Thriving Through District-Wide PBIS

2025 Summer Institute

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MO SW-PBS Statewide Coach & District Facilitator

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Preview of Presentation

During today's presentation, we will address the following

1 Understand the importance of strategic planning

2 Learn about resources available to support district wide implementation

3 Walk away with a blueprint for establishing effective leadership systems and protocols

A Little Bit About Jody...

● Career:
- 16 yrs as an Elementary Teacher
- 16 yrs as an Elementary Principal
- 2 yrs as a PBIS Consultant
- 7 yrs as a MO SW-PBS Leadership Team member, Statewide Coach, and District Facilitator

● Family and Fun:
- 2 adult kids
- 1 fur baby
- Kansas City Chiefs & Royals
- Mexican Food
- True Crime shows
- Love music and am now officially a Swiftie

A Little Bit About Christen

- Career:
  - Life-Long ESSD Employee
  - Non-Traditional Route
  - PBIS History
  - Passion for At-Risk

- Family and Fun:
  - Married to High School Sweetheart
  - Mother to Two Boys
  - Lover of Live Music
  - Traveling
  - Love All things Kansas City
  - Yoga

A Little Bit about Excelsior Springs School District

7 Buildings Across the District
- 1 High School
- 1 Middle School
- 3 Elementary Schools
- 1 Early Childhood Center
- 1 Career Center

2,783 Total Students

First Things First...
Our Journey Began in the Fall of 2022
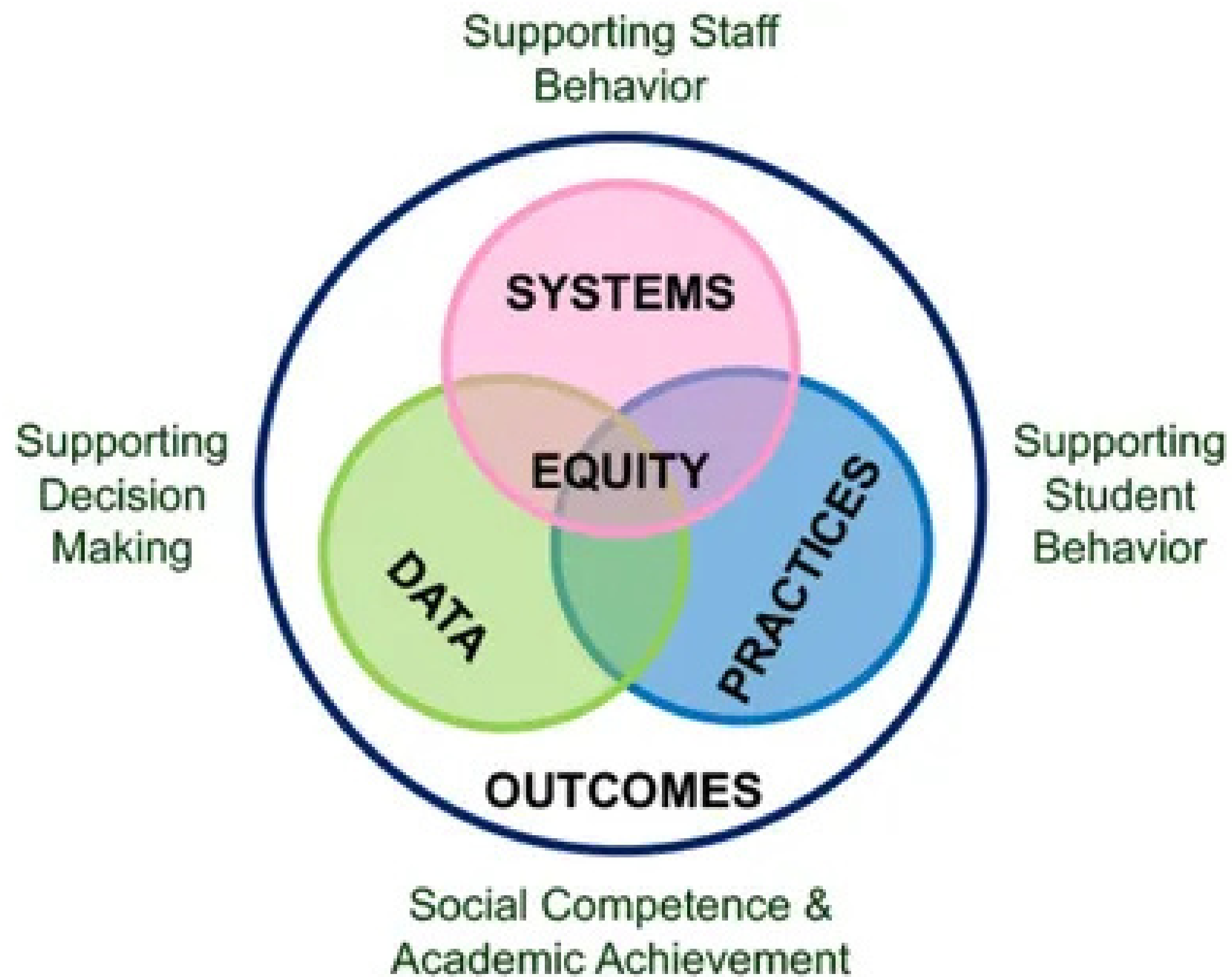
Action Steps in 2022

Formed a District Leadership Team

Identified our why

Explored the MO SW-PBS Framework and Systems Thinking

Utilized the District Systems Fidelity Inventory to establish a baseline of where we were

