DISTRICT-WIDE PBIS

Designing Sustainable Systems for Fidelity and Impact
Introductions

Dr. Kelsey Morris
Asst. Research Professor
Co-Director, MU Center for School-wide PBS
MorrisKels@missouri.edu

Dr. Trisha Guffey
Senior Research Associate
GuffeyT@missouri.edu

Dr. Lisa Powers
Senior Research Associate
PowersL@missouri.edu
Context

- Turnover leads to implementation failure
  - Training and coaching investments are drained
  - Implementation knowledge is lost

- Internal capacity must be built to offset losses
- No definitive roadmap for district-wide implementation
Context

- 2014 – School Climate Transformation Grant (SCTG) through Office of Safe and Healthy Students
- 12 states and 71 districts funded
- Goal = implement a multi-tiered behavior supports framework
- Missouri received a state-level award
Session Objectives

District-wide PBIS is about implementation of SW-PBIS across all campuses in a district by initiating, leading, and sustaining:

- alignment of district systems
- efforts to establish and revise practices at all levels
- the work through cycles of continuous quality improvement
Session Objectives

- Learn new strategies to impact and inform internal capacity at the district level
- Learn about exemplar tools, processes, and resources to guide district leadership teams
- Learn about the new District Systems Fidelity Inventory (DSFI) and accompanying resources
Guiding Questions

- How would you generate a plan to implement PBIS throughout a school district?
- What actions would you prioritize for your district-level work?
- What data could you collect to inform your district-level work?
- What changes would you make to revise your current systems?
- How would you present a focus on district-level work to your stakeholders?
Audience

- District PBIS Coaches
- District Leaders/Administrators
- Building Administrators
- Consultants and/or TA Providers
- State and/or Regional Leaders
- University Partners/Researchers
- Practitioners (e.g., district or building team member)
- Currently implementing PBIS district-wide
PBIS Implementation

- Stakeholder Engagement
- Funding and Alignment
- Policy
- Workforce Capacity

Executive Functions

LEADERSHIP TEAMING

Implementation Functions

- Training
- Coaching
- Evaluation

Local Implementation Demonstrations
District Systems Fidelity Inventory (DSFI)
Section II: Stakeholder Engagement

<table>
<thead>
<tr>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
</table>
| **2.1 Stakeholder Involvement:** A written process is developed and deployed to actively involve stakeholders (e.g., school boards, families, community organization leaders, politicians, youth) in goal setting and policy development. | • District Handbook  
• Strategic Plan  
• Teaming Protocols  
• Leadership Team Agenda and Minutes  
• Team Roles & Responsibilities  
• Website | 0 = No process exists to involve stakeholders.  
1 = Stakeholders are on the team, but active involvement is not monitored.  
2 = A written process is followed to actively involve stakeholders in goal setting and policy development. |
| **2.2 Information Dissemination:** The District Leadership Team, at least annually, develops one or more tools for communicating information, data and accomplishments. | • Communication Plan  
• Products | 0 = Information, data and accomplishments are not disseminated.  
1 = Communication systems are developed to assist in disseminating 1 but not all 3 components (i.e., information, data, and accomplishments)  
2 = Multiple systems for communication are established to assist in disseminating information, data, and accomplishments at least annually. |
| **2.3 Stakeholder Participation:** Organizational leaders (e.g., superintendent, board of education) actively and visibly participate in PBIS events and activities (e.g., attend annual events, visit implementation sites, acknowledge progress) to engage stakeholders. | • Attendance  
• Event Agendas | 0 = Organizational leaders do not participate in social, emotional, and behavioral activities.  
1 = Organizational leaders actively participate in PBIS events but do not engage stakeholders.  
2 = Organizational leaders actively participate in PBIS events and engage stakeholders. |
**New Guidance on Administration and Action Planning**

**Introduction and Purpose**

The purpose of the District Systems Fidelity Inventory (DSFI) is to provide an efficient instrument that can be used by districts exploring or actively implementing a multi-tiered social, emotional, and behavioral system of support and practice.

The DSFI is divided into 9 categories which include:
1. Leadership Training
2. Stakeholder Engagement
3. Resource Allocation, Funding, & Allocation
4. Policy and System Support
5. Workforce Capacity
6. Professional Development
7. Coaching & Technical Assistance
8. Evaluation
9. Local Implementation Determinations

The DSFI is completed by a District Leadership Team with representation from a range of stakeholders including representation from individuals:
- able to influence district-level professional development
- knowledgeable about the operations of the district across grade level and programs
- having access to district-level executive leadership
- coordinating community and family engagement
- having special education administrative authority
- having administrative authority with social-emotional-behavioral support priority (e.g., counselors, mental health workers, school psychologists, Director of Student Services)
- representing the local community (e.g., community center leaders, school board members)

The DSFI forms and assessment process have been designed to serve as a guide for action planning, progress monitoring, and annual assessment of short- and long-term district improvement priorities as well as fidelity of implementation and impact.

The DSFI may be completed using paper and pencil, or by accessing the forms on www.pbis.org. Any district working with a PBIS implementation coordinator may access the forms, DSFI worksheet, and report. The DSFI may also be downloaded from www.pbis.org.

