

Positive Focus

Missouri SW-PBS + Summer 2016

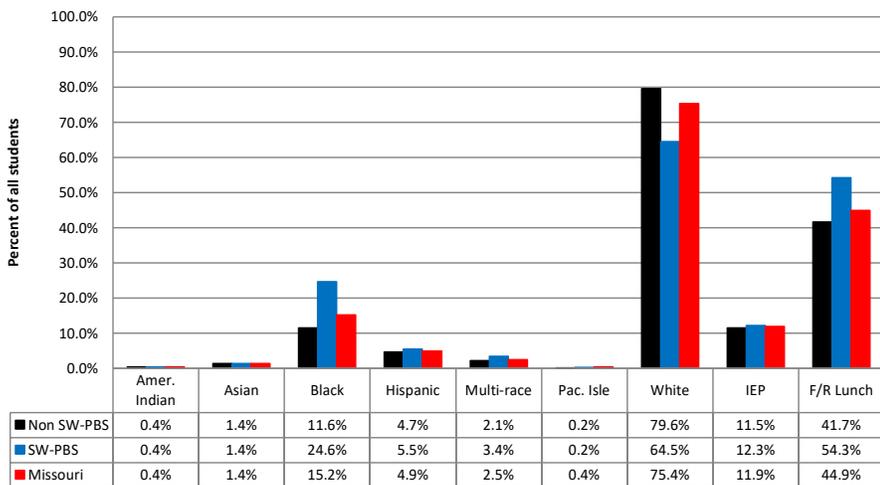
Positive Focus is published by the Missouri Department of Elementary and Secondary Education and the University of Missouri Center for SW-PBS.

Implementation Matters...

MO SW-PBS schools have statistically more students in categories historically considered at-risk, and appear, when they implement advanced tiers with fidelity, to help students achieve outcomes behaviorally and academically that are similar to the students more advantaged peers.

The information below is taken from the 2014-2015 Annual Report. We look forward to sharing highlights from the 2015-2016 Annual Report in the Winter Positive Focus.

SY-2015 Student Demographics, by SW-PBS Status



There are statistically significant differences in student groups historically “at-risk for school failure” in MO SW-PBS compared to Non-Implementing schools:

- + **Free & Reduced Lunch:** MO SW-PBS schools serve higher percentages of students who are eligible for Free/Reduced lunch.
- + **Race / Ethnicity:** MO SW-PBS schools serve higher percentages of students who are black and fewer students who are white.

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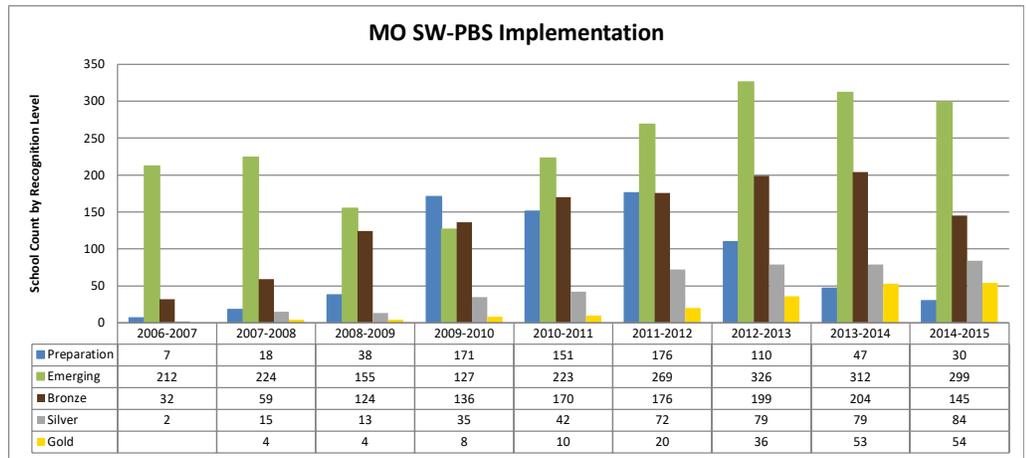
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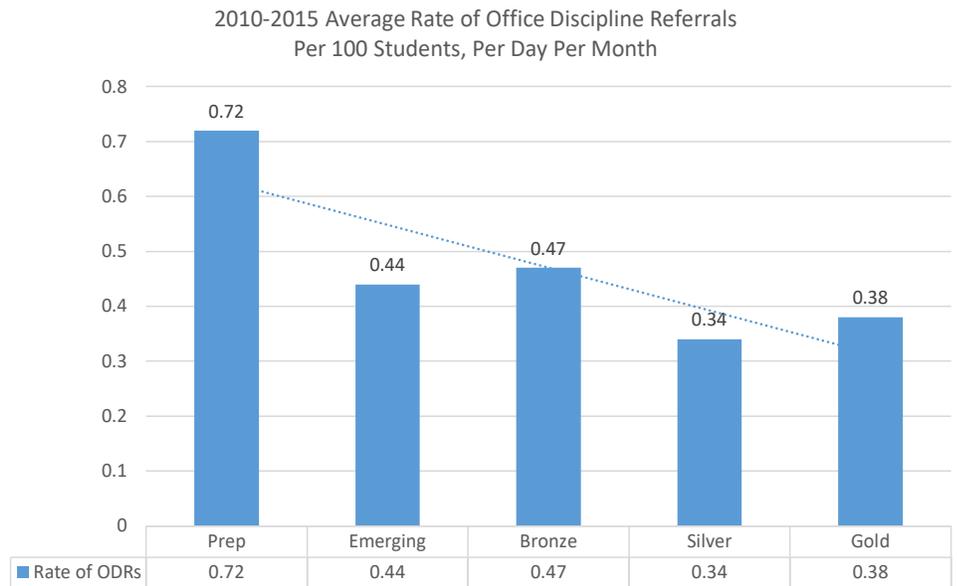
OUR MISSION

The mission of Missouri Schoolwide Positive Behavior Support (MO SW-PBS) is to assist schools and districts in establishing and maintaining school environments where the social culture and behavioral supports needed to be an effective learning environment are in place for all students.

