



Resources to Create or Rebuild Your District or Building Leadership Team

The beginning of the school year is the perfect time to assess and revise your systems. First, you must start with a strong leadership team.

Keys to creating or reviving a Building Leadership Team (BLT) that are evidenced based include:

- Align your outcome goals and action steps for SW-PBS with your BSIP.
 - [Why It's Prudent & Practical to Implement SW-PBS?](#)
- Establish, renew, or sustain your partnership with your Regional Professional Development Center (RPDC) partners.



- Focus implementation planning and efforts on the [Essential Components](#).
- Renew Common Philosophy and Purpose for SW-PBS with your Mission, Vision, and Values and Goals with all staff to ensure your entire community owns this work.
- Ensure your leadership team is representative of your building staff and someone has decision making authority.
 - [Leadership Teaming Online Course](#)
- Provide training and support of implementation of the 8 Effective Teaching and Learning Practices (ETLPs)
 - [ETLP Online Resources](#)
- Bring data to every BLT meeting: either implementation fidelity data (e.g., SAS, TFI, observational), school climate, partner feedback or student outcome data (e.g., attendance, tardies, ODRs, nurse visits, etc.) Use this information to guide decision-making around action steps by engaging in continuous cycles of data-based decision making (DBDM).
 - [DBDM Online Course](#)



Back to School: Building Systems for a New Year

- [Resources to Create or Rebuild Your District or Building Leadership Team](#)
- [Engaging in an Annual After-Action Review](#)
- [Strategies to Increase Collaboration Between Schools and Families](#)
- [Using the ETLPs to Support the Function of Student Needs](#)
- [MO-SWPBS Summer Institute](#)



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ENGAGING IN AN ANNUAL AFTER-ACTION REVIEW

In preparing your systems and practices for a new year, one helpful approach the leadership team can use is to engage in an **after-action review**. The purpose of the after-action review is to **compare and analyze** the **intended outcomes** against the **actual outcomes** of the event in order to determine future steps in the next iteration of the action. What will they continue doing? What will they stop doing? What do they improve? And, what will they initiate? Schools and districts can adapt the after-action review to their implementation of Schoolwide Positive Behavior Support (SW-PBS), particularly as it relates to implementation of activities, essential components or evidence-based practices that are annually repeated.

Before getting into the process, it might be helpful to briefly highlight the **components of an action plan**. A solid action plan should include the following:

- Intended **outcome(s)**
- One or more **evidence-based practices** for implementation
- **Action steps** for implementation
- **Designated individual(s)** to implement the action steps of the plan
- A **time-line** for implementation
- **Implementation and outcome criteria measures** that can be used to determine whether the plan was a success



The first step is to compare the intended outcome to the actual outcome, and the extent to which the practices were implemented with fidelity. **Impact data** is determined by the desired student outcome and tells the team whether the intended outcome was achieved, or at least if progress was made toward the outcome. Implementation data informs the team of the extent to which the action plan and selected practices were implemented with fidelity, consistency, and equity. **Implementation data** can be survey data, such as the District Systems Implementation Survey (DSFI), the Tiered Fidelity Inventory (TFI), or the Self-Assessment Survey (SAS). Or, it can be teacher observations, teacher self-assessments, or other objective measures of adult actions. Implementation data should provide a direct measure of the evidence-based practices selected to achieve the desired outcome. If the outcome was achieved, the team needs to know if the practices were implemented so that they can infer that the practices caused the intended outcome. If the practices were not fully implemented, the team will want to assess why the plan was not fully implemented. Was there a failure to follow through, or were there obstacles to implementing? The answer to these questions will guide the team as they set a course for the coming school year.

The next step is to **evaluate the activities and/or action steps** that were taken in order to implement the practices. Consider using a What Went Well and Even Better If process for discussion. This is a good time to identify possible activities and/or action steps to initiate in the new school year.

Finally, the team will want to **create a new action plan for the coming school year** that captures these great ideas, and includes a system of accountability to make sure that these ideas are fully implemented. In this way, the team engages in a continuous cycle of improvement and renewal of their SW-PBS framework.

STRATEGIES TO INCREASE COLLABORATION BETWEEN SCHOOLS AND FAMILIES

Getting started: Your school likely already has systems and practices in place for incorporating families in your school-level implementation. Whether this is a new concept for you or you want to improve upon your existing strategies, there are a few places to start collaborating with families. The National Center for PBIS has the following rubric, [School-Wide Family Engagement Rubric](#), you can use as a reference to see which stage you are working within each objective. This could provide you with the information needed to analyze your current systems and to plan for future goals.

Making this a priority: District and school-level leadership can **ensure engaging families is a priority** by including strategies within district's and school's vision, mission, and goals for continuous improvement. Something to consider when sharing these goals and strategies with families and key community partners is the language we use. Oftentimes educators use acronyms and jargon that is hard for others outside of the educational world to understand. When communicating and sharing information related to School-wide Positive Behavior Supports, remember to **make the language family and community friendly** – meaning use words and phrases that are relatable to your key partner groups. This helps **bridge the gap between** what is expected at school and what is expected at home and in our communities!



