3B – Constructing the Continuum: Scaling District-wide Supports Across All Three Tiers

Presenters:
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- **Topic**: District/State PBIS
- **Keywords**: Sustainability, Implementation, Systems Alignment, Tier 1, Tier 2, Tier 3
Learning Objectives

- Develop and awareness of key features to build a district plan for all three tiers
- Be able to share benefits of developing a professional development plan and network to support buildings to implement across all three tiers
- Explore tools, data, and resources a team can use when building a district-wide plan
Considerations for Constructing the Continuum

Supporting the Work of All Tiers Across the District
A Continuum of Support for All Students

Tier 1 / Universal
• All Students
• Preventive, Proactive

Tier 2 / Targeted
• Some Students (At-Risk)
• High Efficiency
• Rapid Response

Tier 3 / Intensive
• Individual Students (High-Risk)
• Assessment-based
• High Intensity

Main Goal
Build District Capacity for:
• Professional Development
• Technical Assistance
District-wide PBIS/MTSS

Data From ALL Schools

Supporting Staff Behavior

Align Resources & Rethink “Expertise”

District Tier 1, 2, & 3

Supporting Tier 1, 2, & 3

Supporting Decision Making

Systems

Equity

Outcomes

Data

Practices

Social Competence & Academic Achievement

National PBIS Leadership Forum
Logic of District-wide Implementation
Training is an event. Coaching makes the connections.

George, H. (2019)
DSFI: Across All Three Tiers

Training
6.1 Professional Development Plan
6.3 Professional Development Alignment
6.6 Internal Professional Development

Coaching/Technical Assistance
7.1 Technical Assistance
7.2 Coaching
7.3 Implementation Process
7.4 Plan for Differentiated Coaching Support
7.6 Coaching Functions
District and School Coaching Systems

District trainers and coaches (i.e., TA providers) provide:

- Training content delivery
- Technical assistance
- Guidance
- Modeling
- Expert advice to teams/staff
Tool: Trainer/Coach Self-Assessment

bit.ly/pbistrainercoachassessment
Exemplar Districts and Leaders
Center School District

Renee Black
District PBIS Coach/Mentor
Millard Public Schools

Dr. Carrie Novotny-Buss
Coordinator, Elementary Special Education
MTSS (Academic/Behavior) Lead Administrator

Dr. Terry Houlton
Director of Special Education

National PBIS Leadership Forum
A Little Bit About Us

Center School District

- Located in Kansas City, MO
- 2,700 students
- 450 staff
- 8 buildings (1 EC, 4 elem, 1 middle, 1 high, 1 non-traditional)
- 70% African American
- 87.5% qualify for free and reduced

Millard Public Schools

- Located in Omaha, Nebraska (Population 480,000)
- Home of the College World Series & The Reuben Sandwich
- 24,000 students
- 1,700 Teachers/85 Administrators
- 35 buildings (25 elem, 6 middle, 3 traditional high schools, 1 non-traditional high school)
- High Achieving District with shifting demographics
- MIT to RtI & to MTSS
What are key features when building a district plan that addresses all three tiers?
Center Key Points

- Aligns with District Strategic Plan
- Who’s on the team
- Meeting frequently

**Strategic Plan Goals By 2025-2026:**

- **Goal 1:** Market Value Assets
  - 100% of seniors

- **Goal 2:** Eliminate systemic biases
  - 5-year Equity Plan

- **Goal 3:** High-quality learning
  - 80% performance
  - 20% growth

- **Goal 4:** Alternative behavior practices
  - 100% of staff

- **Goal 5:** Diverse, exceptional staff
  - 86-89% retention

- **Goal 6:** Maintain financial health
  - 18-22% reserves

**CSD Vision Statement**

“Ensure each student thrives in a future-focused learning environment as they build their skills becoming responsible citizens.”
Multi-Tiered System of Support

“A school’s most effective learning strategy is to have highly trained teachers work with the students most at risk.” Austin Buffman

