E2: Understanding Systems & Practices in PBIS

Presenters:
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- **Topic:** District PBIS, Classroom Practices, Schoolwide
- **Keywords:** Systems Alignment, Tier 1, Implementation, PBIS Foundations, Action Plan, Sustainability
Learning Objectives

1. Understand that data can guide the selection and monitor effectiveness of evidence-based practices (the Why)

2. Understand the systems features of PBIS (the What)

3. Understand how systems adjust based on their needs to support and implement effective practices (the How)
Big Ideas

Positive, Predictable, & Safe Learning Environments

Connect
Monitor
Teach
Screen
Support

PBIS Positive Behavioral Interventions & Supports

Without a Framework

With a Framework

Executive Functions
LEADERSHIP TEAMING
Implementation Functions

Stakeholder Engagement
Funding and Alignment
Policy
Workforce Capacity

Training
Coaching
Evaluation

Local Implementation Demonstrations

State
District
School
Classroom
Student
PBIS is an organizational framework that prioritizes **equity**, uses **data** for problem-solving and builds **systems** to support staff in implementing a continuum of **practices** to achieve desired **outcomes**.

**Big Ideas**
What does this mean? We are...

Supporting Decision Making

Supporting Staff Behavior

Supporting Student Behavior

Based on your data, invest in the systems to support implementation of the practices

Striving for Social Competence & Academic Achievement
What does this look like? We are...

Supporting Educators through Equity-focused PD

- Adapting Practices to Meet Needs and Values
- Disaggregating All Data by Student Group
- Maintaining High Expectations for Each Student
Roll-out of Tier 1 Implementation Components

Teaming; Leadership; Involvement

Data-Based Decision-Making
- Team Composition (1.1, 1.2, 1.7, 1.10, 1.11)
- Team Operating Procedures (1.3)
- Behavioral Expectations (1.4)
- Teaching Expectations (1.5)
- Problem Behavior Definitions (1.6)
- Discipline Policies (1.7)
- Professional Development (1.8)
- Classroom Procedures (1.9)
- Feedback & Acknowledgement (1.10)
- Faculty Involvement (1.11)
- Student/Family/Community Involvement (1.12)
- Discipline Data (1.13)
- Data-based Decision Making (1.14)
- Fidelity Data (1.15)
- Annual Evaluation

Vision & Expectations

Define Rules (examples) and Routines

Preventing & Responding to Inappropriate Behavior
- Fidelity?

System for Teaching

System for Feedback & Acknowledging

Data-Based Decision-Making

Vision & Expectations

Preventing & Responding to Inappropriate Behavior

System for Teaching

System for Feedback & Acknowledging

Data-Based Decision-Making
Tiered Fidelity Inventory (TFI)
https://www.pbis.org/resource-type/assessments
## Northside ISD

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PBIS in NISD

Grant Awarded
School Climate Transformation Grant

Implementation
- $1 Million for 5 years
- 38 campuses
- Cohort Model

2014

2015 - 2020

2020

2024
1: Train staff to implement a PBIS framework at participating schools

2: Increase support to improve outcomes for students with severe behavioral issues

3: Promote district-wide fair and effective disciplinary practices
Positive Behavior Interventions and Support (PBIS)

PBIS has been established in schools to assist in creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school wide, and classroom discipline systems. Rather than PBIS being a prescribed program, it provides systems for schools to design, implement, and evaluate effective school wide, classroom and non-classroom student specific discipline plans.

Based on this information and the information presented by the District PBIS Coordinator, please consider whether or not it is a model that we would like to explore/implement at our school throughout the 2020-2021 school year. Select the choice that best represents your perspective regarding the PBIS model by checking off the appropriate box. Name is optional:

----- ES

☐ I think our school should explore/implement PBIS with District PBIS Coordinator support this school year.

☐ I do not think District PBIS Coordinator support is a viable option for our school to consider this school year. Please explain your concerns.

