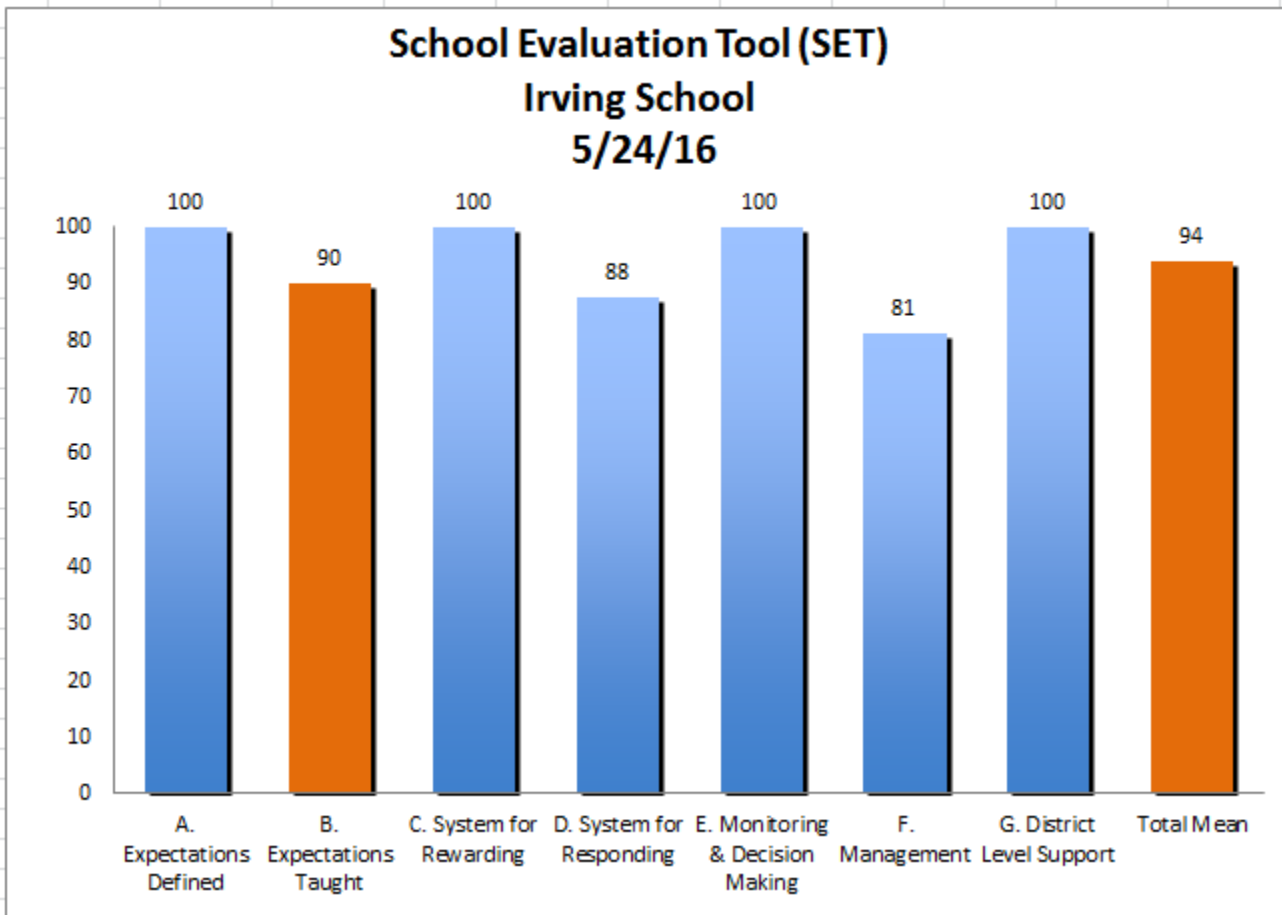


Irving School
School-wide Evaluation Tool (SET) results
SET Evaluator: Terry (Tarold) Miller
May 24, 2016



Grades: K-5

Approximate number of students: 335

Administration: Jennifer Olson

Coach: Karen Farence

Respondents: 10 Staff members; 15 students

Comments: The School-wide Evaluation Tool (SET) is an evaluation tool that determines the extent to which a school is implementing Positive Behavioral Interventions and Supports (PBIS). The SET was completed at Irving School on Tuesday May 24, 2016. Irving School is located in Derby, CT. At the school, the hallways were quiet and clean and students were respectful and considerate to the interviewer.

School staff received year one of PBIS training offered by the State Education Resource Center (SERC) in 2013-2014. Therefore, the school is in their third year of planning for PBIS implementation. Irving School staff also receives ongoing support through the SPDG Grant and through SERC.

