

KEY TO SUCCESS DISTRICT LEADERSHIP SUPPORT

THE WENTZVILLE JOURNEY



INTRODUCTIONS

- Cheri Thurman ~ Wentzville Assistant Superintendent
- Dr. Deb Childs ~ SW-PBS Consultant Tier 2/3
- Karen Westhoff ~ SW-PBS Consultant Tier 1 (St. Louis)

*Dr. Mary Richter ~ SW-PBS State Director (Envisioned the journey)

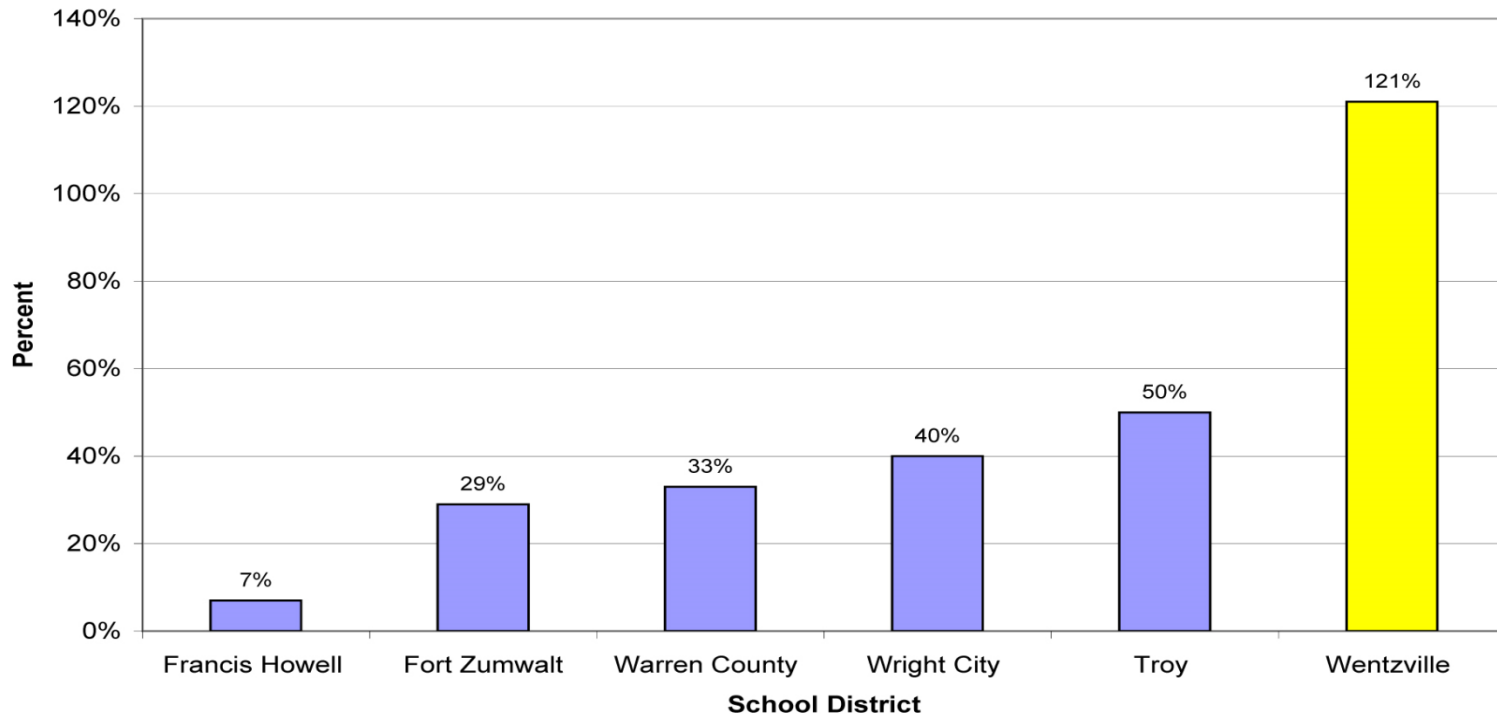


WENTZVILLE



- Largest growing district in state

Change in Percent of Population Growth in School Districts from 2000-2010



WENTZVILLE

- Students Enrolled 2013- 2014 = 14,223
- Demographics:
 - White 85.7%
 - Black 7.8%
 - Hispanic 3.1%
 - Asian 2%
 - Indian .4%
- Free and Reduced Lunch = 23.8%

2012-2013

- Attendance Rate 95%
- Graduation Rate 95.5%

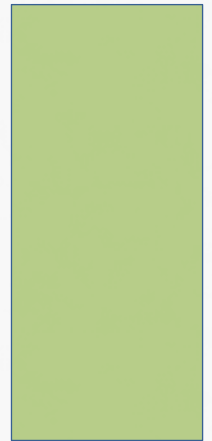


Learning Today, Leading Tomorrow



DISTRICT TEAM IMPLEMENTATION

IMPLEMENTERS BLUE PRINT



SW-PBS IS BASED ON THE BELIEF THAT:

Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, durable, & scalable for all students

(Zins & Ponti, 1990)

DISTRICT LEADERSHIP

- Guides effective instruction in all curricula, including social behavioral.
- Provides the visibility and political support needed to prioritize SW-PBS as an important aspect of the district's comprehensive school improvement plan (CSIP).
- Encourages in-house district expertise, which is more sustainable and is more accessible to district and community stakeholders.
- Allows staff, families and community agencies to view SW-PBS initiative as a collaborative effort for all students.
- Establishes a plan that makes best use of resources to support the multi tiers of support for academic and behavioral student education and faculty and staff training.

