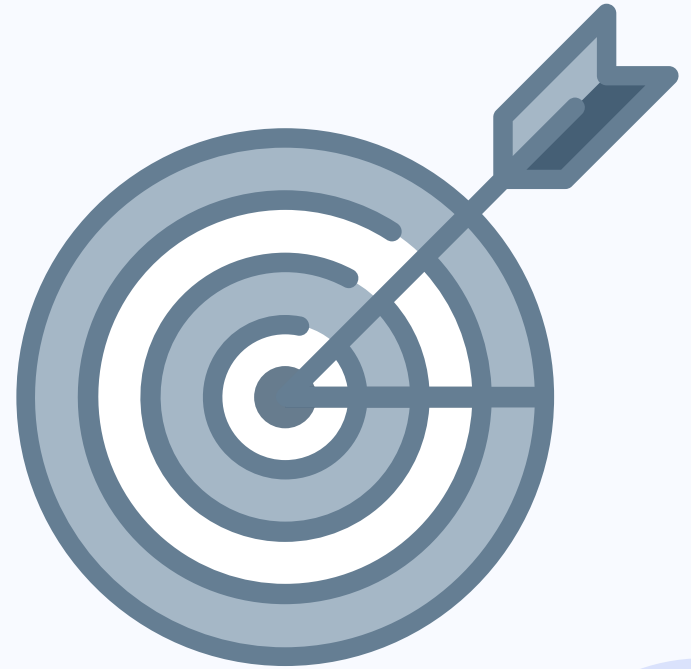


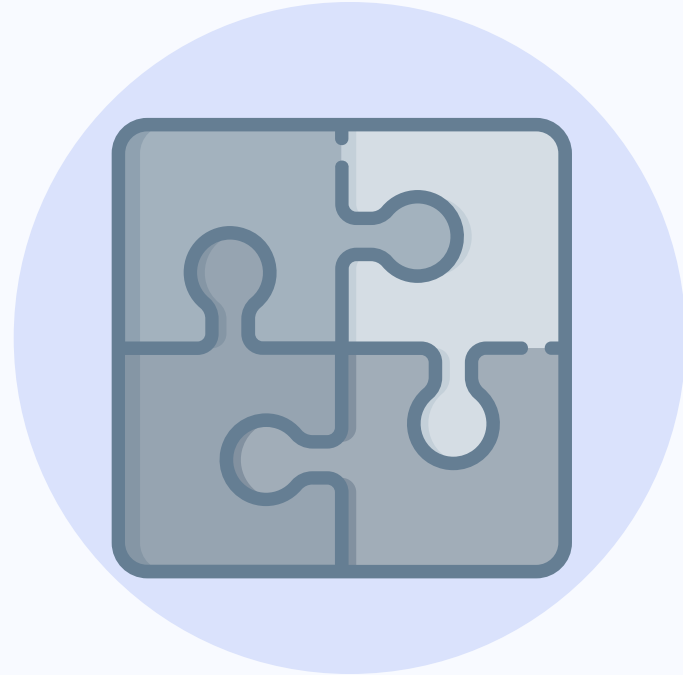
# 7E: Your District Wide Positive Behavior Support Mission and Vision - How Do You Use Them to Set Your Action Plan Goals?

