

## MISSOURI SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

# Positive Focus



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## DSFI - Alignment/Funding, Policy, and Workforce Capacity

As the **District Systems Fidelity Inventory (DSFI)** suggests, continuous improvement efforts can have implications for district leadership teams in the following areas.

**Alignment/Funding** - Each year school districts and schools receive funds from local, state, and national agencies. The responsibility of using these funds equitably, to ensure all students receive the best education possible, requires alignment across all systems within the school district. The DSFI defines Resource Alignment as thoughtful allocation of budgets and other resources to achieve desired education outcomes for students. It is recommended that district leadership teams address at least the following activities:

- **Audit Review** - a review of the individuals/skill sets associated with current staff and individuals in the district and community to identify all existing and "hidden resources" for sharing with stakeholders and decision-makers, analyzing for redundancy and gaps, and planning for resource allocation.
- **Staff Allocations** - a review of how and where staff are allocated in comparison to where need exists.
- **District Budget** - monetary allocations have to be proactively planned to support operating structures and capacity building among all schools within the district.

**Alignment Review of Initiatives/Interventions** - the district should organize strategically to know what is currently or intended to be implemented across the district, including identifying and analyzing the intended purpose and impact of initiatives across the district as well as initiative and intervention adoption procedures.

Establishing alignment will provide the opportunity for leadership teams at the district and school levels to become more effective and efficient with resources while focusing on efforts that directly impact positive student outcomes.

**Policy** - One of the keys to success and sustainable implementation of any effort within a district is the codification of the work into policy that focuses on process and outcomes from a proactive, prevention frame of reference. For instance, leadership teams can look for opportunities to revise or align district policy and procedures that place an emphasis on proactive evidence-based strategies that support student social, emotional, and behavioral needs.

**Workforce Capacity** - A district's workforce and related expenditures comprises the largest budget expenditure. In order to maximize this investment, districts need to focus on the recruitment, development, and overall retention of high-quality staff members. Building of a district's workforce capacity involves an intentional focus on areas like hiring practices, providing clear job descriptions, ensuring staff feel valued and supported, and providing a process for data-driven professional development.

More information about each of these components, activities and other resources, as well as other components to support continuous improvement can be found in the [\*PBIS District Leadership Team Practice Guide for Implementing Using the District Systems Fidelity Inventory \(2021\)\*](#).



The mission of Missouri School Wide Positive Behavior Support is to assist schools and districts in establishing and maintaining school environments where the school culture and behavioral supports needed to be an effective learning environment are in place for all students.

P L A N N I N G



## MSIP 6 and Schoolwide PBS

It is recommended that District Leadership Teams organize an action plan to reflect annual goals as well as long term goals (i.e., 5-10 years) using multiple data sources (e.g., DSFI, state/district strategic plan, school implementation and evaluation data). The goals of the Action Plan should ensure equitable outcomes for all student populations by matching resources to needs based on student outcome data and oftentimes align to the overarching strategic goals of the district. Using the school's Comprehensive School Improvement Plan (CSIP), as well as the District's Missouri School Improvement Plan (MSIP), as a guide for identifying and creating goals and action steps is preferable to ensure specific alignment to the school or district's intended outcomes for staff and students.

The purpose of the District Action Plan is to guide District Leadership Teams in the development and execution of action steps that promote the capacity for sustainable, culturally and contextually relevant, and high-fidelity implementation of multi-tiered social, emotional, and behavioral systems of support and practices (Center on PBS, 2021). For more information regarding DESE's Missouri School Improvement Program, click [here](#).

Building Leadership Teams can use the District Action Plan to align their school level goals and action steps to support the implementation of districtwide expectations for multi-tiered social, emotional, and behavioral systems of support and practices. A key piece of action planning is to ensure fidelity data measures are included to progress monitor and / or evaluate the performance of Effective Teaching and Learning Practices across classrooms. Action plans at any level should be consistently and continuously reviewed and updated through progress monitoring of fidelity data.



## MSIP6

**Comprehensive Guide  
to the Missouri School  
Improvement Program**


2021-2022 School Year  
Missouri Department of Elementary and Secondary Education

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# CELEBRATE, REFLECT, MAKE A PLAN

Late spring and early summer are the perfect time to pause, celebrate, reflect and make a plan for the upcoming year. We encourage all teams to administer several surveys in the spring each year to gather input on fidelity of implementation and school climate from PBIS APPs.

At the Tier 1 or Universal level these include the **Tiered Fidelity inventory (TFI)** to assess the Leadership Team perceptions, and the **Self-Assessment Survey (SAS)** to assess the perceptions of all staff. Consider if there are other sources of implementation fidelity data such as classroom walkthrough or **Self Assessment Practice Profiles (SAPPs)** that are part of district continuous improvement (DCI) efforts. Another source of data for celebration and reflection is the **School Climate Survey (SCS)** check out the version available on [PbisMissouri.org](https://PbisMissouri.org) which incorporates the MSIP 6 required climate questions for students, staff and families.

Other sources of data to include in your annual celebration could include attendance, classroom managed behaviors (minor), office discipline referrals (ODRs or majors), tardies if you are a secondary building, and access the academic data you have to consider academic achievement and growth for ALL Students and Student Group (as defined by The Missouri Department of Elementary and Secondary Education [DESE] MSIP 6 which would include all Black and Hispanic students, students with disabilities (SWD), English Learners (EL) and students who are low income [defined as students who are direct certified [DC] in the National School Lunch Program]). This level of data will allow you to consider for whom and under what conditions are students experiencing similar outcomes.