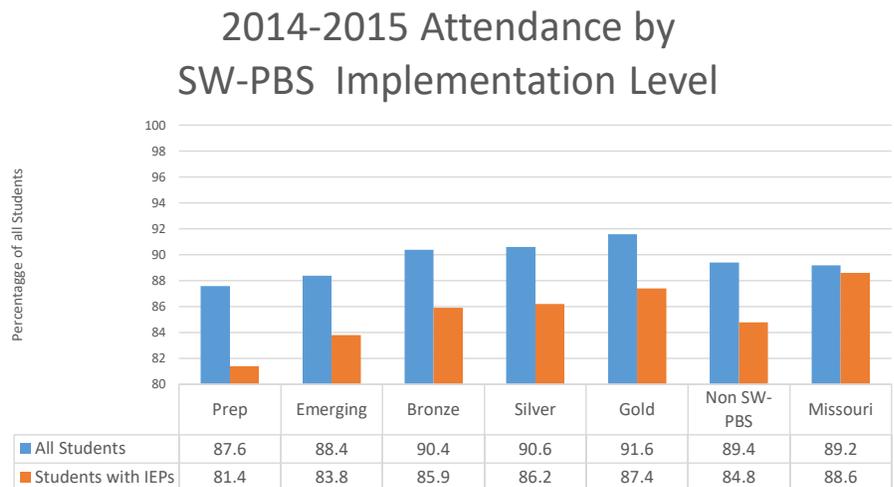
Preparation schools are learning essential components and piloting implementation. Emerging schools are those implementing at Tiers 1, 2 or 3 who have opted to not apply for recognition, or that did not quantify for recognition at the tier they applied. Bronze schools have demonstrated fidelity of implementation at Tier 1, Silver have demonstrated fidelity at Tier 2, while sustaining Tier 1, and Gold schools have demonstrated fidelity at Tier 3 while sustaining Tiers 1 and 2. Over time schools are sustaining tiers as they add additional tiers of implementation.



As schools continue to implement SW-PBS over time, being faithful to the essential components of each tier, a dramatic reduction in office discipline referrals (ODRs) results.



When schools implement SW-PBS over time, while maintaining Tiers 1, 2 and 3, they have better attendance than the rest of the schools in the state for *All Students*. They also have improving rates of attendance for Students with IEPs.



	COM Arts Students w/IEP	Com ARTS All Students	MATH Students w/IEPs	MATH All Students
Missouri	27%	59.3%	19%	45.0%
Non SW-PBS	28%	61.1%	19%	46.6%
Gold	29%	59.7%	20%	46.9%
Silver	26%	58.3%	19%	44.0%
Bronze	26%	55.0%	17%	41.2%
Emerging	25%	55.5%	17%	42.3%
Prep	22%	52.6%	16%	37.6%

Across all categories the average percent of students in Proficient and Above for Silver and Gold Level schools are above Preparation and Bronze Level schools.

Additionally, across all categories the average percent of students in Proficient and Above for Silver Level schools are approaching the averages for all Missouri schools and Non SW-PBS schools.

Finally, across all categories the average percent of students in Proficient and Above for Gold Level schools are approaching or above the averages for all Missouri schools and Non SW-PBS schools.

Each year MO SW-PBS uses the *Evaluation Blueprint for School-Wide Positive Behavior Support* (Algozzine, B., et.al., 2010) to answer strategic questions as we write our Annual Report (see the table at right). This framework for evaluation can easily be adapted to any strategic work for organizations as large as a state and as small as a classroom. The summary above included the highlighted evaluation questions. We look forward to analyzing the SW-PBS work implemented statewide in 2015-2016 and hope to have the results summary in the Winter 2017 Positive Focus.

Evaluation Blueprint for School-Wide Positive Behavior Support Questions

CONTEXT

Question 1: What are/were the goals and objectives for MO SW-PBS implementation?

Question 2: Who provided support for MO SW-PBS implementation?

Question 3: Who received support from MO SW-PBS?

INPUT

Question 4: What professional development was part of MO SW-PBS implementation support?

Question 5: Who participated in the professional development?

Question 6: What was the perceived value of the professional development?

FIDELITY

Question 7: To what extent was SW-PBS implemented as designed?

Question 8: To what extent was SW-PBS implemented with fidelity?

IMPACT

Question 9: To what extent is SW-PBS associated with changes in student (behavioral) outcomes?

Question 10: To what extent is SW-PBS associated with changes in academic performance, dropout rates and other areas of schooling?

REPLICATION, SUSTAINABILITY AND IMPROVEMENT

Question 11: To what extent did SW-PBS implementation improve capacity for the state/region/district to replicate SW-PBS practices, sustain SW-PBS practices, and improve social and academic outcomes for students?

Question 12: To what extent did SW-PBS implementation change educational/behavioral policy?

Algozzine, B., Horner, R.H., Sugai, G., Barrett, S., Dickey, C.R., Eber, L., Kincaid, D., Lewis, T., & Tobin, T. (2010). Evaluation blueprint for school-wide positive behavior support. Eugene, OR: National Technical Assistance Center on Positive Behavior Interventions and Supports. Retrieved from www.pbis.org

TWO OPPORTUNITIES FOR NETWORKING WITH OTHER MISSOURI SW-PBS IMPLEMENTERS IN THE STATE ARE COMING SOON!



