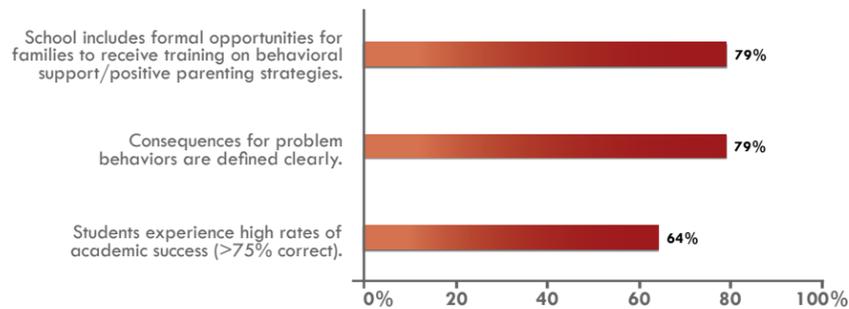


# Priorities for PBIS

## Fond du Lac priorities for PBIS

Fond du Lac High School faculty and staff see setting and reinforcing clear and consistent expectations as an overall priority for the school. Specific priorities in the following settings include:



This information was collected from 158 staff members in November 2012 using the PBIS Self-Assessment Survey for annual assessment of effective behavior support systems in the school.

## District priorities for PBIS

With the support of resources from various local, state and federal sources, the Fond du Lac School District has implemented PBIS in all schools in the District over the past five years. During that time, all schools have attained fidelity at the tier one (universal) level, using the School Evaluation Tool (SET). Currently, a District priority is to move all schools to fidelity at tier two (targeted interventions) level. PBIS is an important part of the bridge to learning and achievement in the Fond du Lac School District.

For more information on PBIS or the information in this profile, please contact:

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 Fond du Lac School District  
 920-906-6548  
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# Fond du Lac HIGH SCHOOL

a snapshot of academics, behavior and climate

## Fond du Lac High School Principal's Update

Our roadmap to increase instruction time at Fond du Lac High School is on track because of Positive Behavior Interventions and Supports. Here are some highlights that show results from our PBIS participation.

**Fewer Discipline referrals.** This year over 6,000 student instructional hours were gained because of less discipline referrals.

**Increased Graduation Rate.** In 2009, our graduation rate went from 84% to 87%. In 2010, graduation rate went from 87% to 89.9%; in 2011 it was 92%; and in 2012 it was 92.3%.

**Increased Attendance Rate.** As of December 2010, our attendance rate moved from 93.7% to 94.4%. It has remained around 94% through the 2012-13 school year.

As referrals for discipline go down, attendance goes up. This simply means students spend more time in the classroom and less time in the office.

Some of our PBIS goal(s) for the 2013/14 school year are:

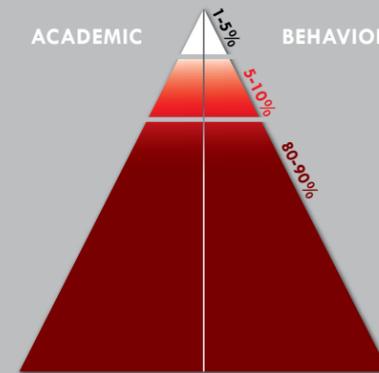
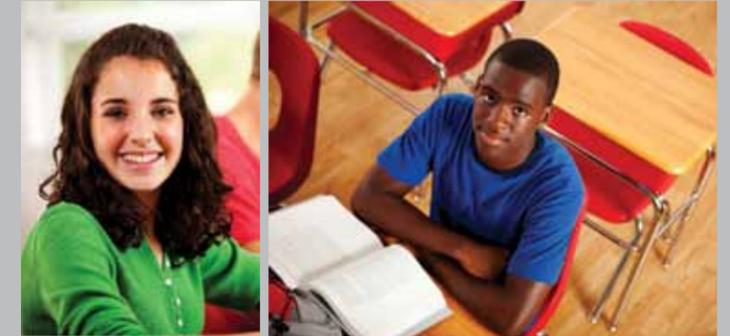
- Re-teach our behavior expectations to all new and returning students.
- Decrease disrespect in the classroom by having all teachers review their classroom behavior matrixes and reteach these expectations.
- Increase teacher/staff participation in the acknowledgement plan.
- Continue to develop Tier 2 interventions that will provide additional positive support for students needing this.
- Develop school-wide celebrations.

