



Promoting Positive School Climate Scope and Sequence School-Level

This document provides Promoting Positive School Climate partners with the scope and sequence of professional development at the school level for the three years of participation.

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Total Days of Training			
Target Audience	Year 1	Year 2	Year 3
School Leadership Team	4	4	4
Select Teaching Staff	2	0	0
Coaches	1 (5 total)	3 (7 total)	4 (8 total)

Year 1		
Timeline	Topic	Audience
January	Tier 1 School-wide PBIS Day 1	School Leadership Team
January	Coaching Support Session for Tier 1 School-wide PBIS; schedule after day 1 and before day 2	School-level Coaches
February	Tier 1 School-wide PBIS Day 2	School Leadership Team
March	Tier 1 School-wide PBIS Day 3	School Leadership Team
April	Swift at SWIS	School SWIS Users
April/May	Tier 1 Classroom PBIS	Principal, Teachers representing each grade level

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Year 2

Timeline	Topic	Audience
September	Coaching Support Session for Tier 2 Behavior System	School-Level Coaches
October	Tier 2 Behavior System	School Leadership Team
December	Coaching Support Session for Winter Data Review	School-level Coaches
January	Winter Data Review	School Leadership Team
March	Tier 2 Behavior System Check-In, Check-Out	School Leadership Team
May	Coaching Support Session for Spring Data Review	School-level Coaches
June	Spring Data Review	School Leadership Team

Year 3

Timeline	Topic	Audience
September	Coaching Support Session for Tier 3 Behavior System	School-level Coaches
September	Tier 3 Behavior System	School Leadership Team
November	Coaching Support Session for Fall Data Review	School-level Coaches
November	Fall Data Review	School Leadership Team
March	Coaching Support Session for Winter Data Review	School-level Coaches
March	Winter Data Review	School Leadership Team
May/June	Coaching Support Session for Spring Data Review	School-level Coaches
May/June	Spring Data Review	School Leadership Team

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MIBLSI periodically reviews and revises the scope and sequence and professional development materials in order to ensure the highest quality training and supports. This will result in durable, sustainable implementation of School-wide PBIS with fidelity that will lead to improved student outcomes. In the event of proposed changes, partners can expect communication regarding why and strategic planning to support transitions.

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