

Welcome to
DISTRICTWIDE WEEK!
June 30-July 1

**MISSOURI SW-PBS
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SUMMER 2021



THANK YOU FOR
JOINING US

Session 1 – District
Level Leadership:
Teaming, Stakeholder
Engagement, and
Alignment

Begins at 10:45 a.m.

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Welcome to
DISTRICTWIDE WEEK!
June 30-July 1

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- Keep cameras off
- Keep mics muted
- Participate during engagement opportunities when offered
- Limit use of Chat feature unless otherwise instructed

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If you lose connection during the session, go to pbissmissouri.org and log back in.

District Level Leadership

Teaming, Stakeholder Engagement, Funding & Alignment



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Which DSFI item in Leadership Teaming is the strongest within your district?

O

1.1: Leadership Authority

1.2: Stakeholder Representation

1.3: Team Composition

1.4: Team Leadership

1.5: Team Operating Procedures

1.6: Action Planning

1.7: Communication with Executive Leadership

1.8: Communication with Key Stakeholders

1.9: Goal Identification

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DSFI 1: Leadership Teaming

- 1.1: Leadership Authority
- 1.2: Stakeholder Representation
- 1.3: Team Composition
- 1.4: Team Leadership
- 1.5: Team Operating Procedures
- 1.6: Action Planning
- 1.7: Communication with Executive Leadership
- 1.8: Communication with Key Stakeholders
- 1.9: Goal Identification



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Which DSFI item in Leadership Teaming would you like to know more about?

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1.1: Leadership Authority

1.2: Stakeholder Representation

1.3: Team Composition

1.4: Team Leadership

1.5: Team Operating Procedures

1.6: Action Planning

1.7: Communication with Executive Leadership

1.8: Communication with Key Stakeholders

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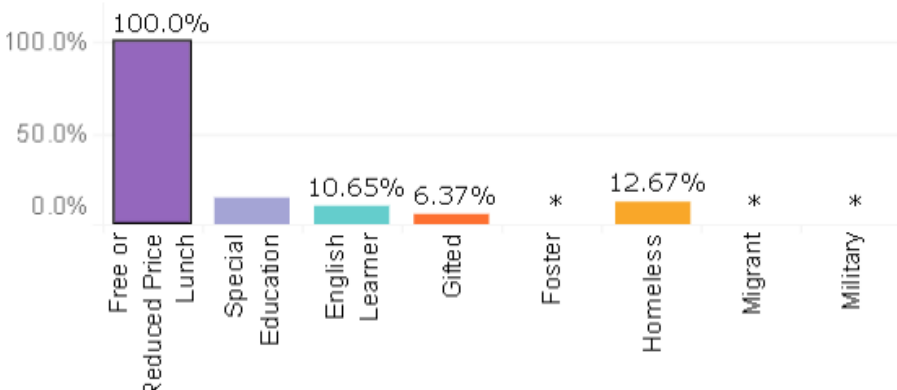


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St. Louis Public Schools



American Indian	0.10%
Asian	2.80%
Black	78.50%
Hispanic	5.70%
Multiracial	*
Pacific Islander	*
White	12.90%



Free or Reduced Price Lunch	100.0%
Special Education	15.14%
English Learner	10.65%
Gifted	6.37%
Foster	*
Homeless	12.67%
Migrant	*
Military	*

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St. Louis Public Schools

- District Culture & Climate Coordinator



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1.4 Team Leadership

- Identify Team Lead/Facilitator



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1.2 Stakeholder Representation

- Isolation vs. Thought Partners
- Audit who is on the team



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TEAMS

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1.5 Team Operating Procedures

- Use an agenda that works
 - [SLPS Agenda](#)
- Recommendations
 - Roles & Responsibilities
 - Purpose
 - Link to Action Plan
 - Set times & identify decisions
 - Upcoming Tasks
 - Communication

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CULTURE & CLIMATE COMMITTEE MEETING AGENDA Wednesday, April 21, 2021 – 11:00 AM – 12:30 PM