MO SW-PBS Framework

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

SYSTEMS

EQUITY

DATA

PRACTICES
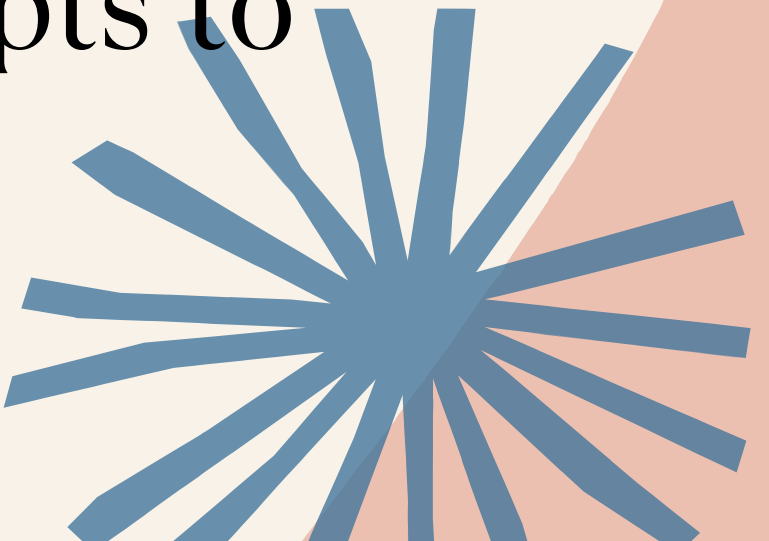
OUTCOMES

Social Competence & Academic Achievement

Systems Thinking

"Systems thinking is a method of critical thinking by which you analyze the relationships between the system's parts in order to understand a situation for better decision making."

Ideal Situations for Systems Thinking

- The issue is important
- The problem is chronic, not a one-time event
- The problem is familiar and has a known history
- There have been unsuccessful prior attempts to solve the problem

Benefits of Systems Thinking

- A **framework** for making sense of an organization's complexities
- A **method** for integrating new ideas
- A big picture **view** of what is going on in any organization
- A **process** to create strategies, problem solve, and make decisions while finding leverage points for change

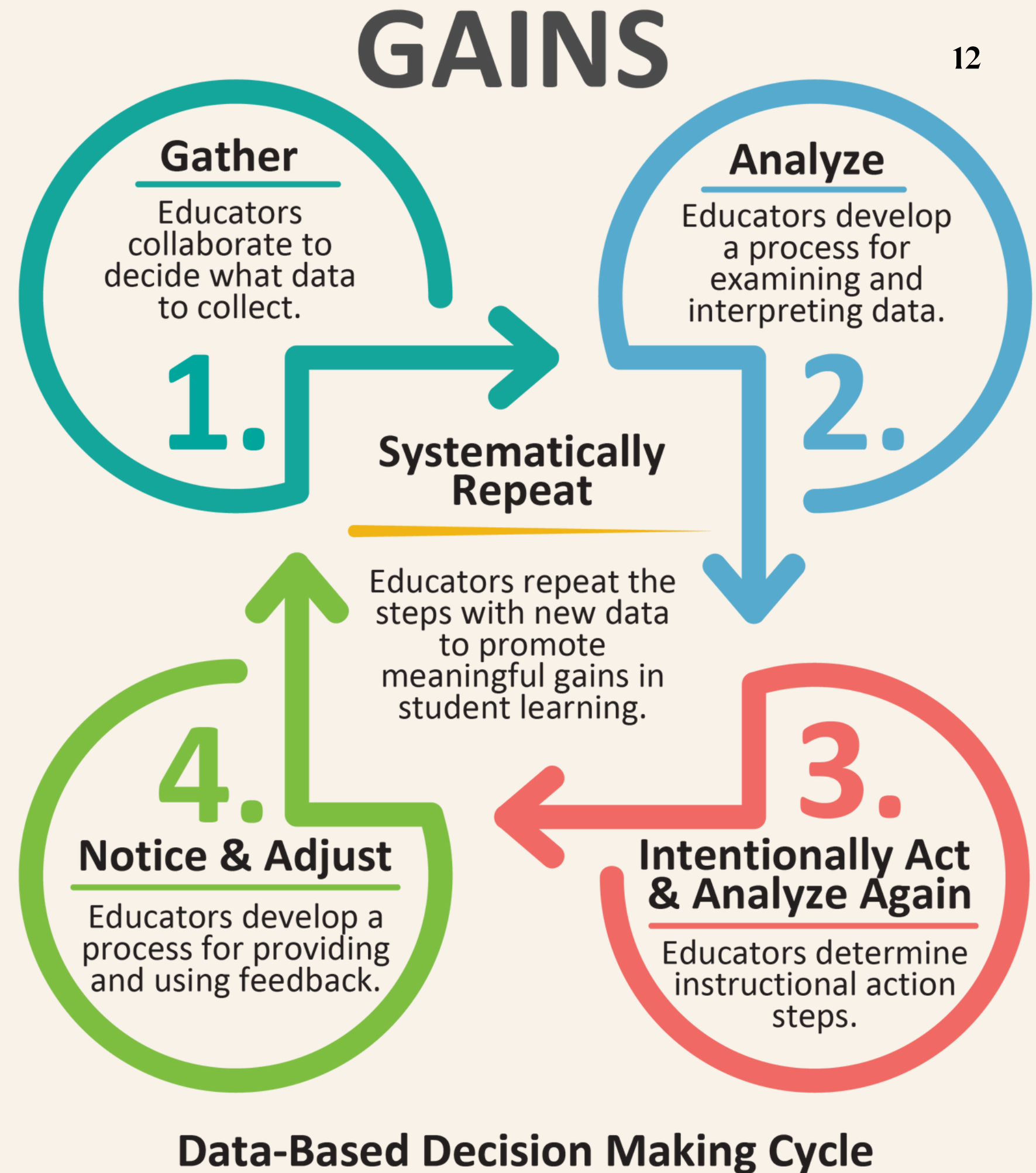A more complete and holistic **way of thinking**

District-wide PBIS

The goal of DW-PBS is not creating "perfect" teachers or students, but creating & sustaining the perfect environments through district systems for enhancing teacher & student growth, using research-based strategies that result in improved student outcomes.

