C2 – Variables to Consider for Strategic PBIS Planning

Lead Presenters:

Heather Peshak George & Karen Elfner, University of South Florida

Exemplar:

Jason Byars, Georgia Department of Education

Topic: District/State PBIS

Keywords: Evaluation, Sustainability, Outcome

Strand Overview

C: District/State Leadership

C1: Establishing District Systems & DSFI

Kelsey Morris, University of Missouri; Bonita Jamison, Ferguson-Florissant School District (MO)

C2: Variables to Consider for Strategic PBIS Planning

Heather Peshak George & Karen Elfner, University of South Florida; Jason Byars, Georgia Department of Education

C3: Using Data & Decision-making Practices to Support Effective PBIS Implementation at the District & State Levels

Brian Gaunt & Betsy Lazega, University of South Florida; Sheri Weretka & Ashley Pierce, Osceola County Schools (FL)

Expectations

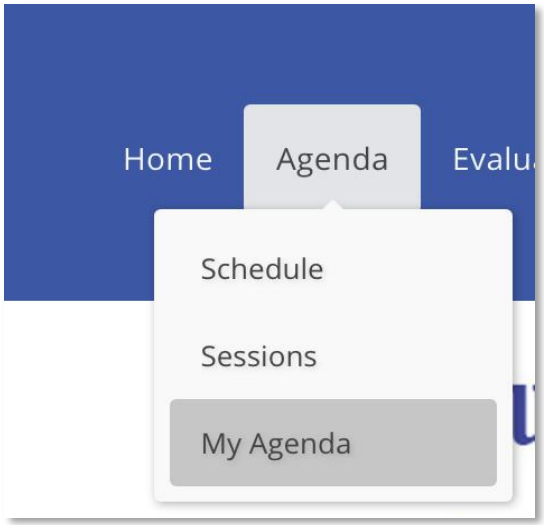
EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
BE RESPONSIBLE	✧ Use a **shared action plan** for your team ✧ Complete session **evaluations**	✧ Post positive **on-topic** comments ✧ Questions for the presenters go in the **POLLs tab** ⇨	✧ **Add questions** before and/or during session
BE RESPECTFUL	✧ Limit **distractions** ✧ **Follow up** on your assigned action items	✧ Use **inclusive** language	✧ Use **sincere** phrasing ✧ Complete additional polls **when prompted**
BE SAFE	✧ Take **movement breaks** ✧ Be aware of your **stress level**	✧ Engage in **productive** dialogue	✧ Ask **solution-oriented** questions
For Presenters	✧ *Ensure **Files Tab** has current materials and related weblinks*	✧ ***Monitor** and remove inappropriate comments*	✧ ***Identify common Qs** to address in final 15 minutes*

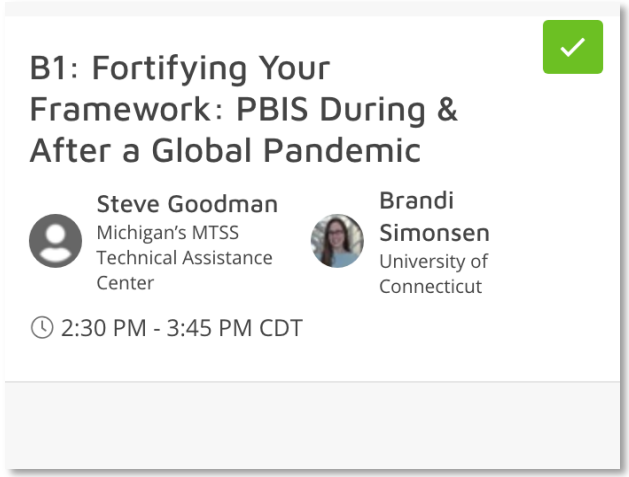
Tips for Participants

Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select "My Agenda" from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.

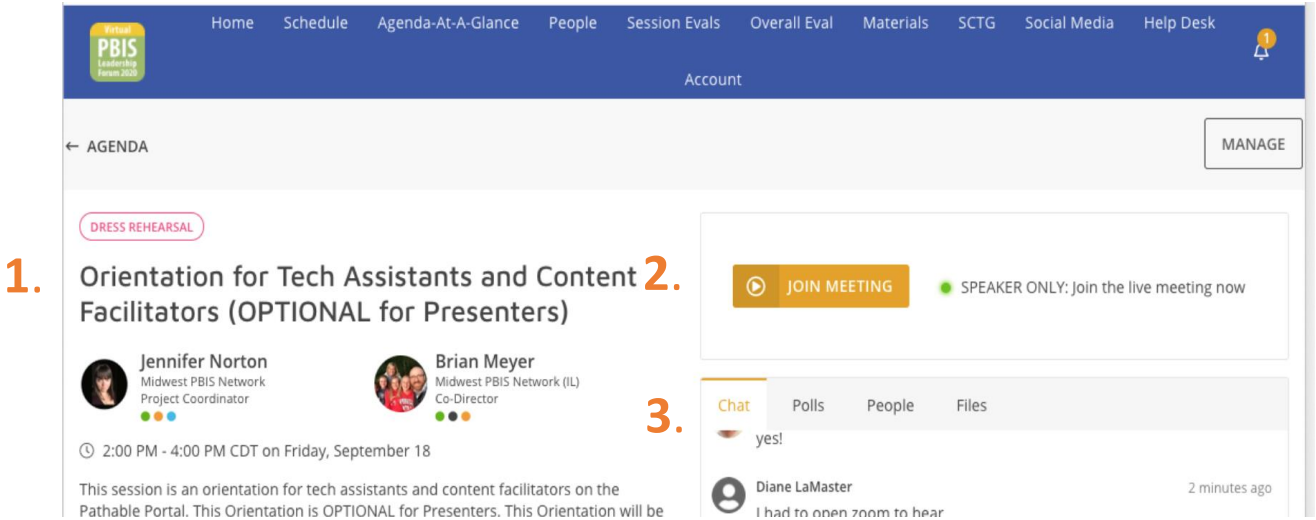




Tips for Participants

Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. **Join Session**
3. **Interact through Chat, Polls, & Uploaded Files**



Tips for Participants

Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic.

   Presenters may use chat differently in specific sessions.

   Follow overall Forum expectations for *responsible*, *respectful*, and *safe* chatting

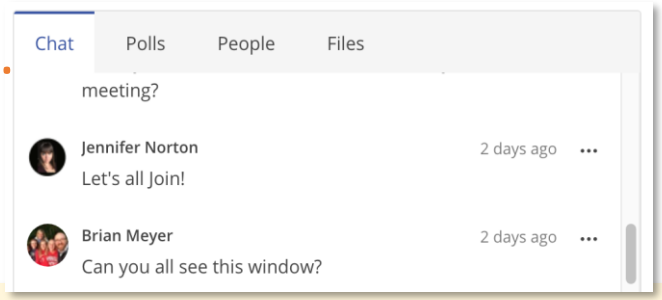
2. Find the **Q&A** under **Polls.**

   Questions for presenters go there.

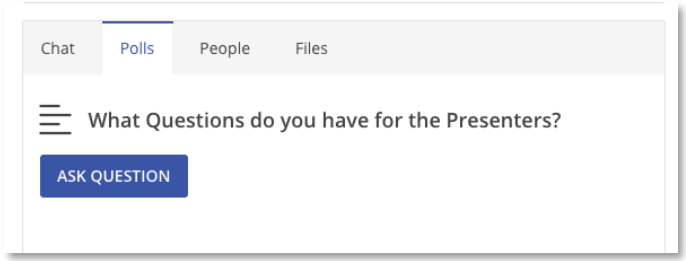
3. Some sessions have other **Polls or** more **Specific Questions.**

   Complete those when prompted

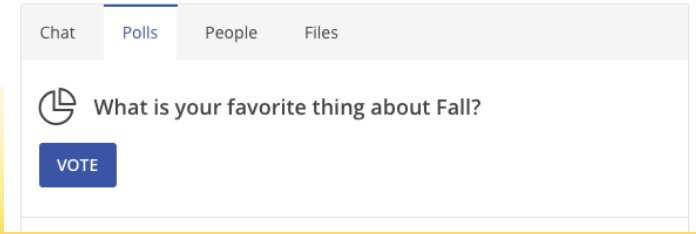
1.



2.



3.



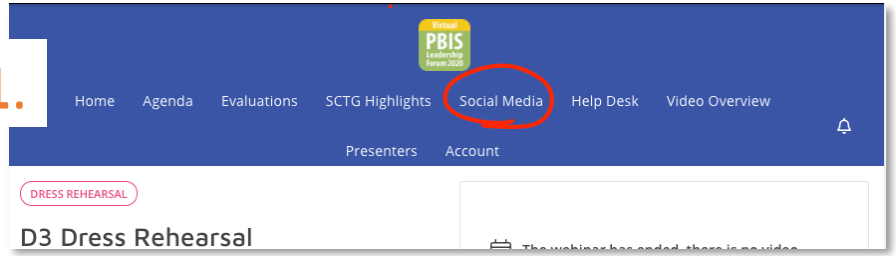
Tips for Participants

Be Careful of Accidently Navigating Away

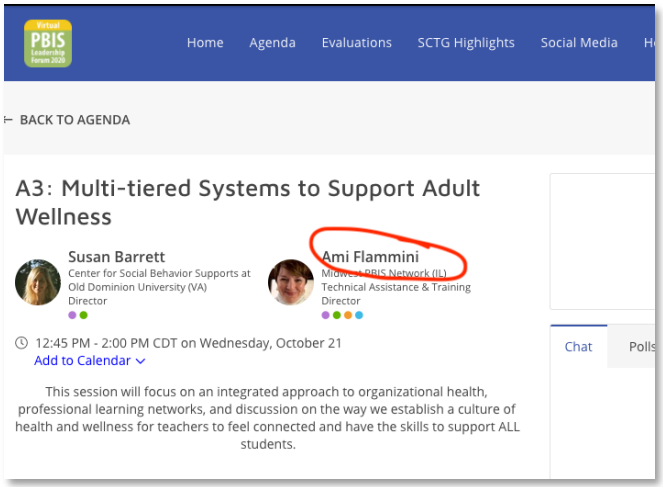
While participating in a live Session…Be Present!

- If you navigate away from the live Session you will need to press the "Join Meeting" button to get back in.
- What does **navigating away** look like? Here are some examples:
  1. *Clicking on* any area of the navigation menu
  2. *Clicking on* a Person's name

1.



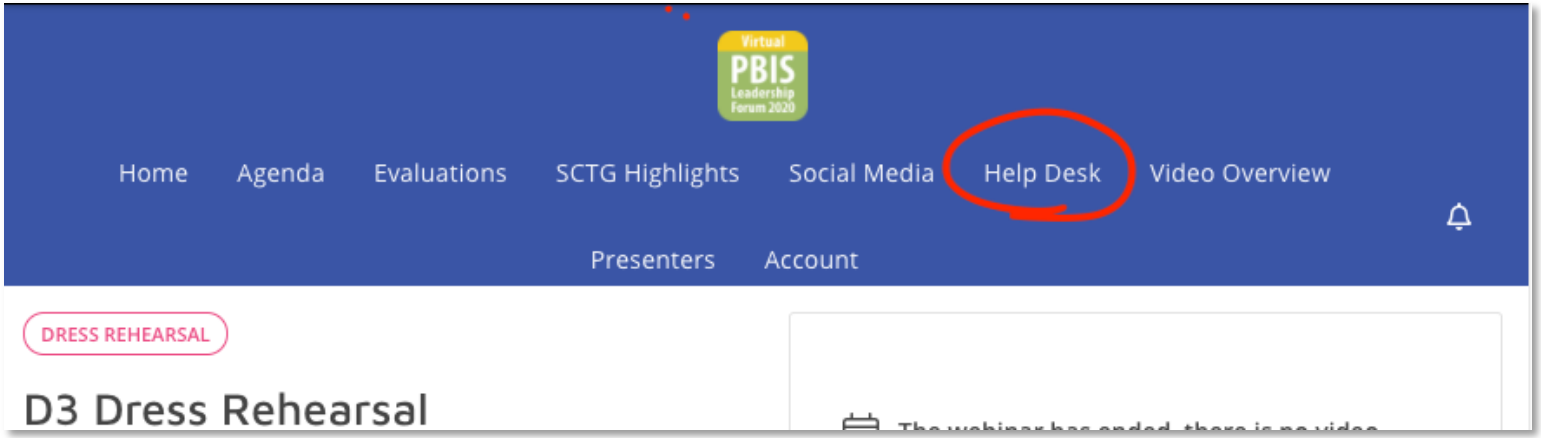
2.



