



PBIS School Board

January 18, 2022

Vision

Red Wing Public Schools strives to provide an innovating and meaningful educational experience that fosters curiosity; pursues and applies best practice; **embraces diversity by respectfully engaging all students, families, and staff**; connects and partners with our community.

Mission

The mission of the Red Wing Public Schools is to educate and inspire all students as they realize their full potential and become respectful, responsible, and productive citizens.



Core Values - How do we live these?

Respect - We act in a way that demonstrates how much we value each other

Responsibility - We keep our promises & follow through on what is expected of us

Pride - We are proud of our history & who we are becoming

Safety - We work for the well-being & care of each other

Community - We welcome all & recognize the whole as the sum of our diverse parts



RWPS Educational Plan Strategic Directions 2019-2025

Direction 1: Providing excellent educational opportunities to enhance student learning and engagement with proven instructional strategies and technology integration

Direction 2: Focusing instruction and professional growth on improving student learning and engagement

Direction 3: Creating a responsive, safe, open and respectful environment across all schools and programs

Direction 4: Providing high quality efficient services through the strategic investment and allocation of resources





2021-2022 Focus (Year 3)

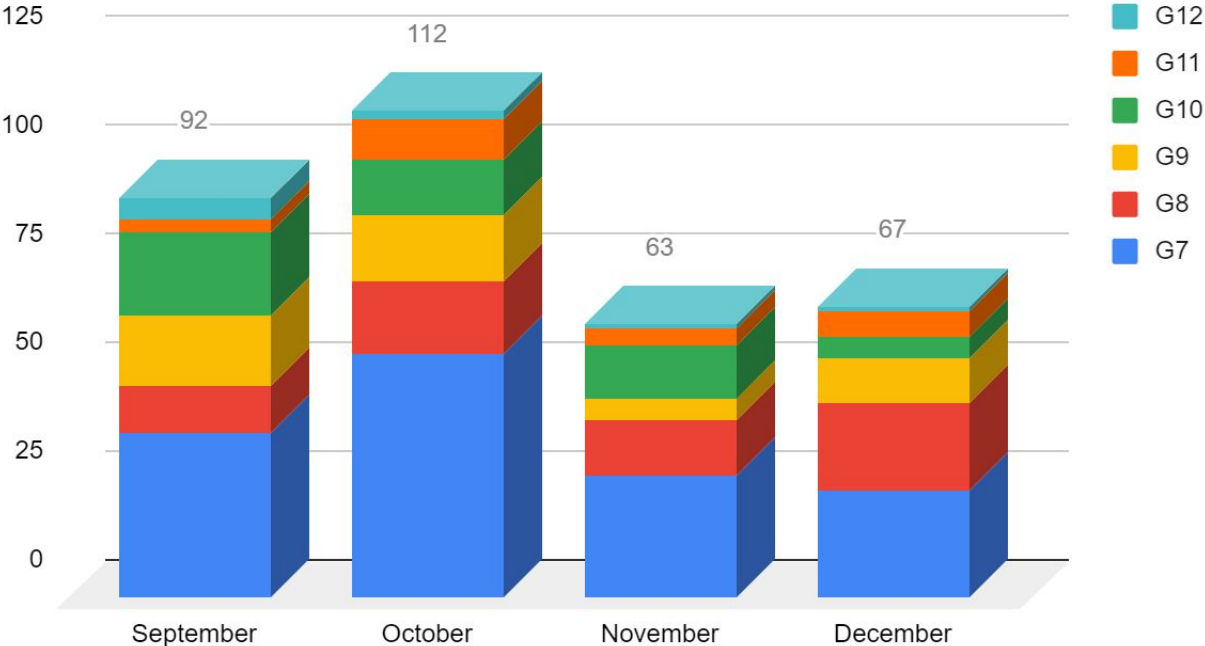


- Cohesive Systems
- Positive Relationships
- High, Equitable Expectations
- Effective Tier 1 Practices
- Data Systems



