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

*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)*

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

Presenters:
Casetta Brown, St. Louis Public Schools (MO);
Nanci Johnson, Missouri School-wide Positive Behavior Support;
Joyce West, Gardner Public Schools (MA)
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

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

Executive Team Functions

Leadership Teaming

Implementation Functions

- Training
- Coaching
- Evaluation

Local Implementation Demonstrations

Positive Behavioral Interventions and Supports Implementation Blueprint:
PBIS District Systems Fidelity Inventory (DSFI)

Technical Assistance Center on Positive Behavioral Interventions and Supports
U. S. Department of Education, Office of Special Education Programs
Version 6.2 2020 September 28
Drivers/Resources

Implementers Blueprint

District Systems Fidelity Inventory (DSFI)
IES MTSS-B Trial: Key Takeaways for District and State Leaders

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 efforts 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 agencies (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.

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

JANUARY

The authors would like to thank NCSE Commissioner Matthew Soldevila 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

Casetta Brown
Culture & Climate Coordinator
Casetta.Brown@slps.org
www.SLPS.org/CultureandClimate
314.532.6582
About Us...

Other Student Demographics:

- English Language Learners: 2,160
- Gifted Students: 1,176
- IEP Student: 2,596
- Free & Reduced Lunch: 100%
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Stakeholder Engagement: 2.2 Information Dissemination

Strengths:
- Culture & Climate Personnel
  - Alignment
- Professional Development
- Manual
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Culture and Climate Committee

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

Dr. Gholdy Muhammad
Cultivating Genius
Unearthing Joy
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

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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Culture and Climate Committee
Funding and Alignment

Moving Forward:
- New Goals
- Community Agency Alignment
- District Initiatives

National PBIS Leadership Forum
# Saint Louis Public Schools

## Culture and Climate Committee

### DSFI Action Plan

#### District Systems Fidelity Inventory (DSFI) Action Planning Sheet

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Item</th>
<th>Current Score</th>
<th>Action(s)</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
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<td>Leadership Authority</td>
<td>2</td>
<td>Leadership authority in this room.</td>
<td>Subcommittee</td>
<td>March 2024</td>
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<td>1.2</td>
<td>Team Membership</td>
<td>1-2</td>
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<td>Communication with Executive Leadership</td>
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<td>Many directors have the ear of key stakeholders / cabinet members</td>
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<td>Developing a plan with Network Superintendents to connect with the Chiefs and Cabinet Members</td>
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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

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

- African American: 3.4%
- Asian: 1.5%
- Hispanic: 26.7%
- Native American: 0.3%
- White: 61.1%
- Native Hawaiian, Pacific Islander: 0%
- Multi-Race, Non-Hispanic: 7%

Selected Populations

- First Language not English: 12.1%
- English Language Learner: 7.2%
- Students With Disabilities: 22.1%
- High Needs: 70.6%
- Low-Income: 63.8%
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
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
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<th>Theme</th>
<th>Code count</th>
<th>No. of districts endorsing</th>
<th>Subtheme</th>
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<th>No. of districts endorsing</th>
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<td>Passionate</td>
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<td>Knowledge and skills</td>
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<td>3</td>
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<td></td>
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<td>Administrative experience</td>
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<td>Technical assistance</td>
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<td>Roles and responsibilities</td>
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<td>Team activities</td>
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<td>Visibility</td>
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<td>Recognition</td>
<td>6</td>
<td>4</td>
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<td></td>
<td></td>
<td>Funding</td>
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<td>4</td>
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<td>Incentives</td>
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<td>Accountability</td>
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<td>Leadership Buy-In and Support</td>
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<td>District-level</td>
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<td>Infrastructure</td>
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<td>Direct Support to Schools</td>
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<td>Collaboration and communication</td>
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<td>Differentiated supports</td>
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<td></td>
<td></td>
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<td>Training</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Infrastructure</td>
<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>

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

Central Office
- Weekly
  - Superintendent
  - MTSS Director
  - PPS
  - CAO

MTSS Admin/MH Admin
- Monthly
  - MH Coordinator
  - MTSS Admin
  - MTSS Director
  - PPS

MTSS District Team
- Monthly
  - Facilitator: MTSS District Director
  - Pupil Personnel Director
  - Superintendent
  - MTSS Admin
  - Mental Health/PBIS Staff

PBIS/FE District Team
- Monthly
  - Building PBIS Leaders
  - MTSS Admin
  - MTSS Director

