Action Planning for Non-Classroom Locations

1. Review Data to Identify Intervention Needs
	1. Review conduct referral data and determine school locations / routines meet the following:
		1. What are the top 4 locations other than classroom?
		2. For the top 4 locations, when data are disaggregated by race, ethnicity, or 504/IEP status, is the assignment of office referrals out of non-classroom locations occurring disproportionately?
		3. For the top 4 locations, when data are disaggregated by reason for infraction, is there one or two infraction types that standout as occurring most frequently?
2. For locations that meet one of the three data patterns, gather additional information about the practices, procedures, assets, and concerns occurring in the location:
	1. Complete the area information profile
	2. Talk with the personnel assigned to the area
	3. Apply the Walkthrough rubric during times when students are present
3. Based on the information learned, develop an action plan:
	1. Establish a measurable intervention goal
	2. Determine what data will be used to monitor progress toward the goal
	3. Plan interventions for staff to implement needed practices:
		1. What practices do staff need to implement to achieve the goal?
		2. What professional development is needed to build capacity?
		3. What ongoing supports are needed to maintain consistent implementation?
	4. Plan interventions to teach students needed skills to achieve the expectations:
		1. What skills are needed?
		2. What is the plan to deliver instruction on the skill?
	5. Plan interventions to address environmental or procedural changes:
		1. What routines or procedure adjustments are needed to address the concerns and achieve the goal?
		2. What environmental changes or enhancements are needed to address the concerns and achieve the goal?

**Area Information Profile**

|  |  |
| --- | --- |
| Location |  |
| Which staff are assigned to this area? |  |
| Which administrator oversees this area? |  |
| What periods or times are students present in the location? |  |
| How many students are in this location at one time? |  |
| What are the pivotal routines in this location? |  |

Sample Staff Interview Questions:

* What do you like best about being in this location?
* What are the routines or procedures? Are those routines or procedures working well?
* Is there a routine, behavior, circumstance that most concerns you?
* What is one change, if possible, would improve the experience of being in this location or address the concerns you have?
* What supports would you find helpful to fulfil your role and responsibilities in this location?
* What suggestions do you have to address the concerns that you have raised?
* What is the best way to involve you in planning an intervention for this location?
* Are there other topics you would like to discuss that would help us to plan an intervention for this location?

Sample Student Interview Questions:

* Are the procedures in this location easy to follow?
* Do adults help you to know what to do?
* What are the expectations when you are here?
* When was the last time you received a ticket / point in this location?

Walkthrough Tool

|  |  |  |
| --- | --- | --- |
| **Observation Prompt** | **Indicate Level of Implementation**  | **Notes and Reflections**  |
| **Are expectations present?*** Posted in a visible location?
* Are expectations accessible for a range of readers?
* Are expectations available in all needed languages?
 | In Place |  |  |
| Partially in Place |  |
| Not in Place |  |
| **Are expectations taught and reviewed?*** A lesson on the area’s expectations and routines was delivered in September and January
* Review of expectations occurs as data indicates a need
 | In Place |  |  |
| Partially in Place |  |
| Not in Place |  |
| **Are supports in place to cue and support achieving the expectations?*** Precorrection
* Transition signals
* Active Supervision
* Booster activity
 | In Place |  |  |
| Partially in Place |  |
| Not in Place |  |
| **Is effort toward achieving the expectations occurring reinforced?*** Behavior Specific Praise
* Distribution of Points / Tickets
 | In Place |  |  |
| Partially in Place |  |
| Not in Place |  |
| **Are effective, intervention-focused, and equitable responses used when contextually inappropriate behavior occurs?*** TLC
* Teachable Moments
* Reflective Conversations
 | In Place |  |  |
| Partially in Place |  |
| Not in Place |  |

**Intervention Action Plan**

|  |  |
| --- | --- |
| What is the measurable and specific goal? |  |
| What data will be used to monitor progress toward the goal? |  |
| What are two to three skills, actions, or habits staff need to implement to achieve the goal? |  |
| When, where, and how will professional development be delivered to build capacity to implement the practices? |  |
| What ongoing supports are needed to help staff maintain consistent implementation? |  |
| What are two to three skills, actions, or habits students need to learn to achieve the expectations? |  |
| When, where, and how will instruction be delivered for students to learn the skills? |  |
| What booster efforts are needed to create momentum toward the goal? |  |
| What environmental, routine or procedure adjustments are needed to achieve the goal? |  |
| Additional intervention needs? |  |

