Connections: The Ohio Improvement Process (OIP) and Positive Behavioral Interventions and Supports (PBIS)

Stage of the OIP	Connections of OIP and PBIS	Role of the District Leadership Team (DLT) or Community School Leadership Team (CSLT) regarding PBIS	Role of the Building Leadership Team (BLT) regarding PBIS	Role of the Teacher Based Team (TBT) regarding PBIS	OIP Facilitator Guide (www.education.ohio.gov) OIP Resources (www.education.ohio.gov) OLAC On-Line Modules (www.ohioleadership.org)	Ohio PBIS Network Resources and Tools www.education.ohio.gov (search: PBIS) OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports www.pbis.org and www.pbisapps.org
0 Preparing for the Ohio Improvement Process	Stage 0 is a preparation phase in which the district/community school refines a vision, mission and policy to guide the creation of structures and resources needed to implement the Ohio Improvement Process and District-Wide or School-Wide PBIS.	The DLT or CSLT • Refines the vision, mission, and policy that include the enhancement of student learning and achievement within a climate of support. • Establish a district wide commitment to enhancing student learning within a climate that supports the student. • Establishes/recreates/refines the structures, norms, roles and responsibilities of the DLT/CSLT, BLT and TBTs (and within those structures the PBIS-focused goal workgroups and teams) as the framework for shared leadership, collaborative inquiry, and two-way communication whether the topic of discussion is academic support or positive behavior intervention and support. • Identifies available resources (people, time, money) to support academic and behavioral priorities. • Defines the role and responsibilities of the external and internal facilitators/coaches within the	The BLT • Reviews the district vision, mission, and policy regarding student learning and achievement within a climate of support. • Establish a building wide commitment to enhance student learning within a climate that supports the student. • Establishes/recreates/refines the structures, norms, roles and responsibilities of the BLT which are inclusive of the PBIS team function or contain representation from the PBIS team as a subgroup of the BLT. • Defines the role and responsibilities of the external and internal facilitators/coaches within the improvement process. • Identifies outcome and implementation data regarding academic improvement and school climate/behavior that will be used by the BLT for analysis and for monitoring fidelity and effectiveness.	The TBT • Reviews the district vision, mission, and policy regarding student learning and achievement within a climate of support. • Establishes/recreates/refines the structures, norms, roles and responsibilities of the TBT related to the implementation of academic and behavior supports at the student/classroom level.	*(The following components of the OIP Facilitator Guide, OIP Resources, and OLAC Modules describe an organization structure that coordinates academic and behavioral interventions and supports for all students.)* OIP Facilitator Guide • Collaborative Structures, p. 1 • DLT/CSLT, BLT and TBT Membership and Roles and Responsibilities, p.3 • OIP Orientation for DLT/CSLT or BLTs—Working Agenda, p.14 • Shared Leadership: Supporting Ongoing Two-Way Communication and Engagement, p.21 • Intentional Decision Making and Resource Management, p.25 OIP Resource 1. OIP Orientation Presentation 2. OIP Visual and Summary of Stages 4. Meeting Effectiveness Checklist 5. OIP Implementation Criteria and Rubric 13. Teacher Based Team Conditions and Next Steps Inventory 27. Facilitator Competencies Assessment OLAC On-Line Module—OIP Stage 0: Preparing for the Ohio Improvement Process (OIP) • OIP Orientation • Is Our System Designed to Support All Students? • The Role of the OIP Facilitator • DLT-CSLT-BLT-TBT Membership, Roles and Responsibilities • Collaborative Structures	Ohio PBIS Network Resources and Tools OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports • School Wide PBIS for Beginners • Evaluation Blueprint for SWPBS • SWPBS Implementer's Blueprint and Self-Assessment • Blueprint for SWPBS Training and Professional Development • PBIS Leadership Team Self-Assessment and Planning Tool

