



Anderson
High School
• Forest Hills School District •
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Ayer
Elementary School
• Forest Hills School District •
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Maddux
Elementary School
• Forest Hills School District •
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Mercer
Elementary School
• Forest Hills School District •
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Nagel
Middle School
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Sherwood
Elementary School
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Summit
Elementary School
• Forest Hills School District •
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Turpin
High School
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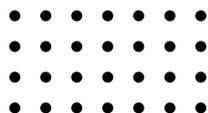
Wilson
Elementary School
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2024-2025

PBIS

***Evaluation
& Outcomes***

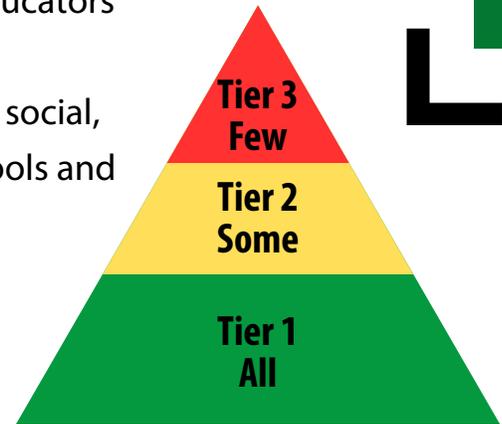
A comprehensive review of FHSD's implementation of PBIS priorities and resulting successes and outcomes for students.



What is PBIS?



Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional and mental health. PBIS is not a curriculum or program or one-day training. It is an ongoing commitment to supporting students, educators and families through systems change. When schools implement PBIS well, students experience improved social, behavioral, emotional and academic outcomes; schools and programs reduce their use of exclusionary discipline practices and improve their overall climate.



Tiered Framework

TIER 1
UNIVERSAL
SUPPORT
SYSTEMS

100% of Students

TIER 2
TARGETTING
SPECIFIC NEEDS

10-15% of Students

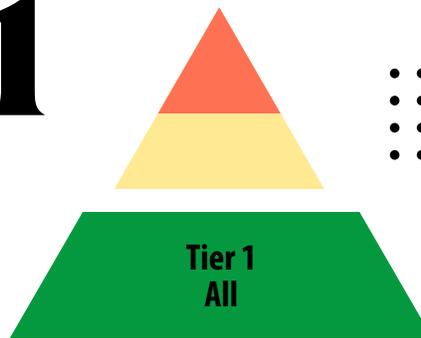
1:1

TIER 3
INTENSIVE AND
INDIVIDUALIZED
SUPPORT

1-5% of Students



Tier 1



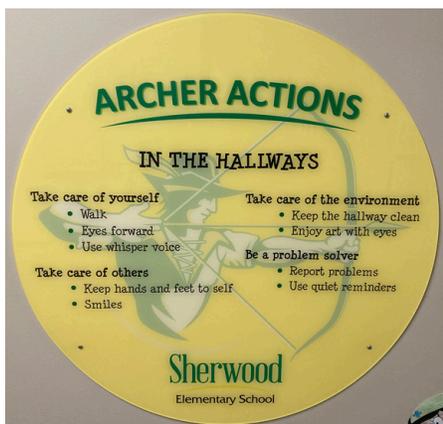
Support for Everyone: Students, Educators and Staff

The systems, data and practices of Tier 1 in the PBIS framework support all members of the educational community across all school settings. This approach establishes a foundation for positive and proactive support, something that is critical to a successful implementation of PBIS across the district.

Implementation and Execution

Tier 1 practices include defining positive school-wide expectations and prioritizing appropriate social, behavioral and emotional skills, explicitly teaching expectations and skills to set all students up for success, encouraging and acknowledging expected behavior, and responding to unwanted behavior in a respectful, instructional manner.

Specific examples of Tier 1 instruction in FHSD schools include teacher-directed lessons, widespread marketing efforts through posters, videos, flyers and more to educate students on shared values and expected behaviors, incentive-based programs that encourage positive behavior, and celebrations of student success regularly throughout the year.



All schools contain signs and posters that clearly identify the expected behaviors and actions.

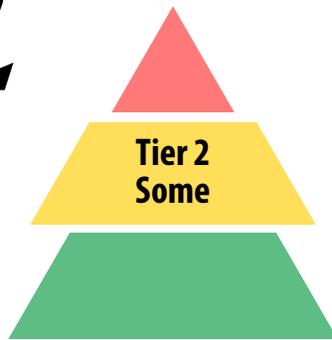


Nagel Middle School and many buildings in FHSD regularly recognize positive student behavior.