The staff and students are proud to be selected as a 2013 School of Merit by Wisconsin PBIS Network.

The Fond du Lac Cardinals are committed to achieving a respectful, responsible, and safe climate that fosters academic success. The following data reflect our progress.

## Response To Instruction (RTI)

Response to Instruction is a way to look at the connection between academic and behavioral expectations and performance. **Research shows that teaching expected behavior in the same way as academics decreases discipline problems.**



This is how we do it...

- Identify the expectations (Be Respectful, Be Responsible, Be Safe, Be On Time)
- Teach, model, and re-teach what the behavior looks like for each expectation
- Acknowledge progress, instead of focusing on mistakes

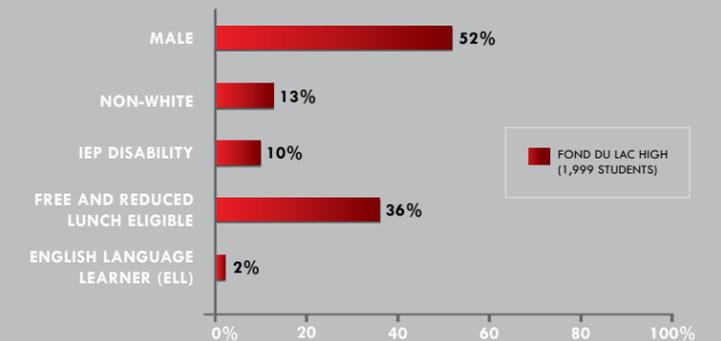
Having fewer discipline incidents within a school leads to greater academic success for its students. **Positive Behavior Interventions and Supports (PBIS)** is a proactive, school-wide behavior framework. School-wide data are collected and used to make decisions based on the expectations. The benefit of this framework is that there are consistent and supportive procedures to help all students reach behavioral expectation goals. By reducing the amount of classroom time spent on discipline, more time is devoted to instruction, which results in greater academic achievement.

## The Facts:

Fond du Lac High School serves ninth through twelfth grades. Specific learning programs offered include:

- Emotional/Behavioral Disability Special Education
- Cognitive Disability Special Education
- Learning Disability Special Education
- Speech and Language Special Education
- Alternative Education
- English Language Learner Designation

Fond du Lac High School has a diverse student population and strives to acknowledge and embrace what makes each child unique.



This information was taken from Wisconsin Department of Public Instruction (DPI) website and Fond du Lac School District data sources.



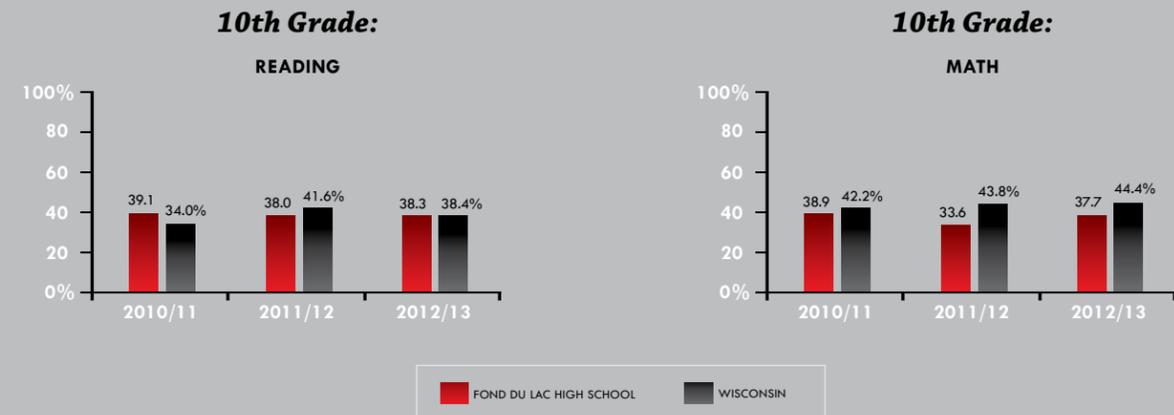
**Our Mission:** Using PBIS systems, Fond du Lac High School maintains a positive school culture and learning environment that promotes respect, responsibility, safety and being on time.

