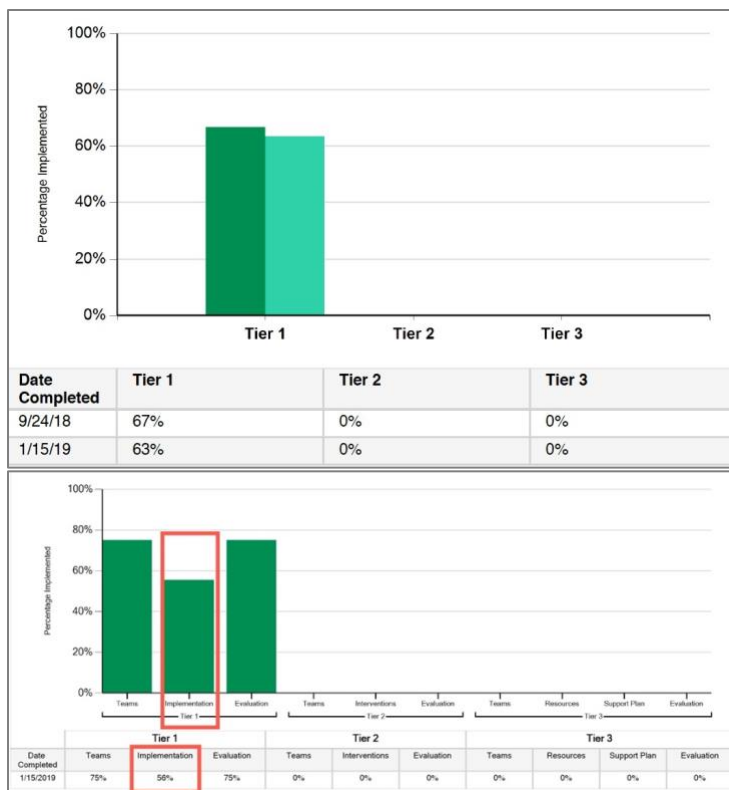


CENTRAL COMMUNITY SCHOOL

**TIER 1 IMPLEMENTATION FIDELITY**

We reached 63% fidelity of implementation in Tier 1. This is a slight drop from last year due to the loss of a family member on our team. Teams and evaluation features are strong. Implementation features are lower than we want them to be.



Celebrations:

- We are almost reaching the 70% fidelity benchmark!

Areas to strengthen:

- Our deeper review showed that we still need to formalize the process for consistent staff responses to student behavior (both acknowledging appropriate behavior and discouraging inappropriate behavior)
- Our communication with families is one-way rather than two-way. We have not yet developed a system for the leadership team to regularly gather input from families.

Action step(s) we plan to take:

- Add a PBIS section to the staff handbook that includes our school-wide acknowledgement procedures, office vs. staff-managed behavior chart, flowchart for responding to behavior, and protocols for reporting student behavior. Provide PD to all staff during school opening days this fall.
- Schedule a family focus group session each quarter for families to provide feedback to the leadership team through guided questions. We will alternate between in-person and online events.

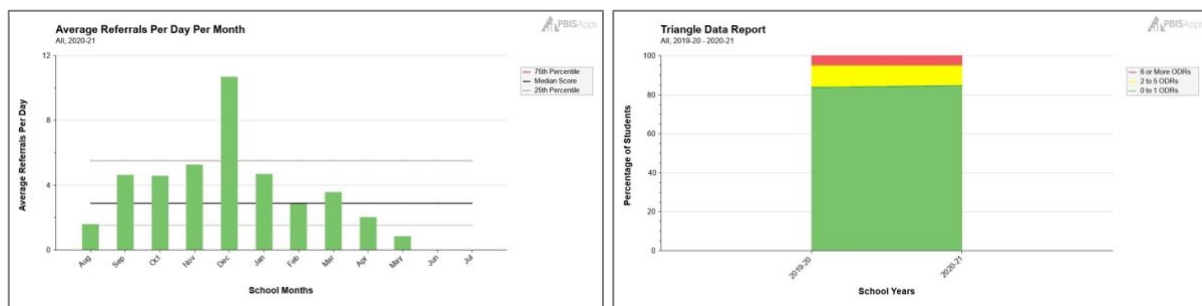
## OUTCOMES

We identified outcome goals for the year as:

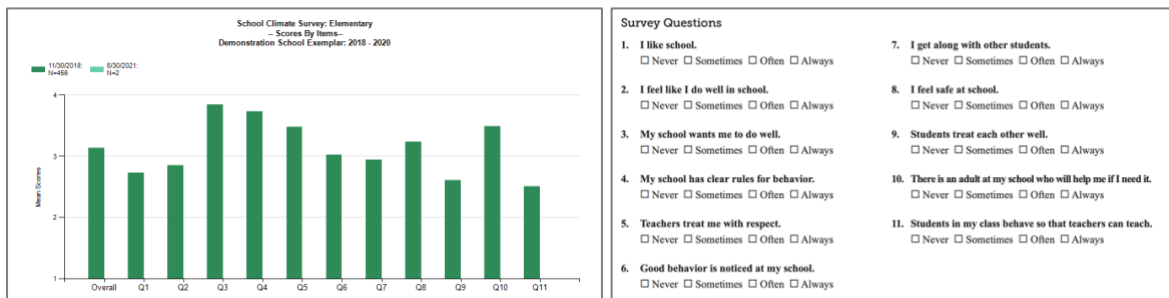
1. At least 80% of students will receive 0-1 referrals throughout the year.
2. Both students and families will score our total school climate as 3 or higher.
3. At least 80% of staff will identify our PBIS framework as “in place” according to the SAS survey.

