

Positive Focus

Missouri SW-PBS + Summer 2017

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

Summer “Down Time”

Have you heard it from family and friends before, “It must be nice to have summers off!”? Cue the eye-roll by the educator receiving the well-intentioned, but misinformed comment. Any educator knows that their summer is just as busy as that of any other professional, in any other field. There are a myriad of professional activities educators undertake across the summer months including:

- + Teaching or administering summer school
- + Taking graduate coursework, or completing a graduate program
- + Participating in training for new curriculum or technology
- + Planning and working to implement the assignment of a new course load, grade level, or position
- + Physically moving to a new school or district
- + Collaborating with school/district colleagues
- + Reworking and developing new courses or lessons for the coming year
- + Working a second full time summer job so that you can afford to be a teacher during the school year

Undoubtedly educators do indeed take vacations in the summer. But much of their time is also spent in the activities outlined above, as well as being deeply enmeshed in the “lather-rinse-repeat” cycle of reflective professional practice. The following four easily-remembered questions can help you frame or organize your reflective practice:

- + What are my **GOAL(s)**?
- + What is my current **REALITY**?
- + What are the **OPTIONS** I have to achieve my goal(s)?
- + What are the best options for a **WAY FORWARD**?

In other words...**GROW!**

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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.

As you make a decision about the best **OPTION** for a **WAY FORWARD** toward your outcome **GOAL** build an implementation plan that includes:

- + Operationally defined action steps
- + Timelines to complete steps
- + Resources needed to complete the steps
- + Operational measure of implementation fidelity action steps
- + Operational measurement of outcome goal(s)

Once you make a plan, go public! Find a trusted colleague who can help you stay true to your plan. Find an ally, someone who has been successful in what you are attempting to do, or who is also attempting to implement a new skill, strategy or practice in their professional repertoire. Consider that the trusted colleague or ally could be your MO SW-PBS Consultant! Know they are a phone call or email away, and the www.pbissmissouri.org website is full of materials that can support you in your professional journey.

Finally, implement, measure, analyze, celebrate or adjust as needed, and keep on repeating. The four GROW questions help educators focus their thinking and efficiently plan for the upcoming school year. Throughout all that you do, continue to also advocate for a more informed perspective on the importance of educators. You didn't go into the field of education for summer "down time"; if you had you would have left the field in your first five years. You went into education to improve life outcomes of children and youth, don't let anyone you interact with forget this!

2017 Summer Training Institute

MO SW-PBS & MTSS:

BRIDGING THE GAPS

The 2017 Summer Training Institute, MO SW-PBS & MTSS: Bridging the Gaps, was a huge success! 967 participants learned from over 80 sessions focusing on all three tiers of SW-PBS including special topics such as leadership, trauma, and cultural responsiveness. Steve Goodman, Director of Michigan's Integrated Behavior and Learning Support Initiative, provided an informational keynote address on multi-tiered systems of support.

Lake Road Elementary was awarded the Dr. Mary Richter School of Distinction Award at the opening ceremony. Additionally, 168 schools from Missouri received bronze, silver, and gold recognition for exemplary implementation of SW-PBS.

New to this year's Institute was the administrative breakfast and networking where over 150 administrators enjoyed breakfast while learning together. The group listened to an engaging keynote address from Beth Houf, Principal at Fulton Middle School, Missouri National Distinguished Principal for 2016, and co-author of *Lead Like a Pirate*, and finished the morning with networking and a final session on administrative leadership and MTSS given by our keynote speaker, Steve Goodman.

Thank you to everyone who attended Summer Training Institute this year!