Once you have your data, return to your action plan for 2023-2024 and consider what were our goals for the year in terms of implementation AND student outcomes? Use the matrix below to process through did we implement the plan we made, and did we achieve our outcomes?

	Goal Not Met	Goal Met
Not Implemented with Fidelity	Are there obstacles to implementation? <input type="checkbox"/> Yes: Modify plan to eliminate obstacles <input type="checkbox"/> No: Implement the plan	Look at data to determine why goal was achieved
Implemented with Fidelity	Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis	Plan for sustained implementation  Go back to your data; Data cycle around your most frequent behavior

For more information on data based decision making see the [MO SW-PBS Handbook](#) and/or the [MO SW-PBS Tier 1 Implementation Guide](#) for more in-depth information on how-to engage in a systematic process that engages all voices. In addition, find an online lesson in engaging in this process on our [website](#).

Once you have your analysis done, what are your takeaways?

- What are our celebrations that we need to share with all stakeholders? How will we share to ensure we reach all stakeholders?
- What are the goals you have yet to achieve? How did your analysis identify what or where to adjust? What goals have been met and can be retired? What are emerging goals?
- What are your lessons learned in terms of systems or practices to keep, scrap, adjust, adapt or adopt?
- Now add to or begin a 2023-2024 Action Plan and begin the cycle of implementation, assessment and analysis over again, making time to pause, CELEBRATE, reflect before you start your planning.

**FOR MORE INFORMATION ABOUT OUR DATA  
COLLECTION TOOLS, SELECT EACH OF THESE  
LINKS:**

[TIERED FIDELITY INVENTORY \(TFI\)](#)  
[SELF-ASSESSMENT SURVEY \(SAS\)](#)  
[SCHOOL CLIMATE SURVEYS \(SCS\)](#)





The **2023 MO SW-PBS Summer Institute** was a huge success! The theme for this year's conference was "Cultivating the Garden - Nurturing Spaces Where Everyone Thrives." Over **900 participants** gathered together at the Tan-Tar-A Conference Center in Osage Beach, MO to learn from **60 breakout sessions** focusing on all three tiers of SW-PBS and including special topics such as leadership, trauma, mental health, and districtwide implementation of PBIS. Mark Wheatley, Assistant Commissioner with Missouri's Department of Elementary and Secondary Education, provided an inspirational and informative keynote address "Feedback We All Deserve." New to this year's conference were the **Facilitated Discussion Groups** which provided networking opportunities around ten key categories of interest.

Every year one school and one district are recognized for exemplifying the ideals, principles, and practices of positive behavior support. The **Mary Miller Richter Award** recipients demonstrate a firm commitment to improving the lives of students, the educators who teach them, and the community in which the school resides through innovation, creativity, and a firm commitment to staying the course despite barriers. This year's **School Distinction Award** was awarded to **Clarence Lawson Elementary**, a suburban school with Jefferson City Public Schools. The **Distinction Award** went to **Center 58 School District**, an urban district in Kansas City, Missouri. Congratulations to Clarence Lawson Elementary and Center 58 School District for your dedication to improving the culture and climate of your schools and improving student outcomes through the implementation of schoolwide and districtwide positive behavior supports!

**Thank you to everyone who contributed to and attended Summer Institute this year!** We hope you were able to learn and network with other implementers and we look forward to supporting you in the coming school year.

**SAVE THE DATE!**

***Summer Institute 2024***  
***June 4-5, 2024!***

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OUR COACHING GUIDES ARE RESOURCES TO SUPPORT  
LEADERSHIP TEAMS TO ESTABLISH SYSTEMS  
THAT PROMOTE DATA-BASED DECISION MAKING  
TO IDENTIFY EFFECTIVE TEACHING AND LEARNING PRACTICES  
TO INCREASE OUTCOMES FOR ALL STUDENTS AND STAFF!  
CLICK ON A TIER BELOW TO ACCESS MO SW-PBS COACHING GUIDES

**TIER 1****TIER 2****TIER 3**

## 2022-23 MO SW-PBS Recognition Awards

The [2023/2024 Data Schedule](#) draft has arrived! The schedule provides guidance for Missouri schools to assess fidelity, share data based plans, and to submit SW-PBS artifacts to regional consultants for feedback. The data schedule is designed to encourage schools to implement SW-PBS with fidelity, so that they achieve positive outcomes for students. In addition, following the data collection schedule will put you on track to earn recognition, and create less last minute work as the recognition deadline nears. Finally, we are putting the draft version out so that schools can begin annual planning. Please know that minor adjustments or edits may be made. Check back at the [MO SW-PBS Tier 1 Data Tools page](#) for the final copy.

Congratulations to MO SW-PBS Award of Excellence recipients. This year, we had 140 schools apply, and 139 earn the Award of Excellence, bringing us back to near pre-pandemic levels! As most of you know, preliminary evidence shows that the fidelity required to earn the award of excellence is associated with better academic, attendance, and behavioral outcomes for students with and without disabilities! The process of applying for recognition creates an annual fidelity check and feedback loop that helps schools to build and maintain their SW-PBS framework. Congratulations to the following 2023 MO SW-PBS Award of Excellence Recipients! Click [here](#) for a complete list of all recognition recipients.

## 2023-24 Data Collection Schedule

### REFERENCES

Center on PBIS. (January 2021). PBIS District Leadership Team Practice Guide for Implementation Using the District Systems Fidelity Inventory (DSFI). University of Oregon. [www.pbis.org](http://www.pbis.org).



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