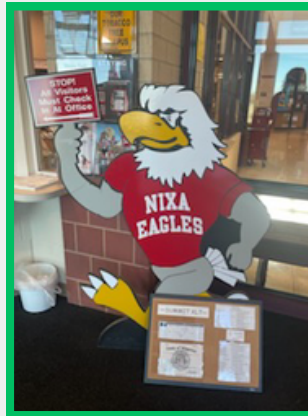


Missouri Schoolwide Positive Behavior Support

POSITIVE FOCUS

Tier 1 Success Across Missouri

Summit Intermediate School is an exciting place for 5th & 6th grade students to gather. From the minute you enter the building you are aware of their commitment to a safe and inviting learning environment. Their Tier 1 framework includes a **vibrant acknowledgement system** which is embedded into classroom and school-wide locations. Students, teachers, and staff are proud of the positive culture they have developed. Even as the **Nixa School District** initiates 'Portrait of an Eagle,' as the District-wide Expectation, Summit Intermediate has embraced the new wording within the PBIS framework. Great job Summit Intermediate School!



HIGHLIGHTS, CELEBRATIONS & PLANNING

- Tier 1 Success Across MO
- Stakeholder & Partner Engagement
- Data-Based Decision-Making
- In the Spotlight: 22-23 Annual Report
- Summer Institute 2024
- Coaches Corner



KNOX COUNTY ELEMENTARY BEHAVIOR EXPECTATIONS		CLASSROOM	BUS	HALLWAY	CAFETERIA	RESTROOM	PLAYGROUND	GYM
S BE SAFE	Follow all safety rules and procedures.	Follow all safety rules and procedures.	Follow all safety rules and procedures.	Follow all safety rules and procedures.	Follow all safety rules and procedures.	Follow all safety rules and procedures.	Follow all safety rules and procedures.	Follow all safety rules and procedures.
O TAKE OWNERSHIP	Take responsibility for your actions and the actions of others.	Take responsibility for your actions and the actions of others.	Take responsibility for your actions and the actions of others.	Take responsibility for your actions and the actions of others.	Take responsibility for your actions and the actions of others.	Take responsibility for your actions and the actions of others.	Take responsibility for your actions and the actions of others.	Take responsibility for your actions and the actions of others.
A ACT RESPONSIBLY	Follow all rules and procedures.	Follow all rules and procedures.	Follow all rules and procedures.	Follow all rules and procedures.	Follow all rules and procedures.	Follow all rules and procedures.	Follow all rules and procedures.	Follow all rules and procedures.
R BE RESPECTFUL	Respect the rights and feelings of others.	Respect the rights and feelings of others.	Respect the rights and feelings of others.	Respect the rights and feelings of others.	Respect the rights and feelings of others.	Respect the rights and feelings of others.	Respect the rights and feelings of others.	Respect the rights and feelings of others.



Knox County Elementary wrote a grant and received some amazing materials to demonstrate and support their Tier 1 System throughout the building.

Engaging with Stakeholders & Partner Groups



Using Spring Surveys to Communicate Progress and Action Steps with Key Stakeholders/Partner Groups

The spring calendar in our school system is often filled with surveys and assessments for both students and staff. As District and Building Leadership Teams work to create consistent expectations for engagement in fidelity surveys by staff and key partner groups, surveys such as the **District Systems Fidelity Inventory (DSFI)**, **Tiered Fidelity Inventory (TFI)** and **Self-Assessment Survey (SAS)** are completed by teams. We encourage teams to develop a written communication **plan to inform staff and key partner groups or stakeholders on the outcomes of those surveys and assessments.**

Communicating outcomes of the surveys and assessments paired with alignment to goals and action steps helps **create a better understanding** of why the surveys and assessments are important and how leaders use the data to create opportunities for continuous improvement. If we ask staff, students, and other key partner groups such as families and community agencies to engage in a survey or assessment, but share neither the results nor how we will use the data to determine next steps, it may feel like just another checkbox on the list of to-do's.

Things to consider sharing with Stakeholder Groups:

How does the survey and assessment connect to Comprehensive School Improvement Plan's or Building Improvement Plan's goals?