| | | | | | Shared Leadership | |
	improvement process. • Identifies outcome and implementation data regarding academic improvement and school climate/behavior that will be used by the DLT/CSLT and BLTs for analysis and for monitoring fidelity and effectiveness. • Establishes/refines a communication system between the leadership teams and other stakeholders.	• Establishes/refines a communication system between the BLT, school work teams/subcommittees, the TBTs, and other stakeholders.			• Intentional Data Decision-Making • Resource Management	
1 Identifying Critical Needs	Stage 1 is an investigational phase in which the DLT/CSLT uses data to determine the critical needs and probable causes for the district. The BLT determines the critical needs and probable causes for the building. This process is critical in laying the groundwork for inclusion of positive behavioral interventions and supports, as well as academic supports, in the focused plan at the district and building levels.	The DLT/CSLT • Gathers and analyzes district level data (i.e.: perception data, including surveys, demographic data, such as mobility, attendance, and discipline, program, process and procedure data.) on current academic and behavioral practices that reflect the culture of the district. • Sets priorities for academics and conditions/expectations for the district. • Reviews current and needed professional development for the district.	The BLT • Gathers and analyzes building level data (i.e.: perception data, including surveys, demographic data, such as mobility, attendance, and discipline, program, process and procedure data.) on current academic and behavioral practices that reflect the culture of the building. • Sets priorities for academics and conditions/expectations for the building. • Reviews current and needed professional development for the building.	The TBT • Reviews of the Summary of district and building level data to inform their work. • Identifies preliminary areas of professional development that might be necessary to address needed competencies and skills of team members related to academic or behavioral support.	*(The following parts of the OIP Facilitator Guide, OIP Resources, and OLAC Modules describe using multiple sources of data to determine needs, including those related to behavior and school climate/environment.)* OIP Facilitator Guide • Understanding the Structure and Requirements of the DF/BDF—Working Agenda, p.28 • Collecting, Organizing and Summarizing Data, p. 31 • Completing the DF/BDF to Identify and Affirm Critical Focus Areas—Working Agenda, p.38 OIP Resource 3. DF/BDF Flowchart and DF/BDF Tabs 4. Meeting Effectiveness Checklist 5. OIP Implementation Criteria and Rubric 6. Data Source Identification 7. DF/BDF Essential & Expanded Questions 19. Assessment Definitions and Inventory Template	Ohio PBIS Network Resources and Tools OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports • School-wide Evaluation Tool (SET) • Early Childhood System-wide Evaluation Tool (EC SET-PW) • Self Assessment Survey (SAS) • Benchmarks for Quality (BoQ) • Early Childhood Benchmarks of Quality (ECBoQ) • School Safety Survey (SSS) • Early Childhood Self-Assessment Survey • School-Wide Information System (SWIS)
2 Developing a Focused Plan	Stage 2 involves creating a focused plan based on data priorities from Stage 1, which may be both academic and	The DLT/CSLT • Uses the priorities established in Stage 1 to create a focused plan for the district with the following: ○ SMART goals for the district that address	The BLT • Uses the focused plan established by the DLT for the district and the priorities established in Stage 1 to create a focused plan for the building with the following:	The TBT • Reviews the building level plan regarding academic and climate/condition goals and strategies with the principal and the BLT to plan for implementation and	*(The following part s of the OIP Facilitator Guide, OIP Resources, and OLAC Modules describe the process of creating a focused plan for the district and building incorporating goals and strategies related to academic achievement and improved climate and conditions.)* OIP Facilitator Guide • Creating SMART Goals, p.42 • Developing Evidence-Based or Research-Based District	Ohio PBIS Network Resources and Tools OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports • School-wide

