

Positive Focus

Missouri SW-PBS + Spring 2017

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

MO SW-PBS Recognition: Why Fidelity Matters

Recognition of MO SW-PBS implementation is designed to reflect the on-going work that occurs all year long, rather than an event that is hastily undertaken in late March and early April. The MO SW-PBS Recognition Award criteria for fidelity at Bronze (Tier 1), Silver (Tiers 1 & 2) and Gold (Tiers 1, 2 & 3) levels are unapologetically rigorous (see <http://pbmissouri.org/exemplar-schools/>). They are grounded in empirical research for best practice at each tier of support. They depend upon multiple points of data including external observation (Schoolwide Evaluation Tool or SET), implementation team perception (Tiered Fidelity Inventory or TFI), whole staff perceptions (Self-Assessment Survey or SAS), student outcome data, and artifacts that illustrate the ongoing fidelity of implementation.

While demonstrating initial fidelity with a SET is a good early indicator, demonstrating and sustaining fidelity through the SAS is considered more challenging (Mercer, McIntosh & Hoselton, 2016). To achieve and sustain high fidelity marks on the SAS, school teams have to strategically attend to their systems for conducting professional learning and communication throughout the year.

The MO SW-PBS State Team supports the year-long reflective process for schools sustaining implementation by encouraging on-going formative feedback. The process culminates in a celebration of the strategic work done and the improved outcomes for students (and staff), while also looking ahead to continuous regeneration and implementation in the upcoming year. MO SW-PBS encourages all schools to submit a Recognition Award application annually because, in the words of Dean Fixsen, *"Fidelity has an expiration date. It's only as good as what you've done lately,"* (2016).

For a list of the 2016-2017 Missouri Schoolwide Positive Behavior Support Recognition award of Excellence see pages 15-16.

Speak to your Regional Consultant about how to begin preparing for your 2017-2018 Recognition Award of Excellence application by submitting documentation, artifacts and data early and throughout the year to receive formative feedback all year long!

Fixsen, D. (2016) Implementation of Evidence-based Innovations. 13th Annual Association of Positive Behavior Support Conference, San Francisco, California.

Mercer, S. H., McIntosh, K., & Hoselton, R. (2016). Comparability of fidelity measures for assessing tier 1 schoolwide positive behavioral interventions and supports. Manuscript submitted for publication.

In This Issue...

- 2 Summer Training Institute 2017; New Website
- 3-13 School Success Stories
- 14 Networking Summit; School of Distinction Awards
- 15 2016-2017 MO-SWPBS Recognition Awards
- 17 Contact Your Local RPDC



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.

Join us for Summer Training Institute 2017

June 14-16, 2017

Register at <http://pbissmissouri.org/summer-training-institute/>

Follow #MOSWPBS17 to learn about events and sessions

Invited Speakers include:

Dr. Steve Goodman, our Keynote speaker is the director of Michigan's Integrated Behavior and Learning Support Initiative, and a partner with the National Technical Assistance Center on Positive Behavioral Interventions and Supports. Steve serves as the President of Directors for the Association for Positive Behavior Support. In addition, he recently coauthored *Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS*, a book on blending academic and behavior multi-tiered supports.

Dr. Bertha Richardson is a consultant with the Missouri Professional Learning Communities and Collaborative Work projects in cooperation with CSD.

Dr. Kaye Otten is an assistant professor of Special Education at the University of Central Missouri.

Dr. Kelsey Morris is an assistant teaching professor and Teaching Fellowship Program coordinator in the Department of Learning, Teaching and Curriculum at the University of Missouri-Columbia.

Dr. Heather Hatton is an assistant research professor in the Department of Special Education at the University of Missouri-Columbia.

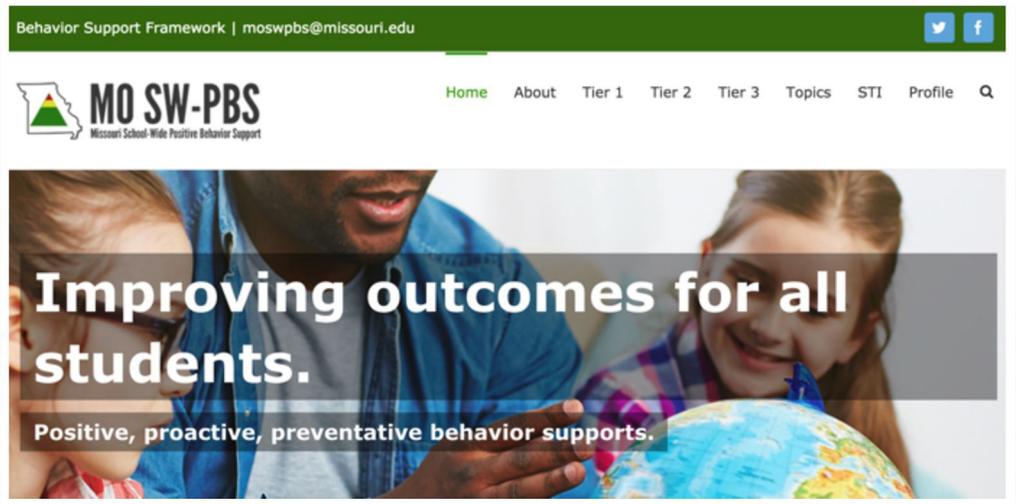
Matt Enyart, M.Ed., is Director of the Kansas Institute for Positive Behavior Support at The University of Kansas.

Betty Ennis, LPC, is a licensed counselor working in private practice in Springfield, MO. She also serves as a therapist for Gateway Girls Home in Reeds Spring, MO.

Beth Houf, a middle school principal in central Missouri, is the 2016 Missouri National Distinguished Principal of the Year. She also serves as a facilitator for the DESE Leadership Academy.

COMING SOON - New Website & Online Courses

MO SW-PBS will launch a redesigned website in June 2017! The new website will feature all of the information and resources that you have come to expect, plus a new set of online courses focused on critical components of SW-PBS implementation. Users will be able to set up their own 'Profile' on the site and track their progress with course completions. All courses and lesson materials can be accessed at all times, free of charge. The courses are meant to supplement standard MO SW-PBS trainings and provide an additional resource for schools as they focus on continually strengthening their SW-PBS implementation.