**APPLICATION SAMPLE**

**Data Review:**

**Location Profile:**

|  |  |
| --- | --- |
| Location |  |
| Which staff are assigned to this area? | L.M, Q.P., D.T. |
| Which administrator oversees this area? |  J.P. |
| What periods or times are students present in the location? |  10:50 – 11:2511:30 – 12:0512:10 – 12:45 |
| How many students are in this location at one time? | 85-115 |
| What are the pivotal routines in this location? | Arrive & Go to Table.Line up to pick up food.Return to table and eat.Clean up trays and garbage.Line up for recess. |

**Walkthrough Tool:**

|  |  |  |
| --- | --- | --- |
| **Observation Prompt** | **Indicate Level of Implementation**  | **Notes and Reflections**  |
| **Are expectations present?*** Posted in a visible location?
* Are expectations accessible for a range of readers?
* Are expectations available in all needed languages?
 | In Place | X | *Posters displayed in 4 locations around the cafeteria.* |
| Partially in Place |  |
| Not in Place |  |
| **Are expectations taught and reviewed?*** A lesson on the area’s expectations and routines was delivered in September and January
* Review of expectations occurs as data indicates a need
 | In Place | X | *A lesson was delivered in September.* |
| Partially in Place |  |
| Not in Place |  |
| **Are supports in place to cue and support achieving the expectations?*** Precorrection
* Transition signals
* Active Supervision
* Booster activity
 | In Place |  | * *Routines are established and consistently implemented.*
* *Prevention practices to help structure the routine and cue expectations are inconsistent.*
 |
| Partially in Place | X |
| Not in Place |  |
| **Is effort toward achieving the expectations occurring reinforced?*** Behavior Specific Praise
* Distribution of Points / Tickets
 | In Place |  | *Low rates of praise and tickets being distributed.* |
| Partially in Place | X |
| Not in Place |  |
| **Are effective, intervention-focused, and equitable responses used when contextually inappropriate behavior occurs?*** TLC
* Teachable Moments
* Reflective Conversations
 | In Place |  | *Additional strategies and techniques to respond to contextually inappropriate behavior are needed.* |
| Partially in Place | X |
| Not in Place |  |

**Sample Action Plan:**

|  |  |
| --- | --- |
| What is the measurable and specific goal? | *Increase the percentage of students receiving zero or one referral from the cafeteria to 85% by June 2024.* |
| What data will be used during monthly progress reviews to monitor progress toward achieving the goal? | Office conduct referralsPoint reports from PBIS Rewards |
| What are two to three skills, actions, or habits staff need to implement to achieve the goal? | 1. Achieve the 4:1 interaction ratio.
2. Use the 4 Everyday Prevention Practices:
* Greet students as they enter the cafeteria.
* Use precorrection ahead of transitions and start of routines.
* Use active supervision within their assigned zone.
* Reinforce effort toward the expectations using behavior specific praise and point distribution.
1. Consistently implement routines that structure movement and transitions.
 |
| When, where, and how will professional development be delivered to build capacity to implement the practices? | * December 7: 1:30-3:30
* J.P and T.Y will facilitate the professional development session.
* Topics will include: 4:1 ratio, 4 Everyday practices, and 12/13 lesson delivery prep.
 |
| What ongoing supports are needed to help staff maintain consistent implementation? | * Share a data report with the monitors each month.
* Provide monitors with a table chart of the students at each assigned table.
* Include monitors in staff drawings and plan for a special recognition to acknowledge their contribution to our culture and climate.
* J.P will check-in with monitors once a week to provide encouraging feedback and help with problem solving.
 |
| What are two to three skills, actions, or habits students need to learn to achieve the expectations? | Develop fluency with The Dragon’s Code (Respectful, Reflective, & Responsible) in the cafeteria* Name The Dragon’s Code.
* Correctly identify examples and non examples of The Dragon’s Code in the cafeteria.
 |
| When, where, and how will instruction be delivered for students to learn the skills? | * Deliver a lesson reviewing the cafeteria expectations the morning of 12/13:
	+ Rotate classes to the cafeteria.
	+ Monitors co-deliver the lesson.
* Review the Dragons Code for the cafeteria during homeroom.
 |
| What booster efforts are needed to create momentum toward the goal? | * Pause for a Cause – Monitors distribute a ticket and BSP to each table that is meeting the Pause expectation. The ‘tables’ are entered into a drawing at the end of the month and all students at the table receive an incentive
 |
| What environmental changes, routines or procedure adjustments are needed to achieve the goal? | * Assign monitors area zones (create a visual map).
* Teachers will precorrect expectations before bringing students to the cafeteria.
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| Additional intervention needs? | Submit for approval to pay monitors for:* PD time on 12/7.
* Participate on 12/13 in lesson deliver.
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