6 Actions that Ensure we are focused on the RIGHT Work
1. Educators work collaboratively
2. Members work interdependently to achieve a common goal
3. Guaranteed and viable curriculum
4. Common formative assessment
5. System of intervention
6. Improve its members’ individual and collective practices

The 4 Questions that Guide the Work
1. What do we want student to learn? (curriculum)
2. How will we know they learned it? (assessment)
3. What will we do for students that get it? (enrichment)
4. What do we do for student that don’t get it? (intervention)

Tier 1 – Teams/Structures that leads to access being guaranteed to all students
- PBIS Tier 1 Team
  Purpose - To plan for the tier 1 universal social-emotional behavior supports guaranteed to all students. The building C-SIP and PLC mission, vision, and building goals are the major drivers of the work of this team.
  Academic Tier 1 Teams
  Purpose - To plan for the content implementation of the district and building-wide core academic curriculum. The district curriculum, resources, PLC mission, vision, and building goals are the major drivers of the work of this team.
  Attendance Team
  Purpose - To organize the school’s strategy to foster improved attendance for all students.

Tier 2 – Teams/Structures that leads to some getting extra support (driven by data)
- Data Consult Team
  Purpose - To use data gathered from academic and social-emotional behavior universal screeners to determine if tier 2 evidence-based intervention support is needed using district developed data decision rules. Data from tier 2 evidence-based interventions are the major drivers of the work of this team.

Tier 3 – Teams/Structures that leads to a few getting intensive support (driven by data)
- Problem Solving Team
  Purpose - To use data gathered from tier 2 evidence-based interventions to determine if a tier 3 individual academic or social-emotional behavior plan is needed using district developed data decision rules. Data from tier 2 evidence-based interventions are the major drivers of the work of this team.

Work of the Teams: Elementary and Secondary

Tier 3 Problem Solving Team – Develop individualized academic and/or behavior plans inclusive of both interventions and accommodations that seek to meet the intensive needs of students. This is done after tier 1-2 interventions have been unsuccessful

Tier 2 Data Consult Team – Using data from academic and behavior universal screeners and/or teacher referrals and other associated data, provide students with a targeted intervention designed to address a specific missing skill. The intervention should be easy to implement yet offer high-yield growth.

Tier 1 Academic Teams – This team plans for curriculum and instruction guaranteed to all students. This includes essential standards, unit planning, CFAs, and all other necessary components associated with tier 1 core instruction.

Tier 1 PBIS Team – This team plans for all tier one behavior expectations for all students including: school-wide expectations, reinforcement system, lesson plan/teaching schedule, major/minors, and all other components necessary tied to tier one behavior expectations.

Tier 1 Attendance Team – Build connection with families
  Examine causes of chronic absenteeism
  Partner with families to meet attendance needs by developing plan
  Analyzing/monitor attendance data
  Looking for and identifying ways to respond to big picture attendance trend
  Connecting families with community-based resources as well as other school-based resources
  Participate in professional development focused specifically on supporting students/families with attendance challenges
Components of MTSS
<table>
<thead>
<tr>
<th>Family and Student Engagement</th>
<th>Social and Emotional Learning Relationships</th>
<th>Behavioral and Mental Health</th>
<th>Data Monitoring</th>
<th>Physical Health</th>
<th>Academic Support</th>
<th>Basic Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home visits</td>
<td>1. Intensive, individual counseling (e.g., Cornerstones of Care)</td>
<td>1. Individual plans based on identified needs</td>
<td>Individual plans based on identified needs (e.g., 504 plan)</td>
<td>Individualized plan based on academic needs</td>
<td>Impact Center referral through social worker</td>
<td></td>
</tr>
<tr>
<td>Virtual/traditional family meeting to discuss successes and barriers</td>
<td>1. Intentional connections with students through social informal methods (e.g., lunch bunch)</td>
<td>2. Individual and small group counseling</td>
<td>2. Check In Check Out (CICO)</td>
<td>2. Small group Intervention groups</td>
<td>Assist families with securing medical/dental insurance as well as identifying a specific family health practitioner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Community building to create a sense of belonging and connection</td>
<td>2. Virtual/traditional district and school-based community interactions (e.g., Chat and Chew, Town Hall meetings)</td>
<td>3. Written publications delivered in a variety of ways</td>
<td>1. Targeted intervention support in reading and math</td>
<td>2. Tech line support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Social Emotional Curriculum (SEL) PreK-12 taught during the instructional day</td>
<td>PBIS Tier 1 (8 effective practices)</td>
<td>Immunization clinic at the beginning of the year</td>
<td>1. Access to tier 1 viable curriculum to ALL</td>
<td>2. Tech video access on the district website</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trauma Smart</td>
<td>SWIS/Solution Plans Attendance SAEBRS Grades NWEA Satchel Pulse</td>
<td></td>
<td>1. Connection with district food program</td>
<td>2. Giving the Basics support through school social worker</td>
<td></td>
</tr>
</tbody>
</table>