Courses available upon the launch in June include the following:

TIER 1

- Clarifying Expected Behavior
- Encouraging Expected Behavior
- Discouraging Inappropriate Behavior

TIER 2

- Foundational Knowledge
- Student Identification
- Check-In, Check-Out

Missouri SW-PBS School Success Stories

Schools implementing positive behavior supports in Missouri and across the nation use various acronyms to describe their work: Schoolwide Positive Behavior Support (SW-PBS), Positive Behavior Support (PBS) or Positive Behavior Intervention and Supports (PBIS). In addition, early childhood programs often call their work Program Wide Positive Behavior Support (PW-PBS). Regardless of the acronym, the schools are all referring to a framework of proactive, multi-tiered supports that include systems, data and practices. Please enjoy the Success Stories from several of our MO SW-PBS schools from across Missouri on the following pages.

Region 1 Southeast:

Central Middle School
(page 4)

Region 2 Hook Center:

Alpha Academy (page 5)

Region 3 Kansas City:

Union Chapel Elementary (page 6)

Region 4 Northeast:

Walt Disney Elementary (page 8)

Region 5 Northwest:

Pickett Elementary (page 9)

Region 6 South Central:

Piney Ridge (page 10)

Region 7 Southwest:

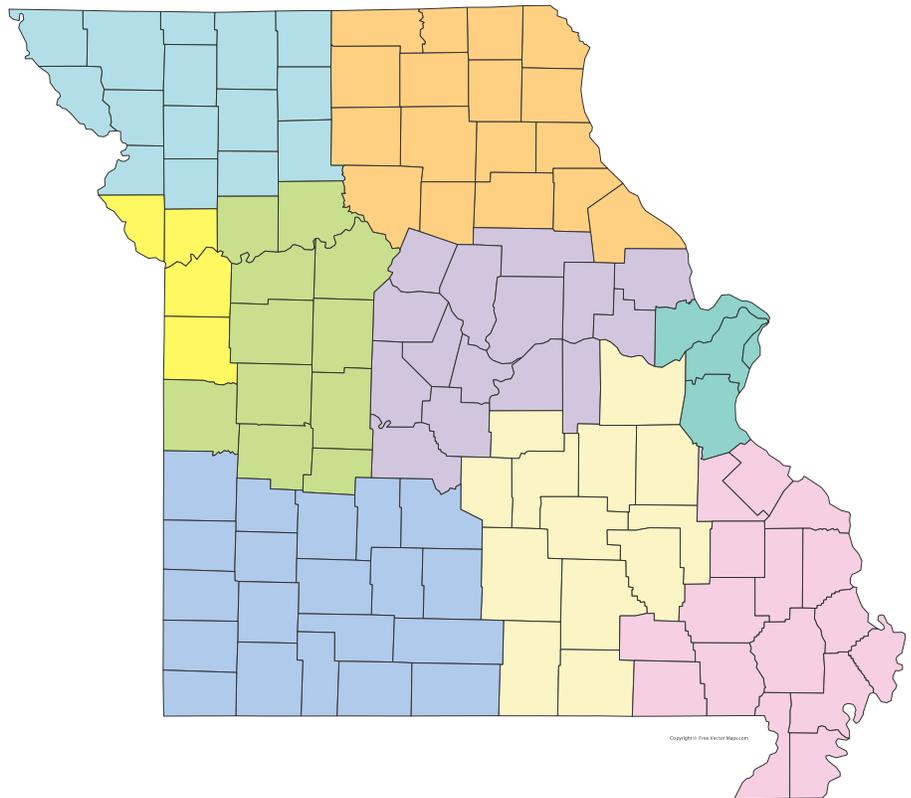
Bolivar Primary
(page 11)

Region 8 St. Louis:

Walbridge Elementary
(page 12)

Region 9 Central:

Skyline Elementary
(page 13)



REGION 1 SOUTHEAST

CENTRAL MIDDLE SCHOOL

Central Middle School is a public school serving over 600 middle school students.

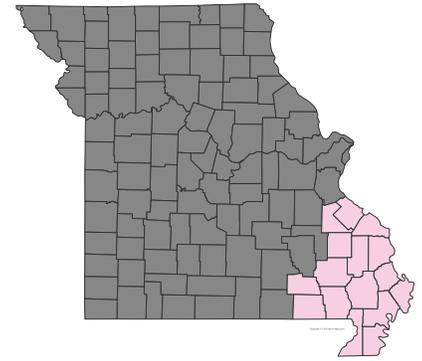
Central Middle School has worked hard to implement SW-PBS for the last five years. CMS kicks off every school year with “PBIS Bootcamp!” During this time students are taught the behavior expectations that fall under the major categories of being safe, responsible, respectful, and organized. Students and staff are also provided with opportunities to work on team building, practice expectations throughout the building, and just have fun together. While walking in a straight line and raising your hand to be called on seems simple enough, sometimes students need clear examples. Throughout the school year, these lessons are continually reinforced and periodically re-taught. Students are consistently rewarded with Tiger Tickets that they can then use to purchase fabulous prizes and tickets to monthly parties. Along with class wide rewards called Tiger Paws which can earn the class rewards such as an afternoon of Read and Feed or a Dress down day.

Central Middle School also addresses the unique needs of our students through Tier 2 interventions such as Social Skills Intervention Groups (SSIG) and Check-In, Check-Out (CICO). We are also super excited to have just put year one of Check and Connect under our belts, and we have seen tremendous success. As we begin Tier 3, we are seeing positive outcomes as we work on our FBAs and Behavior Interventions Plans.

Central Middle School has worked to use data to drive decision making. When reviewing the data of the Big 5 reports, our increase in positive referrals stands out as an area of greatly improved outcomes. For the 2014-15 school year, CMS reported 206 positive referrals at the end of March. In the 2015-16 school year, CMS reported 859 positive referrals at the end of March. During this 2016-17 school year, CMS is reporting 1,100 positive referrals at the end of March.

Our office discipline referrals have dramatically decreased over the past 3 years. In May 2015, CMS reported 1,198 discipline referrals. The following year in May, our discipline referral number dropped to 732. This school year, at the beginning of April, with 25 school days left, we are reporting 529 discipline referrals.