Students earn incentives for good behavior that can be exchanged for prizes or experiences.

Tier 2



Targeted Support to Address Specific Needs

Tier 2 of the PBIS framework adds an additional layer of systems, data and practices that target specific needs that are identified in individual school buildings. This approach is more focused than Tier 1 practices, but less intensive than Tier 3. Approximately 10-15% of students might be identified for Tier 2 support in a given school year.

Implementation and Execution

Tier 2 practices include providing additional small group instruction and practice for social, behavioral, emotional and academic skills, increasing adult support and supervision, providing additional opportunities for positive reinforcement, and increasing prompts or reminders.

These supports are implemented in part through small group instruction on social skills, emotional regulation and executive functioning skills with evidence-based curriculum and instructional materials. Additional examples of Tier 2 interventions include the staff-to-student Check & Connect mentoring program, the daily behavior feedback Check-In/Check-Out intervention, and small groups with school counselors to strengthen skills.



Students Receiving Tier 2 Support (Per-Building Averages)



31 Elementary Students

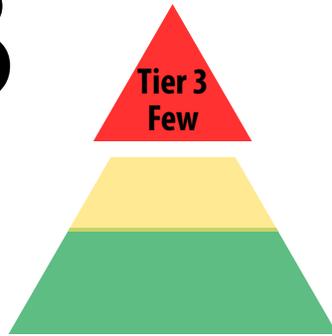


144 Middle School Students



99 High School Students

Tier 3



Intensive and Individualized Support

At most schools, there are 1-5% of students for whom Tier 1 and Tier 2 supports have not connected. At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies are designed to work for any student with an intensive need, whether they receive special education services or not.

Implementation and Execution

Tier 3 practices include engaging students, educators and families in functional behavioral assessments and behavioral intervention planning, coordinating support through wraparound services, and implementing individualized and comprehensive supports.

This comprehensive approach is implemented on an individual level for each student. FHSD educators work directly with families and other support professionals to develop an approach that best suits the student and his or her unique needs. By utilizing evidence-based practices, Tier 3 efforts are centered on addressing why a student behaves the way they do and identifying specific interventions that are most likely to be useful for an individual student.



**STUDENT, FAMILY
AND SCHOOL
WORKING
TOGETHER**



**ANALYZING
BEHAVIOR AND
EXPLORING
SOLUTIONS**

1:1

**WRAPAROUND
SERVICES AND
COMPREHENSIVE
SUPPORTS**

Why is PBIS Important?



PBIS is a framework for creating safe and positive schools, where every student can feel valued, connected to the school community and supported by caring adults. Research studies have shown that PBIS systems improve academic performance, improve school climate, reduce bullying behaviors, reduce office discipline referrals, decrease drug/alcohol use and reduce suspensions.



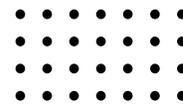
Good Behavior Supports Educational Goals

When a student demonstrates negative or disruptive behavior in a classroom, it has an impact on all students. Whether the action results in distracting classmates from their assignment, taking away time from a teacher's instruction to address the behavior or lost instructional time for a student who receives an office referral, the impact of repeated negative behaviors can add up quickly. Consider that a student who receives an office referral will miss, on average, 20 minutes of instruction and the administrator who responds to the incident will spend 25 minutes managing the referral.

PBIS sets easy-to-understand expectations for all students across FHSD, utilizes a variety of strategies to encourage students to follow those guidelines and celebrates students who set a positive example for their peers to follow.