District Continuous Improvement using the G.A.I.N.S. Cycle

GAINS

Gather

Educators collaborate to decide what data to collect.

1.

Analyze

Educators develop a process for examining and interpreting data.

2.

Systematically Repeat

Educators repeat the steps with new data to promote meaningful gains in student learning.

4.

Notice & Adjust

Educators develop a process for providing and using feedback.

3.

Intentionally Act & Analyze Again

Educators determine instructional action steps.

Data-Based Decision Making Cycle

System that ESSD Implemented: Year One

1 Establish District Leadership Team and Building Leadership Teams

2 We defined success
- Student Impact
- Staff Impact

3 What are the positive & negative forces that may impact this work?

Year One - Defining our "why"

Student Impact

- Staying in the learning environment
- Increasing coping skills
- Positively interacting with each other
- Developing intrinsic motivation/leader of themselves/confident
- Safe learning environment (mental, physical, emotional)
- Growth!
- Consistency
- Lower discipline incidents

Year One - Defining our "why"

Staff Impact

- Empowerment/confidence
- Restorative approach, teachable moment vs punishment
- Organic teacher collaboration
- Increase teacher tools and a knowledge of what to do in response to negative behavior
- Consistency for teachers
- Proactive approach
- Positive climate
- More support, not apt to leave the district or profession
- Learning not to take behavior personally

Year One - Opportunities & Barriers
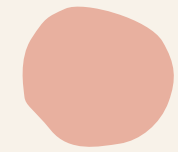
Positive forces

- Supportive community members and BOE
- Knowledgeable personnel: Instructional coaches/Intervention coaches
- Opportunity to continue to increase/improve relationships with parents
- Vertical alignment
- Teachers having tools and resources
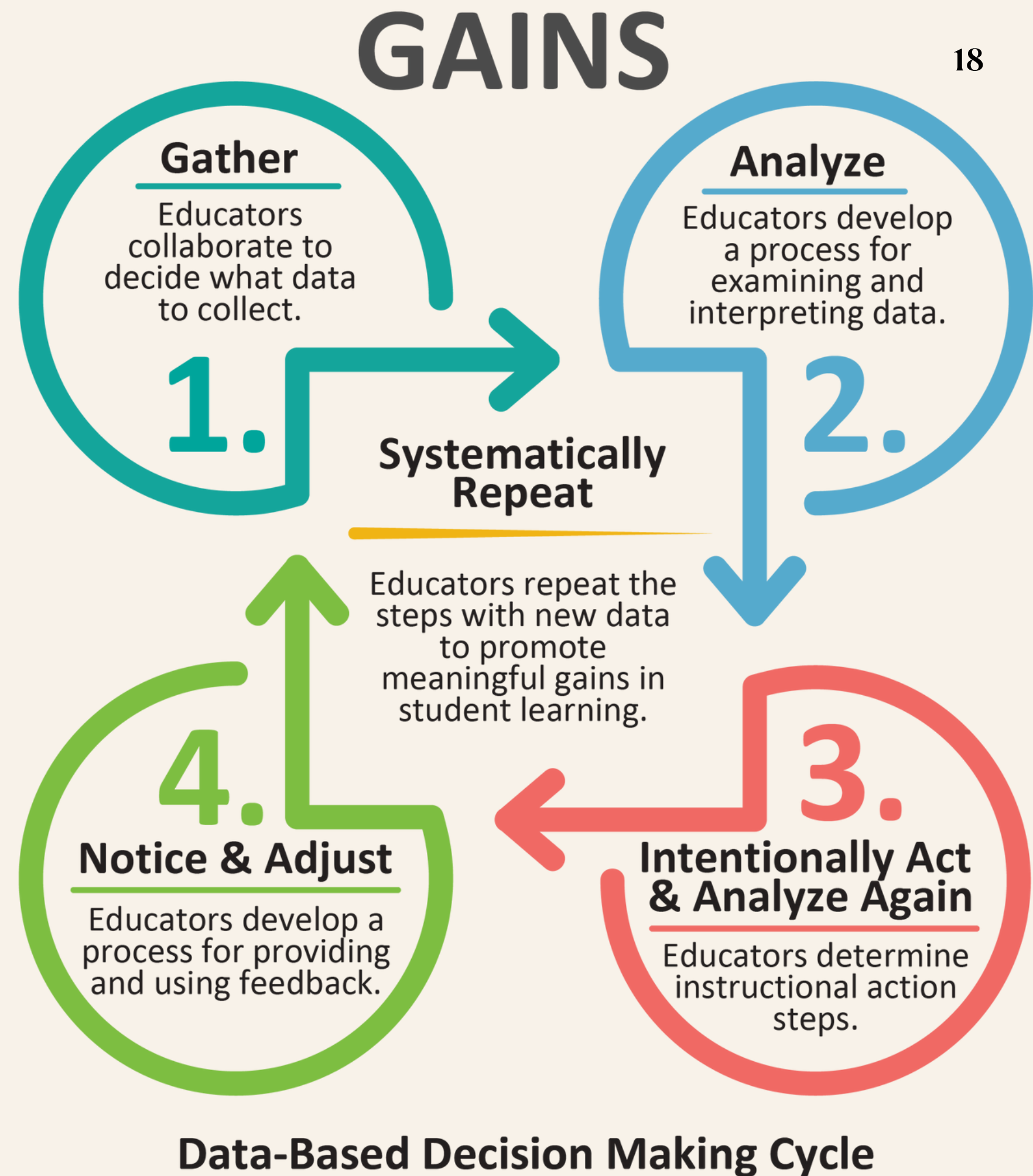- Eagerness / willing to problem-solve