- Who completed the survey or assessment?
- Was your team able to identify trends from the survey or assessment – strengths and areas for improvement?
- How are survey or assessment results used by leaders and teams to make decisions for future improvements to the school systems and practices?



Evaluation Item Alignment

DSFI Item 2.2 Information Dissemination:

District Leadership Team develops one or more tools for communicating information, data, and accomplishments (e.g., website, newsletter, meeting presentations, conferences, media, annual progress reports) targeted to broad stakeholder groups at least annually.

TFI Item 1.15 Annual Evaluation:

Tier 1 team documents fidelity and effectiveness of Tier 1 practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.



Data-Based Decision-Making

As the 2023-2024 school year draws to a close, it's a good time to begin looking forward to 2024-2025. And a good place to start looking forward is by first looking backwards! What went well in 2023-2024? What do we want to do again or continue doing? What do we need to start doing? And what do we need to stop doing? In other words, it is a good time for an **annual data review**.

The driving force of everything we do in districts and schools is to improve outcomes for our students. So, we need to look at annual data reports that measure salient outcomes for students. This data can help us **determine whether behavioral goals were met** in the year that is ending, and to **identify opportunities to improve behavioral outcomes** in the coming school year. As such, our district or building improvement goals determine what data we include in our evaluation of the last year. At the same time, we should also review data on other important outcomes in order to identify opportunities to improve in the coming school year. For behavior, this can include annual office discipline referral (ODR) reports, attendance reports, exclusionary discipline reports (In/Out of School Suspension), School Climate Survey reports, and disproportionality metrics related to these and other important student outcomes.

Furthermore, **adult actions have a direct impact on student outcomes**. Therefore, our data review must include measures of whether and to what extent adults did what they committed to do. For PBIS districts and schools, this includes reports of implementation fidelity of the systems and practices of the PBIS framework. District Leadership Teams (DLTs) can review **District Systems Inventory (DSFI)** reports as well as **Self-Assessment Survey (SAS)** and **Tiered Fidelity Inventory (TFI)** aggregated for the entire district and disaggregated by building. Aggregate data can be used to identify celebrations and district level opportunities to improve implementation, and disaggregated data can help districts to identify schools that are making good progress and those in need of more intensive support. Building Leadership Teams (BLTs) can review SAS and TFI data for their buildings, as well as **year-end walkthrough** and self-assessment data that monitor use of evidence-based classroom practices that have a demonstrated impact on student behavior (teaching expectations, high rates of positive feedback, opportunities to respond, etc.).

Finally, we must remember to take time to identify and **recognize our staff for the wins** from the year that is ending, even as we look for ways to improve our implementation in the coming school year. Everyone has a need to feel valued and competent. By identifying legitimate wins and sharing these with staff, we validate their hard work and send a clear message that they are competent educators who are having a positive impact on students.

In the Spotlight



Missouri Schoolwide Positive Behavior Support (MO SW-PBS) has a goal to improve behavioral outcomes for ALL students in Missouri one district, school, and classroom at a time. Our [Annual Report](#) is structured to assess support that MO SW-PBS provides districts, schools and classrooms across **5 critical areas as outlined by the PBIS Evaluation Blueprint: Reach, Process, Capacity, Fidelity and Outcomes.**

For full information and details checkout the entire document on our [website](#).

Below learn some **key highlights**:

- **Reach** - 455 schools, across 130 districts; impacting over 175,000 students who represent a greater percentage of MO DESE indicated **Student Groups** (e.g. eligible for F/R lunch, students with disabilities [SWD], etc) than Missouri as a whole and non-implementing schools.
- **Process** - partner school and district leadership teams receiving just-in-time, just-as-needed training and coaching to support sustained implementation with fidelity of tiers 1, 2 or 3.
- **Capacity** - leveraging a **Cascade Model of Support** 31 state team members utilizing standardized training materials and tools grew capacity across the state.
- **Fidelity** - almost 60% of teams measured Tier 1 Fidelity w/ the **SAS** and 40% or more of teams completed the **TFI** aligned to their tier of implementation with fidelity scores that are close to or above criterion as articulated by the National Center on PBIS (e.g., SAS Schoolwide at 80% and TFI Tier 1 at 70%).
- **Outcomes** - **Students with and without disabilities** attending MO SW-PBS schools spend more time in school and in the regular classroom than students attending non implementing schools. These positive outcomes appear to be amplified in schools that have maintained high levels of implementation fidelity over time.