Don't forget to save the date for next year's Summer Institute:

JUNE 19-21, 2018

New MO SW-PBS Website



The MO SW-PBS webpage has a new look! The website still features 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 can 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 educators as they focus on continually strengthening their SW-PBS implementation. Check them out now at [http://pbissmissouri.org/!](http://pbissmissouri.org/)

2017 Early Childhood Summit

Mark your calendars for the upcoming Fall Early Childhood Positive Behavior Support Networking Summit! We will be traveling to the Southeast corner of the state for the 2017 Fall Summit, which will be held on November 17th. Jackson East Elementary Early Childhood Center will be our host building, located at 455 N. Lacey Street in Jackson, MO. As with previous Summits, this one will consist of many opportunities for sharing and networking around implementation of Positive Behavior Support at the Early Childhood level. Participants will also have the opportunity to tour the host facility... always a favorite at the Summit! Registration will open on our website in early August. Hope to see you in Jackson!

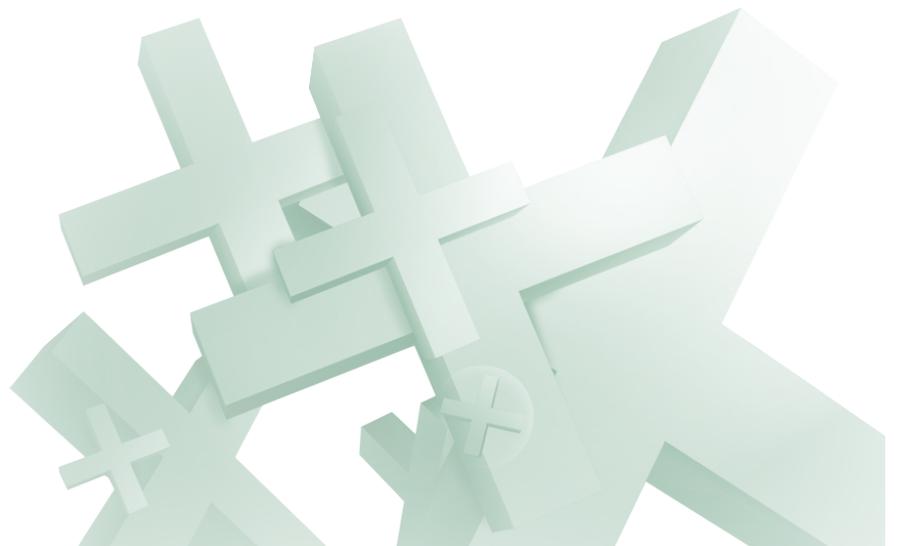
Dr. Mary Richter Missouri Schoolwide Positive Behavior Support School of Distinction Awards



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 Mary Miller Richter Award is an annual award that seeks to honor Dr. Richter's legacy by recognizing schools and districts that implement SW-PBS at an exemplary level. This year's nominees include:

- + Brookfield Middle School, Brookfield, MO
- + Inman Intermediate, Nixa, MO
- + James Elementary, Kansas City, MO
- + **Lake Road Elementary, Poplar Bluff, MO**
****2017 Dr. Mary Richter Award Winner****
- + LaMonte Elementary, LaMonte, MO
- + Lebanon High School, Lebanon, MO
- + North County Primary, Bonne Terre, MO
- + Oak Grove Elementary, St. Joseph, MO

On June 14th at the opening ceremony of Summer Training Institute we were honored to award **Lake Road Elementary** with the 2017 Dr. Mary Richter Missouri Schoolwide Positive Behavior Support School of Distinction Award! Check out the success stories to hear from each school that was nominated!



REGION 1 SOUTHEAST

2017 DR. MARY RICHTER SCHOOL OF DISTINCTION AWARD WINNER: LAKE ROAD ELEMENTARY

Lake Road Elementary is a rural, public school serving approximately 200 elementary school students.