Tips for Participants

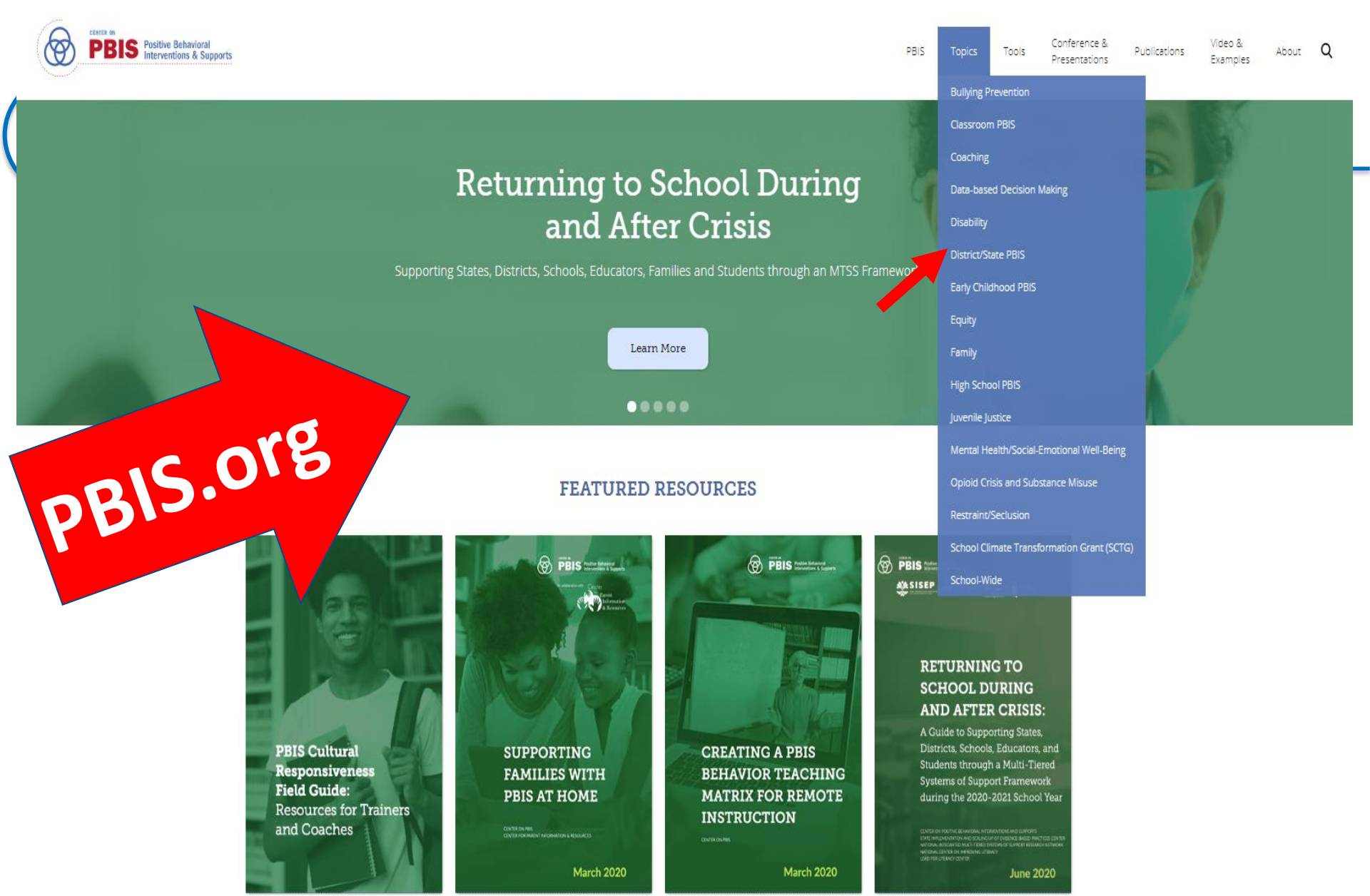
Support is Available

If at any time you need support as a participant, use the **Help Desk:**

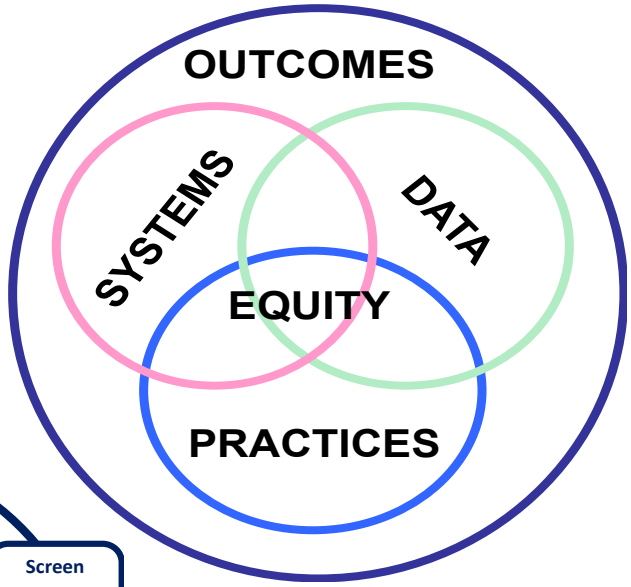


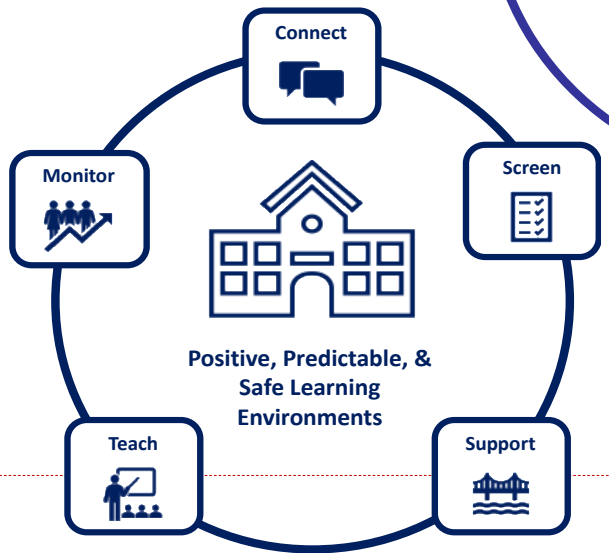
Learning Objectives

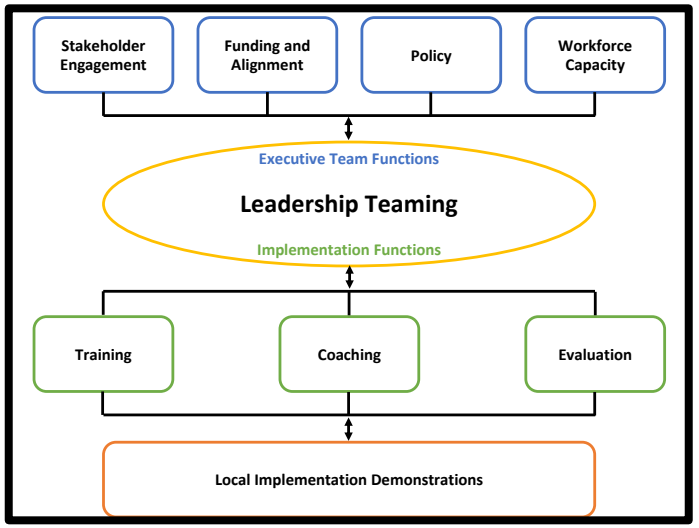
- Describe the big ideas surrounding effective organizations, their leadership, and the activities they engage in
- Discover the utility of the State Systems Fidelity Inventory (SSFI)
- Recognize that clear goals and measurable outcomes can assess implementation capacity of PBIS, identify resources available and prioritize state needs
- Identify strategies used by states in strategic planning for the implementation of PBIS


CENTER ON PBIS Positive Behavioral Interventions & Supports
PBIS
Topics
Tools
Conference & Presentations
Publications
Video & Examples
About
Bullying Prevention
Classroom PBIS
Coaching
Data-based Decision Making
Disability
District/State PBIS
Early Childhood PBIS
Equity
Family
High School PBIS
Juvenile Justice
Mental Health/Social-Emotional Well-Being
Opioid Crisis and Substance Misuse
Restraint/Seclusion
School Climate Transformation Grant (SCTG)
School-Wide
Returning to School During and After Crisis
Supporting States, Districts, Schools, Educators, Families and Students through an MTSS Framewor
Learn More
PBIS.org
FEATURED RESOURCES
PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches
SUPPORTING FAMILIES WITH PBIS AT HOME
March 2020
CREATING A PBIS BEHAVIOR TEACHING MATRIX FOR REMOTE INSTRUCTION
March 2020
RETURNING TO SCHOOL DURING AND AFTER CRISIS:
A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year
June 2020

