PBIS/SWIS Question

What is the connection between PLCs and PBIS?

To ensure that all students achieve success, Sweetwater School District Number One has committed to steadfastly focusing on PLC and PBIS implementation with fidelity. Superintendent McGovern’s back-to-school welcome letter expressed not only a dedication to PLCs and PBIS but the rationale behind the district’s commitment.

This year marks the first year of implementing the District Strategic Plan. As you may recall, this five-year plan was the product of an extensive year-long process with input provided from many stakeholders. Here are the outcomes for the Plan:

**Sweetwater County School District #1 will create and foster academic success through partnerships with its schools, community and families.**

* Increase student and family awareness of educational and career opportunities in Sweetwater County and beyond.
* Instill and reinforce employability skills and a drive for learning.
* Recognize and celebrate student, family, community and employee contributions.

**Sweetwater County School District #1 will nurture a positive learning climate and culture.**

* Promote positive behaviors and relationships among students, staff, families and the community.
* Ensure schools are safe and secure.
* Proactively support physical, mental and emotional health.

As we implement Year One of the Plan, we will focus on Professional Learning Communities (PLCs) and Positive Behavioral Intervention and Supports (PBIS).  *Together, PLCs and PBIS provide training and supports for school and department teams to become highly effective and create an environment in which staff and students alike can succeed both academically and behaviorally.*

The PLC framework flows from the assumption that the core mission of schools is not to simply ensure that students are taught but to ensure that they learn. As educators we know that I

1. Effective BEHAVIOR support improves academic outcomes
2. Effective INSTRUCTION improves classroom social behavior
3. Equity in education requires BOTH effective behavior support and effective instruction

## Ensuring that all students learn **requires** that we intertwine PLCs, PBIS, AMP, RTI, & MTSS… Student’s academic skills cannot be examined in isolation from their behavior nor can their behavior be examined in isolation from their academics. When we apply Maslow's Hierarchy of Needs,

## physiological needs

## safety and security

## love and belonging

## self-esteem

## self-actualization

## we acknowledge that students have concerns that take precedence over learning and achievement. It is essential that PLC/AMP/MTSS/IEP teams attend to the whole child.

Charlie Coleman the principal of Cowichan Secondary School in Duncan, British Columbia, posted the article below on the blog [ALL Things PLC](http://www.allthingsplc.info/blog/view/206/both-sides-of-the-pyramid-behavior-and-academics). I have shortened his post and recommend that you read it in its entirety.

“It’s hard to do the collaborative work of a professional learning community if your school is struggling with student behavior and school climate issues.”

Behavior and academic success are inextricably linked. Students struggling academically often act out with negative behavior. Students with behavioral challenges often struggle with academic success. The challenge for educators is in finding a way to address academics and behavior. Both are important.

By combining the proven practice and structure of the PLC at Work™ process with the research-based concepts of Positive Behavioral Interventions and Support (PBIS), school teams can create the systems and interventions required to improve student behavior and learning simultaneously.

The PLC structures that support this work include:

* Collaborative teams
* Collective inquiry
* Data-driven dialogue
* Targeted, results-oriented interventions

The PBIS practices that support this work include:

* Creating a schoolwide behavior matrix
* Collaborating on values, priorities, and essential outcomes
* Targeting instruction based on evidence or data
* Generating a tiered approach to intervention

Creating a school climate that is conducive to a collaborative focus on student learning is important work…creating a pyramid of interventions that addresses both behavior and academics is critical for school improvement.