

SWPBIS Action Plan

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The Crestone Charter School (CCS) is a small (<100 students), k-12, rural, experiential, holistic institution in a district of <200 with one other public school that is our geographic authorizer. We have seven grade banded classrooms, three for k-5, a Middle School for grades 6-8, and a High School. The Elementary classrooms have a lead teacher and an aide, whereas the MS and HS have two lead teachers each, one for English Language Arts and Social Studies, and the other for Math and Science. Demographically, we have a 78% free and reduced lunch population, and a 4% English Language Learner (ELL) population concentrated in the elementary classrooms. At the beginning of the year we have at least a week of pre-service training including Restorative Practices in Education (RPE) and Culture Building within the school and classrooms; [here is an example](#) of a presentation outline from a few years ago that will be modified for use again in Fall of 2025. For more examples of the CCS Beginning of Year (BOY) staff training showing the breadth of RPE, and culture, see these [BOY schedules for 2023 and 2024](#). This paper analyzes a situation within Middle School classrooms, proposes an action-step process to address the identified needs, while also providing Professional Development (PD) and resources for a successful implementation.

Following the Positive Behavior Intervention and Support (PBIS) Discipline Decision-making Process, the problem identified as the focus of this EDL550 Module 5 Critical Thinking assignment is that MS students are being referred to the office for Tier One classroom disruptions. Tier 1 issues are commonly managed by the classroom teacher. In the problem analysis step, it is clear that classroom expectations are not well established or reinforced, student-teacher interactions are focusing on the negative, instructional practices lack engagement/ empowerment, and relationships between students and teachers are perpetuating a

power struggle. The goals of the plan to be implemented are to provide teachers with tools to repair relationships, reestablish expectations, promote rigor and student agency in learning, and help teachers coregulate the classroom. We will know if the plan is working effectively if teachers and students feel supported, office referrals and written incidents are reduced, and academic engagement and test scores increase.

Utilizing the guidelines provided in the six practices of School-Wide PBIS (SWPBIS), the first step was to develop an action plan to address the identified issue. Utilizing a [Tier 1 Behavior Problem-solving Template](#) (Panorama Education, n.d.), the situation was further explored including identifying that 20 incident reports were filed by the two MS teachers over five 4-day school weeks (avg 1/day). Additionally, both teachers and students feel like they have tried everything and do not see changes, leading to frustration. Both agree learning is being negatively impacted. Some Students complained of being bored and others of being over-stimulated. The plan involves meeting with the MS staff and students to discuss ways to teach and act on the skills and strategies they need to engage in positive behaviors in class, co-create/ remind of expectations, find ways to regulate and co-regulate, create and engage in appropriately- rigorous lessons, and find opportunities for positive interactions.

Specifics of the above steps include providing teachers with explicit tools to set and do prior to referring students, including clarifying student expectations and enlisting their participation at the classroom and activity level, greeting students at the threshold and making positive genuine connections, and recognizing that students who are over- or under-challenged and may need academic support/ challenge. This will be accomplished in a school-wide Professional Development afternoon this week, including a chance for teachers to share concerns. The agenda for this next meeting will come in the form of these [Professional](#)

[Development Slides](#). The development of this agenda involved the whole student services team (SpEd, Counselor, Instructional, Curricular, and Multi-Tiered Systems of Support (MTSS) Coach (ICMC), and Director, and student and staff problem-solving circles. This led to an audit of existing procedures and gaps which are described in this [school self-analysis](#). The intended outcome from this PD is for frequent referrals to be replaced with teachers using strategies presented for first, second, and third redirects with students, and support/coaching in classrooms to facilitate this. Only then, on the fourth redirect, should teachers call the office for further support to reconnect and attempt mediation and fresh starts with that student. This is also the point for an incident report and a phone call home to discuss support for the child. See the [flowchart here](#), and also in the [PD Slides](#) for a visual of this process. Also in the slides are examples of situations that are severe or urgent enough to forego all these steps and get office help right away. Coaching support will also be provided for academic pacing, engagement, and increased feedback opportunities. While this PD is targeting challenges in the MS classrooms, these skills and the flowchart are resources that all teachers K-12 need to be aware of and utilize. When applied to our elementary classrooms with our ELL students, there will not be a reduction of access, rather these responses provide more positive opportunities for engagement with their teacher. Revisiting classroom expectations will not introduce more vocabulary or new concepts to these ELLs.