**Cost**

There is no cost to use the DSFI or its online scoring and reporting features. The DSFI is a product developed as part of the U.S. Department of Education’s Office of Special Education Programs National Technical Assistance Center on Positive Behavioral Interventions and Supports.

**Intended Participants**

The DSFI is intended to be completed by members of the District Leadership Team with representation from a range of stakeholders (as above) and supports of personnel who have been identified to establish and lead the implementation of the district-wide multi-tiered social, emotional, and behavioral system of support and practice.

Additionally, the District Leadership Team should be led and facilitated by coordinator(s) with designated time, expertise in data-based decision making, authority to implement team decisions, and access to district-level data (academic and behavioral).

The sample team roster template which follows assist in ensuring that all necessary roles are present on the team.

**Sample Team Roster Template**

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Position/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action Planning**

Upon completion of the DSFI, it is recommended that the District Leadership Team use the results, along with other district-level data (e.g., implementation phases, levels, and fidelity by building; student outcomes within and between buildings; evidence of teacher practices, etc.), to organize an action plan. The purpose of the District Action Plan is to guide District Leadership Teams in the development, execution, and progress monitoring of action steps that promote high-fidelity implementation of MTSS.

District Leadership Teams can use the assessment results, and other district data, to establish a short-term action plan (1-year) to focus on higher priority items. Lower priority items may be flagged to address later in a longer-term action plan (3-5 years). The 9 categories of the DSFI should be reviewed for prioritization and organization into action plan steps. An Action Plan template, with instructions, is available here. The goals of the District Action Plan can be targeted to ensure equitable outcomes for all students by aligning resources, needs, and outcomes data.

**District Example: Truman School District**

- The Truman School District provided members of the PBIS District Leadership Team with a copy of the DSFI to complete individually prior to a team meeting for formal completion of the DSFI.
- Team members reviewed the items across the 9 categories of the DSFI and selected a score based upon their perspective and informal assessment of PBIS implementation across the district.

- Team members shared their ratings and scores with the team facilitator so the data could be compiled for discussion and consensus building. The facilitator organized the data or the team could easily see items of agreement and consensus in comparison to items which warranted further discussion before reaching consensus on an implementation score.
- DSFI items which earned a score of 0 or 1 were then shared and posted around the room. Team members received identical sets of different colored dots to represent action plan priority (e.g., green for a 1-year action plan, yellow for a 3-5-year action plan).
- Members then used their dots to vote which DSFI items did not fully in place should be represented on which action plan.
- Later the team repeated the process with a third colored dot to indicate which of the DSFI items having a 2 should be communicated with stakeholders as items of achievement and success.

- Based on the DSFI results and other district data, District Leadership Teams consider both the unique needs of the district and other larger and/or related district improvement initiatives and priorities. By working to align with and integrate within other district goals and implementation efforts, the District Leadership Team can reduce redundancies, inefficiencies, and conflicting messages while efficiently using resources to leverage consistency and improved outcomes.

**District Example: Truman School District**

The Truman School District has written into their District Improvement Plan the goal to reduce suspensions and expulsions. Because of this larger district priority, the District Leadership Team for PBIS works to create an action plan which aligns and integrates PBIS implementation with efforts to reduce suspensions and expulsions. The team established a goal to integrate PBIS into the existing district-wide professional development plan to show how high-fidelity implementation of PBIS from the universal to individual level is targeted to reduce behavioral challenges. Similarly, the team works to emphasize how PBIS efforts can enhance academic-related behaviors (e.g., increase in time on task) and overall achievement (Henneke, Sapp, Ford, & Lewis-Patner, 2005; Lottman, Stiles, & Sailer, 2006; Lopez, Putnam, Haskell, & Feinberg, 2005).

**Center for Schoolwide Positive Behavior Support**

University of Minnesota
Additional Resources

District Action Plan Template

*Link to Google Drive Copy

PBIS District Leadership Team Practice Guide

MU Center for Schoolwide Positive Behavior Supports
Version 1.0
November 2019

Suggested Citation:
Where do most districts start?
Based on DSFI results in the districts we work with...

1. Leadership Teaming
2. Stakeholder Engagement
3. Resource Alignment, Funding, & Allocation
4. Policy & Systems Support
5. Workforce Capacity
6. Professional Development
7. Coaching & Technical Assistance
8. Evaluation
9. Local Implementation Demonstration
1 - Leadership Teaming

1.1: Leadership Authority
1.2: Stakeholder Representation
1.3: Team Composition
1.4: Team Leadership
1.5: Team Operating Procedures
1.6: **Action Planning**
1.7: Communication with Executive Leadership
1.8: Communication with Key Stakeholders
1.9: Goal Identification

Leadership Teaming is the foundation of building district capacity.
Where to Start
Team Roles

- Team Lead
- Data Manager
- Time Keeper
- Communication Coordinator/Secretary
- Policy/Procedure Manager
- Tier 1 Support
- Tier 2 and 3 Support
- Professional Development Coord
- All Members

Responsibilities

- Before Team Meeting
- During Team Meeting
- After Team Meeting
What is our why?

