



STRATEGIC INITIATIVE ACTION PLAN

Focus Area	Positive School and District Culture
Initiative 1A	Implement a culturally relevant Positive Behavioral Interventions and Supports (PBIS) framework at every school that integrates social emotional learning and supports
Draft	August 2019

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I. Intended Objective of the Strategic Initiative

Objective
Create inclusive school cultures where students are supported to show up as their full selves and thrive as individual learners in a global society.

II. Initiative Description

Brief Description of Initiative
<p>PBIS is the framework that will be used in every SPPS school to implement a <i>culturally relevant</i> continuum of supports, including Restorative Practices, Trauma Informed Practices and Social Emotional Learning strategies. PBIS provides a multi-tiered structure for implementing evidence-based practices and requires the systematic use of data.</p> <p>This initiative will include:</p> <ul style="list-style-type: none">• Capacity building among leadership• Comprehensive and differentiated professional development plan that includes coaching and educating• Adequate allocation of resources• Data systems to progress monitor <p>To create and sustain environments that are physically and emotionally safe and healthy, that are essential for academic success, the PBIS Implementation Blueprint will be used.</p>

III. Rationale

Desired State
<p>Across SPPS, there is a mindset shift. We believe that:</p> <ul style="list-style-type: none">• Environments that are physically and emotionally safe and healthy are essential for academic success

- Meaningful engagement and culturally relevant instruction improve academic and social outcomes
- An educational, preventative and restorative approach to behavior and discipline is most effective
- Social emotional skills need to be modeled, taught, and practiced, just like academics

SPPS has a well-articulated vision that aligns and integrates social/emotional learning (SEL), restorative practices and trauma informed practices/mental health and wellness with scaled up PBIS implementation. All staff, along with other stakeholders, possess baseline knowledge and understand the interconnected parts included in the vision. This is evidenced by:

- Creation of a districtwide interconnected PBIS implementation team, representative of various stakeholders
- Commitment to continuous improvement, changing practices and positively impacting learning
- Identification of common metrics that allow buildings to use data to build efficacy, not for punishment
- Use of behavior data in ways similar to how teams use academic data
- Reduction of disproportion in discipline data
- Meaningful and aligned staff development, providing all staff with necessary skills
- Reciprocal accountability and consistency across the system (Tight and Loose)

Evidence that Demonstrates the Efficacy and/or Best Practices of this Program/Initiative

- [PBIS Research](#)
- [SEL Research](#)
- [PBIS Fact Sheet](#)
- [PBIS/Culturally Responsive Field Guide](#)
- [Trauma Informed Schools](#)

IV. Initiative Scope

In Scope
<p>Schools: Administrators at Schools PBIS Tier 1, 2, & 3 (SAT) Teams School Support Staff: SSWs, Counselors, Psychologists Behavior Intervention and Cultural Specialists PBIS Representatives in Buildings</p>

<p>Family & student voice</p> <p>Community: Restorative Practices Steering Committee & Leads in Buildings Parents/Guardians/Families SEAB/Other Student groups</p>
Out of Scope
<p>Facilities staff could be included, but are not first priority to involve.</p> <p>Community Partners: Our partners play a critical role in supporting the social emotional growth of our students. At this time, we will focus our work on internal SPPS staff developing a common understanding of the integrated PBIS framework, before engaging new partners.</p>

V. Initiative Work plan

#	Milestone Deliverable or Activity	Responsible Person or Group	Start Date	Status/ Target End Date
School Year 2018-2019				
1	Create of district-wide leadership team (DW Leadership Team) <ul style="list-style-type: none"> Utilize external consultation i.e. Clay Cook 	Office of School Support	January 2019	Complete
2	Clarify integrated framework, rationale, and means of monitoring with the following groups to engage and ensure support and advocacy for initiative: <ul style="list-style-type: none"> Board of Education Senior Leadership Administrators District Department Heads 	Office of School Support	August/ September 2019	Complete
3	Conduct assessment and analysis supported by Collaborative for Academic, Social, and Emotional Learning (CASEL)	Office of School Support	April 2019	Complete
4	Develop staffing and coaching model that supports sites and district departments	Office of School Support	February 2019	Complete

5	<p>Complete various assessments to establish district baseline and monitor progress District leadership self-assessment</p> <ul style="list-style-type: none"> • PBIS implementation measures (TFI, SAS, Student Climate Survey, etc.) • Student outcome data (academic, behavioral, attendance, disproportionality, etc.) • District SEL Assessment (e.g. CASEL) • Pre and Post data collected by Trauma Focused SSW Coaches • MDHR agreement and related monitoring 	DW Leadership Teams; School teams	January 2019	Complete
6	Create data dashboard to triangulate data points that district/ schools review regularly	DW Leadership Team	January 2019	Complete
7	Develop and implement communication plan	Lead, DW Leadership Team	February 2019	Initial plan complete
School Year 2019-2020				
8	Develop multi-year district action plan based on results of CASEL assessment and analysis		June 2019	November 2019
9	<p>Build and support school capacity to implement and monitor a PBIS framework that integrates SEL, RP, and Trauma Informed Practices, using data to inform decisions.</p> <ul style="list-style-type: none"> • Administrators • Multi-tier school PBIS teams 	Office of School Support in collaboration with SSW, Counseling, RP; School Teams	August 2019	June 2020
10	<p>Implement culturally relevant best practices for multi-tier PBIS that integrates SEL, RP, and Trauma Informed Practices.</p> <ul style="list-style-type: none"> • Licensed Staff • Paraprofessionals • Other 	Office of School Support in collaboration with SSW, Counseling, RP; School Teams	August 2019	June 2020
11	Pilot Social-Emotional Learning curriculum at Middle School sites (Second Step Middle School Program)	Office of School Support in collaboration	June 2019	June 2020

