



1B Sustaining and Scaling District-Wide Implementation of PBIS/MTSS

Presenters:

Lisa Powers & Jamie Grieshaber, University of Missouri; Casetta Brown, St. Louis Public Schools (MO); Nanci Johnson, Missouri School-wide Positive Behavior Support; Joyce West, Gardner Public Schools (MA)

- **Topic:** District and State PBIS
- **Keywords:** Systems Alignment, Policy, Sustainability, Implementation



When Working In Your Team

Consider 4 Questions

- How does this compare to our priorities?
- What team would oversee this work?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?



Strand Overview

1B – Sustaining and Scaling District-wide Implementation of PBIS/MTSS

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2B – Using Data-Based Decision Making to Effectively Differentiate Provision of District-Level Supports

Presenters: Danielle Starkey, Omaha Public Schools (NE); Terry Houlton & Carrie Novotny-Buss, Millard Public Schools (NE); Tina Rickett, Winnebago Public Schools (NE)

3B – Coaching Counts: Building District Systems for Coaching Capacity

Presenters: Lisa Powers & Jamie Grieshaber, University of Missouri; Paula Raygoza and Mark Grengaro, Clifton Public Schools (NJ); Jane Crawford, Ferguson-Florissant School District (MO); Tina Lawson, Pennsylvania Positive Behavior Support Network



Learning Objectives

1. Discuss the logic of district-wide implementation and elements that drive the work
2. Learn about tools, data, and resources teams can use when building a district-wide plan
3. Explore how districts can build internal capacity to implement PBIS district-wide through the lenses of systems, practices, and data



We are excited to be here with you!

Co-Facilitators:

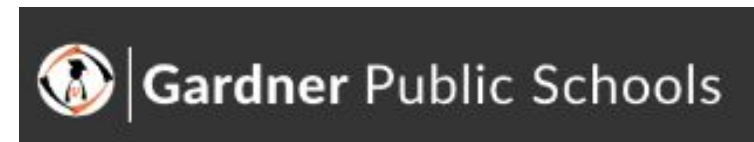
Lisa Powers & Jamie Grieshaber, University of Missouri

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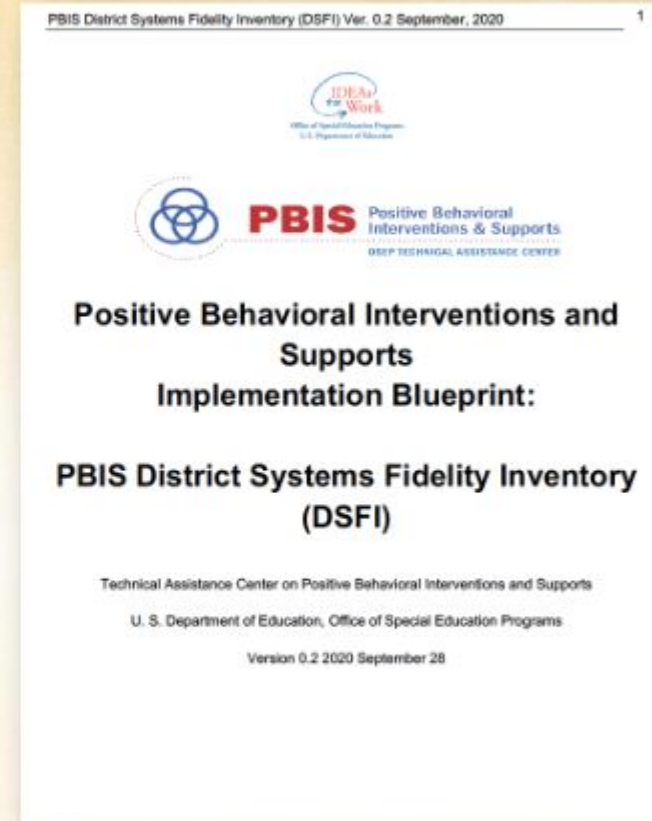
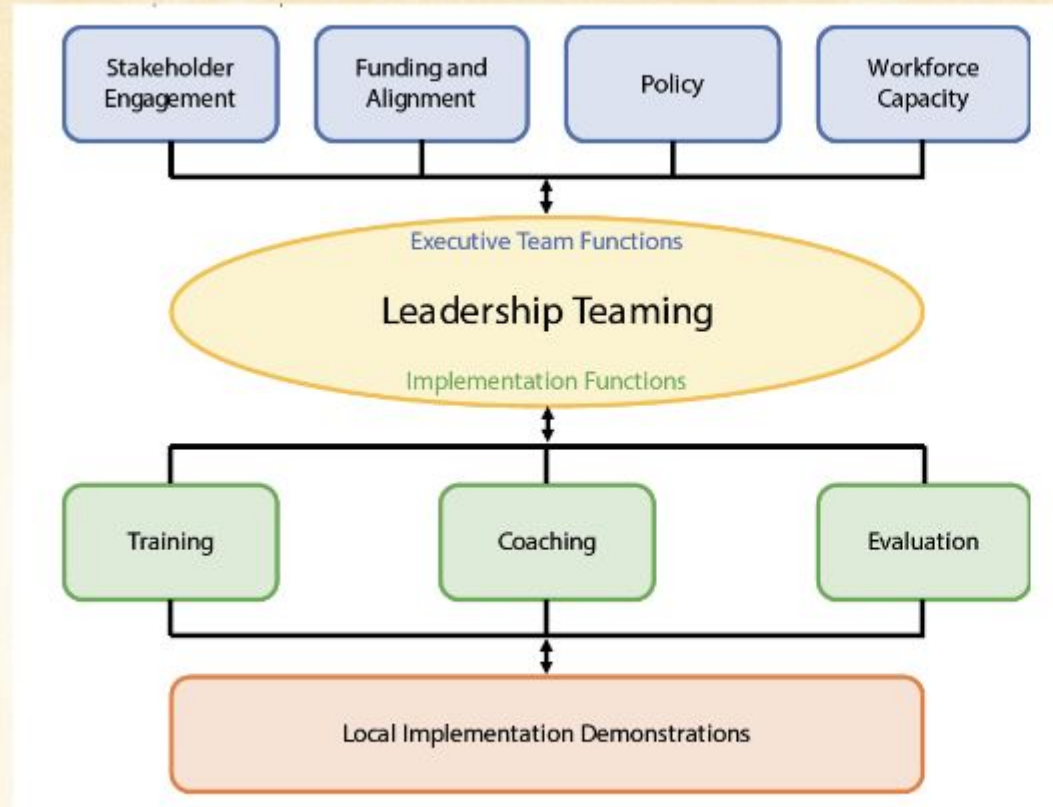
National PBIS Leadership Forum

Questions to Explore and Consider:

- How does your district fund PBIS/MTSS training and support?
- How has PBIS implementation sustain and evolve over time?
- How do you align your PBIS work with other initiatives or priorities in your district/state?

