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| STEP 1 - Data Review “What is the current reality?” |
| School Climate DataClimate Perception Safe & Substance FreeAttendance Discipline | **STEPS FOR SCHOOL *CLIMATE STAR RATING ANALYSIS*****Step 1:** **Percentage of schools with a 4- or 5-Star Rating** (# with 4 or 5 Star/total #)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_%**Percentage of schools with a 1-, 2- or 3-Star Rating**(# with 1-3 Star/total #)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_%**Step 2:** **Which domain is the strongest overall?**(mark 1 domain in table to the right) **Which domains need improvement?**(mark 1 or 2 domains in the table on the right) **Step 3:** **Is the area of need a district-wide systems issue or individual school issue?** 🞏 System (more than 20% of schools)🞏 School (less than 20% of schools**If less than 20%, which schools need the most support?** (LIST on right or back – focus on the high needs domain(s) & list specific items to target at the listed schools) | **PLACE A √ BY THE STRONGEST DOMAIN****PLACE A √ BY 1 OR 2 DOMAINS****WITH THE GREATEST OVERALL NEED**

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| **Domain** | **Strongest** | **Greatest****Need** |
| **Climate Perception**StudentPersonnelParent |  |  |
| **Safe & Substance Free**Drug/Alcohol DataBully/Harass DataViolence DataDrug/Alcohol SHSBullying SHSViolence SHS |  |  |
| **Attendance**StudentAdminStaffTeacher |  |  |
| **Discipline**Suspension Weight |  |  |

**LIST THE SCHOOL(S) WITH THE STRONGEST NEED FOR SUPPORT IN SCHOOL CLIMATE**(use back of page if needed)Focus on high need domain(s) & list specific areas in need for each school Example High School – *Attendance (Student) & Climate Perception (Student)* |
| Outcome DataTier I ODRISS DaysOSS Days | **STEPS FOR DISTRICT PBIS *OUTCOME* DRILL DOWN****Step 1:** **How are trends in % of students with 0-1 ODRs district-wide?** **\*desired outcome = increase\***🞏 Desired Outcomes🞏 Undesirable Outcomes**Step 2:** **How are ISS Day trends for the district?****\*desired outcome = decrease\***🞏 Desired Outcomes🞏 Undesirable Outcomes**Step 3:** **How are OSS Day trends for the district?****\*desired outcome = decrease\***🞏 Desired Outcomes🞏 Undesirable Outcomes**Step 4:** **Percentage of schools with undesirable trends**(1 or more areas–ODRs, ISS or OSS Days)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_%(# with undesirable data trends/total #)**Step 5:** **Is this a district-wide systems issue or individual school issue?** 🞏 System (more than 20% of schools)🞏 School (less than 20% of schools**If less than 20%, which schools need the most support?** (LIST on right - list specific items to target at the listed schools) | **SCHOOLS TRENDING UP**(note areas trending up – ODRs, ISS Days and/or OSS Days)Example High School – *ODRs & OSS Days* |
| Fidelity Data (TFI) | **STEPS FOR DISTRICT PBIS *FIDELITY* DRILL DOWN****Step 1**: **TFI Totals Report**(80% Fidelity at all Tiers)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Total Score Tier 1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Total Score Tier 2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Total Score Tier 3)**Step 2:** **TFI Subscale Report**(80% Fidelity at all Tiers)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Tier 1 Teams Score)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Tier 1 Implementation Score)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Tier 1 Evaluation Score)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Tier 2 Teams Score)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Tier 2 Interventions Score)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Tier 2 Evaluation Score)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Tier 3 Teams Score)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Tier 3 Resources Score)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Tier 3 Support Plan Score)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Tier 3 Evaluation Score)**Step 3:** **TFI Items Report****Identify Top Target Areas** (choose 1 or 2 targets) | **ITEMS REPORT:** LIST 2 STRENGTHS**ITEMS REPORT:** LIST 1 OR 2 TARGET AREAS |

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| **STEP 2 – Problem Identification**“Is there a problem?” |
| **School Climate Data** (Page 1): | **Percentage of schools with a 1-3 Star Rating** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_%**Domain(s) with greatest overall need**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Is the problem best addressed through systems or individual schools? 🞏 System Issue? 🞏 School Issue? |
| **Outcome Data** (Page 2): | **District-wide % of students with 0-1 ODR** 🞏 Desirable 🞏 Undesirable**District-wide ISS Day Trends** 🞏 Desirable 🞏 Undesirable**District-wide OSS Day Trends** 🞏 Desirable 🞏 Undesirable**Percentage of schools with undesirable trends** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_%Is the problem best addressed through systems or individual schools? 🞏 System Issue? 🞏 School Issue? |
| **Fidelity Data**(Page 3): | **TFI Totals Report**(Goal = 80% Fidelity at all Tiers)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Total Score Tier 1) (Total Score Tier 2) (Total Score Tier 3)**Target Tier** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Target Subscale Item** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Target Item(s) & Current %** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Is the problem best addressed through systems or individual schools? 🞏 System Issue? 🞏 School Issue? |
|  |
| **Precise Problem Statement:** | *50% of our schools have a 1-3-star climate rating. Our primary area(s) of need for school climate is in climate perception & discipline. Although district-wide trends for ODRs, ISS Days & OSS Days seem to be declining, 30% of our schools are trending up. Fidelity of PBIS seems to have the greatest need district-wide in Tier I (Teams) focusing on item #1 on the TFI “Team Composition” at 67% fidelity.* |
| **SMART Goal:** |  |
| **STEP 3 – Analyze the Problem**“What is the precisecontext and function of the problem?” |
| (Brainstorm possible reasons why the problem is happening. Make sure to consider social/emotional/behavioral/academic Curriculum, Instruction, Environment, and Organization) |
| **STEP 4 – Identify Solutions** |
| **Solution Components** | **What are the action steps?** | **Who is Responsible?** | **By When?** | **How will fidelity be measured?** | **Notes/Updates** |
| **Strengthen District Leadership Team** |  |  |  |  |  |
| **Build Stakeholder Support** |  |  |  |  |   |
| **Allocate Funding** |  |  |  |  |   |
| **Policy & Systems Alignment** |  |  |  |  |   |
| **Build Workforce Capacity** |  |  |  |  |   |
| **Ga DOE/RESA Training** |  |  |  |  |   |
| **Ga DOE/RESA Coaching** |  |  |  |  |  |
| **Evaluation & Performance Feedback** |  |  |  |  |  |
| **Increase Behavioral Expertise** |  |  |  |  |  |
| **Demonstration Sites & Opportunities for Peer Sharing (i.e., Conference Attendance)** |  |  |  |  |  |
| **STEP 5 – Plan Evaluation** |
|  | **What data will welook at?** | **Who is responsible for gathering the data?** | **When/How often will data be gathered?** | **Where will data be shared?** | **Who will see the data?** |
| **Data Collection** | *Outcome –* *Fidelity -*  |  |  |  |  |
| Was your plan successful? Define why or why not using data. |