

2014-15 Student Growth Objective Form



Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
School Psychologist	X	K-3	Positive Behavioral Supports (Universal Program)	Approx. 150	September to April

**Rationale for Student Growth Objective**

Name the content standards covered, state the rationale for how these standards are critical for the next level of the subject, other academic disciplines, and/or life/college/career. Name and briefly describe the format of the assessment method.

## NASP 10 Domains of Practice :

Domain 6 Prevention and Responsive Services: school psychologists have knowledge or principle and research related to resilience and risk factors in learning and mental health services in schools and communities to support multi-tiered prevention, evidence-based strategies for effective crisis response.

The New Jersey Department of Education - Office of Special education Programs (NJDOE-OSEP) as supported and encouraged schools to participate in the New Jersey Positive Behavior Intervention and Supports initiative (NJPBIS). The state provides the resources via the internet for implementing programs that foster a caring environment for students that is conducive to learning. The website provides step by step guidance to implement various levels of the program.

Information from the New Jersey NJPBIS website states that: “The Positive Behavior Interventions and Supports support the development of positive school climate practices, the NJ PBSIS team uses a multi-tiered intervention framework known as Positive Behavior Interventions and Supports (PBSIS) to address the continuum of behavior, conduct and climate needs present in schools. Through the NJ PBSIS training and technical assistance on PBIS, schools develop an integrated system that:

1. Promotes and encourages positive social behavior and climate school-wide;
2. Applies function-based problem solving to address the needs of students engaging in repeated behavior problems; and
3. Engages staff in routine reflection and data-based decision making to guide intervention planning decisions.

NJPBIS is guided by universal, secondary and tertiary level interventions. The universal intervention is designed to establish a positive and proactive school climate that guides how staff and students are to conduct themselves. Secondary tier interventions establish a process for developing function-based interventions for students beginning to display repeated behavior patterns. Tertiary tier interventions establish a function-based process for developing comprehensive individualized behavior plans for students with disabilities who have significant behavioral support needs. . ([http://www.njpbs.org/school\\_wide\\_pbs/index.htm](http://www.njpbs.org/school_wide_pbs/index.htm) )

As the school psychologist working with a team. The team will consist of representatives from across buildings and areas of specialization (grade level, general and special education, and special areas etc.) During the first year, I will complete the first year process of implementing universal interventions. See <http://www.njpbs.org/resources/index.htm> for the recommended timeline.

**Universal Interventions** provide the foundation to positive and respectful learning environments for all students, including students with disabilities. Implementation of the universal intervention results in consistency across staff and settings regarding (a) the stated expectations for student behavior, (b) the opportunity for positive feedback and encouragement for desired student behavior, (c) the use of a problem solving process to resolve emerging behavior issues; (d) the use of practices that convey a welcoming atmosphere (e.g., caring, help, listening) and (d) the use of constructive practices in response to occurrences of unwanted behaviors and conduct infractions. As a systems level preventative intervention, Universal Interventions work for approximately 80-90% of students in the school building and most often result in decreases in office conduct referrals. Universal Interventions also serve as an important foundation for students with disabilities to successfully achieve behavioral expectations. <http://www.njpbs.org/resources/index.htm>

### Student Growth Objective

State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. “75% of students in each group will meet the target score.” Describe how the targets reflect ambitious and achievable scores for these students. Use the table to provide more detail for each group. Add or delete group rows as needed.

As a related service provider and nontraditional SGO was developed. This SGO targets school climate and involves several facets including: creating, organizing and managing a team of faculty members; collecting data from staff, students, and parents; analyzing data collected; summarizing and disseminating information to staff, parents, and students; and using the data to develop a school wide PBIS program. The implementation of the program will occur during the second year as recommended by NJPBIS.