Each year, as Central Middle school implements PBIS with fidelity, the data is showing improvement in not only discipline, but overall building morale and environment where the focus is on the positive! Here at CMS we truly believe that each and every student and teacher were born to ROAR!



School Demographics

- Administrator – 2
- Teaching Staff – 46
- Support Staff – 30
- Students Served – 600+
 - White – 54%
 - Black – 29%
 - Latino – 6%
 - Asian – 2%
 - Mixed – 9%
- Free/Reduced – 74.9%

Student Outcomes

- Average Daily Attendance – 594
- ODRs
 - 80% 0-1 ODRs
 - 15% 2-5 ODRs
 - 5% 6+ ODRs

REGION 2 HOOK CENTER

Alpha Academy

Alpha Academy is a rural alternative secondary school in the Warren County R-III School District serving over 70 high school students, at least half of whom are on site at any given time.

Alpha Academy has worked hard to implement SW-PBS for 4 years now. We are currently moving from Tier 1 - Emerging Advanced, to Tier 2. At this moment, we are excited to be pursuing Bronze Recognition.

Alpha Academy has implemented many unique features as a result of our SW-PBS initiative. Based on the central theme that “Alpha’ is the road to success,” we try to encourage students to make the most of this highway they are on. We believe that Alpha Academy does not simply mark the start of a student’s academic success, but can lead to success in a variety of areas in their lives.

Alpha’s SW-PBS Matrix Wall is one of the first things that catches visitors’ eyes as they enter the building. The matrix and accompanying student-painted SW-PBS mural are used as a visual reminder of our building expectations as well as a calendar for our refresher lessons. Due to its position, it is easily accessible for our students as a quick reference.

Alpha Academy has worked to use weekly SW-PBS lessons, team discussions and our Big 5 data to drive decision making. In the past 4 years, we have seen student attendance increase from roughly 40% to approximately 80% and our office referrals have decreased over 250%! Additionally, our MAP scores have increased as has our graduation percentage per number of students enrolled in our program.

Alpha Academy’s “Graduate Wall of Fame” began in 2014 as the idea of the new principal, Dr. Justin Fears. Students have a visual reminder of what they are aiming for! Next to a chance to earn “Alpha Miles” and Based on the central theme that “Alpha’ is the road to success,” we try to encourage students to make the most of this highway they are on. them for “Pop Stops” & “Drive Thru Lunches”, of course the most cherished student incentive is graduation. Our “Graduate Wall of Fame” is one of our most prized features. Each handprint represents a student success story and a reminder for our current students of their ultimate goal. By placing this wall in the front of the building, we draw everyone’s attention to the importance of graduation and to our pride in our graduates. By placing it close to our SW-PBS Matrix Wall, students can see what is expected of them on their journey to add their “High 5” to the wall. Our hope is that the Graduate Wall of Fame will expand to several of the walls at Alpha as we continue to add success stories.

While we were very skeptical, at first, of how SW-PBS might fit in an alternative high school setting, we have found that implementing Tier 1 and Tier 2 interventions with fidelity have had a significant impact on both academic and social outcomes for our students. We want our students to leave Alpha knowing that life is an ongoing journey. Just like Alpha’s SW-PBS, our students lives are an ongoing success story.



School Demographics

- Administrator – 1
- Teaching Staff – 3
- Counselor – 1
- Students Served – 73 (2016-2017)
- Free/Reduced – 80%

Student Outcomes

- ODRs
 - 61% 0-1 ODRs
 - 34.7% 2-5 ODRs
 - 4.3% 6+ ODRs

REGION 3 KANSAS CITY

Union Chapel Elementary

Union Chapel Elementary School is a suburban, public school serving 514 elementary school students in the Park Hill School District.

Union Chapel EduGators have worked hard to implement SW-PBS for eight years. We have a team of teaching and support staff that is charged with looking at our Tier 1 implementation to identify ways to strengthen it across the building by updating our matrix, surveying staff, and promoting students' recognition of others who model our Gator Pledge:

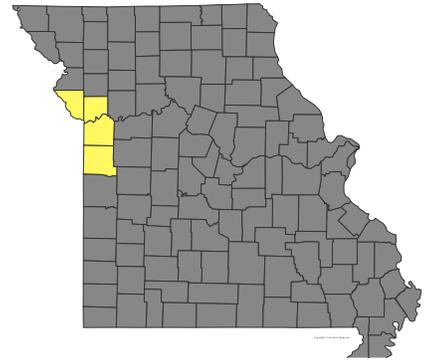
Gators
Always
Try our best to
Own our Actions,
Respond Respectfully, and
Stay Safe.

In addition to our school-wide expectations, which are taught in the first few days of the school year, teachers reteach as needed and/or conduct class meetings to identify strengths and opportunities for improvement for their class. We use Gator Gold (reward tickets) to reinforce desired behaviors that support our pledge, specifically naming the behavior to increase the likelihood of its being repeated. First semester this year, more than 35,000 Gator Golds had been awarded and redeemed for items off our reward menu. Some teachers additionally reward class Gator Golds for whole class compliments in various areas of our building.

Our nine bus drivers have Gator Gold, which they use to reinforce desired behavior, as well. We see a strong correlation between those who use positive reinforcement and a decrease in bus referrals. We also identify a Rock Star Bus of the Day, where if all students on that bus contributed to a positive ride to school, the students are rewarded with Gator Gold and get to enter the building first.

At Tier 2, our FAB (Focus on Academics and Behavior) Team meets most Friday mornings and as needed in response to teachers' requests for support for students through Check-In, Check-Out (CICO) and Check & Connect structures. Our school counselor serves on this team and facilitates most of our beginning and end-of-day processes related to CICO.

continued on next page



School Demographics

- Administrator – 1.5
- Teaching Staff – 37
- Support Staff – 23
- Students Served – 514
 - White – 83.7%
 - Black – 6.2%
 - Latino – 7.8%
 - Asian – .2%
 - Mixed – 2.1%
- Free/Reduced – 18.9%

Student Outcomes

- Average Daily Attendance – 96.42%
- ODRs
 - 98.84% 0-1 ODRs
 - .97% 2-5 ODRs
 - .19% 6+ ODRs



Our Tier 3 Team has had the opportunity this year to partner with teachers to support individual students whose needs go beyond the first two tiers. With training from KCRPDC coaches Kelly Nash and Renee Black, we have learned to use simple functional behavior assessments (FBAs) to create Behavior Intervention Plans (Behavior Support Plans).

