

Missouri Model District - Behavior (MMD-B)
Continuous Improvement System Implementation Framework
January 14, 2019

District leadership teams (DLTs) that participate in the MMD-B pilot project have a prescribed framework of systems, data and practice activities, that if implemented with fidelity, consistency and equity will lead to the team’s self-described outcomes. The activities are briefly outlined below.

District Activity	Year 1 Examples and Evidence
1. Develop, refine, engage, and evaluate district wide (DW) collaborative teaming practices that support DW Tier 1 SW-PBS implementation.	receive training on collaborative teaming; establish leadership team (suggested: cabinet/district leader with decision-making authority, academic and behavioral expertise, PD fluency, data/evaluation fluency, stakeholder representation); establish norms; establish decision-making model; establish roles & responsibilities; establish communication system; establish system to evaluate effectiveness of team (at least biannually); adapt standardized training content for collaborative teaming; incorporate into professional development plan; provide training
	Evidence: <input type="checkbox"/> team roles & responsibilities <input type="checkbox"/> agendas/solution plans <input type="checkbox"/> action plan <input type="checkbox"/> District Leadership Team Self-assessment Tool (DLT-SAT) <input type="checkbox"/> Other
2. Audit district and school activities and resources annually.	assess district initiatives and resources through a process similar to MO SW-PBS Working Smarter Template around universal supports
	Evidence: <input type="checkbox"/> working smarter or similar document <input type="checkbox"/> District Leadership Team Self-assessment Tool (DLT-SAT) <input type="checkbox"/> Other
3. Develop/refine system of data-based decision-making (DBDM) capacity.	receive training on DBDM; identify stakeholders critical to addressing each of the components; design systems to support each component; adapt standardized content for DBDM; incorporate into professional development plan; provide training
	Evidence: <input type="checkbox"/> agenda/solution plans <input type="checkbox"/> District Leadership Team Self-assessment Tool (DLT-SAT) <input type="checkbox"/> Other

<p>4. Engage in data-based decision making processes (on a regular basis) that address implementation and outcomes at the district and building levels.</p>	<p>identify improvement goals from data (at least one related to behavior), identify practices that will be done to effect goals (district and building levels), identify systems to support implementation of practices, identify data points that can progress monitor fidelity of implementation and outcomes of practices and systems, develop an evaluation system to monitor and make adjustments [3-5 year action plan]</p>
	<p>Evidence:</p> <p><input type="checkbox"/> meeting minutes</p> <p><input type="checkbox"/> SW-PBS District Data Tracking Tool</p> <p><input type="checkbox"/> data reports</p> <p><input type="checkbox"/> Other</p>
<p>5. Develop/refine systems to define, teach and reinforce desired adult instructional behaviors (e.g., MO Teacher Standards, Effective Teaching and Learning Practices [ETLPs], etc.)</p>	<p>outline/define professional development plan that includes focus area(s) of the year and includes opportunities for all staff, booster/refresh, and a system for new teacher/staff indoctrination</p>
	<p>Evidence:</p> <p><input type="checkbox"/> professional development plan for the district for all staff</p> <p><input type="checkbox"/> Other</p>
<p>6. Develop/refine DLT knowledge of function based thinking (FBT)</p>	<p>receive training on content; adapt standardized training content for FBT; incorporate into professional development plan; provide training</p>
	<p>Evidence:</p> <p><input type="checkbox"/> agenda for DLT training</p> <p><input type="checkbox"/> adapted training content for FBT</p> <p><input type="checkbox"/> documentation of building training</p> <p><input type="checkbox"/> Other</p>
<p>7. Develop/refine DLT knowledge of ETLPs (school-wide and class-wide): expectations, teaching, encouraging, & discouraging</p>	<p>receive training on content; adapt standardized training content for identified ETLPs; incorporate into professional development plan; provide training</p>
	<p>Evidence:</p> <p><input type="checkbox"/> agenda for DLT training</p> <p><input type="checkbox"/> adapted training content for ETLPs</p> <p><input type="checkbox"/> documentation of building training</p> <p><input type="checkbox"/> Other</p>

Building leadership teams (BLTs), and **collaborative teams (CTs)** (e.g., grade level, department level, vertical teams) within buildings that participate in the MMD-B pilot project have a prescribed framework of systems, data and practice activities, that if implemented with fidelity, consistency and equity will lead to the team’s self-described outcomes. The activities are briefly outlined below.

Building Activities	Year 1 Examples and Evidence
<p>1. Develop, refine, engage, and evaluate building leadership team (BLT) that includes behavior as part of improvement process.</p>	<p>receive training on collaborative teaming; establish leadership team (suggested: administrator with decision-making authority, academic and behavioral expertise, stakeholder representation); establish norms; establish decision-making model; establish roles & responsibilities; establish communication system; establish system to evaluate effectiveness of team (at least biannually)</p> <p>Evidence:</p> <p><input type="checkbox"/> team roles & responsibilities</p> <p><input type="checkbox"/> agendas/solution plans</p> <p><input type="checkbox"/> action plan</p> <p><input type="checkbox"/> Other</p>
<p>2. All instructional staff actively engage in regular collaborative team (CT) meetings.</p>	<p>receive training; all instructional staff participate in CT meetings</p> <p>Evidence:</p> <p><input type="checkbox"/> team roles & responsibilities</p> <p><input type="checkbox"/> agendas/solution plans</p> <p><input type="checkbox"/> action plan</p> <p><input type="checkbox"/> Other</p>
<p>3. All instructional staff actively engage in ongoing DBDM around behavior during CT meetings.</p>	<p>receive training; all instructional staff participate in DBDM process that includes behavior</p> <p>Evidence:</p> <p><input type="checkbox"/> meeting minutes</p> <p><input type="checkbox"/> data reports</p> <p><input type="checkbox"/> Other</p>
<p>4. All instructional staff engage in ETLPs (school-wide/class-wide).</p>	<p>attend training on the following ETLPs: FBT, expectations, teaching, encouraging, discouraging; develop systems to support implementation of practices</p> <p>Evidence:</p> <p><input type="checkbox"/> documentation of building training</p> <p><input type="checkbox"/> Other</p>
<p>5. All instructional staff participate in requested data activities (e.g., self-assessment practice profiles (SAPP),</p>	<p>develop system to support staff in completing data activities - purpose, instructions, adequate time to complete, system to progress monitor completion</p> <p>Evidence:</p> <p><input type="checkbox"/> data reports indicating participation</p>

Self-Assessment Survey (SAS)).	___ Other
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<p>Additional Building Level Activities that demonstrate implementation with fidelity, consistency and equity.</p>
<p>Collaborative Teams (CT) Collaborative teams demonstrate mastery of the practice as documented on the practice profile. 80% of CTs have members complete SAPP at the proficiency level evidences mastery.</p>
<p>Classroom Observation Building team conducts a single observation in 80% of classrooms and aggregates data for each ETLP observed (expectations, teaching, encouraging, and discouraging).</p>
<p>Effective Teaching/Learning Practices (ETLP) Instructional staffs demonstrate mastery of at least one effective teaching/learning practice as demonstrated on the practice profile. 80% of collaborative teams have 80% of members completing a SAPP for expectations, teaching, encouraging, and discouraging.</p>
<p>Function Based Thinking (FBT) Instructional staffs demonstrate mastery of FBT as demonstrated on the practice profile. 80% of staff performing at the proficiency level demonstrates mastery.</p>
<p>Data-Based Decision Making At least 50% of CTs have 80% of members self-evaluate the teams performance by completing the DBDM SAPP.</p>