| Physically healthy learning environment | Welcoming, socially-emotionally safe, trauma-informed school climate | A culture of continuous improvement | Routines, rituals and celebrations | A schedule of classes and where/how they are held | Clear, concise, and consistent communication about schedule and expectations. |
| Access to technology equipment and connectivity | Access to tiered learning support | Enrichment activities and clubs | Active engagement of parents and students in planning and problem solving | A leadership team that monitors data including academic achievement, social-emotional behavior and attendance | PreK-12 opportunities for real world learning |

| Support for all families to facilitate learning at home |

*Adapted from format created by Nancy Erbstein, Associate Professor of Education in Residence, with the UCDavis Center for Regional Change and Sacramento City USD.*
### Millard Public Schools Strategic Plan Implementation

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2018</strong></td>
<td>College &amp; Career Readiness Standards</td>
<td><strong>2009</strong></td>
<td>21st Century Skills</td>
<td><strong>2004</strong></td>
<td>AP Culture &amp; High Stakes Graduation</td>
</tr>
<tr>
<td>Strategic Partnerships &amp; Communication</td>
<td><strong>2014</strong></td>
<td>Response to Instruction &amp; Intervention (RTI+I)</td>
<td><strong>1996</strong></td>
<td><strong>Curriculum Management Audit</strong></td>
<td></td>
</tr>
<tr>
<td>Virtual Learning</td>
<td>Digital Learning</td>
<td>40 Developmental Assets</td>
<td><strong>1998</strong></td>
<td>Millard Instructional Model</td>
<td></td>
</tr>
<tr>
<td>Mental Health and Behavioral Supports</td>
<td>Common Formative Assessment System</td>
<td>Student, Family, &amp; Staff Engagement</td>
<td><strong>2005</strong></td>
<td><strong>1999</strong></td>
<td>High Stakes Assessment System Intechnology</td>
</tr>
<tr>
<td>Career &amp; Technical Education</td>
<td>ACT Culture</td>
<td>Pre-teaching &amp; Individualized Learning Plans</td>
<td><strong>1997</strong></td>
<td>Differentiated Instruction</td>
<td></td>
</tr>
<tr>
<td>Alternative Education Opportunities</td>
<td>Behavioral Skills Programs (BIST &amp; PBIS)</td>
<td>Learning Communities (PLC)</td>
<td><strong>2007</strong></td>
<td>Data Analysis</td>
<td></td>
</tr>
<tr>
<td><strong>2021</strong></td>
<td>Personalized Learning</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Update on Strategy 3.2

**Strategy 3:** In cooperation with family and community we will address the behavioral and mental health needs of our students by implementing systematic practices that promote good character, positive social behavior, and responsible citizenship.

**Action Plan 3.2:** Enhance alternative educational opportunities and support structures for students at risk of not being successful at school.