Union Chapel has worked to use data to drive decision making for both academics and behavior through our FAB (Focus on Academics & Behavior) Team. In the past eight years, student attendance has remained strong, increasing from 95.8% to 96.42%; during that same time period, teacher attendance has increased from 93.9% to 96.8%. Employee retention remains high, at over 90% each year.

Office referrals continue to remain low, even while our school has experienced a change in attendance boundaries, resulting in increased mobility, greater racial diversity, and higher representation of students qualifying for free/reduced priced meals. Compared with some schools, our 18.9% of students who qualify for free/reduced priced meals seems quite low. When taken in comparison with our 9.9% just nine years ago, the fact that we have not only maintained, but have increased performance in both academics and attendance, is something of which we are proud.

When looking at overall incidents from last year to this year, we saw a decrease of 9% for OSS, ISS and recovery room visits. By focusing on our Big 5 data and targeting our playground for additional structure and support, we saw a decrease in playground incidents of 37%. One of the steps that may have contributed to this is the inclusion of playground supervisors in training on the PBIS guidelines, language and steps used to address students' behavior.

Additionally, MAP scores have increased by 9.2% to 77.5% proficient/advanced in Communication Arts and 14.9% to 75.8% proficient/advanced in Math.

A unique feature of SW-PBS implementation at Union Chapel includes our semester-end Gator Gold redemption raffles. When we noticed Gator Gold was losing its value toward the end of the year or when students had earned more than they wanted to spend, we experimented with a practice that has become integral to our implementation. We don't have a lot of tangible rewards on our regular Gator Gold menu; most of the things kids buy are relationship based (e.g., time to play a game with the P.E. teacher, special seating at lunch with a friend, etc.). So we use some of our fundraiser money in December and May for larger items, and this helps reinforce owning our actions, responding respectfully and staying safe all the way to the end of the semester!

Another fun way we supported our PBS implementation this year was with a special focus on self-control when we returned from spring break. Students traveled through six stations where they played games, learned a dance, reviewed our PBS matrix, and watched a video... all about self-control. At our culminating assembly that afternoon, the whole school joined in the self-control dance ("I've Got Skills" to the tune of "Bills").

This year, we began to share more information using Google Drive, from class meetings to documenting student behavior. We are finding this helps keep us more on track as an informed team to serve our students the best we can.

Union Chapel received Bronze recognition in 2014 and Silver recognition in 2016 through the MO SW-PBS School Recognition Program, and we are committed to continued growth in our PBS implementation in the years ahead.



REGION 4 NORTHEAST

Walt Disney Elementary

Walt Disney Elementary in the Marceline R-V School District is a rural public school serving over 257 school students.

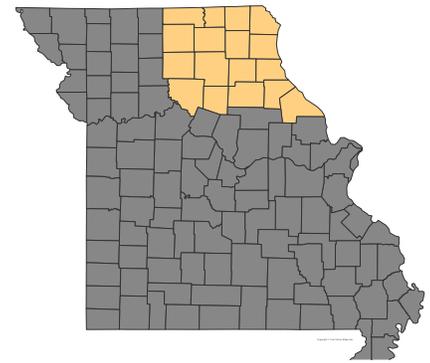
Walt Disney Elementary has worked hard to implement SW-PBS for nine years. The journey began with the kick-off of PBS followed two years later with the implementation of “Tiger Time” which is the academic support side of the RTI model. Throughout the seven years of combined PBS and RTI, the school has created a uniform model which has transformed their school building.

Walt Disney Elementary has worked to use data to drive decision making. In the past seven years, student attendance has maintained an attendance average over 97%. Grade-level planning meetings are held weekly with the teachers, administrator, intervention specialist and special services director to monitor student success and proactively respond to student needs.

Office referrals have decreased from 76 to 66, and the percentage of students with zero to one referrals has increased from 92.4% to 99.4%. In school suspensions are down by 10%, and out of school suspensions are down by 50%.

Additionally, MAP scores have increased by over 25% in communication arts and 12% in math for third and fourth grade.

A unique feature of SW-PBS implementation at Walt Disney Elementary includes a Student Support Team (SST) for teachers to refer students from the grade-level planning process if they have academic and/or behavior concerns with the child. When the application is completed, the principal schedules a meeting before school where ALL of the child’s teachers are involved in discussing current programs for the students and developing at least 2-3 new interventions to provide additional support to the child. It’s always beneficial to hear from all teachers and understand the exact location and specifics of the child’s struggles before contemplating changes to their schedule and routine. Positive Behavior Support strategies might include inviting the child to Breakfast Club to start their day off on the right foot or incorporating time for the child to meet with the art teacher to work on fine motor skills such as handwriting and cutting. The focus at Walt Disney Elementary is INDIVIDUAL student success. The teachers find the Student Support Team a huge resource to bring together ideas and support for their students!



School Demographics

- Administrator – 1
- Teaching Staff – 26
- Support Staff – 4
- Students Served – 257
 - White – 95.6%
 - Black – 1.5%
 - Asian – .7%
 - Mixed – 1.5%
 - Hispanic – .7%
- Free/Reduced – 40%

Student Outcomes

- Average Daily Attendance – 97.5%
- ODRs
 - 99.4% 0-1 ODRs
 - .3% 2-5 ODRs
 - .3% 6+ ODRs



REGION 5 NORTHWEST

Pickett Elementary

Pickett Elementary is a suburban public school serving 360 students in Saint Joseph, MO.

The staff at Pickett Elementary has worked hard to implement PBIS for 8 years. Every day, the needs of students are met through a variety of Tier 1 and Tier 2 strategies including: Check-in, Check-out, Social Skills Intervention Groups, positive recognition using Cardinal Bird Bucks, a student mentoring program, and teaching expectations to all students. This year the students had an opportunity to recognize each other's positive efforts and their teachers. Students were encouraged to give other students a "Cardinal High Five" when they saw someone being a good friend or when they noticed someone going above and beyond for another student or staff member. Each day, 1 or 2 "Cardinal High Fives" were read during the morning announcements for all to hear. Students were not only excited to hear their names read, but students said that they were even more excited to give someone else a "High Five!" As educators, it is a special moment when we see students with the desire to serve one another.

