

# **Implementing Evidence-Based Classroom PBIS Strategies: A District Level Approach**

**The Office of School Climate and Culture**

**The School District of Philadelphia**

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# Our Mission in SDP

*The Office of School Climate and Culture supports **positive**, equitable learning environments in which all students can experience **belonging**, build strong **relationships**, and fully engage with academic and social-emotional learning.*



# Objectives

Participants will be able to:

- Identify the successes and challenges of implementing classroom PBIS in a large, diverse, urban district
- Understand strategies used by SDP to support schools with evidence-based classroom PBIS implementation for K-8 teachers
- Begin thinking about your school needs to incorporate the use of classroom PBIS strategies



# Agenda

- Introduction to the School District of Philadelphia (SDP)
- PBIS in SDP
- Journey to Support Classroom PBIS
  - What Worked
  - Barriers
- Future Considerations



**“Classroom PBIS is critical to students’ and school personnel success. When PBIS is implemented in the classroom, individual student outcomes improve. At the schoolwide level, schools experience overall improved outcomes and are more likely to sustain PBIS implementation.”**

**- The Center on PBIS**



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# Who Are We?

## The School District of Philadelphia



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# Philadelphia, PA



# Demographic Makeup of SDP

**329**

**Total Number of Schools**

217 District Operated  
83 Charter Operated  
29 Alternative Education

**197,288**

**Total Student Enrollment**

113,443 District Enrollment  
64,498 Charter Enrollment  
3,624 Alternative Enrollment

**Student Diversity**

Black / African American 51%  
Hispanic / Latino 23%  
White 13%  
Asian 7%  
Multiracial/Other 5%

**4950**

**Advanced Placement  
Enrollment**

**173**

**Languages Spoken  
by students/family**

**43**

**Career & Technical  
Education Programs**



# Demographic Makeup of PBIS Schools

- 119 Schools /SY 22-23 (55% of district operated schools)
  - 11 High Schools
  - 108 Elementary/Middle Schools
  - 103 Implementing
  - 16 Planning year
- 20 District Coaches
  - 18 Support K-12 (Tier 1)
  - 2 Support CICO (Tier 2)