Year One - Opportunities & Barriers

Negative Forces

- Buy-in
- Overcoming why we are going back to something we stopped
- Dedication to ensuring fidelity
- Willing to spend the TIME (PD, collaboration, etc)
- Lack of expectations over the past couple of years
- Breaking "bad" habits, ineffective practices, or mindsets
- The "quick fix" mindset

District Continuous Improvement and the G.A.I.N.S. Cycle

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Data-Based Decision Making Cycle

System that ESSD Implemented: Year One

- Alignment of district's mission, vision, and core beliefs with DW-PBS

- Established effective meeting structures

- Became familiar with effective district systems that, when implemented with fidelity, support and maintain PBIS districtwide.

- Identified the district systems ESSD should focus on Year One

District Systems Fidelity Inventory
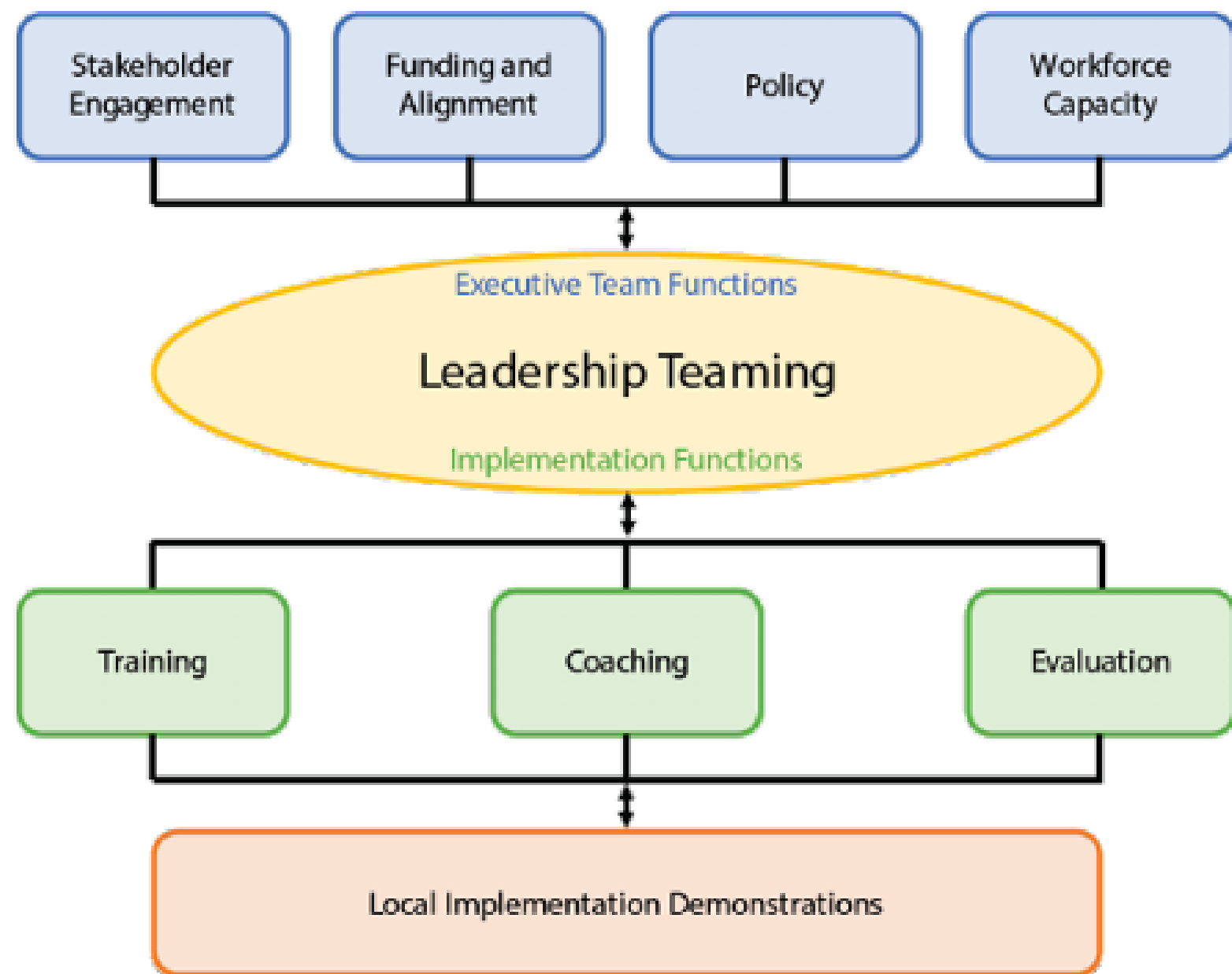
DLT will focus on

Executive Functions (Stakeholder Engagement, Policy Alignment & Funding, Workforce Capacity)

Leadership Teaming and Data Based Decision Making with an emphasis on

Fidelity (Self-Assessment Survey [SAS] and Tiered Fidelity Inventory TFI])

BLT will focus on

Implementation Functions (Training, Coaching, Evaluation),

Building Leadership Teaming and Data Based Decision Making with an emphasis on

Fidelity (Self-Assessment Survey [SAS] and Tiered Fidelity Inventory TFI])

Year One - Action Planning

- Based upon DSFI Results, Year one Focused on:
  - Leadership
  - Training
  - Coaching
  -

- Action Plan:
  - 2024-2025 Action Plan

- Year one was all about establishing the systems FOR implementation.