Big Ideas

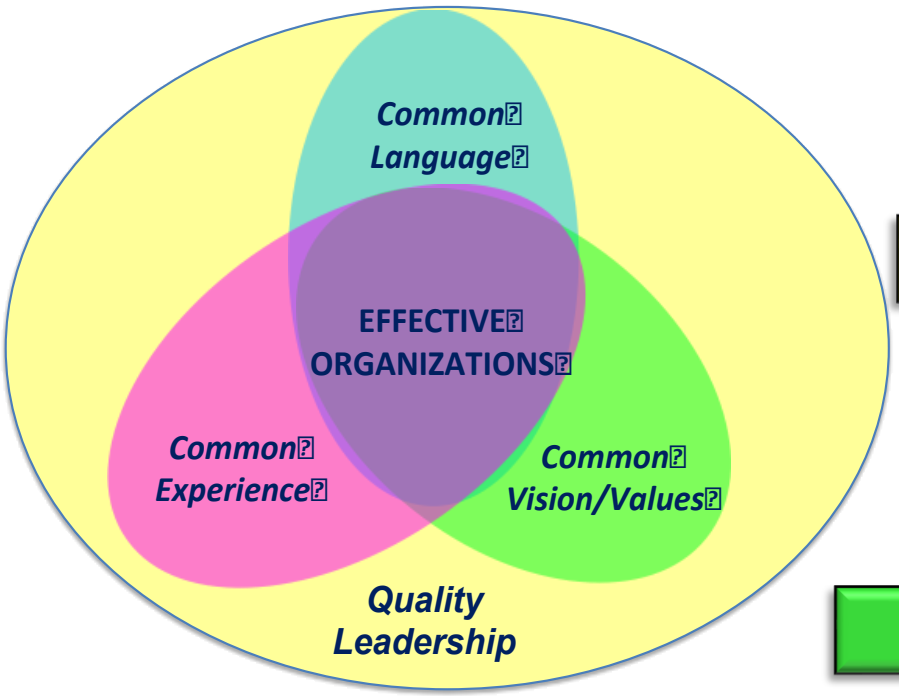


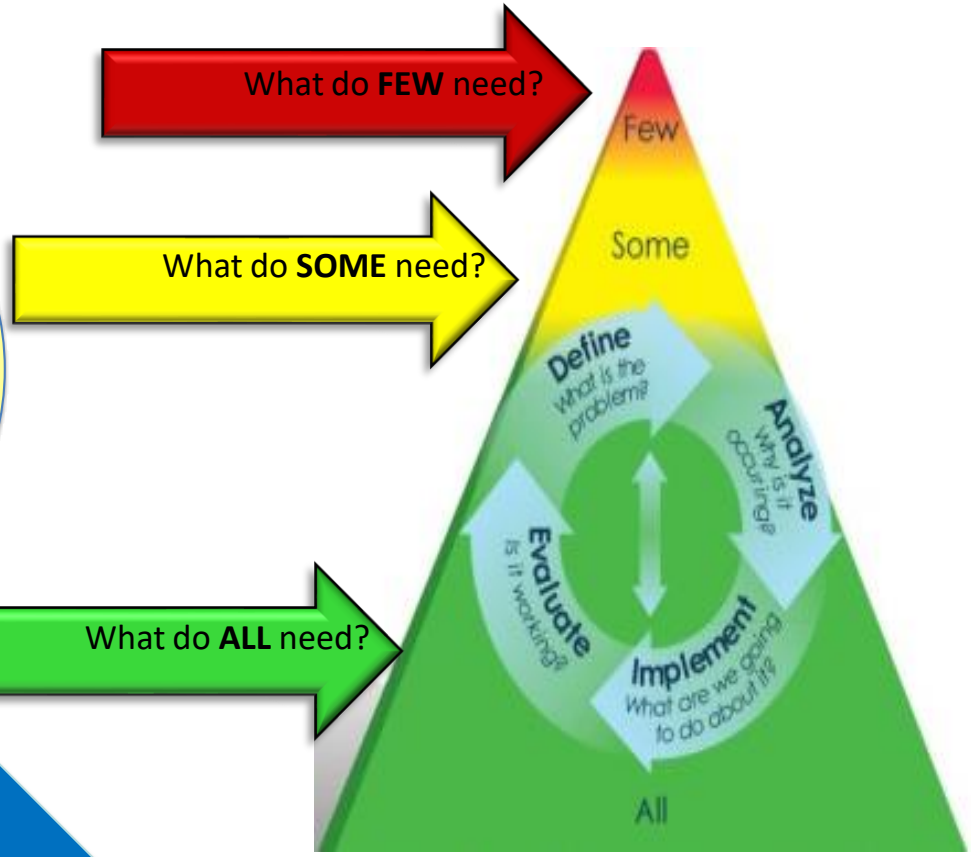




CENTER ON PBIS Positive Behavioral Interventions & Supports

Effective Organizations





*Planning using the PBIS framework supports **everyone** for success*

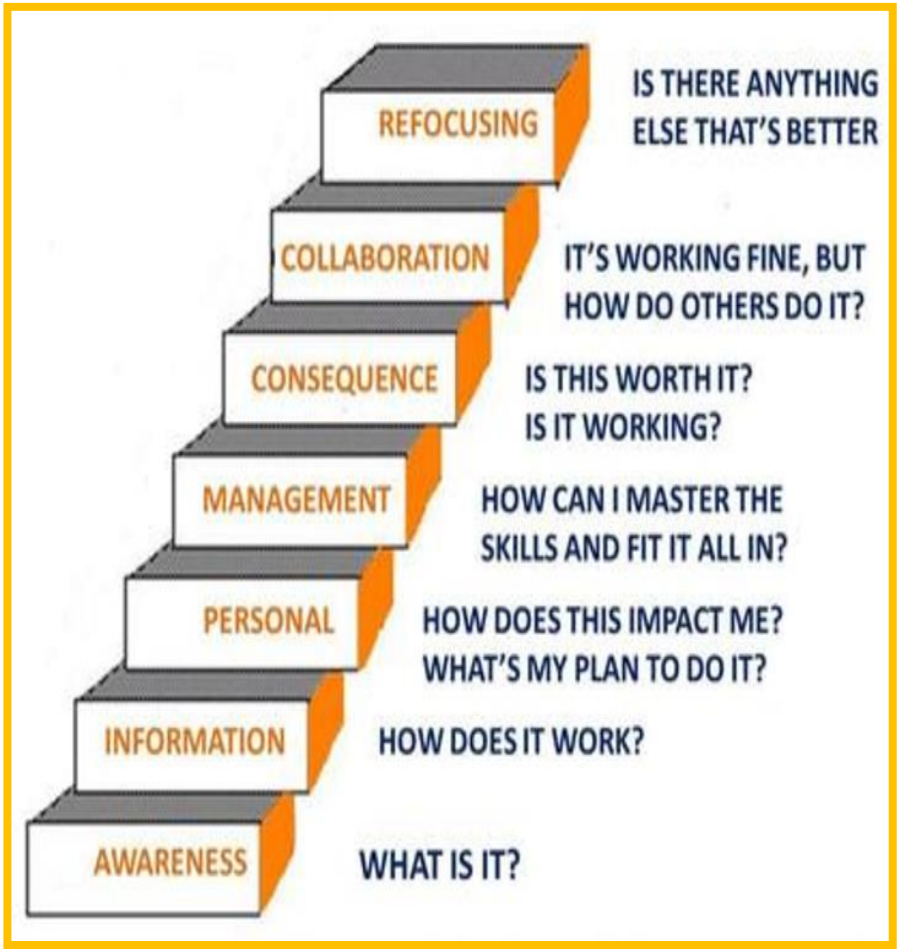
Use data across the 3-tiered logic

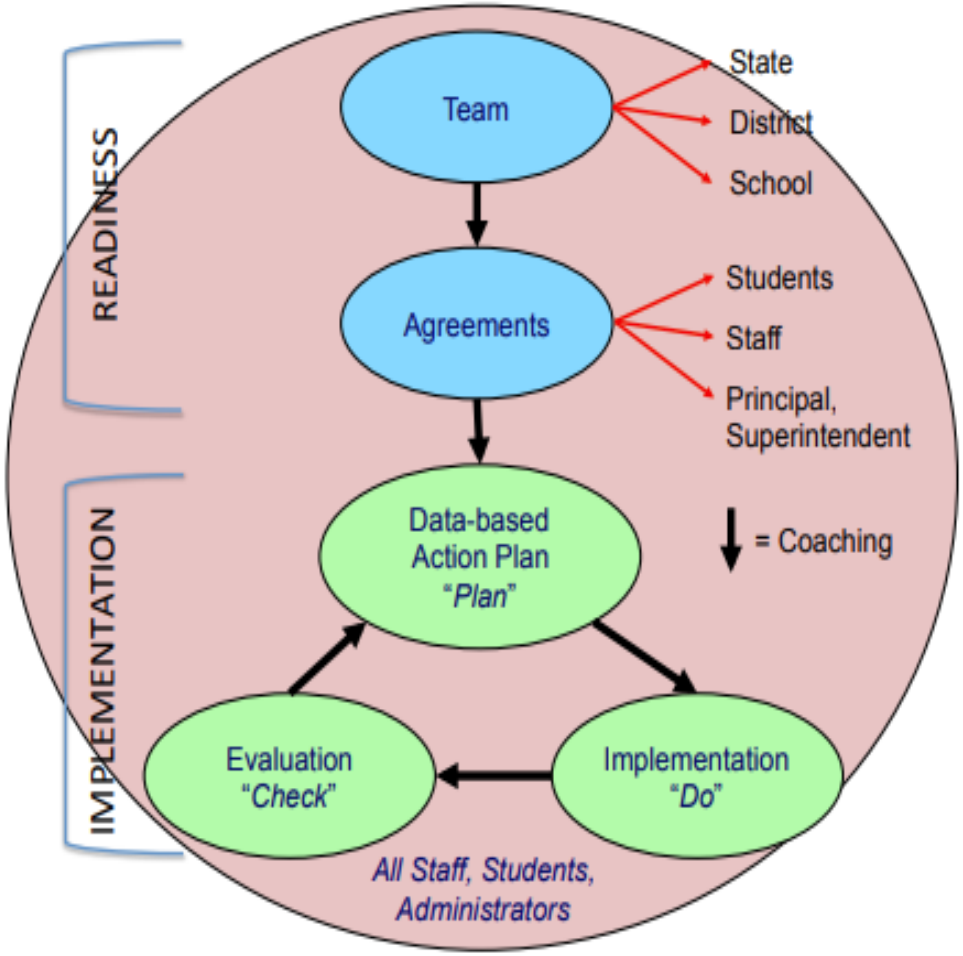
Evidence of Effective Leadership

- Establishes a clear vision for change
- Focuses on their districts, schools and students
- Creates and sustains relationships with stakeholders
- Engages in **strategic planning with data-based problem solving**
- Identifies the correct barriers and goals
- Applies appropriate strategies based on schools' needs
- Evaluates the effectiveness of implemented strategies
- Invests in professional development

(Leithwood, 2010; Barnhardt, 2009; Crawford & Torgeson, 2007)

Establish Leadership Team Membership





Identify Vision and Develop Brief Statement of Purpose

Mission and Services

Florida PBIS

We coach ↕ District Leaders

who coach ↕ School-Based Leaders

who coach ↕ Teachers

who coach ↕ Students & Families

who inform culturally responsive practices to address local needs

Our Mission

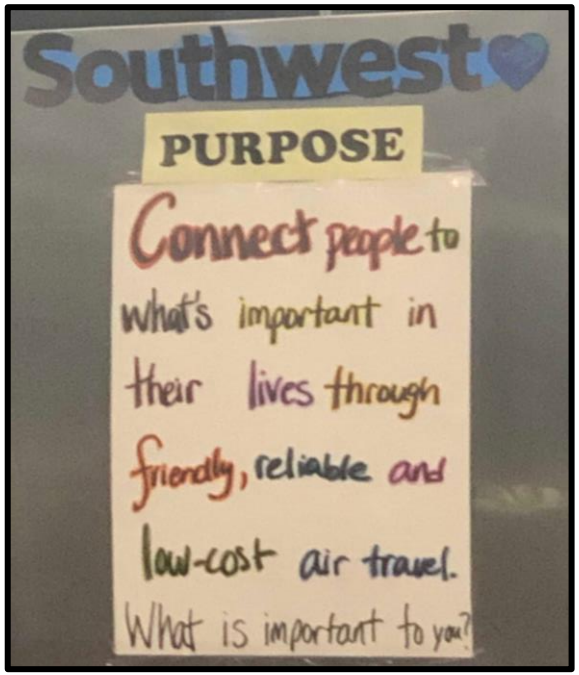
Increase the capacity of Florida's school districts to use team-based planning and problem solving to implement positive behavioral interventions and supports within a Multi-Tiered System of Supports (MTSS).

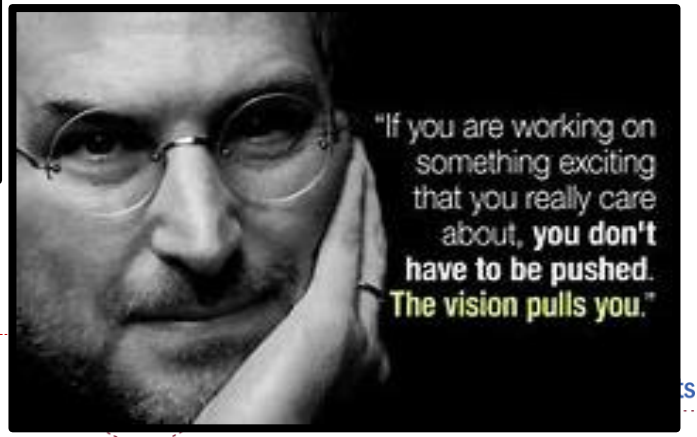
What We Do

Provide training and technical assistance to districts in the development and implementation of positive behavioral interventions and supports at the school-wide (Tier 1), classroom, targeted group (Tier 2), and individual student (Tier 3) levels.

Our Support Model

To build local capacity for implementing PBIS, the FLPBIS Project engages in coaching, evaluation, and data-based problem solving with district leaders to create systems that support effective PBIS practices.



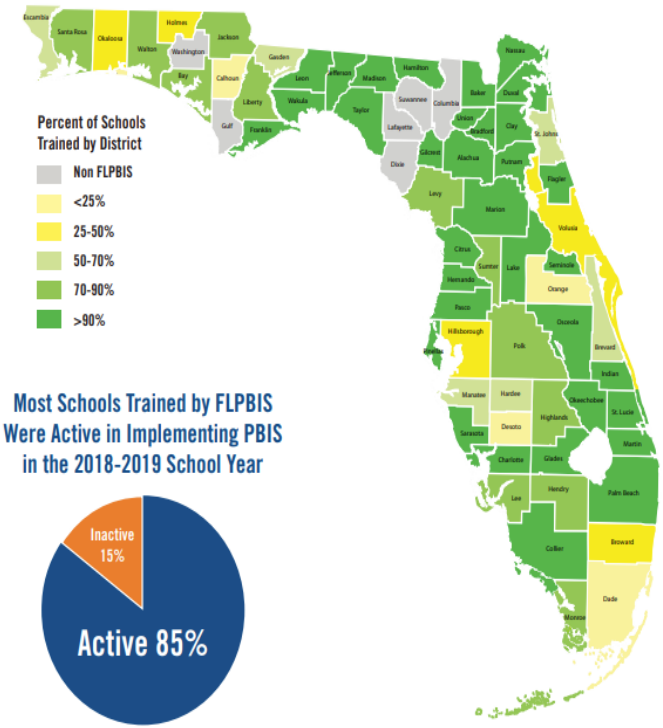


PBIS on a Scale of Social Importance

2,038 schools in Florida have been trained in PBIS since 2004.

45 districts have over 70% of their schools trained in PBIS.

55% of trained schools have received additional training within the last 3 years.

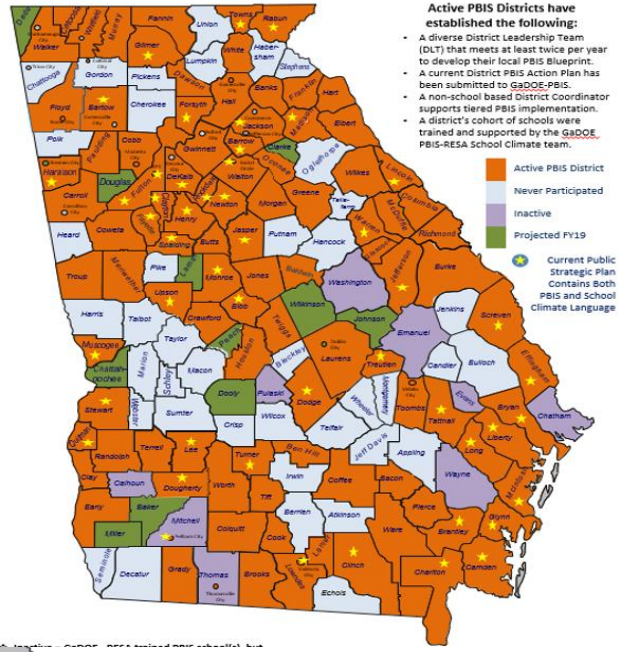


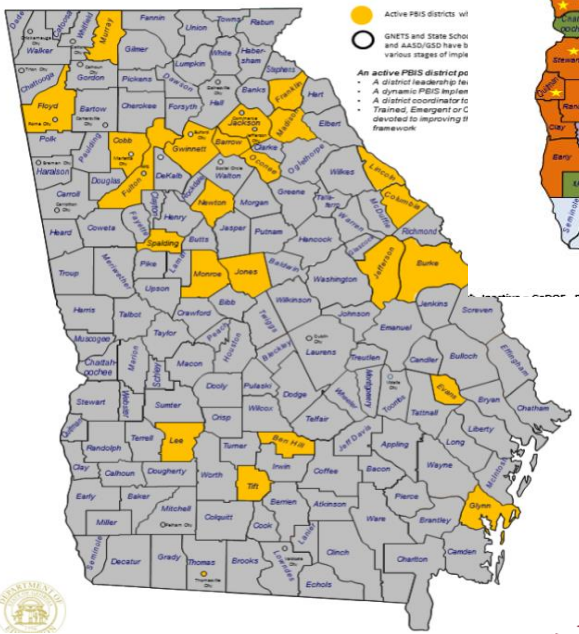
Most Schools Trained by FLPBIS Were Active in Implementing PBIS in the 2018-2019 School Year

FY19 Active PBIS Districts

Active PBIS Districts have established the following:

- A diverse District Leadership Team (DLT) that meets at least twice per year to develop their local PBIS Blueprint.
- A current District PBIS Action Plan has been submitted to GaDOE-PBIS.
- A non-school based District Coordinator supports tiered PBIS implementation.
- A district's cohort of schools were trained and supported by the GaDOE PBIS-RESA School Climate team.





