



**Springfield  
Public  
Schools**

# District Implementation

## Matters

Using District Resources to Increase Building-level Support



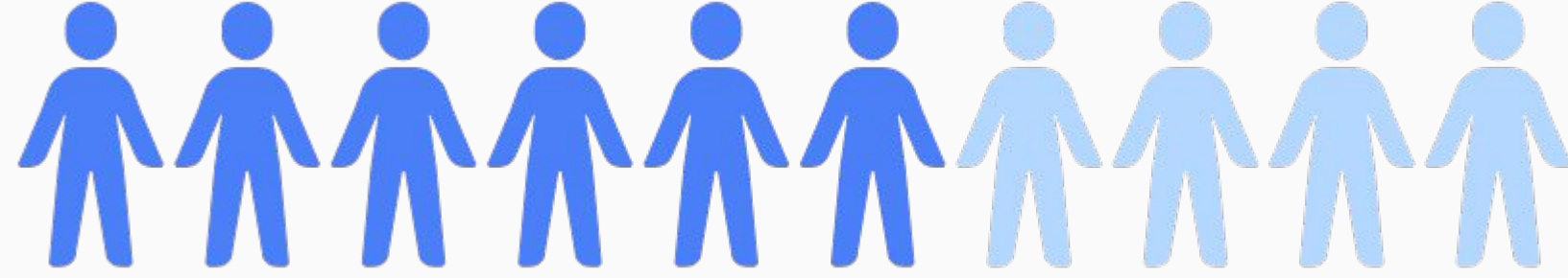
Cindy Webster, Executive Director SPS



Neeley Beliveau, MO SW-PBS District Facilitator



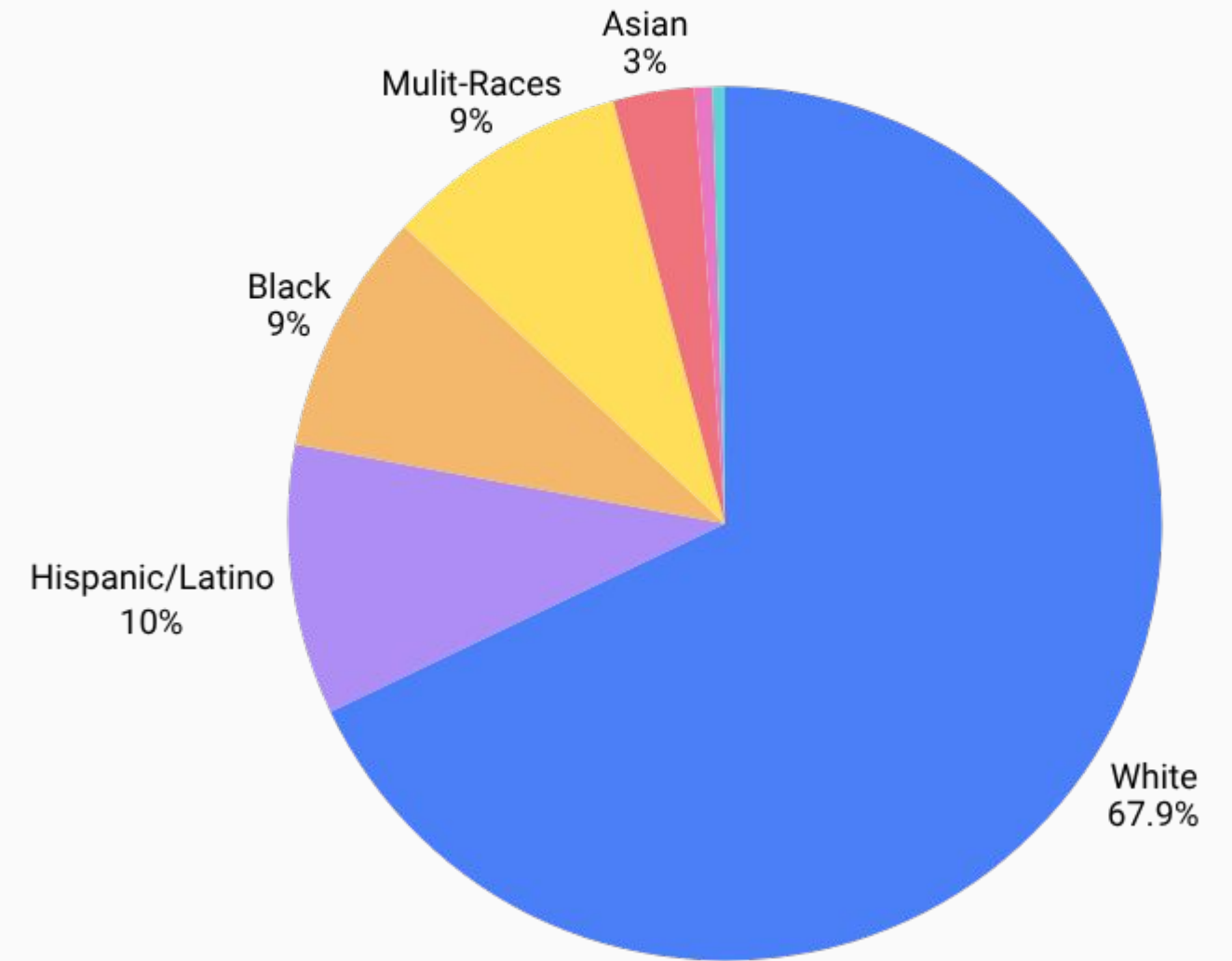
Karen Murray, MO SW-PBS Consultant



**24,515 Students**

**4 Early Childhood  
29 Elementary  
10 Middle/K-8  
5 High Schools  
1 Alternative High**

**Racial Demographics**



**52% Free &  
Reduced**

**13%  
SPED**

**6% ELL**

**Improve Student  
Outcomes**

**Create District  
Systems &  
Practices**

**What Matters  
to  
You?**



**Improve Climate  
&  
Culture**

**New Ways to Use  
Data**

What we do matters

# SESSION OUTCOMES



- Provide an **overview of district implementation** within SPS
- Share **data collection strategies** used to improve student outcomes at the building level
- Walk you through our **process for providing support** to individual schools