The **Program-wide Positive Behavior Support Early Childhood Summit** will be held on Friday, November 4th from 9:30 – 3:00 at the Northwest Early Childhood Center in House Springs, MO. At this Networking Summit, Early Childhood educators implementing EC-PBS in Centers, Head Start facilities, or within an elementary school setting will get together to share information and participate in small group guided networking sessions on topics such as Data Collection/Analysis, Family Engagement, Teaching Social Skills, and Tiers 2 and 3 at the EC level. A tour of the Northwest Early Childhood Center will also be available to all participants. For more information and to register, visit pbissmissouri.org or <https://goo.gl/forms/22OCC7vFwbiaG1qJ2>



For educators serving grades 6-12, the **MO SW-PBS Secondary School Summit** will be held on Thursday, December 1st from 9:30 – 2:30 at Lebanon High School in Lebanon, MO. Participants will get to meet other MO secondary schools implementing SW-PBS and discuss topics such as Staff Buy-In, Recognizing Secondary Students, Managing Behavior Consistently Across Classes, and Tier 2 and 3 at the Secondary Level. Lebanon High School and Reeds Spring Middle School, both Gold level MO SW-PBS schools, will share information about their respective SW-PBS journeys. The day will conclude with a tour of the host facility. For more information and to register, visit pbissmissouri.org or <https://goo.gl/forms/W6K5bX46rYDKleqe2>

SAVE THE DATE FOR STI 2017

MO SW-PBS & MTSS:

BRIDGING THE GAPS

2017 MO SW-PBS Summer Training Institute
June 14-16, 2017 Tan-Tar-A Resort, Osage Beach, MO

Go to <http://pbissmissouri.org/summer-training-institute>
for more information!

The MO SW-PBS Summer Training Institute 2016 is now over, but resources including powerpoints and handouts are available online at <http://pbissmissouri.org/summer-training-institute/sti-2016-presentations-and-resources>. Be sure to view the many videotaped sessions as well at [http://pbissmissouri.org/new-videos-sti-presentations-posted/!](http://pbissmissouri.org/new-videos-sti-presentations-posted/)

REGIONAL HIGHLIGHTS

DR. MARY RICHTER SCHOOL AND/OR DISTRICT OF DISTINCTION AWARD

In honor of Missouri SW-PBS founding Director, Dr. Mary Richter, one school and one district will be honored annually that exemplify the ideals, principles, and practices of positive behavior support.

An award committee comprised of SW-PBS associates from the University of Missouri Center for SW-PBS, regional SW-PBS consultants, and employees of the Effective Practices division of DESE reviews nominations and present the awards at the Summer Training Institute. Regional consultants, district leadership personnel, and school SW-PBS teams are encouraged to nominate deserving schools. The award recipients will demonstrate a firm commitment and dedication to improving the lives of students, the educators who teach them, and the community in which the school resides through innovation, creativity, and/or a firm commitment in staying the course despite barriers. All active participating schools regardless of level of implementation are eligible for the Award.



At the 2016 Summer Training Institute held June 13-15 at Tan-Tar-A Resort in Osage Beach, Missouri, **Bryan Hill Elementary School, St. Louis City School District** was recognized as the Dr. Mary Richter School of Distinction and **Kirkville R-III School District** was recognized as the Dr. Mary Richter District of Distinction. The decision was difficult, as there were many highly qualified schools and districts that applied. The following are the stories of the nominees and winners of the 2016 Dr. Mary Miller Richter Awards.

To learn more about Dr. Richter and her visionary guidance and support to SW-PBS in Missouri, go to <http://pbissmissouri.org/richter-award>.



April 2014 State Team Celebration Hosted by Dr. Mary Richter (3rd from right in chairs).

REGIONAL HIGHLIGHTS

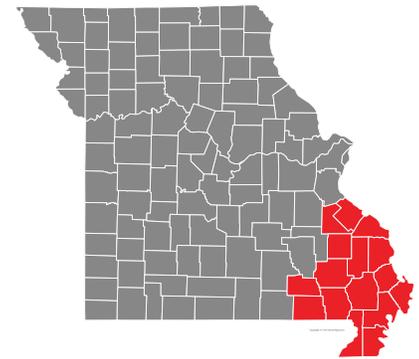
REGION 1 CAPE GIRARDEAU: SOUTHEAST RPDC

Sikeston 5th & 6th Grade Center Elementary School Success Story: In Their Own Words

The Sikeston 5th & 6th Grade Center, Sikeston R-6 School District staff (and students) have worked hard to implement Tiers 1, 2 and 3. All teachers and staff are Tier 1 specialists. They go above and beyond to teach, encourage and motivate schoolwide expectations as noted in our school wide “PRO” matrix. At the Fifth and Sixth Grade Center they strive to be PRO’s (Peaceful, Respectful and Organized). The teachers and students enjoy earning Paw Prints for outstanding attendance and behavior, which earns their classes special rewards such as class popcorn parties to participating in Minecraft Mania. The special class teachers promote Tier 1 expectations and PRO behavior by presenting weekly trophies to outstanding classes. The students love being trophy winners! In addition, teachers and students enjoy receiving Positive PRO referrals from peers and colleagues.

The school actively implements Tiers 2 and 3. They have graduated 272 students from Check-In, Check-Out (CICO), Social Skills Interventions Groups (SSIG) and Tier 3 since 2012. A student who had received both Tier 2 and 3 interventions expressed the following at the end of the year, “I now spend more time in class learning than out of class in ISS. I am ready to go to Jr. High and continue to make good choices.” The student completed 6th grade as a student leader with zero office referrals! This is a true reflection of the awesome results from having implemented Tier 2 and Tier 3 interventions.

