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### Implementing PBIS With Fidelity - One District's Journey

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#### Recommended Citation

Sears, Leigh B.; Crumley, Chad; and Montesinos, Whitney, "Implementing PBIS With Fidelity - One District's Journey" (2016). *Georgia Association for Positive Behavior Support Conference*. 20.

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# \* Implementing PBIS with Fidelity



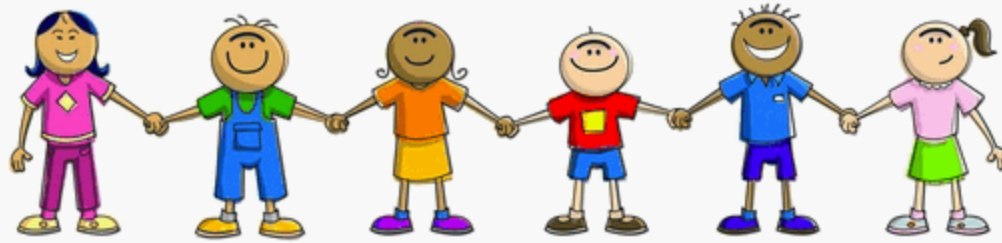
*One District's Journey  
Gainesville City School System*



<https://sites.google.com/a/gcssk12.net/gcss-positive-behavioral-interventions-and-supports/assignments/pbis-videos>



**GAINESVILLE CITY PBIS**



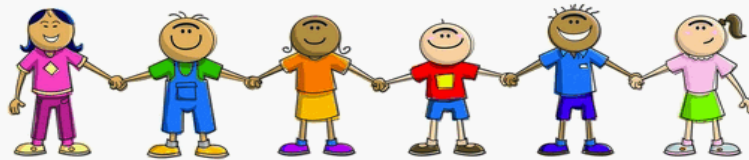
## What is Your Role?

1. *District Leader*
2. *School Leader*
3. *Classroom Leader*
4. *Other*

\*Getting to Know Our Audience



- \* 1. The data entry and information management piece of PBIS is/would be very challenging for our district/school.
- \* 2. Sustaining the focus on PBIS for effective long-term implementation is/would be very challenging for our district/school.
- \* 3. Building “buy-in” from leaders, faculty, and staff is/would be very challenging for our district/school.
- \* 4. Other...



\* **What Statement Do You Identify with MOST?**

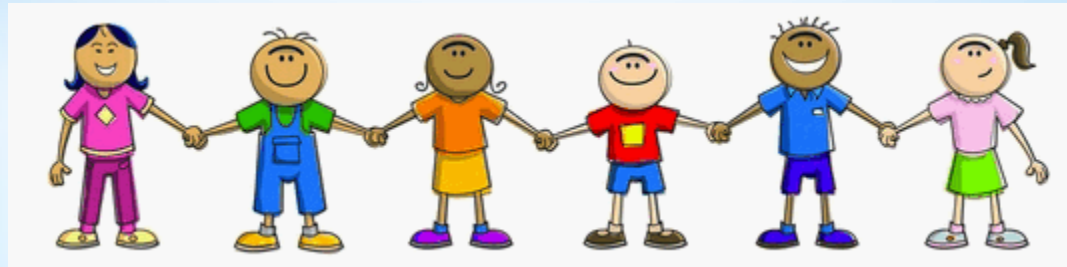


\*Chad Crumley, *Assistant Principal*

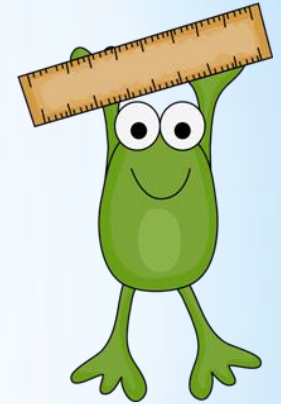
\*Whitney Montesinos, *Teacher*

\*Leigh Sears, *District Leadership*

\*Who We Are



- \* **2008** - GCSS began initial PBIS implementation
- \* **2009** - Data entry complaints began
- \* **2010** - Tough to build “buy in” because of data pieces
- \* **2011** - Long-term implementation difficult
- \* **2012** - Some schools consistent/inconsistent
- \* **2013** - Substantial personnel changes since initial training and professional learning loss
- \* **2014** - Two schools implementing some parts of PBIS with fidelity
- \* **2015** - Renewed commitment to PBIS based on district strategic improvement plan and retraining
- \* **2016** - First year of full re-implementation after 2015 - 2016 training year