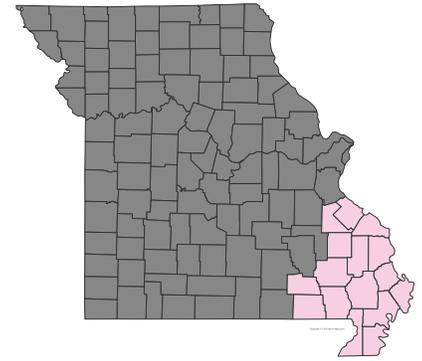
Lake Road Elementary has worked hard to implement SW-PBS for 7 years. Lake Road is one of four 1st through 3rd grade buildings in the Poplar Bluff School District. Discipline was a major issue and teachers spent the majority of their time in this area. After a complete overhaul and the implementation of our created student expectations, handbook, lesson plans, professional development with staff on effective practices, and the morning celebration, we have seen a complete turnaround. Teachers are teaching and students are learning. Our goals this year have been to maintain the improved climate and perfect our tier 1, 2, and 3 systems of support, continue to improve attendance and PLC collaborative work, and build positive relationships with families and the community through family nights, Bright Futures, Club Day, Rotary Store, and Three for Me.

Lake Road Elementary has worked to use data to drive decision making. In the past 7 years, student average daily attendance has increased from 93.5% to 95%. The 90/90 Attendance rate has increased from 80.9% to 91.21%. Our staff retention has improved over the years since implementing PBIS. At the end of the 2010-2011 school year, eight staff members moved on to other positions in the district or retired. At the end of the 2016-2017 school year, one teacher retired and two moved to other districts because their positions were eliminated for the upcoming year.

Office referrals have decreased from 367 in 2011-2012 to 55 in 2016-17, and the percentage of students with 0 to 1 referrals has increased from 81% to 89%. In school suspensions are down by 16 occurrences, and out of school suspensions are down by 12. Additionally, MAP scores have increased by 46.7 percentage points in communication arts and 22.2 percentage points in math. (percentage of proficient and advanced)

A unique feature of SW-PBS implementation at Lake Road Elementary includes total teacher buy-in!!!! This was accomplished with a revamp of our Tier 1, 2, and 3 PBIS system. After implementing PBIS for 5 years, our staff felt our PBIS system was successful, but stale and wanted to make improvements and changes. In August 2016, over the course of two days, ALL Lake Road teachers volunteered their time to meet and rework all areas of PBIS in our school. We started our revamp with the Get It Out There Protocol. Teachers were asked to answer these stems.... "Qualities I love about PBIS...", "I really need more help with...", and "Areas I feel need improvement..." on sticky notes and placed them on a poster. These question stems were the center of focus for our regeneration process. As a team, we also revised our matrix, incentives, celebrations, data tracking, and major/minor process using protocols from the NSRF website <http://www.nsrffharmony.org/free-resources/protocols/a-z>.

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School Demographics

- Administrator – 1
- Teaching Staff – 21
- Support Staff – 11
- Students Served – 190
 - White – 62%
 - Black – 22%
 - Hispanic – 2%
 - Indian – 1%
 - Asian – 0%
 - Multirace – 13%
- Free/Reduced – 90%

Student Outcomes

- Average Daily Attendance – 95%
- ODRs 2016-2017
 - 96% 0-1 ODRs
 - 3% 2-5 ODRs
 - 1% 6+ ODRs



Students of the week Teacher Tunnel

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Another factor of our success is the incredible community partners who support our efforts everyday. Through our Bright Futures council, parents and community partners are critical in planning and executing our Club Day project, special events such as family fun nights and celebrations, and teacher and staff appreciation programs. The strong partnership with the Rotary Club of Poplar Bluff enables our students the opportunity to interact with caring adults who are supporting our efforts directly with students as they assist them in spending their good habit “points” in the Rotary store each month.



