Irvine High School Positive Behavioral Interventions Support



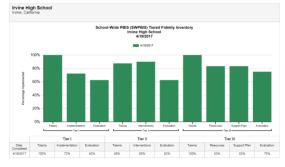
Monica Colunga, Ed.D., Principal

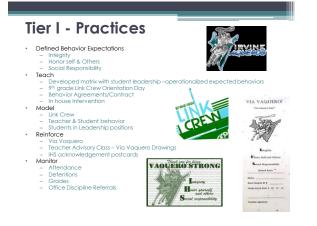
Sara Franko, Teacher/PBIS Committee

History incorporating Data then and now

- Implemented PBIS in 2003
 - Addressed single period truancies
 In 2002 data indicated approx. 45% single period truancy.
 - In 2008 data indicated a reduction to 11.4% single period truancy
 - In 2016-2017 school year we have a 95%-97% positive attendance.

TFI Data





Developing the Teaching Matrix

- <u>Call to Action</u>: Data collected & analyzed • PBIS was introduced to Irvine High School
- <u>Step #1</u>: Students leaders identifying values of Irvine High School
 - I Integrity
 - H Honor Yourself and Others
 - S Social Responsibility



• Step #2: Teachers vetting definitions

Expected Behavior	Classroom Setting	On Campus Setting	Community Setting	School Event Settings	
Integrity	 Be honest - do your own work Think it through before you act Keep trying, get help when you need it 	 Commit yourself fully-be an active member Do what you say you're going to do 	Listen when others speak Take pride in your work Make your own decisions	 Get your head in the game Think & plan ahead 	
Honor Self & Others	Attempt all-do your personal best and exceed expectations Accept your mistakes and make positive changes Know your challenges-work around them & turn in your work	Forgive yourself & move forward Give RESPECT to get RESPECT Encourage others to do their own work	Be kind to others Be cooperative in all situations Support others Use respectful language with everyone and all groups	Give 100% Do what you car Listen when others speak	
Social Responsibility	Be on time and come prepared and participate class Just do it! Work cooperatively Carry your own weight	Be where you are supposed to be when you are supposed to be there Communicate with others when appropriate Help others achieve	Take initiative Be an active member Fulfill commitments	 Balance your lif- with school as a priority Homework is a priority Organize and Prioritize Talk to & includ others left out o the group 	

Created in 2014

Expected Behavior	Classroom Setting	On Campus Setting	Community Setting	School Event Settings	Social Settings/ Including Electronic
Integrity	Make the right choices Be honest Be positive Be academically honest Day our own work Cite your sources Discere between collaboration and copying	Be respectful Give 100% O the right thing Be yourself	+Do the right thing, even when no one is watching + Be a good example + Be mature + Be the botter person + Be positive	• Be a good sport • Henor year school • Be kind	 Act like you would in person Have/use common sense Be mature Think before you post
Honor Self & Others	• Do your personal best • RESPECT give it to get it • Learn from mistakes	Be respectful to everyone Be kind and open Be a good person	+ Accept everyone + Include everyone + Be involved + Give a helping hand	Have good sportsmanship Be fair and honest Be the better person	Be mature Use appropriate language Respect boundaries
Social Responsibility	Take responsibility for your own actions Attend school and be on time Accept everyone Respect differences	Be responsible for your own actions Accept everyone Be a positive influence	+ Stay in control of your words and actions + Be respectful + Think of everyone as equals	Crave to be the person you always wanted to be Be positive Be a good sport	 Create good content Be open minded Be respectful and mature

School-wide System for Matrix Development

- Survey Senior Students
- Student Forum refines Senior Survey outcomes to narrow definitions
- Teacher Advisements vet definitions and chose final definitions
- Teacher participate in identifying definitions
- Final Behavior Matrix is introduced and implemented through our various Teaching Processes and Practices
- PBIS Committee will be to facilitator of this process on a 4-year cycle

Teaching the Matrix: Processes and Practices

- Classroom Behavior Matrix
- Resources & Technology
- Student Involvement
- Announcements/Skits
- Publicizing
- TA



Via Vaquero **Acknowledgments**



Tier II Supports

VIA VAQUERO!

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- Academics
 - English Essentials 1 with Read 180
 - Math Foundation
 - Study Skills

 - Accommodations for students with IEPs and
 - 504 plans

School wide

- SST/SRT referrals
- Parent/teacher/student

- Behavioral
 - Detentions
 - Behavior Agreements - SARB Letters/SART/SARB

 - Positive Behavior Plan
- Project Success Counselor
- Outside referrals/agencies
- of support
- conferences
- In house Intervention
- Functional based

Tier III Supports

Academic/Behavior •

- Wellness Coordinator – Outside
- referrals/agencies of support
- SST/SRT referrals
- Parent/teacher/student conferences
- Ehrms Specialist
- Wrap services
- Behavior Intervention Plans
- Supports Functional
- Behavior Assessments

Ongoing Areas of Focus

- Building resiliency and coping mechanisms
 Gradual fading of support
- Gradual fading of support and increase self monitoring by the student
 Consistent collection of
- Consistent collection of behavioral data and analysis by PBIS Committee
- 5:1 acknowledgment schedule (Via Vaqueros)



- Systemic classroom process to teach expected behaviors
 Continued work on the
- fidelity of implementation
- On-going staff development

Successes



- Increased teacher implementation of classroom matrices
- All student involvement in the development of Schoolwide Matrix every 4 years.
- Vaquero Strong Campaign





Thank you for letting us share our story Contact info

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