# \* Timeline 2008 - 2016



# Gainesville City School System

7,990 students

7 schools (5 elementary, 1 middle, 1 high)

60% Hispanic

19% African American

15% Caucasian

3% Asian

3% Multiracial

HIGHEST ENGLISH LEARNER (EL) POPULATION IN THE STATE (%)



\*What Makes Us  
Unique





- \* 1. The data entry and information management piece of PBIS was challenging for our district.
- \* 2. Sustaining the focus on PBIS for effective long-term implementation is very challenging for our district.
- \* 3. Building “buy-in” from leaders, faculty, and staff is very challenging for our district.



\* What Makes Us the Same



- \* c. Develop and implement district **Response to Intervention (RtI)** processes to enhance support of identified students
- \* d. Refine the systems, data, and practices necessary for sustainable **Positive Behavioral Interventions and Supports (PBIS)** implementation
- \* i. Teachers, case managers, athletic coaches, counselors, school and district level administrators and graduation coaches will monitor **attendance, behavior, mastery of the curriculum and pathway completion.**



# \* District Strategic Improvement Plan



\* Systems

\* Data

\* Practices

\* Sustainability



\* Systems, Data, and Practices  
Necessary for Sustainable Positive  
Behavioral Interventions and  
Supports (PBIS) Implementation





- Discipline practices
- Provide resources to assist with building capacity
- Explicitly make connections between PBIS, Rtl, and the ABCs
- Establish collective commitment
- Consistent fidelity tools to make implementation assessments objective (TIC, BoQ)
- Drive home that PBIS is not something new, and that it's not a program. It is a FRAMEWORK!

\* Systems, Data, and Practices  
Necessary for Sustainable Positive  
Behavioral Interventions and  
Supports (PBIS) Implementation



\* Attendance

\* Behavior

\* Classroom Success

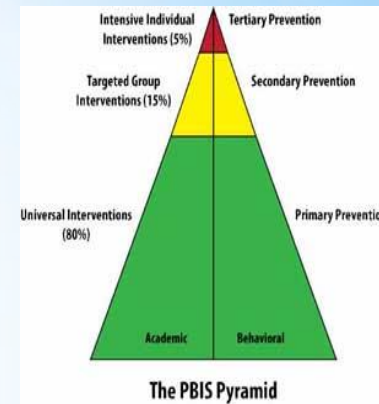
\* Which one(s) relate to PBIS?



\* The ABCs and PBIS

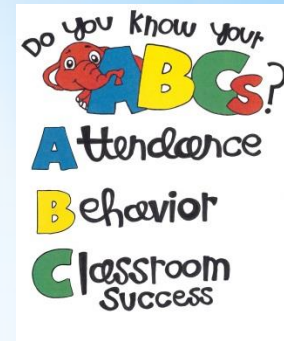


- \* Monthly ABC data summaries provided to all schools
- \* Once data are analyzed, monthly meetings are held at all schools with school leadership and district staff
- \* Using the Rtl framework for guidance, each school completes and uses a pyramid related to each of the ABCs requiring alignment of resources with multi-tiered systems of support (MTSS)
- \* All students receive assistance as identified in tier one, some students receive supports as indicated in tier two, and a few students are identified as high risk and receive intensive assistance at tier 3 based on needs indicated using ABC data digs (80/15/5)



## \* ABCs, Rtl, and PBIS

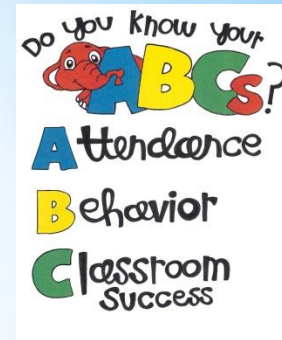




- \* Students signal that they are on or off track in school through their attendance, behavior, and classroom success-the ABCs.
- \* By targeting the ABCs, it is possible to identify when students are beginning to fall off track, providing time to intervene and alter their trajectory through school and beyond.

\* Why the ABCs?