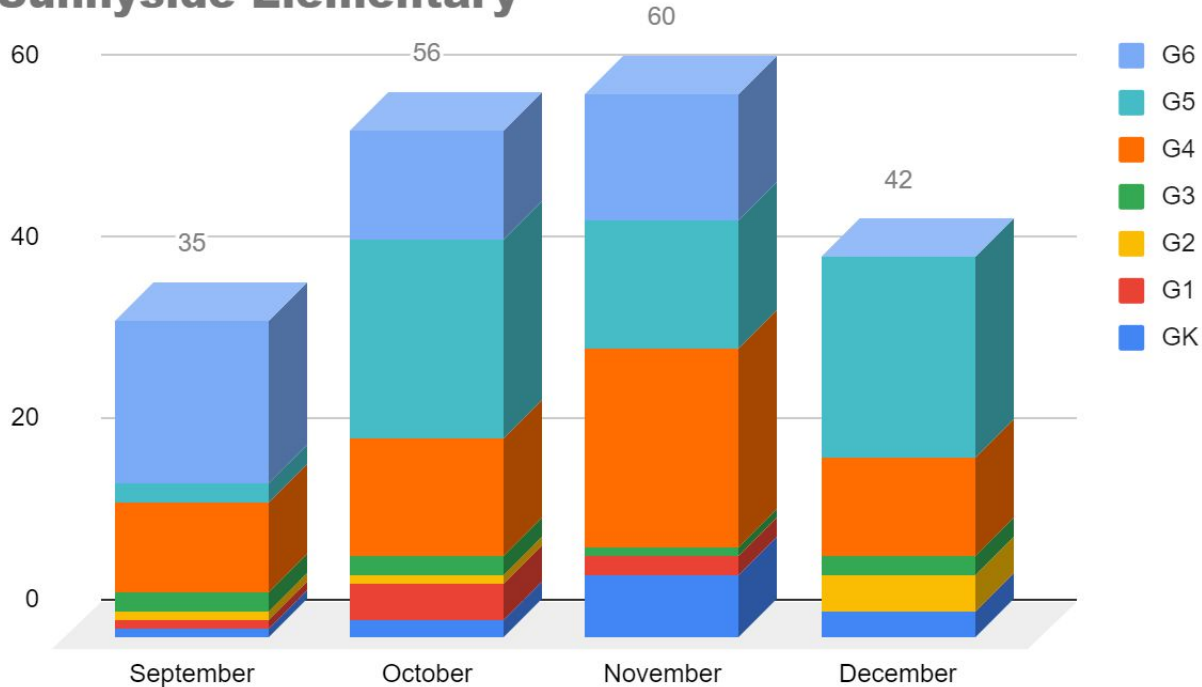
High School Referrals: Majors (not including bus)

Red Wing High School



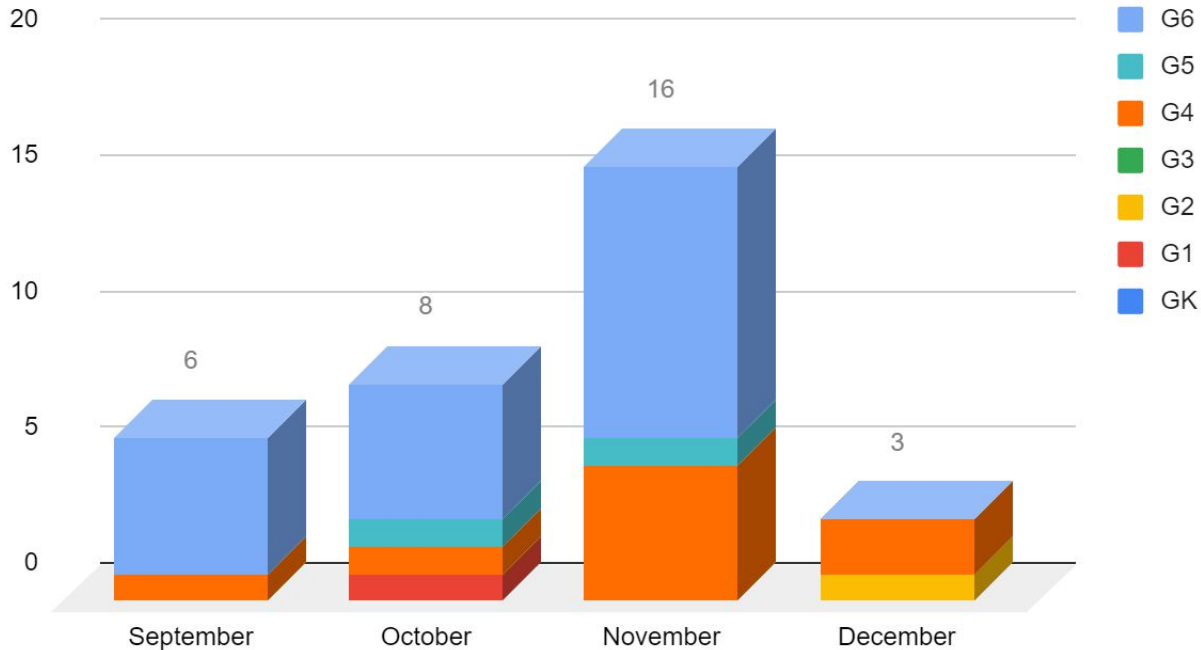
Sunnyside: Majors (not including bus)