CCS has a variety of resources that have influenced this current initiative. Revisiting these via email early this week will give teachers more tools and will reinforce desired behaviors. This [Regulation](#) slide deck was presented to staff in 2023 by Dr. Morgan Beildman of Reach Consulting and shares the concept of a Culture of Connection (positive interactions), a Culture of Management (explicit co-created expectations), and a Culture of Response (in-class redirections

before office and parents). This aligns with the model we are following in this initiative. Additionally, we have been a Restorative Practices school for several years and yet we will remind teachers of how it can work effectively in the classroom, as in this [Restorative Practice](#) slide deck presented by Full Circle Restorative Center of Salida, and a similar [Restorative Practices 101](#) from CCS staff. We have also created an [RPE-supportive tiered discipline matrix](#) to help guide teachers in applying these concepts; it is also aligned with this initiative but now we are providing more detail to the Tier 1 responses. This last example is similar to the [CCS Strategies for Tier 1 Disruptions](#) but this resource also has specific behavioral situations and suggested responses. When these efforts fail to redirect student behavior we also have a [CCS Behavior Support Plan](#) template. We have even had teaching staff do extensive independent PD and present it back to staff; their [Resilience presentation](#) addresses both staff and student stressors and how we can work through them. In the academic realm, we have been coaching teachers in the use of [Universal Design for Learning](#) (Center for Applied Special Technology, n.d.); here is a [CCS UDL PD slide deck](#), and a [Five Es lesson planning template](#).

The timeline for implementing this supportive initiative involves continued observations and coaching during this upcoming week (2/24/25), as well the director will be following up with the two MS teachers and several others with post-observations conferences for teachers formal observations conducted last week. At the end of this week, there will be the PD led by our ICMC and the director (linked above). During the following 2 weeks leading up to our spring break, there will be several coaching cycles (3/3-13/25). A parent night is proposed for after Spring Break to update parents on growth and ongoing challenges. This will also be an opportunity to share with parents behavior expectations and to recognize cultural practices, values, and ideas to be incorporated into evolving procedures (3/27/25). CCS also has an all-staff PD day scheduled

for about this time and will work on gaps identified in the [school self-analysis](#) audit including school-wide expectations (4/4/25).

Lastly, this initiative, while rooted in CCS policy and procedure is also supported by many organizations including CDE, as seen in these three links:

- <https://www.cde.state.co.us/mtss/pbis>
- [Resources and Examples of Presentations on PBIS to Staff](#)
- <https://www.cde.state.co.us/uip/strategyguide-pbis>

CDE also has a similar multifaceted approach to this initiative but on the school-wide (and district) level called Colorado MTSS, as seen in the following links:

- <https://www.cde.state.co.us/mtss/resources> (Colorado Dept of Education, n.d.)
- <https://www.cde.state.co.us/fedprograms/districtwide-comtss>,
- <https://www.cde.state.co.us/mtss/what-is-comtss-PDF>
- NEW 2025 [COMTSS School Implementation Guide!](#)
- <https://www.cde.state.co.us/mtss/practice-profiles-all>

Additional private institutions have other useful resources:

- <https://www.panoramaed.com/blog/tier-1-pbis-interventions> (Panorama Education, n.d.)
- [Panorama Education PBIS Intervention menu](#) (Panorama Education, n.d.)
- Center on PBIS <https://www.pbis.org/topics/school-wide> (Center on PBIS, n.d.)

CCS will continue to develop our own resources while also accessing advice and guidance from organizations on the implementation and evaluation of SWPBIS at CCS with the goal of school-wide implementation..

In summary, CCS has identified under-resourced teachers who are struggling with Tier 1 behaviors. By providing PD, coaching, and resources, we will support students and teachers in an improved and positive learning environment over the next six weeks. We will know we have

made progress through classroom observations, staff and student opinions, and reduced office referrals.

References

- Center for Applied Special Technology. (n.d.). *Universal Design for Learning* | CAST. CAST.org. Retrieved February 23, 2025, from <https://www.cast.org/what-we-do/universal-design-for-learning/>
- Center on PBIS. (n.d.). *Center on PBIS* | *School-Wide*. PBIS.org. Retrieved February 23, 2025, from <https://www.pbis.org/topics/school-wide>
- Colorado Dept of Education. (n.d.). *Colorado Multi-Tiered System of Supports (COMTSS) Resources* | CDE. Colorado Department of Education. Retrieved February 23, 2025, from <https://www.cde.state.co.us/mtss/resources>
- Panorama Education. (n.d.). <https://www.panoramaed.com/solutions/pbis>. Panorama Education | Supporting Student Success. Retrieved February 23, 2025, from <https://www.panoramaed.com>

Problem identification (is there a problem?)