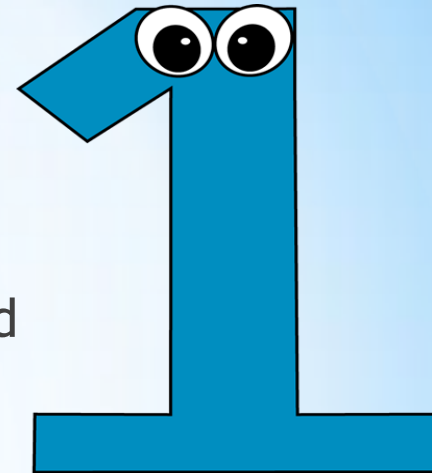


- \* District leadership are modeling discussions and data-based problem solving and decision making with schools during each ABC visit.
- \* Schools are providing more strategic interventions.
- \* Number of students missing 6 or more days has been reduced by 23% when compared to numbers in 2015 - 2016
- \* 5 out of 7 schools have seen a reduction in ISS, OSS, and bus suspensions when compared to monthly percentages in 2015 - 2016
- \* Number of students starting at proficiency on system wide reading universal screeners has increased from 2015 to 2016.

## \* Why the ABCs?







- \* Establishing consistent districtwide PBIS expectations was important!
- \* In system wide re-training, each table presented what characteristics they wanted in the ideal student/teacher.
- \* Commonalities were found representing what we call the 4 Rs.

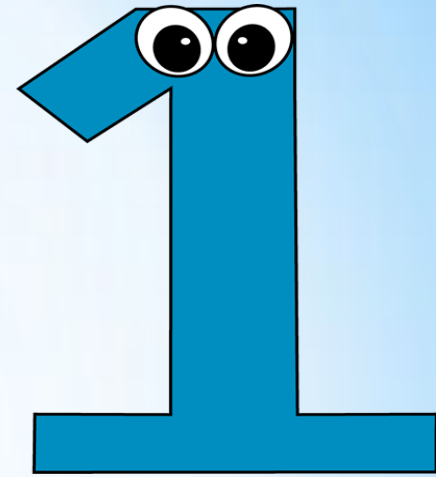
Be the ONE -

READY, RESPECTFUL, RESPONSIBLE, ROLE MODEL!

\* Re-Commitment



- \* False Start
- \* Build Shared Mission and Vision
- \* Establish Collective Commitment



BE THE ONE!

\* WHY THIS WAS  
IMPORTANT

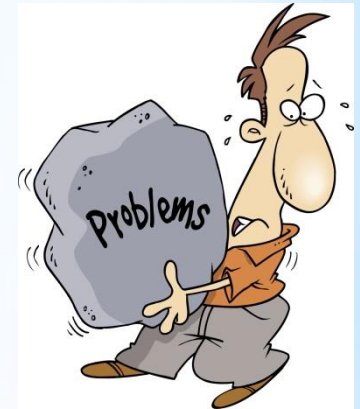


- \* Finding an efficient means of data collection is critical.
- \* There are many programs to assist (SWIS, Educators Handbook, etc).
- \* A committee was convened to analyze current discipline practices and protocols.
- \* Three Areas of Focus:

Data Entry

Progressive Discipline Guidance

Write-Up Form



\* It Begins and Ends  
with Data





\* Out of this collaborative work,

*Educators Handbook* was piloted and selected for data entry

A progressive discipline matrix was finalized with assistance from Lincoln County and the DOE website

A consistent system wide write-up form was finalized and printed in quadruplicate

\* **FRUITS OF OUR  
LABOR**



- \* Piloting with Educators Handbook at the end of 2015 - 2016
- \* Training with Educators Handbook/New Discipline Tools for admin and data entry personnel at the end of 2015 - 2016
- \* Training with Educators Handbook/New Discipline Tools for admin and data entry personnel at the beginning of 2016 - 2017
- \* Training with Bus Drivers and PBIS Leaders at the beginning of 2016 - 2017.
- \* PBIS and Discipline Guidance Website Launches with Resources at beginning of 2016 - 2017

# \* Professional Learning



\* <https://sites.google.com/a/gcssk12.net/gcss-discipline-for-administrators/>

\* <https://sites.google.com/a/gcssk12.net/gcss-positive-behavioral-interventions-and-supports/>