# The Cascade Model of Support

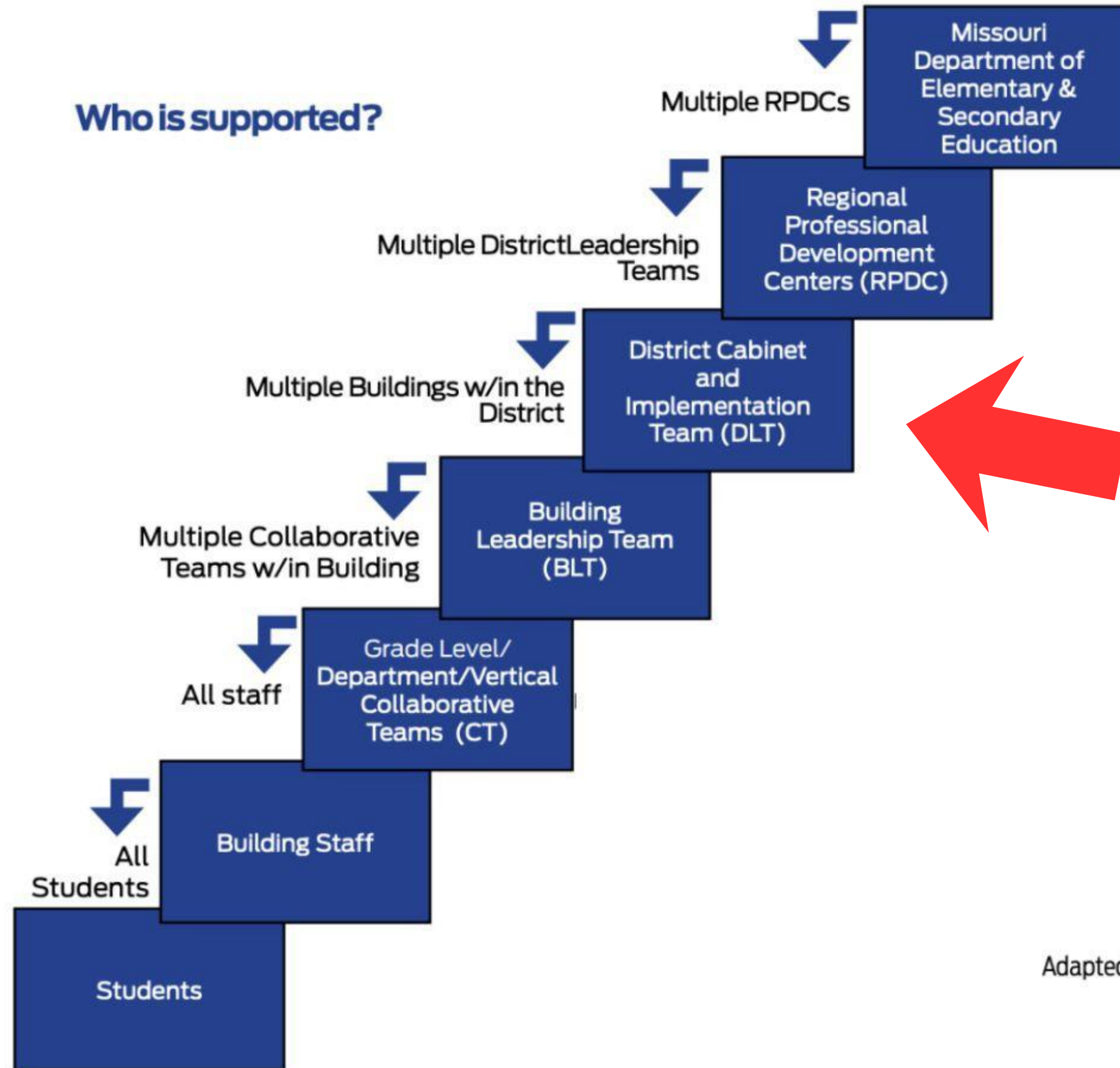


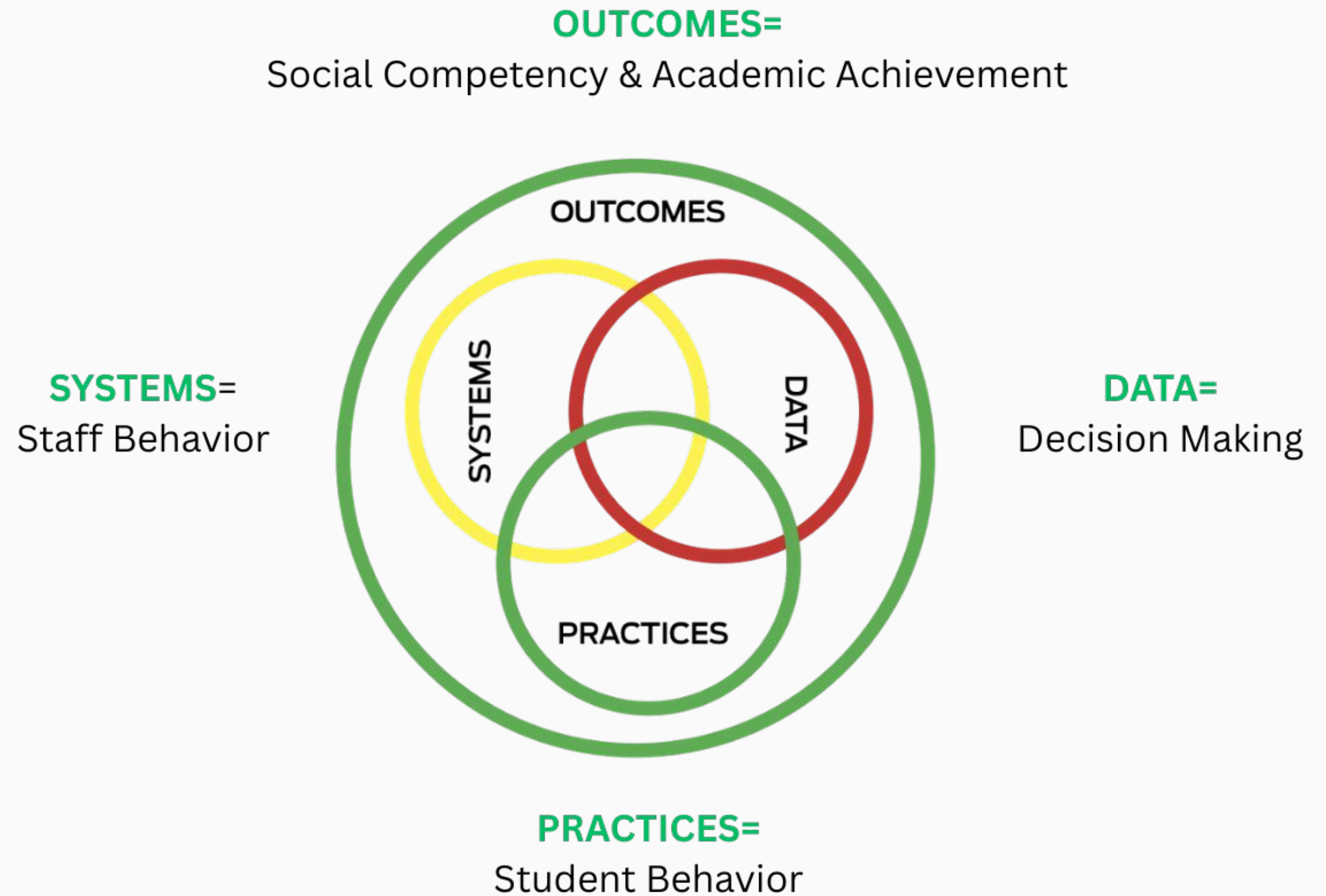
Figure number 5:5  
Adapted from McIntosh & Goodman, 2016

