ESD Consultation for School-Wide PBS Implementation
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Introduction
The mission of the Super-Duper Education Service District (SDESD) is to provide consultative and support services to county school districts in order to improve their abilities to meet the educational needs of students. The SDESD focuses on those services which can be most efficiently provided on a regional, cooperative basis rather than through the efforts of its 4 component school districts. The following plan is an effort by the SDESD to provide consultative and support services to XX Elementary School on one of its school improvement goals.

School Characteristics
XX Elementary School is a Kindergarten through second grade school with a population of approximately 360 students. Of the current enrollment, 75% of the students qualify for free or reduced lunch, and the mobility rate is 13.5%. XX Elementary School has a diverse student body: 48% of the students are Latino, 39% are Caucasian, 11% are Native American, and 4% are from other ethnic backgrounds. XX serves 9% of its students in the Special Education Program, 5% in the Gifted and Talented Program, and 10% of the population in the English as a Second Language program. The school houses INSPIRE, a K-2 behavior modification classroom, as well as an Early Childhood Special Education Classroom within its building. All certified and classified staff are highly qualified as defined by the No Child Left Behind Act.

Due to a fairly recent reconfiguration of the elementary schools in Madras, the XX Elementary School staff and student population have changed dramatically over the last several years. At the beginning of the 2008-2009 school year, 10 of the 15 classroom teachers (67%) were new to XX Elementary, and approximately 275 (76%) of the students were new to the building. Every school year, approximately 35% of the students are new to the school as kindergarten students. Last year, the very high PBS training occurred in spite of the high staff and student turnover.

Needs Assessment and School Improvement Goal
XX Elementary conducted a comprehensive needs assessment by administering parent surveys, student surveys, and staff surveys. Significant concerns were generated in 2 areas: 1) Curriculum and instruction—the need for a new curriculum and adopted intervention programs in math, and 2) School Context and Organization—lack of training and consistency in the implementation of current PBS programs and a lack of information to parents about PBS was noted. For School Context and Organization, XX Elementary generated the following school improvement goal: “By the end of the 2010-2011 school year, office referrals will decrease 50% as measured by recorded spring 2010 office referrals” (Luselli et al., 2005) and stated in the issue of PBS News, Volume III, Issue 1. The SDESD has confirmed that PBS is the primary target for staff development next year. They feel an intensive PBS staff training plan will best address the needs assessment findings and the school improvement goal of reducing office discipline data (Taylor-Greene et al., 1997).

Pre-service
PEC overview
• Review needs assessment
• Review SET (Sugai et al., 2001) results from last spring
• Review 3 B’s (rules matrix)
• Review lesson plans & opening day training
• Review recognition & reinforcement delivery system
• Review secondary rewards system

SEPTEMBER
• Opening Day: teach 3 B’s for common areas to all students
• PBS team meeting: review ODR form, complete “EBB Team Implementation Checklists (Monthly)” (PBS Surveys, 2006)
• Implement new common consequences guidelines

FEBRUARY
• Mid-year all-staff training on late start (Wednesday)
• PBS team meeting: review ODR data, focus area, celebrate!
• Complete staff meeting 1: focus area training

OCTOBER
• PBS team training at ESD: complete “EBB Team Implementation Checklist (Quarterly)” (PBS Surveys, 2006)

JUNE
• PBS year-end training at ESD: complete “EBB Team Implementation Checklist (Monthly)” (PBS Surveys, 2006)

Projected Outcomes
➢ Number of office referrals will go down (Luselli et al., 2005; Taylor-Greene et al., 1997).
➢ Academic performance will improve as a result of less time spent on discipline behavior, and more time spent on teaching and learning (Algozzine et al., Vol III, Issue 1; Luselli et al., 2005).
➢ Student satisfaction will improve due to familiarity with the program and improved consistency of implementation, etc. (Taylor-Greene et al., 1997).