Slide 1
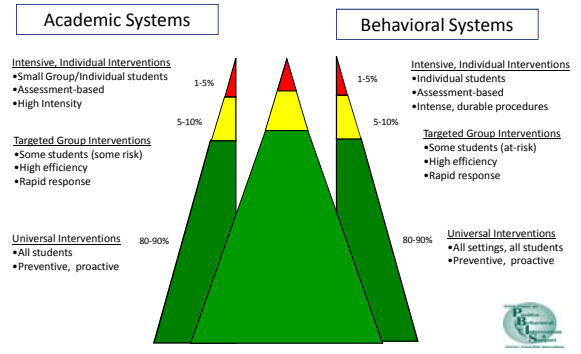
District & School Teaming for Blending Academic & Behavior Support
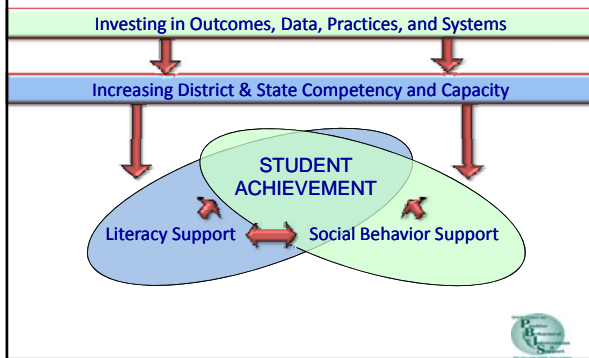
Pam Zinn, M.A. Hillsboro SD
Carol Sadler, Ph.D., Consultant

Slide 2
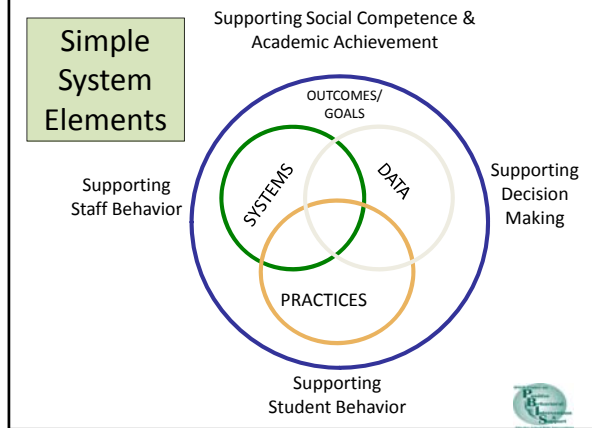
EBISS is based on Prevention Logic
Effective Behavioral and Instructional Support Systems

Academic Systems

Behavioral Systems

<u>Intensive, Individual Interventions</u>
•Small Group/Individual students
•Assessment-based
•High Intensity

1-5%

<u>Targeted Group Interventions</u>
•Some students (some risk)
•High efficiency
•Rapid response

5-10%

<u>Universal Interventions</u>
•All students
•Preventive, proactive

80-90%

<u>Intensive, Individual Interventions</u>
•Individual students
•Assessment-based
•Intense, durable procedures

1-5%

<u>Targeted Group Interventions</u>
•Some students (at-risk)
•High efficiency
•Rapid response

5-10%

<u>Universal Interventions</u>
•All settings, all students
•Preventive, proactive

80-90%

Slide 3

EBISS is about…

Investing in Outcomes, Data, Practices, and Systems

Increasing District & State Competency and Capacity

STUDENT ACHIEVEMENT

Literacy Support   Social Behavior Support

Slide 4

Simple System Elements

Supporting Social Competence & Academic Achievement

OUTCOMES/ GOALS

SYSTEMS

DATA

PRACTICES

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior
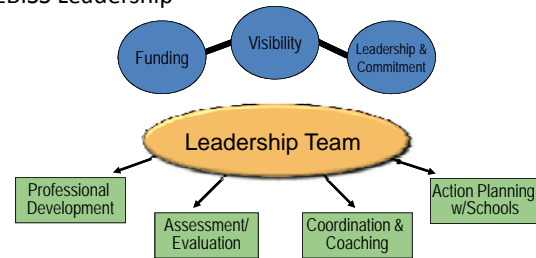
EBISS Guiding Principles