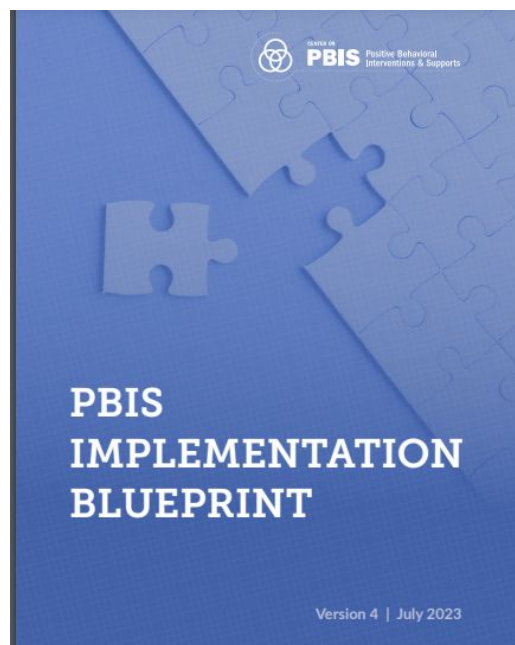


District Systems Fidelity Inventory & the Logic of Districtwide Implementation



Drivers/Resources

Implementers Blueprint



District Systems Fidelity Inventory (DSFI)



Key Takeaways

- ▶ Multiple rigorous studies show that PBIS has the potential to improve a range of student outcomes.
- ▶ Tier 1 PBIS can be most effective for the students who need it most.
- ▶ Don't expect PBIS to improve academic achievement without a focus on improving the quality of academic instruction.
- ▶ Supporting teachers' implementation of classroom PBIS practices is critical for improving student outcomes.
- ▶ Establishing district capacity may be necessary for sustainable improvement in outcomes.

IES MTSS-B Trial: Key Takeaways for District and State Leaders

Authors: Kent McIntosh, Keith Herman, Catherine Bradshaw, & Brandi Simonsen

JANUARY

The purpose of this brief is to review the latest randomized controlled trial (RCT) examining effects of positive behavioral interventions and supports (PBIS), an example of a multi-tiered system of support for behavior (MTSS-B), on a range of student outcomes. The study explored one approach to implementing PBIS and focused on students' behavioral and academic outcomes. Although it did not identify positive behavioral and academic effects for all students, students with the most behavior needs saw improved reading scores and decreased rates of disruptive behavior. Other important outcomes, including those related to classroom management and school climate, also saw some improvements. We share findings and key takeaways from this new study, in the context of the broader research literature, to guide local educational agency (LEAs) and state educational agencies (SEAs) in their use of MTSS to improve student outcomes.

Key Takeaways

- ▶ Multiple rigorous studies show that PBIS has the potential to improve a range of student outcomes.
- ▶ Tier 1 PBIS can be most effective for the students who need it most.
- ▶ Don't expect PBIS to improve academic achievement without a focus on improving the quality of academic instruction.
- ▶ Supporting teachers' implementation of classroom PBIS practices is critical for improving student outcomes.
- ▶ Establishing district capacity may be necessary for sustainable improvement in outcomes.

The authors would like to thank NCEE Commissioner Matthew Soldner for his useful feedback on this brief.

Saint Louis Public Schools

Culture and Climate Committee

Office of Academics | Professional Development Department | Culture and Climate Program



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SAINT LOUIS Public Schools Overview

Our City. Our Schools. Our Future.

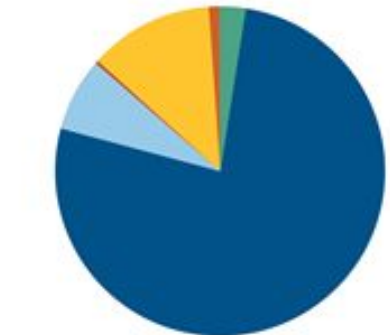
DISTRICT SCHOOL COUNT

Elementary	42*
Middle	8
High	12
Alternative	6

*Including Slix and Wilkinson Preschools

STUDENT ENROLLMENT

Total Student Population (Including Pre-K)	18,979
Official Membership Count	18,832



76.9% African American
12% White
7.2% Hispanic
2.6% Asian
1.1% Multiracial
.2% American Indian

GENDER*

50.9% Male 49.1% Female

*Counts are based on the birth certificate on file.

ENROLLMENT OVER TIME

2022	18,979	2016	22,506
2021	18,552	2015	24,154
2020	19,222	2014	24,869
2019	19,778	2013	25,200
2018	20,879	2012	22,516
2017	21,754		

STUDENTS IN TRANSITION (HOMELESS)

4,771 (26% of Population)

STAFF

3,472 Active Employees
1,613 Certified Staff
572 Substitutes
1,287 Non-Certified Staff

SLPS REGULARLY TRANSLATES

Spanish (1,029 Students) Pashto (134 Students)
Swahili (191 Students) Dari (111 Students)
Arabic (170 Students) Vietnamese (62 Students)

PER FY2023 APPROVED BUDGET

Total State Aid: \$14,862,616.55
Total Funding: \$478,900,707.39
State Aid: 3.1% Federal Aid: 28.2%
Property Taxes: 55.7% Local Revenue: 13%

About Us...

Other Student Demographics:

- English Language Learners: 2,160
 - Gifted Students: 1,176
 - IEP Student: 2,596
- Free & Reduced Lunch: 100%







Saint Louis Public Schools

Culture and Climate Committee

Stakeholder Engagement: 2.2 Information Dissemination

Strengths:

- Culture & Climate Personnel
 - Alignment
 - Professional Development
 - Manual



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Stakeholder Engagement: 2.3 Stakeholder Participation



Area of Focus:

- *Cabinet Member Engagement*
 - *New Superintendent*
 - *New Leadership Structure*



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Stakeholder Engagement

Moving Forward:

- *Clear is Kind*
- *Grace*
- *Partner w/Network Superintendents*

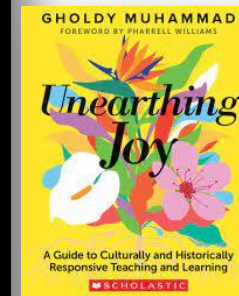
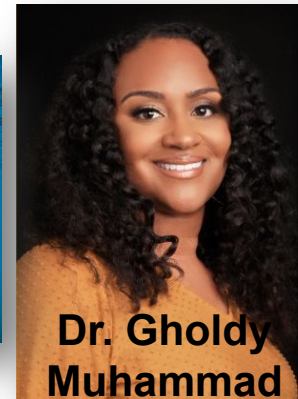
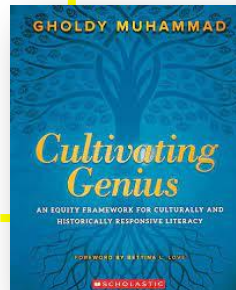
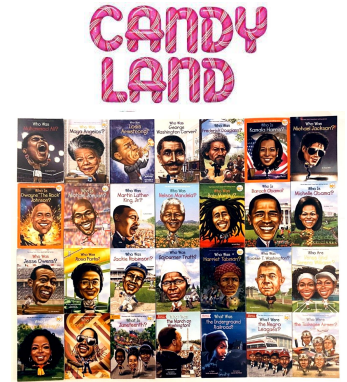


Saint Louis Public Schools Culture and Climate Committee

Funding and Alignment: 3.1 Budget Plan

Strengths:

- Culture & Climate Program
 - New
 - Appreciation
 - Professional Development



Saint Louis Public Schools

Culture and Climate Committee

Funding and Alignment: 3.3 Alignment to District Outcomes

Pillar 3

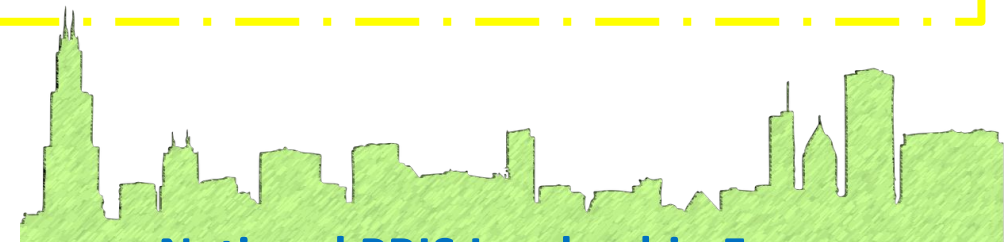
CULTIVATE LEADERS
WHO FOSTER
CULTURALLY RESPONSIVE
LEARNING ENVIRONMENTS

- Reduce percentage of out-of-school (OSS) suspensions by 10% and reduce number of students with more than two OSS's by 30%

GOAL 4: By 2025, all SLPS leaders will receive training and support to implement proactive, restorative and culturally responsive practices. This work will change the dynamics of relationships between students and leaders which will lead to fewer Out-of-School Suspensions (OSS) and repeat suspensions.

Strength


- Transformation Plan
 - Direct Alignment to District Outcomes:
 - OSS
 - Restorative Practices/Approaches
 - SEL



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Funding and Alignment: 3.4 Alignment to District Initiatives



SLPS Key-3

Unlock Deeper Learning

Inquiry


Voice & Choice

Collaboration

Self Direction

Reflection

SLPS ACADEMIC OFFICE - SCHOOL YEAR 2023-24		
Key-3 Strategy To Strengthen Instructional Core	Deeper Learning Application	Support Resources (Virtual Links)
Check for Understanding	A check for understanding (CFU) is a quick whole-class assessment, given throughout daily instruction, to collect authentic data on scholar understanding of the learning concept in real-time to inform instructional decision-making.	CORE TEXT: Checking For Understanding Fisher & Frey 2nd Edition Sample Article: The Importance of Ongoing Checks for Understanding
Data Driven/ Data Informed Lesson Planning	Data Driven Lesson Planning, also known as data driven instruction involves using assessment (CFA, CSA, and CFU) data to inform instructional decision-making and improve the quality of teaching in the classroom.	Book Summary: Driven by Data 2.0: A Practical Guide to Improve Instruction Data Driven Instructional Templates Article: How Educators Can Use Student Data to Drive Instruction
Applying Depth of Knowledge Questioning	DOK questions refer to the level of thinking/processing a certain question/task/prompt requires scholar to formulate a response. Level 1 (Recall) Level 2 (Understand/Apply) Level 3 (Analyze/Strategic Thinking) Level 4 (Synthesize/Create)	CORE TEXT: That's a Good Question: How to promote Cognitive Rigor Through Classroom Questioning E. Francis DOK Question Stems 30 Activities for Any DOK Level Article: Using Webs DOK



Deeper Learning occurs through the purposeful integration of rigorous academic content with experiences that intentionally cultivate skills, mindsets, and literacies (SLPS Portrait of a Graduate Competencies) essential for students to be life-long learners and contributors in the 21st century.

Dr. Marion Smith Jr. | Deputy Superintendent of Academics

Area of Focus

- The Work and The Key 3
- Direct Alignment to District Initiatives:
 - Developing Habits of Mind
 - Deeper Learning
 - Checking For Understanding

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Funding and Alignment

Moving Forward:

- *New Goals*
- *Community Agency Alignment*
- *District Initiatives*



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Culture and Climate Committee

DSFI Action Plan

District Systems Fidelity Inventory (DSFI) Action Planning Sheet

DISTRICT:	SLPS	SY:	2023	Score:	
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Section I: Leadership Teaming Subcommittee: 1. 2. 3. 4.	1.1 Leadership Authority	2	Leadership authority in this room.	Subcommittee	March 2024
	1.2 Team Membership	1-2	Now have Dr. Martin (investment in community). Knowledge about SEL. Elementary rep.	Completed	December 2023
	1.3 Team Expertise	1	A few tiers missing.	Subcommittee	Summer 2024
	1.4 Team Leadership	2	Systems in place.	Completed	December 2023
	1.5 Team Operating Procedures	2	Agenda, set scope and sequence.	Completed	December 2023
	1.6 Action Planning	0	The Action Plan is outdated.	Subcommittee	January 2024
	1.7 Communication with Executive Leadership	1	Many directors have the ear of key stakeholders/cabinet members.	Subcommittee	March 2024
	1.8 Communication with Key Stakeholders	1	Developing a plan with Network Superintendents to connect with the Chiefs and Cabinet Members	Subcommittee	March 2024
	1.9 Goal Identification	2	New Student Wellbeing goals are being identified. <input type="checkbox"/>	Culture & Climate Coord.	October 2023



How does your district fund PBIS/MTSS training and support?