### Millard Public Schools Draft Strategic Plan August 2022

**Parameters**
- We will always operate safe, caring, and supportive environments to ensure safety and learning.
- We will not tolerate any behavior that diminishes the value of any student, staff member, or community member.
- Nothing will take precedence over the early childhood through young adult education program.
- No new program, course, and/or significant operational practice will be added unless:
  - It meets a clearly demonstrated, mission-related need;
  - It survives a cost-benefit analysis;
  - Its impact on other programs/services is addressed;
  - Adequate staffing, professional learning, funding, and facilities are provided;
  - It contains an evaluation procedure.
- No existing program, course, and/or significant operational practice will be maintained unless:
  - It meets a clearly demonstrated, mission-related need;
  - It survives a cost-benefit analysis and periodic evaluation.
- We will always communicate effectively, both internally and externally, in order to implement our Strategic Plan, operate our schools, and maintain high levels of student, staff, family, and community support.
- We will attract, develop, and retain the highest quality staff dedicated to achieving our mission and objectives.
- We will always expect students to set and achieve challenging educational and career goals tailored to their abilities, interests, and aspirations.
- **We will have systemic practices to address the behavioral and mental health needs of our students that promote good character, positive social behavior, and responsible citizenship.**
The importance of smaller steps

You don't have to see the whole staircase, just take the first step.
How do you build a professional development plan and support network that spans the three tiers to and schools in your districts?
Center Key Points

- Coaching & Collaboration
- Tier 1 Focus Post-Pandemic
- Walk-Through Data
- Serviceable Base Rate
Brainstorming

MTSS-B Calendar 2022-23

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 29th</td>
<td>Trauma Smart Leadership Orientation</td>
<td>AMI Leadership PUA TIC team</td>
</tr>
<tr>
<td>August 15th</td>
<td>Tier 1 Training</td>
<td>Leads</td>
</tr>
<tr>
<td>August 18th</td>
<td>Why Become Trauma Smart</td>
<td>Secondary - 1-3pm</td>
</tr>
<tr>
<td>September 12th</td>
<td>Tier 1 Lead Meeting</td>
<td></td>
</tr>
<tr>
<td>September 23rd</td>
<td>TS Developing a Common Language</td>
<td>Secondary - 1-3pm</td>
</tr>
<tr>
<td>September 29th</td>
<td>District PBIS PD</td>
<td>MTSS-B/Implementation Fatigue</td>
</tr>
<tr>
<td>October 17th</td>
<td>TS Caregiver Affect Management</td>
<td>Secondary - 1-3pm</td>
</tr>
<tr>
<td>October 26th-28th</td>
<td>PBIS Leadership Forum</td>
<td>Michigan Chicago Registration Opera 10th; <a href="https://www.pbisforum.org/registration">https://www.pbisforum.org/registration</a></td>
</tr>
<tr>
<td>November 2 &amp; 3</td>
<td>CW-Fit Training</td>
<td>4-6:30</td>
</tr>
<tr>
<td>November 14th</td>
<td>Tier 1 Lead Meeting</td>
<td></td>
</tr>
<tr>
<td>November 28th</td>
<td>TS Attendance</td>
<td>Secondary - 1-3pm</td>
</tr>
<tr>
<td>December 2nd</td>
<td>Quarter 2 Data Due</td>
<td>Solution Planning</td>
</tr>
<tr>
<td>December 8th</td>
<td>District PBIS PD</td>
<td>Tier 1 - ODR Definitions; Tier 2;</td>
</tr>
<tr>
<td>December 10th</td>
<td>Building Choice</td>
<td>TS Routines &amp; Rituals/Consistent Response</td>
</tr>
</tbody>
</table>

SCHOOL CENTER DISTRICT
Serviceable Base Rate

- How many students should your Tier 2/3 supports be serving?
- 20% of your population
  - 15% Tier 2
  - 5% Tier 3
- What systems do you have in place to identify these students and progress monitoring once placed in an intervention?
KEY - Focus on Tier 1 System/Processes