\* Websites Sneak a  
Peeks



- \* District Level PBIS Leadership Team
- \* Multiple Annual Walkthroughs with Timely Feedback
- \* Monthly PBIS Team Leader and Coach Meetings at District Office
- \* Multiple opportunities to visit other schools who are PBIS veterans
- \* Board of Education Presentations with PBIS results and Pictures
- \* District Newsletter Recognitions
- \* Monthly PBIS Calendars with District Requirements
- \* Newspaper Interviews
- \* Parent Forum Meetings - Breakfast with the Superintendent



\* MORE DISTRICT  
SUCCESS STORIES



## ABC Awards Ceremonies



\* **SCHOOL LEVEL  
SUCCESS**





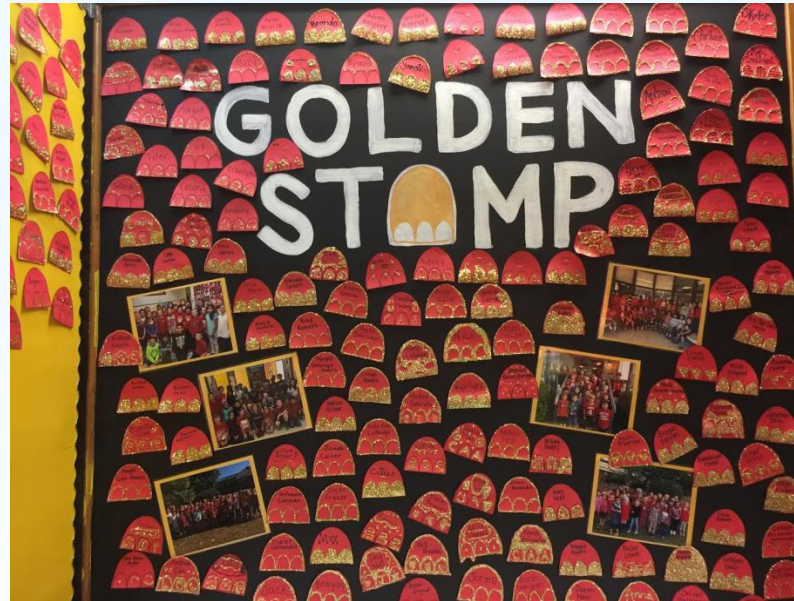
## CAA Principal Club



\* SCHOOL LEVEL  
SUCCESS



## Golden STOMP Wall



\* SCHOOL LEVEL  
SUCCESS



# Royal Throne Award



\* **SCHOOL LEVEL  
SUCCESS**



## Golden STOMP Winners



\* SCHOOL LEVEL  
SUCCESS



- \* Expectations are set at the beginning of the year with the use of **PBIS** lessons
- \* **Unified and consistent language** throughout the building, the 4Rs
- \* Reteach lessons after every quarter or when you see the expectations starting to be forgotten within the classroom

\* **CLASSROOM LEVEL  
SUCCESS**



- \* Creates a positive learning environment within the classroom
- \* Sets a routine for all students
  - \* Teachers' classroom management improves

\* **CLASSROOM LEVEL  
SUCCESS**



- \* Students are **motivated and engaged** to be the best that they can be
- \* **Builds community** within the classroom and school
- \* Students **encourage others** to be successful

\* **CLASSROOM LEVEL  
SUCCESS**



- \* Bullying has been **reduced** in school and on the bus
  - \* Gives **second chances** because we all make mistakes
    - \* Feel more **welcome** at school
    - \* **Acknowledges** us for our hard work
    - \* **Encourages** us to do better
  - \* **PBIS** is not only preparing us for school, but it is also preparing us for **life!**

\* **STUDENT LEVEL  
SUCCESS**





\* “Faithfulness to a cause or belief, demonstrated by continuing loyalty and support.”



\* Implementing PBIS  
with Fidelity



# \*CONTINUING LOYALTY AND SUPPORT



GOAL: To be better today than we were yesterday and to be better tomorrow than we are today!

## \*Implementing PBIS with Fidelity



\* <https://www.youtube.com/watch?v=5Nyr1OizVo0>

***TAKE EVERY  
OPPORTUNITY...!***

\* **VIDEO**



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INFORMATION