School Spirit



Weekly Classroom Awards

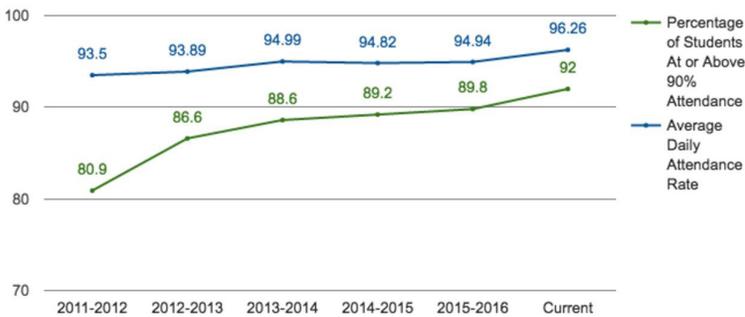


Rotary Good Habits Store

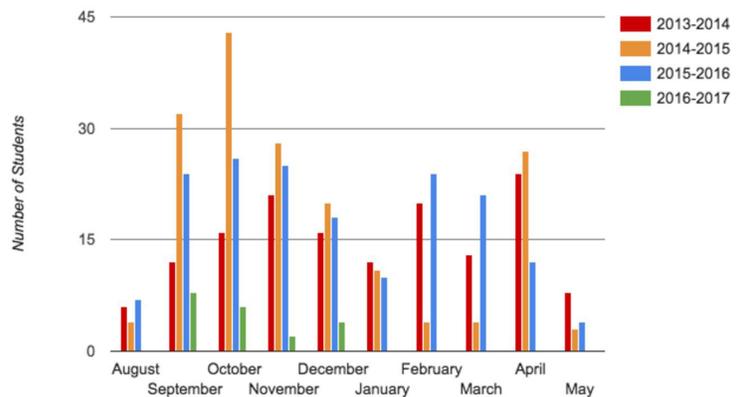


Club day fun!

Improved Attendance



Lake Road Elementary ODR Comparison



REGION 1 SOUTHEAST

NORTH COUNTY PRIMARY

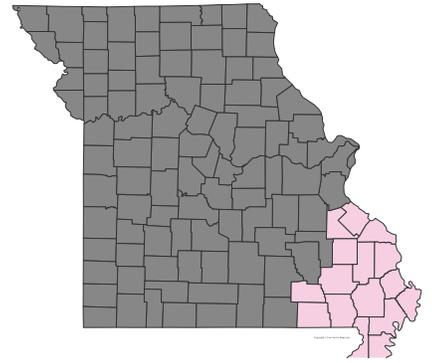
The North County Primary is a rural, public school serving over 706 elementary school students.

North County Primary has worked hard to implement SW-PBS since 2005. NCP strives to implement Tier 1 & 2 systems with fidelity. We collaborate as a building to improve on those systems. We continue to look for ways to motivate students and model good behavior. Positive office referrals have made an impact at NCP. Student's names are announced in the morning announcements and their name put in lights on the PBS board. Students love the recognition. NCP also does random PBS reward days. Students are recognized for good behavior with a small prize. Tier 2 is very strong at NCP. The Tier 2 coach works closely with the classroom teachers to review data to help students reach their individual goals and feel successful. North County Primary moved to Tier 3 a couple years ago. The Tier 3 team meets monthly to review data and complete the paperwork for students who have been referred. Each month in our grade level PLC meetings we discuss the Big 5 data and DBDM. We use the data to discuss effectiveness of our systems and how to strengthen the program. At North County Primary we are a team. We value input from all our staff members. We welcome new ideas and collaborate to help all our students at NCP be successful.

North County Primary has worked to use data to drive decision making. In the past 4 years, student attendance has remained steady within the range of 94 to 95%.

Office referrals have decreased from 538 in 2015-16 to 383 in 2016-17, and the percentage of students with one or more referrals has decreased from 12% to 9%. In school suspensions are down by 51%.