Additional:
## Cohort Timeline

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<tr>
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Year 1

Tier 1

- 4-5 Training Days
  Whole Group
  (Showcase or Campus Work Day)
- Schoolwide
- Monthly meetings
- On-Site Walkthroughs
- Climate Survey
- TFI/BoQ
- School Climate Surveys
- Texas PBIS Conf.
Year 1

Tier 1
- 4-5 Training Days
  Whole Group (Showcase or Campus Work Day)
- Schoolwide
- Monthly meetings
- On-Site Walkthroughs
- Climate Survey
- TFI/BoQ
- School Climate Surveys
- Texas PBIS Conf.

Year 2

Tier 1
- Classwide Implementation
- Major/Minor Infractions
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<tr>
<td>- 4-5 Training Days Whole Group (Showcase or Campus Work Day)</td>
<td>- Classwide Implementation</td>
<td>- Smaller Groups Based on Implementation</td>
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<td>- Schoolwide</td>
<td>- Major/Minor Infractions</td>
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**Readiness Assessment for Tier 2/Tier 3**
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**Notes:**
- 1 Special Campus
- +2 ES +1 MS

**Months:**
- January 2015 to August 2022
SCTG Key Learnings

Off-Campus Professional Learning
- Enhanced Participation
- Promoted Collaboration

District PBIS Support
- Capitalize on Relationships
- Provide Internal Technical Assistance
- Respond to District Needs
- Focus on Continuous Improvement
- Start Small and Scale Up

Leadership Development
- Embed in Professional Learning
- Utilize District Resources
Work after SCTG

Implementation
- $1 Million for 5 years
- 38 campuses:
  - Cohort Model

Whole Child Department
- Continued PBIS Support
- CASEL Audit
- Continued Technical Assistance

Grant Awarded
School Climate Transformation Grant
All children should be healthy, safe, engaged, supported, and challenged.
“Create a culture of well-being for adults so there can be a culture of well-being for the students.”

Chafouleas (2020)
How we interact
Social

How we feel
Emotional

How we act
Behavior

What we do
Chafouleas (2020)
Provides evidence-based, positive, proactive, and responsive behavior intervention and support strategies
SEL

Teaches social and emotional skills that lead to positive student outcomes.
SEL
Teaches social and emotional skills that lead to positive student outcomes.

SEB
Supports social-emotional, behavioral, and academic enabling skills.

BEHAVIOR
Provides evidence-based, positive, proactive, and responsive behavior intervention and support strategies.
Behavior Coordinator

Behavior Coordinator

Social and Emotional Learning Specialist

Social and Emotional Learning Instructional Support Teacher

SEB Coach

SEB Coach

SEB Coach

SEB Coach

Campuses
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PBIS in NISD

Grant Awarded
School Climate Transformation Grant

Implementation
- $1 Million for 5 years
- 38 campuses:
  - Cohort Model

Behavior Education
- District Support
- MTSS Development
- Continued PBIS Support

Whole Child Department
- Continued PBIS Support
- CASEL Audit
Mission
Transform the Learning Experience for Students

Vision
Every day, every student grows in confidence, curiosity, and capability

Learners will be:
- Creators
- Leaders
- Collaborators
- Learners
- Communicators
- Innovators
- Critical Thinkers
- Solution-Finders

Core Beliefs
- Each student deserves a quality education which honors their voice and prepares them to engage, contribute, and succeed.
- Students’ health, safety, engagement, support, and challenge is directly linked to their academic achievement and future success.
- Meaningful relationships among students, families, educators, and the community are vital to student success.
- Classroom teachers have the most impact on student achievement followed by campus principals.
- Public schools are essential to foster community and develop engaged citizens.
MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) IN THE CLASSROOM

November 2021

CAMPUS BEHAVIOR SUPPORT

BEST PRACTICES

- Establish a team to routinely meet to review data and problem-solve.
- Develop schoolwide expectations and reinforcement systems.
- Systematically review data to identify trends and patterns.
- Gain feedback from students and staff.

IF DATA INDICATES A NEED FOR...

WHOLE SCHOOL SUPPORT

- Ensure schoolwide expectations have been explicitly taught and reinforced.
- Ensure the Tier 1 practices in the Classroom Behavior Support* document are consistently implemented.