USING THE ETLPS TO SUPPORT THE FUNCTION OF STUDENT NEEDS

Getting a school year off to a productive start takes planning, patience and persistence. Veteran teachers know the **MO SW-PBS Effective Teaching and Learning Practices (ETLPs)** provide the cornerstone of efficient and effective classroom management, facilitate positive teacher-student relationships, and ultimately student engagement and success.

- [MO SW-PBS ETLPs Introductory Video](#)
- [MO SW-PBS ETLPs Training & Classroom Resources](#)

What teachers might not know is that these **8 ETLPs can also be used in a targeted or individualized fashion to support struggling students**. We know unexpected student behavior is often a function of a desire to escape / avoid attention or task, or to see attention. Review the [Using the ETLPs to Increase Student Success](#) to plan your use of the ETLPs with the function of behavior in mind!

MO SECONDARY TEAMS (MOST) CHAT

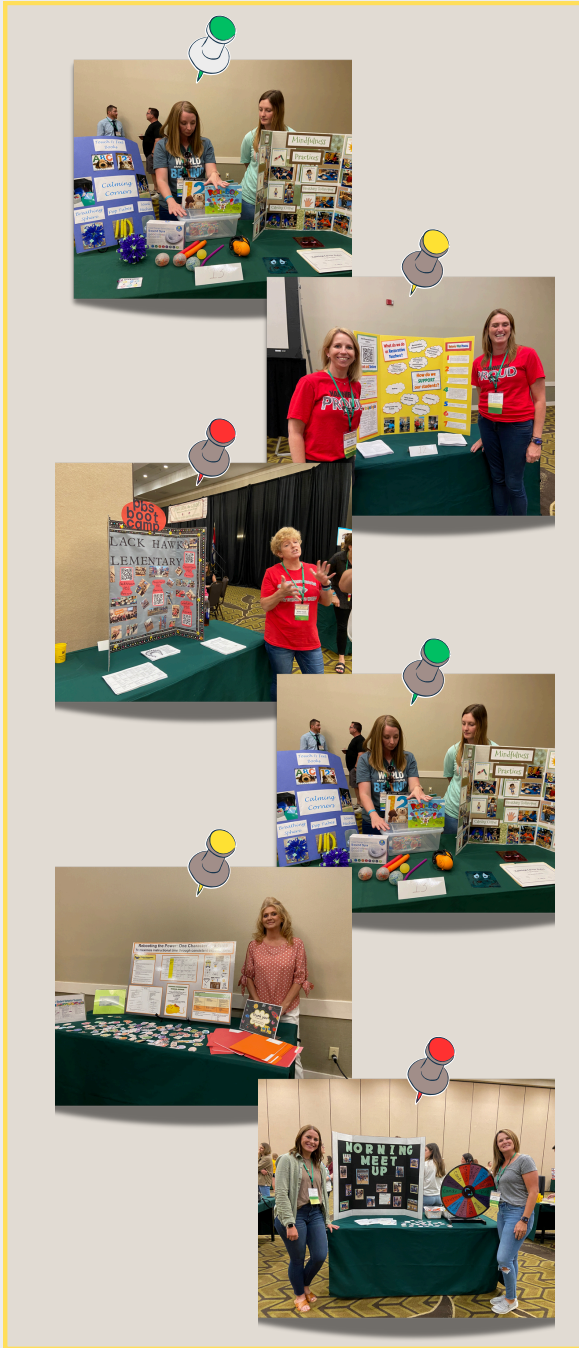
#MOSWPBS-SECONDARYCHAT

Thursday, September 19
9-10 a.m.

Join our **virtual chat** as we discuss **Getting Started** and **Staff Buy In** for **Secondary Schools**



REGISTER NOW



Summer Institute 2024 was a rockin' & rollin' good time! Nearly **900 educators from six states** gathered at Tan-Tar-A Conference Center for inspiration and fresh ideas on how to "Rock their Roles" and create cultures of belonging in their schools and districts. With **66 breakout sessions, 25 posters, and 13 facilitated discussion groups**, attendees were able to pick up new ideas and new strategies that will enable them to scale up their PBIS systems and practices for the upcoming school year. Feedback data from attendees has been overwhelmingly positive with **94%** of survey respondents rating the overall conference favorably, and **97%** of survey respondents reported that the ideas, skills, and strategies gained will be useful in their work this next school year.

We would like to extend our sincerest appreciation to **Dr. Jason Sefrit** for providing an inspirational and energizing keynote address, along with **Dr. Earl Draper** who had us all up on our feet and dancing as he spun his tunes! Both are from **The City of St. Charles School District**.

The success of Summer Institute is **always dependent on high-quality content and the presenters** of this year's breakout sessions, poster session, and facilitated discussion groups delivered engaging and practical learning experiences for all of our participants. And, lastly, **thank you to everyone who joined us this year!** Whether this was your first SI or one of many, we are always humbled and grateful for your attendance.

Want to revisit a session you attended? Or maybe you were interested in a session and couldn't attend? No worries! **All of the breakout session materials are now available on our website at <https://pbissmissouri.org/summer-training-institute/si-schedule/>.**



**Summer
Institute
2025
June 3-4
Tan-Tar-A**

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.



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