- Multi-tiered, prevention-based instruction and intervention

- Scientifically-based practices

- Data-driven decision making, accountability and results

- Data-driven leadership and coaching

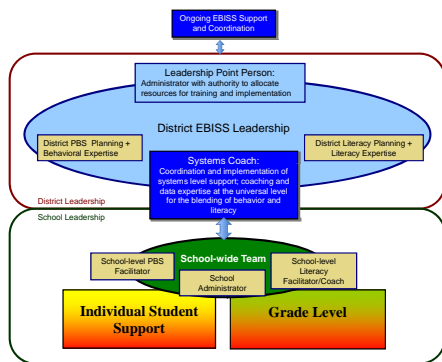- Capacity building for sustainability

---

EBISS Leadership*

Action Planning supports school implementation of evidence-based practices and district priorities

Local School/District Implementation

Adapted from PBIS

EBISS TEAMING FRAMEWORK

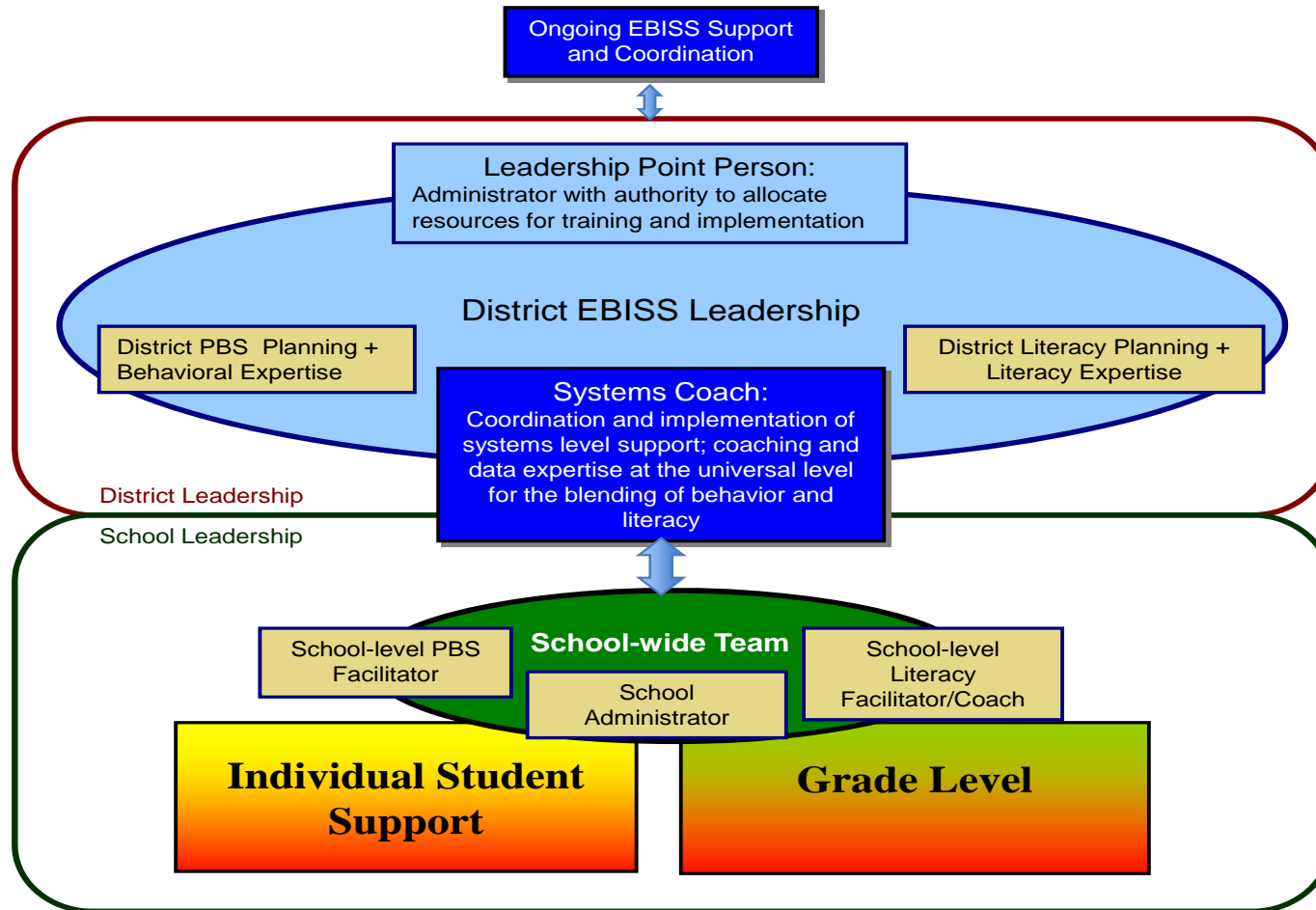## Hillsboro's EBISS Implementation

- Teamwork Structure

  Activity: Think about the current organization and framework in your district; draw a graphic of your district's current structure.

- Literacy-Behavior-Attendance Systems Checklist

EBISS TEAMING FRAMEWORK

Ongoing EBISS Support and Coordination

Leadership Point Person:
Administrator with authority to allocate resources for training and implementation

District EBISS Leadership

District PBS Planning + Behavioral Expertise

District Literacy Planning + Literacy Expertise

Systems Coach:
Coordination and implementation of systems level support; coaching and data expertise at the universal level for the blending of behavior and literacy