Google Folder Drive Link	Meeting Facilitator: Casetta Brown	Note Taker/Recorder: Lisa Powers
Norms-Monitor/Timekeeper:	Meeting Evaluation Guide:	Meeting Cheerleader:
Team:	Alia Del Castillo Gonzalez; Candice Boyd; Casetta Brown; Chantam Trinh; Crystal Gale; Darwin Young; Deshonda Payton; Dorothy Culley; Jamie Grieshaber; Jeff Burkett; Jeffrey Rhone; Jere Hochman; Karen Jones; Lindsay Schmitt; Lisa Powers; Megan Marietta; Myra Pendleton; Paris Bateman; Paula Knight	
Meeting Outcomes	Group Priorities	
<ul style="list-style-type: none"> • Reconnect: Norms/Purpose/Team • Review: Updates: District + Comm. • Align: Goals/Action Plan/KPIs • Offer: Ideas + Input • Confirm: Upcoming Logistics + Opps. 	<ul style="list-style-type: none"> • Re-Establishing Priorities • Developing Action w/KPIs • Improving Culture & Climate Districtwide 	
Team Functions: D = Dialogue; D-M = Decision-Making; I = Inform/Input		
10 mins.	Welcome & Teambuilding: Meeting Role Selection + MNVP Recap + Tech Check +S: Shout Outs + Celebrations BOR: 4 th Qtr: Thoughts & As soon as it is safe, I plan to...	Celebrations (Wins + Shout Outs) Superintendent Support!
10 mins.	District & Committee Updates: [I] Department Vision Update [I] Resource Update [I] Superintendent Update	
60 mins.	Committee Alignment: (2 mins.) [I] The Game Plan (2 mins.) [D + DM] New DSEI (1 min.) New DSEI Action Plan (15 mins.) [I + D] Deep Dive Doc Section VI (5 mins.) [I + D-M] District Action Plan Goals + Priorities (35 mins.) [I + D-M] District Action Plan - Planning Tool	
10 mins.	Meeting Wrap-Up: (D) Big Ideas/Summary of Our Work, Phases/Deltas, Rx. (I) April 21 st Meeting Logistics & Next Steps	Tabled Items: Resource Library, Culture & Climate Website, Alignment Initiative Process

Norms: As a committee, we have agreed to start & end on time; seek first to understand, then to be understood; be present, active and engaged; take care of ourselves; make this a safe place to have honest conversation – trust in each other; be prepared to have courageous conversations – take the risk to share; be solutions-oriented and say "Oops" or "Ouch" when necessary.

Saint Louis Public Schools

Activity	Owner	Target Start Date	Target Completion Date	Success Indicator
REMINDERS				

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- **CULTURE & CLIMATE COMMITTEE**

- **Mission:**

- **The Culture & Climate Committee will effectively collaborate and review data and procedures to inform and create a positive school culture and climate by developing a common language with best practices and interventions that impacts and develops a system of excellent schools within Saint Louis Public Schools.**

- **Vision:**

- **To be the committee that informs, supports and shapes change within schools across the district to promote a more positive school culture and climate for scholars and ultimately, wellness within school-based staff.**

- **Purpose:**

- **To create and develop a system of standardized systems, procedures and routines for culture and climate across Saint Louis Public Schools.**

- **District Connections:**

- **Use the Transformation Plan as a Guide and become a Trauma-Informed and Culturally Responsive District.**
- **At SLPS, good teaching and a great education includes the TP, CRP and being T-I; it is just how SLPS works.**



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1.6 Action Planning

- Measure Success
 - develop key performance indicators to hold us accountable to our action plan and goals
- Re-prioritize
 - this year was different and so we went back to the drawing board to fit the district's needs

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Saint Louis Public Schools 2019-2020 PBIS District Action Plan