The school is doing outstanding work as it begins its ninth year of implementation and they track data from multiple sources to confirm the positive impact SW-PBS has had on the school. In the past eight years, student attendance has increased from about 93% to maintaining 97-98%. During that same time period, office referrals have decreased from an average of 850 per year to an average of about 700, and the percentage of students in the 0-1 office discipline referrals has increased to 56%.



School Demographics

- Administrator – 3
- Teaching Staff – 32
- Support Staff – 9
- Students Served – 511
- White – 286
- Black – 164
- Latino – 0
- Asian – 2
- Mixed – 36
- Free/Reduced – 71%



REGION 2 COLUMBIA: HOOK CENTER

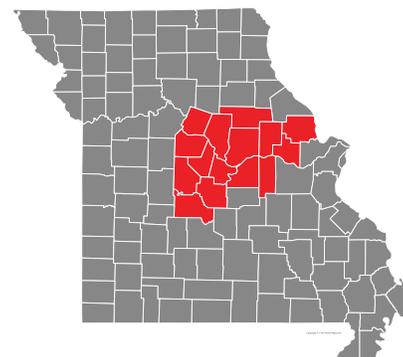
Bartley Elementary Success Story: In Their Own Words

Bartley Elementary in the Fulton 58 School District is a rural public school which served over 265 elementary school students in the 2015-2016 school year. The Bartley Elementary staff (and students) have worked hard to implement SW-PBS with fidelity over the last few years. Since 2012-13, the second year of Tier 2 implementation, we have added new interventions and have focused on specific target areas. We utilized First Step to Success, Check-In, Check-Out (CICO), Check and Connect, and Social Skills Intervention Groups (SSIG).

We also chose to target students' bus behaviors because the buses were the second highest referral location based on data. Bus referrals in 2012-13 accounted for 79 out of 426 referrals. By 2015-16, we lowered that to 43. The positive outcome is largely due to our building working with the transportation department to provide PBIS training to drivers, encouraging drivers to issue positive referrals and bus tickets, and recognizing drivers with certificates and gift cards based on student nominations for drivers using PBIS on their bus. This has built a strong working relationship with our drivers.

We are doing consistent work in our ninth year of implementation, and we track data from multiple sources to confirm the positive impact SW-PBS has had on the school. In the past four years, student attendance has increased from 94.7% to 98%. During that same time period, staff attendance has increased from 95.8% to 97.7%.

Office referrals have decreased from 426 to 375, and the percentage of students with six or more office referrals decreased from 21 to 19 students. The number of students with 0-1 referrals remained the same. In school suspensions are down by 9%, and out of school suspensions are down by 9%. Additionally, MAP scores have increased by 18% in communication arts and 3% in math.



School Demographics

- Administrator – 1
- Teaching Staff – 23
- Support Staff – 8
- Students Served – 266
- White – 222
- Black – 8
- Latino – 7
- Asian – 0
- Mixed – 29
- Free/Reduced – 56%
- Students with IEPs – 17.5%



REGION 3 KANSAS CITY: KANSAS CITY RPDC

Eastgate Middle School Success Story: In Their Own Words

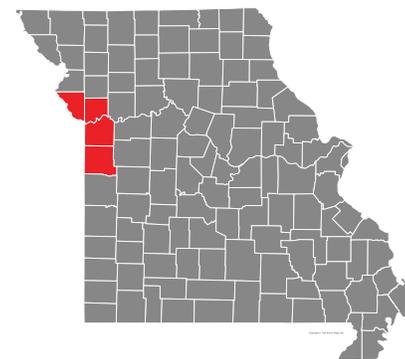
The Eastgate Middle School, North Kansas City 74 School District staff and students have worked hard to implement Tier 1 systems and practices. Our Tier 1 team uses daily student news broadcasts, weekly teacher collaboration meetings, monthly on-line newsletters, new student brochures, and meetings to communicate processes to all stakeholders. We teach expected behaviors via our student-broadcast, Eagle Eye News on Thursdays during home rooms and include more frequent short “Public Service Announcements” to spiral the “I can” statements as needed to review expectations. Topics are chosen by the Tier 1 team after data review. We utilize E-tickets, Golden Tickets, Student of the Month, the “Sub”way and Renaissance opportunities to recognize students meeting our expectations.

In addition to Tier 1 systems and practices, we incorporate Check-In, Check-Out (CICO) and adult mentoring with those students who are identified as needing additional support based on our data decision rules. We also conduct Functional Behavior Assessments to create individualized plans for students needing more intensive support. Our Tier 2 and Tier 3 teams meet with teacher teams monthly to share data, address teacher concerns, and check fidelity of implementation related to student support systems. They share information related to student progress with parents on a weekly basis.

The school is doing strategic work during its sixth year of implementation. We track data from multiple sources to confirm the positive impact SW-PBS has had on the school. In the past four years, student attendance has increased from 93.8% to 94.7%. During that same time period, the staff retention rate has increased from 91% to 95.5%, and we have seen a consistent 15% average decline in our major office discipline referrals (ISS and OSS) as well. Additionally, MAP Proficient and Advanced scores have increased by 16.4% in science. Our MAP percentile ranks (NCE) have increased by 12.1% in math and 15% in English Language Arts.