Scott Salmons, SW-PBS Consultant, Heart of Missouri RPDC  
June 10, 2026



# Session Outcomes

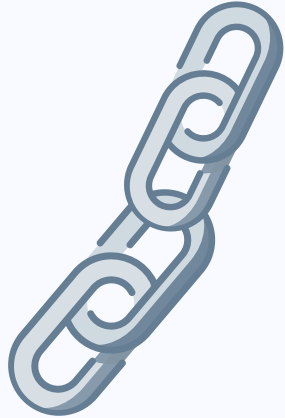
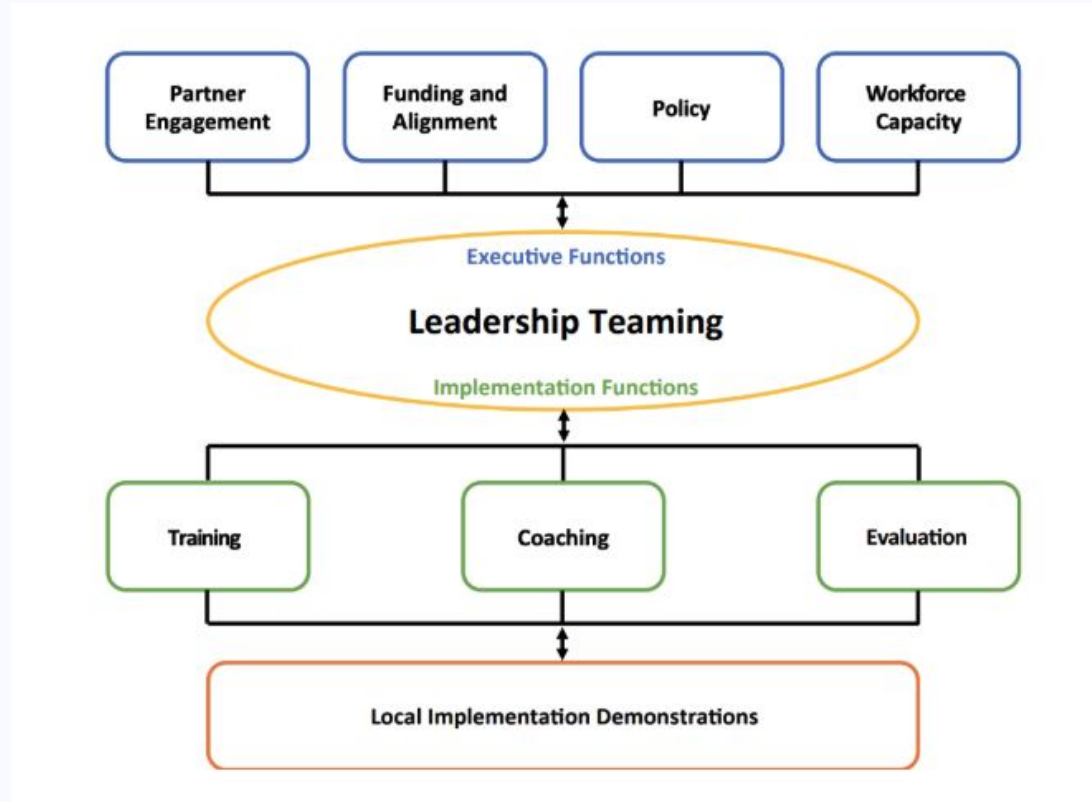
- Understand differences between mission, vision, and commitments
- Assist your districtwide SW-PBS team in identifying the team's mission, vision, and commitments
- Aligning mission, vision, and commitments to action steps



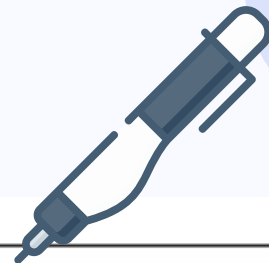
We can't align practices if we aren't aligned in purpose.



# District Wide Implementation Structures



# DSFI Connected Indicator



| Feature  | Possible Data Sources  | Scoring Criteria   |
|--|--|--|
| <p><b>4.1 Vision/Mission Statement</b><br/>           District has a vision/mission statement that includes a rationale and support for the importance of school climate and social-emotional-behavioral health to achieve equitable outcomes for all student groups (and how PBIS can improve both these outcomes and academic achievement) and is articulated into long-term outcomes and endorsed by lead district/school administrators.</p> | <p>District Vision/Mission Statement<br/>           Informal Administrator Interview</p> | <p>0 = No vision/mission statement exists or the statement does not include the importance of school climate and social-emotional-behavioral health.</p> <p>1 = Vision/mission statement includes a rationale and clear support for the importance of school climate and social-emotional-behavioral health, but is not articulated into long-term outcomes or endorsed by lead administrators.</p> <p>2 = Vision/mission statement includes a rationale and clear support for the importance of school climate and social-emotional-behavioral health to achieve equitable outcomes for all student groups and is developed with community partners, articulated into long-term outcomes, and endorsed by lead administrators and community partners.</p> |
| <p><b>4.2 Instructional Approach</b></p>   | <p>Discipline Policy</p>   | <p>0 = Documents contain only reactive and punitive</p>  |



# Turn and Talk

- What currently guides behavior decisions in your building?
- Do all schools in our district define behavior success the same way?
- Do all adults respond consistently?