A unique feature of SW-PBS implementation at North County Primary is Positive Bus Referrals. Positive Bus Referrals started in October 2016. The Big 5 data showed an increase in bus referrals from the previous year and the PBS team knew this was an area of concern. NCP is a rural community with long bus routes. The Positive Bus Referral incentive started with a workshop given by the assistant principals on PBS. I met with the drivers and in-serviced them on PBS. I introduced the Positive Bus Referrals and gave each driver 5 referrals to get them started. Students can earn a Positive Bus Referral from their bus driver for being Safe, Respectful, and Responsible on the school bus. Bus drivers randomly award students with a positive referral if they are following the PBS bus expectations. The driver fills out a positive referral and gives it to the student. The principals and staff celebrate with the student by announcing his or her name in the morning announcements and placing a small school bus with his or her name on it on the PBS board. This encourages students to be on their best behavior while on the bus. The students are also given a certificate to take home and a building principal calls and shares the good news about the positive referral with the parents. The data shows that bus referrals in 2015-16 were 166 and in 2016-17 referrals decreased to 142. The drivers like PBS and like the Positive Bus Referral. They report they feel like they are making a difference. This new idea has increased collaboration between drivers, home, and school which embraces NCP's mission and vision. Positive Bus Referrals Work! We look forward to another successful year in 2017-18 and more students receiving a Positive Bus Referral.



School Demographics

- Administrator – 2
- Teaching Staff – 64
- Support Staff – 35
- Students Served – 706
 - White – 663
 - Black – 2
 - Latin – 19
 - Asian – 2
 - Multirace – 20
- Free/Reduced – 461 students

Student Outcomes

- Average Daily Attendance: 94%
- ODRs
 - 91% 0-1 ODRs
 - 6% 2-5 ODRs
 - 3% 6+ ODRs



REGION 3 KANSAS CITY

JAMES ELEMENTARY

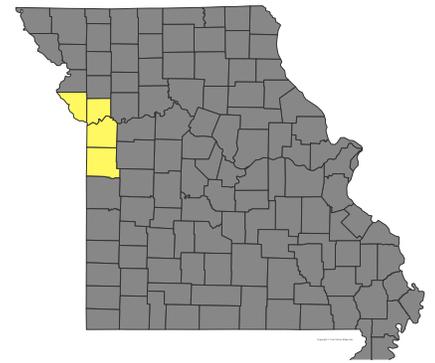
The James Elementary School is an urban, public school serving over 400 elementary school students.

James Elementary School has worked hard to implement SW-PBS for 4 years. James Elementary has a Tier 1 team that works together to implement and teach lessons to the students. Our Tier 1 team provides positive recognition each week with our weekly Hoot Loot Drawings and Give a Hoot shout outs. We celebrate success daily during our whole school assemblies at arrival and dismissal. We celebrate monthly those students who demonstrate consistent positive behavior. During this past year our school has added a Tier 2 team that offers check-in/check out for students that need extra support. The Tier 2 team also implemented the self-monitoring piece for students that are successful with check-in/check-out or need an alternative strategy.

James Elementary School has worked to use data to drive decision making. In the past 2 years, student attendance has maintained at 96%.

Office referrals have decreased from 70 to 41, within the last three school years. Out of school suspensions have decreased from 9 suspensions to 2 for the school year. We had a total of 2 In-school suspensions for the school year.

A unique feature of SW-PBS implementation at James Elementary School includes a school motto "If I believe and I work hard, I will achieve!" that students recite each morning and afternoon during our whole school assemblies. At James Elementary we have an elite society of students called "Triple A." This society recognizes students who excel with positive attitude, high attendance and excellent academics. These students are recognized with a special shirt that acknowledges their achievement. Members of this club are given the opportunity to become Student Ambassadors during their sixth grade school year. Student Ambassadors welcome groups of visitors to our school and share the unique qualities of our school community. Student Ambassadors also welcome new students to our school and give them a tour. This is also an opportunity to explain School-Wide PBIS to the new members of our school. Students at James that have positive behavior and excellent attendance are celebrated each month with unique and special rewards. Students are invited to participate in celebrations that include relay races, movies, crafts, special treats and field trips. Schoolwide PBIS has helped us develop a community of students who truly care and respect each other for their cultural differences.