Strategic Planning Needs to Occur

What are our CHALLENGES/NEEDS?

What are our STRENGTHS/RESOURCES?

What do you want/need to KNOW?

To what extent are districts/schools/students meeting expectations?

Academically? Behaviorally? Emotionally?

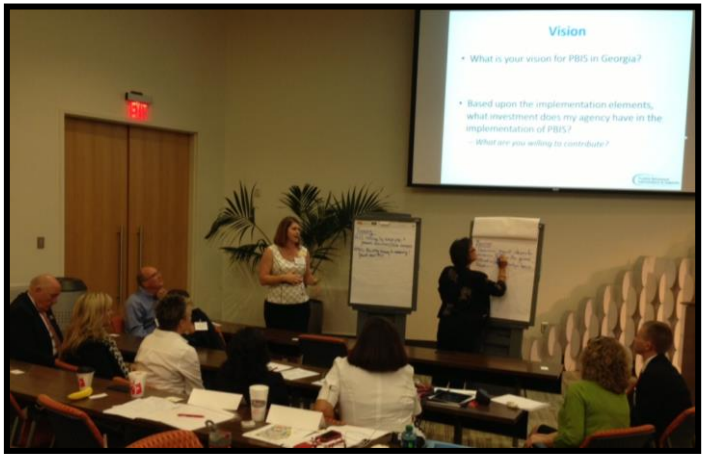
Are we effective at building implementation capacity of PBIS with high fidelity and with sustainability?

Is our approach resulting in valued outcomes for ALL stakeholders?

Do our stakeholders view our products/services useful and high quality?

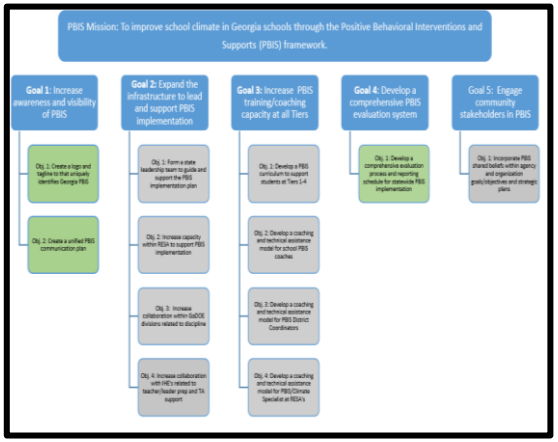
What are our GOALS?

5-Year, 3-Year, 1-Year, Next Steps

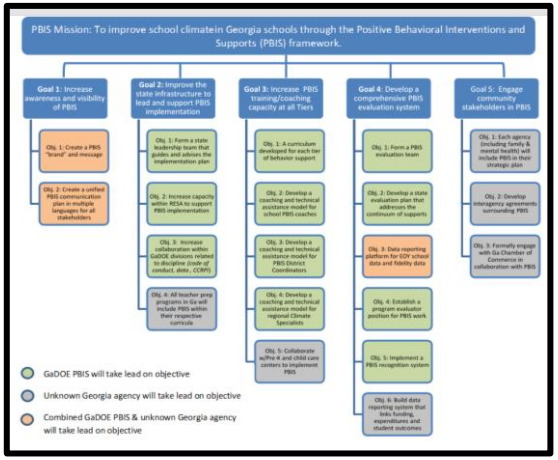

Vision
What is your vision for PBIS in Georgia?
Based upon the implementation elements, what investment does my agency have in the implementation of PBIS?
What are you willing to contribute?
EXIT

Evaluation
MISC.

WHAT IF ?
EXIT
EXIT


PBIS Mission: To improve school climate in Georgia schools through the Positive Behavioral Interventions and Supports (PBIS) framework.
Goal 1: Increase awareness and visibility of PBIS
Obj. 1: Create a logo and tagline to that uniquely identifies Georgia PBIS
Obj. 2: Create a unified PBIS communication plan
Goal 2: Expand the infrastructure to lead and support PBIS implementation
Obj. 1: Form a state leadership team to guide and support the PBIS implementation plan
Obj. 2: Increase capacity within RESA to support PBIS implementation
Obj. 3: Increase collaboration within GaDOE divisions related to discipline
Obj. 4: Increase collaboration with IHE's related to teacher/leader prep and TA support
Goal 3: Increase PBIS training/coaching capacity at all Tiers
Obj. 1: Develop a PBIS curriculum to support students at Tiers 1-4
Obj. 2: Develop a coaching and technical assistance mode for school PBIS coaches
Obj. 3: Develop a coaching and technical assistance model for PBIS District Coordinators
Obj. 4: Develop a coaching and technical assistance model for PBIS/Climate Specialist at RESA's
Goal 4: Develop a comprehensive PBIS evaluation system
Obj. 1: Develop a comprehensive evaluation process and reporting schedule for statewide PBIS implementation
Goal 5: Engage community stakeholders in PBIS
Obj. 1: Incorporate PBIS shared beliefs within agency and organization goals/objectives and strategic plans

4:36


PBIS Mission: To improve school climatein Georgia schools through the Positive Behavioral Interventions and Supports (PBIS) framework.
Goal 1: Increase awareness and visibility of PBIS
Obj. 1: Create a PBIS "brand" and message
Obj. 2: Create a unified PBIS communication plan in multiple languages for all stakeholders
Goal 2: Improve the state infrastructure to lead and support PBIS implementation
Obj. 1: Form a state leadership team that guides and advises the implementation plan
Obj. 2: Increase capacity within RESA to support PBIS implementation
Obj. 3: Increase collaboration within GaDOE divisions related to discipline (code of conduct, data , CCRPI)
Obj. 4: All teacher prep programs in Ga will include PBIS within their respective curricula
Goal 3: Increase PBIS training/coaching capacity at all Tiers
Obj. 1: A curriculum developed for each tier of behavior support
Obj. 2: Develop a coaching and technical assistance model for school PBIS coaches
Obj. 3: Develop a coaching and technical assistance model for PBIS District Coordinators
Obj. 4: Develop a coaching and technical assistance model for regional Climate Specialists
Obj. 5: Collaborate w/Pre-K and child care centers to implement PBIS
Goal 4: Develop a comprehensive PBIS evaluation system
Obj. 1: Form a PBIS evaluation team
Obj. 2: Develop a state evaluation plan that addresses the continuum of supports
Obj. 3: Data reporting platform for SDY school data and fidelity data
Obj. 4: Establish a program evaluator position for PBIS work
Obj. 5: Implement a PBIS recognition system
Obj. 6: Build data reporting system that links funding, expenditures and student outcomes
Goal 5: Engage community stakeholders in PBIS
Obj. 1: Each agency (including family & mental health) will include PBIS in their strategic plan
Obj. 2: Develop interagency agreements surrounding PBIS
Obj. 3: Formally engage with Ga Chamber of Commerce in collaboration with PBIS
GaDOE PBIS will take lead on objective
Unknown Georgia agency will take lead on objective
Combined GaDOE PBIS & unknown Georgia agency will take lead on objective

Complete the PBIS State Systems Fidelity Inventory (SSFI)

PBIS State Systems Fidelity Inventory (SSFI) PILOT Ver. 0.1 December 13, 2019 1

IDEAs that Work
Office of Special Education Programs
U.S. Department of Education

PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

Positive Behavioral Interventions and Supports Implementation Blueprint:

PBIS State Systems Fidelity Inventory (SSFI)

Technical Assistance Center on Positive Behavioral Interventions and Supports

U. S. Department of Education, Office of Special Education Programs

PILOT Version 0.1 2019 December 13

https://www.pbis.org/resource/pbis-state-systems-fidelity-inventory-ssfi-pilot-version-v0-1

CENTER ON PBIS Positive Behavioral Interventions & Supports

Relationships across units are key!

Florida PBIS

The FLPBIS Project coaches District-Level Team members (DLT)

The DLT coaches school-level contacts;

School-Level Contacts coach PBIS team members;

PBIS team members coach other school personnel, families, & community partners;

Florida PBIS

FLORIDA'S PBIS PROJECT LOGIC MODEL

POLL #1

INPUTS	ACTIVITIES	OBJECTIVES	OUTCOMES
Collaboration with Districts, other State Projects, & PBIS Center Research and Evidence-Based Practices Expertise in SWPBS, Implementation, Data-Based Problem Solving Technology; RtIB Database, Canvas, Qualtrics, PowerBI, Website & Programmer	**District** Readiness activities Annual Planning Support (planning, coaching) DC training & resources Support addressing equity, restraint & seclusion. Tier 3 **School** Readiness activities Tier 1 training & resources Other Tier 1 training (equity, trauma- informed, classroom) Tier 2 training & resources Tier 3 training (e.g. PTR, brief FBA-BIP) & resources **State** Collaborate with FDOE to support districts identified with IDEA indicators Participate on FDOE workgroups **ALL** Evaluation system TA Chats and resources Skill development modules (SEL in PBIS, Trauma Informed Practices) Model School System	Increase the % of districts highly engaged with PBIS implementation Increase the % schools remaining active & reporting fidelity of implementation across all three tiers Increase the % of schools with stable or decreasing ODR & OSS discipline rates Increase the % of schools reporting relatively proportionate discipline outcomes across subgroups Implement a Model School process that evaluates implementation & outcomes at Tier 2 & Tier 3 Increase the % of schools with increasing attendance	District leadership teams engage in support for PBIS. Schools maintain PBIS framework with fidelity to address social-emotional behavioral needs. Students receive high-quality social-emotional behavioral instruction & experience low levels of equitable discipline outcomes.

Mission:
Florida's school districts have capacity to use team-based planning and problem solving to implement positive behavioral interventions and supports within a Multi-Tiered System of Supports (MTSS).

Florida PBIS

FLORIDA'S PBIS PROJECT LOGIC MODEL

INPUTS	ACTIVITIES	OBJECTIVES	OUTCOMES
Collaboration with Districts, other State Projects, & PBIS Center Research and Evidence-Based Practices Expertise in SWPBS, Implementation, Data-Based Problem Solving Technology; RtIB Database, Canvas, Qualtrics, PowerBI, Website & Programmer	**District** Readiness activities Annual Planning Support (planning, DC training & reso Support addressin restraint & seclusi **School** Readiness activitie Tier 1 training & re Other Tier 1 trainir trauma- informed, Tier 2 training & re Tier 3 training (e.g FBA-BIP) & resources **State** Collaborate with FDOE to support districts identified with IDEA indicators Participate on FDOE workgroups **ALL** Evaluation system TA Chats and resources Skill development modules (SEL in PBIS, Trauma Informed Practices) Model School System	Increase the % of districts highly engaged with PBIS Increase the % schools remaining active & reporting fidelity of implementation across all three tiers Increase the % of schools reporting relatively proportionate discipline outcomes across subgroups Implement a Model School process that evaluates implementation & outcomes at Tier 2 & Tier 3 Increase the % of schools with increasing attendance	District leadership teams engage in support for PBIS. hools maintain PBIS mework with fidelity to address social- needs. Students receive high-quality social-emotional behavioral instruction & experience low levels of equitable discipline outcomes.

Mission:
Florida's school districts have capacity to use team-based planning and problem solving to implement positive behavioral interventions and supports within a Multi-Tiered System of Supports (MTSS).