Similar to other schools who have implemented PBIS, Pickett has created a matrix of behavioral expectations for all areas of the school (hallways, restrooms, gym, etc). This matrix is powerful because all students are taught the same expectations throughout the entire school, from Kindergarten to 6th Grade. Substitute teachers, visitors, and parents have commented how wonderful it is to have consistent school wide expectations. One parent said, "Our Pickett teachers and staff do a wonderful job teaching and encouraging the PBIS expectations to all Pickett students. The PBIS expectations: be safe, be responsible, and be respectful are not only good expectations for our school hallways, but also should be taught and encouraged at home." Next year, Pickett will be taking on a new endeavor with one of our business partners to form a new parent involvement group called Picket Family Partnerships. Together, over the course of 12 weeks, we will be sharing with parents some best practices and interventions to assist them at home in the areas of literacy, behavior support, homework tips, and other relevant topics. These sessions will conclude each night with dinner and free resources for parents to use as they spend quality time with their children.

This year our students participated in the Gallup Survey. The feedback that we received from the students was amazing! 98% of the students stated that they "strongly agreed" with the statement that the teachers care about the students at Pickett Elementary (the other 2% "agreed" with the statement). It is evident that the positive influences and interactions with the Pickett staff have made a substantial impact on the students. In the spring, the staff and students were determined to make a difference in the lives of others. The school was challenged to raise awareness and money for individuals who have been diagnosed with Multiple Sclerosis. In conjunction with the local MS Walk, the students made a commitment to earn money through a week-long coin drive. During an all school celebration, the students presented the local MS chairperson with a check for just over \$1000 dollars. During the presentation, there was not a dry eye in the audience...we are so proud of the students and parents at Pickett Elementary! Over heard throughout the hallways were students and staff members talking about how they plan to make this event even bigger next year.

Never content with mediocrity, this summer a group of staff members will be traveling to Osage Beach for the annual Summer Training Institute. Continuous professional development has been a key element to successes of Pickett Elementary. While at the conference, Pickett will be learning more about Tier 3 interventions as we strive for the "gold" status.



School Demographics

- Administrator – 1
- Teaching Staff – 25
- Support Staff – 18
- Students Served – 360
 - White – 91%
 - Black – 3%
 - Latino – 4%
 - Asian – 1%
- Free/Reduced – 64%

Student Outcomes

- Average Daily Attendance – 96%
- ODRs
 - 96% 0-1 ODRs
 - 3% 2-5 ODRs
 - 1% 6+ ODRs



REGION 6 SOUTH CENTRAL

Piney Ridge

The Piney Ridge Learning Center is a level 4+ residential psychiatric center serving 83 students in grades Kindergarten through 12th grade.

Piney Ridge Learning Center has worked hard to implement SW-PBS for 3 years. During the first year, we established our schoolwide expectations and began teaching and reteaching them. Students were initially resistant to the structure. We had numerous referrals for disrespect, fighting, assault, and vandalism. In our second year, we had one referral for vandalism, 3 assaults, and less than 5 fights. Because of our transitional population, disrespect continues to be a problem but it is significantly less. We have established a homeroom, "Tiger Time," so teachers can build relationships with their students and establish traditions, much like a family. Procedures and expectations are reviewed during this time. Each Tiger Time offers small, frequent rewards. We have monthly Activity Afternoons where the principal and administrative professionals make a homemade meal for the qualifying students. We offer game rooms, a movie room, a craft room, and a board game room. Additionally, we use community activities such as parades, football games, and Career Center tours to foster a sense of community pride.

Piney Ridge Learning Center has worked to use data to drive decision making. In the past 3 years, student attendance has improved. Although our students are pulled throughout the day for therapy, doctor appointments, and are sometimes emotionally unstable, they want and crave the structure they have at school.

A unique feature of SW-PBS implementation at Piney Ridge Learning Center includes that we are a Level 4+ residential psychiatric center. We have students from all over the country. We have students who have suffered severe abuse and neglect. Many of our students are in the foster care program, awaiting adoption. They have been in multiple residential facilities and have historically poor relationships with adults. SW-PBS has helped us meet the needs of our students!



School Demographics

- Administrator – 1
- Teaching Staff – 7
- Support Staff – 9
- Students Served – 83
 - White – 56
 - Black – 18
 - Latino – 2
 - Asian – 0
 - Mixed – 11
- Free/Reduced – 0%



REGION 7 SOUTHWEST

Bolivar Primary

Espy Elementary (K-4 building) is one of five elementary public schools serving 420 awesome students in the rural Nixa School District.

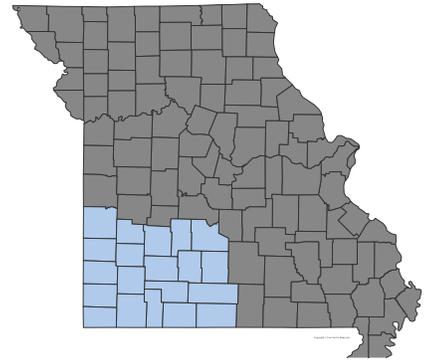
Espy Elementary has worked hard to implement PBIS for two years. During year one we took time to collaboratively develop our vision for the program and how it should look in our building. Throughout the first year we focused on Tier 1 by developing our building mission and vision statements, as well as developing a matrix of expectations and how those expectations would positively impact our students. We decided on strong common language to use by our staff and students to help insure expectation consistency across the board. We also created common lesson plans for our teachers to use and developed a positive incentive program that the students would be motivated by and enjoy celebrating. We developed a new Office Discipline Referral (ODR) plan that focused on reteaching the appropriate behaviors and helped streamline parent and school communication. We made clear what would be considered a minor discipline issue that could be handled in the classroom by the teacher and what a major discipline issue would be and handled by the school principal.

Now that we are into our second year, otherwise known as our “implementation year,” we have put into action all the hard work developed during the planning year. Since the implementation, we have noticed a drastic decrease in office referrals. In fact, we have seen our ODRs drop over 50%. Our daily attendance continues to stay strong and steady at 95% or higher. We have very few out of school suspensions as well as very few in school suspensions. Traditionally we have tested well on the state MAP test. However, we look forward to seeing how implementing PBIS will affect those scores in a positive way.

