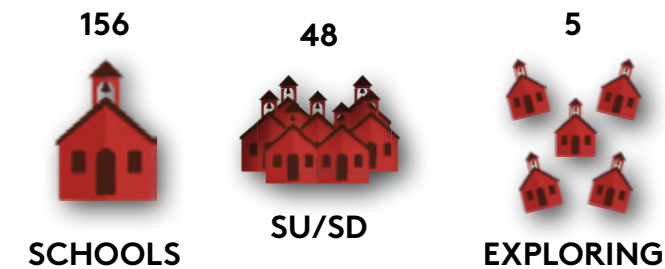




# WINTER REPORT 2020

## CONTEXT

The VTPBIS State Team reports quarterly on its progress in the areas of input, fidelity, impact, and sustainability. The Team currently supports 156 schools in 48 Supervisory Unions/Districts to implement PBIS with the goal of achieving social, emotional, behavioral, and academic success for all students. This fall, five new schools rolled out PBIS at the Universal level to staff and students. In addition, five schools are currently exploring PBIS implementation.



## INPUT

The VTPBIS State Team is charged with developing and delivering a variety of high-quality professional learning opportunities in PBIS systems, data, and practices. These events consistently yield very high rates of participant satisfaction. Through December, 510 people attended 14 learning events with an average participant satisfaction rate of 98.13% highly satisfied or satisfied. Professional learning opportunities and topics can be [viewed on the VTPBIS calendar](#).



*"[This training] was a great way to refresh and expand upon skills and I look forward to coaching opportunities to support implementation."*



*"The trainers were engaging and well informed."*

All training participants complete pre/post surveys on knowledge and proficiency gained as a result of attending each VTPBIS training. Overall, participants reported an increase in both areas (Chart 1).



## VTPBIS Leadership Forum

The keystone professional development activity of the year is the annual VTPBIS Leadership Forum. Over 234 people from 94 schools attended this October event to share and learn new ideas about PBIS! This year's conference featured a keynote presentation by Heather Peshak George, 17 workshop sessions, 5 ignite sessions, lots of networking opportunities, and the VTPBIS annual award presentations!

*"The state coaches and TA's are invaluable resources to our schools!"*



*"I liked the ignite sessions and time to work with my team."*

## External Coaching

VTPBIS [coaching supports](#) help schools and SU/SDs to bridge the gap between professional learning and PBIS implementation. So far this year, 23 schools have made contact with coaches to develop a scope of work that will help them improve PBIS systems, data, and practices.

*"[It] helped to have a new set of eyes on our system to give feedback and guidance."*

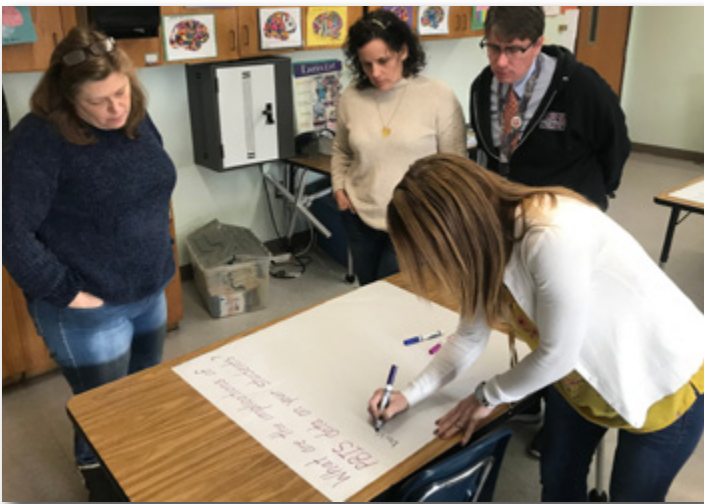


## WHAT'S NEW THIS YEAR?

### Classroom Behavior Practice Coaching

Cohort Four of the Classroom Behavior Practice Coaching project with Dr. Brandi Simonsen from UConn is underway. The goal is to develop the capacity to build and sustain evidence-based classroom management supports for teachers to increase students' positive behavior. 24 participants representing 13 schools have been selected to participate in the training and consultation series this year.

Results from the first two cohorts are showing that schools that participated in the CBPC training and consultation series and rolled out this model saw a smaller increase in Major Classroom Office Discipline Referrals (ODRs) compared to schools that did not have people trained as CBPCs (7% vs. 28%). These schools also have higher average scores on the Classroom Implementation question on the TFI than other PBIS schools (1.78 vs. 1.59 out of 2).



