



## A Look Into PBIS at Central Elementary

**Principal Name:** Sue Soler

**School Name:** Central Elementary School

**Principal's Email Contact:** sue.soler@portage.k12.in.us

### **Background Leading to My Inquiry (Slide 2)**

Social-emotional learning and positive behavior strategies are becoming more mainstream in school districts around the country.

Let's look at a framework that prioritizes support over punishment while encouraging personal accountability.

### **The Purpose of My Inquiry (Slide 3)**

Therefore, the purpose of our action inquiry was to establish a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students at Central Elementary.

### **My Wondering (Slide 4)**

We wondered what the benefits would be if we strengthened a program that proves to be flexible enough to support our students, families, and the needs of our community.

- All students experience **Tier I** behavior support. This level of support is not dependent on documented "need" or some formal assessment protocol.
  - Check-In (first thing in the morning with their teacher/staff member)
  - Appointments with our Home School Advisor
- **Tier 2**
  - Scheduled meetings with our HSA 2-3 times/month
  - Individualized Behavior Charts in the general education classroom
- **Tier 3**
  - Observations done by our Behavior Specialist
  - Weekly scheduled meetings with our HSA
  - Conference with the parent(s) and classroom teacher

### **My Actions (Slides 5, 6 & 7)**

As a team, we started by making sure that our staff was on involved with the following initiatives:

- PBIS Stations
  - Schedule
  - Scripts
  - Team
- Grade-Level Assemblies
  - Monthly
  - 1 Grade level
- Quarterly PBIS Team Meetings
- Weekly Super CIA (C

### **Our Actions (2nd Semester)**

### **Data Collection (Slide 8)**

#### **Discipline Reports:**

There has been a decrease in the number of 4th and 5th grade office referrals during the 21-22 school year.

#### **Feedback From Teachers:**

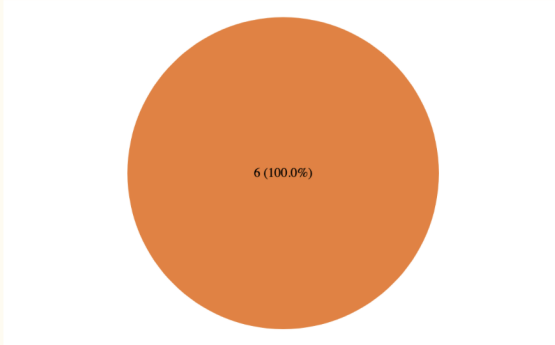
We attribute this decrease to the following:

- PBIS Stations
- PBIS Assemblies
- Super CIA (Student Recognition for Positive Behavior)
- Tiers 1 and 2

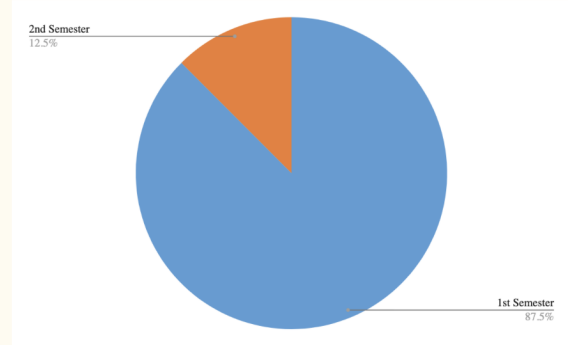
My Data (Slides 9)

## In School and Out of School Suspensions

### Kindergarten



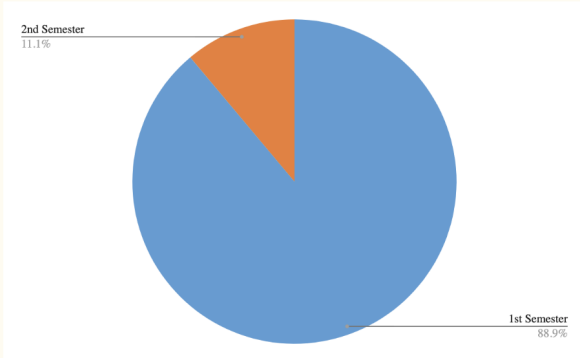
### 1st Grade



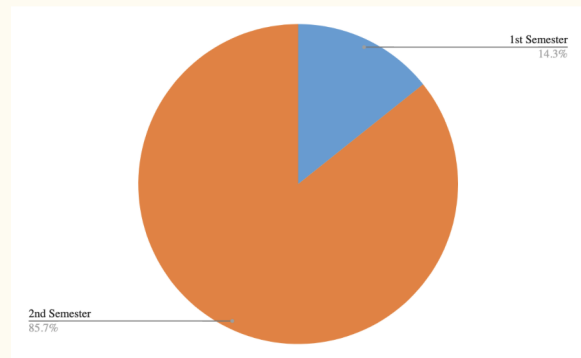
My Data (Slides 10)