- We didn't actually DO any of these things, but spent all year BUILDING the systems.

System that ESSD Implemented: Transition to Year Two

- New District Leadership
  - New Asst Supt
  - New Structure to District-Level Team
- These Changes led to a Different Approach to the Year-One Plan
  - Established Philosophy of "Soft Launch"
  - Building-Level supports created to ensure teams had resources for implementation of the 8 Essential Components

Planning Between District Facilitator and District Leadership

- In order to Fully Maximize our Time, we created a new planning system
  - Equal Investment from both parties
  - Pre-Planning Meetings
    - Distribution of Tasks
    - Creation of <u>Agenda</u>
    - Creation of <u>Meeting Slide Template</u>

- Co-Facilitation of All District-Wide Meetings
  - Better Sustainability throughout the District
  - Shows the Commitment that the District has to this work

Professional Development Calendar

Understanding the Need for Professional Development in a Manageable (optional) way:

- System of PD created to Build Capacity
  - Training Modules Created
    - The use of RPDC Coaching Support Teams
      - Link to PD Calendar
- This also helped to build the Leadership Capacity of our District-wide team members

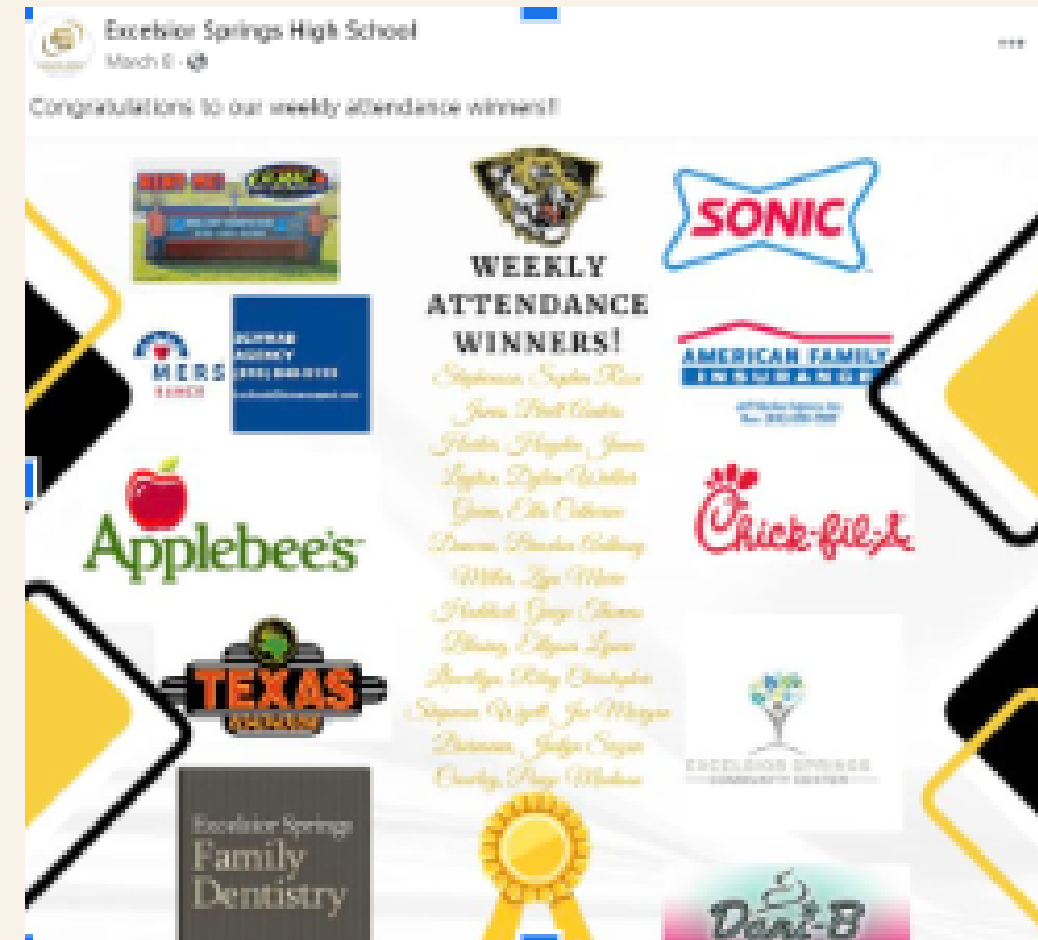# Even though it was a Soft Launch, Buildings did a lot!

- Teacher Recognition Systems
  - Adult Culture Is Very Important
- Bonding/Fun Activities