STEPS

1. Establish purpose of district adoption
2. Overview of a District Level Team
3. Complete District Self Assessment
4. Determine team members and assign roles
5. Develop an Action Plan
6. Establish meeting format
7. Planning Meetings between SW-PBS Consultant and Facilitator
8. Sharing Cyclical Data
9. Action Planning
10. Benefits of District Coaching Support

1. ESTABLISH PURPOSE FOR DISTRICT LEVEL TEAM

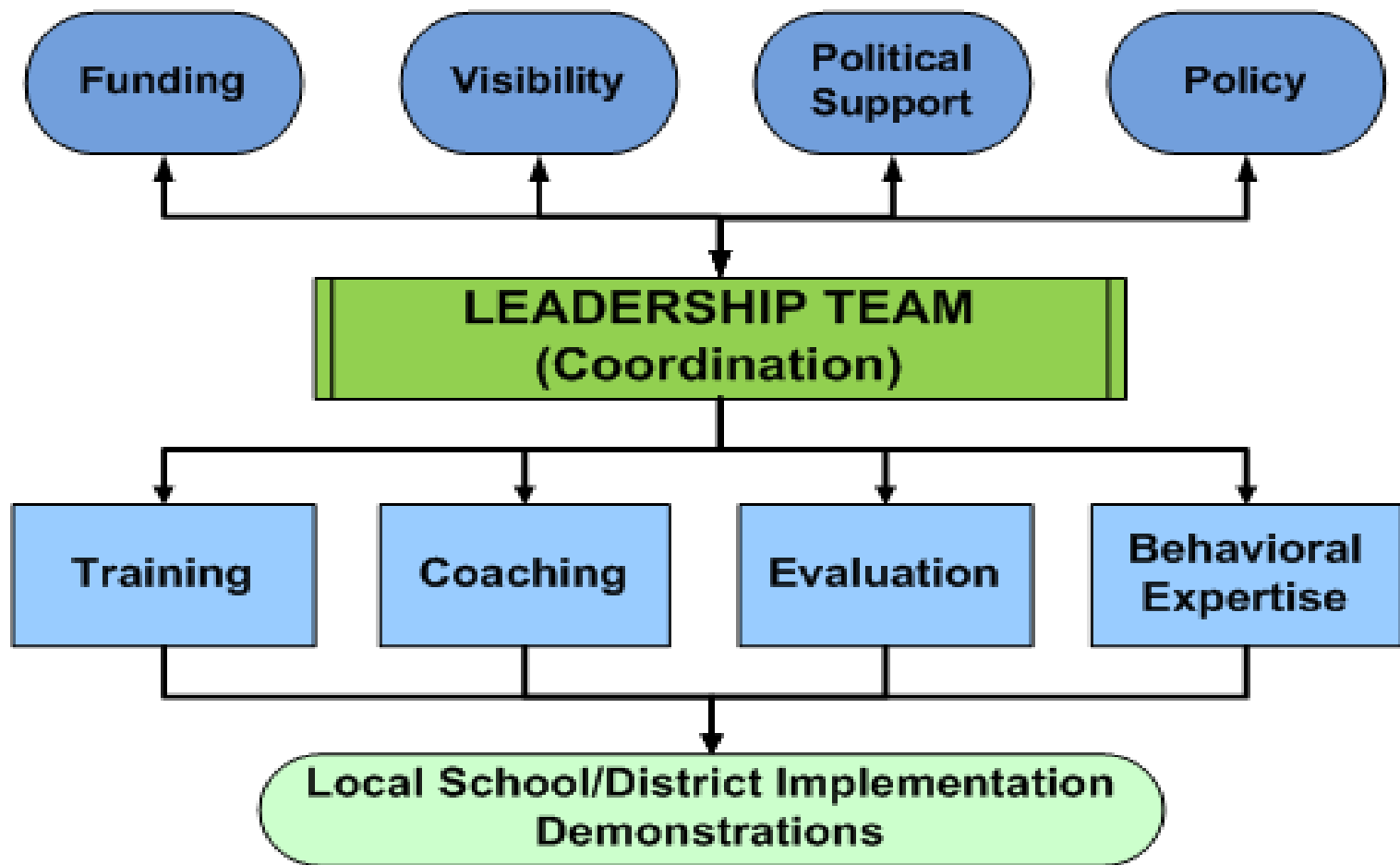
- SW-PBS Consultant and Superintendent (or Assistant) meet to discuss:
 - District vision and mission, CSIP
- Current initiatives that address these goals
 - How are you currently assessing the effectiveness of the current initiatives?
 - Can SW-PBS help achieve these goals?
 - Should district develop a team?

WENTZVILLE'S DISTRICT VISION AND MISSION STATEMENT

- MISSION STATEMENT:
 - Learning today, Leading tomorrow
- VISION:
 - The Wentzville School District will be a model of excellence that sets the standard and maximizes the potential of every student. We will excel academically, be at the forefront of technology implementation, proactively plan for growth, and be financially responsible.
- WE VALUE:
 - Learning
 - Equipping students, staff and community to apply the skills and knowledge necessary to excel in a changing world.
 - Community
 - Respecting the stakeholders' perspectives with honesty and transparency as we create a world class educational system.
 - Excellence
 - Fostering a culture which supports the highest level of individual success.
 - Integrity
 - Dedicating ourselves to making courageous decisions and providing resources for the continuous improvement of the Wentzville School District.