- Teacher-PLC-Building

School Staff

- Professional Learning, Coaching, and Support
- System Support- MPS Behavior ToolKit
- Tier 1
  - MTSS Processes
  - 8 Effective Classroom Practices
  - ClassroomWISE
- Tier 2/3
  - Intervention Hours: Strategies That Work

Behavior Coaches

- Counselor/Psychologists/Social Workers/Administrators/Building Leaders
  - Tier 1-3 Systems Development Coaches
  - Staff Support/Feedback
  - Student Intervention
What are some resources, tools, and data that are helpful when you are building a district wide plan?
Center Key Resources

- DSFI/TFI/SAS
- SAEBRS
- SWIS
- Aligning Initiatives
Data Triangulation
Universal Screener
Tier 1 Observation Tool

### Teacher Feedback Tool

**Instructions Section 1 & 2:** Make a tally mark in the corresponding box for each type of behaviour observed during 10 minutes of teacher instruction.

#### Section 1: Teacher Feedback

**Do not count feedback for academic content.**

<table>
<thead>
<tr>
<th>Positive Feedback - Teacher Attention to Correct Behaviours</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-correction (a)</td>
<td>Non-Specific Positive Feedback (b)</td>
<td>Specific Positive Feedback (c)</td>
</tr>
</tbody>
</table>

**Corrective Feedback - Teacher Attention to Behaviour Errors**

<table>
<thead>
<tr>
<th>No Feedback (d)</th>
<th>Non-Specific Corrective Feedback (e)</th>
<th>Specific Corrective Feedback (f)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Empirical evidence suggests anywhere from 4 to 7 specific feedback statements, delivered to individual students or the whole group, in a 10-min period lead to desired student outcomes.**

- No Feedback (d)
- Non-Specific Corrective Feedback (e)
- Specific Corrective Feedback (f)

**Student Disruptions**

<table>
<thead>
<tr>
<th>(d) + (e) + (f) =</th>
</tr>
</thead>
</table>

**Total Positive Feedback**

<table>
<thead>
<tr>
<th>(b) + (c) =</th>
</tr>
</thead>
</table>

**Ratio of Positive to Corrective Feedback**

| | (e) × (f) = |
|---|

**Section 2: Opportunities to Respond**

**Do not count directions to perform a task, social questions or questions within the context of negative feedback**

<table>
<thead>
<tr>
<th>Whole Group</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (g)</td>
<td>Total (h)</td>
</tr>
</tbody>
</table>

**Opportunities to Respond**

<table>
<thead>
<tr>
<th>Group + Individual (g)+(h)=</th>
</tr>
</thead>
</table>

**Research shows that students are significantly more likely to be actively engaged when rates of OTR are at a minimum level of three per minute.**

---

**Section 4: Classroom Context Observations**

**Instructions:** To be completed after the classroom observations. Score Y (yes) or N (no) for behaviours observed or not observed during the 15-minute session.

<table>
<thead>
<tr>
<th>Classroom Context Observations:</th>
<th>Observed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classroom Expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Teacher regularly referred to expectations and/or rules to pre-correct, acknowledge and redirect student behaviour.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>3. Teacher used a clear cue for attention.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Classroom Procedures &amp; Routines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Clear procedures were observed for managing transitions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Clear and consistent procedures were observed for gaining teacher attention and responding to teacher questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Teacher used a clear cue for attention.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Cue for attention consistently gained attention of all students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Encouraging Expected Behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Teacher used an acknowledgement system to reinforce appropriate student behaviour.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>2. Teacher provided non-contingent attention to most students.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Active Supervision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Classroom floor plan allows for ease of movement.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>2. Teacher used proximity and moved frequently around the classroom.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>3. Teacher used frequent scanning.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>4. Teacher demonstrated frequent student interactions.</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