Student Recognition Ideas

- These all deliberately contribute to the culture of the building and furthering the Building Goals
- Each Building has the Autonomy to pick systems that work for their buildings
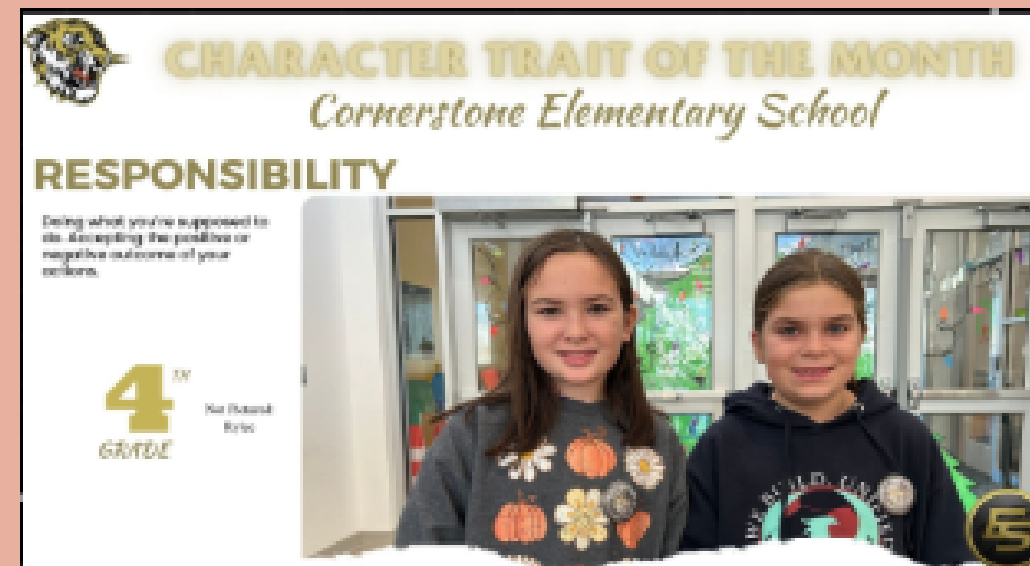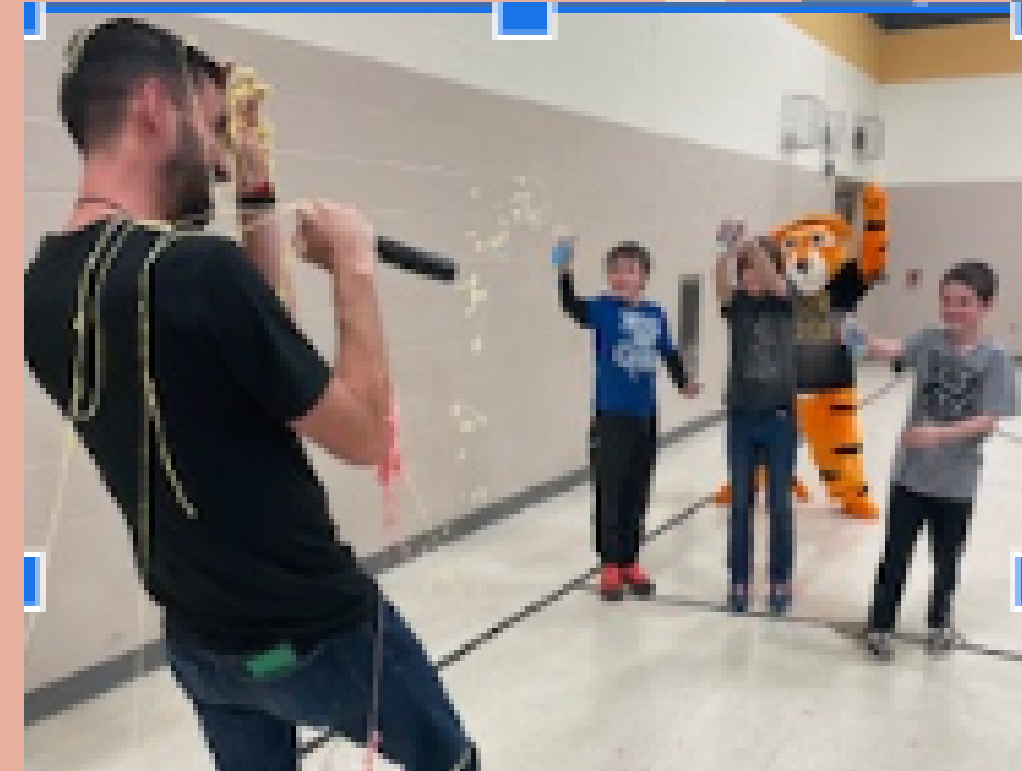
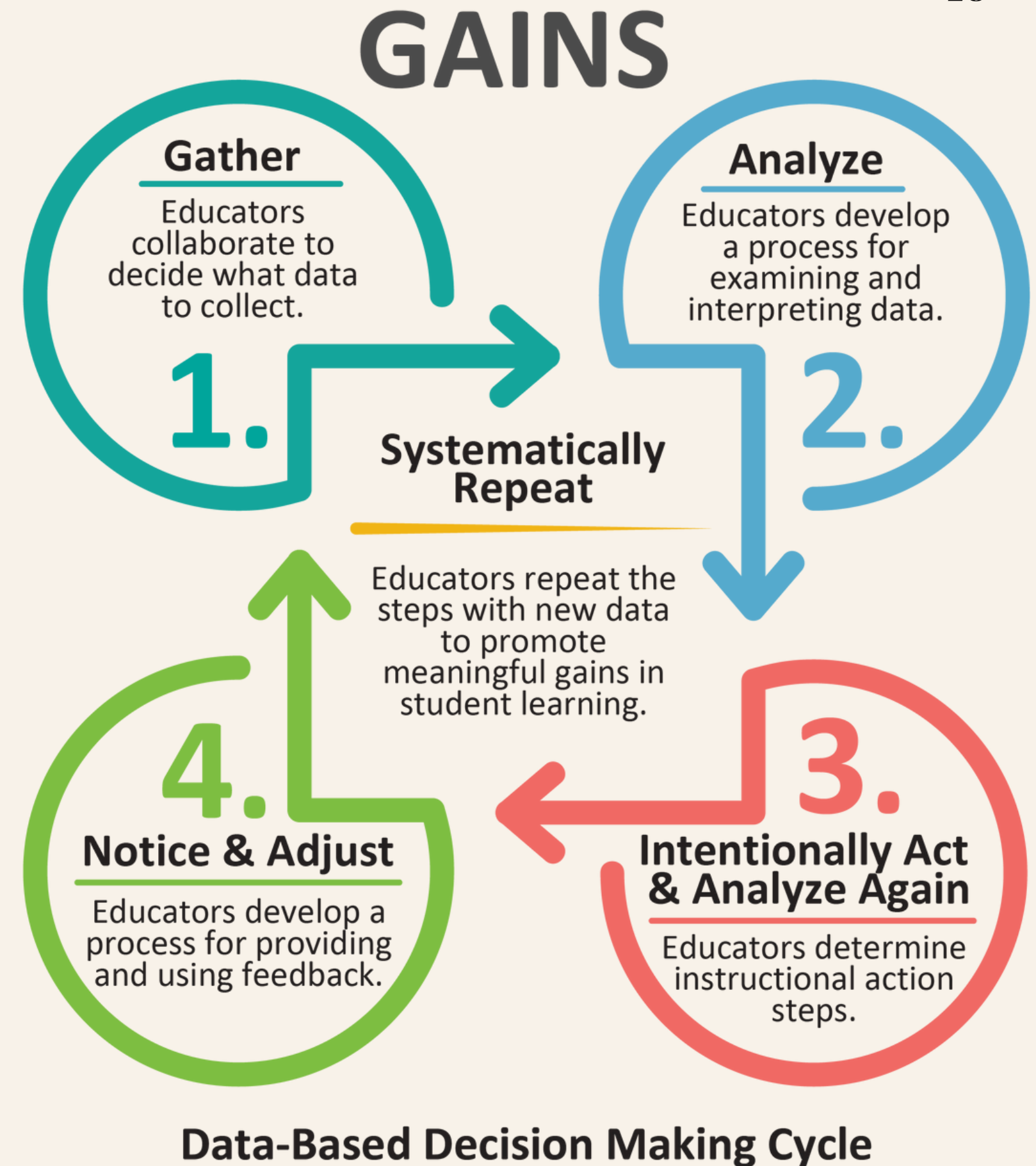# Outside of the Box Reinforcement Ideas