School Demographics

- Administrator – 2
- Teaching Staff – 22
- Support Staff – 8
- Students Served – 405
 - White – 11%
 - Black – 15%
 - Latino – 65%
 - Asian – 6%
 - Multirace – 3%
- Free/Reduced – 100%

Student Outcomes

- Average Daily Attendance – 96%
- ODRs
 - 97% 0-1 ODRs
 - 3% 2-5 ODRs
 - 0% 6+ ODRs



REGION 4 NORTHEAST

BROOKFIELD MIDDLE SCHOOL

The Brookfield R-III Middle School is a rural school serving over 300 middle school students grades 5-8.

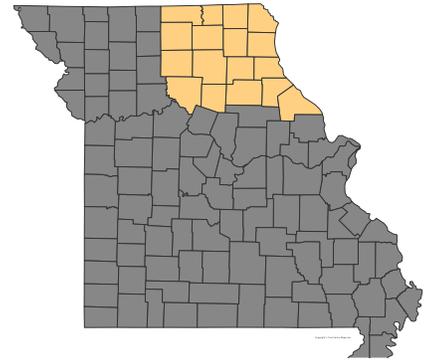
Brookfield Middle School has worked hard to implement SW-PBS for seven years. Tier 1 practices ensure both individuals and Teacher Advisory groups are recognized for being Respectful, Responsible, and Safe. Students earn Bulldog Tickets and Paw Tokens as part of this system. Some of the student's favorite recognition pieces are sitting in the teacher's chair, a slush at lunch, eating lunch in the high school, and extra recess. Each Monday morning students reinforce PBS practices by participating in reteach lessons, working on team building activities that foster the PBS expectations, and doing service projects to instill respect and responsibility within the school and the community. Tier 2 practices include Check-In, Check-Out (CICO) and Social Skills Groups (SSG). These interventions have increased the positive interactions between teachers and students and has decreased behaviors in the classroom.

Brookfield Middle School has worked to use data to drive decision making. In the past year, student attendance has increased from 96% to 97%; during that same time period, staff attendance experienced an increase.

Office referrals have decreased from 257 to 244, and the percentage of students with one or more referrals has increased from 78% to 82%. In school suspensions are down by 1%, and out of school suspensions are consistently low.

Additionally, MAP scores increased in communication arts and in math from 2015 to 2016.

A unique feature of SW-PBS implementation at Brookfield Middle School includes having a middle school student team. Each Teacher Advisory chooses a representative to be on the team and this individual is tasked with gaining ideas and input to make PBS great in the building. Student team members review monthly data and create solution plans for how behaviors can be addressed by both students and staff. Another feature is the integration of service into PBS lessons and into the curriculum. This opportunity has created a strong sense of community within classrooms, grade levels, across grade levels, and into the community of Brookfield.



School Demographics

- Administrator – 2
- Teaching Staff – 26
- Support Staff – 7
- Students Served – 304
 - White – 91%
 - Black – >1%
 - Latino – >1%
 - Asian – 0%
 - Multirace – 0%
- Free/Reduced – 51%

Student Outcomes

- Average Daily Attendance – 97%
- ODRs
 - 82% 0-1 ODRs
 - 10% 2-5 ODRs
 - 8% 6+ ODRs

REGION 6 SOUTH CENTRAL

LEBANON HIGH SCHOOL

The Lebanon High School is a rural, public school serving over 1,507 students.

Lebanon High School has worked hard to implement SW-PBS for 12 years. When the SW-PBS team meets monthly we review our Big 5 and this report is sent out for the faculty/staff to review and they may provide feedback. Also, we send out our meeting minutes to all faculty/staff so they may see the information and decisions that have been made. Faculty receive continuous updates of students receiving Tier 2 and Tier 3 services and play a key role in their progress. Information is shared during faculty meetings as needed to ensure faculty is informed with the most up-to-date information. We do use TWITTER to provide real time activity updates or informational updates. We also can put information on t.v. screens around the school for students to see SW-PBS updates, these screens scroll through important information throughout the day. There are also Google Docs shared with staff that they may view to see any updates that are taking place in the many areas of the Jacket Code.