AREA OF IMPLEMENTATION	ACTION PLAN GOAL:	District Goal:		Members of PBIS District Team							CRITICAL ELEMENTS		
		SCORES	ACTION STEPS	STATUS	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	PROJECTED START DATE	PROJECTED COMPLETION DATE	EVALUATION/OUTCOME & DATA SOURCE	Data	Systems	Practices	
1. Leadership Teaming	1.2 Stakeholder Representation: District Leadership Team includes stakeholders from at least: (a) - (e) and audits members annually. (a) families, (b) general education, (c) special education, (d) mental health and (e) the local community	<p>0 = District Leadership Team does not have representation from a range of stakeholders with investment in youth outcomes from the community.</p> <p>1 = District Leadership Team has a diverse range of stakeholders on their team but not all the stakeholders listed in (a) - (e).</p> <p>2 = District Leadership Team includes stakeholders from at least (a) - (e) and audits members annually.</p>	Determine and secure a champion for the work and additional teammates as needed.	In Progress	District Leadership Team (Culture & Climate Committee)	Executive Leadership Team members Time	October 2019	June 2020	Champion and additional teammates are chosen and documented online			System	
1. Leadership Teaming	1.6 Action Planning: Leadership Team develops a 3 to 5 year action plan, linked to vision statement and district improvement plan using the District Self-Assessment Tool, implementation data and measurable student outcomes inclusive of all populations and uses this plan to guide team meetings.	<p>0 = District Leadership Team meets without action plan to guide the work.</p> <p>1 = District Leadership Team has an action plan but it is not derived from data, does not include the next 3-5 years and/or is not linked/aligned with the state/district strategic plans.</p> <p>2 = District Leadership Team develops a 3 to 5 year action plan, linked to vision statement and district improvement plan using the District Self-Assessment Tool, implementation data and measurable student outcomes inclusive of all populations and uses this plan to guide team meetings.</p>	Create a district action plan prioritized from DSFI features.	In Progress	District Leadership Team (Culture & Climate Committee)	External Coach, PD @ WL, TFI, DSFI, Hoagson and Alignment Tools	August 2019	December 2020	Formal action plan documented and approved by the Executive Leadership Team			Systems/Practices	
2. Resource Alignment Funding & Allocation	2.3. Alignment to District Outcomes: Academic, social, emotional, and behavioral frameworks are directly aligned with one or more identified district outcomes/goals.	<p>0 = There are no clearly identified district outcomes/goals aligned to academic and social, emotional, and behavioral frameworks.</p> <p>1 = District extensively a/visits but alignment with the academic or social, emotional, and behavioral frameworks are not evident.</p> <p>2 = Academic and social, emotional, and behavioral frameworks are directly aligned with one or more identified district outcomes/goals.</p>	Directly align the District's Leadership Team (Culture & Climate Committee) goals to the Transformation Plan.	In Progress	District Leadership Team (Culture & Climate Committee)	Transformation Plan and District's Leadership Team (Culture & Climate Committee) goals	March 2019	March 2020	Formal document stating correlation and alignment			System	
2. Resource Alignment Funding & Allocation	2.5 Initiative Adoption Procedures: Clear procedures for reviewing programs are documented and regularly adhered to when considering new innovations and alignment with existing initiatives is determined prior to adoption of any new program.	<p>0 = Clear procedures for reviewing new programs, prior to adoption do not exist.</p> <p>1 = Procedures for review and adoption of new programs can be described but are not documented and/or are inconsistently used and/or do not prevent alignment and integrate a/visiting existing initiatives.</p> <p>2 = Clear procedures for reviewing programs are documented and regularly adhered to when considering new innovations and alignment with existing initiatives is determined prior to adoption of any new program.</p>	Leverage Hoagson Tool (Program & Practice Planning Tool) to create a process for district installation of new initiatives for culture and climate to support academic, behavioral and social success.	Not Started	District Leadership Team (Culture & Climate Committee)	Leverage Hoagson Tool (Program & Practice Planning Tool) and the Approved Agreements and Purchases Sheet	February 2020	June 2020	Formal process approved and documented			Systems/Practices	
2. Resource Alignment Funding & Allocation	2.7 Annual Alignment Review: Periodic formal review (e.g., audit, survey, resource mapping, alignment) of existing social, emotional, and behavioral initiatives or programs to determine effectiveness, relevance, and fidelity of implementation is completed at least annually.	<p>0 = No review of social, emotional, and behavioral related initiatives exists.</p> <p>1 = Social, emotional, and behavioral related initiatives are reviewed periodically but fidelity of implementation and effectiveness are not part of the process.</p> <p>2 = Social, emotional, and behavioral related initiatives are reviewed periodically and fidelity of implementation and effectiveness are part of the process.</p>	Formal process for reviewing social, emotional and behavioral initiatives to ensure fidelity of implementation and effectiveness.	Not Started	District Leadership Team (Culture & Climate Committee), District Trauma Team and Office Student Services	Alignment Tool and the Approved Agreements and Purchases Sheet	February 2020	June 2020	Formal process approved and documented			Systems/Practices	
3. Local Implementation Demonstration	3.1 Site Selection: Formal site selection processes (including readiness requirements and commitment procedures) and criteria are developed/adopted and used to select: (a) initial (pilot) and (b) new (expansion, scaling) participating schools within the district.	<p>0 = No formal site selection process exists for a school participation in PBIS.</p> <p>1 = Formal site selection process (including readiness requirements and commitment procedures) and criteria are developed/adopted but are not used to select: (a) initial (pilot) and (b) new (expansion, scaling) participating schools within the district.</p> <p>2 = Formal site selection processes (including readiness requirements and commitment procedures) and criteria are developed/adopted and used to select (a) initial (pilot) and (b) new (expansion, scaling) participating schools within the district.</p>	Select Focus Schools with the following outcomes: functioning Student Support Teams, School Action Plans, Data to Drive Decision-Making and Staff Coaching Support to improve the school's overall culture and climate. Use Panorama data for the 8 focus schools to improve school's overall culture and climate; create formal process for focus school selection and partner school to maintain	In Progress	District Leadership Team (Culture & Climate Committee), EdPlus External Coach	Panorama Data, Nancy Love Data Protocol, School Enrollment Form, EdPlus Data, TFI and SLPS School Data	December 2019	October 2020	Decisions based on the Panorama data to improve culture and climate, and progress on school action plan			Data/Systems/Practices	