# OVERVIEW OF DISTRICT IMPLEMENTATION

## Year 1 (23-24)

### Getting Ready

- Systems
- Data
- Practices
- Outcomes

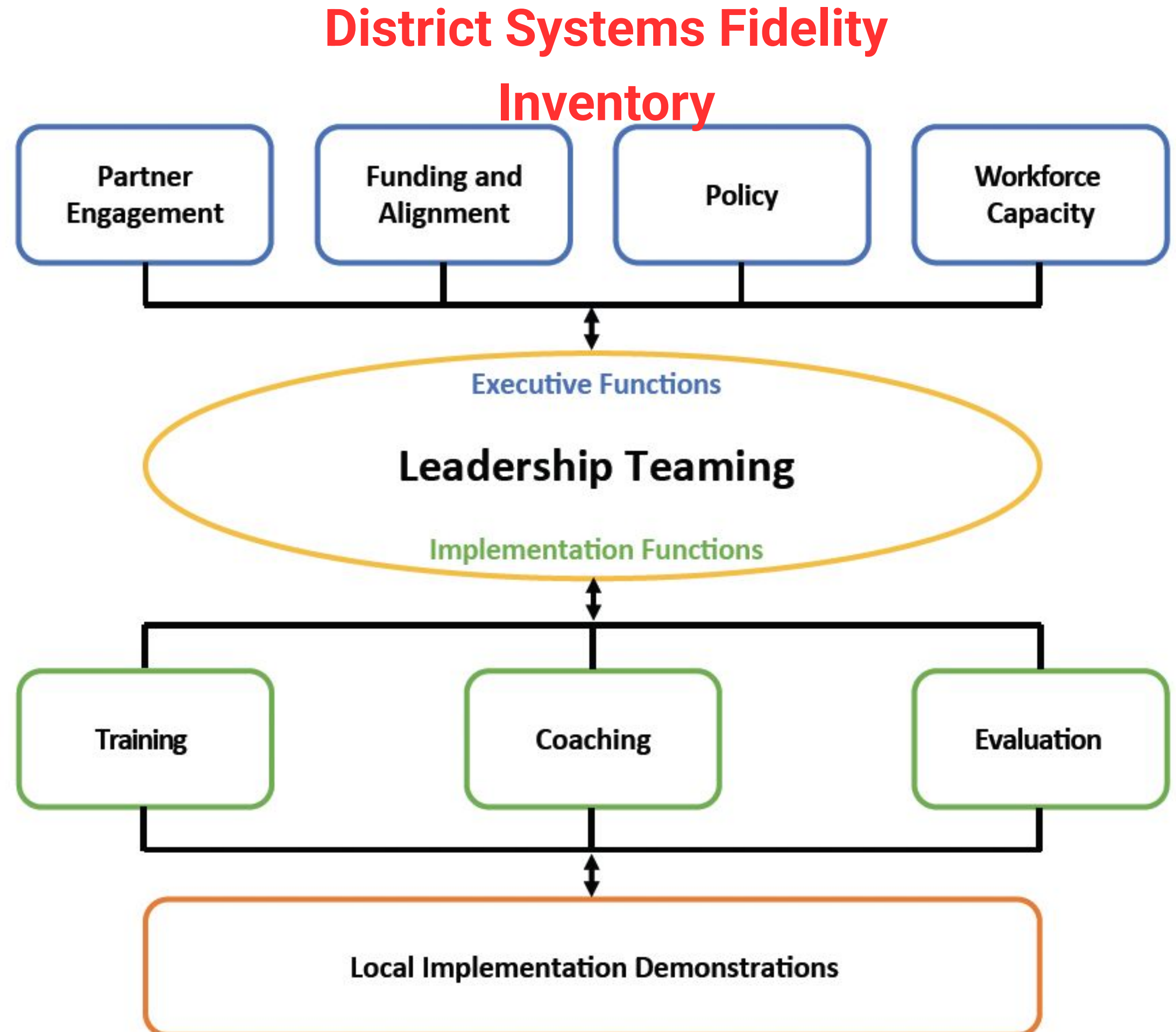


## Systems

- Established Team of Executive Directors
- Met monthly via Zoom
- More coaching than decision making
- We coached around what they were already doing

## Data

- Partially completed the DSFI based on what they were already doing
- Optional walkthrough pilot

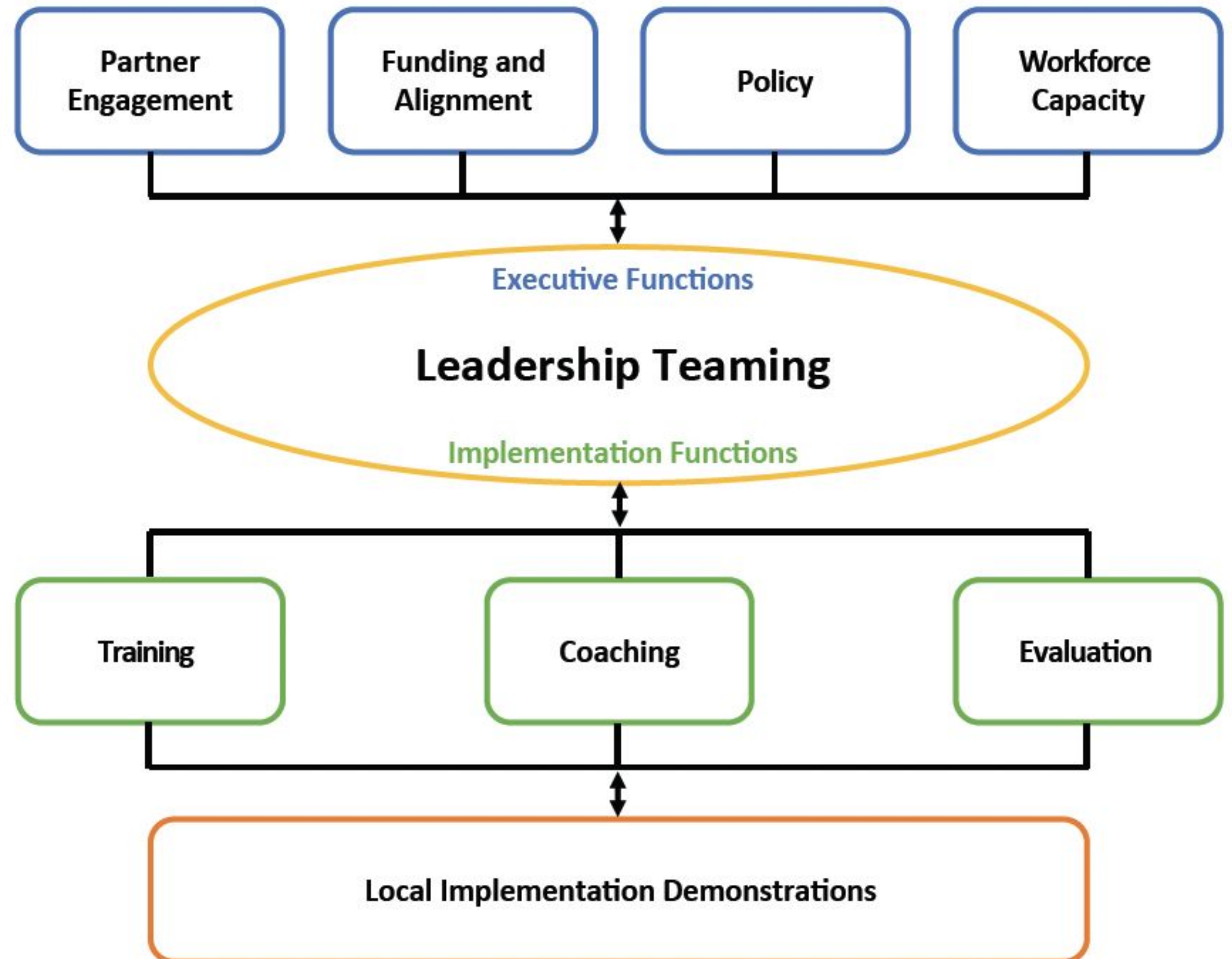


## Practices

- Coaching opportunities
- Piloting practices

## Outcomes

- Plan to expand the DLT
- Developed standard meeting practices
- Used DSFI data to identify potential action steps and plans for the following year
- Identified need to create an internal position to support PBIS

