C2 — Variables to Consider for Strategic PBIS Planning

Lead Presenters:
Heather Peshak George & Karen Elfner, University of South Florida

Exemplar:
Jason Byars, Georgia Department of Education

Topic: District/State PBIS
Keywords: Evaluation, Sustainability, Outcome
Strand Overview

C: District/State Leadership

C1: Establishing District Systems & DSFI
Kelsey Morris, University of Missouri; Bonita Jamison, Ferguson-Florissant School District (MO)

C2: Variables to Consider for Strategic PBIS Planning
Heather Peshak George & Karen Elfner, University of South Florida; Jason Byars, Georgia Department of Education

C3: Using Data & Decision-making Practices to Support Effective PBIS Implementation at the District & State Levels
Brian Gaunt & Betsy Lazega, University of South Florida; Sheri Weretka & Ashley Pierce, Osceola County Schools (FL)
## Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>✧ Use a shared action plan for your team&lt;br&gt;✧ Complete session evaluations</td>
<td>✧ Post positive on-topic comments&lt;br&gt;✧ Questions for the presenters go in the POLLS tab ⇧</td>
<td>✧ Add questions before and/or during session</td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>✧ Limit distractions&lt;br&gt;✧ Follow up on your assigned action items</td>
<td>✧ Use inclusive language</td>
<td>✧ Use sincere phrasing&lt;br&gt;✧ Complete additional polls when prompted</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>✧ Take movement breaks&lt;br&gt;✧ Be aware of your stress level</td>
<td>✧ Engage in productive dialogue</td>
<td>✧ Ask solution-oriented questions</td>
</tr>
<tr>
<td><strong>For Presenters</strong></td>
<td>✧ Ensure Files Tab has current materials and related weblinks</td>
<td>✧ Monitor and remove inappropriate comments</td>
<td>✧ Identify common Qs to address in final 15 minutes</td>
</tr>
</tbody>
</table>
Tips for Participants

Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.
Tips for Participants

Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. Join Session
3. Interact through Chat, Polls, & Uploaded Files
Tips for Participants

Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic.
   Presenters may use chat differently in specific sessions.
   Follow overall Forum expectations for responsible, respectful, and safe chatting

2. Find the **Q&A** under **Polls**. Questions for presenters go there.

3. Some sessions have other **Polls** or more **Specific Questions**. Complete those when prompted
**Tips for Participants**

### Be Careful of Accidentally Navigating Away

**While participating in a live Session…Be Present!**

- If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
- What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person’s name

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**Virtual PBIS Leadership Forum**

October 21-23, 2020
Tips for Participants

Support is Available

If at any time you need support as a participant, use the Help Desk:
Learning Objectives

• Describe the big ideas surrounding effective organizations, their leadership, and the activities they engage in

• Discover the utility of the State Systems Fidelity Inventory (SSFI)

• Recognize that clear goals and measurable outcomes can assess implementation capacity of PBIS, identify resources available and prioritize state needs

• Identify strategies used by states in strategic planning for the implementation of PBIS
Big Ideas

Outcomes Systems Data Equity

PRACTICES

State District School Classroom Student

Stakeholder Engagement Funding and Alignment Policy Workforce Capacity Training Coaching Evaluation Local Implementation Demonstrations

Leadership Teaming Implementation Functions

Executive Team Functions

Positive, Predictable, & Safe Learning Environments

Teach Support Screen Monitor Connect

Big Ideas
Effective Organizations

Planning using the PBIS framework supports everyone for success

Use data across the 3-tiered logic
Evidence of Effective Leadership

- Establishes a clear vision for change
- Focuses on their districts, schools and students
- Creates and sustains relationships with stakeholders
- Engages in strategic planning with data-based problem solving
- Identifies the correct barriers and goals
- Applies appropriate strategies based on schools’ needs
- Evaluates the effectiveness of implemented strategies
- Invests in professional development

(Leithwood, 2010; Barnhardt, 2009; Crawford & Torgeson, 2007)
Establish Leadership Team Membership

- Refocusing: Is there anything else that's better?
- Collaboration: It's working fine, but how do others do it?
- Consequence: Is this worth it? Is it working?
- Management: How can I master the skills and fit it all in?
- Personal: How does this impact me? What's my plan to do it?
- Information: How does it work?
- Awareness: What is it?