Make it SMART

Florida PBIS

POLL #2

Increase the % schools remaining active & reporting fidelity of implementation across all tiers (by 2024)

2.1 **Increase % of active/trained schools across all tiers from 16% to 50%.**
Data source(s): training records, BoQ, TFI/trained, reporting fidelity

2.2 **Increase % of schools reporting all critical data from 50% to 75%.**
Data source(s): PIC, BoQ, Outcome Data/schools reporting all 3 items

2.3 **Increase % of schools reaching fidelity at all tiers from 14% to 33%.**
Data source(s): BoQ, TFI/schools scoring 70% or higher on all tiers

2.4 **Increase the #/% of schools maintaining PD in PBIS from 44% to 75%.**
Data source(s): training records/schools receiving training in last 3 yrs.

Increase the % schools remaining active & reporting fidelity of implementation across all tiers

2.1 **Increase % of active/trained schools across a** **%.**
Data source(s): training records, BoQ, TFI/trai

2.2 **Increase % of schools reporting all critical d a from 50% to 75%.**
Data source(s): PIC, BoQ, Outcome Data/s ools reporting all 3 items

Tie it to the Process?

Increase % of schools maintaining PD in PBIS from 44% to 75%

2.4 Increase % of schools maintaining PD in PBIS

Activities	Documentation	Standards
Tier 1 Booster Training	Training Sign-ins/Evals	10% of schools participate in booster each year
District Annual Planning	Planning Summary Document	Training of some sort ID'd in 75% of plans 2020-2021
New Team Member Training (Virtual)	Canvas records	200 participants in module in 2020-2021
TA Chats	Chat sign-ins/evals	Average 100 participants in each chat 2020-2021

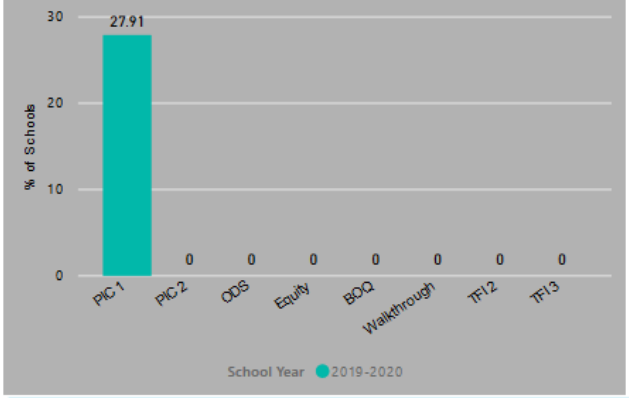
POLLS
#3 & #4

Number of Active PBIS Schools: **43**

Date of Last Training: **(Blank)**

Primary District Coordinator: **First Name Last Name**

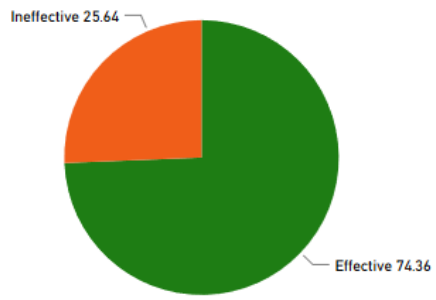
% of Active Schools Submitting Data to Date



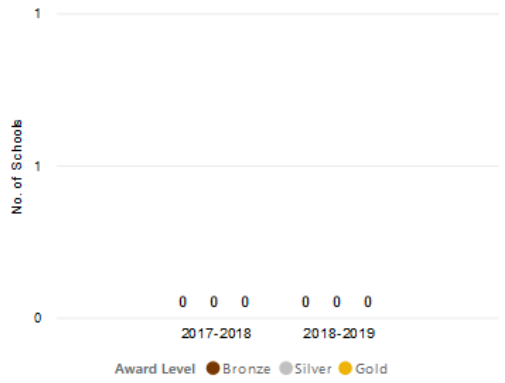
Demo

Report Year: 2018-2019

Percent of Schools with an Effective Core

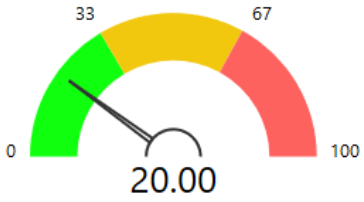


Model Schools



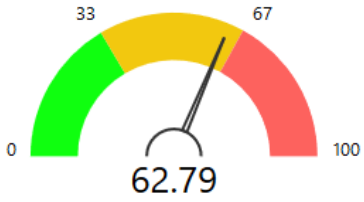
PBIS Implementation Early Warning System

Fidelity



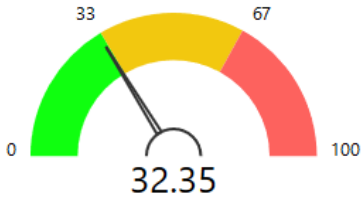
20% of your schools need support to reach Tier 1 implementation fidelity.

Outcomes



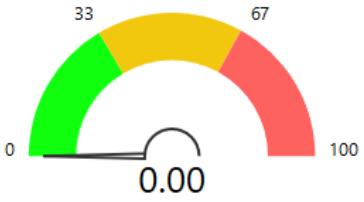
62.79% of your schools reported increasing discipline outcomes.

Equity



32.35% of your schools reported significantly disproportionate discipline outcomes.

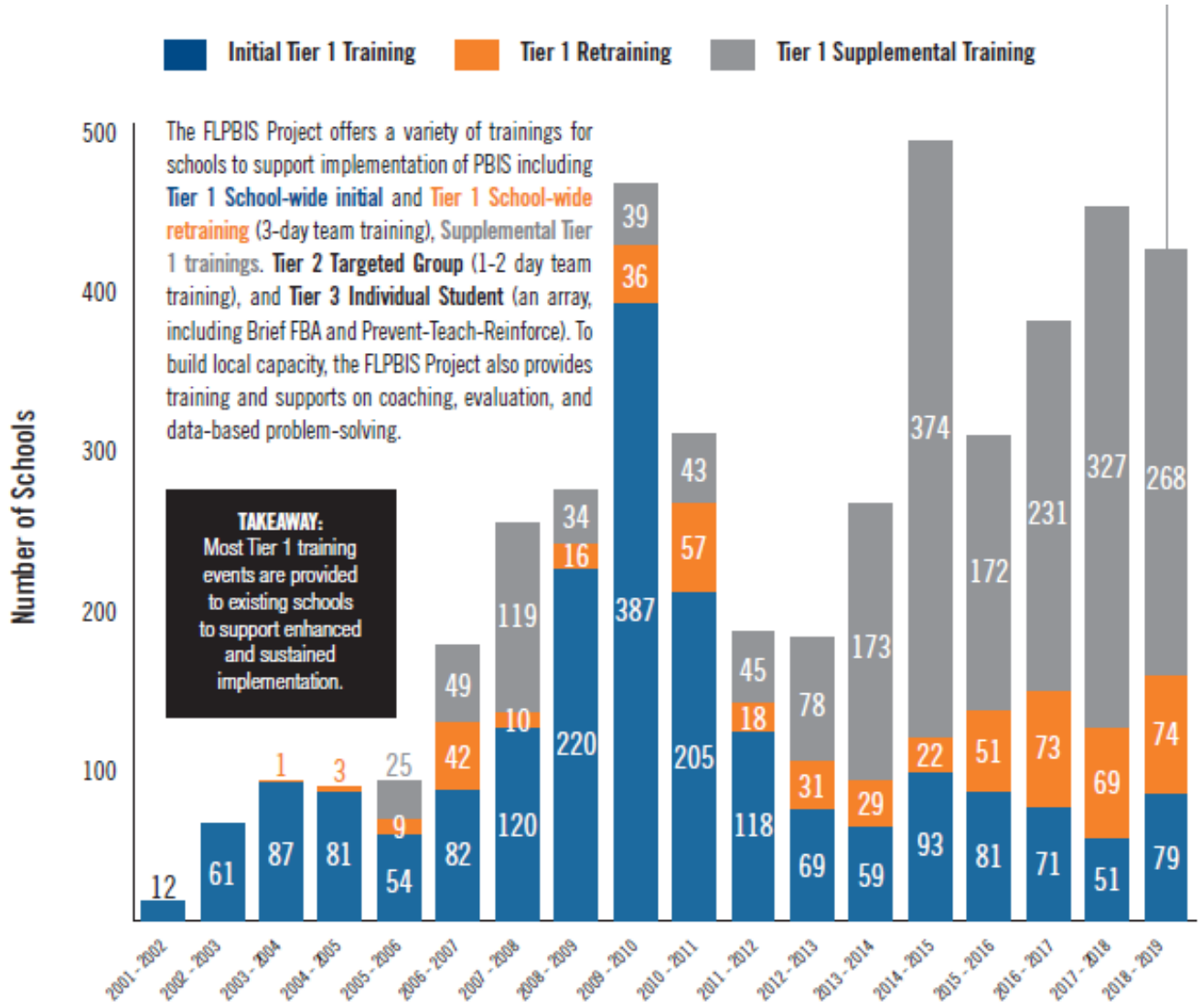
Professional Development

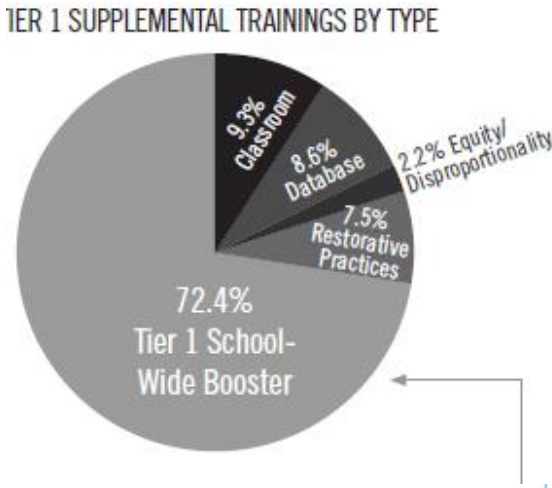


All of your schools received professional development within the last 3 years.

Florida
PBIS
A Multi-Tiered
System of Supports
2018-2019 Annual Report

POLL #5


Initial Tier 1 Training
Tier 1 Retraining
Tier 1 Supplemental Training
The FLPBIS Project offers a variety of trainings for schools to support implementation of PBIS including Tier 1 School-wide initial and Tier 1 School-wide retraining (3-day team training), Supplemental Tier 1 trainings. Tier 2 Targeted Group (1-2 day team training), and Tier 3 Individual Student (an array, including Brief FBA and Prevent-Teach-Reinforce). To build local capacity, the FLPBIS Project also provides training and supports on coaching, evaluation, and data-based problem-solving.
TAKEAWAY: Most Tier 1 training events are provided to existing schools to support enhanced and sustained implementation.
Number of Schools
500
400
300
200
100
12
61
87
1
81
3
54
9
25
82
42
49
120
10
119
220
16
34
387
36
39
205
57
43
118
18
45
69
31
78
59
29
173
93
22
374
81
51
172
71
73
231
51
69
327
79
74
268
2001 - 2002
2002 - 2003
2003 - 2004
2004 - 2005
2005 - 2006
2006 - 2007
2007 - 2008
2008 - 2009
2009 - 2010
2010 - 2011
2011 - 2012
2012 - 2013
2013 - 2014
2014 - 2015
2015 - 2016
2016 - 2017
2017 - 2018
2018 - 2019


TIER 1 SUPPLEMENTAL TRAININGS BY TYPE
9.3% Classroom
8.6% Database
2.2% Equity/ Disproportionality
7.5% Restorative Practices
72.4% Tier 1 School-Wide Booster

Contact Us

UNIVERSITY of SOUTH FLORIDA

Heather Peshak George, Ph.D.

Research Professor and Co-Director

hgeorge@usf.edu

@HeatherPGeorge

www.pbis.org

www.flpbis.org

www.apbs.org

Karen Elfner, M.A.

Research Associate

kchilds@usf.edu

@flpbis

https://www.facebook.com/FloridaPBIS

www.flpbis.org

CENTER ON PBIS Positive Behavioral Interventions & Supports

Florida PBIS

Georgia SSFI

Jason W. Byars

PBIS Program Manager

Georgia Department of Education

Process Outcomes

- Rethinking our Annual Evaluation Report
- Rethinking our Team Meetings
- Rethinking our Strategic Plan
- Our Process for SSFI Administration

Rethinking Our Annual Evaluation Report

Guidelines for the SSFI

1. Identify an internal or external facilitator who is fluent with systemic PBIS implementation process and blueprint elements and can guide assessment and action planning.

2. Form a team composed of behavior-related leadership personnel who are responsible for establishing and coordinating implementation of PBIS practices and systems.

3. Review existing data related to (a) student behavior (e.g., suspension/expulsions, screening outcomes, behavior incidents, discipline referrals, attendance, achievement scores, dropout rates, school climate, student/family surveys) and (b) implementation fidelity (e.g., Tiered Fidelity Inventory, School-wide Evaluation Tool, Benchmarks of Quality).

4. Conduct resource mapping (i.e., identification, alignment, integration, adaptation) of existing social-emotional-behavioral efforts, initiatives, and/or programs to maximize use and impact of existing resources.

5. Complete the SSFI, rating general implementation status with the rubric.

6. Prioritize implementation elements for action planning with respect to the importance of short and long-term student outcomes and need for systems level capacity development.