This goal is ambitious as it requires the school psychologist to provide a managerial role in supervising the universal team, providing staff in-service, and develop school wide PBIS program. Within this task, the school psychologist is dependent on multiple factors beyond his/her control, such as team members adherence to deadlines, budgetary considerations - the team will consider fundraising for incentives, and allocation of resources such as time during the school day for students to complete the student survey.

It should also be noted that development of a universal PBIS program is not within the state mandated responsibilities of the school psychologist. It is related to the school psychologist in that NJPBIS falls under the regulation for HIB laws for preventive and pro-active school wide practice. The school psychologist is identified as a possible member of the HIB team.

Timeline	Tasks	Target Goals
<p>Have a PBIS “universal team” formed by October 15, 2014</p>	<p>Develop a team of at least four-six members.</p> <p>Complete the “implementation plan” spreadsheet identifying who will be responsible for getting the surveys completed and who will compiling office referral data (if the school does not have a process for this.</p> <p>Set-up meeting times and receiving approvals from principal for relief for regular duties.</p>	

<p>Complete needs and self-assessment by December 2014</p>	<p>As head of the universal team, the school psychologist will meet monthly with team members to ensure the time line is followed (in addition to completing the responsibilities assigned in the implementation plan).</p>	<p>The team will : Complete surveys: parent, student, and staff</p> <p>Complete the NJPBSIS <b>Assessment of Supervision Movement and Procedures Indicator Checklist</b> for areas where incidents are likely to occur such as common areas (bathroom, cafeteria, hallways etc.</p> <p>PBIS team members complete "Benchmarks of Quality Implementing Tool"</p> <p>Compile and interpret data following PBIS recommended process and format</p>
<p>Define School's Behavior Expectation Framework and share results with staff. Develop staff and student feedback process by February 2014</p>	<p>As head of the universal team, I will meet monthly with team members to ensure the time line is followed (in addition to completing the responsibilities assigned in the implementation plan).</p>	<p>Using self-assessment data and conduct referral data to identify 3-5 school-wide expectations that frame social behavior and conduct at your school (e.g. be respectful, be responsible, be safe)</p> <p>Set-up a procedure for staff and student feedback</p> <p>Develop and publicize branding of school wide program</p>
<p>Development of a School-wide Recognition System by April 2014</p>	<p>As head of the universal team, I will meet monthly with team members to ensure the time line is followed (in addition to completing the responsibilities assigned in the implementation plan).</p>	<p>Develop school wide incentives</p> <p>Draft a system for recognition using multiple methods of recognition.</p> <p>Develop staff recognition system</p> <p>Staff appreciation activity</p> <p>Plan September event to teach the students about the expectations around the building. activity</p>

### Starting Points and Preparedness Groupings

State the type of information being used to determine starting points and summarize scores for each type by group. Add or subtract columns and rows as needed to match number of preparedness groups and types of Information used.

Preparedness	Information	Information	
Current:	<p>The school does not have a “universal team” established. An informal survey of staff found at least one school counselor, additional child study team members (LD and social worker), and one teacher are interested in participating on the team. (Consider using the school safety team; however you will need to have two separate meetings and agendas to keep the two functions separate.)</p> <p>The building level principal has agreed to support the initiative with relief time for staff and access to resources such as da budget.</p>	<p>The school as two student recognition programs: 1) a monthly program that asks that teacher nominate a student that possesses a particular characteristic. E.g. most helpful or best school spirit.</p> <p>2) an annual event that asks teachers to nominate a student that they feel is exceptional in some way. The event culminates in a awards presentation in May.</p> <p>The school has one teacher recognition program. Students are asked to nominate a teacher that has had a significant impact on them. This event culminates in an recognition ceremony in April.</p>	

### Scoring Plan

State the projected scores for each group and what percentage of students will meet this target at each attainment level.