Diagram:
- Team
- Agreements
- Data-based Action Plan "Plan"
- Evaluation "Check"
- Implementation "Do"

- State
- District
- School
- Students
- Staff
- Principal, Superintendent

= Coaching

All Staff, Students, Administrators

www.pbis.org
Identify Vision and Develop
Brief Statement of Purpose

Mission and Services

Our Mission
Increase the capacity of Florida’s school districts to use team-based planning and problem solving to implement positive behavioral interventions and supports within a Multi-Tiered System of Supports (MTSS).

What We Do
Provide training and technical assistance to districts in the development and implementation of positive behavioral interventions and supports at the school-wide (Tier 1), classroom, targeted group (Tier 2), and individual student (Tier 3) levels.

Our Support Model
To build local capacity for implementing PBIS, the FLPBIS Project engages in coaching, evaluation, and data-based problem solving with district leaders to create systems that support effective PBIS practices.

www.pbis.org
PBIS on a Scale of Social Importance

2,038 schools in Florida have been trained in PBIS since 2004. 45 districts have over 70% of their schools trained in PBIS. 55% of trained schools have received additional training within the last 3 years.

Most Schools Trained by FLPBIS Were Active in Implementing PBIS in the 2018-2019 School Year

Active 85%

Inactive 15%

FY19 Active PBIS Districts

Active PBIS Districts have established the following:
- A diverse District Leadership Team (DLT) that meets at least twice per year to develop their local PBIS Blueprint.
- A current District PBIS Action Plan that is posted in the school district's PBIS Plan.
- A non-school-based District Coordinator supports school PBIS implementation.
- A district’s cohort of schools were trained and supported by the Florida PBIS-RESA School Climate Team.

www.pbis.org
Strategic Planning Needs to Occur

- What are our CHALLENGES/NEEDS?
- What are our STRENGTHS/RESOURCES?
- What do you want/need to KNOW?
  
  To what extent are districts/schools/students meeting expectations?
  
  Academically? Behaviorally? Emotionally?

Are we effective at building implementation capacity of PBIS with high fidelity and with sustainability?

Is our approach resulting in valued outcomes for ALL stakeholders?

Do our stakeholders view our products/services useful and high quality?

What are our GOALS?

5-Year, 3-Year, 1-Year, Next Steps
Complete the PBIS State Systems Fidelity Inventory (SSFI)

Relationships across units are key!

The FLPBIS Project coaches District-Level Team members (DLT)

The DLT coaches school-level contacts;

School-Level Contacts coach PBIS team members;

PBIS team members coach other school personnel, families, & community partners;
### FLORIDA’S PBIS PROJECT LOGIC MODEL

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>ACTIVITIES</th>
<th>OBJECTIVES</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration with Districts, other State Projects, &amp; PBIS Center</td>
<td><strong>District</strong>&lt;br&gt;Readiness activities&lt;br&gt;Annual Planning&lt;br&gt;Support (planning, coaching)&lt;br&gt;DC training &amp; resources&lt;br&gt;Support addressing equity, restraint &amp; seclusion. Tier 3</td>
<td>Increase the % of districts highly engaged with PBIS implementation</td>
<td>District leadership teams engage in support for PBIS. Schools maintain PBIS framework with fidelity to address social-emotional behavioral needs. Students receive high-quality social-emotional behavioral instruction &amp; experience low levels of equitable discipline outcomes.</td>
</tr>
<tr>
<td>Research and Evidence-Based Practices</td>
<td><strong>School</strong>&lt;br&gt;Readiness activities&lt;br&gt;Tier 1 training &amp; resources&lt;br&gt;Other Tier 1 training (equity, trauma-informed, classroom)&lt;br&gt;Tier 2 training &amp; resources&lt;br&gt;Tier 3 training (e.g. PTR, brief FBA-BIP) &amp; resources</td>
<td>Increase the % schools remaining active &amp; reporting fidelity of implementation across all three tiers</td>
<td></td>
</tr>
<tr>
<td>Expertise in SWPBS, Implementation, Data-Based Problem Solving</td>
<td><strong>State</strong>&lt;br&gt;Collaborate with FDOE to support districts identified with IDEA indicators&lt;br&gt;Participate on FDOE workgroups</td>
<td>Increase the % of schools with stable or decreasing ODR &amp; OSS discipline rates</td>
<td></td>
</tr>
<tr>
<td>Technology; RtIB Database, Canvas, Qualtrics, PowerBI, Website &amp; Programmer</td>
<td><strong>ALL</strong>&lt;br&gt;Evaluation system&lt;br&gt;TA Chats and resources&lt;br&gt;Skill development modules (SEL in PBIS, Trauma Informed Practices)&lt;br&gt;Model School System</td>
<td>Increase the % of schools reporting relatively proportionate discipline outcomes across subgroups</td>
<td></td>
</tr>
</tbody>
</table>