## In School and Out of School Suspensions

### 2nd Grade



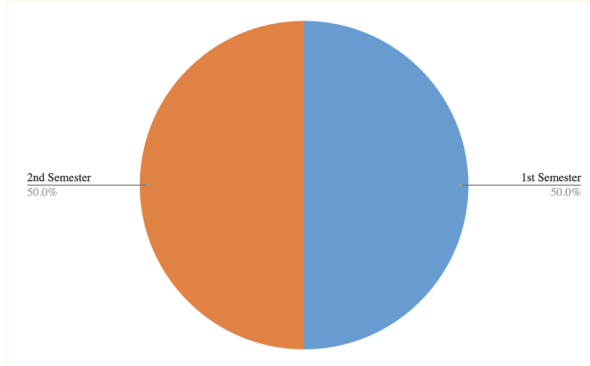
### 3rd Grade



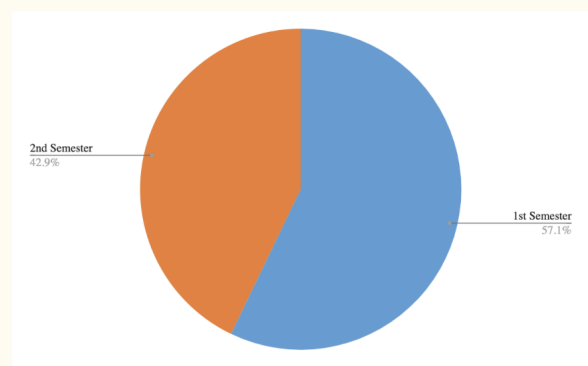
## My Data (Slide 11)

### In School and Out of School Suspensions

4th Grade



5th Grade



## My Discoveries (Slides 12-14)

### Learning Statement One:

As an administrator, I need to be more purposeful in maintaining a culture that supports positive behavior and academic outcomes for all students.

### Learning Statement Two:

Celebrating students' achievements can help maintain motivation and commitment to continuous effort and hard work. Celebrations are not only a form of encouragement, they also drive students to stay on track and stay motivated with their learning. When students feel reassured and supported, it leads them to continue working hard towards their personal goals.

### **Learning Statement One:**

As an administrator, I need to be more purposeful in maintaining a culture that supports positive behavior, and academic outcomes for all students.

Plan for the 22-23 school year:

- Start the year with PBIS Stations
- Posters in every classroom and hallway
- PBIS Handbook
- PBIS Matrix
- Behavior RtI Flowchart

### **Learning Statement Two:**

Celebrating students' achievements can help maintain motivation and commitment to continuous effort and hard work. Celebrations are not only a form of encouragement, they also drive students to stay on track and stay motivated with their learning. When students feel reassured and supported, it leads them to continue working hard towards their personal goals.

Plan for the 22-23 school year:

- Super C.I.A.
- Monthly PBIS Assemblies
- Student of the Month

### **Bibliography (Slide 16)**

Horner, R. H., & Sugai, G. (2015, February 24). *School-wide PBIS: An example of Applied Behavior Analysis implemented at a scale of social importance*. Behavior analysis in practice. Retrieved April 10, 2022, from

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5048248/>

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## **Background Leading To This Inquiry**

Social-emotional learning and positive behavior strategies are becoming more mainstream in school districts around the country.

Let's look at a framework that prioritizes support over punishment while encouraging personal accountability.



## **Purpose of the Inquiry**

Therefore, the purpose of our action inquiry was to establish a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students at Central Elementary.

## **Our Wondering**

We wondered what the benefits would be if we strengthened a program that proves to be flexible enough to support our students, families, and the needs of our community.