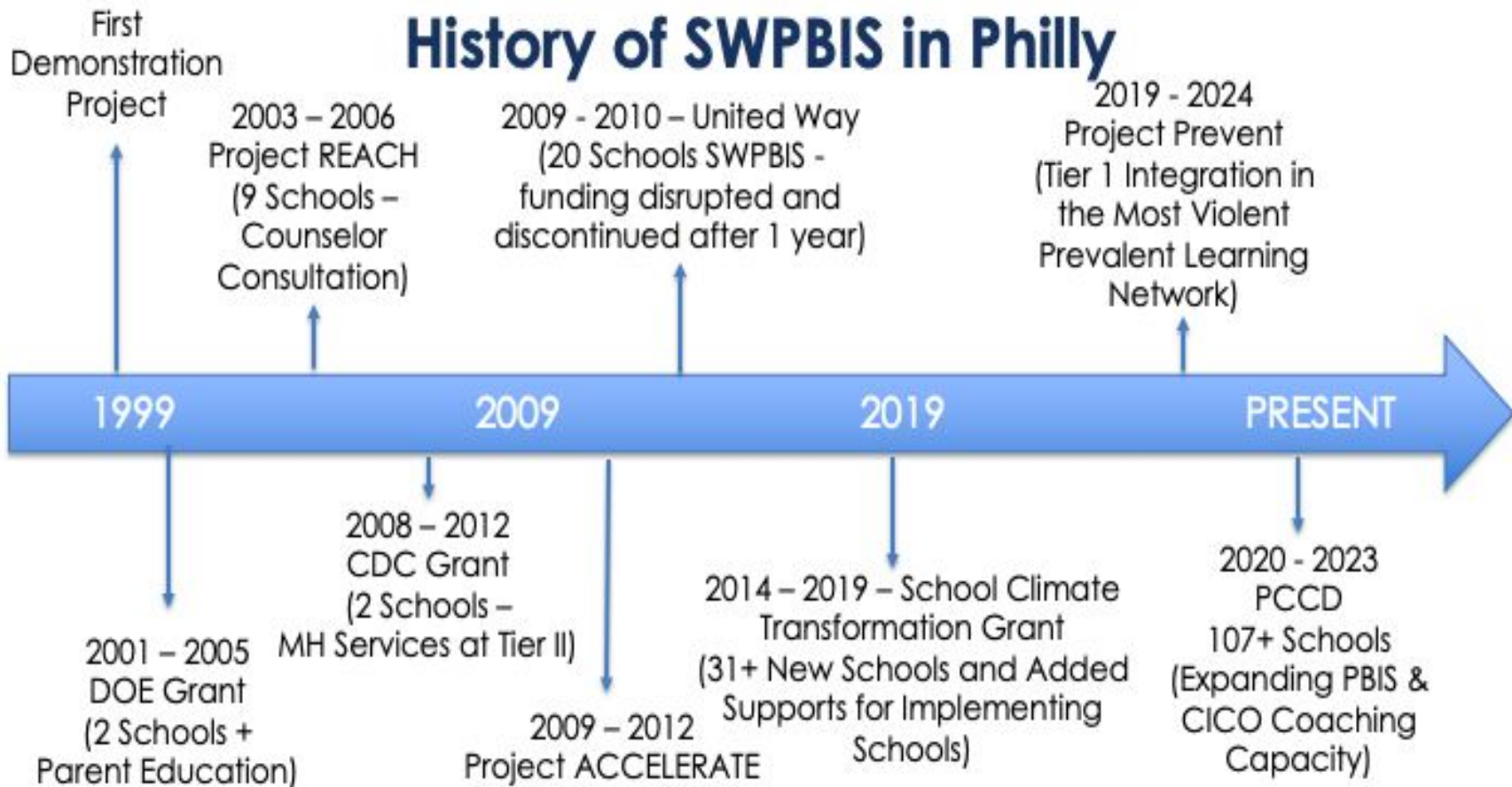


# PBIS in the School District of Philadelphia

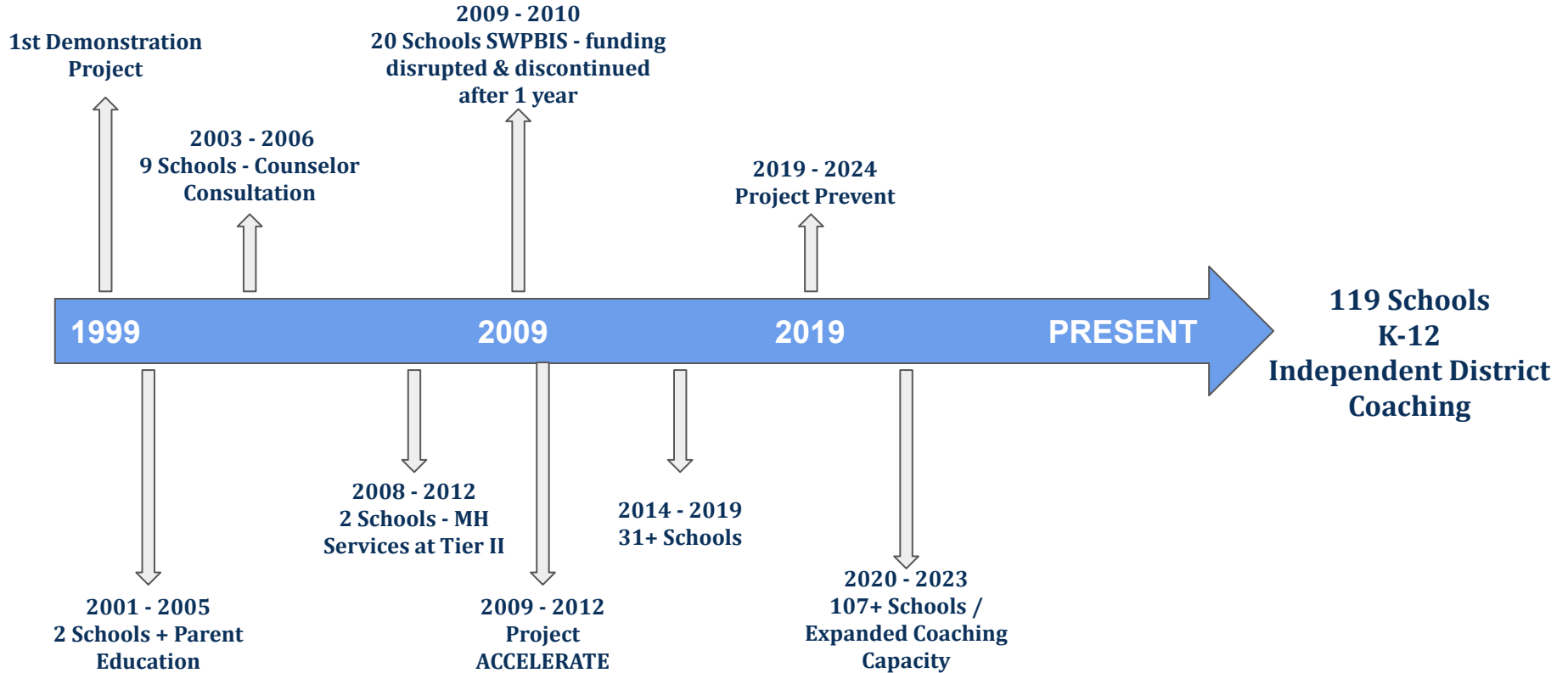


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# History of SWPBIS in Philly