# Why This Matters



- Inconsistent expectations = inconsistent outcomes



- SW-PBS depends on clarity + consistency



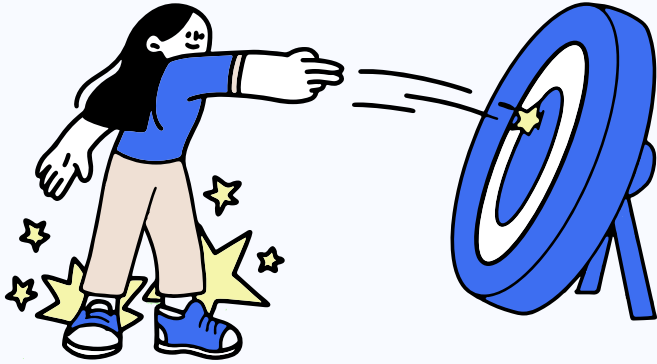
- Adults need shared language and understanding before students can





# **Defining the Components: Mission, Vision, and Collective Commitments**

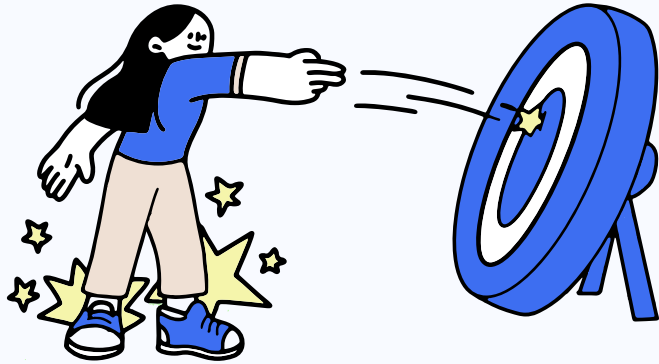
# Mission



Sample: We ensure all students learn and demonstrate positive behaviors through explicit teaching and support.

- Mission = Why we exist (present tense)
  - Focus: purpose, core work
  - SW-PBS lens: why behavior support matters

# Vision



Sample Vision: We envision a district where every student feels safe, valued, and successful.

- Vision = What we want to become(future)
  - Focus: desired outcomes for students and staff
  - SW-PBS lens: ideal culture

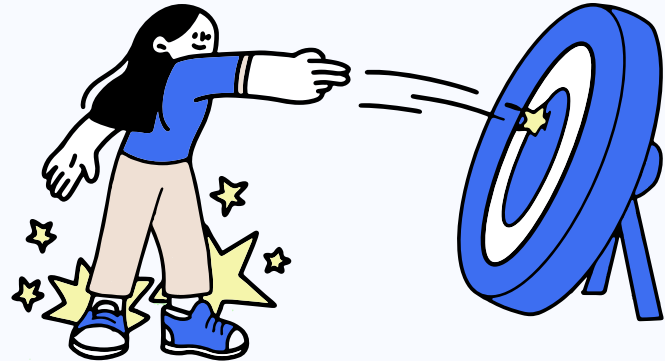
# Collective Commitments

## Sample Commitments:

1. We will explicitly teach behavior expectations.
2. We will respond to behavior consistently.
3. We will use data to guide decisions.
4. We will build positive relationships.

Collective Commitments = How we act

- Focus: adult behaviors
- SW-PBS lens: what we will do consistently



# Turn, Talk and Sort

- Mission (Why we exist)
- Vision (Future we want)
- Collective Commitment (What adults do)

## Statements

1. We ensure all students learn and practice positive behaviors daily
  2. All students feel safe, respected, and ready to learn
  3. We will explicitly teach behavior expectations in all settings
  4. We exist to create consistent and supportive learning environments
  5. We will use data to guide behavior decisions
6. Every student experiences a predictable and positive school day



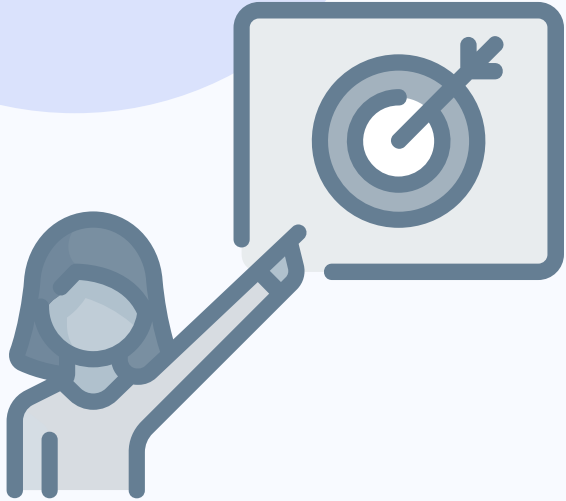
# Turn, Talk and Sort

- Mission (Why we exist)
- Vision (Future we want)
- Collective Commitment (What adults do)