A unique feature of the PBIS implementation at Espy Elementary includes our student individual signature cards and the PBIS School-Wide Store. Each student wears a lanyard that holds a grid of 120 boxes. Teachers sign signatures to praise and recognize in a positive way those students who are following the appropriate expectations. These students then are able to spend those signatures at our school-wide store. This is an incredible thing to watch! Students are given the opportunity to use real life problem-solving skills to make decisions on how they are going to spend their signatures. Students set goals for themselves and keep track and take care of their cards. Great acts of responsibility are shown throughout this incentive program.

We would not be able to have such a successful PBIS store if it weren't for our community volunteers. We are so thankful for each and every one of them. We have partnered with the Nixa Assembly of God church to help fund and run our store. They have stepped up big time! The church does special offerings for our program each month and also volunteer at the store each and every Friday. They love to give back to our school as much as we love getting to know them in a very positive way. Our students look forward to that time with them each week.

We are proud of the work we've completed during this phase of implementation of PBIS and look forward to seeing more positive improvements in the future as we plan to implement the next tier.



School Demographics

- Administrator – 2
- Teaching Staff – 48
- Support Staff – 13
- Students Served – 583
- Free/Reduced – 57%

Student Outcomes

- Average Daily Attendance – 95%
- ODRs
 - 89% 0-1 ODRs
 - 7% 2-5 ODRs
 - 4% 6+ ODRs



REGION 8 EDPLUS

Walbridge Elementary

The Walbridge Elementary School is an urban, public school serving over 250 students from Pre-School through 5th grade.

Walbridge has worked hard to implement SW-PBS this year. At the onset of the year the staff met to finalize our Matrix and design the lesson plans for the school expectations. Classroom teachers along with support staff taught lessons to students during the first 2 weeks of school.

Walbridge implemented a positive reinforcement system using Kickboard. The students earned school money for positive behavior. Payday for the students is at the end of the month and students have an opportunity to shop at our Kickboard Store. Students are excited to earn additional money each day for our Big 5: Attendance, Uniforms, Fight Free, Tardy Free, Attendance and Homework. Students can earn additional money by meeting the standards in all areas of the school as stated in the Matrix. Beyond shopping at the Kickboard Store, students earn opportunities to attend fun events, quarterly. Most recently for 3rd quarter, Walbridge students with 90% or higher attendance earned a skating party. Walbridge is soaring over the top with over 200 students eligible to participate in the Attendance Celebration!!!

Walbridge has worked to use data to drive decision making. In the past 2 years, student attendance has increased from 79% to 86%. Walbridge has a huge population of walkers and the attendance drops during the winter months due to the vast amount of walkers; 87% of the student body walk to school each day. To foster an increase in daily attendance and to address safety concerns, Walbridge has implemented a Walking School Bus. Community volunteers walk students to school each morning, and escort them home every afternoon. Many of the community members also participate by sitting on their porches and/or leaving their porch lights on to serve as safeguards for our children.

Office referrals have decreased from 55 to 10 or less per month, and the percentage of students with one or more referral has decreased from 17% to 4%. In school suspensions are down by 27%, and out of school suspensions are down by 70%.

Additionally, Walbridge has earned AYP for the 2nd consecutive year and remains fully accredited!! The student enrollment has grown from 156 students in 2015 to currently over 250 students enrolled in Pre-School through 5th grade.



School Demographics

- Administrator – 1
- Teaching Staff – 15
- Support Staff – 12
- Students Served – 254
 - White – 1%
 - Black – 99%
- Free/Reduced – 100%

Student Outcomes

- Average Daily Attendance – 86%
- ODRs
 - 88% 0-1 ODRs
 - 8% 2-5 ODRs
 - 4% 6+ ODRs



Walbridge students shopping at the Kickboard store!

REGION 9 CENTRAL

Skyline Elementary

Skyline Elementary School is a rural, public school serving over 500 elementary school students.

Skyline Elementary School has worked hard to implement SW-PBS for 5 years. Among the special features of our SW-PBS implementation are the following:

- The First 10 Days of PBS lessons
- Monday Message for reteaching
- Super Behavior awards for students
- Skyline Shoutouts for staff members
- Stripe Club
- Stripe Party
- Tiger Den
- Tiger Tokens
- Skyline News Show
- Character Kids
- Family Nights
- Awards assemblies
- Attendance incentives
- Check-In, Check-Out (CICO)
- Social Skills Intervention Groups (SSIG)

Skyline Elementary School has worked to use data to drive decision making. In the past 5 years, teacher turnover has decreased significantly. In the 2012-13 school year, 6 new certified teachers were hired. This year, only one certified staff position needs to be filled.

Total office referrals have decreased from 355 (in 2014-15) to 290 (in 2016-17). This is a decrease of 65 referrals for the year.

Additionally, MAP scores have increased. In 2014, 39.5% scored proficient/advanced in Communication Arts and in 2016, 69.6% scored proficient/advanced. In Math, 48.8% of the students scored proficient/advanced in 2014 and 59.2% scored proficient/advanced in 2016.

A unique feature of SW-PBS implementation at Skyline Elementary School includes our implementation of a school wide assembly to reteach our school expectations. Mondays are no longer manic at Skyline Elementary. Mondays are a day that students and staff look forward to. They now provide an opportunity to reteach area expectations to the whole school in a positive and engaging way. Each grade level is responsible for creating a slideshow to reinforce the expectations of our weekly focus areas. We have played Family Feud, created parodies of current songs, and produced videos of students showing expected behaviors. We also use Mondays as a way to recognize new members of our Stripe Club (students nominated by teachers for showing school expectations), roll for a Stripe party (class reward for demonstrating expected behaviors throughout the school day), and start the week off on a positive note. This weekly school wide assembly has become a way for students and staff to come together as a “school family” and start their week off successfully. At Skyline Elementary, our students are a “roaring” success!