Please see TFT operational definitions guide for specific descriptions and examples.
Data from Observation Tool
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Condition</th>
<th>On Task% Mean</th>
<th>Praise Mean</th>
<th>Reprimand Mean</th>
<th>Average Fidelity</th>
<th>Classroom Environment Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Baseline</td>
<td>44.83%</td>
<td>0.33</td>
<td>4.0</td>
<td>0.00%</td>
<td>55.83%</td>
</tr>
<tr>
<td></td>
<td>CW-FIT</td>
<td>87.79%</td>
<td>5.33</td>
<td>1.67</td>
<td>87.58%</td>
<td>89.58%</td>
</tr>
<tr>
<td>2</td>
<td>Baseline</td>
<td>33.33%</td>
<td>0.33</td>
<td>7.67</td>
<td>0.00%</td>
<td>55.83%</td>
</tr>
<tr>
<td></td>
<td>CW-FIT</td>
<td>77.03%</td>
<td>5.00</td>
<td>3</td>
<td>83.56%</td>
<td>81.14%</td>
</tr>
<tr>
<td>3</td>
<td>Baseline</td>
<td>33.33%</td>
<td>1.67</td>
<td>14.67</td>
<td>0.00%</td>
<td>55.00%</td>
</tr>
<tr>
<td></td>
<td>CW-FIT</td>
<td>34.05%</td>
<td>7.33</td>
<td>9.67</td>
<td>66.75%</td>
<td>45.56%</td>
</tr>
<tr>
<td>4</td>
<td>Baseline</td>
<td>37.22%</td>
<td>3.00</td>
<td>8.0</td>
<td>0.00%</td>
<td>51.39%</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>33.61%</td>
<td>0.17</td>
<td>7.0</td>
<td>0.00%</td>
<td>47.55%</td>
</tr>
<tr>
<td>5</td>
<td>Baseline</td>
<td>47.16%</td>
<td>0.0</td>
<td>7.33</td>
<td>0.00%</td>
<td>61.94%</td>
</tr>
</tbody>
</table>
# Student Outcome Data

<table>
<thead>
<tr>
<th>Tier 2 Targeted Intervention (complete for two interventions)</th>
<th>Number of students participating in the intervention</th>
<th>Number of students who graduated from the intervention</th>
<th>Number of students who required additional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check and Connect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check-in/Check-out</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Skills Intervention Groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Monitoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Step Next</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tier 2 Progress Monitoring

<table>
<thead>
<tr>
<th>Year Totals</th>
<th>CICO School Profile by Month</th>
<th># Students in Intervention</th>
<th># Students with Positive Progress</th>
<th>Positive Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
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Millard Key Resources

District Data

- Student Well Being Data Index
- Annual MTSS-B Processes Data Retreat
- Early Warning System
- MTSS-B in Student Information System

Building Data/Grade Level Data/Classroom Level Data

- Early Warning Dashboard
- MTSS in Student Information System
- MTSS Website/Framework (forward facing)

Individual Student Data

- MTSS-B Plans (Tier 1-3) in Student Information System
### MPS Student Well Being Recovery Data

#### Definitions:
- **SI Referrals**: This number represents the number of students who expressed suicidal ideation which resulted in a referral to a counselor and/or social worker who then performed a full MPS suicide intervention with that student. The intervention may or may not have resulted in a referral to an outside agency, i.e. Immanuel Hosp. If a student refuses the School Psychologist's referral to a counselor, the child is marked as an SI refusal. If the child refuses the school's request, it will be marked as an SI refusal. If the child refuses the school's request and the School Psychologist refers the child to an outside agency, it will be marked as an SI refusal.
- **MH Referrals**: This category represents the number of mental health referrals to both school-based and external mental health providers. These referrals can be initiated by both counselors and social workers.
- **CPS Referrals**: CPS referrals are made by school staff. Note: not every individual may make a CPS referral and they may or may not report it to administration for documentation. Only is this tracked this data.
- **Behavior Data**: The behavior data includes exclusion categories: Expulsion, Long Term Suspension, Short Term Suspension, and Emergency Suspension.
- **FRL %**: This is the percentage of students identified as eligible for free or reduced lunch.
- **Mobility %**: This is the percentage of students who change schools during the school year.
- **Special Education %**: This is the percentage of students who are identified as having special needs.
- **ELLs %**: This is the percentage of ELL students in the district.