7. Review implementation elements to develop steps for a multi-year action plan (1 year, 2-4 years, and 5+ years).

8. Emphasize use and organization of existing resources (identified in step 3) for implementation of action plan.

9. Review progress, as a team, on action plan activities and outcomes at least monthly.

10. Conduct annual evaluation and updating of action plan fidelity of implementation and outcome progress.

es, Manuals & Forms
cial Education Rules
ementation Manual
ple Forms
ications
bility Categories
ligibility Categories
gets, Grants, Data Collection and orting
get & Grant Applications
Consolidated Application
Presentations, Recordings, uments
ual Reports
e Performance Plan (SPP), Annual ormance Reports (APR) and Annual rminations
tinuous Improvement
rgia's Continuous Improvement toring Process (GCIMP)
roportionality
egic Plan and Federal Indicators
te Schools/Residential Programs
ute Resolution
rview
Team Meeting Facilitation
ation

Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. More than 1,200 Georgia schools and 27,000 nationwide have been trained in PBIS. Implementation of PBIS is saving countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports).

The Georgia PBIS Strategic Plan

- *Georgia's Strategic Plan for PBIS: 2014-2024*

State PBIS Specialists

- Find my State PBIS Specialist

Important Links

- PBIS School Climate Specialists' Clipboard
- PBIS District Coordinators' Clipboard
- PBIS School Coaches' Clipboard
- PBIS Early Learning
- Georgia Project AWARE
- School Climate Specialists' Contact Information
- PBIS and the Student Code of Conduct
- US ED - School Climate and Discipline (new federal guidelines)
- Every Student Succeeds Act (ESSA)

Contact Information

Program Manager
Jason Byars
Phone: 404-657-9953
Email: jbyars@doe.k12.ga.us

Sharon Champion
Administrative Support
Phone: (404) 463-9238
FAX: (404) 651-6457
Email: sharon.champion@doe.k12.ga.us

Please contact the PBIS Team for more Information on PBIS Implementation
gapbis@doe.k12.ga.us

@gadoepbis

PBIS Annual Reports

- PBIS Annual Report 2017-2018

PBIS Endorsements

- Georgia College and State University
- Georgia Southern University
- Middle Georgia RESA
- Northwest Georgia RESA

Annual Evaluation Report

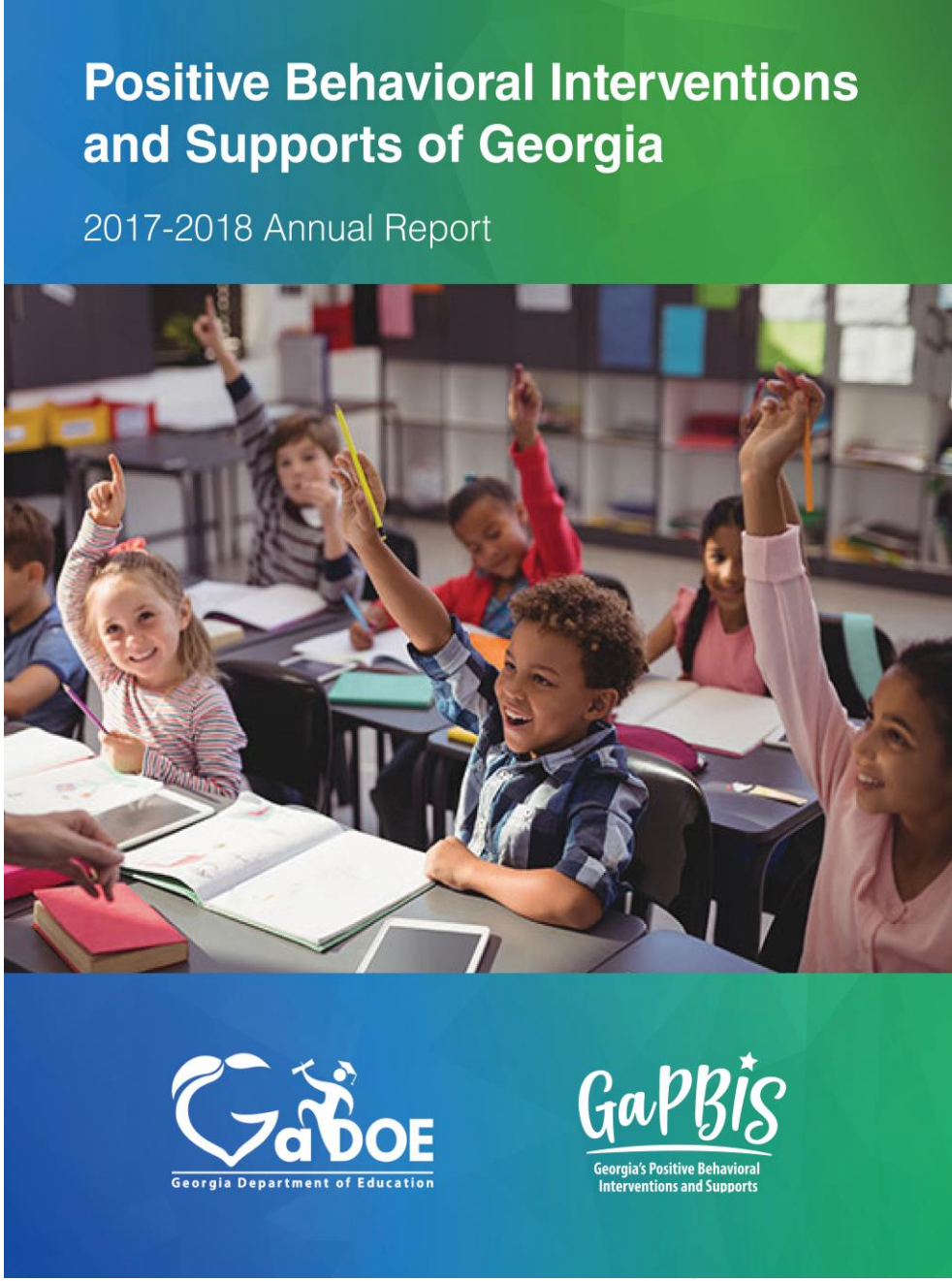
2016-17 Annual Report

- Contracted with an external evaluator
- Served as a ‘status report’ for PBIS implementation
- Lagging report – received in summer 2019

2017-18 Annual Report

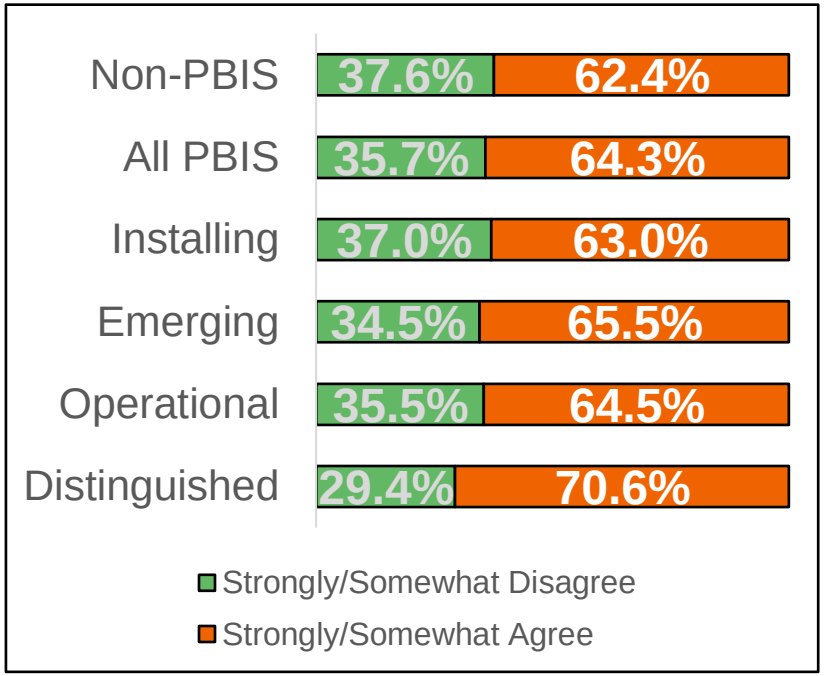
- Hired internal evaluator
- Focused on outcome data for PBIS schools
- Examine the academic outcomes for PBIS schools

How do we evaluate the effectiveness of our work?

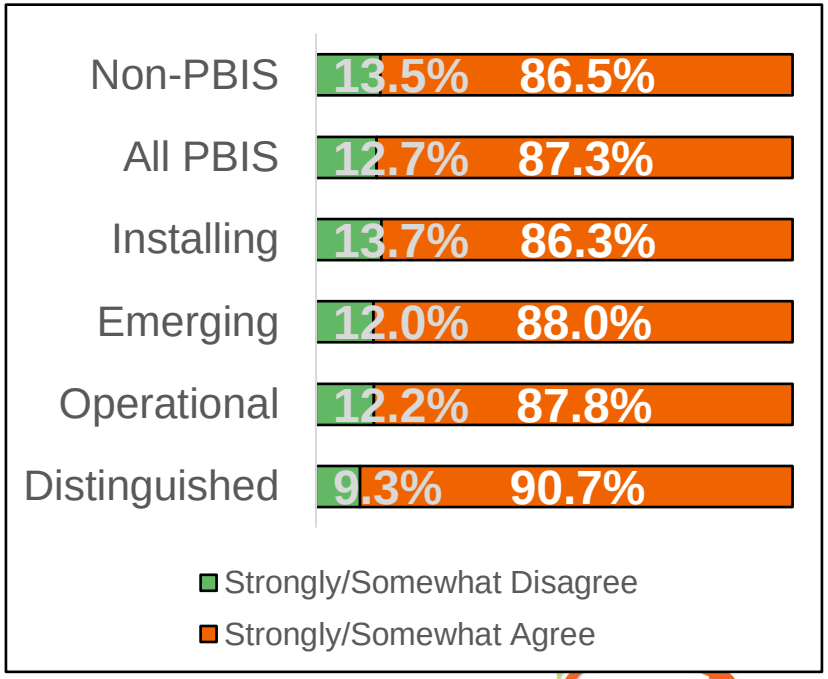


Georgia Student Health Survey:
Student Responses – Middle/High

Students are frequently recognized for good behavior.



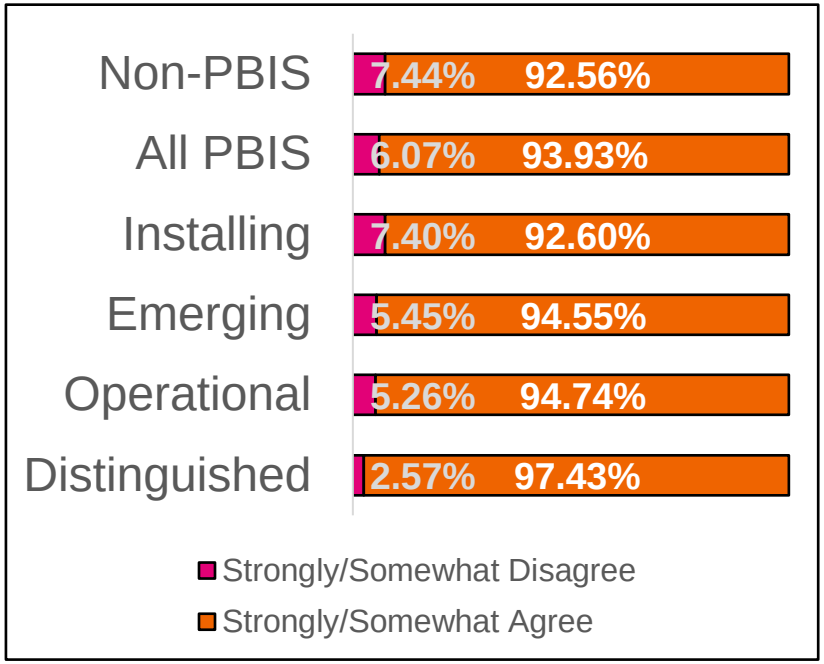
I know what to do if there is an emergency at my school.