District Leadership

School Leadership

School-level PBS Facilitator

School-wide Team

School-level Literacy Facilitator/Coach

School Administrator

Individual Student Support

Grade Level

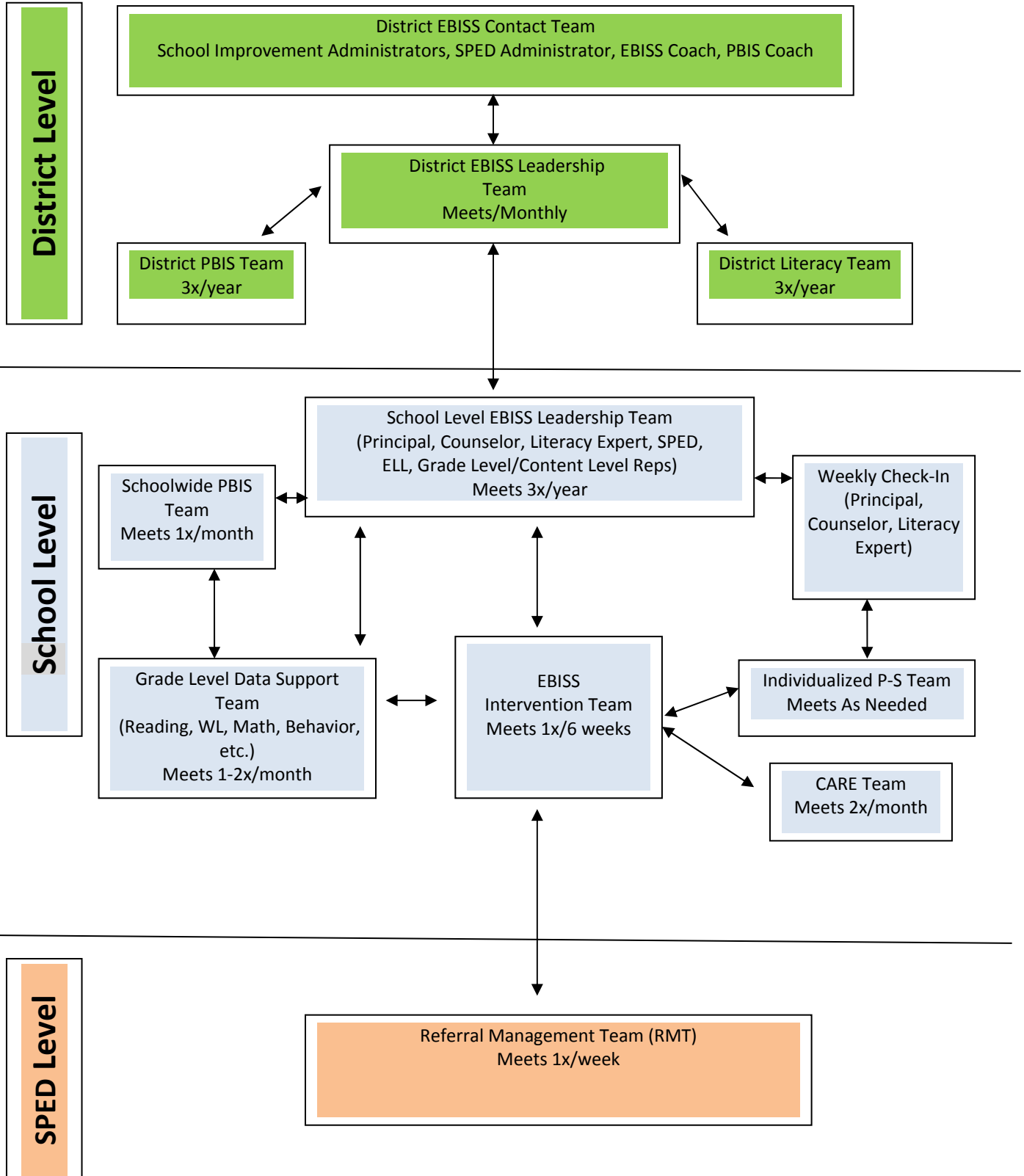See matrix for further description of each EBISS function

EBISS Team Membership, Purpose, Information and Activities Matrix

Who	Recommended Membership	Purpose	Information Gathered	Example Activities

EBISS District Leadership (meets monthly or bi-monthly)	• EBISS Coach – Facilitates team
	• EBISS Point Person – someone with control of resources
	• Literacy and Behavior Representatives
	• Curriculum Director
	• SPED Director
	• Principal (at each level)
	• School-wide Team Facilitator (From at least 1 school)
		• Oversee the implementation of an integrated, multi-tiered approach to:
		  o School-wide Behavior Model
		  o School-wide Literacy Model
		  o RTI SLD Eligibility in Elementary
			• System, process and outcome data in areas of reading and behavior
			  o School overall ODR Data
			  o School fidelity Data
			      (SET, BOQ, PET-R)
			  o School Action Plans
			  o District self assessment, Priorities, and Action Plan
			  o Funding, Visibility, Political Support
			  o Professional Development
				• Develop training calendar for professional development in the areas of PBS, literacy, and RTI
				• Communicate with school board regarding progress in PBS and literacy
				• Consolidate initiatives to encourage blending and financial efficiency

District Literacy Planning	• EBISS Coach
	• Literacy Coordinator
	• SPED Director
	• District Title I
	• One teacher rep. from each level
	• Arrange for appropriate PD as necessary
		• Plan, direct, organize, and oversee implementations of SW reading model
		• Provide necessary curriculum programs and materials for reading instruction for all students
		• Arrange and provide for literacy assessment
		• Evaluate implementation and student performance data and make district-wide instructional adjustments
			• System, process and outcome data in Literacy
			  o District-level PET-R
			  o School level PET-R for all participant schools
			  o OAKS data from all grades for all grades.
			  o DIBELS Benchmark data for all grades all schools
			  o DIBELS progress monitoring for all grades with special attention to below grade-level students.
			  o Summary of Effectiveness, or adequate progress data for each school.
				• Arrange for appropriate Professional development for the K and 1 teachers based on student outcome data.
				• Arrange for the purchasing of new materials based on evaluation of needs
				• Communicate with the EBISS team regarding progress in Literacy