**FFSD SMART Goals**

Ferguson-Florissant School District will decrease *office discipline referrals* (ODRs), PK-12, from the previous year’s baseline of 21,520 by 6% by June 30, 2020 as measured by Tyler Student Information System.

Ferguson-Florissant School District will decrease *out of school suspension* (OSS), PK-12, from the previous year’s baseline of 3,986 by 10% by June 30, 2020 as measured by Tyler Student Information System.

Ferguson-Florissant School District will increase *proportional attendance*, PK-12, from the previous year’s baseline 80.6% by 3% by June 30, 2020 as measured by the annual performance report (APR).

Ferguson-Florissant School District will increase *average daily attendance* (ADA), PK-12, from the previous year’s baseline of 92.45% by 1% by June 30, 2020 as measured by Tyler Student Information System.

Ferguson-Florissant School District will decrease fall to spring SRSS IE internalizing behavior data, PK-12, from the previous year’s baseline of 11% to 6% by March 13, 2020 as measured by the SRSS IE.

100% of Ferguson-Florissant Schools will implement universals at 80% by March 6, 2020 as measured by the Tiered Fidelity Inventory (TFI).

100% of Ferguson-Florissant schools will implement the data team process to make decisions by June 2020 as measured by the Conditions for Success Rubric.

Ferguson-Florissant School District
## Liberty Public Schools

### District Vision Statement:

### District Leadership Team Purpose/Outcome Statement:

### 5-10 Year Plan

<table>
<thead>
<tr>
<th>PBIS District Action Plan</th>
<th>2019/2020 - 2021/2022</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Leadership Teaming</strong></td>
<td>DSFI 1.5 Team Operating Procedures: District Leadership Team meets monthly, uses standard meeting agenda and problem-solving process (e.g., Team-Initiated Problem Solving or Data-Based Decision Making) with clearly defined operating procedures</td>
<td>2 = District Leadership Team meets at least monthly and uses a standard meeting agenda, and has adopted a problem-solving process.</td>
<td>1.7, 2.3</td>
<td>2019</td>
<td>2019</td>
<td>☐ ☐ ☐</td>
<td>1.5 DSFI Team Meeting Agenda/Notes Calendar invites</td>
</tr>
<tr>
<td><strong>1. Leadership Teaming</strong></td>
<td>DSFI 1.7 Communication with Executive Leadership: District Leadership Team engages in regularly scheduled (e.g., monthly) and ongoing, two-way communication with executive leadership regarding implementation progress and outcomes related to student behavior goals and implementation of SWPBS framework.</td>
<td>2 = District Leadership Team regularly (at least monthly) updates and receives feedback and/or input from executive leaders regarding implementation progress and outcomes related to student behavior goals and implementation of SWPBS framework.</td>
<td>1.2, 3.6</td>
<td>2019</td>
<td>2019</td>
<td>☐ ☐ ☐</td>
<td>1.7 DSFI</td>
</tr>
<tr>
<td>2. Resource Alignment Funding &amp; Allocation</td>
<td>2.2 Community Agency Alignment Procedures exist to ensure that all external community agency work is aligned to SWPBS framework, evidence-based-practices, and organizational goals of the district.</td>
<td>2 = Written procedures are available, known, and consistently used to embed/align external agency work within the SWPBS framework and to goals of the district.</td>
<td>1.9, 2.6, 4.3</td>
<td></td>
<td></td>
<td>☐ ☐ ☐</td>
<td>2.2 DSFI</td>
</tr>
<tr>
<td>Area of Implementation</td>
<td>Action Plan Goal</td>
<td>Action Steps</td>
<td>Status</td>
<td>Person(s) Responsible</td>
<td>Resources Needed</td>
<td>Projected Start Date</td>
<td>Projected Completion Date</td>
</tr>
<tr>
<td>------------------------</td>
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<td>--------------------------</td>
</tr>
<tr>
<td>1. Leadership Teaming</td>
<td>1.5 = District Leadership Team meets at least monthly and uses a standard meeting agenda, and has adopted a problem-solving process.</td>
<td>Establish standing monthly meetings - Third Monday of the month at 1:00</td>
<td>Completed</td>
<td>Dr. Heide</td>
<td>Room 410</td>
<td>3rd Monday of the month - June 17 10:30 AM - 11:30 AM</td>
<td>Ongoing - future dates set at June 17th Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Send calendar invitations to team members</td>
<td>In Progress</td>
<td>Dr. ADS</td>
<td>Google Calendar</td>
<td>June 17</td>
<td>June 17 Calendar invites</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop Agenda Template (District)</td>
<td>Not Started</td>
<td>Dr. Heide</td>
<td>District's Agenda template that is in development</td>
<td>Tentative August 2019</td>
<td>TBD</td>
</tr>
<tr>
<td>1. Leadership Teaming</td>
<td>1.7 = District Leadership Team regularly (at least monthly) updates and receives feedback and/or input from executive leaders regarding implementation progress and outcomes related to student behavior goals and implementation of SWPBS framework.</td>
<td>Problem Solving Process</td>
<td>Completed</td>
<td>Trey Katzer</td>
<td>Thumb Vote</td>
<td>5/23/2019</td>
<td>5/23/2019</td>
</tr>
<tr>
<td>4. Professional Learning</td>
<td>4.1 = A 3-5 year professional learning plan that includes behavioral systems exists, is guided by implementation data and linked to the district vision/mission/goals/outcomes.</td>
<td>Review Tier 1 Beginners Training</td>
<td>Not Started</td>
<td>Dr. Meisenheimer, Dr. Martin, Dr. ADS, Dr. Moore, Ms. Bressman, Dr. Saluri, Dr. Smith</td>
<td>Tier 1 Training materials</td>
<td>July 2019</td>
<td>August 15, 2019</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Determine Tier 1 Advanced Training for LMS provided by RPDC, other middle schools from Liberty District team</td>
<td>Completed</td>
<td>District Team</td>
<td>Dates for RPDC trainings</td>
<td>May 23, 2019</td>
<td></td>
</tr>
</tbody>
</table>
# Saint Louis Public Schools 2019-2020 PBIS District Action Plan