GRADE LEVEL SUPPORT

- Use the Classroom Snapshot* to identify practices to strengthen or revisit.
- Use the Quick Behavioral Assessment Flowchart* to identify areas of focus.

INDIVIDUAL STAFF SUPPORT

- Use the Classroom Snapshot* to identify practices to strengthen or revisit.
- Use the Quick Behavioral Assessment Flowchart* to identify areas of focus.

*CLASSROOM BEHAVIOR SUPPORT

Use the CLASSROOM BEHAVIOR SUPPORT document to build common language, provide coaching, and build evidence-based skills. This document includes:

*Classroom Snapshot
*Quick Behavioral Assessment Flowchart
Center on PBIS

Interactive Map of Core Features

Foundations (Table 1)
1.1 Settings
The physical layout of the classroom is designed to be effective
1.2 Routines
Predictable classroom routines are developed and taught
1.3 Expectations
Three to five classroom rules are clearly posted, defined, and explicitly taught

Classroom Interventions and Supports
2.1 Supervision
Provide reminders (cues), and actively scan, move, and interact with students
2.2 Opportunity
Provide high rates and varied opportunities for all students to respond
2.3 Acknowledgment
Using specific praise and other strategies, let students know when they meet classroom expectations
2.4 Prompts and Reprompters
Provide reminders, before a behavior is expected, that clearly describe the expectation
2.5 Error Corrections
Use brief, contingent, and specific statements when misbehavior occurs
2.6 Other Strategies
Use other strategies that prevent escalation, minimize inadvertent reward of the problem behavior, create a learning opportunity for emphasizing desired behavior, and maintain optimal instructional time
2.7 Additional Tools
More tips for teachers

Practices (Table 2)

Data Systems (Table 3)
3.1 Counting
Record how often or how many times a behavior occurs (also called frequency)
3.2 Timing
Record how long a behavior lasts (also called duration)
3.3 Sampling
Estimate how often a behavior occurs during part of an interval, the entire interval, or at the end of an interval
3.4 ASC Cards, Incident Reports, or Office Discipline Referrals
Record information about the events that occurred before, during, and after a behavior incident

SUPPORTING AND RESPONDING TO STUDENTS’ SOCIAL, EMOTIONAL, AND BEHAVIORAL NEEDS: Evidence-Based Practices for Educators

January 2022
Classroom Behavior Support

The purpose of this document is to provide evidence-based, positive, proactive, and responsive classroom behavior intervention and support strategies. These strategies will help educators prevent, teach, and respond to students' social, emotional, and behavioral (SEB) needs across the continuum. These strategies should be used classroom-wide and implemented with fidelity to support all students.

Begin with BEHAVIOR ID, explore TOOLS or CLICK ON THE ICONS BELOW to explore the strategies in detail.

- **Foundations**
  - Settings
  - Routines
  - Expectations

- **Preventative Practices**
  - Supervision
  - OTR
  - Acknowledgement
  - Prompts

- **Responsive Practices**
  - Correction
  - Planned Ignoring
  - Reinforcement
  - Differential Reinforcement

- New Teacher Academy
- eNgagement Academy
● All Level
  ○ Principals
  ○ Associate Principals
  ○ Assistant Principals
  ○ Academic Deans
● Middle School - Impact Project
● Red Wagon
● UTSA Residency Program
● Behavior/PBIS Chats
Next Steps

Classroom Behavior Support

The purpose of this document is to provide evidence-based, positive, proactive, and responsive classroom behavior intervention and support strategies. These strategies will help educators prevent, teach, and respond to students’ social, emotional, and behavioral (SEEB) needs across the continuum. These strategies should be used classroom-wide and implemented with fidelity to support all students.

Begin with BEHAVIOR Toolbox, explore tools or CLICK ON THE ICONS BELOW to explore the strategies in detail.