Preparedness	Target Score	School Psychologist SGO Score Based 1) the ability to organize and supervise a team in completing a task 2) the ability to develop a universal PSBIS program 3)			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
		<p>Deadlines met on time</p> <p>All the components outlined by the New Jersey PBIS are planned and prepared for implementation in the fall.</p> <p>Recognition system planned and dates for fall implementation have been identified for instructing students on the expectations and recognition system</p>	<p>All deadlines met, but exceeded the timeline and include documented efforts to develop a program.</p> <p>School psychologist met timelines within his/her control and demonstrated efforts to assist additional team members in meeting deadlines.</p> <p>A universal PBIS system was developed by the end of the school year containing the components outlined by the NJPBIS: Student and staff feedback system in place</p> <p>Recognition system in place that allows for multiple methods of recognition.</p> <p>Incentive system in place with branding.</p>	<p>Some deadlines are not met, but the process is started and includes documented efforts to develop a program.</p> <p>The documentation must include: 1) Completion of the “implement-action plan” with the person responsible for each task indicated. 2) The school psychologist’s attempts to meet timelines within his/her control.</p>	<p>Deadlines are not met and required documentation is not available or documentation does not contain the required components to earn a score of partial (2).</p>

**Approval of Student Growth Objective**

Administrator approves scoring plan and assessment used to measure student learning.

Teacher \_\_\_\_\_ Signature \_\_\_\_\_ Date Submitted \_\_\_\_\_  
 Evaluator \_\_\_\_\_ Signature \_\_\_\_\_ Date Approved \_\_\_\_\_

**Results of Student Growth Objective**

Summarize results using weighted average as appropriate. Delete and add columns and rows as needed.

Preparedness Group	% Students at Target Score	Teacher SGO Score	Weight (based on students per group)	Weighted Score	Total Teacher SGO Score

**Notes**

Describe any changes made to SGO after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc.

**Review SGO at Annual Conference**

Describe successes and challenges, lessons learned from SGO about teaching and student learning, and steps to improve SGOs for next year.

Teacher \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_  
 \_\_\_\_\_  
 Evaluator \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_  
 \_\_\_\_\_

## PBSIS Universal Intervention Meeting Agendas

Self Assessment and Need Identification: NOVEMBER-DECEMBER			
Action Steps	PBSIS Tools & Templates	Person Responsible	Completion Date
<ul style="list-style-type: none"> <li>• Administer parent surveys</li> </ul>	<ul style="list-style-type: none"> <li>• PBSIS Parent Survey (English, Spanish, French &amp; Haitian Creole are available)</li> </ul>		
<ul style="list-style-type: none"> <li>• Administer student surveys</li> </ul>	<ul style="list-style-type: none"> <li>• PBSIS Student Survey (English, Spanish, French &amp; Haitian Creole are available)</li> </ul>		
<ul style="list-style-type: none"> <li>• Administer staff surveys</li> </ul>	<ul style="list-style-type: none"> <li>• PBSIS Staff Survey</li> </ul>		
<ul style="list-style-type: none"> <li>• Complete the PBSIS <b>Assessment of Supervision Movement and Procedures Indicator Checklist</b> for each area of the building                             <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PBSIS Assessment of Supervision, Movement and Procedures Indicator Checklist</li> </ul>		
<ul style="list-style-type: none"> <li>• Complete the <b>PBSIS OCR Data Excel Template</b> for the 2011-2012 school year</li> <li>• Begin the <b>PBSIS OCR Data Excel Template</b> for the 2012-13 school year</li> <li>• Review for key data patterns:                             <ul style="list-style-type: none"> <li>○ Most common locations</li> <li>○ Most common infractions</li> <li>○ Months of the year with the highest infractions</li> <li>○ Infraction pattern difference between all students and students with IEPs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PBSIS OCR Data Excel Template</li> </ul>		
<ul style="list-style-type: none"> <li>• Each Universal team member completes the <b>Benchmarks of Quality Implementation Rating Tool</b></li> </ul>	<ul style="list-style-type: none"> <li>• Benchmarks of Quality</li> </ul>		