*"We're heading in the right direction, but we still need more teachers and staff implementing our universal practices. Training two of our faculty/staff members to become coaches to help support their colleagues is a good next step for our building."*

*- Administrator*

### Restorative Approaches Collaborative

This year, the VTPBIS/BEST Project has co-lead the development of the Vermont Restorative Approaches Collaborative. This group of 35+ trainers, researchers, Community Justice Center (CJC) staff, and school educators is providing ongoing training and coaching to seven schools and three SU/SDs as part of a one-year contract from the AOE. For more information and resources, [please visit vtrac.org](https://vtrac.org).



### Project Aware

The VTPBIS State Team is participating in a project to support three supervisory unions in the implementation of a framework to connect school mental health and PBIS. The goal is to fully develop sustainable systems, data, and practices of mental health in PBIS schools in these regions over the next three years.

### Strategic Plan

The Vermont AOE recently received final recommendations from a national consultant to develop a VTPBIS Strategic Plan.

Recommendations for change include:

- Organizing and aligning social/emotional/behavioral initiatives at the state level through the creation of an executive-level team;
- Aligning SU/SD/School initiatives; and
- Establishing VTPBIS Exemplars that can inform statewide enhancement of PBIS.

## FIDELITY

All VTPBIS schools are expected to complete fidelity assessments at least once per year. New VTPBIS schools complete the School-Wide Evaluation Tool (SET) pre- and post-PBIS rollout. All new schools trained last March showed significant growth on their SET scores following training and rollout (Chart 2).

VTPBIS schools have been encouraged to consider administering a school climate survey. So far this year, six schools have completed the PBIS Apps School Climate Survey and they are using the data to improve school climate. For more information about this tool, [email Sherry Schoenberg](#).

All VTPBIS schools will be completing the Tiered Fidelity Inventory (TFI) at each level of implementation by the end of March 2020. Results will allow school leadership teams to prioritize actions for change. Additionally, all VTPBIS schools ask their entire staff to complete the Self-Assessment Survey (SAS) to learn about staff perceptions around what PBIS features are in place and which areas are needed for improvement. The results of the TFI and SAS are used by schools to develop an annual action plan for PBIS sustainability. Aggregated results will also help guide the professional development offerings of the VTPBIS State Team. These results will be published in the next VTPBIS Report.



## IMPACT

Schools that implement PBIS with fidelity should, over time, have fewer office discipline referrals and improved academic achievement. VTPBIS schools that demonstrate these results receive annual VTPBIS Exemplar awards. The VTPBIS State Team reviews impact of PBIS on student outcomes annually. Results will be included in the VTPBIS Annual Report.

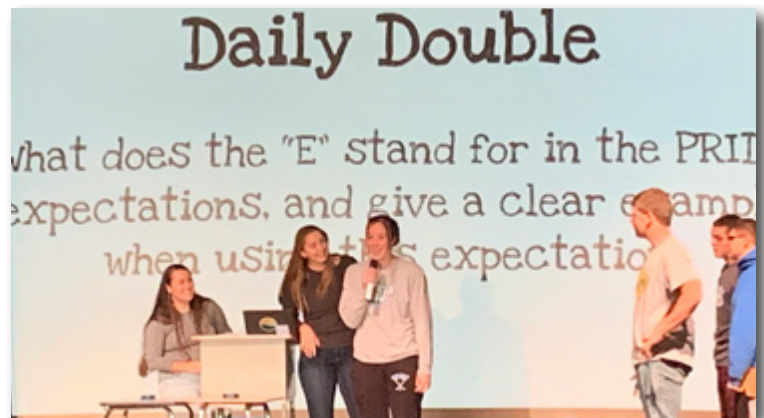
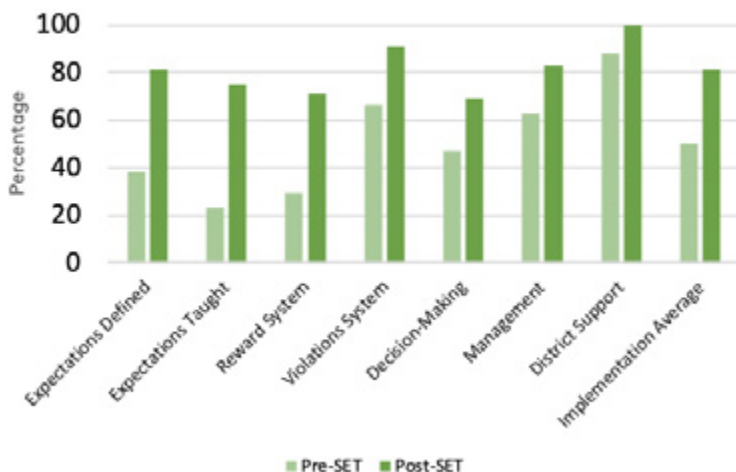
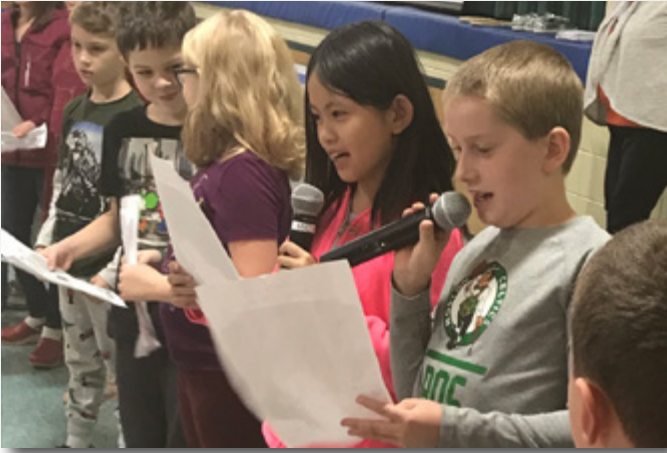