School Demographics

- Administrator – 1
- Teaching Staff – 43
- Support Staff – 21
- Students Served – 500
 - White – 79.6%
 - Black – 3.4%
 - Latino – 8.1%
 - Asian – 1.4%
 - Mixed – 6.9%
- Free/Reduced – 57%

Student Outcomes

- Average Daily Attendance – 94.8%
- ODRs
 - 99.93% 0-1 ODRs
 - 0.05% 2-5 ODRs
 - 0.016% 6+ ODRs



Early Childhood Positive Behavior Support Networking Summit

The 2017 Spring MO SW-PBS Early Childhood Networking Summit was held on April 7 at the Gerner Family Early Learning Center in Kansas City, MO. 52 participants from 17 different Early Childhood settings across the state participated in this networking opportunity! The day began with a Gallery Walk – sharing of posters with information about each center – followed by a presentation from the host center, Gerner Family Early Learning Center. Participants were then able to take a tour of the building... always a favorite at the Summit!

After lunch, the participants chose four breakout sessions to attend. Breakout options included Video Modeling, Family Partnerships, Data Collection/Analysis, Technology for EC, and EC Tiers 2 and 3.

“Loved the gallery walk!”... “I enjoyed being able to talk and share ideas”... “I got some great ideas from other schools!” These comments from participants were among the feedback received after the Summit.

Dr. Mary Richter Missouri Schoolwide Positive Behavior Support



SCHOOL OF DISTINCTION AWARDS

Mary Miller Richter, Ph.D., was the first state director of Missouri Schoolwide Positive Behavior Support (MO SW-PBS), serving from 2006 until her death in 2014. She was a lifelong learner, a consummate professional and a respected leader in the field of education. Mary was passionate about grounding the work of MO SW-PBS in research, while simultaneously working to build systems for statewide support that would serve as a national exemplar. Her dream is now a reality. Her legacy has improved life outcomes for countless students across the state of Missouri, and beyond.

The Nominees

Region 4	BROOKFIELD MIDDLE SCHOOL <i>Brookfield, MO</i>
Region 7	INMAN INTERMEDIATE <i>Nixa, MO</i>
Region 3	JAMES ELEMENTARY <i>Kansas City, MO</i>
Region 1	LAKE ROAD ELEMENTARY <i>Poplar Bluff, MO</i>
Region 9	LAMONTE ELEMENTARY <i>LaMonte, MO</i>
Region 6	LEBANON HIGH SCHOOL <i>Lebanon, MO</i>
Region 1	NORTH COUNTY PRIMARY <i>Bonne Terre, MO</i>
Region 5	OAK GROVE ELEMENTARY <i>St. Joseph, MO</i>

MO SW-PBS RECOGNITIONS FOR 2016-2017

MO SW-PBS has developed a recognition program to acknowledge and celebrate the work schools have done to create safe and predictable learning environments. Schools that earn recognition are model sites for Preparation and Emerging schools to visit.

GOLD

Bayless

Bayless Elementary School

Cape Girardeau 63

Central Middle School

Carl Junction Schools

Carl Junction Primary K-1

Crawford Co. R-I

Bourbon Elementary School

Dexter R-XI

Southwest Elementary

Ferguson-Florissant

Halls Ferry Elementary

Fox C-6

Don Earl Early Childhood Center

Francis Howell R-III

Saeger Middle School

Fulton 58

Bartley Elementary

Bush Elementary

McIntire Elementary

Hazelwood

Brown Elementary

Hazelwood Early Childhood Center

Jana Elementary

Keeven Elementary

McCurdy Elementary

Hillsboro R-III

Hillsboro Primary

Joplin Schools

Beacon Alternative

Kirksville R-III

Kirksville Early Childhood Learning Center

Kirksville Primary

Kirkwood

Westchester Elementary

La Monte R-IV

La Monte Elementary

Lebanon R-III

Lebanon High School

Marceline R-V

Walt Disney Elementary

Mehlville

John Cary Early Childhood

Mexico 59

Hawthorne Elementary

Milan C-2

Milan Elementary

Moberly

Gratz Brown Elementary

North Park Elementary

MSSD

Shady Grove

Nixa Public School

Mathews Elementary

North Kansas City 74

Clardy Elementary

Eastgate Middle

Gashland Elementary

West Englewood Elementary

North St. Francois Co. R-I

North County Primary

Park Hill

Union Chapel Elementary

Poplar Bluff R-I

Lake Road Elementary

Reeds Spring R-IV

Reeds Spring Intermediate

Reeds Spring Middle

Ritenour

Buder Elementary

Iveland Elementary

Marvin Elementary

Ritenour Middle School

Rolla 31

Wyman Elementary

Sikeston R-6

Sikeston 5TH & 6TH Grade Center

Sikeston Junior High School

Special School District

Hiram Neuwoehner High School

University City

Pershing Elementary

Warren CO. R-III

Daniel Boone Elementary

Rebecca Boone Elementary

Warrior Ridge Elementary

Wentzville R-IV

Discovery Ridge Elementary

Green Tree Elementary

Heritage Primary

Prairie View Elementary

Westran R-I

Westran Elementary

Winfield R-IV

Winfield Primary

SILVER

Belton 124

Cambridge Elementary

Brookfield R-III

Brookfield Elementary

Brookfield Middle School

Carl Junction Schools

Carl Junction Primary 2-3

Carrollton R-VII

Carrollton Middle

Catholic Diocese of Jefferson

City

Immaculate Conception

Clinton

Henry Elementary

Crawford Co. R-II

Cuba Middle School

Crystal City 47

Crystal City Elementary

Dent Phelps R-III

Dent Phelps Elementary

Desoto

Vineland Elementary

El Dorado Springs R-II

El Dorado Springs Elementary

Ferguson-Florissant

Griffith Elementary

Vogt Elementary

Fredericktown R-I

Fredericktown Elementary

Fredericktown Intermediate

Hannibal 60

A.D. Stowell Elementary

Hazelwood

Barrington Elementary

Hazelwood Central Middle School

Lusher Elementary

Northwest Middle School

Walker Elementary

Jackson R-2

East Elementary

North Elementary

Kansas City 33

James Elementary

Laclede Co. R-I

Ezard Elementary

Lewis Co. C-I

Highland Elementary

Mehlville

Bernard Middle School

Oakville Middle School

MSSD

Ozark Horizon School

Skyview School

Nixa Public School

Nicholas A. Inman Intermediate

North Callaway R-I

Williamsburg Elementary

Northwest R-I

Northwest Early Childhood Center

Norwood R-1

Norwood Elementary

Pattonville

Bridgeway Elementary

Pierce City R-VI

Central Elementary

Pleasant Hope R-VI

Pleasant Hope Elementary

Raytown C-2

Laurel Hills Elementary

Raytown Middle School

Raytown South High School

Robinson Elementary

Spring Valley Elementary

Westridge Elementary

Reeds Spring R-IV

Reeds Spring Elementary

Reeds Spring Primary

SILVER, CONT.