**Mission:** Florida’s school districts have capacity to use team-based planning and problem solving to implement positive behavioral interventions and supports within a Multi-Tiered System of Supports (MTSS).
Increase the % of schools remaining active & reporting fidelity of implementation across all three tiers.
| 2.1 | Increase % of active/trained schools across all tiers from 16% to 50%.  
*Data source(s):* training records, BoQ, TFI/trained, reporting fidelity |
|---|---|
| 2.2 | Increase % of schools reporting all critical data from 50% to 75%.  
*Data source(s):* PIC, BoQ, Outcome Data/schools reporting all 3 items |
| 2.3 | Increase % of schools reaching fidelity at all tiers from 14% to 33%.  
*Data source(s):* BoQ, TFI/schools scoring 70% or higher on all tiers |
| 2.4 | Increase the #/% of schools maintaining PD in PBIS from 44% to 75%.  
*Data source(s):* training records/schools receiving training in last 3 yrs. |
Increase the % schools remaining active & reporting fidelity of implementation across all tiers

2.1 Increase % of active/trained schools across all tiers from 16% to 50%.
   Data source(s): training records, BoQ, TFI/trained

2.2 Increase % of schools reporting all critical data from 50% to 75%.
   Data source(s): PIC, BoQ, Outcome Data/schools reporting all 3 items

Increase % of schools maintaining PD in PBIS from 44% to 75%
## 2.4 Increase % of schools maintaining PD in PBIS

<table>
<thead>
<tr>
<th>Activities</th>
<th>Documentation</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1 Booster Training</td>
<td>Training Sign-ins/Evals</td>
<td>10% of schools participate in booster each year</td>
</tr>
<tr>
<td>District Annual Planning</td>
<td>Planning Summary Document</td>
<td>Training of some sort ID’d in 75% of plans 2020-2021</td>
</tr>
<tr>
<td>New Team Member Training (Virtual)</td>
<td>Canvas records</td>
<td>200 participants in module in 2020-2021</td>
</tr>
<tr>
<td>TA Chats</td>
<td>Chat sign-ins/evals</td>
<td>Average 100 participants in each chat 2020-2021</td>
</tr>
</tbody>
</table>
**Number of Active PBIS Schools:** 43
**Date of Last Training:** (Blank)
**Primary District Coordinator:** First Name Last Name

**% of Active Schools Submitting Data to Date**

- **PC1:** 27.9%
- **PC2:** 0%
- **Q35:** 0%
- **Early:** 0%
- **BCK:** 0%
- **Wadsworth:** 0%
- **TR1:** 0%
- **TR5:** 0%

**School Year:** 2019-2020

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**Demo**

**Report Year:** 2018-2019

**Percent of Schools with an Effective Core**

- **Effective:** 76.3%
- **Ineffective:** 25.6%

**Model Schools**

**PBIS Implementation Early Warning System**

**Fidelity**

- 33
- 67
- **Total:** 20.00

*20% of your schools need support to reach Tier 1 implementation fidelity*

**Outcomes**

- 33
- 67
- **Total:** 62.79

*62.79% of your schools reported increasing discipline outcomes*

**Equity**

- 33
- 67
- **Total:** 32.35

*32.35% of your schools reported significantly disproportionate discipline outcomes*