## Area of Implementation

<table>
<thead>
<tr>
<th>Action Plan Goal</th>
<th>Scores</th>
<th>Action Steps</th>
<th>Status</th>
<th>Person Responsible</th>
<th>Resource Needed</th>
<th>Projected Start Date</th>
<th>Projected Completion Date</th>
<th>Evaluation/Monitoring &amp; Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Leadership/Training</strong></td>
<td>1.3 Stakeholder Representation: District Leadership Team includes stakeholders from at least (a) - (d) and audit members annually: (a) teachers, (b) general educators, (c) special educators, (d) mental health and/or the local community.</td>
<td>District Leadership Team has a representative in every grade level and/or center who can speak to school leaders at various times throughout the year.</td>
<td>In Progress</td>
<td>District Leadership Team (Culture &amp; Climate Committee)</td>
<td>Executive Leadership Team members twice</td>
<td>October 2019</td>
<td>June 2020</td>
<td>Champion and additional formative evaluations are conducted and documented weekly.</td>
</tr>
<tr>
<td><strong>1. Leadership/Training</strong></td>
<td>1.4 Action Planning: Leadership Team develops a 3-5 year action plan, linked to vision statement and district improvement planning, using the District Self-Assessment Tool. Implementation of district-wide strategies and measurable student outcomes include all populations and are the plan to guide team meetings.</td>
<td>District Leadership Team develops an action plan based on feedback, data, and stakeholder input that is 3-5 years and is reviewed annually with the District Leadership Team.</td>
<td>In Progress</td>
<td>District Leadership Team (Culture &amp; Climate Committee)</td>
<td>External Coach, PD, IP, W &amp; T, DPD, Head Coach and Aligned Tools</td>
<td>August 2019</td>
<td>December 2020</td>
<td>Formal action plan documented and approved by the Executive Leadership Team.</td>
</tr>
<tr>
<td><strong>2. Resources/Aligned Funding &amp; Allocation</strong></td>
<td>2.1 Allocation to District Resources: Academic and social, emotional, and behavioral frameworks are directly aligned with one or more identified district programs/strategies.</td>
<td>District Leadership Team ensures that all resources are allocated to support the district's academic and social-emotional learning goals.</td>
<td>In Progress</td>
<td>District Leadership Team (Culture &amp; Climate Committee)</td>
<td>Transformation Plan and District's Leadership Team (Culture &amp; Climate Committee) goals</td>
<td>March 2019</td>
<td>March 2020</td>
<td>Formal budgeting and allocation is conducted.</td>
</tr>
<tr>
<td><strong>2. Resources/Aligned Funding &amp; Allocation</strong></td>
<td>2.2 Initiative Adoption: Permission: Clear procedures for reviewing new programs and alignment, aligned to when considering new innovations and alignment with existing initiatives is determined prior to adoption of any new program.</td>
<td>Review process for new programs and alignment with existing initiatives is conducted prior to adoption.</td>
<td>In Progress</td>
<td>District Leadership Team (Culture &amp; Climate Committee)</td>
<td>Leverage Heaggin Tool (Program &amp; Practice Planning Tool) for clear process for initiating new innovations and alignment with existing initiatives.</td>
<td>February 2020</td>
<td>June 2020</td>
<td>Formal process approved and documented.</td>
</tr>
<tr>
<td><strong>2. Resources/Aligned Funding &amp; Allocation</strong></td>
<td>2.3 Annual Alignment Review: Periodic review (e.g. audit, survey, resource mapping, alignment) of existing social, emotional, and behavioral initiatives or programs to determine effectiveness, feasibility, and fidelity of implementation is completed at least annually.</td>
<td>Annual review process (e.g. audit, survey, resource mapping, alignment) of existing social, emotional, and behavioral initiatives or programs to determine effectiveness, feasibility, and fidelity of implementation.</td>
<td>In Progress</td>
<td>District Leadership Team (Culture &amp; Climate Committee)</td>
<td>Alignment Tool and the Approved Agreements and Purchasing Sheet</td>
<td>February 2020</td>
<td>June 2020</td>
<td>Formal process approved and documented.</td>
</tr>
<tr>
<td><strong>2. Resources/Aligned Funding &amp; Allocation</strong></td>
<td>2.4 Local Implementation Demonstration: The district-wide process used to select and implement PBIS best practices is clear and consistent.</td>
<td>Clear and consistent process used to select and implement PBIS best practices.</td>
<td>In Progress</td>
<td>District Leadership Team (Culture &amp; Climate Committee)</td>
<td>Senior District Data Coach</td>
<td>October 2020</td>
<td>December 2020</td>
<td>Decisions based on the Panorama Data to improve culture and climate and provide school-wide feedback for effective implementation.</td>
</tr>
</tbody>
</table>