2. OVERVIEW OF SW-PBS DISTRICT TEAM

SW-PBS Implementation Blueprint www.pbis.org



FOUR COMPONENTS FOR SUCCESSFUL DISTRICT-WIDE PBS

- **Leadership Team**
 - Coordination (Communication System must be established)
- **Organizational Umbrella**
 - Funding, Visibility, Political support, Policy
- **Foundation for Sustained, Broad-Scale Implementation**
 - Training, Coaching, Evaluation, Behavioral Expertise
 - 3 Year Action Plan
- **Demonstration Schools that Document SW-PBS**

www.pbis.org/districtwide.htm

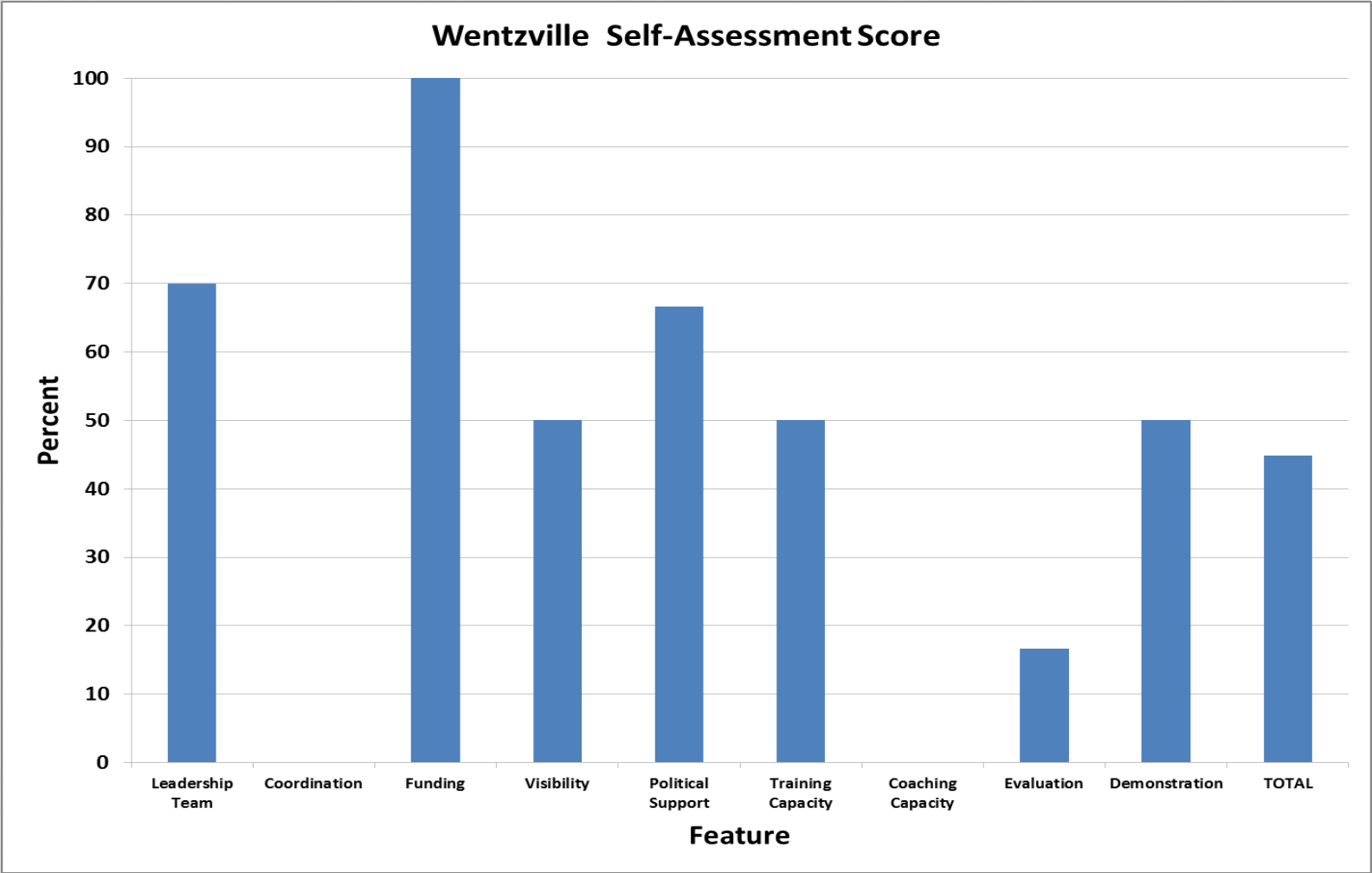
3. COMPLETE SELF ASSESSMENT

- Purposes: This self-assessment has been designed to serve as a multi-level guide for (a) appraising the status of positive behavior support (PBS) organizational systems, and (b) developing and evaluating PBS action plans.

Guidelines for Use :

- Form team to complete self-assessment
- Specify how self-assessment information will be used
- Consider existing behavior-related efforts, initiatives, and/or programs.
- Review existing behavior-related data (e.g., suspension/expulsions, behavior incidents, discipline referrals, attendance, achievement scores, dropout rates).

WENTZVILLE'S SELF-ASSESSMENT SCORE



4. DETERMINE TEAM MEMBERS

Team Members

- Superintendent or Assistant Superintendent
- Special Education Representation
- Building Administrators
- Building Chairperson(s)
- Mental Health
- Transportation Supervisor
- District Data Manager

Roles and Responsibilities

- Facilitator
- Communication Coordinator
- Secretary
- Task Manager
- Data Manager
- Team Members

WENTZVILLE'S TEAM STRUCTURE

TEAM MEMBERS

- Assistant Superintendent of Student Services
- Assistant Superintendent of Curriculum & Instruction
- Special Education Representation
- All Building Administrators K -12
- Building SW-PBS Chairperson
- District Data Manager
- Transportation Supervisor (as needed)

Roles

- Asst. Superintendents = Facilitators
- Asst. Sups Secretary = Communication Coordinator
- Secretary = Building Chairperson
- Task Manager = Building Chairperson

5. DEVELOP ACTION PLAN

Team completes a 3-5 year prevention-based action plan.