- **Foundations**
  - Settings
  - Routines
  - Expectations

- **Preventative Practices**
  - Supervision
  - OTR
  - Acknowledgement
  - Prompts

- **Responsive Practices**
  - Correction
  - Planned Ignoring
  - Reinforcement
  - Differential Reinforcement

- **HS Campus Behavior Coordinators**
- **Super Saturdays**
  - Academic Technology Conference
  - Teaching and Learning
- **Trainer of Trainers**
- **Asynchronous Professional Learning**
NISD Social Emotional Behavior

The Northside Social Emotional Behavior (SEB) team serves the Whole Child by supporting teachers and staff in helping them develop social, emotional, behavioral, and academic enabling skills. We do this by supporting whole campuses, PLCs, and individual teachers in establishing equitable systems and practices.

The diagram illustrates the overlap of Social Emotional Learning (SEL) and Social Emotional Behavior (SEB). SEL teaches social and emotional skills that lead to positive student outcomes, while SEB supports social-emotional, behavioral, and academic enabling skills. The intersection shows responsive behavior intervention and support strategies.
## Settings
EFFECTIVELY DESIGN THE PHYSICAL ENVIRONMENT OF THE CLASSROOM

### Tier 1 Implementation
- Design the classroom to facilitate the most typical instructional activities (e.g., small groups, whole group, individual, or learning centers) and minimize distractions.
- Facilitate transitions by arranging the furniture to allow for smooth teacher and student movement.
- Ensure instructional materials are neat, orderly, and ready for use.
- Create purposeful visual prompts and display to support learning (e.g., reminders of instructional, behavioral, and/or social/emotional strategies, access to materials (e.g., labeled bins), and independent engagement with academic activities).
- Setting up your In Person Environment

### Examples
Click here to view examples.

### Considerations for Differentiation
- Consider diverse mobility and other social, emotional, or behavioral needs when designing the classroom environment (e.g., pathways that ensure wheelchair access, quiet or calming spaces).
- Consider diverse language, reading, and related abilities when developing visual prompts (e.g., pair pictures with text).

### Post-Activity
- Ask for student feedback on what is working and not working in their current setting.
- Reflect: Are there any physical changes that need to be made to promote engagement and safety?

<table>
<thead>
<tr>
<th>Use visual prompts to remind students to be prepared for success upon entering the classroom (specific materials, starting warm-ups)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cue students to make adjustments as needed</td>
</tr>
</tbody>
</table>

Use visual prompts to remind students to be prepared for success upon entering the classroom (specific materials, starting warm-ups)
# Self Assessment: Classroom Snapshot

## 2.1 Supervision
- Supervision within the classroom is adequate to monitor the compliance with expectations.

## 2.2 Opportunities to Respond
- Provide high rates and varied opportunities for all students to respond.
- All students are given opportunities to respond frequently.

## 2.3 Acknowledgement
- Using specific praise, reinforcement and other strategies, let students know when they meet classroom expectations.
- Feedback is given to students regarding expectations.
- Maintains at least a 4:1 ratio of positive to negative statements.

## 2.4 Prompts
- Provide reminders, before a behavior is expected, that clearly describe the expectation.
- Pre-corrections are given regarding expectations.

## 2.5 Error Correction
- Use brief, contingent, and specific statements when misbehavior occurs.
- There is a continuum of consequences for discouraging inappropriate behavior.
- Corrections are made by restating the rule/expectation and stating the appropriate replacement behavior.

---

### Classroom Management Components

<table>
<thead>
<tr>
<th>Classroom Management Components</th>
<th>Strength</th>
<th>Needs Attention</th>
<th>Needs Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Settings:</strong> The physical layout of the classroom is designed to be effective.</td>
<td>[ ]</td>
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<tr>
<td>Classroom is arranged to be consistent with your instructional goals and activities.</td>
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<tr>
<td>There is an understanding of how to make adaptations in the environment to reduce the likelihood of problem behavior.</td>
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<tr>
<td><strong>1.2 Routines:</strong> Predictable classroom routines are developed and taught.</td>
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<tr>
<td>Needed routines have been established.</td>
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<td>A variety of techniques to gain, maintain, and regain student attention to tasks are utilized.</td>
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<td>Materials are prepared and ready to go.</td>
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<td>Students are engaged in productive tasks at high rates during individual work time.</td>
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<td>Down-time (including transitions) is minimal.</td>
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<tr>
<td><strong>1.3 Expectations:</strong> Three to five classroom routines are developed and taught.</td>
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<td>There are 3-5 explicitly stated expectations.</td>
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<td>The expectations are observable and measurable.</td>
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<td>Classroom expectations are an extension of the school-wide expectations.</td>
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<td>There is a schedule for systematically teaching classroom expectations.</td>
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<tr>
<td>Give clear set-up and directions for task completion.</td>
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<tr>
<td>Behaviors which warrant classroom follow-up versus an office referral are clearly identified.</td>
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### Classroom Snapshot for Coaches - Tier 1 Components