**Professional Development**

- 33
- 67
- **Total:** 0.00

*All of your schools received professional development within the last 3 years*
The FLPBIS Project offers a variety of trainings for schools to support implementation of PBIS including Tier 1 School-wide initial and Tier 1 School-wide retraining (3-day team training), Supplemental Tier 1 trainings, Tier 2 Targeted Group (1-2 day team training), and Tier 3 Individual Student (an array, including Brief FBA and Prevent-Teach-Reinforce). To build local capacity, the FLPBIS Project also provides training and supports on coaching, evaluation, and data-based problem-solving.

**TAKEAWAY:**
Most Tier 1 training events are provided to existing schools to support enhanced and sustained implementation.
Contact Us

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Georgia SSFI

Jason W. Byars
PBIS Program Manager
Georgia Department of Education
Process Outcomes

• Rethinking our Annual Evaluation Report
• Rethinking our Team Meetings
• Rethinking our Strategic Plan
• Our Process for SSFI Administration
Rethinking Our Annual Evaluation Report
Guidelines for the SSFI

1. Identify an internal or external facilitator who is fluent with systemic PBIS implementation process and blueprint elements and can guide assessment and action planning.

2. Form a team composed of behavior-related leadership personnel who are responsible for establishing and coordinating implementation of PBIS practices and systems.

3. Review existing data related to (a) student behavior (e.g., suspension/expulsions, screening outcomes, behavior incidents, discipline referrals, attendance, achievement scores, dropout rates, school climate, student/family surveys) and (b) implementation fidelity (e.g., Tiered Fidelity Inventory, School-wide Evaluation Tool, Benchmarks of Quality).

4. Conduct resource mapping (i.e., identification, alignment, integration, adaptation) of existing social-emotional-behavioral efforts, initiatives, and/or programs to maximize use and impact of existing resources.

5. Complete the SSFI, rating general implementation status with the rubric.

6. Prioritize implementation elements for action planning with respect to the importance of short and long-term student outcomes and need for systems level capacity development.

7. Review implementation elements to develop steps for a multi-year action plan (1 year, 2-4 years, and 5+ years).

8. Emphasize use and organization of existing resources (identified in step 3) for implementation of action plan.

9. Review progress, as a team, on action plan activities and outcomes at least monthly.

10. Conduct annual evaluation and updating of action plan fidelity of implementation and outcome progress.
Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support, and improved academic outcomes. More than 1,200 Georgia schools and 27,000 nationwide have been trained in PBIS. Implementation of PBIS is saving countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports).

The Georgia PBIS Strategic Plan

- Georgia's Strategic Plan for PBIS: 2014-2024

State PBIS Specialists

- Find my State PBIS Specialist

Important Links

- PBIS School Climate Specialists' Clipboard
- PBIS District Coordinators' Clipboard
- PBIS School Coaches' Clipboard
- PBIS Early Learning
- Georgia Project AWARE
- School Climate Specialists' Contact Information
- PBIS and the Student Code of Conduct
- US ED - School Climate and Discipline (new federal guidelines)
- Every Student Succeeds Act (ESSA)

Contact Information

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Sharon Champion
Administrative Support
Phone: (404) 463-9238
FAX: (404) 651-6457
Email: sharon.champion@doe.k12.ga.us

Please contact the PBIS Team for more information on PBIS Implementation
gapbis@doe.k12.ga.us

@gadoepbis

PBIS Annual Reports

- PBIS Annual Report 2017-2018

PBIS Endorsements

- Georgia College and State University
- Georgia Southern University
- Middle Georgia RESA
- Northwest Georgia RESA
Annual Evaluation Report

2016-17 Annual Report
• Contracted with an external evaluator
• Served as a ‘status report’ for PBIS implementation
• Lagging report – received in summer 2019