- Based on Self Assessment results and district needs
- Includes measureable results associated with each goal

WENTZVILLE ACTION PLAN EXAMPLE

Goal: 1.3 Align across initiatives (RTI, PBIS, CCCS, LSCI, etc.) at all grade-levels.

Measure of Success:

Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
1. Introduce the Three-Tiered Student Support Model	Jan. 28, 2013	Invite Deb Childs to discuss model with Leadership Team.	Cheri Thurman	Jan. 28, 2013
1. Change CARE team process to supporting the Three-Tiered Student Support Model which includes PBIS and RTI.	Jan. 2013- May 2014		Jen Allen and District RTI Team; Cheri Thurman; Laura Smith	
1. Develop a system piece for support and interventions for individual child to correlate with the Three- Tiered Student Support Model.	2014-15?			

6. DETERMINE MEETING FORMAT

Include:

- Frequency of meetings
- Format of agenda and meeting notes
- Meeting Structure
- Communication
 - Dates, Location and Times of meetings
 - Agenda
 - Materials and data needed for each meeting
 - Meeting Notes

WENTZVILLE'S MEETING FORMAT

Include:

- Frequency of meetings = Monthly
- Meeting Structure (networking time across grade levels, feeder schools, and implementation levels)
- Communication = Is sent out on a regular basis
 - Dates, Location and Times of meetings
 - Agenda
 - Materials and data needed for each meeting
 - Meeting Notes

7. CONSULTANT AND FACILITATOR PLANNING MEETINGS

- Develop the Agenda
- Review and Clarify content to be shared at meeting

WENTZVILLE'S PLANNING MEETINGS

- We meet at least one week prior to the District Leadership meeting to plan
- The Agenda is prepared
- The Data source to be shared is determined
- Content that will be covered and who will be responsible for presenting information and facilitating the meeting is determined
- Power Point Presentation might also be prepared at this time

8. DETERMINE CYCLICAL DATA NEEDED

- SET
- SAS
- SSS
- Attendance
- Graduation rates
- Academic information
- Behavior data (Suspensions, ODR)

CELEBRATE SUCCESSES !!!!

9. ACTION PLANNING

- Monitor progress:

- Of each goal
- Cyclical Data

- Results of attaining goal(impact on students)



*Don't forget to celebrate!

10. CONSIDER DISTRICT COACHING SUPPORT

- Who in your district could provide support to:
 - Buildings
 - Individual Administrators
 - Individual Teachers
 - Support Staff

WENTZVILLE DISTRICT COACHING SUPPORT

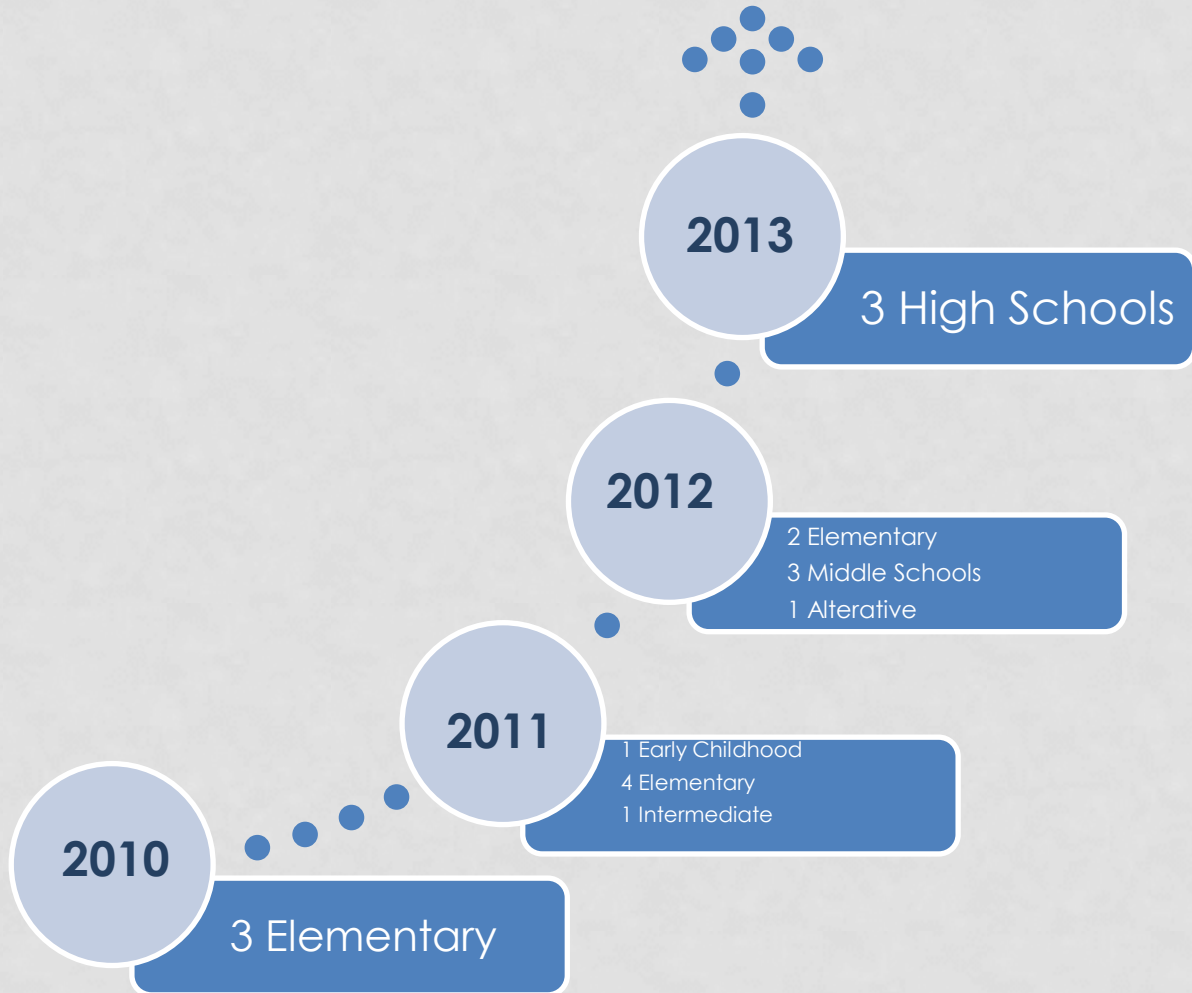
- Individual Administrators: Provides assistance with overviews
- Administrators and SW-PBS Chair : Provides assistance with training support staff
- Transportation Staff: Provided PD to bus drivers

