South Conejos School District
HOME OF THE TROJANS

Colorado Multi-Tiered System of Supports Impact Story

Area of Focus: PBIS Implementation

Problem Statement

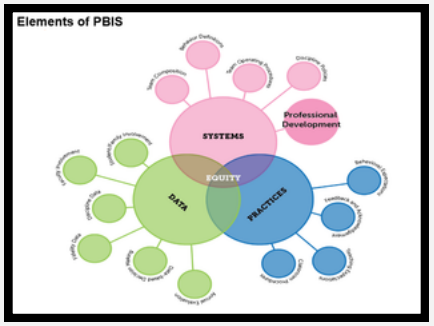
Boys have disproportionate discipline referrals and lower academic achievement across all levels because teachers need to learn how to engage and teach them.

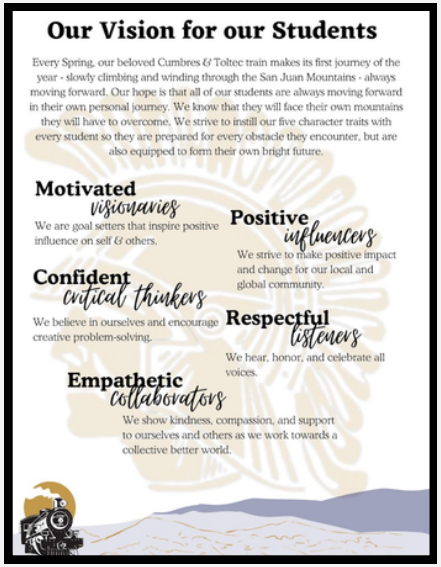
Problem of Practice

- Majority of our staff being new (Long Term Subs/Alt Licensure/J1s)
- Need for assistance/training/coaching on delivering best, first instruction and engagement
- Including strategies for teachers in how to Prevent, Teach, and Respond to expected and unexpected behavior

Capacity Building

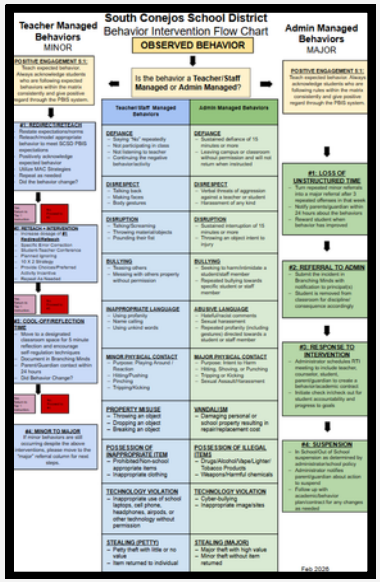
- Partnership with EL to align and train on the Expeditionary Learning Curriculum for ELA K-12
- K-5 training in Illustrative Math instruction
- Schoolwide Expectations created and shared
- Training on positive classroom management strategies

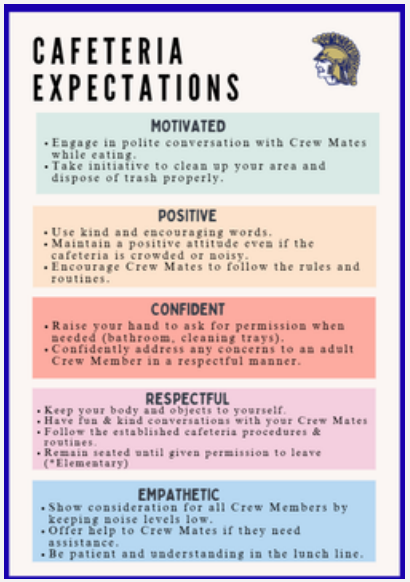




Lessons Learned

- With 90% new staff, classroom management and positive culture needed to be taught and modeled explicitly for bell to bell instruction
- Need for intentional progress monitoring of data to meet the needs of students
- Shift in master schedule to meet the needs of students in need of tiered support
- Alternative licensure, Long Term Subs, and J1 Visa teachers need support in engagement strategies, differentiation, and positive and proactive classroom management
- Coaching Structures need to be in place for all educators
- PoG needs to become the way SCSD does business





Project Outcomes

- Schoolwide expectations posted in common areas
- 100% of teachers interviewed said PBIS will help with school improvement (TFI Walkthrough)
- 65% growth in students feeling acknowledged for demonstrating schoolwide expectations (TFI Walkthrough)
- 81% of students like how they are being acknowledged (TFI Walkthrough) ex. “When teachers tell her she is doing well and makes her feel like she can do whatever she puts her mind to.” (Sophomore)
- New team members recruited