2017-18 Annual Report
• Hired internal evaluator
• Focused on outcome data for PBIS schools
• Examine the academic outcomes for PBIS schools
How do we evaluate the effectiveness of our work?
**Georgia Student Health Survey: Student Responses – Middle/High**

<table>
<thead>
<tr>
<th></th>
<th>Non-PBIS</th>
<th>All PBIS</th>
<th>Installing</th>
<th>Emerging</th>
<th>Operational</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are frequently recognized for good behavior.</td>
<td>37.6%</td>
<td>35.7%</td>
<td>37.0%</td>
<td>34.5%</td>
<td>35.5%</td>
<td>29.4%</td>
</tr>
<tr>
<td></td>
<td>62.4%</td>
<td>64.3%</td>
<td>63.0%</td>
<td>65.5%</td>
<td>64.5%</td>
<td>70.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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<th>Operational</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what to do if there is an emergency at my school.</td>
<td>13.5%</td>
<td>12.7%</td>
<td>13.7%</td>
<td>12.0%</td>
<td>12.2%</td>
<td>9.3%</td>
</tr>
<tr>
<td></td>
<td>86.5%</td>
<td>87.3%</td>
<td>86.3%</td>
<td>88.0%</td>
<td>87.8%</td>
<td>90.7%</td>
</tr>
</tbody>
</table>

### Georgia Student Health Survey: Personnel Responses

#### Teachers at my school frequently recognize students for good behavior.

<table>
<thead>
<tr>
<th>Level</th>
<th>Non-PBIS</th>
<th>All PBIS</th>
<th>Installing</th>
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<th>Operational</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strongly/Somewhat Disagree</strong></td>
<td>7.44%</td>
<td>6.07%</td>
<td>7.40%</td>
<td>5.45%</td>
<td>5.26%</td>
<td>2.57%</td>
</tr>
<tr>
<td><strong>Strongly/Somewhat Agree</strong></td>
<td>92.56%</td>
<td>93.93%</td>
<td>92.60%</td>
<td>94.55%</td>
<td>94.74%</td>
<td>97.43%</td>
</tr>
</tbody>
</table>


#### Teachers at my school have high standards for achievement.

<table>
<thead>
<tr>
<th>Level</th>
<th>Non-PBIS</th>
<th>All PBIS</th>
<th>Installing</th>
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<th>Operational</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strongly/Somewhat Disagree</strong></td>
<td>5.61%</td>
<td>5.50%</td>
<td>6.48%</td>
<td>5.01%</td>
<td>4.92%</td>
<td>3.62%</td>
</tr>
<tr>
<td><strong>Strongly/Somewhat Agree</strong></td>
<td>94.39%</td>
<td>94.50%</td>
<td>93.52%</td>
<td>94.99%</td>
<td>95.08%</td>
<td>96.38%</td>
</tr>
</tbody>
</table>
**Georgia Student Health Survey: Parent Responses**

### My student feels safe at school.

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly/Somewhat Disagree</th>
<th>Strongly/Somewhat Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-PBIS</td>
<td>8.22%</td>
<td>91.78%</td>
</tr>
<tr>
<td>All PBIS</td>
<td>8.24%</td>
<td>91.76%</td>
</tr>
<tr>
<td>Installing</td>
<td>8.59%</td>
<td>91.41%</td>
</tr>
<tr>
<td>Emerging</td>
<td>8.34%</td>
<td>91.66%</td>
</tr>
<tr>
<td>Operational</td>
<td>7.96%</td>
<td>92.04%</td>
</tr>
<tr>
<td>Distinguished</td>
<td>3.99%</td>
<td>96.01%</td>
</tr>
</tbody>
</table>

### My student feels safe going to and from school.

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly/Somewhat Disagree</th>
<th>Strongly/Somewhat Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-PBIS</td>
<td>6.16%</td>
<td>93.84%</td>
</tr>
<tr>
<td>All PBIS</td>
<td>6.34%</td>
<td>93.66%</td>
</tr>
<tr>
<td>Installing</td>
<td>6.38%</td>
<td>93.62%</td>
</tr>
<tr>
<td>Emerging</td>
<td>6.24%</td>
<td>93.76%</td>
</tr>
<tr>
<td>Operational</td>
<td>6.56%</td>
<td>93.44%</td>
</tr>
<tr>
<td>Distinguished</td>
<td>3.63%</td>
<td>96.37%</td>
</tr>
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</table>

Rethinking Our Team Meetings
Guidelines for the SSFI

1. Identify an internal or external facilitator who is fluent with systemic PBIS implementation process and blueprint elements and can guide assessment and action planning.