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</table>
Behavior Coordinator

Behavior Coordinator

Social and Emotional Learning Specialist

Social and Emotional Learning Instructional Support Teacher

SEB Coach

SEB Coach

SEB Coach

SEB Coach

Campuses
Thank You!

Lori Briones
210-397-8577
lori.briones@nisd.net

Sabrina Stewart
210-397-8247
sabrina.stewart@nisd.net
Please Complete this Session’s Evaluation

10/27/22

2E – Understanding Systems & Practices in PBIS

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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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After you submit each session evaluation, click the link to enter the gift card raffle!
E2: Understanding Systems & Practices in PBIS

Presenters:
Heather Peshak George, University of South Florida; Sabrina Stewart & Lori Briones, Northside Independent School District (TX)

Topic: District PBIS, Classroom Practices, Schoolwide
Keywords: Systems Alignment, Tier 1, Implementation, PBIS Foundations, Action Plan, Sustainability

Learning Objectives

1. Understand that data can guide the selection and monitor effectiveness of evidence-based practices (the Why)
2. Understand the systems features of PBIS (the What)
3. Understand how systems adjust based on their needs to support and implement effective practices (the How)

Big Ideas

PBIS is an organizational framework that prioritizes equity, uses data for problem-solving and builds systems to support staff in implementing a continuum of practices to achieve desired outcomes.

What does this mean? We are...

Supporting Staff Behavior
Supporting Decision Making
Striving for Social Competence & Academic Achievement

What does this look like? We are...

Supporting Educators through Equity-focused PD
Disaggregating All Data by Student Group
Adapting Practices to Meet Needs and Values
Maintaining High Expectations for Each Student
Understanding Systems & Practices in PBIS

Heather Peshak George, PhD – USF
Sabrina Stewart & Lori Briones - Northside ISD
PBIS in NISD

Grant Awarded
School Climate Transformation Grant

2015-2020
2020
2021 -

School Climate Transformation Grant Goals
1: Train staff to implement a PBIS framework at participating schools
2: Increase support to improve outcomes for students with severe behavioral issues
3: Promote district-wide fair and effective disciplinary practices

Cohort Schedule

Cohort 1
January 2015

4 ES
1 MS
1 HS

Year 1
Tier 1
4-5 Training Days
Whole Group (Showcase or Campus Wide Day)
School Wide
Monthly meetings
On-Site Walkthroughs
Climate Survey
TFI/BoQ
School Climate Survey
Texas PBIS Corp
Year 1
- Tier 1
  - 4-5 Training Days
  - Whole Group (Showcase or Campus Work Day)
  - Site Visits
  - Monthly meetings
  - On-Site Walk-Throughs
  - Climate Survey
  - Fitting
  - School Climate Surveys
  - Texas PBIS Conf.