		with Middle School		
12	Provide sites with necessary tools and time to enable progress monitoring across all three tiers of support	Office of School Support, School Counseling, School Social Work	August 2019	June 2020
13	Support social-emotional learning for adults	Office of School Support	September 2019	June 2020
14	Review standards for collecting and monitoring district and school-level PBIS/SEL data to inform decisions; update data collection and analysis process	D.W. Leadership Team	May 2019	December 2019
15	Ensure standardized school-based data collection (e.g. TFI, ODR, etc.) and analysis for decision-making	Shared responsibility: DW leadership team & Building administrators.	January 2020	August 2020
16	Complete assessments to monitor progress	DW Leadership Teams; School teams	September 2019	June 2020
17	Inform stakeholders and build trust <ul style="list-style-type: none"> ● Families ● Community partners ● General public ● SPFE 	School Teams, Office of Family Engagement and Community Partnerships, Communications, Office of School Support	January 2020	August 2020
18	Identify resources and sites for Phase 2 SEL pilot	Office of School Support, DW Leadership Team	January 2020	May 2020
School Year 2020-2021				
19	Support school capacity to implement and monitor a PBIS framework that integrates SEL, RP, and Trauma Informed Practices, using data to inform decisions	Office of School Support in collaboration with SSW,	August 2020	June 2021

		Counseling, RP; School Teams		
20	Identify and acquire the necessary resources for staff to implement district expectations for Social Emotional Learning curricula	Office of School Support in collaboration with stakeholders from other district departments	September 2020	June 2021
21	Implement Phase 2 Social Emotional Learning pilot	Office of School Support	September 2020	June 2021
22	Support standardized school-based data collection and analysis for decision-making <ul style="list-style-type: none"> • Provide sites with necessary tools and time to enable progress monitoring across all three tiers of support 	Shared responsibility: DW leadership team & Building administrators.	August 2020	August 2021
23	Complete assessments to monitor progress	DW Leadership Teams; School teams	September 2020	June 2021
24	Continue building trust among stakeholders	School Teams, Office of Family Engagement and Community Partnerships, Communications, Office of School Support	September 2020	August 2021

VI. Performance Indicators

School Year 2018-19			Achievement Completion	
Performance Indicator	Measurement Method	Targeted Achievement	Completed (y/n)	Level of Completion

PBIS Leadership Team is established and has a regular meeting schedule & process	Team agenda/minutes , operating procedures,	80% attendance at scheduled meetings;	Yes	At or above target
DW Leadership Team completes self assessment	Team uses the PBIS Leadership Self Assessment	Completion of the assessment by 5/1/19	Yes	At or above target
Prioritize action items from self assessment	Plan is written and shared.	3 year Action Plan developed by 6/30/19	No	Timeline adjusted
DW Leadership team clearly identifies differences and definitions between: SEL, TI, RP and how they fit into PBIS Framework	Document	A written description for leaders to refer to is available and distributed August 2019	Yes	At or above target
CASEL Analysis is Completed	We will have received report from CASEL	District PBIS Leadership Team receives final CASEL report and considers next steps based on the recommendations	Yes	At or above target
Consistent Messaging with Communication plan	Comprehensive communication plan developed; Differentiated messages for groups of stakeholders	Website presence One pagers shared Bridge Articles	Yes	At or above target
Professional Development created, planned, and scheduled. Training for paraprofessionals aligned with classroom teacher training	Posted on PdExpress and in PD Catalog	There are 2 workshops for paraprofessionals scheduled in the 2019-20 PD Catalog on teacher pd days.	No	District academics and administrator complete; Paraprofessional PD timeline adjusted

Performance Indicator	Measurement Method	Targeted Achievement
School Year 2019-20		
Three-year action plan created by School Support District Leadership Team	Plan	Provides direction for district leaders, addresses sustainability
Pilot SEL program	On-line lesson monitoring	12 Middle School sites participate; 80% of classrooms complete the lessons
PD sessions created and held that illustrate as a PBIS framework that integrates SEL, RP and other supports	Number of staff that attended PD; Staff feedback on PD;	All sessions are at 75% capacity or higher; 100% of schools attend PBIS team workshops.
Each school established an PBIS team that integrates SEL	School report; PBIS/SEL Coaches observation during site visits;	100% of schools have team
By the end of the 2019-20 school year, there will be an identified list of SEL Supports available to SPPS sites	Toolkit created for adult SEL and student SEL	There are SEL supports identified for adults, elementary, middle and senior high.
Process for collecting, analyzing, reporting data on SEL/PBIS implementation	Site checklist District data guidelines	Addresses issues of equity
School Year 2020-21		
All Schools complete the three tiers of the TFI assessment	PBIS Apps	100% of schools complete the assessment and have a TFI Tier 1 score of 70% or higher
Expanded SEL pilot	On-line lesson monitoring	TBD number of sites participate
SEL supports available to SPPS sites	SEL toolkit access monitoring	100% of principals and counselors have been trained on SEL toolkit options

Site action planning to integrate district SEL expectations	School report; Data Dashboard that is selected/developed in Year 2; Review of SCIP	100% of schools have selected and created a SEL plan from a menu of district options
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