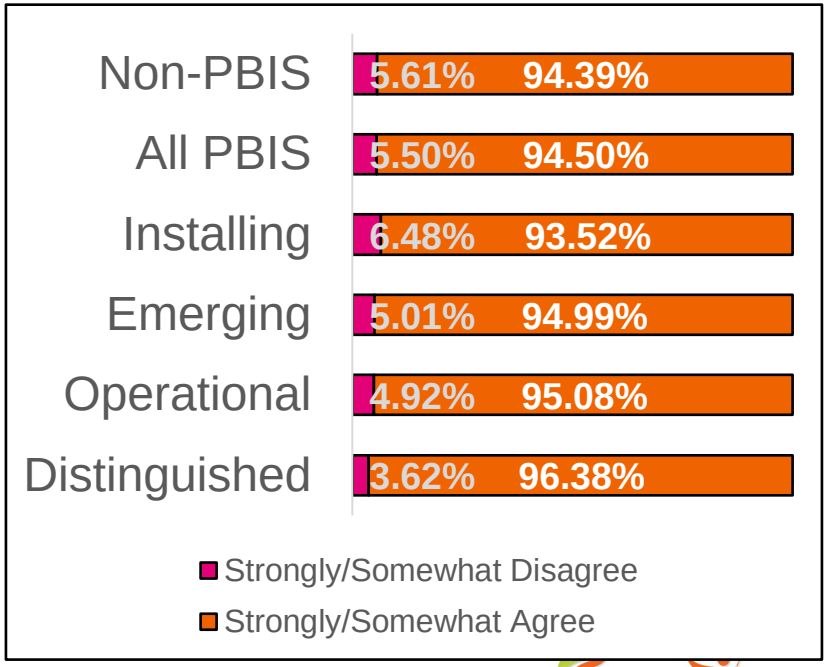
Student counts: Non-PBIS – 372,473, All PBIS – 297,524, I – 123,879, E – 96,431, O – 74,124, D – 3,090

Georgia Student Health Survey: *Personnel Responses*

Teachers at my school frequently recognize students for good behavior.



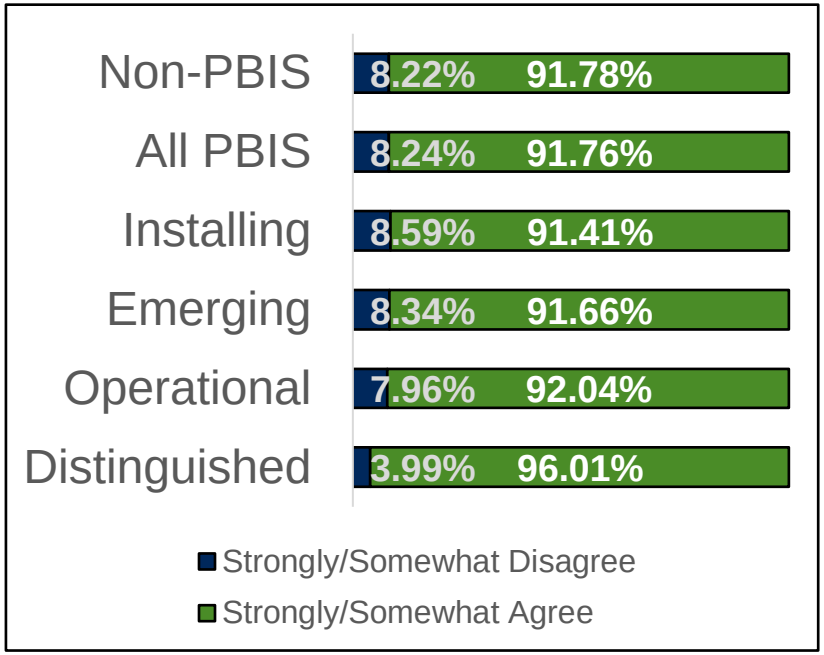
Teachers at my school have high standards for achievement.



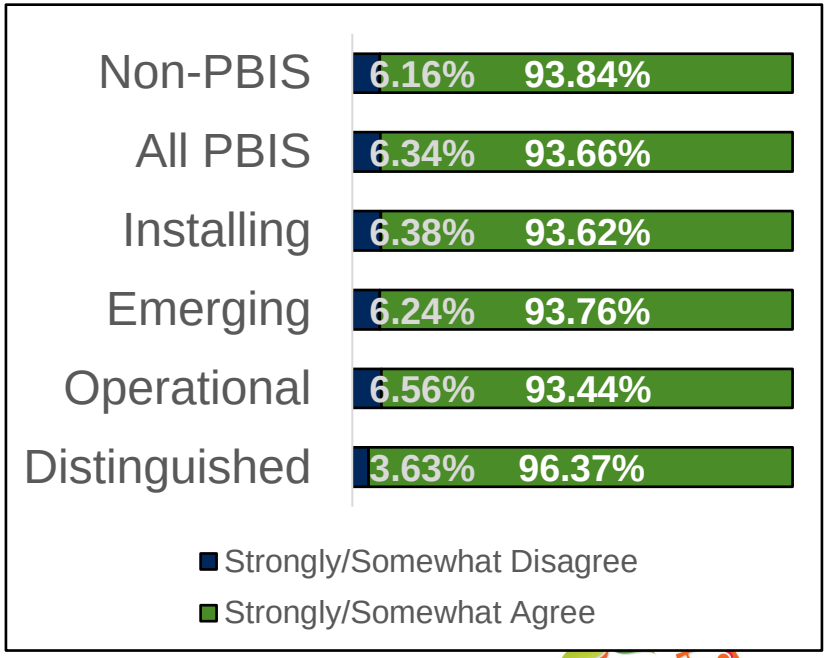
Personnel counts: Non-PBIS – 84,916, All PBIS – 79,204, I – 28,581, E – 26,533, O – 23,234, D – 856

Georgia Student Health Survey:
Parent Responses

My student feels safe at school.



My student feels safe going to and from school.



Parent counts: Non-PBIS – 93,772, All PBIS – 85,471, I – 28,687, E – 30,338, O – 25,042, D – 1,404

Rethinking Our Team Meetings

Guidelines for the SSFI

1. Identify an internal or external facilitator who is fluent with systemic PBIS implementation process and blueprint elements and can guide assessment and action planning.

2. Form a team composed of behavior-related leadership personnel who are responsible for establishing and coordinating implementation of PBIS practices and systems.

3. Review existing data related to (a) student behavior (e.g., suspension/expulsions, screening outcomes, behavior incidents, discipline referrals, attendance, achievement scores, dropout rates, school climate, student/family surveys) and (b) implementation fidelity (e.g., Tiered Fidelity Inventory, School-wide Evaluation Tool, Benchmarks of Quality).

4. Conduct resource mapping (i.e., identification, alignment, integration, adaptation) of existing social-emotional-behavioral efforts, initiatives, and/or programs to maximize use and impact of existing resources.

5. Complete the SSFI, rating general implementation status with the rubric.

6. Prioritize implementation elements for action planning with respect to the importance of short and long-term student outcomes and need for systems level capacity development.

7. Review implementation elements to develop steps for a multi-year action plan (1 year, 2-4 years, and 5+ years).

8. Emphasize use and organization of existing resources (identified in step 3) for implementation of action plan.

9. Review progress, as a team, on action plan activities and outcomes at least monthly.

10. Conduct annual evaluation and updating of action plan fidelity of implementation and outcome progress.

PBIS Team Notebook

Conferences
Performan...
SCTG GPR...
2018 Team...
2019 Team...
2020 Tea...
PBIS Work...
New Secti...

May 1, 2020
May 8, 2020
May 15, 2020
June 1, 2020
June 8,...
June 15,...
June 22,...
June 29,...
July 13, 2020
July 20, 2020
August 3, 2020
August 10, 20...
August 17, 20...
August 24, 2...
August 31, 20...
September 14...
September 21...
September 2...
October 5, 2...
October 14, 2...
October 26, 2...
November 9,...
November 23,...
December 7,...

Add sect... Add page

September 28, 2020

Wednesday, October 9, 2019 10:07 AM

MISSION	**To Improve Safety and Climate in Georgia Schools and Communities Through a Multi-Tiered Positive Behavioral Interventions and Supports (PBIS) Framework.**					
GOAL 1	**LEADERSHIP CAPACITY - EXPAND STATE/LOCAL INFRASTRUCTURE TO LEAD AND SUPPORT TIERED PBIS IMPLEMENTATION**	**Goal 1: Leadership Capacity - expand the infrastructure to lead and support tiered PBIS implementation** **Obj. 1.1:** Develop Organizational chart that reflects Leadership and Implementation functions. •**Activities:** Expand membership, Id family and community leaders, define role and function, use implementation science to establish common way of work, link to current ESSA and State strategic plan and shape new policy to support effort including revising code of conduct.	**Obj. 1.2:** Increase capacity across all levels of implementation (state, region, district, school communities, families and youth). •**Activities:** Identify key stakeholders at each level of implementation, determine needs of staff, match training and coaching effort to needs.	**Obj. 1.3:** Increase capacity within GaDOE divisions. •**Activities:** Identify key partners with DOE, strategize connections, contribute and support other initiatives.	**Obj. 1.4:** Increase capacity across all child serving agencies. •**Activities:** Identify leaders, engage in common efforts, use MTSS core components to guide work.	
GOAL 2	**INCREASE PBIS IMPLEMENTATION FIDELITY AND SUSTAINABILITY THROUGH ONGOING PROFESSIONAL LEARNING AND PERSONNEL READINESS**	**Goal 2: Workforce Capacity and Wellness** **Obj. 2.1:** (WHAT): Develop Scope and Sequence and content based on need Id focus areas (classroom and Advance Tiers). •**Activities:** establish content modules, anchor to TFI, develop and disseminate master calendar.	**Obj. 2.2:** (HOW): Develop approach to deliver content across levels of implementers (state, district, school). •**Activities:** Establish Readiness criteria, develop detailed training plan for school based teams, agree on pacing, establish PD Standards, sort districts and schools by need (equity track, MH track, etc).	**Obj. 2.3:** Diversify trainer cadre. •**Activities:** recruit trainers from child serving agencies to build depth of content and promote common approach to PD. **Obj. 2.4:** Increase collaboration with colleges and university related to teacher/leader prep and continuing education. •**Activities:** Review and update teacher and admin certification requirements -note: this will impact IHE to update coursework.	**Obj.2.5:** Monitor data to inform workforce wellness. •**Activities:** Monitor teacher and staff retention, HR complaints, id and teach self-care techniques, develop awareness campaigns to connect to employee assistance.	
GOAL 3	**EXPAND THE CAPACITY OF DISTRICT PERSONNEL AND SCHOOL CLIMATE SPECIALISTS TO PROVIDE COACHING AND SUPPORTS TO PBIS DISTRICTS/SCHOOLS.**	**Goal 3: Coaching Capacity** **Obj. 3.1:** Develop Coaching and TA model with partners from child serving agencies •resource map current ways schools get coaching support, use data to determine effectiveness, ensure districts and teachers receive equitable supports,	**Obj. 3.2:** Develop coaching scope and sequence and content •**Activities:** Explore other state coaching models to build scope and sequence and data collection procedures	**Obj. 3.3:** Develop executive coaching capacity by training and supporting District Coordinators and Administrators •**Activities: TBD**		
Team Meeting Norms	Preparing for the Meeting • Review and be accountable for agreements and tasks from previous meeting minutes. • Develop and review agenda on PBIS Team Notebook • Sign In (from Nicholas) with...What do you hope to learn or accomplish today?	Opening the meeting • Set and review meeting rules and routines (Email before/after team meeting, procedure for voting when necessary, give each person time to speak, all team members participate(surveys, polls, feedback)) • Review and assign roles (Recorder/Action Plan, Timekeeper, Communicators, Meeting Norms Monitor, Data Champion) – Rotate jobs • Review team/subgroup meeting purpose • Quick morning check-in with critical announcements • Bonding activity/Jason's questions/Jar activity/Celebrations	Conducting Business • Follow Agenda Items • Stay within Timelines	Concluding the Meeting • Review Meeting Purpose • Review/summarize agreements and tasks • Add new agenda items for next meeting • Allow subgroups to report out to whole team	Follow up • Review meeting minutes when needed or if absent from meeting • Complete agreements and tasks • Update subgroups as needed • Complete meeting evaluation (from Nicholas)	
	Meeting Sign-In	Link: Microsoft Forms				
Today's Team Roles	**Meeting Facilitator** - Conducts the meeting. Today:	**Recorders** - Recorders are needed across all agenda items during work group time and the general meeting (SEE BELOW).	**Communicators** - Communicators are responsible for sharing pertinent information with missing team members. Team Leaders will serve as the communicator for each work group. Today:	**Meeting Norms Monitor** - Keeps the meeting productive. Team Leaders will serve as the Meeting Norms Monitor for each work group. Today:	**Data Champion** - Responsible for gathering requested data and reporting to the team for analysis, synthesis, evaluation, and goal setting. Today:	**Timekeeper** - A timekeep for the general meeting an work group (SEE BELOW).

Team Meetings

- Use One Note
- Meet Weekly
- Assign Roles to Team Members
- Align Our Action Items to Our Action Plan

Rethinking Our Strategic Plan

Guidelines for the SSFI

1. Identify an internal or external facilitator who is fluent with systemic PBIS implementation process and blueprint elements and can guide assessment and action planning.

2. Form a team composed of behavior-related leadership personnel who are responsible for establishing and coordinating implementation of PBIS practices and systems.

3. Review existing data related to (a) student behavior (e.g., suspension/expulsions, screening outcomes, behavior incidents, discipline referrals, attendance, achievement scores, dropout rates, school climate, student/family surveys) and (b) implementation fidelity (e.g., Tiered Fidelity Inventory, School-wide Evaluation Tool, Benchmarks of Quality).

4. Conduct resource mapping (i.e., identification, alignment, integration, adaptation) of existing social-emotional-behavioral efforts, initiatives, and/or programs to maximize use and impact of existing resources.