<ul style="list-style-type: none"> <li>• Organize key data into the <b>self assessment summary grid</b></li> <li>• Review all data to determine planning priorities: <ul style="list-style-type: none"> <li>o Climate and culture priorities</li> <li>o Behavior and infraction priorities</li> <li>o Location priorities</li> <li>o Strengths of the school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Self Assessment Summary Grid</li> </ul>		
<ul style="list-style-type: none"> <li>• Use the PBSIS parent newsletter template to organize a summary of the self assessment results for parents <ul style="list-style-type: none"> <li>•</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PBSIS Parent Newsletter</li> </ul>		
<ul style="list-style-type: none"> <li>• Develop a cohesive and constructive summary of the self assessment for students</li> </ul>	<ul style="list-style-type: none"> <li>• Examples: bulletin display in lobby or cafeteria, announcements, develop video segment – Colonia Middle School in Woodbridge has a great example</li> </ul>		
<ul style="list-style-type: none"> <li>• Use the <b>PBSIS Assessment Summary Template</b> to develop a cohesive and constructive summary of the self assessment for staff (e.g., presentation at staff meeting)</li> <li>• Include a small group discussion that engages staff in looking at talking about the data (e.g., gallery walk of graphs have small groups make a lists of strengths and needs)</li> </ul>	<ul style="list-style-type: none"> <li>• PBSIS assessment summary template</li> </ul>		
<p><b>Additional notes &amp; Items for the Next Meeting</b></p>			

## Define Your School's Behavior Expectation Framework: JANUARY FEBRUARY

Action Steps	PBSIS Tools & Templates	Person Responsible	Completion Date
<ul style="list-style-type: none"> <li>• Use your self assessment data to identify 3-5 school-wide expectations that frame social behavior and conduct at your school (e.g. be respectful, be responsible, be safe)</li> </ul>	<ul style="list-style-type: none"> <li>• PBSIS PowerPoint presentation: <i>Reframing Our Language</i></li> <li>• PBSIS poster templates</li> <li>• PBSIS Parent Newsletter template</li> </ul>		
<ul style="list-style-type: none"> <li>• Engage students and staff in activities to define the school-wide framework by key locations and routines                             <ul style="list-style-type: none"> <li>○ <b>Staff Feedback Option 1:</b> Use the PBSIS master list to generate a draft of the defined expectations and use the feedback form template to get feedback from staff</li> <li>○ <b>Staff Feedback Option 2:</b> In PLCs or faculty meeting engage staff in small group discussion to generate the list of defined expectations</li> <li>○ <b>Student Feedback Option 1:</b> In a central location (e.g., cafeteria) provide a suggestion box where students can offer suggestions of what behaviors they think are important</li> <li>○ <b>Student Feedback Option 2:</b> use the PBSIS lesson plan for engaging students in small group activities to define expectations</li> <li>○ <b>Student Feedback Option 3:</b> hold focus groups (that are representative of the student body) to get feedback on how to define the expectations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PBSIS guidelines for defining expectations</li> <li>• PBSIS master list of expectations defined by area</li> <li>• <b>Staff Feedback Option 2:</b> PBSIS Small Group Activity Script for Defining Expectations (Staff)</li> <li>• <b>Student Feedback Option 2 or 3:</b> PBSIS lesson plan for small group activities with students to get input into defining expectations</li> </ul>		
<ul style="list-style-type: none"> <li>• Offer students an opportunity to design the 'branding' of your school-wide framework                             <ul style="list-style-type: none"> <li>○ Motto contest</li> <li>○ Logo contest</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student motto and logo contest instruction samples and flyers from various schools on the website</li> </ul>		

