teachers at the end of the day. Our new bell schedule creates challenges as PBS Meetings compete with collaboration, grade level meetings, faculty and coaches meetings on the calendar. Discipline issues are down; however the number of students who report stress and anxiety have increased, as gauged by office and guidance office visits for that purpose.

During the 2019 - 2020 school year, we were able to put together a system to aid our Tier 2 efforts:

- We held grade level team meetings monthly where each teacher in the building was on one team. These grade level teams would identify students who were in need of

intervention whether due to grades, behavior, attendance or other factors. These students were identified by each grade level team and then the names were shared with the Tier 2 Team.

- ❑ Under the guidance of Mike Johnson, the high school Tier 2 Team developed a system to discuss those students referred by the grade level teams and began to put in place interventions that were student specific.
- ❑ The Tier 2 Team also reviewed student data, using the At-Risk Indicators Sheet developed by the district.
- ❑ We used our 8th hour time to provide a significant number of these interventions

During the 2020 - 2021 school year, we had to change our bell schedule, as referenced earlier in this report, to help allow for greater social distancing practices. In doing so, we created a 4th lunch shift which eliminated 8th hour. 8th hour was replaced by Advisory, but we have four separate Advisory sections, where approximately 25% of the school is in Advisory at any one given time. The negative consequence of this was that many teachers were not available to students when that particular student had Advisory. Next year, we plan to restructure the bell schedule in a way to allow both an all-school Advisory and four lunch shifts; in doing so, this will help us implement our goal of continuing the momentum our Tier 2 intervention efforts gained during the 2019 - 2020 school year.

### **What next steps would better serve our students?**

#### **PRIMARY**

We are always looking for opportunities to improve our system. Our staff will continue to build on our partnership with the Mental Health Coalition and Burrell School-Based Service. These partnerships will allow us to utilize their support to serve student, family and staff needs. Our Tier II and Tier III teams will look to streamline our systems making sure students are receiving support in a timely and efficient manner. We will continue to work with Mrs. Murphy and the RESET Room to ensure that students are receiving the targeted interventions that they need. We will continue our work of maintaining our building-wide foundation for PBS and provide ongoing training opportunities for staff to sustain a high level of commitment at the Primary School. At the beginning of each year we will focus on our Tier I foundation by reviewing the 8 Teaching and Learning Practices along with Mike Rutherford's Artisan Themes. We are hopeful to be able to access the Virtual Summer Institute this summer and gain more insightful information from other Missouri schools to help mold our systems and procedures.

#### **ELEMENTARY**

We would like to continue to have The Nest be offered in our school for students to use when they need support. This has been a very supportive resource for our students and teachers. We are excited to continue to grow this program to support all staff and students.

With the addition of Early Childhood Special Education in our district, we are seeing more students with social and emotional deficits. These students are acting out with physical violence, running away, and not responding by shutting down.

On our most recent MU Coalition checklist results, 9 of the top 20 students who are in areas of concern are Special Education students.

If you see the SWIS data provided below, you will see a report that lists students who have received 3 or more office referrals. At this time we have 12 students. Of these 12 students, 7 are Special Education students and 5 are General Education students. So more than half of our students that are being referred to the office are Special Education students.



We would like to add a Life Skills classroom to the elementary school. This would be a place where our Special Education students in our building can go to learn how to process their social and emotional skills. Matt Klemme does an amazing job with the students on the north side of campus. We would like to have something similar in our building to help the students learn these same skills in our grade levels.

During our Life Skills classroom, some Special Education students could learn about emotions. They would identify emotions in themselves and others. The students would learn effective ways to exhibit these emotions. They would have time to learn and practice these strategies on how to handle their emotions.

## **MIDDLE SCHOOL**

The Middle School team currently has a great foundation in place, especially since the addition of a second counselor. We have made great strides this year in being more proactive in lessons, character development, small groups, individual counseling, mental health, inclusion of students identified as a minority, and an overall increase in school culture during a year of unprecedented times. We will continue to analyze a variety of areas of data to ensure we are meeting the needs of our students.

This school year, our Student Success Interventionist had to double up her responsibilities of helping our at-risk students and being a Math Interventionist to some students. Last year we agreed to “give up” our Math Interventionist to help with the district’s overall budget with the promise that the position will return for the 2021-2022 school year. It will be a great help to our students if we are able to have our Math Interventionist position back. Our Student Success Interventionist will then be able to solely focus on the needs of their at-risk students.

At the end of this school year and next school year, we are hoping to analyze the Mental Health checklist data in more detail to outline a game plan of school-wide lessons, activities, assemblies, and events prior to the school year starting.

Tier III will work towards becoming more systematic and meeting on a regular basis similar to the structure of our current Tier II team. This will include implementing action plans as well as focusing more on the function of the student’s behavior and/or academic needs. Also, we will work towards adding targeted intervention options that meet specific needs of individual students.

## **HIGH SCHOOL**

We are looking to improve our PBS intervention next year in at least the following ways:

- Allowing the grade level teams to meet on a more regular basis
- More consistent use of the district’s at-risk indicators and other student data provided by SWIS
- We are looking to find ways to expand our intervention strategies while still allowing most of these efforts to take place during Advisory time.
- We want to make better use of the data provided by the Boone County Mental Health Coalition’s student checklist surveys we conduct twice a year. We are hoping to both develop a more consistent way of reporting this data to our faculty and to find ways for our guidance staff to work more closely with the mental health coalition’s staff.
- We are hoping to find and implement ways to recognize positive student and staff work in ways that are authentic and is something students and staff enjoy.