## Critical Elements

- System
- Process/Practice

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**Updated on 12.18.19**

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**Center for Schoolwide Positive Behavior Support**

University of Missouri
2: Stakeholder Engagement

2.1: Stakeholder Involvement
2.2: Information Dissemination
2.3: Stakeholder Participation
THINK IDENTIFY

• How would you define stakeholders?
• How would you specifically identify stakeholders?
• What process currently exists for information dissemination regarding communication information, data and accomplishments? How can this be expanded upon?
• What opportunities are available for stakeholders to provide input and how can the district team utilize these current practices?
Where to Start

Information Dissemination with Key Stakeholder Groups:

- Community Partnerships
- Business Partnerships
- Family Partnerships
- Student Groups


## Fulton Public Schools

<table>
<thead>
<tr>
<th>Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>*</td>
</tr>
<tr>
<td>Black</td>
<td>8.00</td>
</tr>
<tr>
<td>Hispanic</td>
<td>*</td>
</tr>
<tr>
<td>American Indian</td>
<td>*</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>7.60</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>*</td>
</tr>
<tr>
<td>White</td>
<td>80.80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Campuses</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Schools</td>
<td>3</td>
<td>1,045</td>
</tr>
<tr>
<td>Middle Schools</td>
<td>1</td>
<td>551</td>
</tr>
<tr>
<td>High Schools</td>
<td>1</td>
<td>680</td>
</tr>
<tr>
<td>Early Childhood Center</td>
<td>1</td>
<td>*</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5</td>
<td><strong>2,276</strong></td>
</tr>
</tbody>
</table>
District Website

- Team purpose
- Team membership
- Meeting summaries
District Website: Meeting Summaries

Meeting Review

• What are the 3 big ideas that need to be shared with stakeholders? Consider communicating information, data, and accomplishments.
  • What updates/feedback need to be shared with executive leadership regarding implementation progress and outcomes?
• PBIS section on campus website
• Overview of PBIS
• Matrix posted for school community
• Reinforcement Recognition.
### Essential Moves

#### Strategies should always include at least one of the following:
- Information
- Data
- Accomplishments

#### Use a multi-format approach
- **Print**
  - Brochures
  - Postcards
  - Newsletters
- **Online**
  - District/School websites
  - Email
- **Verbal**
  - Board of Education
  - Parent/Teacher Groups
  - School Events
  - Community Events

#### Consider frequency of communications or events
- Weekly
- Monthly
- Quarterly
- Yearly
### Stakeholder Engagement Plan and Process

#### Rationale for Stakeholder Engagement Plan:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Stakeholder Engagement Goal</th>
<th>Action Steps</th>
<th>Status</th>
<th>Person(s) Responsible</th>
<th>Target Audience (Internal &amp; Whom)</th>
<th>Person(s) Responsible</th>
<th>Target Audience (External &amp; Whom)</th>
<th>Information Dissemination</th>
<th>Accomplishments Dissemination</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant family and/or community members are involved when appropriate and possible. (SAS - Individual 6).</td>
<td>Develop and implement a process to engage families and community members in the design, implementation, and progress monitoring of individualized behavior support plans at the Tier 3 level.</td>
<td>Identify sub-committee with: - expertise in Tier 3 interventions, data-based decision-making - data-based decision-making - individual behavior plan expertise - family engagement background and/or family member - understanding of district MTSS process and procedures</td>
<td>Completed</td>
<td>District Tier 3 Coach</td>
<td>School officials</td>
<td>families, community members</td>
<td></td>
<td></td>
<td>Yearly</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sub-committee to develop standardized process for Tier 3 interventions/teams. Teams will include: student, parent/guardian, teacher, administrator, Tier 3 team member, behavior intervention specialist.</td>
<td>In Progress</td>
<td>District Tier 3 Coach</td>
<td>School officials</td>
<td>families, community members</td>
<td></td>
<td></td>
<td></td>
<td>Yearly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sub-committee to present standardized Tier 3 process to District Leadership Team.</td>
<td>Not Started</td>
<td>District Tier 3 Coach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yearly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tier 3 process is implemented with fidelity while collecting feedback on the process for adjustments/modifications to be considered.</td>
<td>Not Started</td>
<td>District Tier 3 Coach</td>
<td>Members of Tier 3 teams</td>
<td>Members of Tier 3 teams</td>
<td></td>
<td></td>
<td></td>
<td>Monthly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formalize process once feedback has been collected and publish process in district policy and procedures guidebook while also linking process to the district website.</td>
<td>Not Started</td>
<td>District Tier 3 Coach</td>
<td>District staff members</td>
<td>family and community member representation</td>
<td></td>
<td></td>
<td></td>
<td>Yearly</td>
</tr>
</tbody>
</table>