- Each School will have things that will uniquely appeal to them
  - Stickers with Teachers as Emojis
- Fun Free Ideas

Reminder that it all comes back to Data-Based Decision Making

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Data-Based Decision Making Cycle

Potential Quantitative Data Sources

- District Systems Fidelity Inventory (district systems)
- Tiered Fidelity Inventory (building systems)
- Self-Assessment Survey (building practices)

Potential Qualitative Data Sources

- Family/Parent Surveys
- Student Surveys
- Climate Surveys
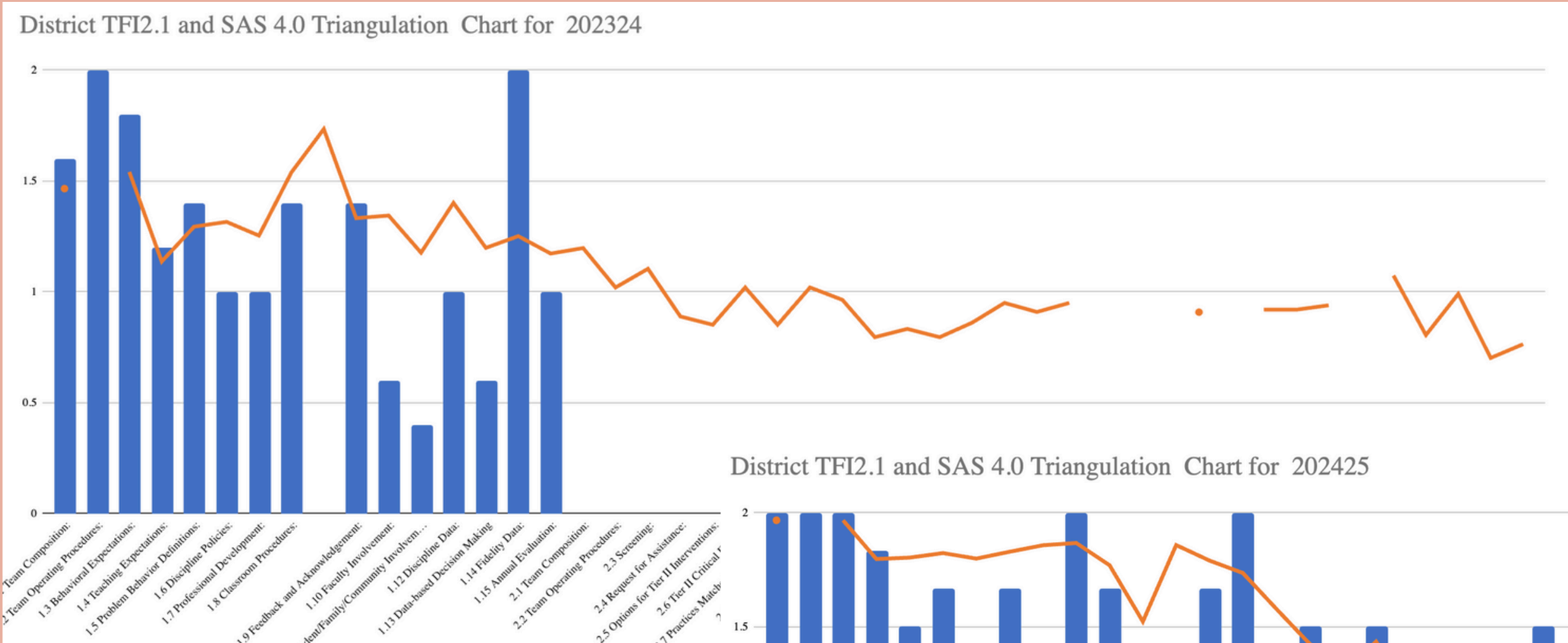- Use of Exit Tickets at Each Meeting