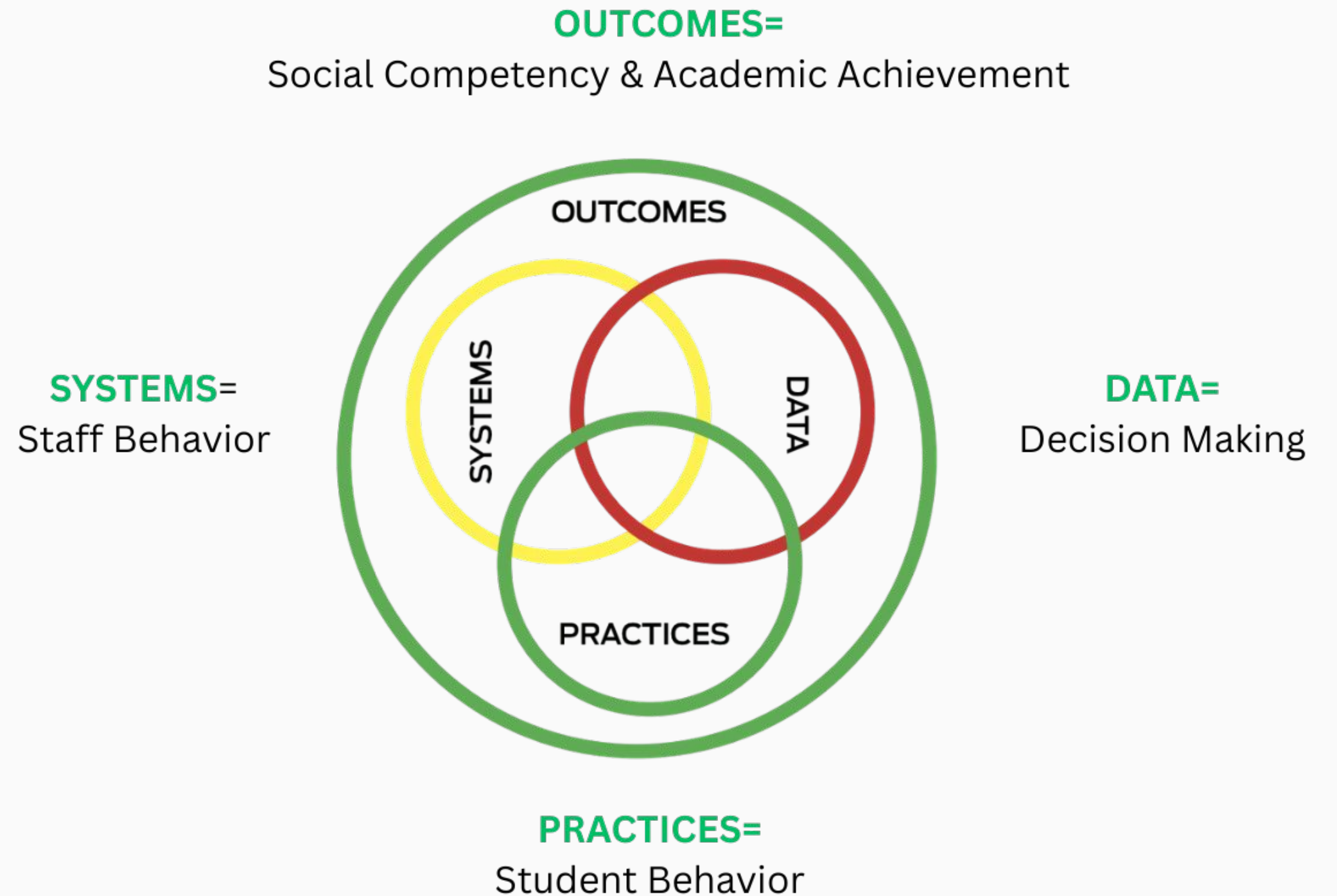


# OVERVIEW OF DISTRICT IMPLEMENTATION

## Year 2 (24-25)

### Getting Started

- Systems
- Data
- Practices
- Outcomes

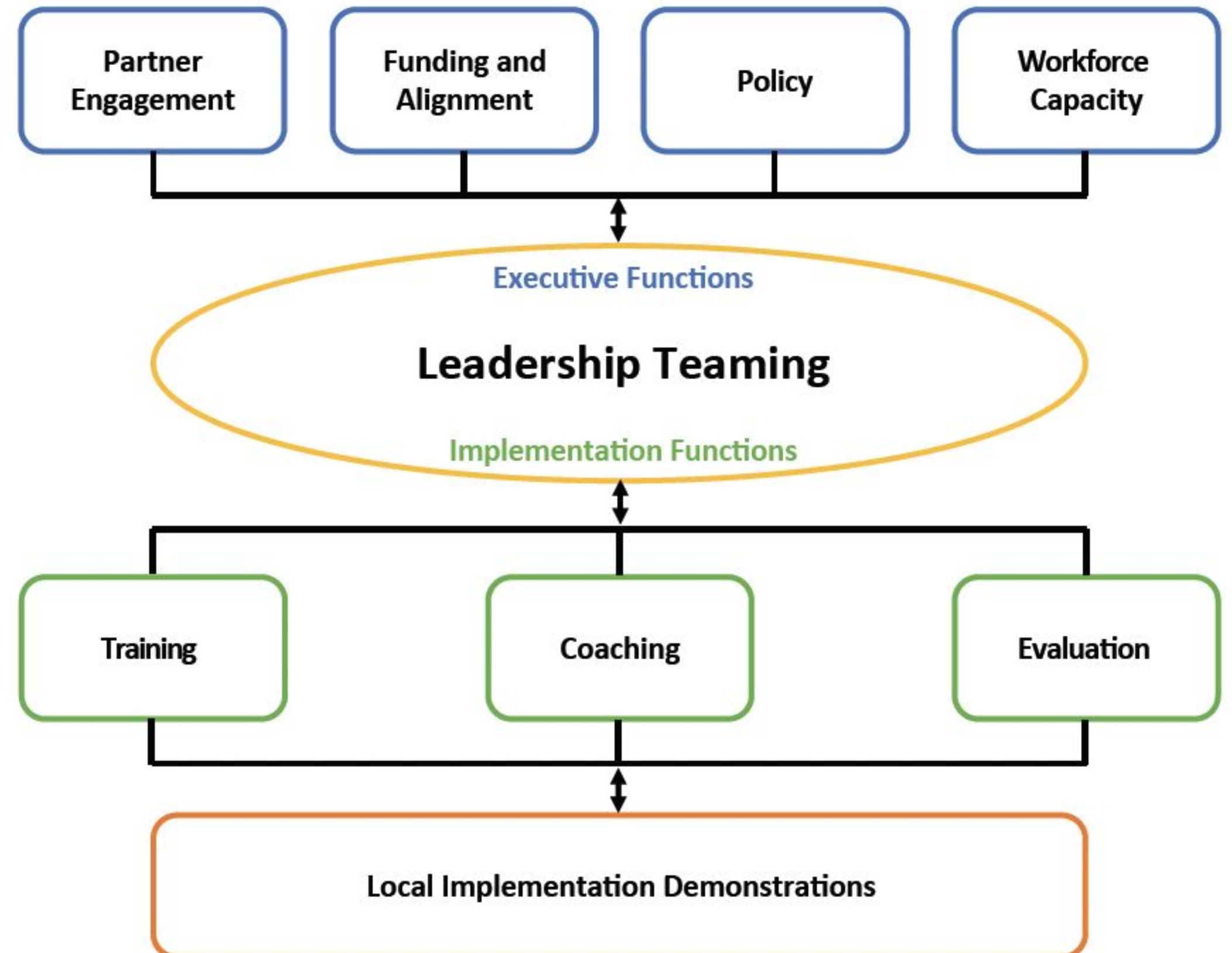


## Systems

- Identified internal facilitator for pre-DLT planning and coordination
- Expanded Leadership Team membership
- Refined DLT schedule with monthly in-person and virtual meetings
- Implemented a standard agenda with clear outcomes

## Data

- Completed full DSFI at the start of the year
- Conducted CMOT and TFI walkthroughs for all schools; results reviewed by DLT
- Established recognition pilot group (8 schools) completing all data components

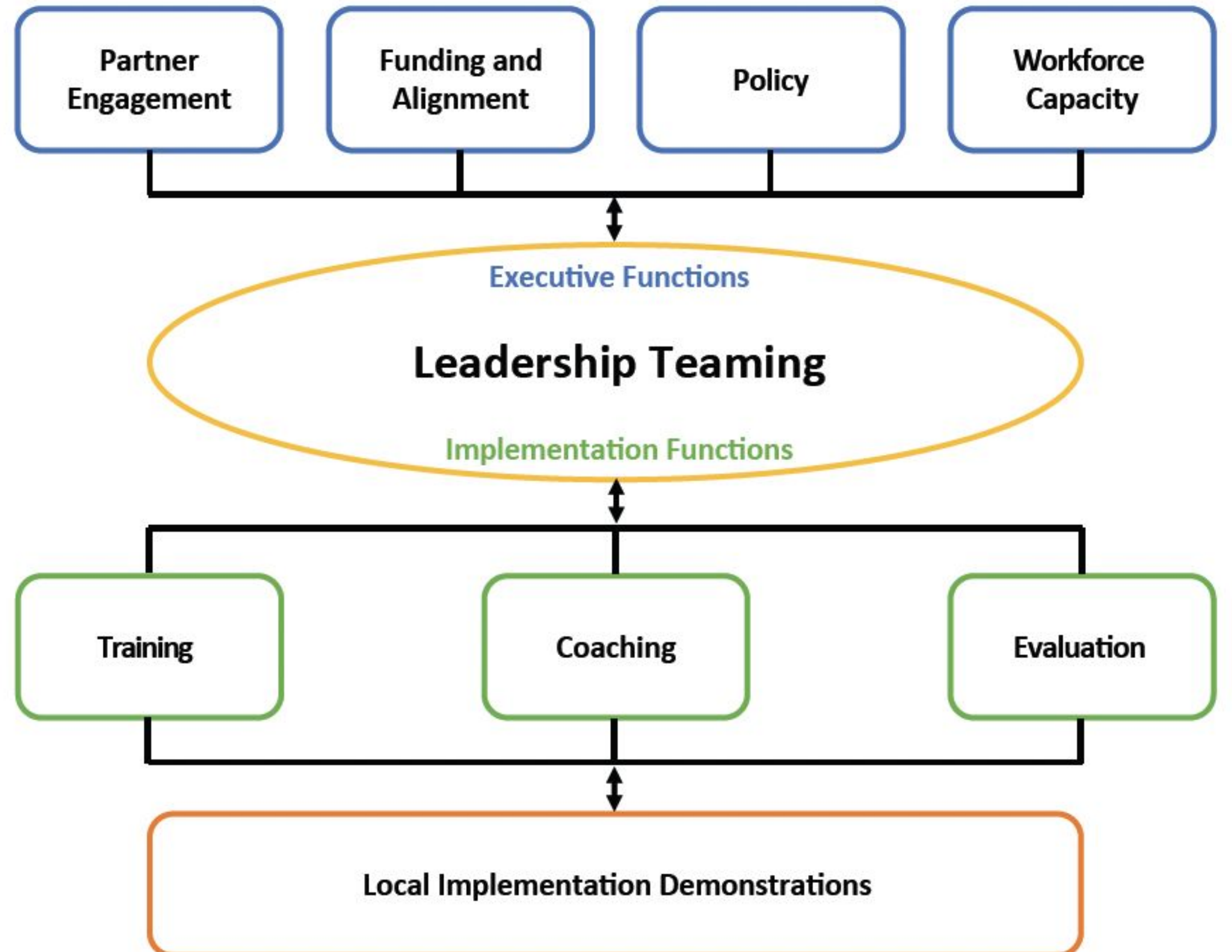


## Practices

- Monthly consultant–internal facilitator collaboration
- Established Request for PBIS Assistance process
- BLTs in all buildings with expectations and matrix
- PBIS walkthroughs completed in all buildings
- PBIS information shared on all school websites to enhance communication

## Outcomes

- Systematic review of implementation and outcome data
- Used DSFI data to guide next year's action plan
- Piloted targeted support for a struggling school (Bowerman Project) using ODR Focus Room and



Grade Level \_\_\_\_\_ Content Area: \_\_\_\_\_ Time Start \_\_\_\_\_ Time End \_\_\_\_\_

Instructional Activity:

Setting notes:

Group size:  whole class  small group

### CMOT Observation Items

Assess implementation of positive and proactive classroom management practices.

Positive and Proactive Classroom Management Practices <i>Please complete this portion of the CMA after observing an educator for a minimum of 15 minutes of instruction.</i>	1 = Disagree strongly	2 = Disagree Somewhat	3 = Agree Somewhat	4 = Agree strongly
1. The educator effectively engaged in <b>active supervision</b> of students in the classroom (i.e., moving, scanning, interacting). <sup>a</sup>	1	2	3	4
2. The educator effectively provided most/all students with <b>opportunities to respond</b> and participate during instruction. <sup>b</sup>	1	2	3	4
3. The educator effectively provided <b>specific praise</b> to acknowledge appropriate student academic and social behavior. <sup>c</sup>	1	2	3	4
4. The educator provided <b>more frequent acknowledgement</b> for appropriate behaviors than inappropriate behaviors (+ to - ratio).	1	2	3	4

<sup>a</sup> Effective **active supervision** includes systematic scanning, unpredictable movement, and interactions spread across students.