We have located trends when investigating our Big 5 Data, and we brainstorm both proactive and reactive strategies depending on what the data is showing. We have developed a plan to help freshman transition in our building based on the Big 5 Data and to understand the LHS culture right from the beginning of the year. All staff receive emails containing the Big 5 Data and our SW-PBS minutes. Emails/Google Docs are sent or shared out periodically with helpful strategies for various behaviors students deal with on a daily basis. A live document is shared with faculty/staff for our Tier II and Tier III interventions. This allows us to see what assistance students are currently receiving with, live updates. This also allows teachers to leave comments and provide feedback for the SW-PBS coaches that can be discussed immediately.

Throughout LHS we have the Yellow Jacket Code posted in hallways, classrooms, and the cafeteria. The Yellow Jacket Code states that we are to be “Safe, Responsible, Respectful, and a Learner”. This is also read every morning during the announcements by a student that was chosen as student of the week by faculty, and who exemplifies these characteristics. This has had a huge impact at LHS, as it is a part of our culture, it is not seen as a separate initiative, and it is the expectation for all of us everyday.

Lessons are provided to teachers to use as teachable moments in class, as the need presents itself. These lessons are based on the expectations of the Yellow Jacket Code.

In every syllabi teachers have their classroom matrix that provides all the expectations in the classroom, which also reflect the expectations of the Yellow Jacket Code. These matrices are also provided for various parts of the building in the student handbook.

Lebanon High School has worked to use data to drive decision making. In the past 12 years, student attendance has increased from 89% to 94.2%.

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School Demographics

- Administrator – 5
- Teaching Staff – 78
- Support Staff – 54
- Students Served – 1,507
 - White – 90.3%
 - Black – 1.4%
 - Latino – 3.3%
 - Asian – 0.8%
 - Multirace – 4.3%
- Free/Reduced – 55.6%

Student Outcomes

- Average Daily Attendance – 94.2%
- ODRs
 - 90.9% 0-1 ODRs
 - 10.9% 2-5 ODRs
 - 2.8% 6+ ODRs



Office referrals have decreased from 4,700 to 1,153.

A unique feature of SW-PBS implementation at Lebanon High School includes our recognition programs. We are proud of our recognition programs at LHS. We have Buzz Bucks that have rewards on the back for students. They are given to students who exemplify the Yellow Jacket Code and they can be given out everyday.

We have a STAR program where a student of each gender for each grade level, 1 teacher, and 1 support staff are chosen as STARS for that particular month. They receive a plaque and will have a luncheon provided by the LTCC. Students are welcome to invite their parents, and comments will be read about each individual as to why they were nominated.

We have a student and teacher of the week. Students are nominated by PLC's and teachers are nominated by students that are chosen at random. The student of the week reads the Yellow Jacket Code and leads the school in the Pledge of Allegiance over morning announcements for the entire week. The teacher's name is shared on the morning announcements along with comments from the students who nominated them for that given week.



REGION 7 SOUTHWEST

INMAN INTERMEDIATE

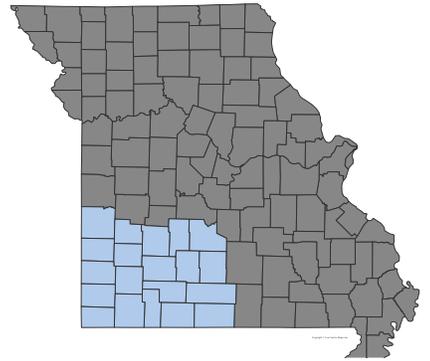
The Inman Intermediate School is a suburban public school serving over 370 5th and 6th grade students.