WENTZVILLE'S JOURNEY

Starting the district team process



TIMELINE



DISTRICT TEAM DEVELOPMENT TIMELINE

- Winter, 2012
 - Informal meetings to share information about:
 - Purpose & responsibilities of a district-wide team
 - How a systematic district-wide effort might benefit Wentzville
- Spring, 2012
 - Review of National Implementation Blueprint
 - Review of Wentzville CSIP plan
 - Review of all district initiatives and overall vision of how to streamline
 - Discussions of how to gain input from all school administrators and school representatives
- Summer, 2012
 - Kick-off informational meeting for representatives from all Wentzville schools
 - Vote of schools to move forward with establishing a district-level team
- October, 2012 – May, 2014
 - Regularly held district-level meetings to allow schools to work and plan together

CURRENT IMPLEMENTATION LEVELS

Prep Schools

- Holt High School
- Liberty High School
- Timberland High School

Emerging 1

- Boone Trails
- Crossroads
- Frontier Middle
- Pearce Hall (Alternative Program)
- South Middle
- Wentzville Middle

Emerging Advanced

- Heritage Intermediate
- Heritage Primary
- Lakeview
- Peine Ridge
- Prairie View
- Quail Ridge

Tier 2

- Discovery Ridge
- Duello
- Green Tree

STANDARDIZING

- Major and Minor Collection System
- Transportation Expectations and PD
- Support Staff Professional Development
- Diagnostic Staff PD
- Student Assistance Process
(still in progress)



WHY THE DISTRICT TEAM FUNCTIONS SO WELL

- Roles are assigned just as in a school team
- Action plan is built around what the schools and central office staff prioritize together
- Meetings are efficient:
 - General information and progress updates
 - Time for schools to meet that are in the same implementation levels
 - Time for feeder schools to meet (EC through high school)
- Goals are clear and aligned with CSIP plan

Challenge

SPEED BUMP

By Dave Coverly



EFFICIENT SYSTEMS OF SUPPORT

“The typical school operates 14 different prevention activities concurrently, and the typical activity is implemented with poor quality.”

~Gottfredson, Gottfredson, Czeh, Cantor, Crosse & Hantman, 2000

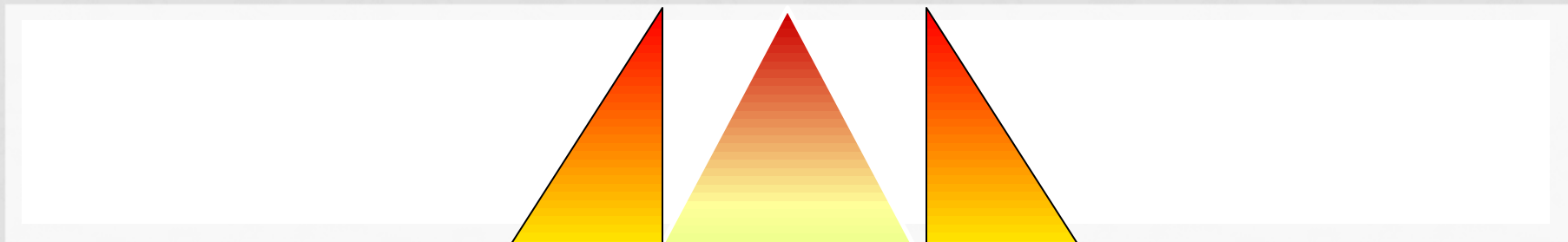
WORKING SMARTER

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"I'm working harder on working smarter
so I don't have to work so hard."