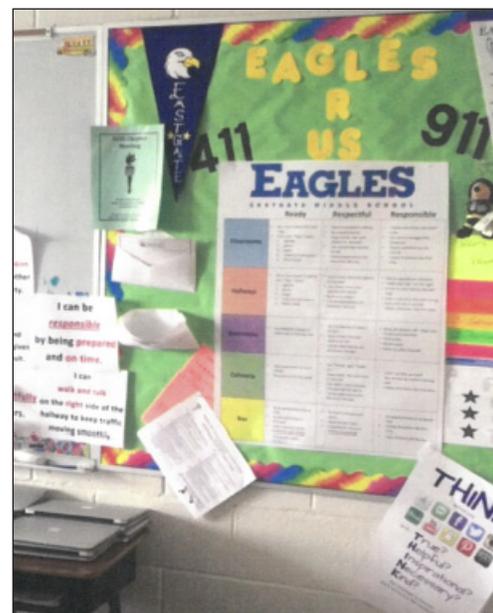
One thing that is unique and quite effective related to Tier 1 implementation is our process for involving as many staff in the work as possible and creating time within our school day to accomplish necessary tasks. Our Tier 1 team includes a representative from all grade-levels, Encore, SpEd, and ELL teams. These representatives share all information with their respective school teams during built-in team collaboration times.

Additionally, our Building Leadership Team members each head up a building work committee that commits to carrying out work necessary for Tier 1 success. Each committee is considered a PBS sub-committee, and every teacher in the building is assigned to one. These meet bi-weekly during early release to carry out work related to bulletin boards, student of the month, golden tickets, communication, school store, Renaissance, and student leadership/lesson delivery. This has led to increased ownership, buy-in, and involvement of all staff on a larger scale.



School Demographics

- Administrator – 3
- Teaching Staff – 67
- Support Staff – 18
- Students Served – 635
- White – 312
- Black – 99
- Latino – 113
- Asian – 39
- Mixed – 58
- Free/Reduced – 75%



REGION 3 KANSAS CITY: KANSAS CITY RPDC

Procter Elementary Success Story: In Their Own Words

The Procter Elementary, Independence 30 School District staff have worked hard to implement Tier 1 SW-PBS with fidelity. At Procter Elementary, we believe in implementing a consistent, PROACTIVE approach, to teach students the skills necessary to be resilient, responsible, productive citizens and to interact positively with the school community. Our school team is committed to on-going professional development and training of our staff, students, parents, and community stakeholders.

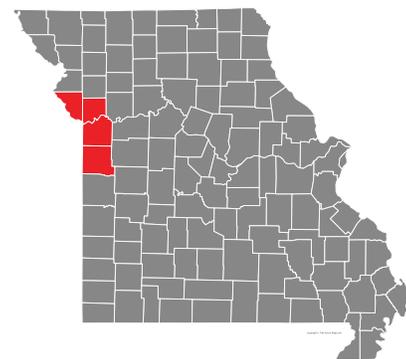
The team reviews monthly any emerging issues noticed in our BIG 5 data and develops strategies to address them. We have developed preventative practices that aid in identifying teaching/re-teaching needs and to expand our use of a proactive response process. Our goal continues to be to reduce ODRs by being mindful of behavior patterns and challenges throughout the day, which we can monitor by analyzing who, what, where and when problematic/reactive behaviors occur. Staff is informed of these evolving practices during our regularly scheduled staff trainings and their input is sought and incorporated.

Monthly Pride Assemblies acknowledge students who have demonstrated monthly character traits and those who have consistently exhibited behaviors that are safe, respectful and responsible. Families and community members can learn about Procter's commitment to SW-PBS through:

- Tweets @ProcterLions
- A twice yearly community Principal's breakfast where our school improvement plan data is shared
- Our school website: sites.isdschools.org/procter which includes school-wide expectations, SW-PBS vision and school pledge

In the past four years, student attendance has increased from 87% to 91%. Our office discipline referrals continue to decline. Our school improvement goal is for 90% of students at Procter to receive zero to one office discipline referrals placing them in Tier 1.

In addition, Procter includes our Professional Therapy Dog, Milli in our schoolwide implementation. Milli is well behaved and students can easily relate to her. Milli helps us by consistently demonstrating common area expectations and in this way is continually teaching expected behavior at school.



School Demographics

- Administrator – 1
- Teaching Staff – 21
- Support Staff – 5
- Students Served – 224
- White – 126
- Black – 17
- Latin – 40
- Asian – 1
- Mixed – 40
- Free/Reduced – 84%

Student Outcomes

- Average Daily Attendance – 90%
- 90% 0-1 ODRs
- 6% 2-5 ODRs
- 4% 6+ ODRs



REGIONAL HIGHLIGHTS

REGION 4 KIRKSVILLE: NORTHEAST RPDC

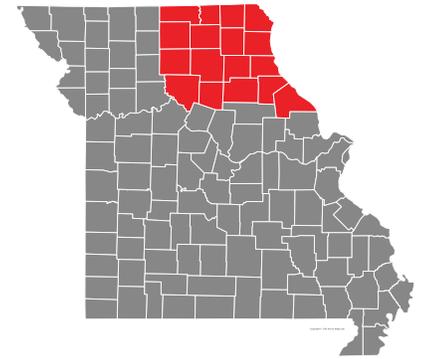
Kirksville Early Childhood Learning Center Success Story: In Their Own Words

The Kirksville Early Childhood Learning Center, Kirksville R-III School District staff (and students) have worked hard to implement PBS at a developmentally appropriate level for early childhood students. We have created on-line social skills and pre-corrects videos that teachers have access to at any time. This is especially helpful at the beginning of the school year and after any breaks. We spent the last year heavily focusing on parent education. Parents now have home matrices and send us Tiger Paws when their child follows home expectations so that we can recognize them at school.