		The DLT/CSLT	The BLT	The TBT		
	behavioral. The DLT/CSLT creates SMART goals for student performance in academic and behavioral areas, specifically for closing gaps between current student performance and preferred performance. The BLTs further define the plan for the buildings, identifying specific actions and tasks that involve both academic and behavioral areas.	student performance and expectations and conditions for behavior and the environment; o Evidence-based strategies for supporting learning and behavior for the district; o Adult Implementation and Student Performance Indicators o Actions, tasks and timelines for the district for both academic and behavior support to the buildings. • May use goal work groups to develop and monitor the specific components of some goals and strategies. For example, individuals experienced in PBIS might focus on a goal regarding school climate. • Communicates the plan to all BLTs and other stakeholders.	o SMART goals and evidence-based strategies articulated by the district; o Adult Implementation and Student Performance indicators o Actions, tasks and timelines for the building for both academic and behavior support to the teacher based teams. • May use goal work groups to develop and monitor the specific components of some goals and strategies. For example, an established building behavior team might focus on a goal regarding school climate. • Communicates the plan to all staff in the building and other stakeholders.	monitoring at the TBT level.	Strategies and Indicators, p.48 • Producing Evidence-Based or Research-Based Actions for District and Buildings and Aligning Resources, p.54 • Tasking the District Plan and Aligned School Plans, p.62 • Reviewing, Revising, and Adopting the Plan, p.63 OIP Resource 5. OIP Implementation Criteria and Rubric 7. DF/BDF Essential & Expanded Questions 8. Grain Size and Definitions of Goal, Strategy, Action Steps, Tasks and Indicators 9. Focused Plan Descriptors Checklist 10. Focused Plan Templates 11. Task Implementation Template 12. Implementation Effectiveness Survey: Conditions to Support Successful Collaborative Teams 13. Teacher Based Team Conditions and Next Steps Inventory 17. High Quality Professional Development (HQPD) Checklist 18. PD Alignment Template OLAC On-Line Module—OIP Stage 2: Developing a Focused Action Plan • Becoming a Learning Organization • Critical Understanding for Focused Planning • Weeding the Garden • Parts of a Focused Plan • Creating the Plan • Creating District SMART Goals • Creating Evidence-Based Strategies and Indicators • Developing Action Steps and Tasks • Planning for Effective Implementation • Monitoring the Plan • Communicating the Plan to All Stakeholders • Reviewing, Revising and Adopting the Plan	Information System (SWIS) • PBS Leadership Team Self-Assessment and Planning Tool • School-wide Positive Behavior Support: Annual Outcomes—SWPBS Team Monthly Planning Guide • Behavior Support Team Planning Template
3 Implementing and Monitoring the Focused Plan	In Stage 3, the DLT/CSLT and BLTs systematically and systemically implement the focused plan, including strategies and actions identified in Stage 2. The DLT/CSLT and BLTs create an ongoing monitoring system to gauge the	The DLT/CSLT • Establishes and maintains a culture of inquiry through collaborative structures by supporting the work of the BLTs and TBTs. • Aligns HQPD across the district to address specific areas identified in the district plan regarding academic areas and climate/conditions. • Designates a district-wide balanced assessment system for identified academic and behavior goals and strategies to monitor student performance indicators. • Uses the 5-Step Process to regularly	The BLT • Establishes and maintains a culture of inquiry through collaborative structures by supporting the work of the TBTs. • Aligns building specific HQPD to address areas identified in the building plan regarding academic areas and climate/conditions. • Implements the designated balanced assessment system in the building and further identifies academic and behavioral data that will be used by the building to monitor implementation and student	The TBT • Incorporates academic and behavioral guidance and feedback from the BLT into TBT process. • Uses the 5-Step Process regularly to: o Collect and chart data regarding agreed upon student measures related to academics and behavior. o Analyze the data looking for strengths/obstacles and patterns/trends including the interaction of	*(The following parts of the OIP Facilitator Guide, OIP Resources, and OIP Modules describe the roles of the DLT, BLTs and TBTs in implementing the focused plan. The components of this stage apply to both academic and behavioral/school climate areas identified in Stage 1 and 2.)* OIP Facilitator Guide • Implementing the Plan Systematically and Systemically, p.66 • Maintaining a Culture of Inquiry Through Collaborative Structures and Processes, p.68 • Aligning HQPD Across District and Building Plans to Achieve Results, p.71 • Applying a Balanced Assessment System for Monitoring Student Performance Indicators, p. 75 • Monitoring and Analyzing Changes in Student Performance and Adult Implementation to Make Midcourse Corrections and Report Plan Progress, p. 79 • Designing an Intentional Monitoring System, p. 79	Ohio PBIS Network Resources and Tools OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports • Team Implementation Checklist (TIC) • Conducting a Team Meeting Template • Classroom Checklists, Effective Classroom Plan, Environmental Inventory Checklist • Classroom Management Self-Assessment • Family Engagement