Academic
Continuum

Behavior
Continuum

S
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Mar 10 2010

Multi-tiered Systems of Support

Whole school or organization (district,
region, state)

Data-driven,

Prevention-based framework for

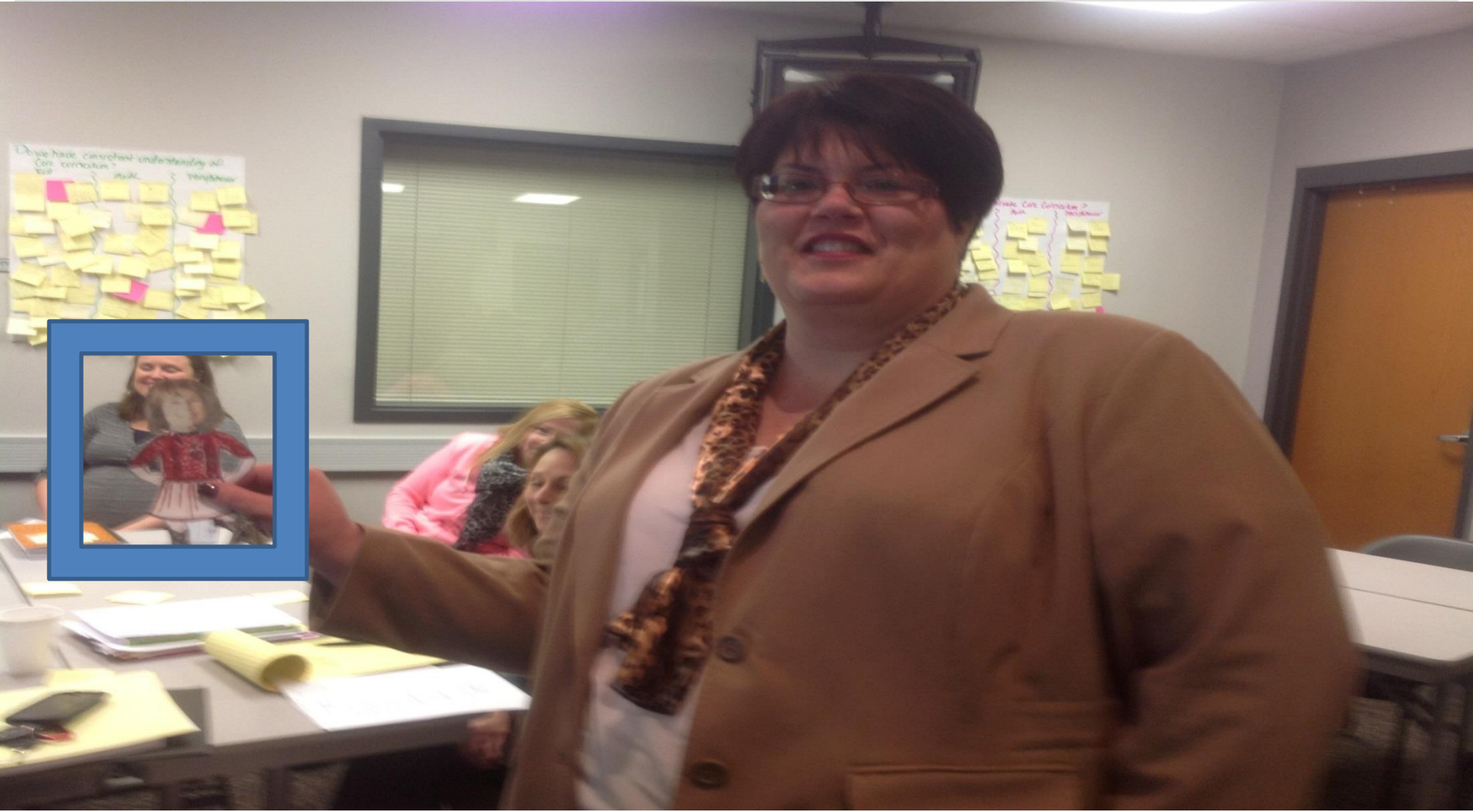
Improving learning outcomes for

All students through a

Layered continuum of

Evidence-based practices & systems

DR. JENNIFER ALLEN AT THE WENTZVILLE MARCH MTSS MEETING KICKING IT UP WITH DR. MARY RICHTER



A Continuum of Support for All

Academic Systems

Tier Three

- Individual Students
- Assessment-based
- High Intensity

Tier Two

- Some students (at-risk)
- High efficiency
- Rapid response

Tier One

- All students
- Preventive, proactive

Behavioral Systems

Tier Three

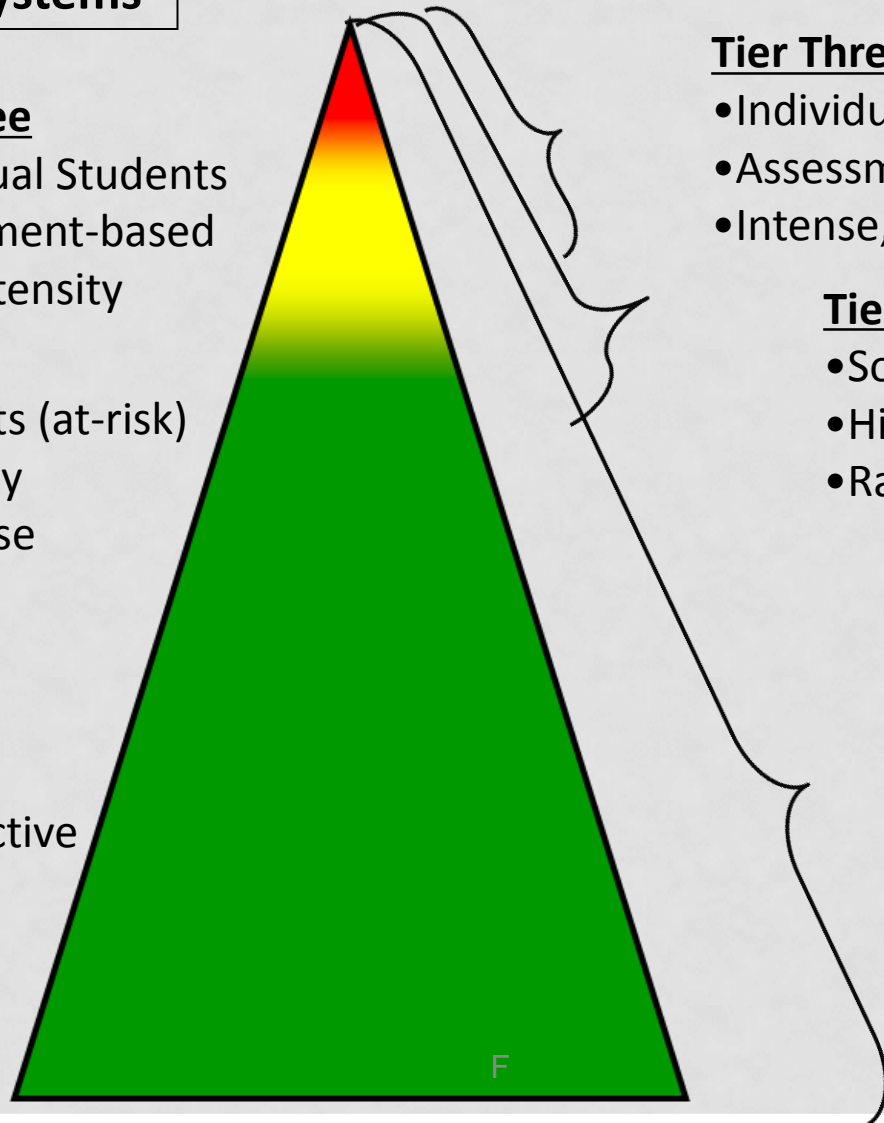
- Individual Students
- Assessment-based
- Intense, durable procedures