<ul style="list-style-type: none"> <li>• Develop posters for each key location / routine that lists the explicit expected behaviors for that location / routine <ul style="list-style-type: none"> <li>o <b>Important:</b> follow the guidelines for how to make effective posters</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Poster templates and instructions</li> </ul>		
<ul style="list-style-type: none"> <li>• Begin to personalize the <b>NJPBSIS Implementation Manual</b> by filling in the section for your school's behavior expectations</li> </ul>	<ul style="list-style-type: none"> <li>• PBSIS Implementation Manual</li> </ul>		

**Additional notes & Items for the Next Meeting**

**Development of a School-wide Recognition System: MARCH- APRIL**

Action Steps	PBSIS Tools & Templates	Person Responsible	Completion Date
<ul style="list-style-type: none"> <li>• Generate an initial list of student and staff incentive ideas               <ul style="list-style-type: none"> <li>○ Survey students</li> <li>○ Survey staff</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PBSIS master incentive list</li> <li>• PBSIS student incentive survey</li> <li>• PBSIS staff incentive survey</li> <li>•</li> </ul>		
<ul style="list-style-type: none"> <li>• Develop a draft of an age appropriate recognition system for students that uses multiple methods of recognition</li> </ul>	<ul style="list-style-type: none"> <li>• See the recognition section in the PBSIS Implementation Manual template which includes:               <ul style="list-style-type: none"> <li>○ 1 page overall summary of the how the system will work</li> <li>○ Master suggestion list for staff for when to give out tickets</li> <li>○ Suggestions for staff for how to manage giving out tickets</li> </ul> </li> <li>• Positive student referral form</li> </ul>		
<ul style="list-style-type: none"> <li>• Develop a plan for how staff will be recognized               <ul style="list-style-type: none"> <li>○ Staff receive a prize when a student's ticket they gave out is pulled</li> <li>○ Staff specific raffles</li> <li>○ Staff Wall of Fame</li> <li>○ Staff 'shout outs'</li> <li>○ Celebration breakfasts or lunch</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PBSIS master incentive list includes ideas for staff incentives</li> </ul>		

<ul style="list-style-type: none"> <li>• Conduct a “<b>Staff Appreciation</b>” Day <ul style="list-style-type: none"> <li>o Students are given 1-3 Staff Appreciation or Staff Thank You tickets</li> <li>o During a designated day or week, students distribute the tickets to staff</li> <li>o At the conclusion schedule a follow up discussion (e.g., during PLCs or a staff meeting) to facilitate reflection on what receiving the ticket meant to staff <ul style="list-style-type: none"> <li>▪ Short presentation on the importance of our interactions with students and shaping positive behaviors</li> <li>▪ Reflection and discussion on how it felt to receive positive feedback from students</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PBSIS Teacher Appreciation ticket template and instructions for using</li> <li>• PBSIS PowerPoint presentation: <i>Constructing an Environment Rich in Quality Interactions</i></li> <li>• PBSIS Teacher Appreciation small group reflection guide</li> </ul>		
<ul style="list-style-type: none"> <li>• Solicit feedback from staff on the proposed recognition system <ul style="list-style-type: none"> <li>o Short presentation explaining the system</li> <li>o Copy of the written draft</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>• Solicit feedback from students on the proposed recognition system</li> </ul>	<ul style="list-style-type: none"> <li>• PBSIS student focus group invitation and facilitation guide</li> </ul>		
<ul style="list-style-type: none"> <li>• Plan for novelty: <ul style="list-style-type: none"> <li>o Changing up the incentive items available</li> <li>o Variations in using the system (e.g., March Madness or Pop Up drawings)</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>• Plan for parent outreach <ul style="list-style-type: none"> <li>o Communicating with parents when their child is recognized</li> <li>o Parent recognition opportunities</li> <li>o Giving parents tickets for home use</li> <li>o Having students receive a ticket for a parent behavior (e.g., returning a survey)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Parent note home templates</li> <li>• See ideas embedded in the respect, responsibility and homework routine newsletters</li> </ul>		

**Additional notes & Items for the Next Meeting**