

# Positive Focus

Quarter 3



**IN THIS EDITION:**

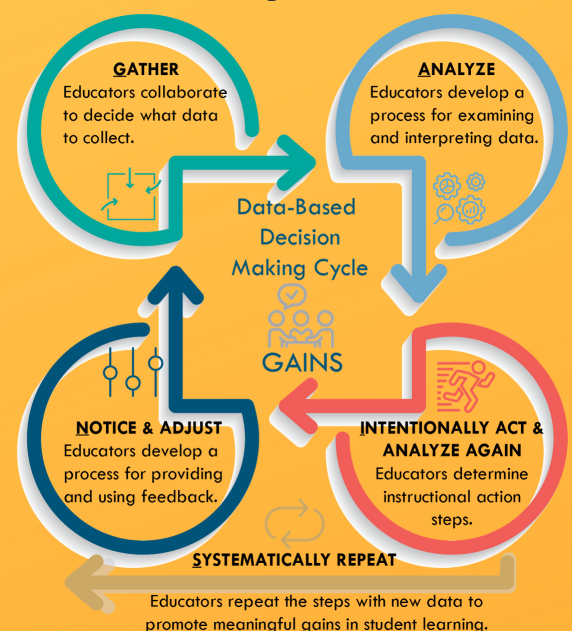
DATA BASED DECISION MAKING - 1  
COACHES CORNER - 1  
STAKEHOLDER ENGAGEMENT - 2  
SUMMER INSTITUTE - 2  
IN THE SPOTLIGHT - 3  
COACHING QUESTIONS - 4  
SURVEY CONSIDERATIONS - 4

## USING DATA TO MAKE-DECISIONS - GAINS PROCESS

Let's be real: Teaching is hard in normal times! And last March, it got a whole lot harder! Educators face novel challenges that were not even on our radar one year ago. And all the while, the mission has remained the same: make sure the students learn the academic and social skills they need to progress to the next level. So, how can we address these challenges and fulfill this mission, and still maintain our sanity?

First, let's acknowledge that all kids can learn if properly taught. If they do not learn, or if they misbehave, it is because we have not yet properly identified the cause of their struggle, or found an effective practice or strategy to address this cause. This is a scary thought. Even scarier right now when so much seems out of our control. It requires that we hold ourselves accountable for how our students behave, and how much they learn. But it's also empowering! We can educate all of our students! This is our superpower! The trick is to efficiently and effectively diagnose the cause and prescribe an effective solution; one that can be easily implemented, monitored and then evaluated to ensure its effectiveness. Furthermore, anything we do in 2020/2021 must be an efficient use of our time and effort! We believe that Data Based-Decision-Making (DBDM) and Solution Planning fit all of these requirements. Any effective DBDM process must answer the following questions: 1) Is there a problem? 2) Why is there a problem? 3) What can we do to address the problem? 4) Did the plan work? (Tilly 2008). As part of the District Continuous Improvement (DCI) work, DESE has developed the GAINS acronym as an easy to remember acronym to help guide educators through the DBDM process.

GAINS stands for the following: G) Gather, A) Analyze, I) Intentionally act and analyze again, N) Notice and Adjust, and S) Systematically repeat. The DBDM/Solution Plan for Google is aligned with GAINS, and both address the four questions. [Click here to continue reading about the GAINS process and the DBDM/Solution Plan...](#)



.....

Tier 1

*Coaches Corner*

Tier 2

.....

Tier 3

# Sharing Data with Stakeholders

In education, the term stakeholder usually refers to anyone who is invested in the welfare and success of a school and its students. Stakeholders include administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city officials, and state representatives. In a word, stakeholders have a personal, professional, civic, or financial “stake” in the school and its students. Creating partnerships with all stakeholders, staff, students, families, and the community is a critical component to consider throughout implementation of SW-PBS at all three tiers. This partnership should be built around the concept that schools (staff and students), families, and communities all have a shared vision for what learning and success should look like and how best to accomplish it. All share the responsibility for student learning and success.



When we think about all of the different stakeholders who share the responsibility for student learning and success, we also need to ensure that our stakeholders understand the rationale and importance for using various data sources. Some things to consider when creating and sharing data reports across various stakeholders groups can be found here ([click to continue reading](#))



## Re-Imagined Summer Institute June 2021

The MO SW-PBS Summer Institute has been a long-standing tradition for many Missouri educators for several years. While we will not be gathering in person this year, we are excited to announce that we have been making plans for a **Re-Imagined Summer Institute** that will be held virtually throughout the month of June.

Key features will include:

- Weekly targeted focus areas to include **Equity, Data, Schoolwide & Classroom PBS**, and **Districtwide Systems & Practices**,
- Live and On Demand sessions,
- Interactive engagement & opportunities for networking,
- Regional Recognition Ceremonies.

Registration options will include:

- “**All Access Pass**” for \$75, which will give you live and on demand access to all four weeks
- “**Purchase by the Week**” where you can choose the weeks you are interested in and only pay \$25 per week. Live and on demand access for the weeks you choose!

We invite you to follow our social media pages for all the latest news and information about our Re-Imagined Virtual Summer Institute!!







