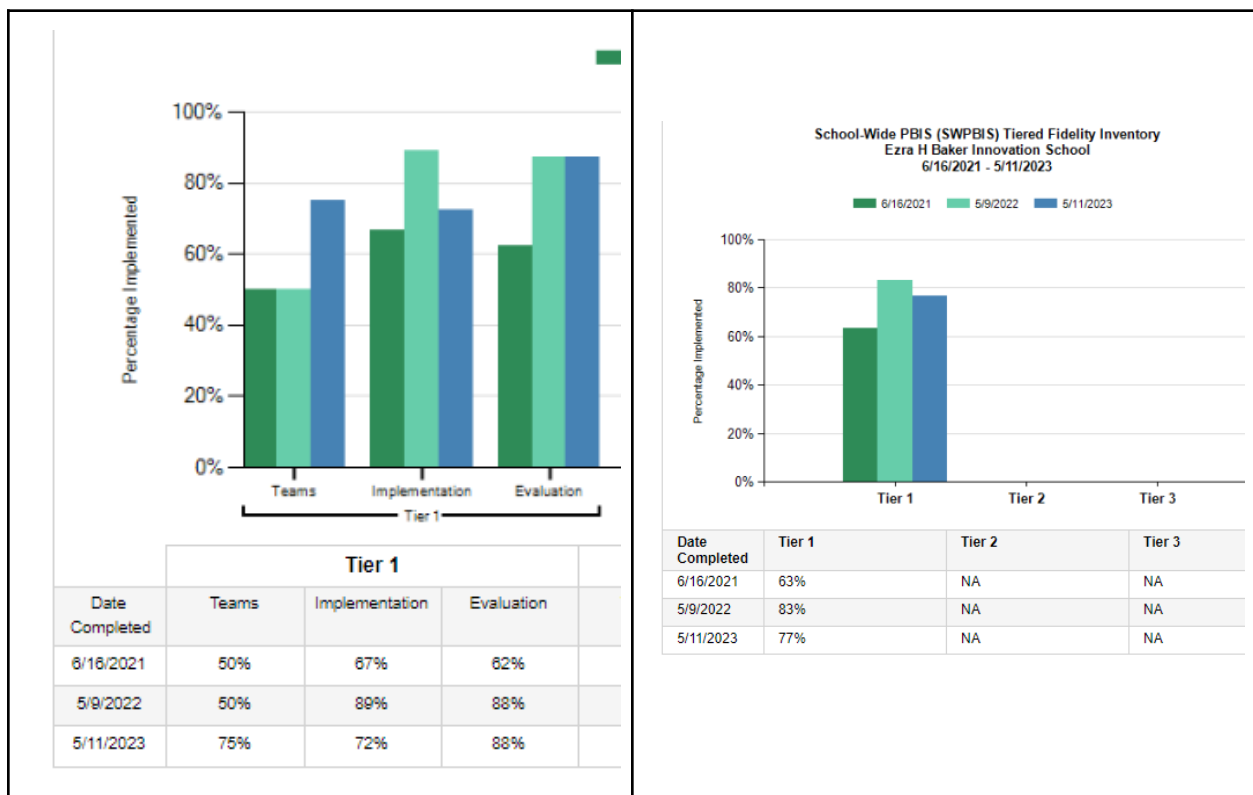# Annual PBIS Evaluation Report   2022-2023
Ezra H. Baker Elementary

Tier One Implementation

We have reached a total of 77% of Fidelity of Intervention for this current school year. Evaluation was strong and remained the same as the prior year at 88%. We saw an increase of 25% in Teams from the prior year and note that we had an increase in participation from staff members this current school year. We had a dip in implementation to 72% this year from 89% last year as there was a change in PBIS team leadership this year and many new team members. This decrease is lower than we would like it to be and will be a focus for our team next year.


Tier 1			
Date Completed	Teams	Implementation	Evaluation
6/16/2021	50%	67%	62%
5/9/2022	50%	89%	88%
5/11/2023	75%	72%	88%

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Ezra H Baker Innovation School
6/16/2021 - 5/11/2023

Date Completed	Tier 1	Tier 2	Tier 3
6/16/2021	63%	NA	NA
5/9/2022	83%	NA	NA
5/11/2023	77%	NA	NA

Tier One Outcomes:

- We had a goal that staff would be more consistent in their use of positively acknowledging the targeted behavior of students. We provided staff with 5 weekly positive pennies with the expectation that they use them throughout the week to increase positive behavior. Through our Dolphin Way Survey, of the staff that responded, 97% of staff had positively acknowledged students during the week prior and 86% of those that had acknowledged used our schoolwide

acknowledgement system and when students are randomly polled they often know specifically why they earned the positive penny!!