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3. Review existing data related to (a) student behavior (e.g., suspension/expulsions, screening outcomes, behavior incidents, discipline referrals, attendance, achievement scores, dropout rates, school climate, student/family surveys) and (b) implementation fidelity (e.g., Tiered Fidelity Inventory, School-wide Evaluation Tool, Benchmarks of Quality).

4. Conduct resource mapping (i.e., identification, alignment, integration, adaptation) of existing social-emotional-behavioral efforts, initiatives, and/or programs to maximize use and impact of existing resources.

5. Complete the SSFI, rating general implementation status with the rubric.

6. Prioritize implementation elements for action planning with respect to the importance of short and long-term student outcomes and need for systems level capacity development.

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<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 28, 2020</td>
<td><strong>MISSION</strong> To Improve Safety and Climate in Georgia Schools and Communities Through a Multi-Tiered Positive Behavioral Interventions and Supports (PBIS) Framework.</td>
</tr>
<tr>
<td></td>
<td><strong>GOAL 1</strong> LEADERSHIP CAPACITY - EXPAND STATE/LOCAL INFRASTRUCTURE TO LEAD AND SUPPORT TIERED PBIS IMPLEMENTATION</td>
</tr>
<tr>
<td></td>
<td><strong>GOAL 2</strong> INCREASE PBIS IMPLEMENTATION FIDELITY AND SUSTAINABILITY THROUGH ONGOING PROFESSIONAL LEARNING AND PERSONNEL READINESS</td>
</tr>
<tr>
<td></td>
<td><strong>GOAL 3</strong> EXPAND THE CAPACITY OF DISTRICT PERSONNEL AND SCHOOL CLIMATE SPECIALISTS TO PROVIDE COACHING AND SUPPORTS TO PBIS DISTRICTS/SCHOOLS</td>
</tr>
</tbody>
</table>

**Team Meeting Norms**
- Prepare for the Meeting
  - Review and be accountable for agreements and tasks from previous meeting minutes.
  - Develop and review agenda on PBIS Team Notebook.
  - Sign in (from Nicholas) with... What do you hope to learn or accomplish today?
- Opening the meeting
  - Set and review meeting rules and routines (Email before/after team meeting, procedure for voting when necessary, give each person time to speak, etc).
  - Review and assign roles (Recorder/Action Plan, Timekeeper, Communicators, Meeting Norms Monitor, Date Champion) – Rotate jobs
  - Review team/subgroup meeting purpose
  - Quick morning check-in with critical announcements
  - Bonding activity/jason’s questions/for activity/Celebrations
- Conducting Business
  - Follow Agenda Items
  - Stay Within Timelines
- Concluding the Meeting
  - Review Meeting Purpose
  - Review/Summarize agreements and tasks
  - Add new agenda items for next meeting
  - Allow subgroups to report out to whole team
- Follow up
  - Review meeting minutes when needed or if absent from meeting
  - Complete agreements and tasks
  - Update subgroups as needed
  - Complete meeting evaluation (from Nicholas)

**Today’s Team Roles**
- Meeting Sign-in:
  - Meeting facilitator: Conducts the meeting
  - Link: Microsoft Forms
- Recording:
  - Recorders are needed across all agenda items during work group time and the general meeting (SEE BELOW).
- Communicators:
  - Communicators are responsible for sharing pertinent information with missing team members. Team Leaders will serve as the communicator for each work group.
  - Meeting Norms Monitor – Keeps the meeting productive. Team Leaders will serve as the Meeting Norms Monitor for each work group.
- Data Champion:
  - Responsible for gathering requested data and reporting to the team for analysis, synthesis, evaluation, and goal setting.
  - Timekeeper – A timekeeper for the general meeting at work group (SEE BELOW).
Team Meetings

• Use One Note
• Meet Weekly
• Assign Roles to Team Members
• Align Our Action Items to Our Action Plan
Rethinking Our Strategic Plan
Guidelines for the SSFI

1. Identify an internal or external facilitator who is fluent with systemic PBIS implementation process and blueprint elements and can guide assessment and action planning.