At Hamilton Elementary, we believe that positive relationships are the #1 determining factor of student success. Recently we had a student move in who exhibited lots of behavior issues, such as refusal to complete work, disrespect towards teachers, rude behaviors towards classmates and an attitude of not wanting to be at school in general. The student's goal was to be removed from school. Realizing that moving creates a lot of feelings, the classroom teacher worked hard to build a positive relationship with the student, overlooking behaviors that did not disrupt the learning environment. The teacher also met with parents and created an incentive chart to monitor the student's behavior in a positive way. By partnering with the student and the family and using data to make decisions, the student is now a successful member of the classroom!



At Edison Elementary, we are able to invest in Tier 1 as well as Tier 2. We feel competent in these areas because all systems are in place. Building wide behavior data has been lower than in past years. Current ODR behavior data compared to last year is half! We attribute this to building staff being fluent and consistent in teaching PBIS. Additionally, Tier 2 systems as well as our interventionist and social worker play a vital role in preventing behavior before it happens.

## DBDM 101

### HOW TEAMS USE DATA ACROSS MISSOURI

#### Data Sources

- ODRs, attendance, minors, TFI, SAS, SCS/SSS, walkthroughs

#### Frequency

- Tier 1 team meets monthly ; Tier 2 & 3 data teams meet biweekly

#### Purpose

- Working together to ensure ALL students are successful, improving learning environments, reflection to identify areas of strength and opportunities, making building-wide decisions

#### Common challenges

- Consistent time, sustainable solutions, implementation fidelity, consistent data entry

#### Common solutions:

- Scheduled meetings, focused agenda, putting students first, observation and training, clear expectations, coaching from social workers, interventionists, & teachers, increasing staff & building ownership

EDISON ELEMENTARY, ST. JOSEPH  
HAMILTON ELEMENTARY, HAMILTON R-2  
SALEM UPPER ELEMENTARY, SALEM R-80

At Salem Upper Elementary, a student struggling academically and unable to finish assignments was put on a Check-In Check-Out system and showed much improvement. After transitioning back from virtual to in-person instruction, this student has continued to improve, using skills that were obtained during the Check-In Check-Out process.

# Coaching Across the DLT < BLT < CT

Teachers are responsible for designing and implementing effective practices in their daily interactions with students. Variations exist in how teachers are supported in creating and implementing effective practices to impact outcomes. Fixsen et al. (2013) has characterized three common approaches utilized when implementing a policy, program, or practice in educational settings:


- “Letting it happen” - a policy, program, or practice has been mandated/adopted and, with minimal support, teachers and staff are expected to acquire new knowledge and translate that information into practice where they are held accountable for achieving positive outcomes.
- “Helping it happen” - a policy, program, or practice has been mandated/adopted and materials, training resources, and other resources are provided to support teachers and staff. These practitioners are left to problem-solve issues that arise on their own while being held accountable for achieving positive outcomes.
- “Making it happen” - a policy, program, or practice has been mandated/adopted and active, purposeful supports are provided to help individuals at all levels (e.g., teachers, staff, administrators) in achieving positive outcomes.

In the first two dynamics, the teachers and staff are accountable for implementing the policy, program, or practice with minimal support. Instances like that occur often within our educational environments. Teachers and staff should not be expected to somehow “just do it”; instead, Fixsen and colleagues suggest that active, purposeful supports have to be created in order to aid in the implementation of desired policies, programs, or practices.

The National Implementation Research Network (NIRN) suggests that leadership teams are crucial in actively supporting implementation of policies, programs, or practices by creating the necessary internal support structures. However, educational systems are complex and will often require various levels of leadership teaming in order to improve learner outcomes for all students. Each teaming level requires a common, singular focus, like impacting student outcomes through quality instruction and classroom management. The following represents an example of a potential teaming structure.



## PBIS SURVEYS




### TIERED FIDELITY INVENTORY - TFI

**Purpose** - assess the extent to which school personnel apply the core features of SWPBIS at all three tiers – either individually or collectively

**Intended Users** - PBIS teams at each level

**Frequency** - at least annually

**Hybrid or Virtual Considerations** - Team member can randomly select staff and students using Zoom breakout rooms, Microsoft Teams Channels, or other remote platforms to conduct virtual walkthrough




### SELF-ASSESSMENT SURVEY - SAS

**Purpose** - help teams identify the staff perception of implementation status and improvement priority for school-wide, classroom, non-classroom, and individual student systems

**Intended Users** - All building staff

**Frequency** - Annually

**Hybrid or Virtual Considerations** - send the survey link to staff to complete either from school or their virtual location




### SCHOOL CLIMATE SURVEY - SCS

**Purpose** - measure perceived school climate by various stakeholders

**Intended Users** - Students grades 3-12, school personnel, & families

**Frequency** - Annually

**Hybrid or Virtual Considerations** - send the survey link to staff / students / families to complete either from school or their virtual location or complete paper/pencil copy if in-person



### SCHOOL SAFETY SURVEY - SSS

**Purpose** - help teams determine risk and protective factors for the school. The SSS identifies what training and support may be needed related to school safety and violence prevention in the school

**Intended Users** - minimum of 5 educators

**Frequency** - Annually

**Hybrid or Virtual Considerations** - send the survey link to staff to complete either from school or their virtual location