# History of PBIS in Philly



# Our Coaching Model

- Office of School Climate and Culture
  - PBIS Department
    - PBIS Coaching
      - Maximum of 7 schools per caseload
      - Support School-based CR-PBIS team (6-9 members incl. Admin, Teachers, Specialists, Student, Family)
        - Roll-out, teaching guides, kickoffs, Comm. Mtg.
        - Monthly PBIS planning meetings
        - Monthly TIPS (Team Initiated Problem-Solving) meetings
        - Regular data collection and action planning
        - Co-facilitation of professional development as needed
        - General climate support



# Why Classroom PBIS?

## PBIS Self-Assessment Survey (SAS) Report with almost 4,000 responses across district PBIS schools SY 20-21

- Classroom Systems
  - Expected student behavior & routines in classrooms are taught directly = 75% in place
  - Expected student behaviors are acknowledged regularly (positively reinforced) = 67% in place
  - Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching) = 65% in place
- School wide systems
  - Booster training activities for students are developed, modified, & conducted based on school data = 46% in place
  - All staff are involved directly and/or indirectly in school-wide interventions = 59% in place
  - The school team has access to ongoing training and support from district personnel = 63% in place



# Previous Approaches Targeting Classroom PBIS

## Special Project

- Direct coaching from district coaches 2.5 days/week
- Limitations
  - Incorrectly assumed no one else at the school level was doing the coaching/supporting
  - Assumed that PBIS coach role was only to coach teachers, but did not take into consideration the other responsibilities and limited coaching time
- Result: not a good fit

## What Now?



# The Solution to Supporting Classroom PBIS: Making PBIS a Priority



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# How we Prioritized the work

- Engaged with the experts
  - Dr. Brandi Simonsen and Dr. Jennifer Freeman (UCONN)
  - Identified a need for a model of Classroom PBIS that does not utilize district coaches
- Narrowed the focus of a district coach
  - Created the “Classroom Implementation Specialist” role
- Determined the criteria for schools and timeline
- Identified School-based staff as the experts
  - Administrators
  - Coaches
  - Teachers



# How we prioritized the work cont'd

- Capacity for Commitments
  - **Releasing at least 3 PBIS Team Members** to attend trainings
  - Ensuring there is an **administrator present**
  - Dedicating **professional development time**
  - Allocating **opportunities for data collection**



# What worked ...



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# Successes We Noticed

- Classroom PBIS supplemental approaches created
- Specific and intentional inclusion of school based teacher leads (SBTL)
- Deeper focus on classroom data and supports
- Tools for classroom teachers to monitor their
- Classroom specific modules



# Barriers we encountered along the way...



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# Extenuating Circumstances

- Scheduling and Attendance
  - Staggered start times
  - Access to coverage for classroom teachers
  - Staffing shortages due to COVID
    - 130 schools shifted to virtual learning at some point during 2021-22 school year.
    - 760 roles were filled by central office staff due to teacher absences.

# Capacity

- Internal district level staffing transitions
- School based staff transitions
- District mandates on allocation of school planning time
- Transition in coaching supports
  - Including Classroom Implementation Specialist
- Lack of training for incoming coaching staff



# Future Considerations and Next Steps



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# Classroom Behavior Data: SY 22-23

- September thru February (99 schools)
  - 27,028 Referrals
    - 17,985 - Classroom Managed (Minor)
    - 9,043 - Office Discipline Referrals (Major)
  - 33% of schools written up between 25% and 56% of students enrolled



# What's Next

- Expanding Classroom PBIS to all SDP PBIS schools (SY 23/24)
- Planning during SY 22/23:
  - Training of all PBIS coaches from the experts:
    - Dr. Brandi Simonsen and Dr. Jennifer Freeman
- PBIS Coach Feedback / Readiness

# Coaching Feedback

- Concerns:
  - Schools capacity
  - Teacher buy-in / push back
- Needs:
  - Administrative Support
  - School based point person
  - Clear communication regarding monitoring tools

# Implementation Support

- PBIS Coach training from the experts (SY 22-23)
  - Dr. Brandi Simonsen & Dr. Jennifer Freeman
- Collaboration with district SBTL Director
- Summer planning
- Ongoing Support from experts after roll out



# School Plans

- Incorporation into School plans
  - Classroom PBIS Action Steps and Indicators
- Accountability
- Progress Monitoring



# Challenge to Action

- Think about the classroom data at your schools
- Consider how PBIS is leveraged in the classroom
- Determine capacity needs
- Solicit feedback for potential barriers



# Contact Information

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