**SLPS Culture & Climate Committee
District Action Plan – Goals & Priorities Planning Tool**

Note – Section I: Leadership Teaming is complete.

DSFI Section		One Year Goals: 2021 – 2022
II: Stakeholder Engagement		2.2 Information Dissemination
Action Steps [What steps must we take to accomplish our goal?]	Person(s) Responsible	Resources Needed
Projected Start Date	Projected Completion Date	Evaluation & Data Source [How will we know we've been successful?]
III: Funding and Alignment		3.4 Alignment to Initiatives
Action Steps [What steps must we take to accomplish our goal?]	Person(s) Responsible	Resources Needed
<p>3.4 Alignment to Initiatives Alignment of PBIS with existing related initiatives (i.e., those with similar goals, outcomes, practices and systems) is clearly documented and readily available to relevant stakeholders (e.g., posted on district website).</p> <ol style="list-style-type: none"> Prioritize what we want to accomplish, see happen, goal and outcome. Determine what we need (resources) to achieve goal. Bring the right people at the table to have the right conversations. Continue alignment initiative work Use data to make decisions Divide the work across groups. 	Committee Additional Stakeholders	<p>Time on the calendar for one meeting Scheduling app - Calendly Mission and Vision statements from each department to check alignment Alignment templates</p>
Projected Start Date	Projected Completion Date	Evaluation & Data Source [How will we know we've been successful?]