The data below demonstrates our progress towards our identified outcome goals.

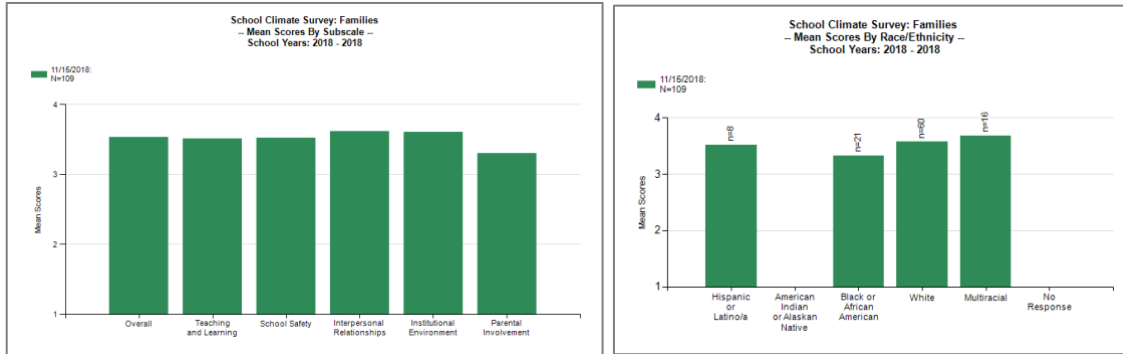
Our discipline data shows that we had six months above the national average of referrals per day with December being our highest number of referrals per day. The triangle data report shows that more than 80% of our students are receiving less than 1 referral per year for two years in a row. They are meeting expectations with universal, Tier 1 support.



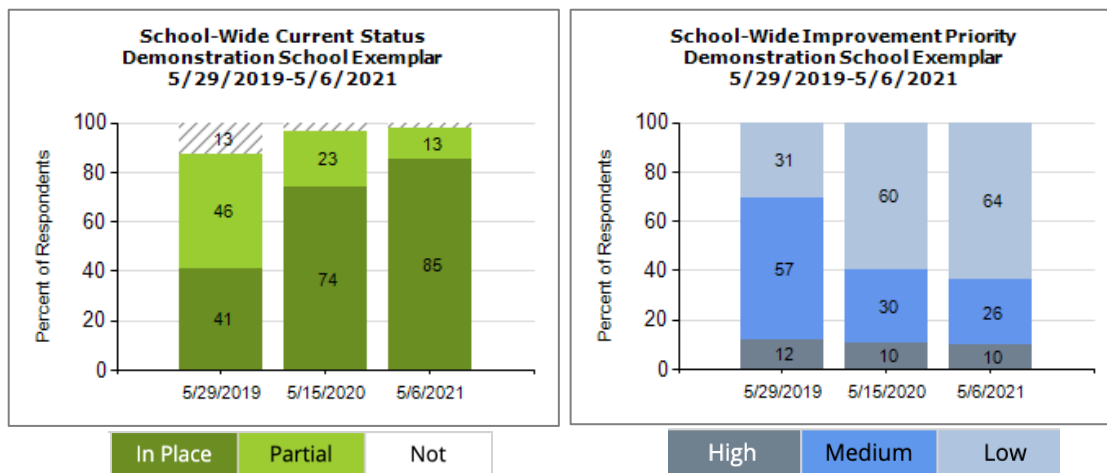
Students in grades 3-8 took the Georgia School Climate Survey in April. Our overall school climate score is 3.1 out of 4 where 1=never and 4=always. 456 of our students, 75% of our total student population, completed the survey.



Families also completed a school climate survey in April. We had 109 people respond. Assuming this represents 109 different families, 25% of our families completed the survey. Our overall score was 3.5 out of 4 on a scale where 1=never and 4=always.



Staff were asked to complete a self-assessment survey focused on our behavior support framework. 90% of our staff completed this survey in May. The green graph represents staff perception of what is in place and the blue graph represents how high of a priority each element is for improvement.



### Celebrations:

- After the spike of challenging behavior in December, we retaught the school-wide expectations to all students and added a school-wide acknowledgement system. Challenging behaviors decreased in the months that followed!
- Students recognize that we want them to do well and that we have clear expectations for behavior.
- Across all school climate areas, families rated our school favorably with interpersonal relationships and institutional environment ranked highest.

- Most staff perceive our behavior support framework as in place.

Areas to strengthen:

- Our behavioral referral rates per day per month were higher than the national average 6 out of 10 months. A deeper review of the data by the leadership team found that a large portion of those behaviors occurred on the playground at the end of the day.
- Student perceive their peers to be disruptive and not always treating each other well.
- Black or African-American families had less favorable perceptions of our school climate than any other racial/ethnic group.
- There was little change in staff priorities for improvement when comparing this year to last year. A deeper review of the data indicated that staff are still unclear about the systems for responding to inappropriate student behavior.

Action step(s) we plan to take:

- Plan booster sessions for school-wide expectations following Thanksgiving break with a targeted acknowledgement plan for December. Details are still to be determined.
- Enhance SEL curriculum lessons teaching how to be a respectful, responsible classmate.
- Provide PD and coaching to staff in culturally responsive teaching practices.

### OVERVIEW

We had a terrific year and our data review shows it! The PBIS leadership team would like to thank everyone for their ongoing feedback and consistent implementation of the practices that make our school safe, welcoming and effective. We look forward another year of growth ahead! We are looking to expand our team to include more family members so please email Grace Kelly at [gkelly@school.net](mailto:gkelly@school.net) if you would like to be a part of this process.