2018-19 Targeted Action Plan

Area of Need	Action Steps	When/Who?	Completed Date

TFI Interventions: Professional Development: A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.	1. Point person from the Targeted team for teachers who refer students to Targeted.
	● Assign point person during meeting.
	● Add place for point person's name on the form.
	● What are the roles and responsibilities of the point person?
	● 3 questions that the point person asks/script and follows up with the classroom teachers
	● Team Contact Responsibilities
	
	2. Protocol and liaison to related arts teachers
	● Alicia will serve as liaison
	● Alicia will share thoughts prior to BEST about what info and supports related arts teachers need since their situation is different from classroom teachers
	● Related Arts Notes Template - Alicia can make a copy and take notes during targeted meetings
	
	3. Google Site with all info. Include videos & written:
	● What check-in/out looks like
	● what breaks look like
	● how to fill out the card - ask Rebecca for editing rights
	● how to fill out the referral form
	● what the referral process looks like
	● links to lagging skills - on nomination form
	● Videos that need to be made:
	   ○ What a processing break looks like
	   ○ What a structured break looks like
	   ○ What check-in/check-out looks like
	   ○ How to fill out DPR with student
		1.
		2. Alicia consult to team going to BEST
		3. Nikki, Becca, and Wendy.
			1. - 6/25/18
			
			2. - 6/25/18

	○		

	4. Plans for consistency throughout the school.
	• Cards on classroom Targeted clipboards
	  ○ Making sure cards are filled out is the adults' responsibility
	
	***Notes from March**: Videos for new staff, definitions of what occurs in OC, breaks, gear-up, written protocols (exist already but how to make available to all new staff--including subs?), paras need this understanding as well (how to process, what to say/not say, etc.), how the cards work, go visit the OC to see the process in action, sample form filled out as an example, google slide tutorial--this is this card--this is its purpose--this is how you fill it out, mentor and mentor guides should be providing this support, flowcharts, how-to/when-to do or offer what*
	                                  • A process is needed when a teacher needs the services for a student--the forms and discussions are not relevant until a teacher needs the supports
	                                  • Should we offer a mentor from the Targeted Team to teachers new to referrals to Targeted services? A point person for each staff member to check in with and support the staff member through the process		

TFI Evaluation: **Fidelity Data:** Tier II team has a protocol for	***Notes from March**: Perhaps a question of some sort can be added to the review form teachers fill out during their time at the meeting*		**Done - 6/25/18; question**

ongoing review of fidelity for each Tier II practice.	*Fidelity Guidelines - on Targeted website*		**added to review form and fidelity expectations on Team Contact doc and will be added to website**
How do we show or track gains at the end of the year?	Growth is an important factor to consider when looking at students with targeted services ○ We have a lot of data collected--how can we use that data to demonstrate gains at the end of the year? Must consider growth as well not just end of year standards ○ **Beginning of year--end of year columns added to review forms to include academic data (F&P, PNOA, STAR)** ○ **End of year meeting where we share the percentage of kids who have exited services, percentage of students who make their goal more than 80% of the time, have a mid-year data review of the same information** ○ **Change review form so all columns are on the same page and add a place to notate change of goals with beginning and ending frequency.**		
Info and supports related arts teachers need since their situation is different from classroom	Access to specific plans Have a permanent, scheduled time to meet as a RA team		

teachers	weekly, where Alicia will verbally update the team on new plans for students and the team can relay questions or suggestions		
	Having a living Google Document for student plans (divided by grade and with student name/initials) - Alicia will follow up with Rick about this.		
	Alicia would update the document during Targeted meetings with general information regarding the plans (EX: 2M - SM - Ask for positive moments during class, and write them in the cookies on the back. 2 comments, no assistance = 2) Would also be helpful to include other updates (EX: ?? can't sit next to ??, ?? cannot go to the Otter Club during specials, specific terminology to use when discussing the student's actions, etc.)		
	A consistent protocol for if a student forgets their card during class. (Sometimes students come back during another class' time, which takes away from instruction, some teachers say that student gains no points, others will ask for the points when they pick up their class (even though we don't know what the goals are.))		
	For new teachers especially, can RA teachers have access to the Unthinkables terminology, point values for ALL plans (EX: 1 reminder = 1, no reminders = 2), and an understanding of how the plans work (some students are **asking to go for a break in art, but come back 1 minute later.)**		
Consider: Meeting day and when to implement new cards/goals			

Responses from the SAS that apply to Targeted supports:

In Place	Partial	Not	System: Individual Student	High	Medium	Low
68 %	25 %	8 %	1. Assessments are conducted regularly to identify students with chronic problem behaviors.	22 %	33 %	44 %
83 %	15 %	2 %	2. A simple process exists for teachers to request assistance.	7 %	32 %	61 %
77 %	17 %	6 %	3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.	17 %	39 %	43 %
70 %	27 %	3 %	4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.	21 %	33 %	46 %
60 %	28 %	12 %	5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).	16 %	47 %	37 %
76 %	24 %	0 %	6. Significant family &/or community members are involved when appropriate & possible.	21 %	33 %	46 %
32 %	29 %	39 %	7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.	33 %	44 %	22 %
63 %	35 %	3 %	8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.	15 %	42 %	42 %

These are discussion questions from the May PBIS Coordinators' meeting, which I was unable to attend. They could help shape our planning.

Big Idea: A wide array of intervention options increases the likelihood that student needs are met and done so in a timely way.
1.   Are there multiple Tier II interventions readily available? Do they have an evidence base of effectiveness with students?
2.   Can CICO be modified for different interventions? Eg., CICO for peer attention? CICO for homework avoidance? CICO for anxiety? CICO for trauma informed?
3.   Do Tier 2 interventions focus on student success rather than to simply control/remove the student?

What works for you?

What are some strategies for improvement?

Big Idea: Tier II supports should focus on improving the skills and context needed for student success.
1. Do all Tier II interventions include additional instruction/time for student skill development?
2. Do all Tier II interventions include additional structure/predictability?
3. Do all Tier II interventions include increased opportunities for feedback?

What works for you?

What are some strategies for improvement?

Big Idea: Tier II support strategies are evidence-based, and designed with preliminary assessment information (or assumptions) about student need.
1. Is there a formalized process to select Tier II supports?
2. Does the process take into account student need and contextual fit?

What works for you?

What are some strategies for improvement?

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