In the past week, have you positively acknowledged students for showing positive behaviors?

36 responses
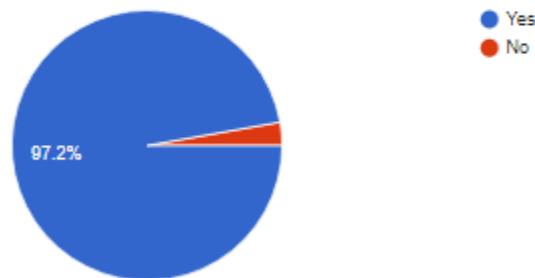
- Another outcome we were targeting this year was the use of the electronic referral system (SWIS) by all staff members. As a team we have moved to staff filling out the electronic referral form. We did poll the staff to determine their confidence level in using the system. 58% of staff that responded to the questionnaire found the system easy to use consistently, 30% somewhat and 11% did not feel it was easy to use consistently. Some staff used the database for collecting classroom data, while others did not.

I find it easy to consistently use SWIS for the office referral process?

36 responses
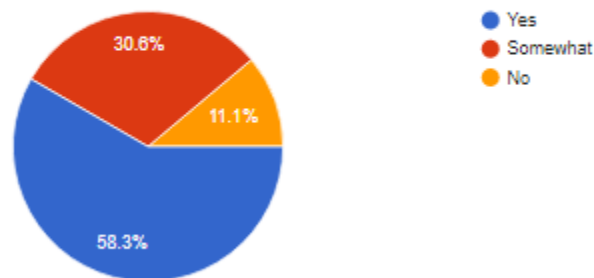
Celebrations:
- We have moved completely to utilizing the online input of SWIS office referral system. Requiring all staff to input the information from their perspective.
- Staff and students were re-invigorated with the school wide incentive system by adding in a visual display of positive pennies earned.
- Classrooms were provided with the opportunity to vote on the school wide rewards.
- We had large participation in our monthly PBIS meetings and created subgroups to take on portions of the tasks.

- Classrooms participated in creating video modeling of our Dolphin Way expectations that were shown in classrooms after returning from Winter Break as a refresher.
- Although the criteria for feedback and acknowledgement was 90% of staff we were just shy of meeting that goal, which is great because we have many new staff this year!

Areas to strengthen:
- Our Tier 1 Implementation score was 72% some of our target areas to strengthen include:

    o Problem Behavior Definitions:we have a flow chart and definitions, we would like to have additional input from staff and offer more training on proactive strategies.

    o Discipline Policies: Often if an incident is managed at the office referral level there is not the communication with the classroom staff about the follow up with the student. Although the information is documented in the SWIS referral form, the staff need additional training on how to return to the form to find the information from the support team on the follow up.

    o Faculty Involvement: Faculty are provided with the data multiple times throughout the year, and all staff are invited to participate in our monthly PBIS meetings. We would like to have more opportunities to discuss as a staff ways in which to target areas of improvement/proactive strategies to reinforce our Dolphin Way expectations.

    o Student/Family/Community Involvement: Families this year were provided information related to PBIS during open house, although there were not any formal ways for families to communicate/provide input on the systems in place in our building.

    o Creating lessons based on data review and areas of need. We did review data and identify areas of need and created Dolphin Way initial and refresher lessons, we need more targeted lessons based on data reviewed as areas of need.

Action step(s) we plan to take:
- Create a substitute one page sheet to explain PBIS and how to use the reinforcement system
- Create a handbook related to PBIS/EHBi Dolphin Way to share with staff

- Create a formalized way for staff to teach the Dolphin Way expectations using stations and adults models along with peer videos for review
- Engage staff in assisting with clarification of wording/language around office managed vs. staff managed behavior and responses to behavior
- Create a form/survey for families: starting with PTAC families related to PBIS
- Ensure that monthly the data is shared with the staff and areas of concern have related lessons to support the areas of need.

Overview

This school year there was a change in the PBIS team, new coach and new members from all areas of the school staff (paraprofessionals, grade level teachers, special education teachers, related arts teachers and administration). Throughout the year we started to divide the duties into smaller subcommittees and had meaningful conversations about the direction we would like to move in for next school year. We did review our data at the meetings, but stalled in the roll out of new lessons to address specific concerns, although we were able to put into effect some external supports, which have been reported anecdotally as being effective. As a team we feel as though we have a good starting point and have specific plans on how to support school staff in the implementation of the Dolphin Way lessons and to teach new staff about the different systems in place (electronic referral, positive pennies, office vs. classroom managed behavior, how to use the data, etc.). We would like to get more involvement from the school community as a whole in regards to discipline and proactive strategies and have a member of each grade level/area of specialty as part of the committee as well as incorporating information from families.