Monitoring Outcomes



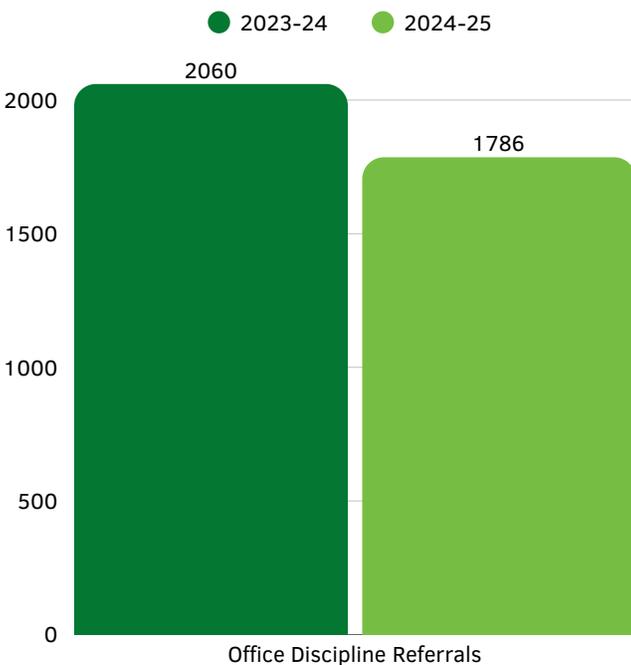
2024-25

*Compared to 2023-24 School Year

13% Decrease in Office Discipline Referrals

108 Recovered Hours of Instructional Time

135 Recovered Hours of Administrative Time



OUTPERFORMING BENCHMARKS



By utilizing the School-Wide Information System, buildings were able to collect and analyze data on Tier 2 student progress by tracking individual daily point data to determine when interventions were successful or required adjustment. The overall effectiveness of Tier 2 interventions reached 76%, surpassing the national PBIS Tier 2 benchmark of 70%.

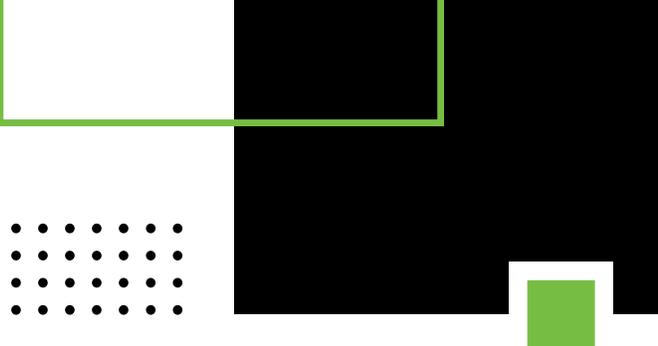
76%

Tier 2 Effectiveness at FHSD

70%

Tier 2 Effectiveness National Benchmark

Measuring Effectiveness



District Systems Fidelity Inventory

The District Systems Fidelity Inventory (DSFI) is a self-assessment completed by district leadership teams to evaluate how well PBIS systems are supported across schools at the Tier 1, 2 and 3 levels. The district's DSFI score improved from 59 to 68 out of 106 possible points, reflecting strengthened infrastructure, training and data systems for supporting PBIS implementation.

Tiered Fidelity Inventory

The Tiered Fidelity Inventory (TFI) is a building-level assessment completed by school PBIS teams to measure fidelity of implementation at Tiers 1, 2 and 3. All nine school buildings met or exceeded the PBIS benchmark of 70% for Tier 1 and Tier 2 implementation. While the district preschool—currently in its second year of PBIS implementation—has not yet reached the Tier 2 benchmark, several schools have already met the 70% standard for Tier 3.

PBIS Self-Assessment Survey

The PBIS Self-Assessment Survey (SAS) is a staff survey used to assess perceptions of PBIS implementation at the school-wide, classroom, Tier 2 and Tier 3 levels. All buildings reported SAS results well above 70% across classroom, Tier 1 and Tier 2 systems, indicating strong staff buy-in and consistent practices.

PBIS Walkthrough Interview and Observation Tool

The PBIS Walkthrough Interview and Observation Tool indicated that 90-100% of staff and students across the district learned and knew the school's behavioral expectations.

Commitment to PBIS



The crucial accomplishments and improvements that FHSD has experienced related to PBIS are a direct result of the active involvement of students and their families, teachers and staff members, and the broader community.

Building-Specific Approach with District Alignment

Each school in FHSD customizes their individual approach to PBIS to meet their unique needs and better represent their specific community. This method allows the PBIS framework to be utilized in the most effective way for a particular classroom or school. FHSD also has a district-wide PBIS team that includes representatives from each school. The District PBIS team meets monthly to define and guide consistent data-based practices across the district from preschool to high school.



Supported by the Forest Hills Foundation for Education

The Forest Hills Foundation for Education has generously provided funding and support to make it possible for all schools in FHSD to implement PBIS at the very highest level. The Foundation has provided grant funding directly to each school that has made it possible to provide tiered support that has had a positive impact on each and every student in the school district. This grant funding has greatly improved the overall quality of PBIS programming in FHSD and helps ensure students across each school are able to receive similar levels of support.





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Every Moment Matters