Ritenour

Ritenour Early Childhood

School of the Osage R-II

Upper Elementary

Sedalia 200

Sedalia Middle

Sikeston R-6

Sikeston Kindergarten Center

South Harrison Co. R-II

South Harrison Elementary

Southern Boone Co. R-I

Southern Boone Elementary

Southern Boone Primary

Springfield Public Schools

York Elementary

St. Joseph

Oak Grove Elementary

Pickett Elementary

St. Louis City

Bryan Hill Elementary

Woodward Elementary

Trenton R-IX

Rissler Elementary

Washington

Clearview Elementary

Marthasville Elementary

Waynesville R-VI

Piney Ridge Center

Wentzville R-IV

Crossroads Elementary

Duello Elementary

Peine Ridge Elementary

Westran R-I

Westran High School

Westran Middle School

BRONZE

Ava R-I

Ava High

Columbia 93

West Middle School

Ferguson-Florissant

Airport Elementary

McCluer High School

Parker Road Elementary

Fort Osage R-I

Fire Prairie Middle School

Gallatin R-V

Covel D. Searcy Elementary

Gasconade Co. R-II

Gerald Elementary

Hazelwood

Jury Elementary

Townsend Elementary

Independence 30

Abraham Mallinson Elementary

Blackburn Elementary

Christian Ott Elementary

Clifford H. Nowlin Middle School

Glendale Elementary

Independence Academy Alternative
School

Korte Elementary

Santa Fe Trail Elementary

Sycamore Hills Elementary

William Chrisman High School

Jefferson City

Moreau Heights Elementary

South Elementary

Laquey R-V

Laquey Elementary

Laquey R-V High School

Mehlville

Washington Middle School

Mexico 59

Eugene Field Elementary

Normandy

Normandy 7th and 8th Grade Center

Normandy Early Childhood Center

North Callaway R-I

Hatton-McCredie Elementary

North Kansas City 74

Nashua Elementary

Ravenwood Elementary

Poplar Bluff R-I

Oak Grove Elementary

Ritenour

Marion Elementary

St. Louis City

Herzog Elementary

Trenton R -IX

Green Hills Head Start - Trenton

Warren Co. R-III

Alpha Academy

Washington

Augusta Elementary

Campbellton Elementary

Washington West Elementary

Wentzville R-IV

Frontier Middle

Lakeview Elementary

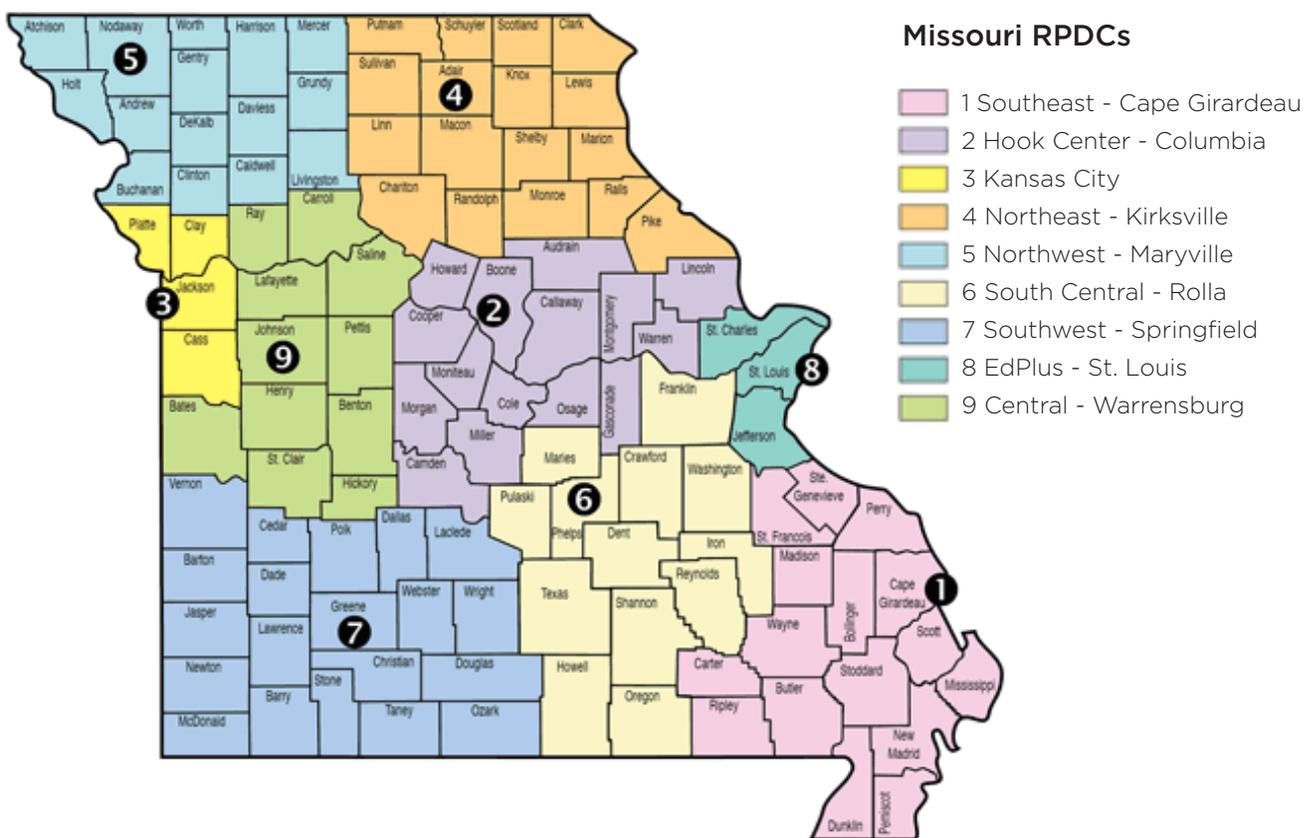
Timberland High School

Wentzville Middle



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
education.umkc.edu/community-centers-and-programs/regional-professional-development-center/

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

pbissmissouri.org



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