Sustaining & Scaling District-wide Implementation of PBIS/Multi-tiered Systems of Support



National PBIS Leadership Forum
October 27, 2023
Joyce West - Director of Pupil Personnel

Gardner Public Schools



Who We Are

Gardner Public Schools



Student enrollment: 2400

4 Schools:

Elementary PK-4

Middle School 5-7

High School 8-12

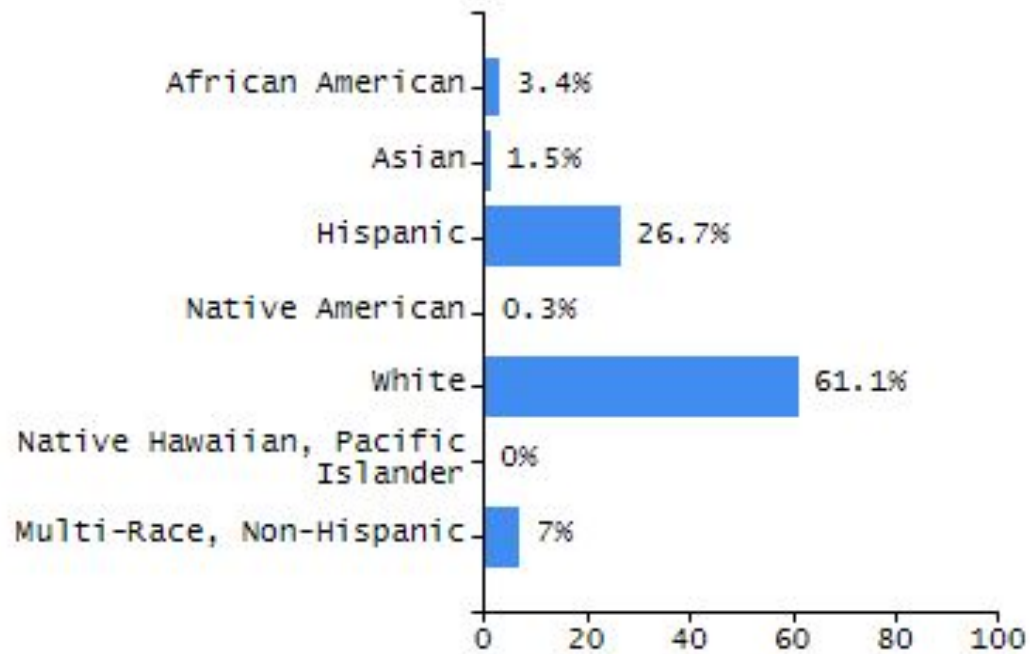
Alternative School 9-12



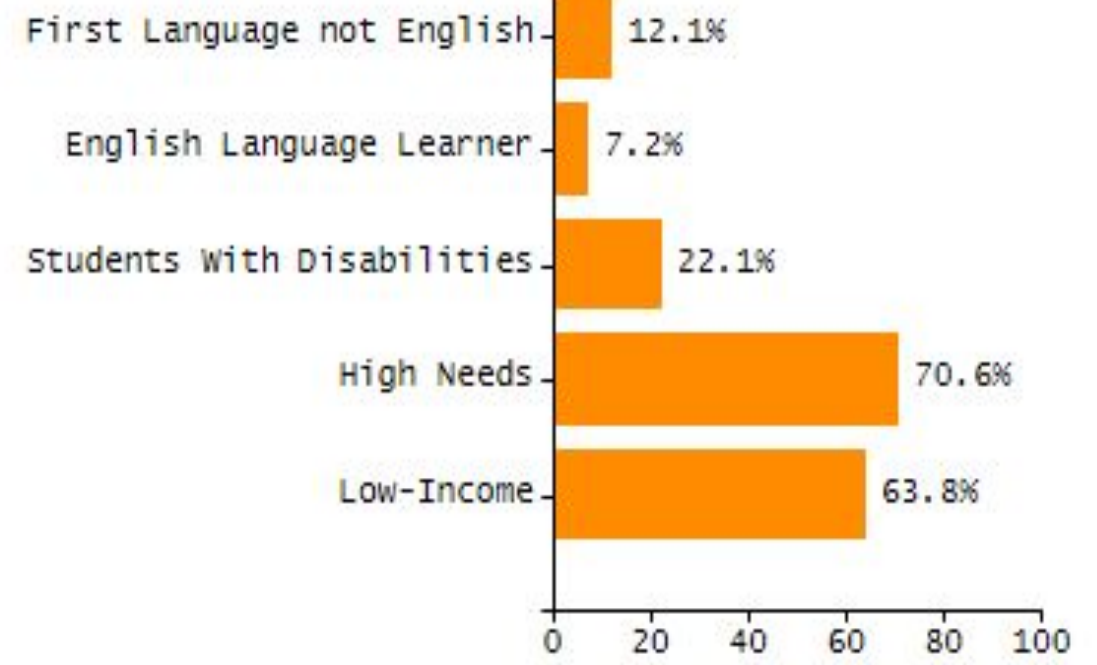
Student Demographics



Race and Ethnicity



Selected Populations



District-Wide Implementation



Why not let schools do their own thing?

It starts from the top



“Positive Relationships and Rigor for Every Child, in Every Classroom, Every Day...”

“This is how Gardner does school”

**Superintendent Dr. Mark Pellegrino,
Gardner Public Schools**

District Wide Implementation



- Initiating, expanding, and sustaining PBIS at the school level requires systemic support from the district.
- Organizing across multiple schools improves efficiency in resources, implementation efforts, and organizational management.
- PBIS at the district level provides a supportive context for implementation at the local level. Which in turn:
 - Increases the number of schools implementing SWPBIS
 - Improves implementation with treatment integrity of schools implementing SWPBIS
 - Improves student and staff outcomes

District-Wide Implementation



What did Gardner do?

How do you make change?



What does sustainable change looks like?
How do you mobilize/involve everyone at multiple layers?
How do you mitigate pitfalls and barriers?
How do you balance adaptive and technical
How do you manage being uncomfortable with ambiguity?

We wanted a school district
not a district of schools



Table 3. Qualitative Themes.

Theme	Code count	No. of districts endorsing	Subtheme	Code count	No. of districts endorsing
District Coordinator	49	6	Relationships	24	6
			Passionate	19	4
			Knowledge and skills	4	3
			Administrative experience	2	2
Coaches	42	6	Training	19	6
			Technical assistance	13	5
			Roles and responsibilities	6	2
			Input valued	4	2
District Teaming	29	6	PBS/MTSS integration	15	6
			Team activities	9	3
			Collaboration	5	3
District Team Activities	29	6	Visibility	7	3
			Recognition	6	4
			Funding	6	4
			Incentives	5	3
			Accountability	5	3
Leadership Buy-In and Support	23	6	District-level	15	5
			School-level	8	3
District Data Infrastructure	23	5	Infrastructure	19	5
			Collaboration and communication	4	3
Direct Support to Schools	21	5	Differentiated supports	14	5
			Training	5	3
Communication	18	5	Infrastructure	15	5

Note. PBS = positive behavior support; MTSS = multitiered systems of support.