Who	Recommended Membership	Purpose	Information Gathered	Example Activities

District Behavior Planning	• Curriculum Director
	• SpEd Director
	• PBS Coach
	• Principal (each level)
	• School-wide Team Leader (from at least 1 team)
		• Promote durable & expanded use of SWPBS for all students at the individual student, classroom, school, district, region and state levels.
		• Ongoing implementation and evaluation of district PBS systems, data, and practices
			• System, process and outcome data in PBS
			  o School ODR Data
			  o School fidelity Data (SET, BOQ, TIC)
			  o School Action Plans
			  o District self assessment, Priorities, and Action Plan
			  o Funding, Visibility, Political Support
				• Develop training calendar for professional development in PBS
				• Communicate with the EBISS team regarding progress in PBS

Who	**Recommended Membership**	**Purpose**	**Information Gathered**	**Example Activities**

School-wide Team	• Principal
	• Representative from:
	  o Grade Levels
	  o Special Ed
	  o ESL
	  o Title 1
	• (supported by EBISS coach
		• Provide guidance with school-wide assessments, school action planning/ implementation and evaluation of the improvement process.
		• Communicate and celebrate with school/community
		• Create School-wide action plan and supervise grade level action plans and progress monitoring checklist
		• Emphasis on **Prevention**
			• System, process and outcome data in areas of reading and behavior
			  o ODR Data
			  o 3 times a year, team spends extended time (1/2 day) working with Literacy Benchmarking data
			  o Fidelity Data (SET, PET-R)
			  o Create School-wide action plan with PBS and literacy emphasis
			  o Oversee and support grade level literacy action plans
			  o Summary of progress monitoring data
				• Write school improvement plan to focus on increasing number of student reading at grade level
				• Guide staff in identifying, teaching, monitoring, and encouraging behavior expectations
				• Plan Universal Literacy Screening
				• Acquire curriculum instructional materials

Grade Level Team	• Principal
	• School-level literacy coach
	• All Teachers from the grade level
	• Representatives from
	  o Special Ed
	  o ESL
	  o Title 1
	  o Counselor/Psych (behavior specialist)
		• Periodic "Big" look at data and action planning for instructional groups
		• Analyze data at the grade/student level, implement and evaluate instruction, create individual instructional plans and change interventions based on data.
		• Primary emphasis on **Prevention then Intervention**
		• Three times a year determine
			• Information on the effectiveness of Reading instruction at the specific grade level
			• Example: DIBELS, OAKS, progress monitoring data
			• Information on student behavior and attendance at the specific grade level
			• Example: SWIS Big 5-Office Referral Data, attendance rosters, intervention progress monitoring data
				• Evaluate core curriculum and supplement areas critical to reading success at specific grade level
				• Create consistent classroom management procedures and routines
				• 3 times a year, take summary of Benchmarking data from School-wide team and design instructional action plans for all groups
				• Following the district protocol, place students in

		whether 80% of the students are at benchmark. Monthly review the progress of the students in interventions.		• interventions and make changes to the interventions based on data. • At 4-6 week intervals, review progress monitoring data on students receiving interventions • Refer students to the IPBS team or to Special Education for further evaluation whose response to intervention(s) meets the district protocol criteria
Who	**Recommended Membership**	**Purpose**	**Information Gathered**	**Example Activities**
IPBS Team	• Principal • Case Manager • Special Ed teacher • Behavior Specialist	• Using data for decision making for individual students needing support beyond the behavioral core and specialized support for students not responding to secondary interventions • Provide guidance with individual assessments, linking assessment results to intervention planning, implementation and evaluation of plan for academics and/or behavior • Progress monitoring • Primary emphasis on **Prevention then Intervention**	• Individual student data on behavior and/or academics • Example: Simple functional behavior assessments, DIBELS, SWIS, progress monitoring data • Individual student data on behavior and/or academics • Example: diagnostic reading assessments, functional behavior assessments, DIBELS, SWIS, progress monitoring data	• Monitor student response to check-in, check-out, and make modifications accordingly • Create intensive, individual reading program that is highly focused on critical components of reading • Develop functional behavior assessment-based intervention plan, guide intervention implementation