We are excited about recently completing training on becoming a Trauma Aware School and hope to eventually become a Trauma Informed School. We feel strongly that this aligns with our current Tier II and Tier III practices.

Something unique to our PBS practices is our focus on PBS for adults. We expect 100% commitment and for that, we recognize the thought and time that goes into sustaining PBS and following building practices with fidelity. We have several efforts in place, such as monthly drawings, a recognition board, a PBS Prestigious Wreath Award with lunch provided, social media posts, recognition in the staff newsletter and surprise meals to name a few. PBS is a part of staff professional development and evaluations. The ECLC has very low staff turnover and this is most likely due to the climate and culture we have built.

The school is doing outstanding work during its 8th year of implementation and we track data from multiple sources to confirm the positive impact SW-PBS has had on the school.



School Demographics

- Administrator – 1
- Teaching Staff – 22
- Support Staff – 26
- Students Served – 240
- White – 226
- Black – 9
- Latino – 0
- Asian – 3
- Mixed – 2
- Free/Reduced – 64%

Student Outcomes

- Average Daily Attendance – 95%
- 90 % 0-1 ODRs
- 6 % 2-5 ODRs
- 4 % 6+ ODRs



REGION 5 MARYVILLE: NORTHWEST RPDC

Oak Grove Elementary School Success Story: In Their Own Words

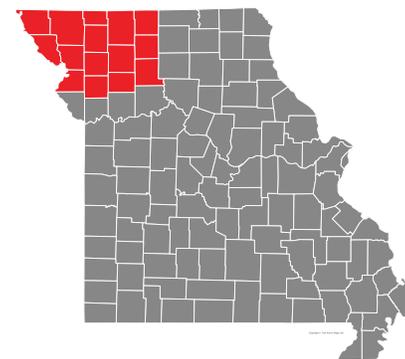
The Oak Grove Elementary, St. Joseph School District staff (and students) have worked hard to implement Tier 1 and Tier II with fidelity. Tier 1 is supported by weekly lessons that teachers and support staff go over with students. PAWS slips can be earned in all settings and are delivered by teachers, bus drivers, safety patrol, and parents. Our school store is a huge incentive for students and a place they can redeem their PAWS slips on a regular basis. We also have character assemblies, led by our student PBIS leaders where students are recognized for good behavior. Classroom incentives are held to recognize those who are consistently demonstrating a specific behavior. The students were announced over the morning intercom and wore Burger King Crowns for a day. Another incentive was the Golden Plunger Award. It was developed to encourage everyone to keep the restrooms clean and positively reinforce good behavior.

Tier 2 encompasses the Check In, Check Out (CICO). intervention needed by several of our students. Our data decision rule is a great tool to use to identify these students and we have found that adequate communication with the classroom teacher ensures fidelity of the process and better outcomes for students. Our Social Skills Intervention Groups (SSIG) provide a support for Kindergarteners, and teachers refer to our School-wide matrix to help them identify those skills the students need to practice.

The school is in its eighth year of implementation and we track data from multiple sources to confirm the positive impact SW-PBS has had on the school. For example, student attendance has maintained a high rate of 94%, which is a great success.

Two years ago we moved from “Coleman Elementary” to our new building “Oak Grove”, and as a result we doubled our staff and increased our student population by an additional 100. Last year, during our second full year of implementation, we experienced an increase in office referrals. This is similar to the increase in office referrals that we experienced during our second year of implementation at Coleman. This is to be expected and shows that our staff has 100% buy in and are reporting behavior problems with fidelity. We are confident that with all of these same systems in place, in year three we will notice a decrease in both OSS and ISS. Additionally, a big celebration for us is our growth in MAP scores. We had a significant increase of 7.7% in communication arts and 3.3% in math.

Oak Grove is very proud to have received DESE’s Silver award last summer for the second year. When we include our time at the Coleman Campus, this marks the third time that the team has earned state recognition. This behavior framework is much more than just another intervention program; it requires 100% commitment from all staff to make it work and to create an environment where students feel safe and are successful.



School Demographics

- Administrator – 1
- Teaching Staff – 33
- Support Staff – 47
- Students Served – 602
- White – 70%
- Black – 7%
- Latino – 10%
- Asian – 5%
- Mixed – 5%
- Free/Reduced – 31%

Student Outcomes

- Average Daily Attendance – 95%
- Free/Reduced – 0
- 83.8 % 0-1 ODRs
- 11.6 % 2-5 ODRs
- 4.6 % 6+ ODRs

One of the greatest benefits of having PBIS in my school is “... that’s what great schools do.” In other words, teachers who discipline with a firm and caring approach; stressing student accountability and effort, reach the highest level of achievement for each one of their students! Furthermore, every child has the right to behavior intervention just like a student who needs help in math and reading. :)

Michael J. Otto, EDS, Principal

REGION 8 ST LOUIS: EDUCATION PLUS

Bryan Hill Elementary School Success Story: In Their Own Words

The Bryan Hill Elementary, St Louis City School District staff (and students) have worked hard to implement practices of SW-PBS at all three Tiers. Students receive Eagle Bucks for displaying the three universal expectations and are proud to spend them at the Eagle Buck Store twice a month. Staff encourage each other with daily “bucket fillers” during announcements, which provide a simple outlet for positive feedback and appreciation. Having a common language helps facilitate easy communication for correcting behavior and/or providing specific positive feedback. Students are able to problem solve in terms they understand and staff is able to provide opportunities for reflection.