# Academics

WKCE Advanced/Proficient Rates

There are new performance standards (cut scores) for the Wisconsin Knowledge and Concepts Exam (WKCE) in reading and math. This does not reflect a change in the abilities of students and teachers. It only reflects the higher standards and goals we have for our students and schools. The higher cut scores are based on the National Assessment of Educational Progress (NAEP) cut scores. This scoring system will transition to the more rigorous Smarter Balanced assessments that will be introduced in the 2014-15 school year.

WKCE

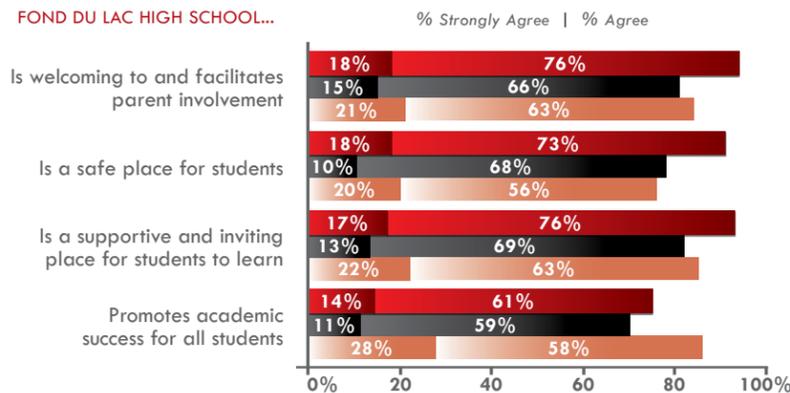


# Climate

Staff, parents and 9th grade students were asked questions about school climate from January through April 2013. A total of 167 staff, 367 parents and 389 ninth grade students completed the surveys.

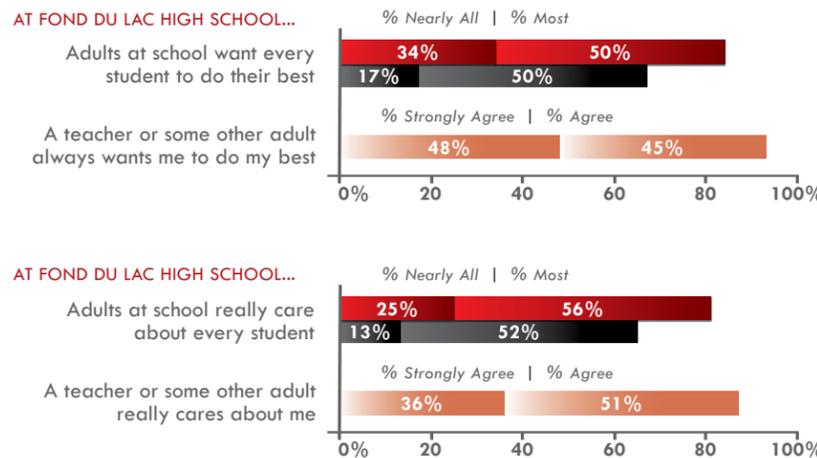
## School Environment

Each question had four response choices, from strongly agree to strongly disagree. The percentage of staff and parents reporting strong agreement and agreement is listed here.



## Adult Involvement at School

For staff and parents there were five response choices for each question, from nearly all to almost none. For students there were four response choices, from strongly agree to strongly disagree. The percentage of staff and parents reporting nearly all and most and students reporting strong agreement and agreement is shown here.

