



Oak Park Elementary School District 97

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TO: Dr. Carol Kelley, Superintendent of Schools
Oak Park Elementary School District 97, Board of Education

FROM: Dr. Carrie Kamm, Senior Director of Equity

SUBJECT: Middle School Tier 1 PBIS Culture & Climate Report

DATE: November 19, 2018

The purpose of this report is to provide an update to the District 97 Board of Education regarding the current work on designing and implementing Tier 1 Positive Behavioral Interventions and Supports (PBIS) at our middle schools.

Middle School Culture and Climate Teams

The middle school culture and climate teams are designed to support the implementation of Tier 1 PBIS supports. Each team meets monthly and these meetings are facilitated by Lauren Olson, our middle school culture and climate school. Last year, and continuing this year, Lauren has participated in specialized training and a coaching network facilitated by Midwest PBIS, the regional organization that provides technical assistance and professional learning for schools and districts implementing PBIS.

The purpose of the Brooks and Julian culture and climate teams are to create a school culture and climate in which students and staff foster a sense of belonging and pride. The teams are focusing their efforts on four key areas: learning from student voice, establishing and reinforcing behavior expectations, school-wide acknowledgment, and utilizing data to inform decision making. Learning from student voice occurs during town halls or student advisories, when students have an opportunity to provide their perspective on culture and climate efforts. The culture and climate teams examine school-wide referral data to better understand behavior expectations that need to be reviewed or focused on as an entire school-community. The culture and climate teams are planning events for students and staff to come together as a community to acknowledge efforts towards

meeting behavior expectations and contributing positively to the school culture.

Building understanding of Tier 1 is a focus for the middle school culture and climate teams this year. Earlier in November, Brian Meyer, a consultant from Midwest PBIS, spent a half-day with Brooks and Julian culture and climate leadership to facilitate school-wide culture and climate walkthroughs. Our focus was on talking to students and teachers to assess their understanding of school-wide behavior expectations and how those expectations were reinforced.

Members of the Brooks and Julian culture and climate teams, Lauren Olson, the Brooks and Julian principals, and Carrie Kamm spent a half day at Canton Middle School (U46 Elgin) to learn how Canton has developed their tiered systems to support student needs. They also use Hero and we were able to learn several strategies that will help us to address some implementation challenges such as using a calendar to pre plan an intermittent reinforcement schedule, supporting student investment through use of differentiated reinforcement strategies, and methods for communicating the goal to all stakeholders.

In terms of future professional learning for Middle School Culture and Climate Teams, during Trimester 2, Lauren Olson will facilitate a learning session Tier 1 key components including feedback/acknowledgement and teaching expectations. The Trimester 3 professional learning will focus on utilizing the Tiered Fidelity Inventory (TFI), an assessment tool designed to help schools more systematically plan PBIS implementation efforts. The culture and climate teams will use the TFI results to create action plans for the 2019-2020 school year.

Tier 1 Positive Behavior Interventions and Support

Tier 1 Positive Behavior Interventions and Supports are systems and practices that are established school-wide and reinforced consistently by staff. These systems and practices consist of behavior expectations, routines, and physical space arrangements that are directly taught to, and modeled for, students. The systems put in place in Tier 1 help to ensure that all students have been taught behavior expectations, are supported when they demonstrate they are not yet fluent in these behaviors, and receive acknowledgement and positive reinforcement when they are demonstrating school-wide behavior expectations.

To support acknowledgement and positive reinforcement of school-wide behavior expectations, both middle schools are utilizing a web-based platform, [Hero](#), to manage data collection. Hero provides transparent

information that is accessible to students, teachers and families regarding student behavior choices. The Hero system supports data collection across teachers, locations, and times. Students' Hero points can be used at the school store.

In the beginning of the school year, each middle school chose a school-wide behavior to target: appropriate use of technology. Choosing a school-wide focus helps to prioritize a behavior that we want all students to commit to demonstrating and a behavior that we want all staff to reinforce. Each school met their goal and the student body was acknowledged by holding a school wide celebration. At Brooks, students got to select from a variety of community building activities hosted by teachers including: a student staff basketball game, team trivia, gym games, or crafts. At Julian, grade levels participated in larger celebrations including: karaoke, gym games and minute to win it games.

Additional Middle School Culture and Climate Work

To continue supporting our implementation of Tier 1 Restorative Practices, we recognize that our middle school assistant principals will benefit from specialized training. We are hoping to schedule that for our April Institute Day (it is difficult for our assistant principals to be out of the school during the day for professional learning). We are also planning on facilitating teacher focus groups regarding Second Step (social-emotional learning) curriculum in order to understand their perspective on using this curriculum to support IL social-emotional learning standards.