<sup>b</sup> Effective **OTRs** provide opportunities to various numbers of students using various opportunity and response modalities.)

<sup>c</sup> Effective **specific praise** names the behavior and is contingent, genuine, and contextually/culturally appropriate.

### CMOT Checklist

Periodically, check for evidence of the following effective classroom management practices.

Check for Evidence of Classroom Structure and Expectations		
1. The educator <b>posted schedule</b> for the day and/or class activity.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. The educator <b>posted 3-5</b> positively stated behavioral <b>expectations</b> in the classroom.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. The <b>physical arrangement</b> of the room was appropriate for the activity. <sup>d</sup>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. The educator developed <b>routines</b> for the day and/or class activity. <sup>e</sup>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. The educator <b>taught<sup>f</sup></b> and <b>prompted<sup>g</sup></b> 3-5 positively stated behavioral <b>expectations</b> .	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. The educator selected and implemented additional <b>consequence strategies</b> , if	<input type="checkbox"/> Yes	<input type="checkbox"/> No



- Do your current **systems and practices support or hinder** your progress?
- How might your district use a pilot initiative with PBIS?

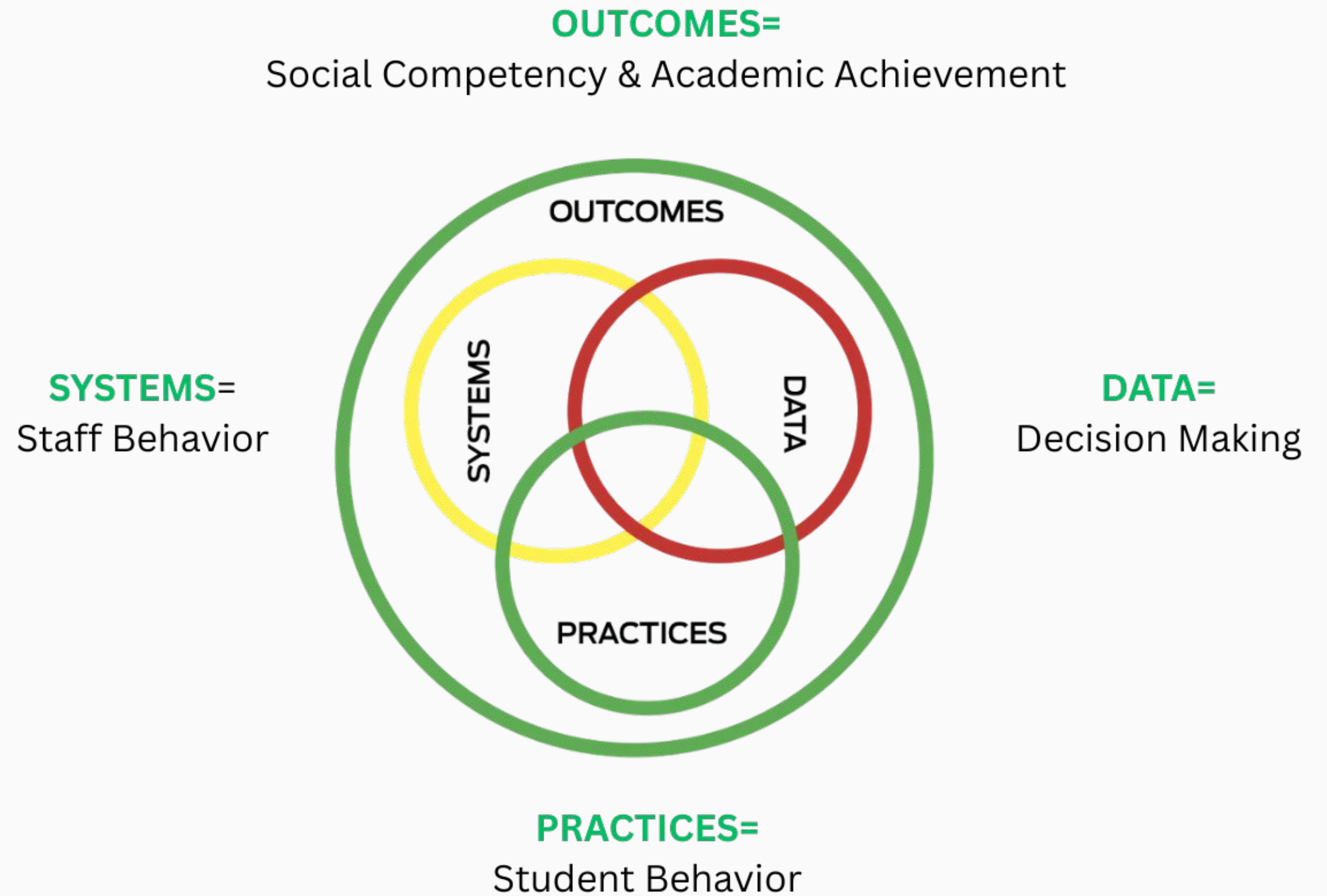


# OVERVIEW OF DISTRICT IMPLEMENTATION

## Year 3 (25-26)

## Getting Better

- Systems
- Data
- Practices
- Outcomes

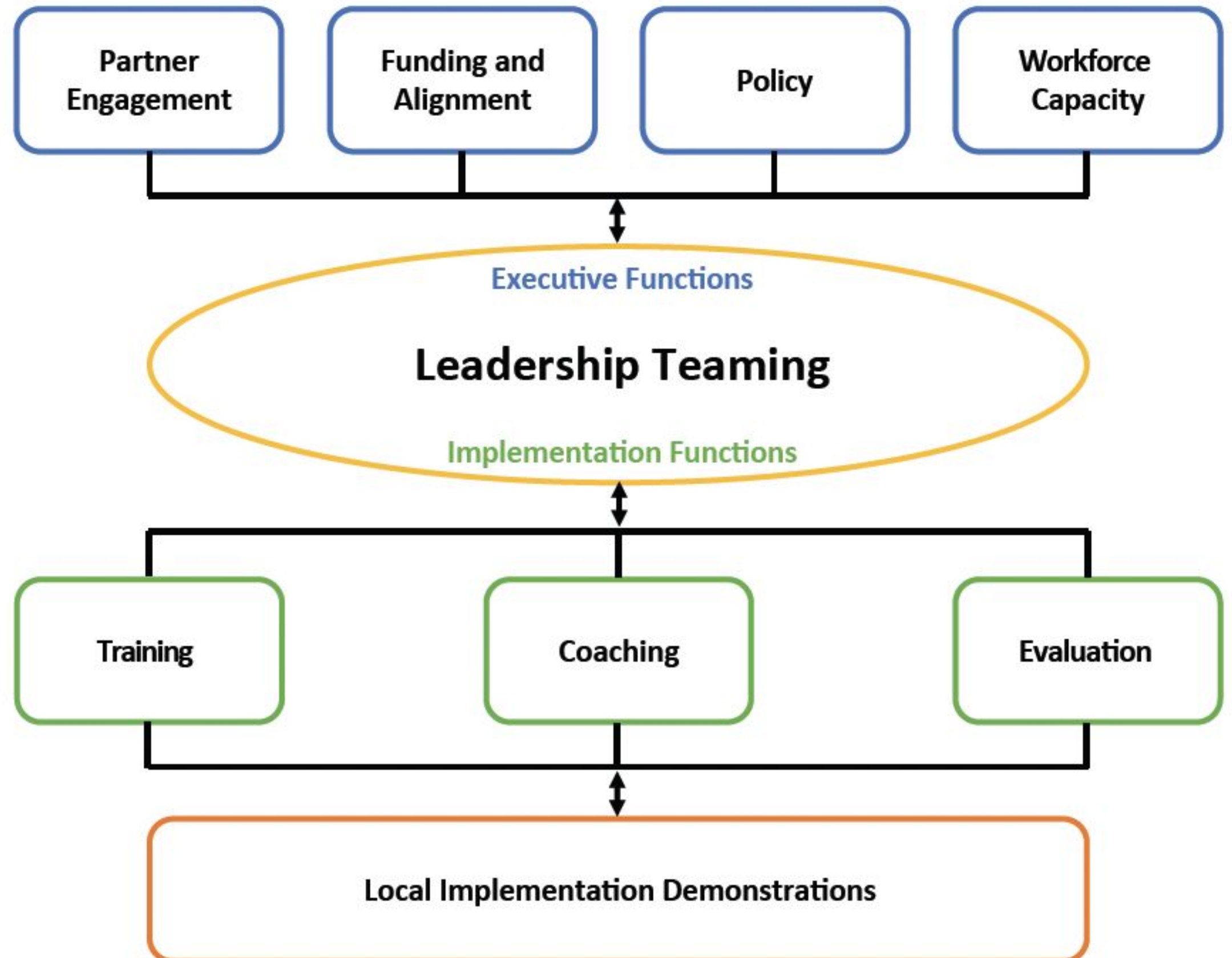


## Systems

- Established Executive Leadership Team (ELT)
- Refined DLT membership to include Communications, Early Childhood & Counseling
- Created DLT workgroups aligned to action plan goals: Resource Alignment, Stakeholder Engagement, Evaluation

## Data

- Made student outcome data review a standing DLT practice
- Used implementation data to identify schools needing tiered support

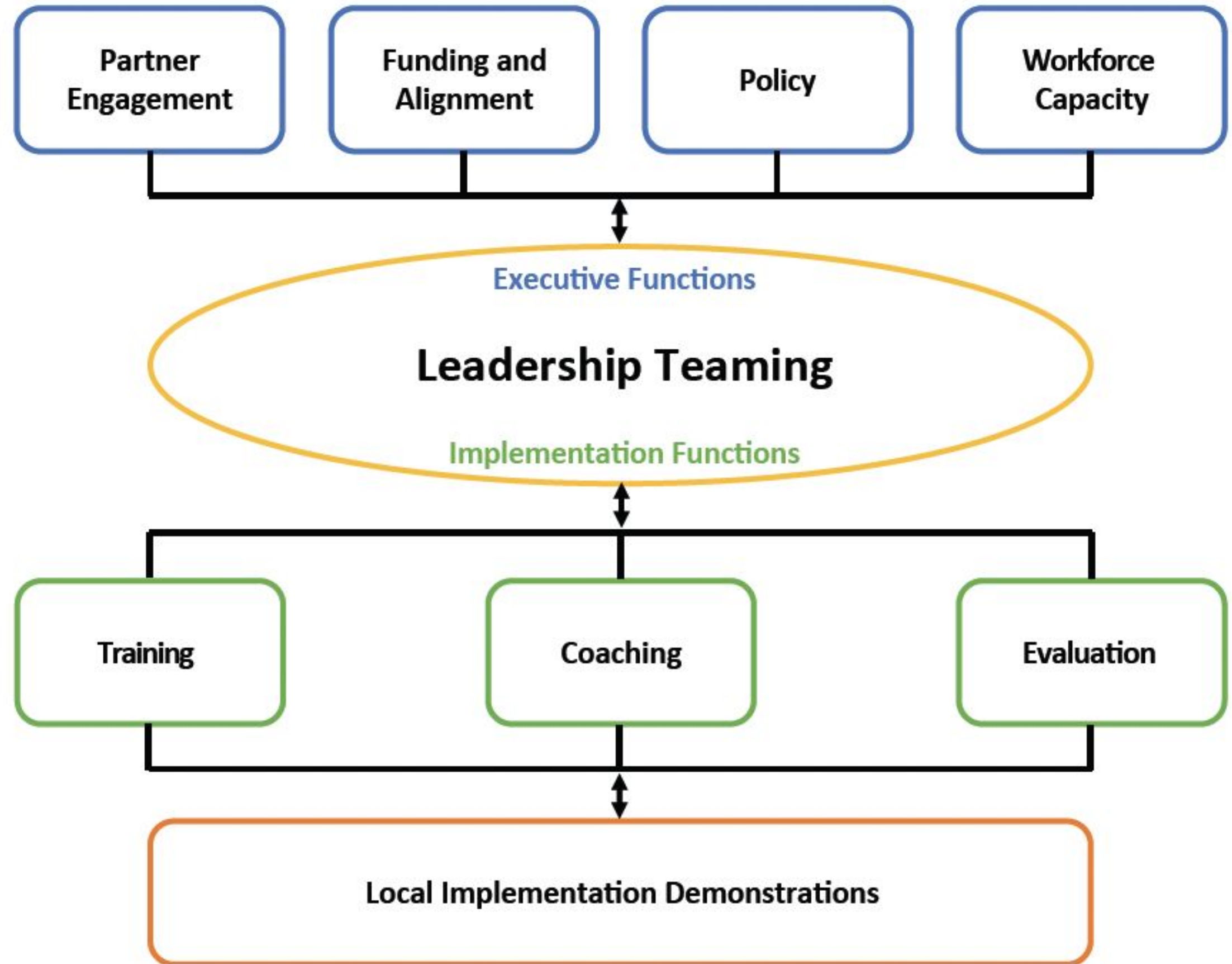


## Practices

- Evaluation
  - All schools completed the [TFI & CMOT Walkthrough](#)
  - Optional practice to complete the SAS
- Training & Coaching
  - Added more schools to receive Tiered Support based on their data
  - Created AT Systems training model