#### MPS Well-Being Recovery Data Book

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*Incomplete Data*
What’s your story?
MTSS - Behavior Processes, Data Reflections, & Next Steps
### South HS ... Absent Rate - 0.0% to 1352.5% -- 2021-22

Data Refreshed 10/13/2022

**Missing Assignments includes Assignments with a Zero**

**Business Rules:**
1. Membership must be 10 or more days
2. Chronic Absenteeism is missing 10% of days or more - these are highlighted in Red

**Hints:**
- Use Sliders or Filters or Name Search to narrow your list of students to review...

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MPS Data Sources/Synergy MTSS Workflow

Synergy MTSS Workflow

- Information collected to summarize and use student behavior data for decision making
MTSS Workflow

[Diagrams showing major incidents by location and violation]

MPS MTSS Major/Minor Data Visualizations
MTSS Dashboard

### MPS MTSS Model

- **Tier 1**
  - "All Students"
  - 100% of Students

- **Tier 2**
  - "Some Students"
  - 10-15% of Students

- **Tier 3**
  - "Few Students"
  - 3-5% of Students

- Drag a column header here to group grid records

-学校 | 学生姓名 | 学生ID | 学生年级 | 计划创建人 | 计划类型 | 关注领域 | 学习差距 | 干预
MTSS-B Student Plans

MTSS Plan -
Plan Name
Plan Type
Start Date
End Date
Created By
9/22/2022
5/24/2023
Jeanna Karloff

Background Information
Summary of Student’s Strengths
energetic
people pleaser
desire to do well and be in the classroom
Kind heart
Emotional outburst when things are hard
Leaving room for disruption
daily updates at pick up
when things are hard

Recommended Resources/Outside Supports/Parent Communication

Where is the behavior most likely to occur?
Behavioral Outburst when things are hard

Antecedent & Consequence
What function does the behavior serve for the student? What is the replacement behavior we want?

Month  
August  
September
Total Days  
16  
20
Days Present  
16  
16
Present %  
100%  
63%
Absences  
0  
0
Tardies  
0  
0
Period Absences  
0  
0
Period Tardies  
0  
0
“Golden Tickets” & A Call to Action

Center School District/Missouri

Millard Public Schools/Nebraska
From what we have shared today, what are you curious about?

How can we help you?
Folder of Links/Resources
Resources and Tools
Individual chapters for each essential element on the DSFI
1.1 Leadership Authority

**Main Idea:**
District Leadership Teams need individuals with decision-making authority in order to advance the vision of district-wide implementation, make decisions about implementation (e.g., training, coaching, evaluation), and guide the execution of plans for increasing capacity and expanding implementation.

**Quick Check – Leadership Authority**

<table>
<thead>
<tr>
<th>Team Assessment</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review the district's organizational chart. How does it compare to the membership roster for the District Leadership Team?</td>
<td>0 = No members of the District Leadership Team have authority to make key decisions.</td>
</tr>
<tr>
<td>• Is executive-level leadership represented on the team?</td>
<td>1 = At least one member of the District Leadership Team has influence on key decision making within the organization.</td>
</tr>
<tr>
<td>• Do meeting minutes indicate regular attendance?</td>
<td>2 = At least one member of the District Leadership Team has documented authority (e.g., organizational chart) to make key decisions and attends regularly.</td>
</tr>
</tbody>
</table>
INCREASING DISTRICT CAPACITY TO SUPPORT PBIS