#### Tier 2 Teams use decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier 2 supports. (TFI 2.3)

| Written policy exists that... | A formalized letter, and talking points, are created and a process is developed for school Tier 2 teams to utilize for CICO interventions. | Completed | District Tier 2 coach | guardian of CICO students | | | | | Yearly |
3: Resource Alignment, Funding, & Allocation

3.1 Budget Plan
3.2 Community Agency Alignment
3.3 Alignment to District Outcomes
3.4 Alignment to Initiatives
3.5 Initiative Adoption Procedures
3.6 Options for Tiered Interventions
3.7 Annual Alignment Review
3.8 Operations for Tiered Interventions
Why do we want to consider alignment?

What data informs your district level work?

Why would a district level approach be beneficial?

How would you describe the process to align initiatives, people, resources at the district level?

What information, resources tools would you use to start the alignment and initiative adoption process in your district?
Why a District Approach to Alignment?

- District as Unit of Analysis
- Equity at the Center
- Build from Existing District Leadership Team
- Document Processes
- Integrate to Current Practices

Where to start?
TOOLS/RESOURCES TO GUIDE AND SUPPORT

- PBIS District Systems Fidelity Inventory (DSFI)
- Technical Guide for Alignment
- Integrated Systems Monograph
- The Hexagon: An Exploration Tool
<table>
<thead>
<tr>
<th>Name of the Initiative to be Aligned</th>
<th>Initiative A</th>
<th>Initiative B</th>
<th>Initiative C</th>
<th>Initiative D</th>
<th>Initiative E</th>
<th>Initiative F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the Department/division with budget authority? Leader(s) What personnel are involved in implementation of this initiative?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population served (Tier 1, Tier II, Tier III, students, staff, families, grade level)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Research Based (peer reviewed) Yes or No and is it a matched population</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome Achieved to Date in Districts and Schools -</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Team (name of team, individuals on the team, who provides coordination</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Fidelity Measures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Practices by Tier</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome Measures</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Screening Measures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development Plan including process with performance feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
- Coordinate and lead alignment process with an executive level team.
- Define the valued outcome(s) to be achieved.
- Develop an inventory of the related initiatives that are currently implemented across the district.
- Has the team identified the core system features for initiatives targeted for alignment?
- Analyze and make decisions for alignment of initiatives.
- Design the plan for effective alignment including implementation, evaluation and professional development.
## Alignment Initiative Process

<table>
<thead>
<tr>
<th>Name of the Initiative to be Aligned</th>
<th>Initiative A - Trauma</th>
<th>Initiative B Culturally Responsive Pedagogy and Training</th>
<th>Initiative C - Staff Wellness</th>
<th>Initiative D - Social Emotional Support</th>
<th>Initiative E - Family and Community Specialist</th>
<th>Initiative F - Echo Map</th>
<th>Initiative G - PBIS Culture and Climate Coordinator - Focus Schools (13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the Department/division with budget authority? Leader(s) What personnel are involved in implementation of this initiative?</td>
<td>Student support services, (grant- no in district budget - one more year) of 3 year grant), Megan Marietta, Community Partners, Alive and Well CASG - School based leaders and teams, trauma team, 2 SLPS staff members consultation - District Trauma Team - leaders from every dept. - HR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population served (Tier 1, Tier II, Tier III, students, staff, families, grade level)</td>
<td>Tier 1 - Everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Based (peer reviewed) Yes or No and is it a matched population</td>
<td>Yes - Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome Achieved to Date in Districts and Schools</td>
<td>Data is still be analyzed and looks Artic to staff members - attitudes and 3 metrics and buildings and families (5 ways we are measuring outcomes) Children’s Advocacy Center - Research Evaluator - Attitudes regarding trauma informed care</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Team (name of team, individuals on the team, who provides coordination)</td>
<td>DL - Megan - Team, ST - Building leaders and team of staff - Wellness Committee DT</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fidelity Measures</td>
<td>Observation Tool with 10 Schools (based on MO model - 12 indicators)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Practices by Tier</td>
<td>12 indicators Tier 1 -</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome Measures</td>
<td>Healthy School Setting - staff wellbeing -</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Screening Measures</td>
<td>Panorama Survey - Staff Attendance - Student Attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development Plan including process with performance feedback</td>
<td>Monthly Learning 1.5 hours, bi weekly consultation for an hour - 3 full days of training,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How does this work grow and sustain</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessing Evidence-Based Programs and Practices