Culture & Climate Committee – DSFI Deep Dive Protocol

DSFI Deep Dive Protocol:

1. Read section features
2. Select priority features
(* VIP / (?) Questions)
3. Develop 2 – 3 action planning steps for priority features

Example:

1. Read Section
 - a. I – Leadership Teaming
2. Select Priority Features
 - a. *1.2 Stakeholder Representation: District Leadership Team includes stakeholders from at least (a) - (e) and audits members annually. (a) families, (b) general education, (c) special education, (d) mental health and (e) the local community
 - b. ?1.2 Stakeholder Representation: audits members annually
3. Develop 2 – 3 action planning steps for priority features with completion date and person responsible
 - a. Add Special Education Director – Candice Boyd – by FA 2019 – C. Brown
 - b. Add Elementary School Principal – DeShonda Payton – by WI 2020 – C. Brown
 - c. Add ESOL Director – Alla Gonzalez Del Castillo – by WI 2020 – C. Brown

SLPS Culture & Climate Committee District Action Plan Goals & Priorities		
Note – Section I: Leadership Teaming is complete.		
DSFI Section	One Year Goals: 2021 – 2022	Three – Five Year Goals: 2022 – 2025
II: Stakeholder Engagement	2.2 Information Dissemination	2.1 Stakeholder Involvement 2.3 Stakeholder Participation 3.1 Budget Plan 3.2 Community Agency Alignment 3.3 Alignment to District Outcomes 3.5 Initiative Adoption Procedures 3.6 Options for Tiered Interventions 3.7 Annual Alignment Review 3.8 Operations for Tiered Interventions
III: Funding and Alignment	3.4 Alignment to Initiatives	4.2 Instructional Approach 4.3 Discipline Guides 4.4 Discipline Policy Review 4.5 Transition Systems
IV: Policy	4.1 Vision/Mission Statement	5.1 Personnel Selection Criteria 5.3 Performance Evaluation
V: Workforce Capacity	5.2 Job Descriptions	6.1 District Professional Development Plan 6.2 District Professional Development Calendar 6.3 Professional Development Alignment 6.5 Communities of Practice 6.6 Internal Professional Development
VI: Training	6.4 Ongoing Professional Development	7.1 Technical Assistance 7.2 Coaching 7.3 Implementation Process 7.5 District Coach Networks 7.6 Coaching Functions 7.7 Local Coaching Capacity 7.8 Classroom Implementation
VII: Coaching	7.4 Differentiated Coaching Support	8.2 Data Collection Systems 8.3 Evaluation Feedback Loop 8.4 Differentiated Supports
VIII: Evaluation	8.1 Evaluation Plan 8.6 Student Identification Data (Tier II + III) 8.9 Annual Evaluation	

IX: Local Implementation Demonstrations	9.1 Site Selection	8.5 Assessment and Evaluation Process 8.7 Level of Use 8.8 Student Performance Data 8.10 Acknowledgment of Progress 8.11 Internal Evaluation Capacity 9.2 Model Demonstrations 9.3 Scaling Up
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Does a member of the community serve on your District Leadership Team or a sub-committee of the team?

Yes or No



DSFI 2: Stakeholder Engagement



2.1: Stakeholder Involvement

2.2: Information Dissemination

2.3: Stakeholder Participation

STAKEHOLDER ENGAGEMENT PLAN & PROCESS for **EXAMPLE DISTRICT**

Rationale for Stakeholder Engagement Plan:

Stakeholder Engagement Plan	[YEAR(S)]	Objective	STAKEHOLDER ENGAGEMENT GOAL	ACTION STEPS	STATUS	PERSON(S) RESPONSIBLE	TARGET AUDIENCE		INFORMATION	DISSEMINATION			METHODS		
							INTERNAL & WHOM	EXTERNAL & WHOM		DATA	ACCOMPLISHMENTS	TIMELINE	PRINT	ELECTRONIC	VERBAL
Significant family and/or community members are involved when appropriate and possible. (SAS - Individual 6).			Develop and implement a process to engage families and community members in the design, implementation, and progress monitoring of individualized behavior support plans at the Tier 3 level.	Identify sub-committee with: - expertise in Tier 3 interventions, data-based decision-making - data-based decision-making - individual behavior plan expertise - family engagement background and/or family member - understanding of district MTSS process and procedures	Completed	District Tier 3 Coach	School officials	families, community members	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yearly	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
				Sub-committee to develop standardized process for Tier 3 interventions/teams. *Teams will include: student, parent/guardian, teacher, administrator, Tier 3 team member, behavior interventionist/specialist.	In Progress	District Tier 3 Coach	School officials	families, community members	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yearly	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
				Sub-committee to present standardized Tier 3 process to District Leadership Team.	Not Started	District Tier 3 Coach	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yearly	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
				Tier 3 process is implemented with fidelity while collecting feedback on the process for adjustments/modifications to be considered.	Not Started	District Tier 3 Coach	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Monthly	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
				Formalize process once feedback has been collected and publish process in district policy and procedures guidebook while also linking process to the district website.	Not Started	District Tier 3 Coach	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yearly	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tier 2 Teams uses decision rules and multiple sources of data (e.g., ODR's, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier 2 supports. (TFI 2.3)			Written policy exists that...ensures that families are notified promptly when students enter Tier 2 supports.	A formalized letter, and talking points, are created and a process is developed for school Tier 2 teams to utilize for CICO interventions.	Completed	District Tier 2 coach	<input type="checkbox"/>	guardian of CICO students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yearly	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



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[Stakeholder Engagement Plan and Process template](#)

DSFI 3: Funding & Alignment

- 3.1: Budget Plan
- 3.2: Community Agency Alignment
- 3.3: Alignment to District Outcomes
- 3.4: Alignment to Initiatives
- 3.5: Initiative Adoption Procedures
- 3.6: Options for Tiered Interventions
- 3.7: Annual Alignment Review
- 3.8: Operations for Tiered Interventions



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P A D L E T

Go to the [Padlet](#) and identify what, in your opinion, is the biggest challenge with Funding & Alignment?

Recommended Steps

1. Audit Review
2. Staffing Allocation
3. District Budget
4. Alignment of Initiatives
5. Initiative Adoption Procedures
6. Intervention Adoption Procedures Across Tiers
7. Annual Alignment Review



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Our Steps to Working Smarter, not Harder

3.3: Alignment to District Outcomes

- Audit Review
- Does everything clearly support our outcomes?

3.4: Alignment of Initiatives

- Is there overlap?

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Name of the Initiative to be Aligned	Initiative A - Trauma	Initiative B Culturally Responsive Pedagogy and Training	Initiative C- Staff Wellness	Initiative D - Social Emotional Support	Initiative E - Family and Community Specialist	Initiative F - Echo Map	Initiative G - PBIS Culture and Climate Coordinator - Focus Schools (13)
Name of the Department/division with budget authority? Leader(s) What personnel are involved in implementation of this initiative?	Student support services, (grant-no in district budget - one more year) of 3 year grant), Megan Marietta, Community Partners, Alive and Well CASGS - School based leaders and teams, trauma team, 2 SLPS staff members consultation - District Trauma Team - leaders from every dept. - HR						
Population served (Tier 1, Tier II, Tier III, students, staff, families, grade level)	Tier 1 - Everyone						
Research Based (peer reviewed) Yes or No and is it a matched population	Yes - Yes						
Outcome Achieved to Date in Districts and Schools -	Data is still be analyzed and looks Artic to staff members - attitudes and 3 metrics and buildings and families (5 ways we are measuring outcomes) Children's Advocacy Center - Research Evaluator - Attitudes regarding trauma informed care						
Leadership Team (name of team, individuals on the team, who provides coordination)	DL - Megan - Team, ST - Building leaders and team of staff - Wellness Committee DT						
Fidelity Measures	Observation Tool with 10 Schools (based on MO model - 12 indicators)						
Core Practices by Tier	12 indicators Tier 1 -						
Outcome Measures	Healthy School Setting - staff wellbeing -						
Comprehensive Screening Measures	Panorama Survey - Staff Attendance - Student Attendance						
Professional Development Plan including process with performance feedback	Monthly Learning 1.5 hours, bi weekly consultation for an hour - 3 full days of training,						
How does this work grow and sustain							