## Statements

1. We build strong relationships with every student
2. Our schools will foster a culture of respect and responsibility
3. We will respond to behavior consistently across all classrooms
4. Students take ownership of their behavior
5. We are committed to supporting the whole child
6. Every student is known, valued, and supported





# Working Through the Process

# Start with a Clear Decision Framework (Avoid Endless Talk)

## What is fixed vs. flexible?

- Fixed - district alignment, SW-PBS framework, equity lens; district defines commitments
- Flexible - language, examples, phrasing; buildings define how they implement them

## Who decides what?

- District team - final approval
- Building teams - input and feedback



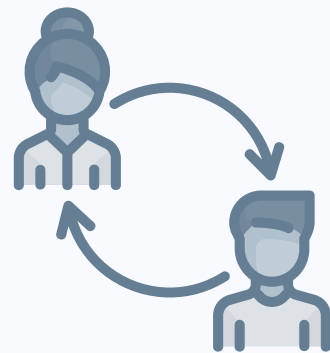
This is not a majority vote - it's informed consensus shaped by all voices.



**Use Structured Discussion Protocols  
(Not Open-Ended Talk to Keep it  
Focused)**



- Round Robin (Equity of Voice)
  - Use for initial reactions or brainstorming
    - Each person shares with no interruptions
    - 30 - 60 seconds each
    - Option to pass



**What stands out as most important in a district mission for behavior?**

# 1-2-4-All (Deep Thinking + Consensus Building)

- Use for drafting statements
  - Individual thinking
  - Pair discussion
  - Group of 4 refines
  - Whole group shares
- Why it works
  - Builds ideas gradually
  - Reduces pressure
  - Increases buy in



**What stands out as most important in a district vision for behavior?**



# Fist to Five (Decision Making)

- Use for agreement without voting
  - 5 = fully agree
  - 4 = agree
  - 3 = can live with it
  - 2 = concerns
  - 1 = major concern
  - Fist = block
- You move forward at 3 or higher; address 1's and 2's before finalizing



**What stands out as most important in a district collective commitment for behavior?**

# Anchor Every Discussion to 3 Guiding Questions

Mission - Why do we exist as a district in supporting behavior?

Vision - What do we want every student to experience every day?

Commitments - What will adults do - consistently, no matter the school?

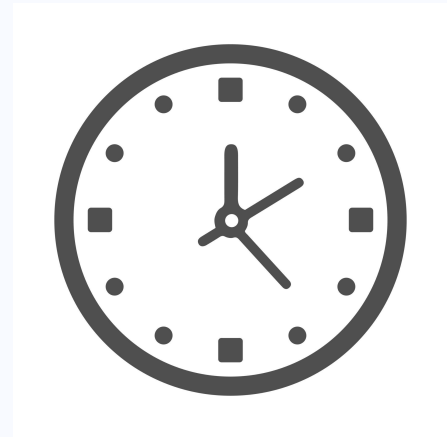


# Build Statements Iteratively (Not in One Sitting)

Avoid trying to “get it perfect” in one meeting.

- Session 1: generate ideas/themes
- Session 2: draft statements
- Between sessions: district team refines
- Session 3: feedback + revise
- Finalize

Normalize iteration: Version 1 is supposed to be messy.



# Test Statements Against Reality

## Reality Check Questions:

- Would a new staff member understand this?
- Could we see this in action in a classroom?
- Would students experience this consistently across schools?



# Use “Say/Do Gap” Conversations

What do we say we value vs. what we actually do?

This helps ensure:

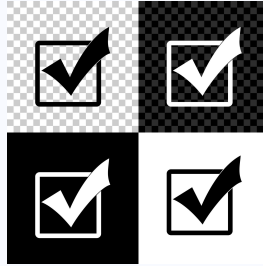
- Commitments are authentic
- Not just aspirational fluff



# Use Criteria to Guide Decisions (Prevents Preference Battles)

## Mission/Vision Criteria

- Clear and concise
- Student centered
- Reflects SW-PBS values



## Commitment Criteria

- Adult focused
- Observable
- Measurable
- Consistent across settings

When disagreement happens: Ask “Which option better meets our criteria?”

Let's Practice

## Mission

Our mission is to create a safe, respectful, and responsible learning environment for all.

## Vision

Our vision is a unified school community where students, staff, and families work together to promote safety, respect, responsibility, and a love of learning.