The SET survey included an administrator interview with the Principal, Jennifer Olson. In addition, the SET was conducted by randomly interviewing 10 staff members. The questions asked referred to school-wide behavioral supports at Irving School. The SET also included the random interview of 15 students (of different grade level and gender representation). The questions asked of students were related to school-wide expectations and behavior reinforcement.

The SET covers seven major areas of a school-wide PBIS system. A score of at least eighty percent (80%) on the “Teaching expectations” component and an overall score of at least eighty percent (80%) indicate that a school is fully implementing school-wide PBIS.

The preceding chart illustrates the results for the SET survey conducted at Irving School. The school’s SET results reflect a score of ninety percent (90%) in teaching of expectations and an overall score of ninety-four percent (94%).

Expectations defined: Irving School has developed three behavioral/academic expectations known as their “Expectations/Respect Model” – Respect yourself, Respect each other, and Respect our school. There is documentation that staff has agreed to these school rules/behavioral expectations. The expectations were posted in 9 of the 10 school locations that were checked.

Expectations taught: Irving School has created a documented system for teaching behavioral expectations to students on an annual basis. Lesson plans and schedules for instruction have been developed and been taught in the 2015-16 school year in the fall to all students and re-teaching has occurred as necessary. One hundred percent (100%) of PBIS team members surveyed stated that PBIS has been reviewed with staff this year. Eighty percent (80%) of staff could state at least 67% or more (at least 2 out of 3) of the school’s expectations. One hundred percent (100%) of staff asked reported that the expectations have been taught this year to students. Eighty-seven percent (87%) of students asked could state at least 67% of the school’s expectations.

System for rewarding expectations: Irving School has a documented system for rewarding behavioral expectations. Staff members acknowledge students who do well behaviorally by giving out “Wildcat tickets” on an individual basis. Students can use these tickets to access various acknowledgments. One hundred percent (100%) of the students surveyed reported that they have been rewarded for doing well behaviorally in the last two months. One hundred percent (100%) of staff interviewed indicated that they had delivered stickers to students over the past two months.

System for responding to violations: A documented system for responding to behavioral violations at Irving School has been created, and is being implemented by the various staff. Irving School’s handbook outlines the behavioral violations and defines possible consequences. One hundred percent (100%) of staff surveyed agreed with the administrator as to what problem behaviors should be referred to the office. A crisis/emergency plan has been developed and one hundred percent (100%) of staff asked could state procedures to handle extreme emergencies (e.g., a stranger with a gun). Crisis plans/emergency procedures were accessible in 4 of the 7 observed locations.

Monitoring/Decision-making: The school's Office Discipline Referral (ODR) form contains nine of nine informational components considered. Currently, Principal, Jennifer Olson enables the administrative assistant to collect and enter discipline data into SWIS. Then, the leadership/PBIS team reviews ODR data. The administrator reported that data is shared at least quarterly, at staff meetings. One hundred percent (100%) of PBIS team members asked reported that discipline data are used to make decisions.

Management: The school improvement plan did report improving behavior support systems to be among the top three goals of administration at this time. One hundred percent (100%) of staff asked could identify that a PBIS team is in place. The administrator reported that the team is representative of all staff. One hundred percent (100%) of the team members correctly identified the PBIS team coach. In addition, the Principal, Jennifer Olson, is a member of the team but isn't as active as other members of the school-wide behavior support team. The PBIS team meets at least monthly. The administrator reported that the PBIS team reports progress to staff multiple times throughout the year. The PBIS team also is developing an action plan that is specific and current.

District-level support: The State Education Resource Center (SERC) acts as an out-of-school liaison, providing support on positive behavior systems development. In terms of fiscal support, the school budget does include an allocated amount dedicated specifically to building and maintaining school-wide behavioral support.

Summary and recommendations:

SET scores indicate that Irving School is doing a phenomenal job at implementing universal supports and is ready to implement additional levels of supports to students not responding. The SET results reflect implementation of universal systems with fidelity. They are making great strides with the consistency of the PBIS process at the school. For example, Irving School also reviews office discipline data on a frequent basis and is therefore able to make more focused data-driven decisions in implementing PBIS. Staff at Irving School is also aware of emergency procedures. This is consistent with the goals and objectives of PBIS implementation. There has been tremendous success with implementation of universal practices in terms of recognizing appropriate student behavior at the school and creating consistent language.

The following recommendations are provided to assist Irving School in the process of building and sustaining school-wide PBIS.

- Reinforce staff participation by creating a system for rewarding their exemplary behavior
- Think about tier 2 and 3 supports and if there is a possibility to incorporate any into universal practices
- Continue to review the school-wide plan, including planned activities and office referral information, with all staff on a regular basis.
- Keep up the great work and be sure to celebrate all you have accomplished during your first year of planning and implementation!!

Respectfully Submitted,
Terry (Tarold) Miller
Consultant