**EVIDENCE
BASED
RESEARCH
ARTICLE:**

*District
Practices
Associated with
Successful
SWPBIS Impl.*

George et al.

Implementation Conditions for Success



District Leadership

- Superintendent commitment
- Pupil Personnel Director commitment & direction
- District Coordinator/Coach Hired
- Coaching plans and Feedback forms
- Building based support staff (not sharing roles)
- MTSS SEL Mental Health Academy (DESE) District Team
 - Conscious selection of representation

Other Systems of Success

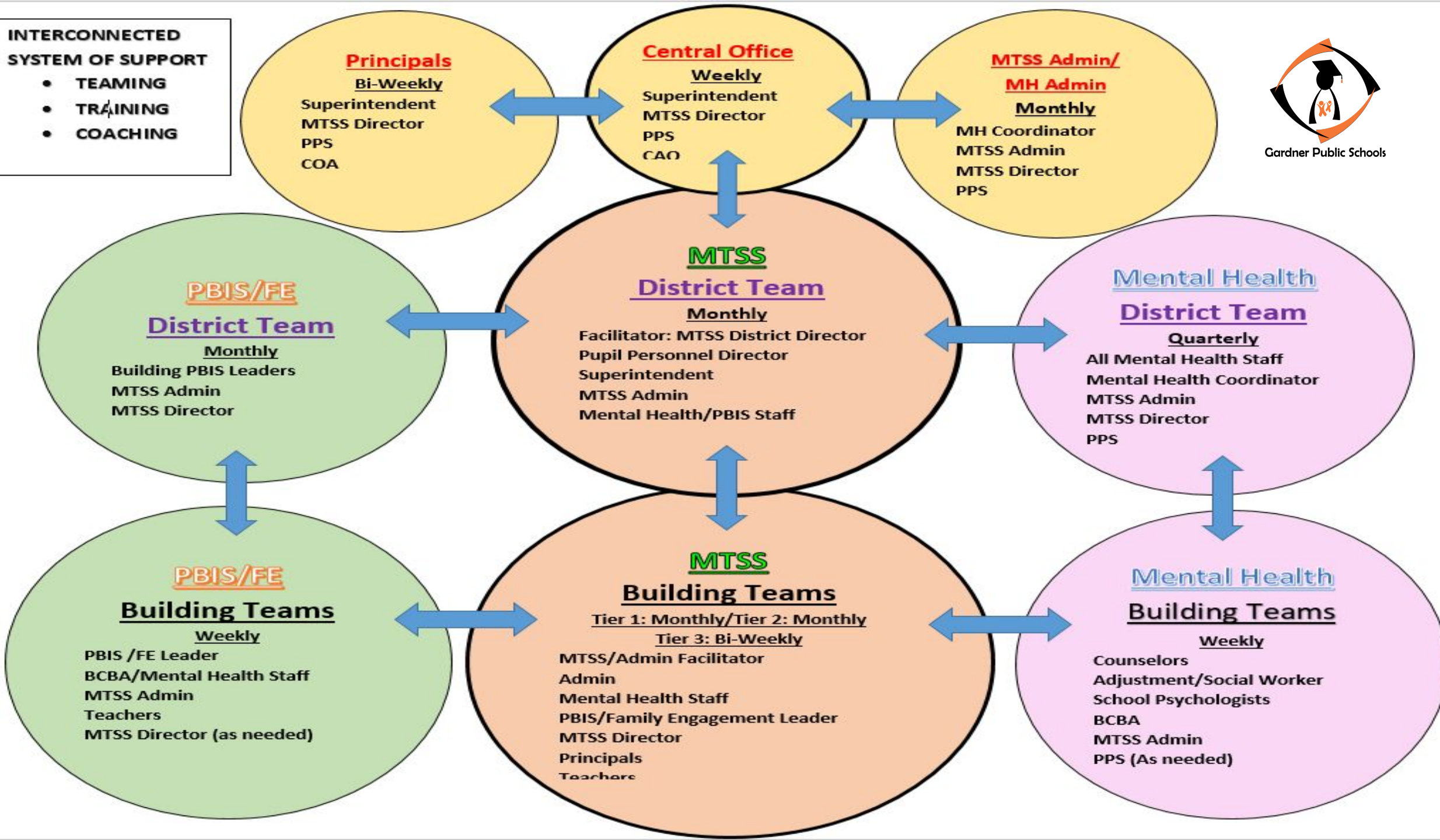
- Grants to support initial start up of work
- Technical Assistance from May Institute
- District Team Growth/Commitment
- Phased in each buildings' participation and tiered teams.
- Disaggregation of Attendance data for data-based decision making
- Implementation of PBIS at the classroom level (Classroom Observation System)
- MTSS SEL Manual and Supporting Tools
- MTSS Facilitator Support - MTSS Content & Leadership (Technical, Adaptive and Facilitative)
- Focus on Results, Process & Relationships

**INTERCONNECTED
SYSTEM OF SUPPORT**

- TEAMING
- TRAINING
- COACHING



Gardner Public Schools



DISTRICT WIDE MTSS/PBIS IMPLEMENTATION

Year 1: Leadership, Teaming, Policy

Implementation District Team

MTSS/PBIS District Coordinator

Vision/Philosophy: Integrated System

Framework/Operating Procedures

- nonnegotiables
- Roles/Responsibilities aligned to Framework
- Manual/Teaming
- Pilot tier 1: only one school
- Self assessment: consultant (May Institute)

Year 2: Teaming, Coaching, Training

All schools start Tier 1/pilot school add Tier 2

Follow Meeting structure

PPS/MTSS DC attend all building MTSS/PBIS Meetings

Weekly Central Office strategy meeting

Facilitators/Principal coaching/debrief

All School Staff trained

MTSS/PBIS consultation/coaching

District PBIS/Mental Health coaching/PD

Common data points/sources

Common evaluation process and tools

Year 3:

All Schools start Tier 2/ pilot school add Tier 3

Add structures/ tools

- Data triangulation
- Process annual eval/reports
- Assessment calendars

Cont build capacity of leaders/Facilitators

Strengthen integrated model and collaboration

Teacher leaders SEL/PBIS/FE

Equity/Closing Gap/SWD

6/2/2022 6/15/2023



Funding and Alignment	Policy	Workforce Capacity
68%	60%	66%
87%	70%	83%

Training	Coaching	Evaluation
66%	56%	63%
75%	93%	90%



THANK
YOU



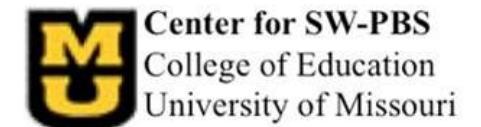
Gardner Public Schools

How has PBIS implementation sustained and evolved over time?