The Use of this Data

- Even though we are in "soft Launch" we know the importance of Data to evaluate our systems
  - DSFI: District-Level Monitoring (link DSFI results)
  - TFI & SAS Triangulation: Building-level Monitoring (link results)

TFI-SAS Triangulation Results

District TFI2.1 and SAS 4.0 Triangulation Chart for 202324

2023-2024

District TFI2.1 and SAS 4.0 Triangulation Chart for 202425
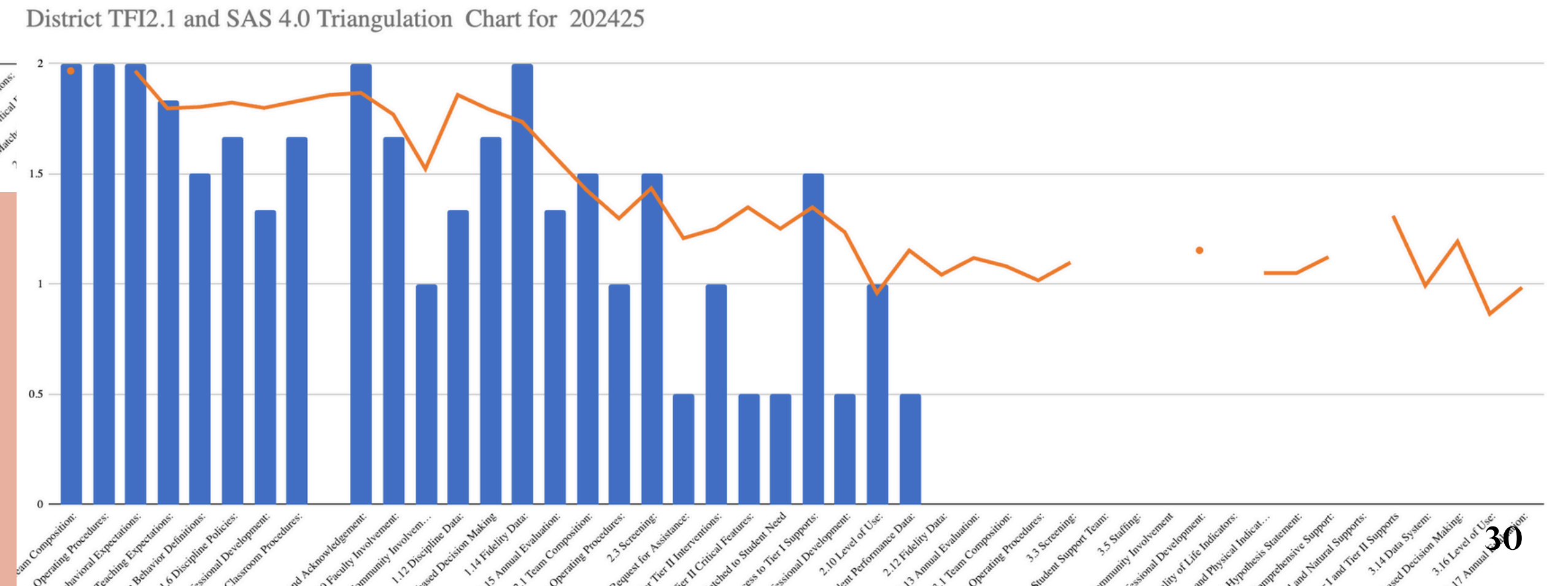
2024-2025

Transition to Year Three (24-25)

- Vision for the District
  - How to utilize district-wide systems to support Building Needs
    - Summer Work Day
    - Professional Development Plan for the Year
    - Non-Negotiables for All Buildings
  - Transition the District-Level team to less building-focused work
    - Now that Building-level teams are set up and thriving, the District-Level team's work really focuses on maintaining the systems.

Keys to our District-Level Success

- District-Level Commitment
  - How to utilize district-wide systems to support Building Needs
    - Professional Development Commitment
      - Embedded PD into DLT Meetings Monthly
    - Financial Commitment
- Soft Launch allowed for Capacity Building that didn't feel overwhelming
  - Great Staff Buy In.

Understanding that Adult Culture is the Ceiling for your Student Culture--Important to Focus on Adults

Keys to our District-Level Success

- Partnership between the District and MO-SWPBS
  - How to utilize district-wide systems to support Building Needs
    - Planning, Collaboration and Accountability Partners
  - The Use of CSTs to support the District and Building-Level Teams
  - Attending District Meetings and building-level coaching consistently

2023-2024	DLT Interactions	BUILDING Interactions
58 TOTAL	23	35

How Do We Know It's Working?

District Discipline Comparisons Year-to-Year	
23-24 Qtr 1 Totals	24-25 Qtr 1 totals
864	792
23-24 Qtr 2 Totals	24-25 Qtr 2 totals
2162	1552
23-24 Qtr 3 Totals	24-25 Qtr 3 totals
1790	737

Don't Be Afraid to Ask for Help! Resources Exist

- Utilization of the MO SW-PBS Leadership Team
  - How to utilize district-wide systems to support Building Needs
    - 4 Statewide Coaches
    - Inquire if interested in pairing with a statewide coach for DW-PBS Implementation

Utilization of your RPDC and Surrounding Districts

- CSTs are here to help you!
  - Reach out to Other Districts

Resources

- <u>District Systems Fidelity Inventory</u> (DSFI)
- <u>DSFI Practice Guide</u>
- <u>District Action Plan Template</u>
- <u>District Leadership Team Agenda Template</u>
- <u>PBISapps - TFI and SAS surveys</u>
- <u>MO SW-PBS website</u>