## Outcomes

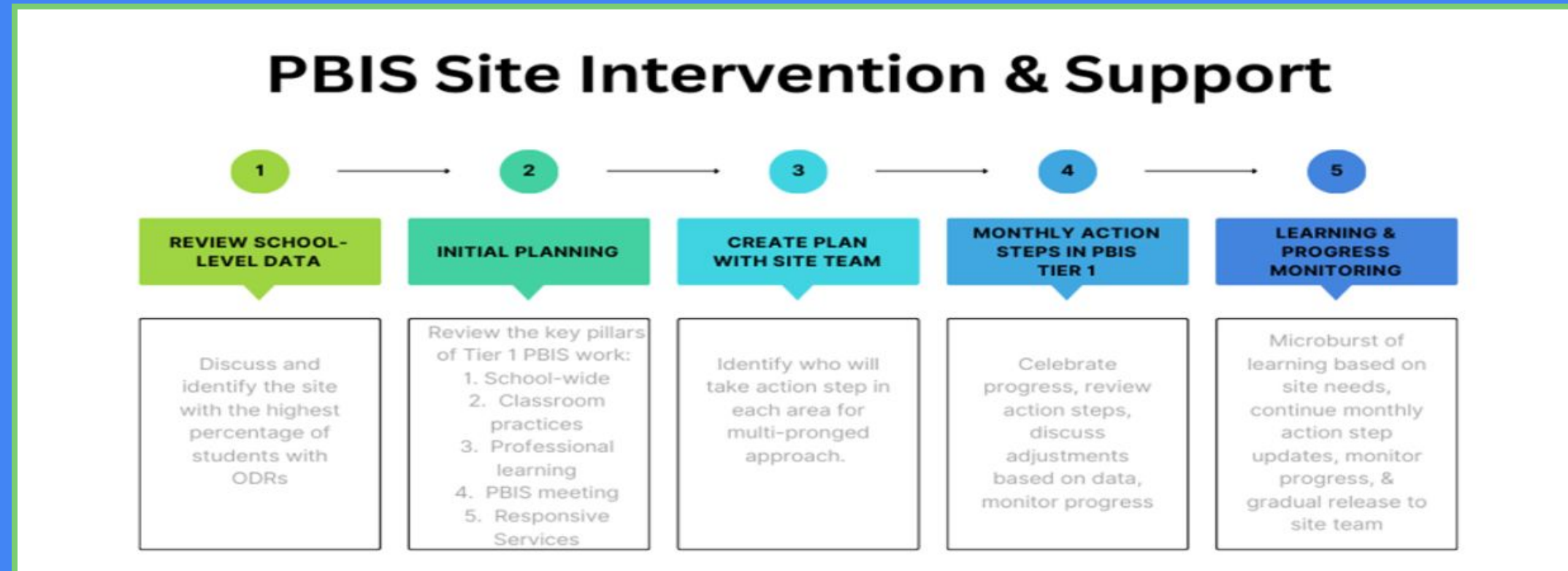
- Plan to expand building level implementation data collection (TFI & SAS) in *all* schools
- Strengthen the capacity of building leadership teams to effectively use the CMOT
- Diluted Advanced Tier Systems training



# Connecting District Implementation to Building Support

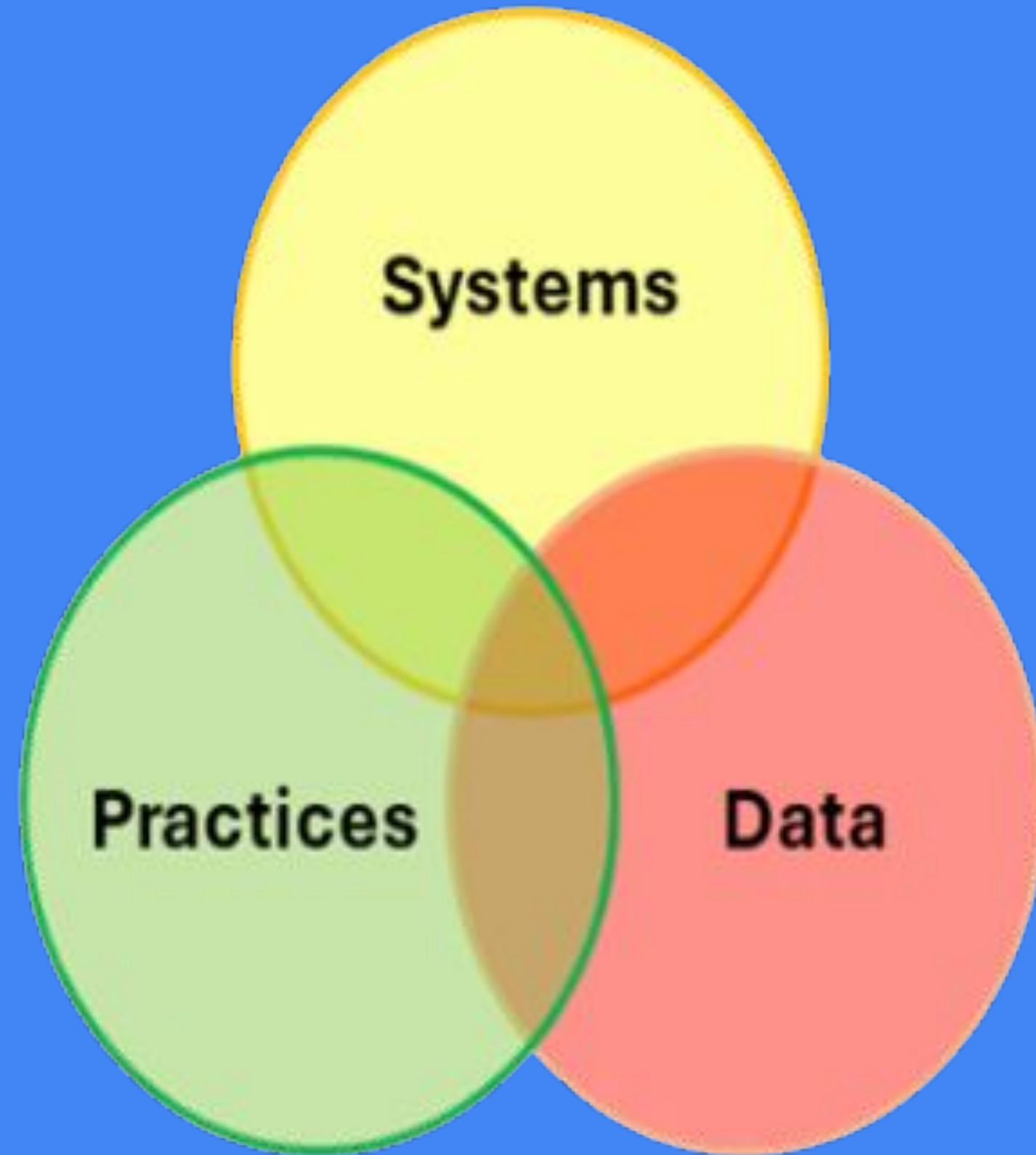
## Pillars for Tier 1

- Schoolwide practices
- Classroom practices
- Professional learning
  - 8 Effective Classroom Practices
- PBIS team meeting
- Responsive services
  - Special Education



District Training  
Plan

What is one **next step** you could take in each area?



# Connections & Questions

# Resources

- [District Systems Fidelity Inventory \(DSFI\) Practice Guide](#)
- [Classroom Management Observation Tool \(CMOT\)](#)
- [Tiered Fidelity Inventory \(TFI\)](#)
- [Self-Assessment Survey \(SAS\)](#)
- [Springfield Public Schools PBIS District Training Plan](#)
- [MO SW-PBS Website](#)

## Contact Us

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**Springfield  
Public  
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YOUR FUTURE.  
OUR FOCUS.

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