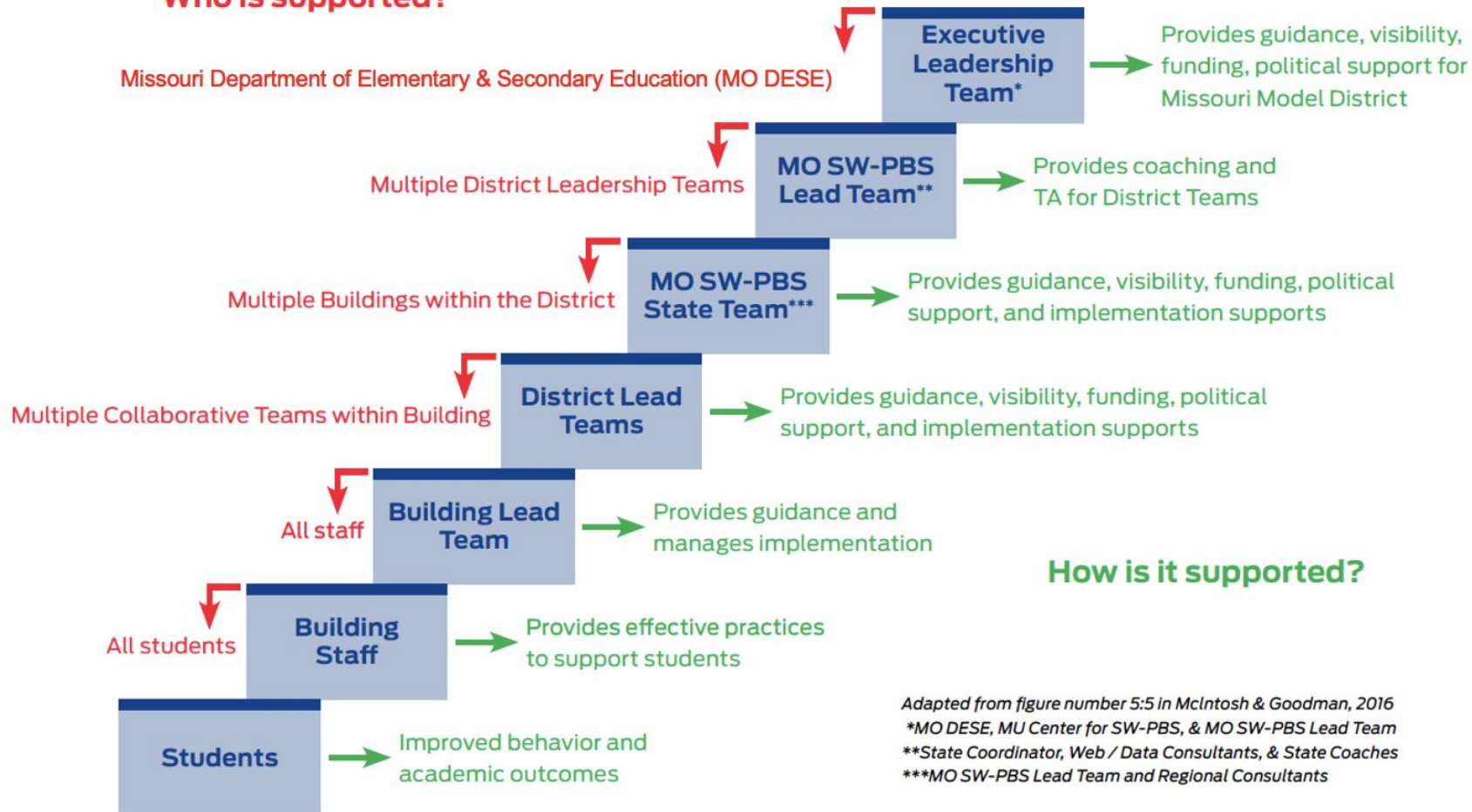
Missouri Schoolwide Positive Behavior Support (MO SW-PBS)

Districtwide Positive Behavior Support (DW-PBS)



MO SW-PBS Cascade Logic Model

Who is supported?



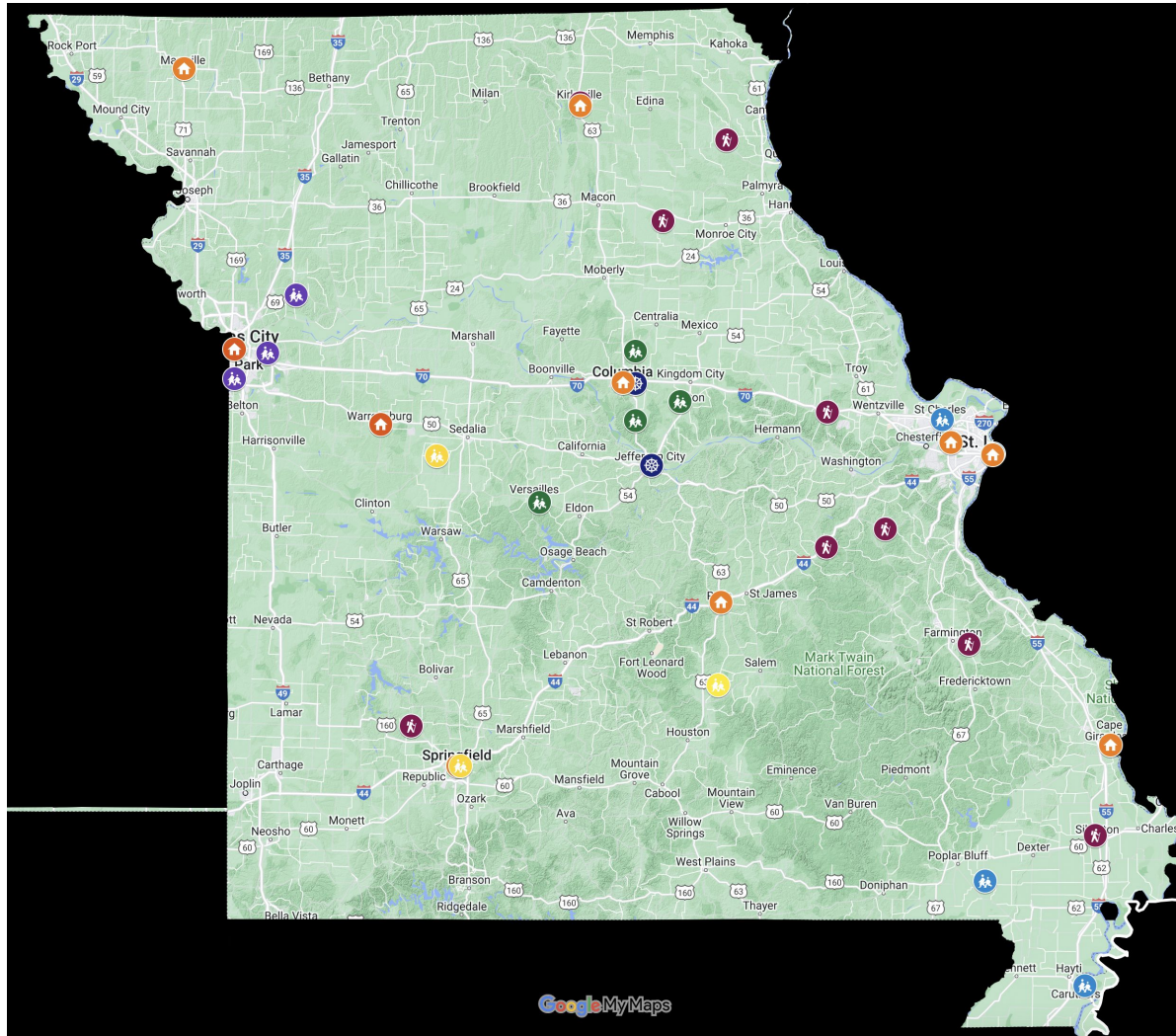
PBIS Implementation Blueprint
[State Systems Fidelity Inventory \(SSFI\)](#)
[District Systems Fidelity Inventory \(DSFI\)](#)



