Tabiona High School
PBIS and SEL Plan
2022-23

Purpose:
- To build relationships with students and give them the appropriate tools to be successful contributing members of society.
- Help Students grow academically where they are and reach their personal greatest potential.

How:
- Tabiona school has built a 30-minute time frame right into the schedule that serves as intervention, Social Emotional, and Advocacy time. Students have been randomly divided into groups with all students grades 7-12 involvement. The groups are split between 9 teachers or staff members so that the group size is 8 or less. This gives each staff member the opportunity to build a solid relationship and be an advocate for each student in their group. This is not formal class time where a new lesson is prepared each day, but a time for students to work on homework, careers,
- Teachers will use the Citizenship criteria to determine citizenship. Honor role will be determined on both GPA and Citizenship. There will be a means of redemption to improve citizenship as determined by the teachers during PLC time.

Time:
- 10:12 – 10:20 – Topics teachers come up with during PLC time
- 10:20 – 10:42 – Teacher Driven intervention (PLC Driven), Study time, down time, Counseling, etc.

Interventions:
- Based on the four questions of PLC.
  - What are students supposed to know
  - How will I know if they know it?
  - What if they do? Extension or free time
  - What if they don't? Intervention Who needs to be where

Questions for teachers –
How do we hold each other accountable?
How do we make this time so its not just do what you want time or prep time?
How do we make sure everyone is here on time ready to work?
How do we know who needs to go to what intervention?
Who watches the kids that don't need intervention?
How can we make PLC's more productive for you and still maintain effectiveness?

What do we need to add to the our PBIS Plan up top?

Is our intervention and advocacy time effective? If not why and how?

Tabiona School Social-Emotional Learning Standards & Citizenship Indicators

	Social-Emotional Learning		Citizenship Indicators	
Self Management	Self-Management • Impulse Control • Stress Management • Self-Discipline • Self-Motivation • Goal Setting • Organizational Skills Self-Awareness • Growth Mindset • Identifying Emotions • Accurate Self-Perception • Recognizing Strengths • Self-Confidence • Self-Efficacy		**H**	• 3 or less - Absences • 3 or Less Tardies • No Truancies
			S	• 4-5 Absences • 4-5 Tardies • No Truancies
			N	• 6-8 Absences • 6-8 Tardies • No more than one Truancy
			U	• More than 8 Absences • More Than 8 Tardies • One or More Truancies
Positive Relationships	Relationship Skills • Communication • Social Engagement • Relationship Building • Teamwork Social Awareness • Perspective-Taking • Empathy		**H**	• On task 90% + of the time • Prepared for class 80% + of the time • Zero incidents of misbehavior
			S	• On task 80% + of the time • Prepared for class 90% + of the time • Less than 3 incidents of misbehavior
			N	• On task 70% + of the time • Prepared for class 70% + of the time • 3-5 incidents of misbehavior
			U	• On task less than 70% of the time • Prepared for class less than 70% of the time • More than 5 incidents of misbehavior

	● Appreciating Diversity ● Respect For Others		
Responsible Decision-Making	Responsible Decision-Making ● Identifying Problems ● Analyzing Situations ● Solving Problems ● Evaluating ● Reflecting ● Ethical Responsibility	**H**	● 90% + of assignments/projects completed
		S	● 80% + of assignments/projects completed
		N	● 70% + of assignments/projects completed
		U	● Less than 70% of assignments/projects completed