Sunnyside Elementary



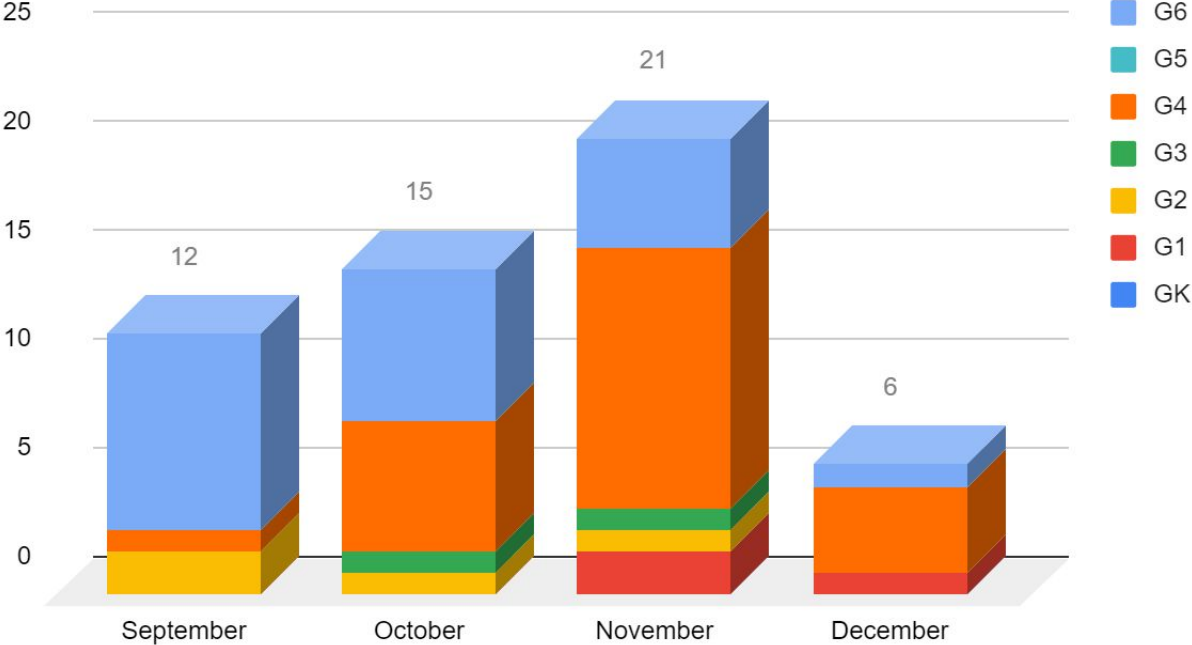
Twin Bluff: Majors (not including bus)

Twin Bluff Elementary



Burnside: Majors (not including bus)

Burnside Elementary



Tier 1 Walkthrough (Behavior Specific Praise): December

Tier 1 Focus

- Monthly self-assessment (K-12)
- Weekly bite size PD in staff newsletters on monthly topic (K-12)
- Monthly Walkthroughs corresponding to self-assessment (K-6)
- Reflective feedback from Walkthrough (K-6)

Yes=2		Somewhat=1	Not yet=0
BSP is used and first three components of BSP are observed: (1) identification of student/group in a way that it is known who is being praised, (2) include a term of praise (3) describe and acknowledge the rule/behavior being recognized. (4) link to school-wide expectation (best practice) (5) optional - provide tangible reinforcement		Only first 2 components are observed (general praise)	No praise (BSP or general) was used
BSP was also linked to school-wide expectations 50% or more of the time		BSP was also linked to school wide expectations some of the time (below 50%)	BSP was not linked to school wide expectations; or was not used
BSP is contingent (student demonstrates behavior being reinforced) and delivered immediately upon student accurately displaying desired behavior.		Teacher uses BSP within 10 minutes of student/group displaying the desired behavior	Students receive BSP without demonstrating the behavior; or BSP was not used
Ratio of BSP (Behavior specific praise statements) are delivered at least 4 times as often as EC (error correction)		Behavior specific praise statements are delivered 2-3 times as often as negative feedback	Behavior specific praise statements are delivered fewer than 2 times as often as negative feedback; or BSP was not used
Ratio of all positive feedback (both BSP and General praise) are delivered at least 4 times as often as all corrective feedback		Positive feedback is delivered 2-3 times as often as corrective feedback	Positive feedback is delivered fewer than 2 times as often as corrective feedback; or praise was not used
General Praise:		Behavior Specific Praise:	Error Correction:
Linked to School-Wide Expectations:		Contingent and Immediate:	

Notes:



Tier 1 Monthly Focuses

- **September:** Physical Environment
 - Effective arrangement to maximize learning and allow for active supervision
- **October:** Classroom Teaching Matrix
 - Teaching expectations, routines and procedures
- **November:** Active Supervision
 - Scanning, Moving, and Interacting
- **December:** Encouraging Appropriate Behavior
 - Teach expectations/routines, preventative prompts, behavior specific praise, individual reinforcers, and group contingencies
- **January:** Continuum of Responses to Inappropriate Behavior
 - A toolkit of practices organized by resource intensity
- **February:** Engagement and Opportunities to Respond
 - Using a variety of response strategies and questions



Behavior Specific Praise (K-6)

October: 27%

December: 86%



- 4 to 1 ratio
- Research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly.



Thoughts & Questions