<table>
<thead>
<tr>
<th>EBP:</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources Availability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readiness for Replication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacity to Implement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

National Implementation Research Network NIRN

- Prevalence of Need in District
  - Academically Significant Issues
  - Socially Significant Issues
  - Parent & Community Perceptions of Need

- Fit with:
  - Current Initiatives
  - AYP Priorities
  - RtI Implementation
  - District or School priorities
  - Organizational structures
  - Community Values

- Interventions Readiness for Replication
  - Staff meet minimum qualifications
  - Able to sustain Imp Drivers
    - Financially
    - Structurally
    - Buy-in process operationalized
  - District
  - School
  - Parents

- Resource Availability
  - Curricula & Classroom
  - Training
  - Professional Development
  - Coaching & Supervision
  - Administrative & system supports needed

- Evidence
  - Effect size
  - Fidelity data
  - Cost – effectiveness data
  - Number of studies
  - Population similarities
  - Diverse cultural groups
  - Efficacy or Effectiveness

- 5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.
Key Concepts

- **Adopt** only programs and **practices that have empirical documentation** of effectiveness,
- **Minimize** the adoption of **practices and programs that overlap** with respect to activities and outcomes,
- Ensure selected practices and programs **align with priority outcomes**,
- Establish procedures for aligning practices and programs so local districts/schools have a **coherent and efficient process**,
- Simultaneously consider the extent to which practice implementation **fidelity can be assessed**, and
- Examine the degree to which **implementation expertise** exists and/or can be developed.
4 - Policy & Systems Support

4.1: Mission/Vision Statement
4.2: Instructional Support
4.3: Discipline Guides
4.4: Discipline Policy Review
4.5: Transition Systems
Where to Start

Board Policy and Office Discipline Referral Forms

Board Policy Review

- who defines the policy (McCray & Beachum, 2006)
- who controls the implementation of the policy (McCray & Beachum, 2006)
- who benefits from the policy (McCray & Beachum, 2006)
- does policy reflect the practices we expect

Checklist for Analyzing District Policies and Procedures for Equity
6 - Professional Development

6.1: District Professional Development Plan
6.2: District Professional Development Calendar
6.3: Professional Development Alignment
6.4: Ongoing Professional Development
6.5: Communities of Practice
6.6: Internal Professional Development
Where to Start

6.1: District PD Plan

<table>
<thead>
<tr>
<th>District Leadership Team</th>
<th>why</th>
<th>how</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5 year PD plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided by data</td>
<td></td>
<td>who</td>
</tr>
<tr>
<td>Linked to vision statement &amp; measurable outcomes</td>
<td>what</td>
<td></td>
</tr>
</tbody>
</table>

6.6: Internal PD

<table>
<thead>
<tr>
<th>Core group</th>
<th>why</th>
<th>what</th>
<th>who</th>
</tr>
</thead>
<tbody>
<tr>
<td>District-wide, internal training capacity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is established</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To build and sustain PBIS framework</td>
<td>how</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Our Standard Resources:

- PD Decks
- Facilitator’s Guide
- Participant’s Guide
- Our Google Site
- SELT Home Doc
- District Data Dashboards

3-5 Referral Data 2019-2020 (9/15/19)

<table>
<thead>
<tr>
<th>3-5</th>
<th>257 Total Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avg. 9 referrals per day</td>
<td></td>
</tr>
<tr>
<td>3-5 account for 13% of all referrals</td>
<td></td>
</tr>
<tr>
<td>3-5 account for 23% of all enrollment</td>
<td></td>
</tr>
<tr>
<td>Students with IEP’s account 45% of 3-5 referrals</td>
<td></td>
</tr>
<tr>
<td>Students with IEP’s account 31% of 3-5 enrollment</td>
<td></td>
</tr>
</tbody>
</table>

Which referrals are being written the most?

<table>
<thead>
<tr>
<th>Referral</th>
<th>Number</th>
<th>% of all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fighting (minor infractions)</td>
<td>44</td>
<td>17.30%</td>
</tr>
<tr>
<td>Physical contact (minor infractions)</td>
<td>32</td>
<td>12.60%</td>
</tr>
<tr>
<td>Refusal to comply with staff directions</td>
<td>32</td>
<td>12.60%</td>
</tr>
<tr>
<td>Class Disruption</td>
<td>31</td>
<td>12.20%</td>
</tr>
<tr>
<td>Fighting (major infractions)</td>
<td>26</td>
<td>10.20%</td>
</tr>
<tr>
<td>Defiance (minor infractions)</td>
<td>8</td>
<td>3.10%</td>
</tr>
<tr>
<td>Disrespect (major infractions)</td>
<td>7</td>
<td>2.80%</td>
</tr>
<tr>
<td>Out of assigned area in building</td>
<td>7</td>
<td>2.80%</td>
</tr>
<tr>
<td>Cursing/prof/obs gest (min. infractions)</td>
<td>6</td>
<td>2.40%</td>
</tr>
<tr>
<td>Running/escaping</td>
<td>6</td>
<td>2.40%</td>
</tr>
</tbody>
</table>
Learning and Growing

How our process has changed over time, driven by feedback and experience.