We envision schools where positive behavior is celebrated, relationships are strengthened, and all Eagles are empowered to achieve their full potential in a safe and encouraging environment.

## Collective Commitments

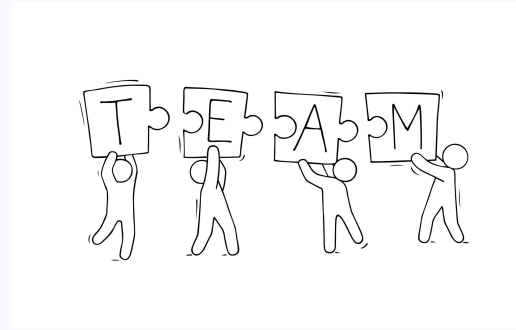
- Using student data to drive our instructional decisions
- Meeting regularly to review/update district wide practices
- Creating/maintaining systems in each building to support PBiS
- Communicating to stakeholders the work of this team
- Implementing the core components of PBiS in each building (Expectations, Matrix, Encouragement Systems)
- Striving to exceed PBiS recognition expectations each year
- Focusing on building the multi tiered systems of support

**OUR MISSION:  
SUCCESS**

# Assign Clear Roles in Team Work

Avoid chaos by assigning:

- Facilitator - keeps group on task
- Recorder - captures language
- Equity Monitor - ensures all voice are heard
- Reporter - shares out



# End Every Session with a Clear Decision

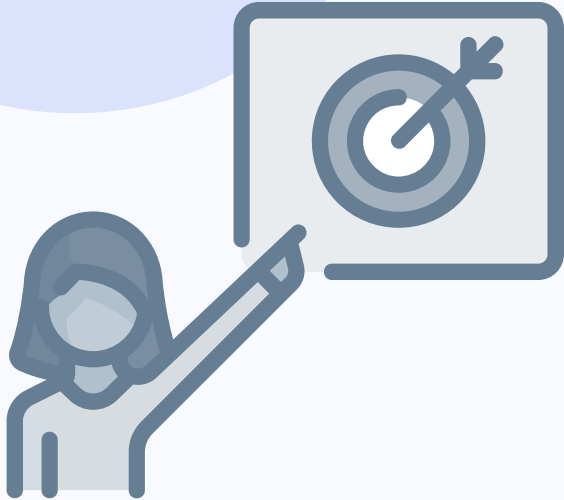
Never leave with “we talked about it...”

- Instead, define:
  - What was decided
  - What still needs work
  - Who is responsible next



# Biggest Pitfalls to Avoid

- ⊘ Letting one school dominate
- ⊘ Writing commitments about students instead of adults
- ⊘ Overwording (keep it tight!)
- ⊘ Trying to finalize too quickly
- ⊘ Avoiding productive disagreement



# Connecting Core to Goals

- Mission - why we focus
- Vision - what success looks like
- Commitments - what adults will do
- Goals - how we measure progress

# Start with the Vision - Define Outcomes (Student Experience)

Your vision become your outcome target

Example Vision: We envision a district where every student feels safe, valued, and successful.”

Translate to measurable outcomes:

- % of students reporting feeling safe (survey data)
- Reduction in office discipline referrals (ODR's)
- Attendance rates

This becomes your “WHAT we are trying to achieve”



# Use Commitments - Define Adult Practices

Your collective commitments become your adult behavior goals

Example commitment: We will explicitly teach behavior expectations across all settings.

Translate to measurable practices:

- % of classrooms teaching expectations weekly
- Lesson plan implementation checks
- Walkthrough data

This become your “WHAT adults will do to get there.”



# Build Goals Using This Formula

Student Outcome (Vision) + Adult Action (Commitment) + Measurement

Example:

- Vision: Students feel safe
- Commitment: teach expectations
  - By May, 90% of classrooms will implement weekly expectation lessons, resulting in a 20% decrease in minor behavior incidents.



# Line of Sight Check

Every goal should clearly connect back:

Ask:

- Which vision statement does the goal support?
- Which commitment does it require?
- Can staff see the connection? If they can't - revise the goal.



# Avoid the Most Common Disconnect

 Writing goals like:

- “Reduce ODRs by 20%”

Why it fails:

- No connection to adult behavior
- No link to commitments

**Instead:**



- **“Teach, practice, and reinforce expectations weekly (commitment) to reduce ODRs by 20% (outcome tied to vision)”**

# Closing Thoughts

Strong SW-PBS systems aren't built on programs - they are built on shared beliefs, clear language, and consistent adult action.



# Contact Information



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