Hillsboro Teaming Structures Elementary EBISS
District & School Level

District Level

District EBISS Contact Team
School Improvement Administrators, SPED Administrator, EBISS Coach, PBIS Coach

District EBISS Leadership Team
Meets/Monthly

District PBIS Team
3x/year

District Literacy Team
3x/year

School Level

School Level EBISS Leadership Team
(Principal, Counselor, Literacy Expert, SPED, ELL, Grade Level/Content Level Reps)
Meets 3x/year

Schoolwide PBIS Team
Meets 1x/month

Weekly Check-In
(Principal, Counselor, Literacy Expert)

Grade Level Data Support Team
(Reading, WL, Math, Behavior, etc.)
Meets 1-2x/month

EBISS Intervention Team
Meets 1x/6 weeks

Individualized P-S Team
Meets As Needed

CARE Team
Meets 2x/month

SPED Level

Referral Management Team (RMT)
Meets 1x/week

Hillsboro Elementary EBISS Team Structure Details

WHO	RECOMMENDED MEMBERSHIP	PURPOSE	INFORMATION GATHERED
EBISS District Leadership (Meets monthly)	OSP Exec. Director OSP Director SPED Exec. Director ELL Director Bldg. Administrators EBISS Coach PBIS Coach ERC/LRC Teacher(s) Sec. Instructional Coach Elem. Reading Coach Counselor Data Representative SPED Representative	Oversee the implementation of an integrated, multi-tiered approach to: Schoolwide Behavior Model Schoolwide Literacy Model RTI SLD Eligibility in Elementary Develop the DSSP and action plan	EBISS District Systems Support Plan (DSSP) District EBISS Action Plan HSD Literacy, Behavior, and Attendance Systems Checklist School Literacy and PBIS Action Plans School data (literacy, behavior, attendance) Professional Development Needs Survey for literacy, behavior, attendance and RTI LD eligibility
District PBIS Team (Meets 3-4x year)	OSP Exec. Director PBIS Coach EBISS Coach Behavior Specialist Counselor Building Administrators School Facilitator	Promote use of SWPBS for all students, at the schoolwide, classroom, and individual level. Ongoing implementation and evaluation of district PBIS systems, data, and practices.	System process and outcome data in PBIS SET, BOQ District level self assessment and action plan Planning Calendar HSD Literacy, Behavior, and Attendance Systems Checklist
District Literacy Team (Meets 3-4x year)	OSP Exec. Director OSP Director ELL Director EBISS Coach SPED Administrator Title I Administrator School Reading Coach	Plan, direct, organize and oversee implementation of HSD Literacy Framework Provide necessary curriculum, programs, and materials for reading instruction across the district Arrange and provide for universal screening Evaluate implementation and student performance data, and make district wide instructional adjustments	OAKS, DIBELS/IDEL and AIMSweb data K-12 Literacy Plans Planning Calendar HSD Literacy, Behavior, and Attendance Systems Checklist District Level Universal Screening Plan