<table>
<thead>
<tr>
<th>Then...</th>
<th>Now...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>Practice and Application</td>
</tr>
<tr>
<td>Content</td>
<td>Deliverables</td>
</tr>
<tr>
<td>Convincing</td>
<td>Goal Setting</td>
</tr>
<tr>
<td>“Sit and Get”</td>
<td>Movement</td>
</tr>
<tr>
<td>Delivering</td>
<td>Creating</td>
</tr>
<tr>
<td>85 Slides</td>
<td>25 Slides</td>
</tr>
</tbody>
</table>
8 - Evaluation

8.1: Evaluation Plan
8.2: Data Collection Systems
8.3: Evaluation Feedback Loop
8.4: Differentiated Supports
8.5: Assessment and Evaluation Process
8.6: Student Identification Plan
8.7: Level of Use
8.8: Student Performance Data
8.9: Annual Evaluation
8.10: Acknowledgement of Progress
Where to Start?

• What data do we want to collect?
• Do we have the program and systems in place to access the data we need when we need it?
• Are we able to drill down and drill out easily with the data we have?
• How do we communicate our data collection and data based decision making process?
# Assessment Calendar

## PBIS Assessment Calendar

*A guide to data-based decision making*

<table>
<thead>
<tr>
<th>Month</th>
<th>Survey</th>
<th>Survey Open</th>
<th>Discuss Data</th>
<th>Who takes this?</th>
<th>Survey Description</th>
<th>How do you take this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec.</td>
<td>Universal Behavioral Screening (SRSS-IE)</td>
<td>Dec. 3-10</td>
<td>PBIS PD at the end of Dec.</td>
<td>Classroom Teachers (Secondary should choose one period that all teachers should use)</td>
<td>The SRSS assessment is a universal screening tool that helps identify students who are at risk for behavioral problems. Teachers assess various risk factors for each student in their classroom to determine who is at-risk (Internalizing vs. Externalizing Behaviors)</td>
<td>FFSD Referral Comparison</td>
</tr>
<tr>
<td>Jan.</td>
<td>Self-Assessment Survey (SAS)</td>
<td>January 10-17</td>
<td>PBIS PD at the end of Jan.</td>
<td>All Staff</td>
<td>The PBIS Self-Assessment Survey (SAS) is used by school staff for initial and annual assessment of effective behavior support systems in their school. The survey examines the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground, (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors</td>
<td>FFSD Referral Comparison</td>
</tr>
<tr>
<td>Feb.</td>
<td>PBIS Classroom Strategies</td>
<td>Feb. 3-14</td>
<td>PBIS PD at the end of Feb</td>
<td>Administrators</td>
<td>This survey is given by administrators by walking through classrooms. Administrators are looking for specific teacher responses to Positive and Negative behavior and academic work.</td>
<td>FFSD Referral Comparison</td>
</tr>
</tbody>
</table>

Pbis Calendar-2019_2020 Presentation.pdf
Leveraging Data for Decision Making

- Equity
- Strategic prioritization of needs
- Allocation of resources
- Capacity building
In closing...
Session Objectives

District-wide PBIS

is about

implementation of SW-PBIS across all campuses in a district

by

initiating

alignment of district systems

leading

efforts to establish and revise practices at all levels

sustaining

the work through cycles of continuous quality improvement
Session Objectives

- Learn new strategies to impact and inform internal capacity at the district level
- Learn about exemplar tools, processes, and resources to guide district leadership teams
- Learn about the new District Systems Fidelity Inventory (DSFI) and accompanying resources
Guiding Questions

✨ How would you generate a plan to implement PBIS throughout a school district?
✨ What actions would you prioritize for your district-level work?
✨ What data could you collect to inform your district-level work?
✨ What changes would you make to revise your current systems?
✨ How would you present a focus on district-level work to your stakeholders?
WHAT IS YOUR JOURNEY?

I am a TRAVELER, not a mapmaker. I am going down this path same as and with you.

Brené Brown, PhD, LMSW
Connect with Us

Dr. Kelsey Morris
MorrisKels@missouri.edu

Dr. Trisha Guffey
GuffeyT@missouri.edu

Dr. Lisa Powers
PowersL@missouri.edu

Be sure to check out the Winter Institute 2020 page!
SAVE THESE DATES

October 22-23, 2020

Hilton Chicago
720 S Michigan, Chicago, IL

Mark your calendar now for 2021!
October 21-22, 2021

@PBISForum
www.facebook.com/PBISForum

National PBIS Leadership Forum

More info in mid-March 2020 at
www.pbisforum.org

This two-day forum for school, state, district, and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation.

Sessions are organized by strands that support initial through advanced implementation in a full range of education settings, and assist state level planning to improve school quality and student success. Featuring sessions specific to Juvenile Justice, Alternative Educational Settings, Mental Health, and Family partnerships.

The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS and provides an opportunity for the Center to share information on the latest applications of PBIS.
DISTRICT-WIDE PBIS
Designing Sustainable Systems for Fidelity and Impact