With SW-PBS, Bryan Hill is better described as a caring community than simply a school. Students learn to respect themselves, staff and each other by using staff as their best models. When behavior becomes a concern, the behavior itself and its function are the focus rather than the child. The entire staff works to help provide support to all students, celebrating moments of achievement and stepping in when additional intervention is required. The systems of SW-PBS provide the stability and consistency our students need and allow teachers to focus more of their time on teaching instead of classroom management.

Bryan Hill is a data driven school, and we apply this mindset to the implementation and fidelity of our SW-PBS practices. Data is also seen as the guiding force in individual interventions. Tier 2 team meetings are focused on the behavior based on the data, not on the student or their situation. Students receiving interventions have systems in place for tracking their progress in order to fade or intensify intervention. Frequent Flyer data is used to nominate students for our Mentor Program (Check and Connect) and Check-In, Check-Out (CICO). SW-PBS Tier 2 meetings are focused on finding solutions to help students succeed, again using data as the guiding force.

The school is doing outstanding work during its fourth year of implementation, and tracks data from multiple sources to confirm the positive impact of SW-PBS on the school. In the past four years, average daily student attendance has increased from 94% to 95.6% with 94.1% of students being present 90% of the time. Staff attendance has also increased each year with 96% in the 2015-2016 school year. With implementation of Tier 2 supports, office referrals have decreased from a total of 231 in the 2014-15 school year to 192 in the 2015-16 school year. In addition, the percentage of students with zero to one office discipline referrals has increased from 85% to 90%. In school suspensions are down by 7%, and out of school suspensions are down by 56%



School Demographics

- Administrator – 1
- Teaching Staff – 14
- Support Staff – 11 (some partial days)
- Students Served – 201
- White – 0
- Black – 201
- Latino – 0
- Asian – 0
- Mixed – 0
- Free/Reduced – 100%



REGION 4 KIRKSVILLE: NORTHEAST RPDC

Kirksville R-III School District Success Story: In Their Own Words

In the past 10 years, the Kirksville R-III School District has been a district Accredited with Distinction. The district has worked hard to implement Tier 1, 2, and 3 behavioral supports. The Early Childhood Learning Center (ECLC) has also been a forerunner in Schoolwide Positive Behavior Support (SW-PBS) with young children. The ECLC provides a model school for SW-PBS in our Pre-K through elementary implementation, welcomes visitors, present at state and national conferences, and consistently involves staff and parents in the work.

SW-PBS implementation in Tiers 1, 2, and 3 in participating schools has influenced the type of trainings offered to staff, parents, and community. As a result of the increase in students with behavior support needs in the district, we are providing intensive training related to all SW-PBS tiers and *Effective Classroom Practices*.

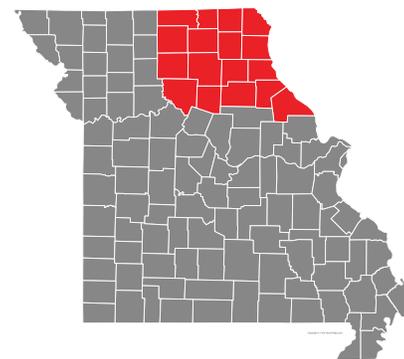
Office referrals over time have stayed about the same. We do observe that when there is administration change, or a significant turn-over in teachers, the rates go up initially, but then eventually return back to the average. Kirksville will be using SWIS, CICO-SWIS and ISIS-SWIS to track student disciplinary data across all three tiers in 2016-2017. (See pbisapps.org for information)

The free and reduced lunch count in the last 15 years has gone from 27.6% to 50.8% with lower numbers at the lower grades. While Missouri Assessment Plan (MAP) scores have not increased by grade level, there is an increase in MAP scores as the students get older.

Percentage of students in proficient or advanced:

- Elementary Missouri Assessment Plan (MAP) = 35%-39%
- End of Course (EOC) tests in English Language Arts (ELA) = 78.4%
- Algebra I = 67.7%
- Algebra II = 96.8%

The MAP scores for students with IEPs are above the state average in ELA and slightly above the state average in math.



District Demographics

- Administrators – 1 per 170 students
- Teaching Staff – 1 per 19 students
- Advanced degrees – 71%
- Students Served – 2,382
- White – 89.6%
- Non-white – 10.4%
- Early Childhood – 181
- Free/Reduced Lunch – 50.8%

District Student Outcomes

- Average Daily Attendance – 90%
- 4-year graduation – 93.82%
- Drop Out Rate – 1.2%



Mo SW-PBS provides informational webinars as a service to our partner schools. Topics included Recognition applications at the Bronze, Silver and Gold levels, as well as readiness for Tiers 2 and 3. We are excited to offer similar opportunities this year.

These webinars will supplement and reinforce information provided during regional training. This can be especially important for those teams that have entered the Maintenance phase of SW-PBS training, although the webinars are designed for any MO SW-PBS school based team member.

See the descriptors and outcome goals, below. For further information regarding registration please see ([website URL here](#)).

Recognition Webinars

Approximately 30 minutes. Even if your school has previously received recognition, we encourage you to have one or two team members participate in one of the online sessions. All sessions will be identical.

At the end of this session, you will understand:

- + The purpose of recognition
- + Submission logistics
- + SAS and SET/TFI minimum requirements
- + Items to submit for Bronze, Silver, and Gold

Tier 1 Recognition (Bronze)

December 12, 7:30 a.m.
(Register no later than December 5)

December 15, 3:30 p.m.
(Register no later than December 5)

January 10, 3:30 p.m.
(Register no later than January 4)

January 19, 7:30 a.m.
(Register no later than January 4)

Tier 2-3 Recognition (Silver & Gold)

December 5, 3:30 p.m.
(Register no later than November 16)

December 6, 7:30 a.m.
(Register no later than November 16)

January 10, 7:30 a.m.
(Register no later than January 4)

January 19, 3:00 p.m.
(Register no later than January 4)

Intervention Essential Features (IEF)

Approximately 30 minutes. All sessions will be identical. Encouraged for all Tier 2 and Tier 3 schools.