Tier Two

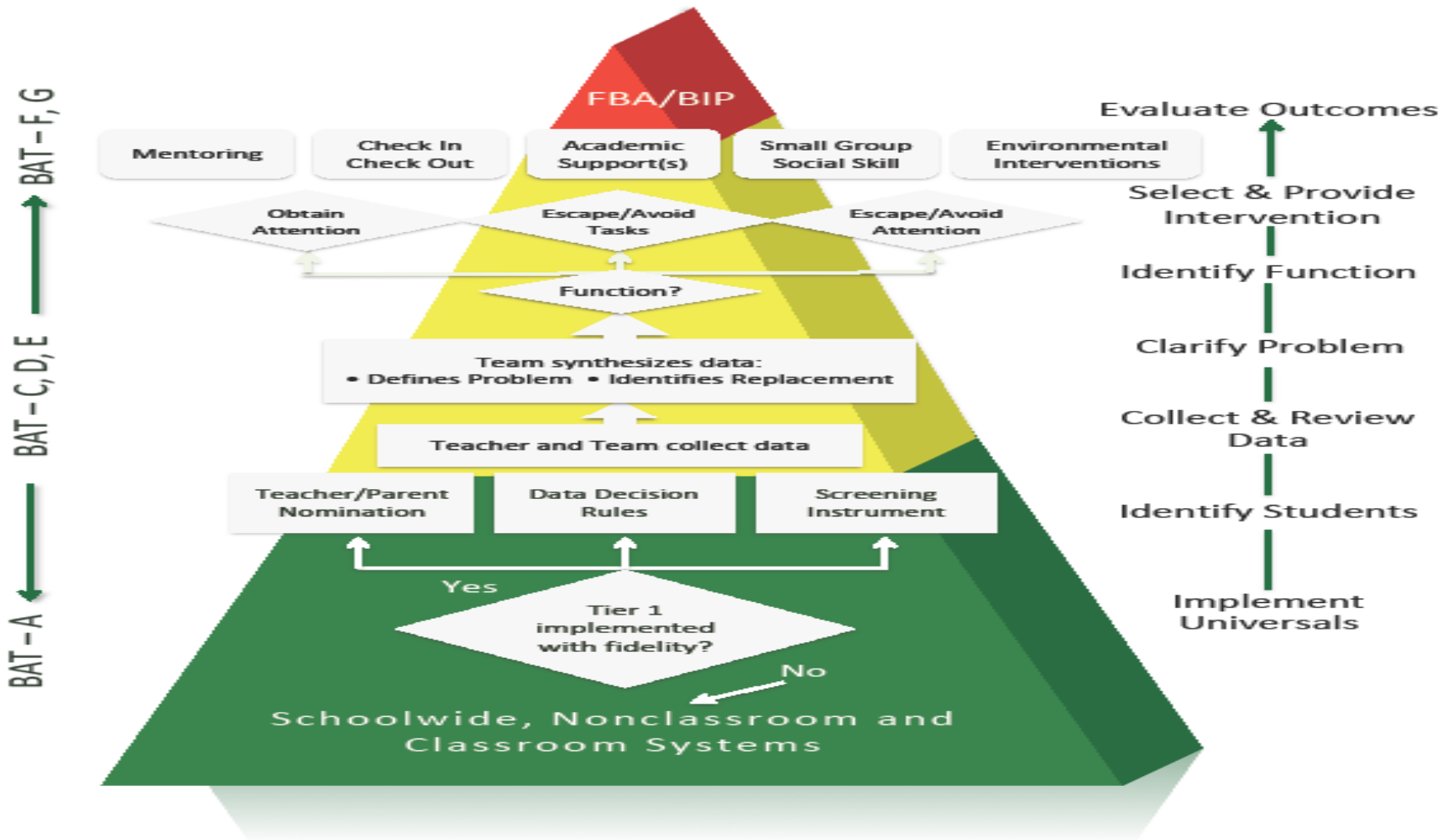
- Some students (at-risk)
- High efficiency
- Rapid response