5. Complete the SSFI, rating general implementation status with the rubric.

6. Prioritize implementation elements for action planning with respect to the importance of short and long-term student outcomes and need for systems level capacity development.

7. Review implementation elements to develop steps for a multi-year action plan (1 year, 2-4 years, and 5+ years).

8. Emphasize use and organization of existing resources (identified in step 3) for implementation of action plan.

9. Review progress, as a team, on action plan activities and outcomes at least monthly.

10. Conduct annual evaluation and updating of action plan fidelity of implementation and outcome progress.

es, Manuals & Forms
cial Education Rules
ementation Manual
ple Forms
ications
bility Categories
ligibility Categories
gets, Grants, Data Collection and orting
get & Grant Applications
Consolidated Application
Presentations, Recordings, uments
ual Reports
e Performance Plan (SPP), Annual ormance Reports (APR) and Annual rminations
tinuous Improvement
rgia's Continuous Improvement toring Process (GCIMP)
roportionality
egic Plan and Federal Indicators
te Schools/Residential Programs
ute Resolution
rview
Team Meeting Facilitation
ation

Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. More than 1,200 Georgia schools and 27,000 nationwide have been trained in PBIS. Implementation of PBIS is saving countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports).

The Georgia PBIS Strategic Plan

- *Georgia's Strategic Plan for PBIS: 2014-2024*

State PBIS Specialists

- Find my State PBIS Specialist

Important Links

- PBIS School Climate Specialists' Clipboard
- PBIS District Coordinators' Clipboard
- PBIS School Coaches' Clipboard
- PBIS Early Learning
- Georgia Project AWARE
- School Climate Specialists' Contact Information
- PBIS and the Student Code of Conduct
- US ED - School Climate and Discipline (new federal guidelines)
- Every Student Succeeds Act (ESSA)

Contact Information

Program Manager
Jason Byars
Phone: 404-657-9953
Email: jbyars@doe.k12.ga.us

Sharon Champion
Administrative Support
Phone: (404) 463-9238
FAX: (404) 651-6457
Email: sharon.champion@doe.k12.ga.us

Please contact the PBIS Team for more Information on PBIS Implementation
gapbis@doe.k12.ga.us

@gadoepbis

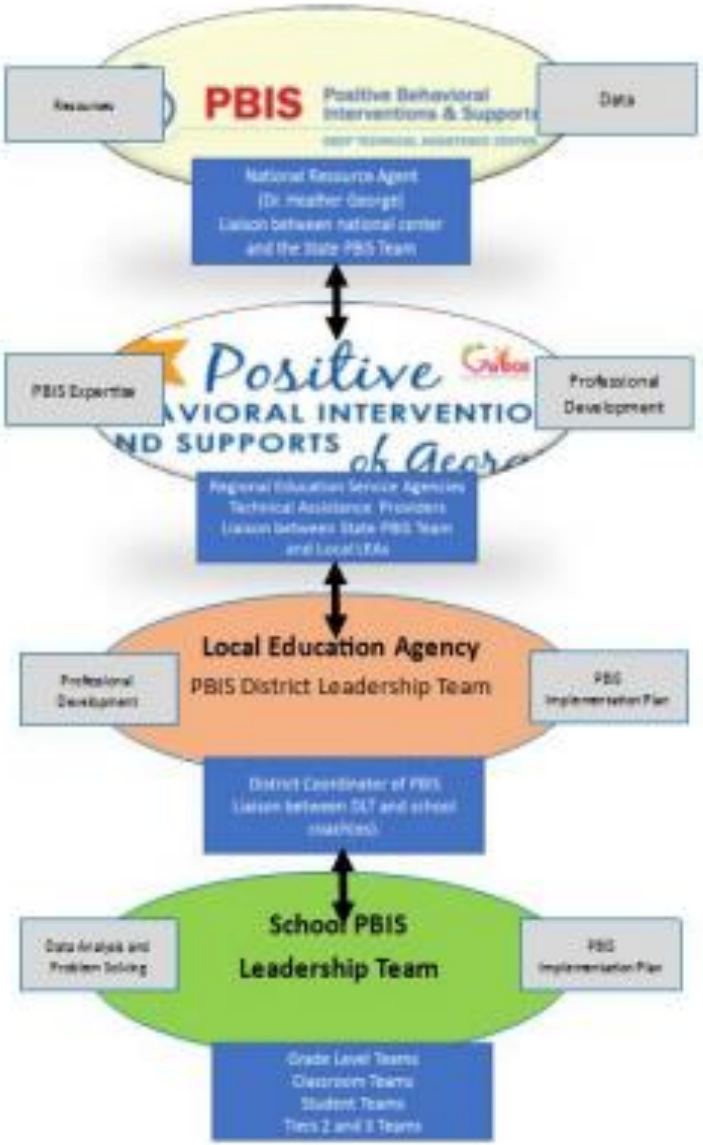
PBIS Annual Reports

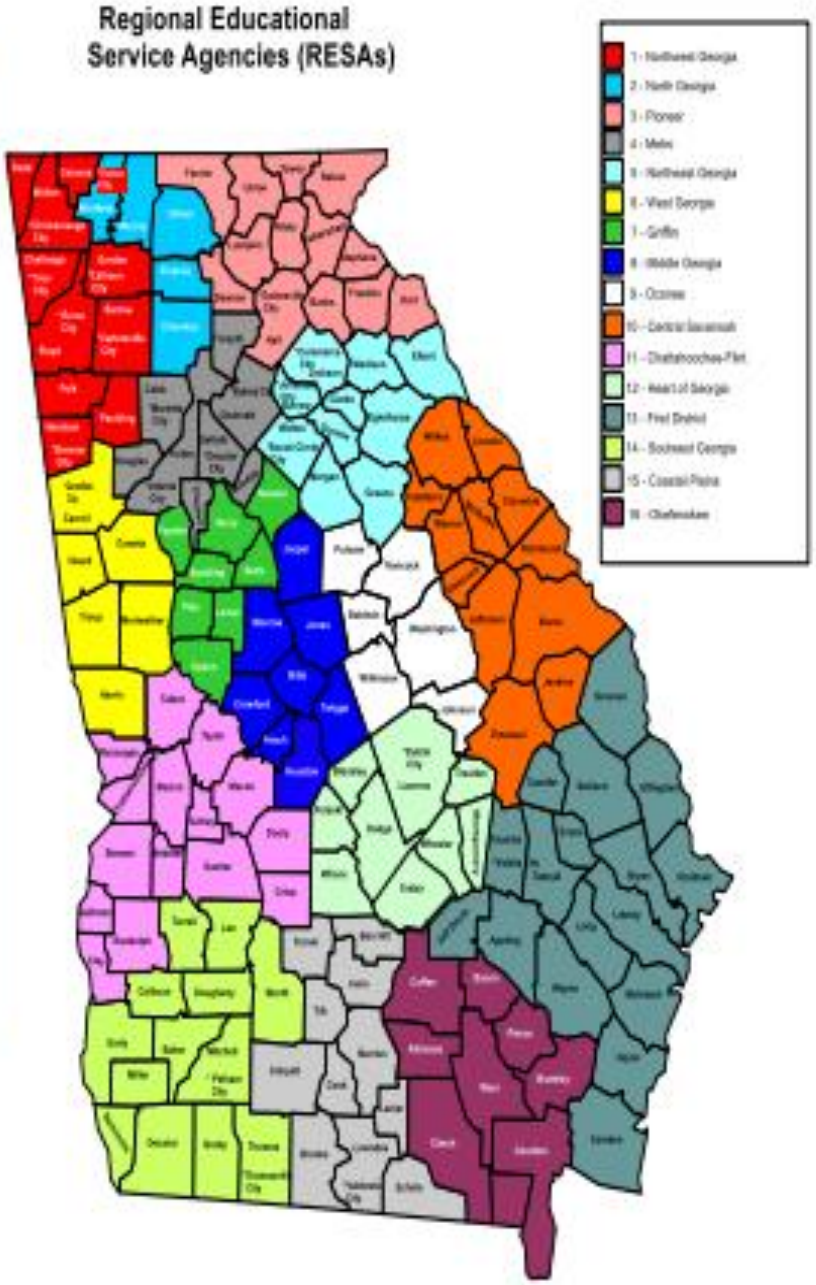
- PBIS Annual Report 2017-2018

PBIS Endorsements

- Georgia College and State University
- Georgia Southern University
- Middle Georgia RESA
- Northwest Georgia RESA

National-State-Regional-Local Organization of PBIS Implementation and Support





RESA Quarterly Report

JULY 2020 - SEPTEMBER 2020																	
Identify Need >		**Select Intervention >**	**Plan Implementation >**	**Implement Plan >**											**Examine Progress**		
Regional Priorities	*Informed by*	*Initiatives*	*Narrative*	*Artifacts*	*Date*	*LEA*	***# of LEAs***	*School(s)*	***Tier(s)***	***# of Schools***	***Grades***	***# of Teachers & Coaches***	***# of Students***	***# of Admins***	*Measurable Outcomes*		
from Scope of Work		*Activities, deliverables, etc.*	*3 sentence description*	*Evidence*		*Target Audience*						*Attendees*			*Starting Data*	*Target*	*Ending Data*
						Impact	**0**			**0**		**0**	**0**	**0**	**0**		
							Total # of LEAs			***Total # of Schools***		***Total # of Teachers & Coaches***	***Total # of Students***	***Total # of Admins***	***Total # of Staff Impacted***		
PBIS Implementation	State Priority	Technical assistance for District Coordinators; resources and support for PBIS implementation ; SWIS training for school PBIS teams	Provided technical assistance for District Coordinators, implementation resources, and SWIS training for data entry and data analysis;	Meeting agendas, emails, resources, PBIS website	07/08/20	Coweta	1	District	1	31	K-12			1	1		
					07/22/20	Coweta	1	District	1	31	K-12			1	1		
					08/06/20	Troup	1	Callaway HS	1	1	9-12	1			1		
					08/18/20	Carroll	1	District	1	23	K-12			1	1		
					08/18/20	Troup	1	District	1	18	K-12			1	1		
					08/19/20	Meriwether	1	District	1	6	K-12			1	1		
					08/28/20	Coweta	1	District	1	31	K-12			2	2		
					09/01/20	Troup	1	District	1	10	K-12	10		1	11		
					09/03/20	Carroll Coweta Meriwether Troup	4	District	1	78	K-12						
					09/16/20	Coweta GNETS	2	District	1	33	K-12	2		1	3		
Implementation Fidelity	State Priority	District Coaches' Meetings	Participated in district coaches meetings to discuss available technical support for staff and school PBIS team meetings to provide technical assistance	Meeting artifacts	09/08/20	Troup	1	HOPE Academy	1	1	6-12	8		2	10		
					09/08/20	Coweta	1	District	1	31	K-12	30		2	32		
					09/21/20	Troup	1	District	1	19	K-12	12		2	14		

SSFI Process

Guidelines for the SSFI

1. Identify an internal or external facilitator who is fluent with systemic PBIS implementation process and blueprint elements and can guide assessment and action planning.

2. Form a team composed of behavior-related leadership personnel who are responsible for establishing and coordinating implementation of PBIS practices and systems.

3. Review existing data related to (a) student behavior (e.g., suspension/expulsions, screening outcomes, behavior incidents, discipline referrals, attendance, achievement scores, dropout rates, school climate, student/family surveys) and (b) implementation fidelity (e.g., Tiered Fidelity Inventory, School-wide Evaluation Tool, Benchmarks of Quality).

4. Conduct resource mapping (i.e., identification, alignment, integration, adaptation) of existing social-emotional-behavioral efforts, initiatives, and/or programs to maximize use and impact of existing resources.

5. Complete the SSFI, rating general implementation status with the rubric.

6. Prioritize implementation elements for action planning with respect to the importance of short and long-term student outcomes and need for systems level capacity development.

7. Review implementation elements to develop steps for a multi-year action plan (1 year, 2-4 years, and 5+ years).

8. Emphasize use and organization of existing resources (identified in step 3) for implementation of action plan.

9. Review progress, as a team, on action plan activities and outcomes at least monthly.

10. Conduct annual evaluation and updating of action plan fidelity of implementation and outcome progress.

SSFI Process

- Followed same process as we coach for the TFI
  - Vote on each item
  - Discuss items without consensus

- Engage our PBIS TA Specialist on items we cannot gain consensus or questions about implementation
  - 4.3 Leadership Team regularly reviews and refines policies to enhance their effects on fidelity of implementation and social-emotional-behavioral and academic outcomes for all student groups.

  - 5.3 Annual performance evaluations of administrators, teachers, and related instructional/support personnel assess knowledge and skills related to PBIS implementation.

Questions or Comments

Jason W. Byars
PBIS Program Manager
Georgia Department of Education
jbyars@doe.k12.ga.us
404-576-1331

www.gadoe.org

@georgiadeptofed

youtube.com/georgiadeptofed

GaDOE
Georgia Department of Education