# Tiered Supports

- All students experience **Tier I** behavior support. This level of support is not dependent on documented “need” or some formal assessment protocol.
  - Check In (first thing in the morning with their teacher/staff member)
  - Appointments with our Home School Advisor
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- **Tier 3**
  - Observations done by our Behavior Specialist
  - Weekly scheduled meetings with our HSA
  - Conference with the parent(s) and classroom teacher

# **Our Actions (1st Semester)**

As a team, we started by making sure that our staff was on involved with the following initiatives:

- **PBIS Stations**
  - Schedule
  - Scripts
  - Team
- **Grade-Level Assemblies**
  - Monthly
  - 1 Grade level
- **Quarterly PBIS Team Meetings**
- **Weekly Super CIA (Caught In Action) Tickets**

## **Our Actions (2nd Semester)**

As a team, we started by making sure that our staff was on involved with the following initiatives:

- **PBIS Stations**
  - Schedule
  - Scripts
  - Team
- **Grade-Level Assemblies**
  - Monthly
  - School Wide
- **Quarterly PBIS Team Meetings**
- **Weekly Super CIA (Caught In Action) Tickets**

# Data Collection

## **Discipline Reports:**

There has been a decrease in the number of 4th and 5th grade office referrals during the 21-22 school year.

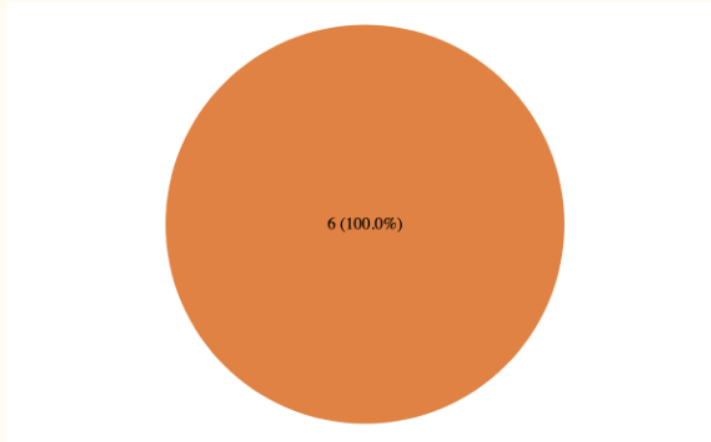
## **Feedback From Teachers:**

We attribute this decrease to the following:

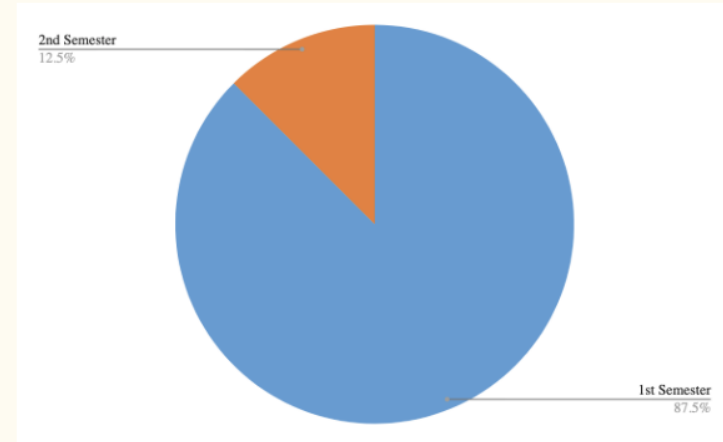
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- Tiers 1 and 2

