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

The Office of School Climate and Culture

The School District of Philadelphia
Tianna Bilal, Tynara Blount, Sean Kelly, Kendall Mullen
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
Who Are We?
The School District of Philadelphia
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
History of SWPBIS in Philly

1999

2003 – 2006
Project REACH
(9 Schools –
Counselor
Consultation)

2008 – 2012
CDC Grant
(2 Schools –
MH Services at Tier II)

2001 – 2005
DOE Grant
(2 Schools +
Parent Education)

2009 – 2010 – United Way
(20 Schools SWPBIS -
funding disrupted and
discontinued after 1 year)

2009 – 2012
Project ACCELERATE

2014 – 2019 – School Climate
Transformation Grant
(31+ New Schools and Added
Supports for Implementing
Schools)

2019 – 2024
Project Prevent
(Tier 1 Integration in
the Most Violent
Prevalent Learning
Network)

2020 – 2023
PCCD
107+ Schools
(Expanding PBIS &
CICO Coaching
Capacity)

PRESENT
History of PBIS in Philly

1999

- 1st Demonstration Project

2001 - 2005
- 2 Schools + Parent Education

2003 - 2006
- 9 Schools - Counselor Consultation

2008 - 2012
- 2 Schools - MH Services at Tier II

2009 - 2012
- Project ACCELERATE

2014 - 2019
- 31+ Schools

2019 - 2024
- Project Prevent

2009 - 2010
- 20 Schools SWPBIS - funding disrupted & discontinued after 1 year

2009 - 2012
- 2 Schools - MH Services at Tier II

2009 - 2010
- Project ACCELERATE

2014 - 2019
- 31+ Schools

2020 - 2023
- 107+ Schools / Expanded Coaching Capacity

2019 - 2024
- Project Prevent

119 Schools K-12 Independent District Coaching
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)
        - 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
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 ...
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...
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
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

Kendall Mullen, PBIS Coach
kamullen@philasd.org

Sean Kelly, Lead PBIS Coach
skelly@philasd.org

Tianna Bilal, Assistant Director of PBIS
trmoore@philasd.org

Tynara Blount, Director of PBIS
tblount@philasd.org