National and Missouri Tools/Resources

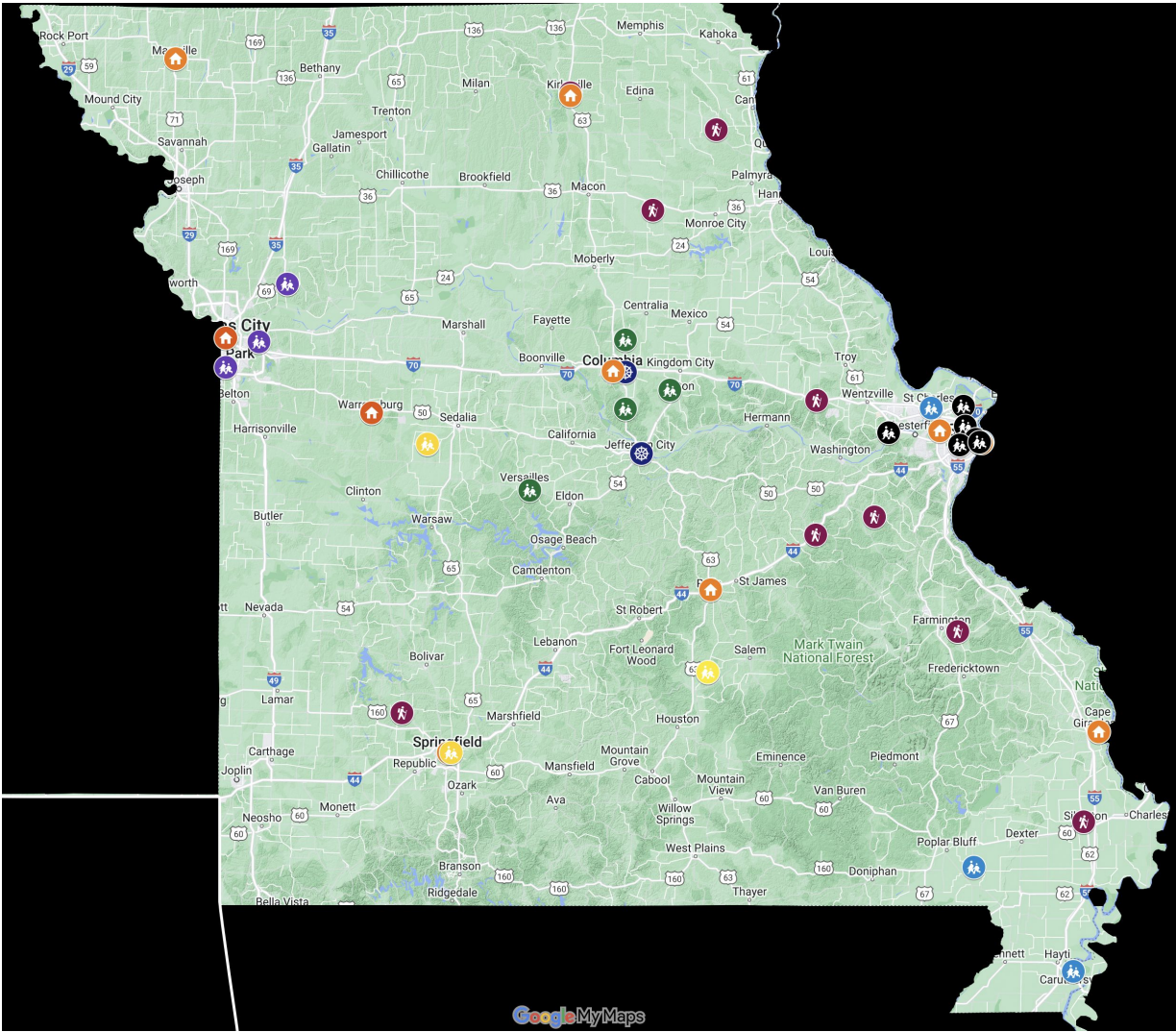
<u>PBIS APPs / SWIS Surveys & Data Tools</u>	<u>Center on PBIS Manuals & Resources</u>
<ul style="list-style-type: none"> • District Systems Fidelity Inventory (DSFI) (<i>coming soon - Fall 2023</i>) • Self-Assessment Survey (SAS) • Tiered Fidelity Inventory (TFI) • School Climate Survey (SCS) 	<ul style="list-style-type: none"> • State Systems Fidelity Inventory Manual (SSFI) • District Systems Fidelity Inventory Manual (DSFI) • Briefs, Monographs, Guides & Blueprints on PBIS.org
MO DESE Guides / Tools	Additional Data Resources from Missouri
<ul style="list-style-type: none"> • State Systematic Improvement Plan (SSIP) • MO School Improvement Plan - 6 (MSIP) • District Continuous Improvement (DCI) • MOEduSail > public facing access to DCI resources • DESE Virtual Learning Platform (VLP) > <i>only available to Missouri Educators</i> 	<ul style="list-style-type: none"> • CORE Data & MO Student Information System (MOSIS) • MO School Assessment Program (MAP)
Additional Professional Resources	
<ul style="list-style-type: none"> • Journal of Positive Behavior Interventions (JPBI) > Become an APBS Member! • Integrating Multi-tiered Systems of Support (McIntosh & Goodman, 2016) • Teacher and Student Behaviors: Keys to Success in Classroom Instruction (Scott, Hirn & Cooper, 2017) • Seven Steps for Developing a Proactive Schoolwide Discipline Plan: A Guide for Principals and Leadership Teams (Colvin, 2017) 	