2. Form a team composed of behavior-related leadership personnel who are responsible for establishing and coordinating implementation of PBIS practices and systems.

3. Review existing data related to (a) student behavior (e.g., suspension/expulsions, screening outcomes, behavior incidents, discipline referrals, attendance, achievement scores, dropout rates, school climate, student/family surveys) and (b) implementation fidelity (e.g., Tiered Fidelity Inventory, School-wide Evaluation Tool, Benchmarks of Quality).

4. Conduct resource mapping (i.e., identification, alignment, integration, adaptation) of existing social-emotional-behavioral efforts, initiatives, and/or programs to maximize use and impact of existing resources.

5. Complete the SSFI, rating general implementation status with the rubric.

6. Prioritize implementation elements for action planning with respect to the importance of short and long-term student outcomes and need for systems level capacity development.

7. Review implementation elements to develop steps for a multi-year action plan (1 year, 2-4 years, and 5+ years).

8. Emphasize use and organization of existing resources (identified in step 3) for implementation of action plan.

9. Review progress, as a team, on action plan activities and outcomes at least monthly.

10. Conduct annual evaluation and updating of action plan fidelity of implementation and outcome progress.
Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school’s sense of safety and support improved academic outcomes. More than 1,200 Georgia schools and 27,000 nationwide have been trained in PBIS. Implementation of PBIS is saving countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports).

The Georgia PBIS Strategic Plan

- Georgia’s Strategic Plan for PBIS: 2014-2024

State PBIS Specialists

- Find my State PBIS Specialist

Important Links

- PBIS School Climate Specialists’ Clipboard
- PBIS District Coordinators’ Clipboard
- PBIS School Coaches’ Clipboard
- PBIS Early Learning
- Georgia Project AWARE
- School Climate Specialists’ Contact Information
- PBIS and the Student Code of Conduct
- US ED - School Climate and Discipline (new federal guidelines)
- Every Student Succeeds Act (ESSA)
National-State-Regional-Local Organization of PBIS Implementation and Support

Regional Educational Service Agencies (RESAs)

Regional Educational Service Agencies (RESAs)

Local Education Agency
- PBIS District Leadership Team
  - District Coordinator of PBIS
    - Liaison between DLT and school staff

School PBIS Leadership Team
- Grade Level Teams
  - Classroom Teams
  - Student Teams
- Tier 2 and 3 Teams

Data Analysis and Problem Solving

PBIS Implementation Plan

PBIS District Leadership Team

PBIS Expertise

Professional Development

Positive Behavioral Interventions and Supports of Georgia

National Resource Agent (Dr. Heather Goree)
- Liaison between national center and the State PBIS Team

PBIS Positive Behavioral Interventions & Supports

Resources

Data
### Regional Priorities

**Informed by:**
- Activities, deliverables, etc.

**Narrative:**
- Evidence

**Select Interventions:**
- 3 sentence description

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SSFI Process

• Followed same process as we coach for the TFI
  • Vote on each item
  • Discuss items without consensus

• Engage our PBIS TA Specialist on items we cannot gain consensus or questions about implementation
  • 4.3 Leadership Team regularly reviews and refines policies to enhance their effects on fidelity of implementation and social-emotional-behavioral and academic outcomes for all student groups.

• 5.3 Annual performance evaluations of administrators, teachers, and related instructional/support personnel assess knowledge and skills related to PBIS implementation.
Questions or Comments

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Georgia Department of Education

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404-576-1331