Mounts Building Teams
- Weekly
  - PBIS/FE Leader
  - BCBA/Mental Health Staff
  - MTSS Admin
  - Teachers
  - MTSS Director (as needed)

Building Teams
- Tier 1: Monthly/Tier 2: Monthly
  - Tier 3: Bi-Weekly
  - MTSS/Admin Facilitator
  - Admin
  - Mental Health Staff
  - PBIS/Family Engagement Leader
  - MTSS Director
  - Principals
  - Teachers

Mental Health District Team
- Quarterly
  - All Mental Health Staff
  - Mental Health Coordinator
  - MTSS Admin
  - MTSS Director
  - PPS

Mental Health Building Teams
- Weekly
  - Counselors
  - Adjustment/Social Worker
  - School Psychologists
  - BCBA
  - MTSS Admin
  - PPS (As needed)
## District Wide MTSS/PBIS Implementation

### Year 1: Leadership, Teaming, Policy

<table>
<thead>
<tr>
<th>Implementation District Team</th>
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</thead>
<tbody>
<tr>
<td>MTSS/PBIS District Coordinator</td>
</tr>
<tr>
<td>Vision/Philosophy: Integrated System</td>
</tr>
<tr>
<td>Framework/Operating Procedures</td>
</tr>
<tr>
<td>• nonnegotiables</td>
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<tr>
<td>Roles/Responsibilities aligned to Framework</td>
</tr>
<tr>
<td>Manual/Teaming</td>
</tr>
<tr>
<td>Pilot tier 1: only one school</td>
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<tr>
<td>Self assessment: consultant (May Institute)</td>
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</tbody>
</table>

### 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: Addt structures/ tools

| All Schools start Tier 2/ pilot school add Tier 3 |
| 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 |
Massachusetts Department of Education

PBIS District Systems Fidelity Inventory
6/2/2022-6/15/2023

<table>
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<th>Date Completed</th>
<th>Leadership Teaming</th>
<th>Stakeholder Engagement</th>
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<td>6/15/2023</td>
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Local Implementation Demonstrations
83%
100%

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<tr>
<th>Funding and Alignment</th>
<th>Policy</th>
<th>Workforce Capacity</th>
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<tr>
<td>68%</td>
<td>60%</td>
<td>66%</td>
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<td>87%</td>
<td>70%</td>
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<table>
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<tr>
<th>Training</th>
<th>Coaching</th>
<th>Evaluation</th>
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<tr>
<td>66%</td>
<td>56%</td>
<td>63%</td>
</tr>
<tr>
<td>75%</td>
<td>93%</td>
<td>90%</td>
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How has PBIS implementation sustained and evolved over time?
Missouri Schoolwide Positive Behavior Support (MO SW-PBS)

Districtwide Positive Behavior Support (DW-PBS)
PBIS Implementation Blueprint

State Systems Fidelity Inventory (SSFI)
District Systems Fidelity Inventory (DSFI)
# National and Missouri Tools/Resources

## PBIS APPs / SWIS Surveys & Data Tools
- District Systems Fidelity Inventory (DSFI) *(coming soon - Fall 2023)*
- Self-Assessment Survey (SAS)
- Tiered Fidelity Inventory (TFI)
- School Climate Survey (SCS)

## Center on PBIS Manuals & Resources
- State Systems Fidelity Inventory Manual (SSFI)
- District Systems Fidelity Inventory Manual (DSFI)
- Briefs, Monographs, Guides & Blueprints on PBIS.org

## MO DESE Guides / Tools
- 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) > *only available to Missouri Educators*

## Additional Data Resources from Missouri
- CORE Data & MO Student Information System (MOSIS)
- MO School Assessment Program (MAP)

## Additional Professional Resources
- 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)
Districtwide Positive Behavior Support (DW-PBS)
Districtwide Positive Behavior Support (DW-PBS)
MO SW-PBS & MU Center Partners
More Information

pbismissouri.org

facebook.com/moswpbs

Find out more at PBISMISSOURI.ORG
  > TOPICS
    > DISTRICTWIDE
      > PRESENTATIONS

Contact Information:

moswpbs@missouri.edu
How do you align your PBIS/MTSS work with other initiatives or priorities in your district/state?
Golden Nugget & Call to Action

WHAT'S NEXT?
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)?
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.
Please Complete this Session’s Evaluation

10/26/2023
Session ID– 1B - Sustaining & Scaling District-wide Implementation of PBIS/Multi-tiered Systems of Support

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www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
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