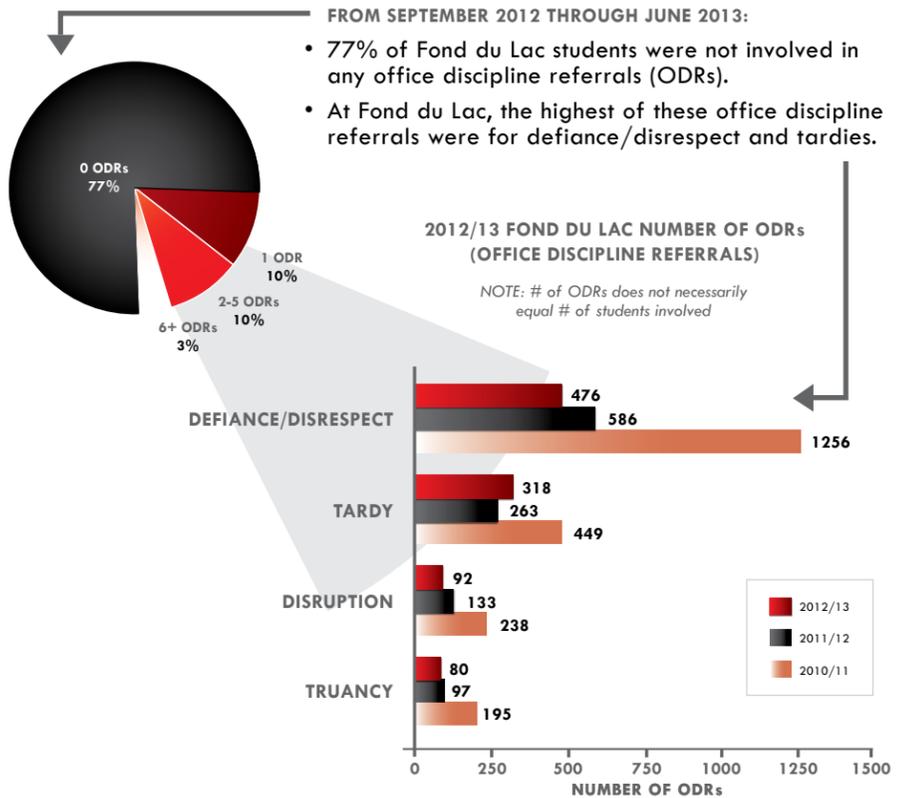


# Behavior

Fond du Lac High School is committed to the Positive Behavior Interventions and Supports (PBIS) process, which is used to enhance positive student behaviors, prevent discipline problems, and practice and learn the behavioral expectations of the school.

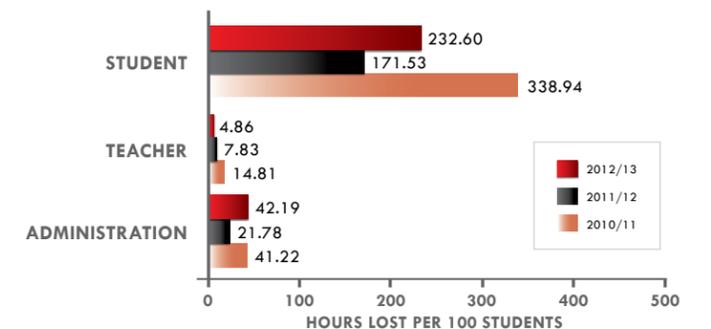
- Fond du Lac School-Wide Behavioral Expectations**
- Be Respectful
  - Be Responsible
  - Be Safe
  - Be On Time

Within PBIS, discipline problems are divided into two groups: minor events that are dealt with at the classroom level by the teacher, and major events that are dealt with at the administration level by the principal, which are called office discipline referrals (ODRs).



## Time Lost to Discipline

Each time a student is sent to the office, that student is missing valuable instructional time. In addition, there is teacher time and administrator time lost. In 2012/13, forty-seven and one-half days of student time (at six hours per day) were lost per 100 students. Periodically in PBIS implementation, an increase in student discipline can occur as expectations are systematically and consistently addressed throughout the school. In Year 4, a new tardy recording system was implemented for greater accuracy.



These figures are based on a cost benefit analysis formula rigorously developed by Barrett and Swindell, 2002 and accepted by the developers of PBIS.