Districtwide Positive Behavior Support (DW-PBS)

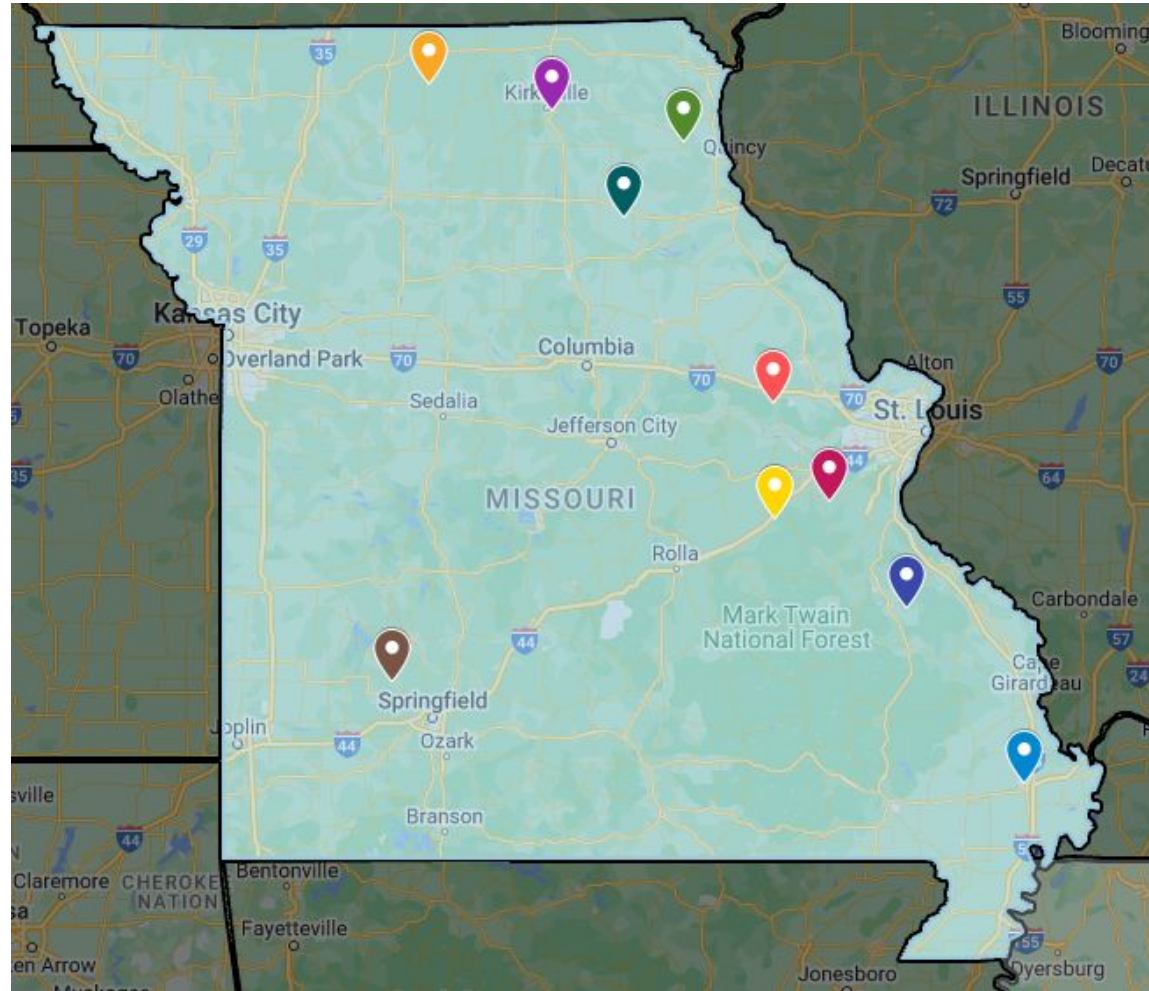


Districtwide Positive Behavior Support (DW-PBS)

MO SW-PBS & MU Center Partners



District Continuous Improvement - MTSS (DCI-MTSS)



More Information



pbismissouri.org



facebook.com/moswpbs



[@MOSWPBS](https://twitter.com/MOSWPBS)

Find out more at
PBISMISSOURI.ORG

> TOPICS

> DISTRICTWIDE

> PRESENTATIONS

Contact Information:

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**How do you align your PBIS/MTSS
work with other initiatives or
priorities in your district/state?**



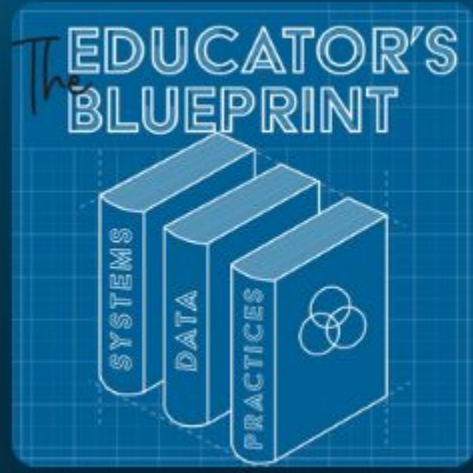
Golden Nugget & Call to Action



Q&A

- How does your district leadership team use data to guide decision making? How do you support schools?
- How do you organize professional learning opportunities and how do you ensure fidelity?
- How do you engage your community?
- How did you establish buy-in across a wide range of groups?
- How do you disseminate impact and outcomes about your PBIS work?
- Is there legislation related to PBIS implementation in your state that impacts your district or district board approved policies?
- How are you navigating the current often divisive political climate?
- How do you organize professional learning opportunities and how to ensure fidelity?
- What is the focal point of your district's support (school or district)?





Podcast

The Educator's Blueprint

Dr. Lisa Powers and Ms. Jamie Grieshaber

The Educator's Blueprint, Season 3!!!

Coming soon on Apple iTunes and Spotify:

[Apple Podcast](#)

[Spotify](#)

To be a guest on the show, click [here](#).



National PBIS Leadership Forum

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10/26/2023

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Click the link provided in the email reminder you receive after your session ends.



After you submit each session evaluation, click the link to enter the **gift card raffle!**

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