Tier One

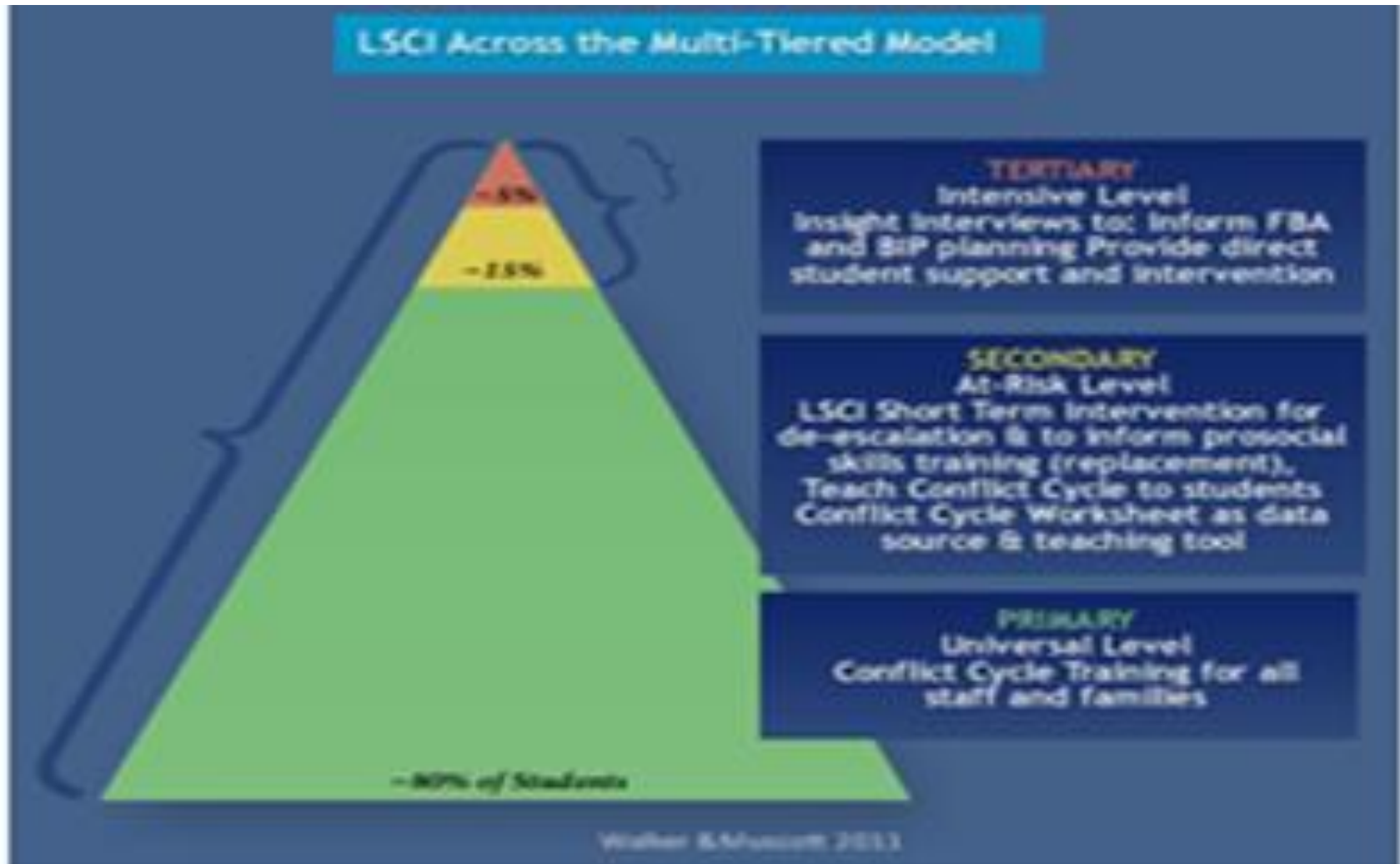
- All settings, all students
- Preventive, proactive



ALIGNING DISTRICT AND BUILDING TIERED SUPPORTS



LSCI SUPPORTING SW-PBS



ASSESSING THE IMPACT USING CYCLICAL DATA

Elementary Schools:

- ODR's - decrease 60%
- ISS - decrease 44%
- OSS - decrease 45%



ASSESSING THE IMPACT USING CYCLICAL DATA

Middle School (1st year of implementation)

- ODR's – 50 % decrease
- Bus ODR's – 29% decrease
- ISS – 55% decrease
- OSS- 64% decrease



STATE RECOGNITIONS (2013-2014)

- Crossroads
- Discovery Ridge
- Duello
- Green Tree
- Heritage Intermediate
- Heritage Primary
- Lakeview
- Peine Ridge
- Prairie View
- Quail Ridge
- South Middle
- Wentzville Middle



LESSONS LEARNED

- Invest in initiatives that will be implemented with high fidelity and maintained for at least 5 years.
 - Braid Initiatives by
 - Focusing first on outcomes
 - Implementing practices not programs.
 - Achieve fidelity through comprehensive implementation
 - Provide instruction on content
 - Provide opportunities for demonstration
 - Provide opportunities for practice
 - Provide coaching in performance context.
 - Implement the policies that will support effective practice.

FUTURE GOALS



- Providing PD for After School Staff
- Standardize FBA/BIP process
 - One system and process for all students needing individualized supports
 - Clear determination as to when process becomes Special Education



SUMMARY

- District administrators are essential for organizational change
- Invest in district capacity for high fidelity implementation of a small number of core initiatives.
- Focus on clarity, consistency, cohesiveness



REFLECTION ACTIVITY

Turn to a partner and discuss:

- Specific benefits that district level adoption could bring to your district



CONTACT INFORMATION



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