October 2020

Across the country, over 27,000 schools currently reported implementing Positive Behavioral Interventions and Supports (PBIS). However, only a small portion of the nation’s schools have fully implemented PBIS across their entire student population. In recent years, the number of schools implementing PBIS has steadily grown and expanded. In order to systematically address the needs of all students, districts are increasingly choosing to implement PBIS to positively impact school climate and student academic and socio-emotional/behavioral health. It presents a unique opportunity for districts to plan for expansion and sustainability. (Christ & Klinnert, 2008)

RATIONAL
While implementation efforts may begin with single school or even a team level, the logic of district-wide implementation becomes the best way to build inter-school alignment, student outcomes, and sustainability. Often, the goal of expanding PBIS to a district-wide initiative is the best way to ensure the long-term sustainability of PBIS, as well as transitioning implementation from the universal level of support (Tier 1) to more targeted and intensive levels (Tiers 2 and 3, Homer et al., 2014).

Ultimately, implementation at the Tier 1 (universal) level alone will never sufficiently meet the needs of all students. It is important for districts to recognize the value of implementing PBIS across their entire student population. To ensure that this effort is successful, the responsibility for assigning resources, time, and energy for supporting school-wide implementation is the goal of Tiers 2 and 3 (Christ & Klinnert, 2008). Each school will have a population of students who need more targeted or individualized interventions as well. The expectation for providing inter-school alignment and sustainability is the focus of this forum.

PROPOSE
The purpose of this forum is to provide guidance in developing a district-wide PBIS initiative outlining key features and steps.

LOGIC OF DISTRICT-WIDE IMPLEMENTATION
Building internal capacity as a means to ensure sustainability improves the efficiency and effectiveness of resources utilized. A District Leadership Team should be established to guide the development of a district-wide PBIS implementation plan. This team should include representatives from the administration and faculty, as well as students. A District Leadership Team is a collection of personnel who perform essential functions at executive level functions (e.g., creating policy and aligning resources with implementation), supporting individuals (e.g., school-based staff). This model can be inefficient when schools can leverage and take advantage of district resources.
Master List of Resources

PBIS District Leadership Resources

Starting, Scaling, and Sustaining District-wide Implementation of PBIS

- Targeted Brief: Logic of District-wide Implementation
- Targeted Brief: Drilling Down District Data: Analyzing Reach and Fidelity of PBIS Implementation
- Targeted Brief: Collecting Fidelity Data to Support and Sustain PBIS/MTSS in Schools

District Systems Fidelity Inventory (DSFI)

- District Systems Fidelity Inventory (DSFI)
- PBIS District Leadership Team Practice Guide for Implementation Using the District Systems Fidelity Inventory (DSFI)
  - This is a guidebook with a separate chapter for each domain of the DSFI. Teams will find helpful information, examples, and linked resources to guide them in establishing the DSFI.
- DRAFT Training Slides for DSFI Strands
  - Here you will find a separate slide deck for each of the 9 strands/domains of the DSFI. Each slide deck includes the terms of the strands/domains, as well as questions/activities that can be used to ensure thoughtful implementation.
- District Action Plan Template Aligned to the District Systems Fidelity Inventory (DSFI)
  - This is a Google Spreadsheet that is aligned to the DSFI. Teams can use it to establish a short-term (1-2 years) and long-term (3-10 years) action plan.

Presentations

- 2020 PBIS Leadership Forum – CL: Establishing District Systems & DSFI
  - Watch Recorded Session
  - Presentation Handouts
- 2021 PBIS Leadership Forum – ICL: Overview & Logic of District-wide Implementation
  - Watch Recorded Session
Questions & Answers
Considering what has been shared…

- What are you curious about?
- How can we help you?
Please Complete this Session’s Evaluation

10/27/22
3B – Constructing the Continuum: Scaling District-wide Supports Across All Three Tiers

Four options, pick one!

1. Mobile App
   Click “Take Survey” under the session description.

2. QR Code
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3. Online
   Click on the link located next to the downloadable session materials posted online at:
   www.pbis.org/conference-and-presentations/pbis-leadership-forum

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   Click the link provided in the email reminder you receive after your session ends.

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National PBIS Leadership Forum