# In School and Out of School Suspensions

## Kindergarten

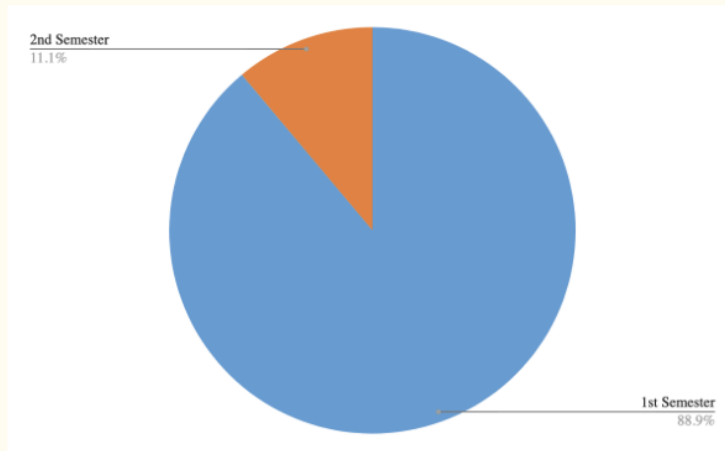


## 1st Grade

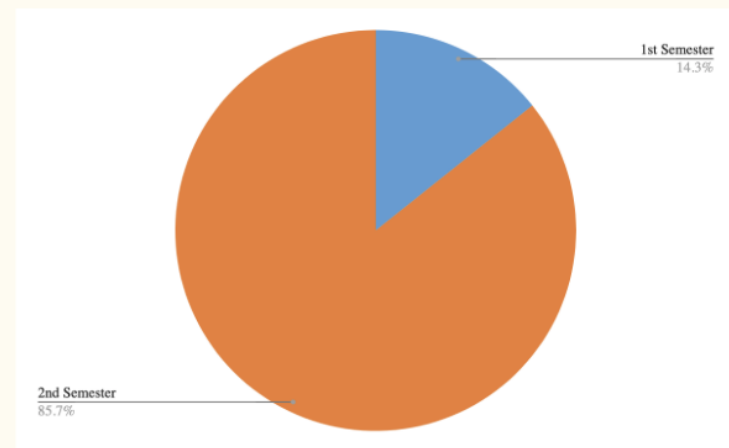


# In School and Out of School Suspensions

## 2nd Grade



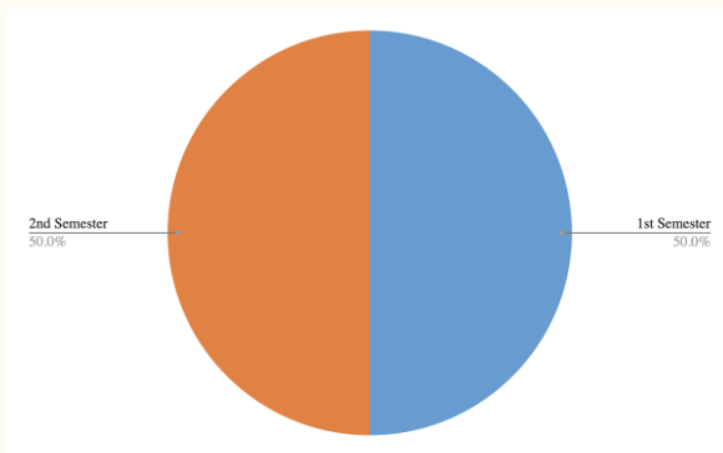
## 3rd Grade



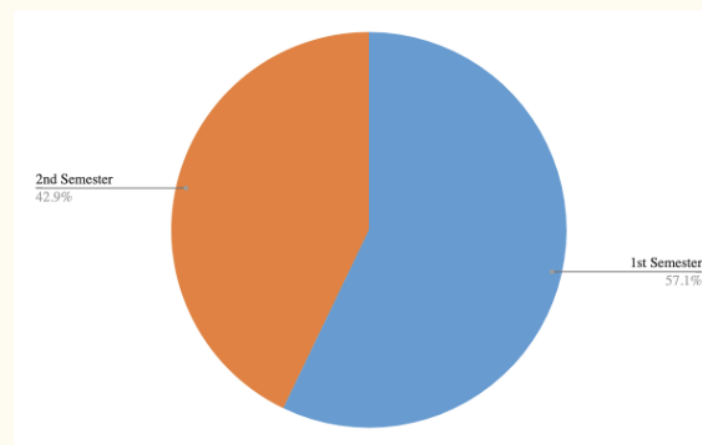


# In School and Out of School Suspensions

## 4th Grade



## 5th Grade



# **Our Discoveries**

## **Learning Statement One:**

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## **Learning Statement Two:**

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# Our Discovery

## Learning Statement One:

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Plan for the 22-23 school year:

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- PBIS Matrix
- Behavior Rtl Flowchart

# Our Discovery

## Learning Statement Two:

Celebrating students' achievements can help maintain motivation and commitment to continuous effort and hard work. Celebrations are not only a form of encouragement, they also drive students to stay on track and stay motivated with their learning. When students feel reassured and supported, it leads them to continue working hard towards their personal goals.

Plan for the 22-23 school year:

- Super C.I.A.
- Monthly PBIS Assemblies
- Student of the Month



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