		The DLT/CSLT	The BLT	The TBT		

	degree of implementation of academic and behavioral supports and their effects on adult practice and student performance.	monitor student performance and adult implementation in the areas of academic and behavior supports to gauge success across all buildings, to identify trends and patterns across the buildings, and to inform midcourse corrections. If a separate behavior team exists they use the same 5-Step process and report results to the full DLT.
		• Provides clear, honest and timely feedback to BLTs about how to improve student performance and teacher practice, and to generalize successes across the district.
		• Provides adequate resources and supports to BLTs and TBTs so that they can fully implement both academic and behavioral components of the plan.
			performance.
			• Uses the 5-Step Process to regularly monitor student performance and adult implementation in the areas of academic and behavior supports to gauge success of building efforts, identify trends and patterns across classes, and to inform midcourse corrections. If a separate behavior team is part of the BLT, they use the same 5-Step process and report results to the full BLT.
			• Provides clear, honest and timely feedback to TBTs regarding their data, how to improve student performance and teacher practice, and to generalize successes across classes.
			• Provides adequate resources and supports to TBTs so that they can fully implement both academic and behavioral components of the plan.
			• Provides feedback to the DLT regarding the analysis of the building's actions and results and recommendations for additional supports and resources that might be necessary for improved outcomes.
				academic and behavior measures.
				  o Establish shared expectations for implementation of specific academic or behavior strategies, supports and actions across the team's classrooms.
				  o Implement the changes agreed upon consistently across the team's classrooms.
				  o Collect, chart and analyze post data to see if the agreed upon academic or behavioral, strategies, supports and actions were implemented with fidelity and were effective.
				• Provide feedback to the BLT regarding the analysis of the team's actions and results and recommendations for additional supports and resources that might be necessary for improved outcomes.
					• Making Midcourse Corrections and Reporting Plan Progress, p.87
					• Generalizing Successes Across the District so Lessons Learned Become Systemic, p. 90
					
					OIP Resource
					4. Meeting Effectiveness Checklist
					5. OIP Implementation Criteria and Rubric
					10. Focused Plan Templates
					11. Task Implementation Template
					12. Implementation Effectiveness Survey: Conditions to Support Successful Collaborative Teams
					13. Teacher Based Team Conditions and Next Steps Inventory
					14. TBT 5-Step Process Visual
					15. TBT 5-Step Process Implementation Checklist
					16. TBT 5-Step Process Rubric for Self-Assessment and Monitoring
					17. High Quality Professional Development (HQPD) Checklist
					18. PD Alignment Template
					19. Assessment Definitions and Inventory Template
					20. Sample Protocols to Support the OIP
					21. 5-Step Process Meeting Agenda and Minutes Template
					22. Coaching TBTs: Prompts and Log
					23. Progress Monitoring and Evaluation Model and Descriptors
					24. Monitoring System Components and Methods to Monitor Student Performance and Adult Implementation
					25. Recording and Reporting Monitoring Data Templates
					