Hillsboro Elementary EBISS Team Structure Details

WHO	RECOMMENDED MEMBERSHIP	PURPOSE	INFORMATION GATHERED
EBISS School Leadership Team (Meets 3x year)	Principal Grade level reps. Counselor Literacy Expert ERC/LRC	Provide guidance with overall systems, schoolwide assessments Review schoolwide behavior and literacy data after each major benchmark screening	Literacy benchmarking data (DIBELS) 3x year Office Discipline Referral and attendance data K-6 Literacy Plan and PBIS Action Plan
	ELL Specialist	Monitor the building K-6 Literacy Plan Create and implement the PBIS Action Plan Make recommendations for additional support materials, and professional development based on data Review SET and PET-R data	SET and PET-R TESA OAKS, ELPA, DIBELS, IDEL, sub group data
Schoolwide PBIS Team (Meets 1x month)	Principal Counselor Grade level reps. Classified rep. School Facilitator	Review monthly SWIS data, and use data to adjust implementation of schoolwide behavior plan Communicate and celebrate with school/community	SWIS Big 5 reports Live drill down to a problem solving hypothesis that is solvable
Grade Level Data Support Team (Meets 1-2x month)	Grade level teachers Specialists, as needed Principal rotates to meetings	Review academic, behavior data and action planning for flexible instructional grouping Monitor and adjust overall instruction and differentiation, based on the data Review curriculum pacing, adjust lesson maps, and etc. Discuss instructional strategies and pre/post assessment results	Grade level DIBELS/IDEL, TESA OAKS, AIMSweb data Curriculum Lesson maps Formative and summative assessment data Grade specific SWIS data In program data

Hillsboro Elementary EBISS Team Structure Details

WHO	RECOMMENDED MEMBERSHIP	PURPOSE	INFORMATION GATHERED
EBISS Intervention Team (Each grade 1x every 6 weeks)	Grade level teachers Principal Counselor Literacy Expert ELL Teacher ERC/LRC	Identify, based on decision rules the students at each grade level, that need additional reading, behavior and/or attendance intervention support Use data to analyze skill deficiencies to determine appropriate intervention Make decisions on progress monitoring (tool, schedule) Reviews progress monitoring data to determine effectiveness of intervention, and makes adjustments/changes as needed Based on decision rules and RTI, makes referrals for LD evaluation	All academic, attendance and behavior progress monitoring data EBISS Manual, including Decision Rules, forms and processes
Individualized P-S Team (Meets as needed)	Student's Classroom Teacher Principal Literacy Expert Counselor (as needed) ERC/LRC Teacher ELL Teacher (as needed) Eval Specialist (as needed) Parent	To take a closer look at an individual student who has been unsuccessful in two group interventions, to better determine the cause of the problem To design, based on all the new information, an individualized intervention plan.	Completed Individual Problem-Solving Worksheet (cum file review) Developmental History All previous progress monitoring data
CARE Team (Meets 2x month)	Principal Counselor Care Team Facilitator Law Enforcement Rep. Teacher, SPED, ESL (as needed)	Review attendance data Develop, implement and monitor intensive, and individualized intervention plans	Behavior progress monitoring data Functional Behavior Assessment Attendance data
Referral Management Team (1x week)	ERC/LRC Teacher Evaluation Specialists Classroom teacher Counselor (as needed) Principal ELL (as needed)	Manage new referrals IEP Management 3 yr re-evaluation	Completed referral form All EBISS tracking forms Hard copies of progress monitoring data Any additional paperwork, as it relates to SPED decision making

Hillsboro School District
Literacy (L), Behavior (B), and Attendance (A) Systems Checklist