Year 2
- Tier 1
  - Classwide Implementation
  - Major/Minor Infractions

Year 3
- Tier 1
  - Smaller Groups
  - Leadership Development

Cohort Timeline

Cohort 1
- January 2015
- 4 ES
- 1 MS
- 1 HS

Cohort 2
- August 2015
- 6 ES
- 3 MS

Cohort 3
- August 2016
- 3 ES
- 1 MS
- 1 HS

Cohort 4
- August 2017
- 4 ES
- 1 MS
- 1 HS

Cohort 5
- August 2018
- 1 ES
- 3 MS
- 1 Special Campus

Heather Peshak George, PhD – USF
Sabrina Stewart & Lori Briones - Northside ISD
Cohort Timeline

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SCTG Key Learnings

**Off-Campus Professional Learning**
- Enhanced Participation
- Promoted Collaboration

**District PBIS Support**
- Capitalize on Relationships
- Provide Internal Technical Assistance
- Respond to District Needs
- Focus on Continuous Improvement
- Start Small and Scale Up

**Leadership Development**
- Embed in Professional Learning
- Utilize District Resources

Work after SCTG

- Implementation
  - $1 Million for 5 years
  - 58 campuses
  - Whole Child Department
  - Continued PBIS Support
  - CASEL Audit
  - Continued Technical Assistance

Leadership

- District PBIS Support
- Capitalize on Relationships
- Focus on Continuous Improvement
- Start Small and Scale Up

Whole Child Department

- Continued PBIS Support
- CASEL Audit
- Continued Technical Assistance

All children should be healthy, safe, engaged, supported, and challenged.
“Create a culture of well-being for adults so there can be a culture of well-being for the students.”

Chafouleas (2020)

How we interact
Social
How we feel
Emotional
How we act
Behavior
What we do

Chafouleas (2020)

BEHAVIOR
Provides evidence-based, positive, proactive, and responsive behavior intervention and support strategies

SEL
Teaches social and emotional skills that lead to positive student outcomes

SEL
Supports social-emotional, behavioral, and academic enabling skills

BEHAVIOR
Provides evidence-based, positive, proactive, and responsive behavior intervention and support strategies

Behavior Coordinator
Behavior Coordinator
Social and Emotional Learning Specialist
Social and Emotional Learning Instructional Support Teacher

SEB Coach
SEB Coach
SEB Coach
SEB Coach

Campuses
Understanding Systems & Practices in PBIS

October 27, 2022

Heather Peshak George, PhD – USF
Sabrina Stewart & Lori Briones - Northside ISD

PBIS in NISD

Grant Awarded
School Climate Transformation Grant

$1 Million for 5 years
38 campuses:
Cohort Model
District Support
MTSS Development
Continued PBIS Support

Behavior Education
CASEL Audit

Strategic Framework
Mission
Transform the Learning Experience for Students

Vision
Every day, every student grows in confidence, curiosity, and capability

Learners will be:
Creators Leaders
Collaborators Teachers
Communicators Innovators
Critical Thinkers Problem Solvers

Core Beliefs
Each student deserves a quality education which honors their voice and prepares them to engage, contribute, and succeed.
Students' health, safety, engagement, support, and challenge are directly linked to their academic achievement and future success.
Meaningful relationships among students, families, educators, and the community are vital to student success.
Classroom teachers have the most impact on student achievement followed by campus principals.
Public schools are essential to foster community and develop engaged citizens.

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Classroom teachers have the most impact on student achievement followed by campus principals.
Public schools are essential to foster community and develop engaged citizens.

Introduction to Schoolwide

2022

Summer

Center on PBIS

Interactive Map of Core Features:

Supporting and Responding to Student Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators

New Teacher Academy
eNgagement Academy
E2 - Understanding Systems & Practices in PBIS

Fall 2022

- All Level
  - Principals
  - Associate Principals
  - Assistant Principals
  - Academic Deans
- Middle School - Impact Project
- Red Wagon
- UTSA Residency Program
- Behavior/PBIS Chats

Next Steps

- HS Campus Behavior Coordinators
- Super Saturdays
  - Academic Technology Conference
  - Teaching and Learning
- Trainer of Trainers
- Asynchronous Professional Learning

Classroom Snapshot

Heather Peshak George, PhD – USF
Sabrina Stewart & Lori Briones - Northside ISD
Classroom Snapshot Coaching Tool

Behavior Coordinator

Behavior Coordinator

Social and Emotional Learning Specialist

Social and Emotional Learning Instructional Support Teacher

SEB Coach
SEB Coach
SEB Coach
SEB Coach

Campuses

Thank You!

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