					OLAC On-Line Module—OIP Stage 3: Implementing and Monitoring
					• Implementing, Supporting and Monitoring the OIP: The DLT/CSLT, BLT and TBT Perspectives
					• Superintendent and Principal as Instructional Leaders
					• Curriculum Alignment
					• Effective Instructional Practices
					• Student Performance Indicators
					• Adult Implementation Indicators
					• HQPD Across the District and Buildings
						Checklist
						• Benchmarks for Advanced Tiers (BAT)
						• Monitoring Advanced Tiers Tool (MATT)
						• Check-In Check-Out (CICO-SWIS)
						• Tier II Self-Assessment and Action Plan
						• Bully Prevention in Positive Behavior Support
						• Functional Assessment Checklist for Teachers and Staff
						• Functional Behavior Support Plan
						• Team Initiated Problem Solving (TIPS)

4 Evaluating the Improvement Process	In Stage 4 the DLT/CSLT and BLTs evaluate the improvement process. Stage 4 provides an opportunity for the district and buildings to confirm or challenge their theory of action regarding both academic and behavioral	The DLT/CSLT • Evaluates the impact and effectiveness of the academic and climate/conditions strategies and actions across the district using monitoring evidence from Stage 3 • Reports the results of the district evaluation to all BLTs and other stakeholders. • Revises the district plan to reflect the evaluation results. • Refines the monitoring approach for district goals, strategies, and actions based on the evaluation results.	The BLT • Evaluates the impact and effectiveness of the academic and climate/conditions strategies and actions in the building using monitoring evidence from Stage 3. • Reports results of the building evaluation to the DLT, the TBTs, and other stakeholders. • Revises the building plan actions and measures to reflect the evaluation results. • Refines the monitoring approach for goals, strategies, and actions based	The TBT • Review building evaluation results and the revisions to the plan for the following year. • Plan next steps for the TBT.	*(The following parts of the Guide and Modules describe a process of evaluating the improvement process and the degree to which identified goals were achieved. Academic and behavioral/school climate components are part of the evaluation process.)* OIP Facilitator Guide • Evaluating the Impact of the Plan and Process, p.91 • Annual Evaluation of Impact and Plan Process, p.97 • Reporting Evaluation Results, p.101 • Revising the Plan: Completing the DF/BDF, p.109 • Revising the Plan: Goals, Goal Targets, Strategies, Indicators, and Actions, p.110 • Refining the Monitoring Approach, p.114 OIP Resource 5. OIP Implementation Criteria and Rubric 6. Data Source Identification	Ohio PBIS Network Resources and Tools OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports • Evaluation Blueprint for SWPBS • School-wide Evaluation Tool (SET) • Early Childhood System-wide Evaluation Tool (EC SET-PW) • School-wide

| | | supports and make informed decisions about improvements to the plan. | • Communicates the revisions of the district plan to all BLTs and other stakeholders. | on district feedback and building evaluation results.
• Communicates the revisions of the district and building plan to the DLT, all TBTs, other building staff and stakeholders. | | 7. DF/BDF Essential & Expanded Questions
10. Focused Plan Templates
11. Task Implementation Template
12. Implementation Effectiveness Survey: Conditions to Support Successful Collaborative Teams
15. TBT 5-Step Process Implementation Checklist
16. TBT 5-Step Process Rubric for Self-Assessment and Monitoring
17. High Quality Professional Development Checklist
18. PD Alignment Template
23. Progress Monitoring and Evaluation Model and Descriptors
24. Monitoring System Components and Methods to Monitor Student Performance and Adult Implementation
25. Recording and Reporting Monitoring Data Templates
26. Directions for Answering the 6 IMM Evaluation Questions and Evaluation Report Template
27. Facilitator Competencies Assessment

OLAC On-Line Module—OIP Stage 4: Evaluating the Improvement Process
• Monitoring and Evaluation: The Ohio Improvement Process
• Evaluate Impact of Plan and Process
• Modify Instructional Practice and Revise Plan
• Report Plan Progress | Information System (SWIS)
• Self-Assessment Survey (SAS) |