- MS students are being sent to the office for Tier One classroom disruption

Problem analysis (what is happening?)

- Classroom expectations are not well established or enforced, student-teacher interactions are focusing on the negative, instructional practices lack engagement/empowerment, relationships are perpetuating a power dynamic

Plan implementation (what should be done?)

- Provide teachers with tools to repair relationships, reestablish expectations, promote rigor and student agency in learning, and help teachers coregulate the classroom

Plan evaluation (is the plan working?)

- Teachers and students both feel supported, office referrals and written incidents are reduced, and academic engagement and test scores increase
 - a. Use an action plan to solve the problem of practice. outline the steps you will take to address the identified issue.
 - i. [MS Behavior Action Plan](#)
 1. ELLs and do not reduce access There are no ELLs in MS
 - ii. What timeline will you establish?
 1. 2/24 observations and support
 2. See [Thurs 2/27 PD](#)
 3. 3/3 and 3/10 coaching cycles (prior to spring break
 4. Parent meeting after Spring break
 - iii. Resources
 1. [Regulation Cultures x3](#)
 2. FCRJ [Restorative Practice](#)
 3. [Restorative Practices 101](#)
 4. [RPE Support discipline matrix](#)
 5. [BOY RPE and Culture building PD](#)
 6. [Resilience presentation](#)
 7. [Universal Design for Learning](#), [CCS UDL slides](#)
 - b. Involve the leadership team in creating and implementing universal expectations.
 - i. See [Thurs 2/27 PD](#)
 - ii. Action team development MS teachers, Students, Coached by HC engage and empower
 - iii. TC/HC/JW/CF all involved,
 - c. Include parents in the creation of behavior expectations by recognizing cultural practices, values, and ideas.
 - i. Parent Meeting in Late March?
 - d. Provide professional development. agenda be for the first meeting
 - i. See [Thurs 2/27 PD](#)
 - e. Teach and reinforce desired behaviors.
 - i. [Class Vs Admin Behavior Flowchart](#)

- ii. [Thurs 2/27 PD](#)
 - iii. [MS Behavior Action Planner](#)
 - iv. [Tier 1 Inventory](#) PD Workday 4/4
- f. Access continuous advice and guidance from colleagues on the implementation and evaluation of SWPBIS.
 - i. [Tier 1 Inventory](#) PD Workday 4/4
 - ii. [Panorama Education Tier 1 PBIS](#)
 - iii. [CCS Strategies for Tier 1 Disruptions](#)
 - iv. [Panorama Education PBIS Intervention menu](#)
 - v. [CCS Behavior Support Plan](#)

SWPBIS Discipline Issue

Using the effective steps for discipline decision-making outlined in PBIS and listed below, evaluate the discipline data and other relevant data in your school.

- Problem identification (is there a problem?)
- Problem analysis (what is happening?)
- Plan implementation (what should be done?)
- Plan evaluation (is the plan working?)

Choose ONE issue (bullying, tardies, etc.) that you would like to address using SWPBIS. Be sure your plan addresses EL/CDL students. Specifically, ensure the disciplinary plan does not decrease access for EL/CDL students.

From the guidelines of the six practices of SWPBIS (see them listed below), outline the steps you will take to address the identified issue. Who will you engage and empower in your team development process? What will the agenda be for the first meeting? What timeline will you establish? This assignment should be about 4-6 pages in length.

Six practices:

1. Use an action plan to solve the problem of practice.
2. Involve the leadership team in creating and implementing universal expectations.
3. Include parents in the creation of behavior expectations by recognizing cultural practices, values, and ideas.
4. Provide professional development.
5. Teach and reinforce desired behaviors.
6. Access continuous advice and guidance from colleagues on the implementation and evaluation of SWPBIS.

You will NOT be able to complete each of the six practices in this time frame of the class, but write up a plan for how you will include your leadership team and parents, what professional development will be necessary, and how you will teach and reinforce desired behaviors.