At the end of this session, you will be able to:

- + Define interventions, determine the criteria and level of specificity for completing the IEF document that is used for staff communication, your Tier 2 handbook, and Silver/Gold recognition.

February 13, 3:30 p.m.
(Register no later than February 1)

February 16, 7:30 a.m.
(Register no later than February 8)

Readiness Webinars

Approximately 30 minutes. Will help schools determine if they have the requirements in place to begin Tier 2 or Tier 3 training.

Tier 2 Readiness Outcome

At the end of this session, you will be able to:

- + Determine readiness for development of Tier 2 against recommended criteria and ensure Tier 1 is fully in place.

February 27, 3:00 p.m.
(Register no later than February 15)

Tier 3 Readiness Outcome

At the end of this session, you will be able to:

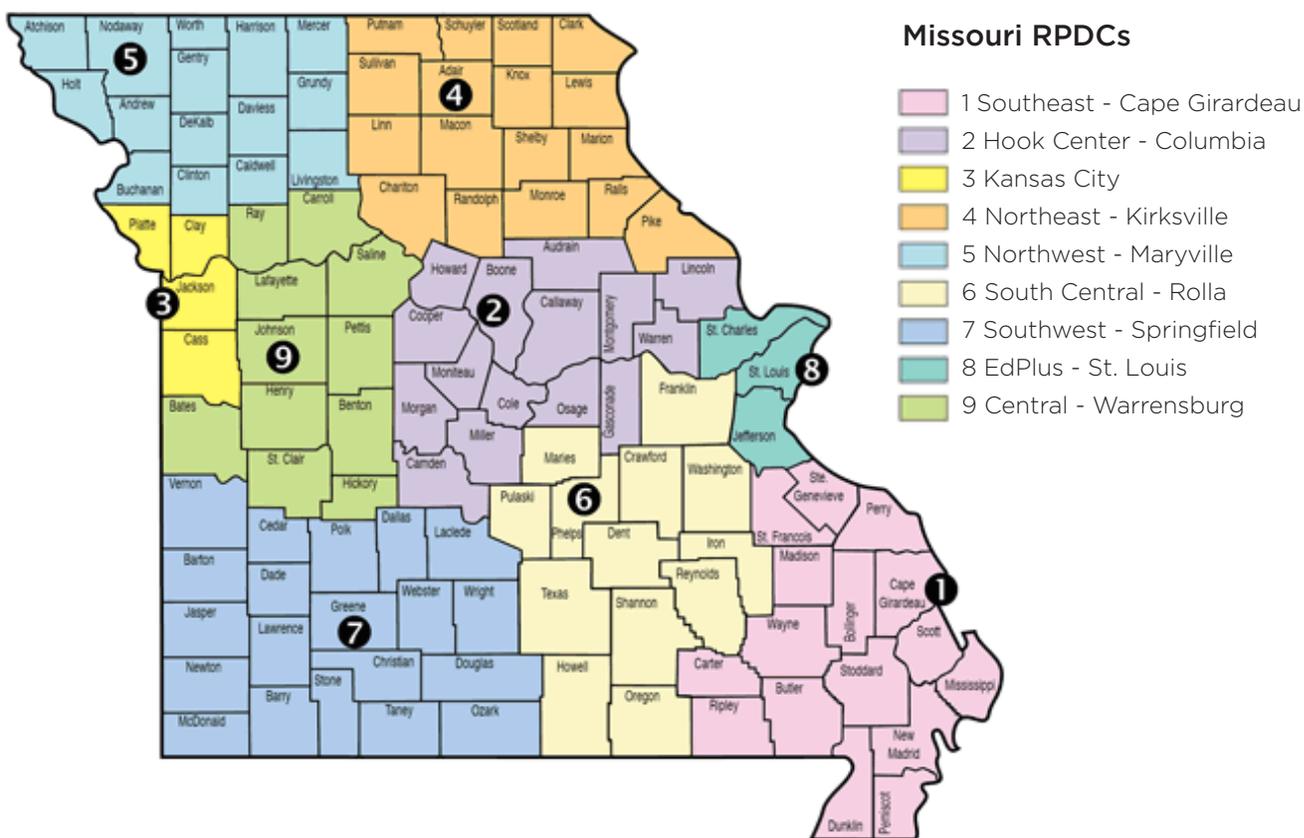
- + Analyze Tier 1 and Tier 2 implementation fidelity to determine Tier 3 readiness

March 30, 3:00 p.m.
(Register no later than February 15)



CONTACT YOUR LOCAL RPDC

For more information, please visit the MO SW-PBS website at pbissmissouri.org or contact your RPDC.



REGION 1: SOUTHEAST RPDC
www4.semo.edu/rpdc

REGION 2: HOOK CENTER
heartofmissourirpdc.org

REGION 3: KANSAS CITY
RPDC
<http://education.umkc.edu/community-centers-and-programs/regional-professional-development-center-2/>

REGION 4: NORTHEAST RPDC
rpdc.truman.edu

REGION 5: NORTHWEST
RPDC
nwmissouri.edu/rpdc

REGION 6: SOUTH CENTRAL
RPDC
rpdc.mst.edu

REGION 7: SOUTHWEST
RPDC
education.missouristate.edu/rpdc

REGION 8: EDPLUS RPDC
www.edplus.org/Special%20Education/sped_landing.html

REGION 9: CENTRAL RPDC
ucmo.edu/rpdc

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