CULTURE & CLIMATE COMMITTEE

- **Mission:**
 - The Culture & Climate Committee will effectively collaborate and review data and procedures to inform and create a positive school culture and climate by developing a common language with best practices and interventions that impacts and develops a system of excellent schools within Saint Louis Public Schools.
- **Vision:**
 - To be the committee that informs, supports and shapes change within schools across the district to promote a more positive school culture and climate for scholars and ultimately, wellness within school-based staff.
- **Purpose:**
 - To create and develop a system of standardized systems, procedures and routines for culture and climate across Saint Louis Public Schools.
- **District Connections:**
 - Use the **Transformation Plan** as a Guide and become a **Trauma-Informed** and **Culturally Responsive District**.
 - At **SLPS**, good teaching and a great education includes the **TGP**, **CRP** and being **T-I**: it is just how SLPS works.

Norms: As a committee, we have agreed to start & end on time; seek first to understand, then to be understood; be present, active and engaged; take care of ourselves; make this a safe place to have honest conversations – trust in each other; be prepared to have courageous conversations – take the risk to share; be solutions-oriented and say “Oops” or “Ouch” when necessary.

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Name of the Initiative to be Aligned	Initiative A - Trauma
Name of the Department/division with budget authority? Leader(s) What personnel are involved in implementation of this initiative?	Student support services, (grant- no in district budget - one more year) of 3 year grant), Megan Marietta, Community Partners, Alive and Well CASGS - School based leaders and teams, trauma team, 2 SLPS staff members consultation - District Trauma Team - leaders
Population served (Tier 1, Tier II, Tier III, students, staff, families, grade level)	Tier 1- Everyone
Research Based (peer reviewed) Yes or No and is it a matched population	Yes - Yes
Outcome Achieved to Date in Districts and Schools -	Data is still be analyzed and looks Artic to staff members - attitudes and 3 metrics and buildings and families (5 ways we are measuring outcomes) Children's Advocacy Center - Research Evaluator - Attitudes
Leadership Team (name of team, individuals on the team, who provides coordination	DL - Megan - Team, ST - Building leaders and team of staff - Wellness Committee DT
Fidelity Measures	Observation Tool with 10 Schools (based on MO model - 12 indicators)
Core Practices by Tier	12 indicators Tier 1-
Outcome Measures	Healthy School Setting - staff wellbeing -
Comprehensive Screening Measures	Panorama Survey - Staff Attendance - Student Attendance
Professional Development Plan including process with performance feedback	Monthly Learning 1.5 hours, bi weekly consultation for an hour - 3 full days of training.

P A D L E T

- List your top 1-3 takeaways ([Padlet](#))
- Provide a question you have

Resources

Leadership	Stakeholder	Funding & Alignment
Action Plan template SLPS Agenda template	Stakeholder Engagement Plan template	Mapping School Personnel Worksheet Technical Guide for Alignment of Initiatives, Programs and Practices in School Districts
<p>PBIS District Leadership Team Practice Guide: A Companion Guide to the District Systems Fidelity Inventory</p>		
<p>District Systems Fidelity Inventory (DSFI)</p>		



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Recommendations: Be a Lead-Learner

- request opportunities to continue learning
- meet with other district leaders
- attend forums and other professional learning opportunities
- observe other schools and districts
- identify what will fit and implement

“I believe iron sharpens iron, so I am always open to learning from others!”

-Casetta Brown

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CONTACT INFORMATION



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Welcome to
DISTRICTWIDE WEEK!
June 30-July 1

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THANK YOU FOR JOINING US!

Please complete the
[Evaluation Survey](#).

Session 2 will start at 1:15 p.m.

Please use the same Zoom
meeting link to join the next
session.