Rock Your Role!

Working Together to Build a Culture of Belonging

Missouri SW-PBS Summer Institute • Tan-Tar-A Conference Center • June 4-5, 2024

Registration for Summer Institute 2024 is now open!

Summer Institute is the premier forum for educators to learn from our model local implementation sites through breakout sessions, a poster session, and facilitated discussion groups tailored to bring like-minded educators together to share and learn from one another.

The theme for **Summer Institute 2024** is **"Rock Your Role - Working Together to Build a Culture of Belonging."** We believe that by implementing a tiered framework of support, schools are able to create environments where all students and staff feel a sense of belonging, feel their needs are being met, and will experience success academically, socially, emotionally, and behaviorally.

This requires **ongoing collaboration and cooperation** among the various roles within a school system. Fortunately, we have educators across Missouri dedicated to doing just that. As one school year winds down, and as you recharge and prepare for the new school year, **Summer Institute 2024 will give you the tools you will need** to "rock your role" as you work with your teams to **build a culture of belonging!**

We are excited to announce **Dr. Jason Sefrit, Superintendent, and Dr. Rodney Lewis, Associate Superintendent, with the City of St. Charles School District** will be our keynote speakers. Dr. Sefrit and Dr. Lewis will be kicking off our conference with an energetic and inspiring message on how to navigate "The Great Oasis" of creating cultures where everyone belongs.

We have **66 great breakout sessions** and **13 facilitated discussion groups**. And as always, our wonderful **poster session, with light snacks**, will end the first day of content. Finally, you are invited to really "rock" your role that evening at our popular **karaoke night!**

Register by May 1, 2024 to take advantage of the \$225 Early Bird registration! (After May 1, the registration fee will increase to \$275).

Direct link to the registration site is <https://na.eventscloud.com/24si>. The link to register, as well as, a detailed conference program can also be found on our **[website](#)**.

Reserve your rooms as soon as you can to ensure you get our special conference rate of \$141.11. Use code **PBSS** through the direct **[Hotel booking link](#)** or call **573-348-3131**.

**OUR
KEYNOTE
SPEAKERS**



Dr. Rodney Lewis



Dr. Jason Sefrit

**WHERE
CAN YOU
FIND US?**



FACEBOOK.COM/MOSWPBS



#MOSWPBS



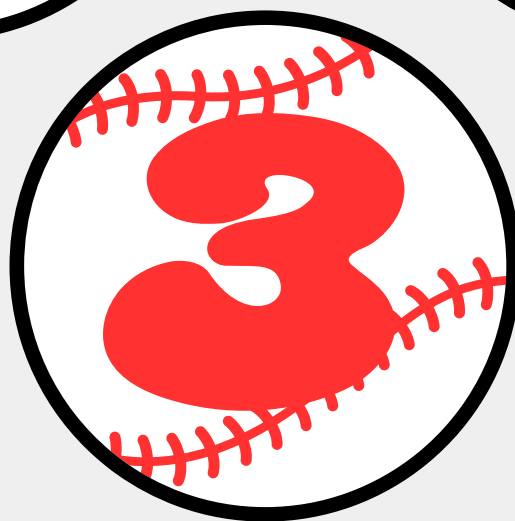
www.pbissmissouri.org



MO SW-PBS COACHES CORNER



MO SW-PBS COACHES CORNER IS A QUARTERLY GUIDE FOR OUR CONSULTANTS & LEADERSHIP TEAMS TO SEEK INFORMATION IN ESTABLISHING SYSTEMS THAT PROMOTE DATA-BASED DECISION MAKING. *CLICK ON A NUMBER BELOW TO GET STARTED!*



REFERENCES

Center on Positive Behavioral Interventions and Supports (December 2020). Positive Behavioral Interventions and Supports (PBIS) Evaluation Blueprint. University of Oregon. www.pbis.org. pgs. 11-12

McIntosh, K., & Goodman, S. (2016) Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS. New York: The Guilford Press.



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