School_____Date_____

System	Category	Feature	In place	Partially in place	Not in place	Evidence
Leadership	L	The literacy plan is developed and adjusted as needed.				Literacy Plan
	L	Literacy instruction is reflected in the class schedule based on the guidelines of the HSD Literacy Framework.				Building Schedule
	L	Principal actively participates and leads professional development in literacy.				Yearly Academic Seminar Plan
	L	The SIP includes literacy goal(s).				Copy of School Improvement Plan
	L	Systems are in place for teachers, counselors and principals to vertically articulate literacy pathways and transitions between grades and schools in the feeder team.				
	B	Principal regularly participates in the monthly PBIS leadership team.				
	B	The SIP includes PBIS goal(s).				Copy of School Improvement Plan
	B	The school has an action plan for PBIS for this year.				Annual and Three Year Implementation copy
	A	Principal has set up a universal system for regular attendance to include communications, monitoring and action.				
Team Structures and Membership	L	Literacy data teams include regular education, special education and ELL teachers to make adjustments in instruction.				
	L	The site has an in-school staff member identified as a reading/instructional coach to support implementation.				Name:_____
	B	The site has an in-school staff member identified as a PBIS coach to support implementation.				Name:_____
	A	A team is identified to review attendance data on a weekly basis.				Name:_____

System	Category	Feature	In place	Partially in place	Not in place	Evidence
Benchmark: High Level of CORE Implementation (90%)	L	The principal conducts regular observations to ensure fidelity of implementation of the core.				
	B	Behavior expectations are taught and re-taught throughout the year.				Schedule of PBIS lessons taught
	B	The school meets the 4-to-1 ratio for acknowledgements to corrections.				
	B	Second Steps curriculum is taught in all classrooms K-8.				Schedule of PBIS lessons taught
	B	Active supervision is used regularly in common spaces inside.				
	B	Active supervision is used regularly in common spaces outside.				
	B	The Incredible Years parenting class is offered and identified parents are encouraged to attend.				
	A	School wide attendance expectations are communicated to parents and student by all staff.				
Intervention: Strategic and Intensive	L	All literacy interventions are based on the HSD literacy protocol.				Literacy Plan
	L	Principal/coach conducts regular observations to ensure fidelity of implementation of all reading interventions.				
	L	Students are placed in approved interventions based on the data.				Literacy Plan
	L	The school has intervention time (30 minutes) in its schedule for each grade level.				Schedule
	B	The school uses Check-In/Check-Out for Strategic (Tier 2) students.				
	B	First Steps to Success is implemented for identified Strategic (Tier 2) students.				
	B	Functional Behavioral Assessments are used as planning and action tools for Strategic students.				
	B	The CARE team is involved with supporting Strategic (Tier 2) and Intensive (Tier 3) students.				Yearly Care Team Schedule

System	Category	Feature	In place	Partially in place	Not in place	Evidence
	B	Pro-social skills training is implemented in small groups for Strategic (Tier 2) students. Programs used are evidence-based.				
	B	Safety plans are in place for Intensive (Tier 3) students needing them.				
	B	Staff successfully manages escalating behavior events of Intensive (Tier 3) students.				
	A	The CARE team defines interventions for Strategic (Tier 2) and Intensive (Tier 3) student attendance concerns.				
Evaluation and Assessment: *Universal Screening*	L	A universal screening coordinator has been identified in the school for scheduling, data entry and reports.				Name:_____
	L	Universal literacy screening is conducted 3 times per year for all students.				
	L	The principal regularly communicates school wide data on literacy with staff, students and parents.				
	B	The counselor has coordinated and implemented a universal behavior screening.				
Progress Monitoring	L	Progress monitoring is in place for all students at the strategic and intensive levels according to the HSD Literacy Plan.				Literacy Plan
	L	Teams meet regularly to review progress monitoring data and make decisions regarding intervention effectiveness.				
	B	The school collects, records, reviews, acts and communicates to staff monthly behavior data in SWIS.				Academic Seminar Schedule
	A	Attendance is reviewed on a weekly basis to identify students needing intervention by CARE Team.				
Adult Learning	L	Academic seminar reflects professional development with a literacy focus.				Academic Seminar Schedule
	B	Counselor does an advocacy project on Strategic (Tier 2) intervention strategies to gather evidence of effectiveness.				Project Focus:_____
	A	Staff is taught the new HSD attendance procedures.				Date of Meeting:_____

Activity: *Think about the current organization and framework in your district; draw a graphic of your district's current structure.*