Chart 2. School-wide Evaluation Tool (SET)  
Pre/Post Results





## What are new VTPBIS schools saying?



The relaunch of PBIS at Rutland Intermediate School has really taken off. Expectations have been rolled out across the school, being taught and retaught regularly. As you walk through the hallways you see signs of PBIS everywhere, and you hear the common language being used throughout. There is a definite calm in the building this year, and each day, we start with community building time. Families, students and staff have all noticed a positive change in the overall feeling and climate of our school.

- Rutland Intermediate School

The roll out has been very good at Barstow. It has helped to provide clarity for students and staff regarding expectations and procedures. It is also very clear what our priorities are and how we reinforce them!

- Barstow Memorial School

We are excited about our progress thus far with year-one of our PBIS implementation at Concord School. [We] recognize, on a daily basis, students in grades K-8 with “cat coins” when they display Respect, Responsibility, and Safety. [We] have plans to review data monthly [and have] scheduled monthly Universal Team meetings. [We] acknowledge faculty/staff with “Cat” socks (we are the Wildcats!). [We have] reviewed, with faculty and staff on multiple occasions, our Behavioral Matrix and SSF Form [and] attended state PBIS trainings with all team members in attendance. Classrooms have had individual celebrations due to filling their “cat coin jars.” We’ve had a school-wide “Wildcat” celebration for filling our school’s “cat coin jar” and are half-way from filling another one. We’ve had two school-wide roll-outs to review Respect, Responsibility, and Safety.”

- Concord School



## SUSTAINABILITY

Action steps of the VTPBIS State Team are informed by statewide fidelity data, student outcome data, and through input from Vermont's PBIS School and SU/SD Coordinators. The following chart details the current status of the VTPBIS Action Steps for Sustainability identified in the VTPBIS Annual Report:

| SY20 Goals  | Status as of January, 2020   |
|---|--|
| Help build and support SU/SD-level capacity to manage PBIS by aligning the state-level initiatives and expectations | <ul style="list-style-type: none"><li>• State-Level Executive Team Formed</li><li>• VTPBIS State Team collaborating with VTmtss Team on messaging and alignment</li><li>• VTPBIS SU/SD and School Coordinators Monthly Friendly Reminders</li></ul>  |
| Build connections between PBIS implementation fidelity and student outcomes   | <ul style="list-style-type: none"><li>• Introduction to School Climate Survey to help identify student outcomes as a result of PBIS</li><li>• Intentional focus of VTPBIS Coaches</li><li>• Professional development provided on viewing fidelity and student outcome data for action planning</li></ul> |
| Improve student and family voice in PBIS  | <ul style="list-style-type: none"><li>• Professional development provided at VTPBIS Forum and at upcoming events</li><li>• Intentional focus of VTPBIS Coaches</li></ul>   |



For more information, please visit: <http://www.pbisvermont.org>

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