Inman Intermediate has worked hard to implement SW-PBS for 8 years. At the Tier One level, there are daily practices to promote positive behavior. The students and staff begin each day stating the SOAR pledge (after the Pledge of Allegiance). This sets a positive tone by making a pledge to themselves to do their best to be Safe, Outstanding Learners who are Always Respectful and Responsible. One day a week, the school principal focuses on a PBIS lesson topic over the intercom for all students/staff to hear. The teachers then follow up the lessons in their classrooms with videos, discussion topics, etc. to focus on the behavior topic.

Once a month, the Inman Student Council members lead an assembly which includes recognition of students for positive character traits, as well as staff members. They also teach a character trait lesson. To acknowledge appropriate behaviors in all settings, teachers use SOAR tickets along with the verbal recognition of the behavior they are acknowledging. SOAR tickets are then used for students to choose from a menu of incentive choices. Students can also use their tickets once per quarter to attend the “Big Event”. These events are planned each quarter by a different group of teachers. Therefore, all teachers are involved in the implementation and planning of our PBIS program. All areas, (hallway, classroom, lunchroom, etc) have PBIS expectations from the matrix where they can be seen by the students and staff. At the Tier 2 level, we have formed a behavior response team to support the students who may need more intensive or focused interventions. The team consists of the school principal, school counselor, special education teacher, and general education teachers. The team works intensely with the classroom teacher to create a behavior plan that best fits the student’s needs. Interventions such as “Check In, Check Out” and “Social Skills” groups are strategies utilized to address such needs.

The PBIS team at Inman Intermediate has seen a decrease in behavioral difficulties from the 2015-16 school year to 2016-17 school year. Office referrals have decreased from 150 referrals to 120 referrals per year. In-school suspensions and out of school suspensions are both down. Having a solid foundation at the Tier One level has provided consistency throughout the building with Tier Two strategies addressing individual needs. Major and Minor behaviors are clearly identified through teacher collaboration and discussion. In addition, the implementation of the one-to-one technology initiative and use of Project Based Learning has improved student engagement. All these resources increase time-on task in the school setting while decreasing student behavior issues.

A unique feature of SW-PBS implementation at Inman Intermediate includes a PBIS theme song written, choreographed, and video taped by Blake and Kaitlyn Richter, two Inman staff members. The video consists of staff members and selected students singing and dancing with a focus on our PBIS matrix of being Safe, an Outstanding Learner, Respectful and Responsible. This video is played at the monthly assemblies and brings a very positive school spirit and message to our students and staff. This year, the Inman PBIS theme song/video won the PBIS National Film of the Year award for 2016-17!



School Demographics

- Administrator – 1.5
- Teaching Staff – 35
- Support Staff – 7
- Students Served – 380
 - White – 86%
 - Black – 1%
 - Latino – 6%
 - Asian – 2%
 - Multirace – 5%
- Free/Reduced – 37%

Student Outcomes

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

REGION 9 CENTRAL

LAMONTE ELEMENTARY

La Monte Elementary is a rural, public school serving over 200 elementary school students.

La Monte Elementary has worked hard to implement SW-PBS for 6 years. Within Tier 1 implementation, students are taught the expectations in rotating stations on the first week of school, then again upon returning from winter break, and again in the spring. We also teach “Social Stations” in which we explicitly teach the students how to ask the nurse, the secretary, or any adult for assistance, how to hold open doors, make eye contact, table manners, etc. We also use our data to drive our “pop up” lessons in which we target specific behaviors and specific groups of students that need re-teaching. Positive recognition is a frequent, daily occurrence with the use of Viking vouchers, the Legacy Compliment board, Staff Shout Outs, and many more strategies that celebrate the success of not only our students, but our adults as well. Students are also recognized weekly for their positive behavior through the weekly drawing of Viking Voucher winners. These students are given books, coupons for ice-cream, and various other prizes from the treasure box. Also implemented this year is the traveling “Viking Pride” trophy for the class with the highest attendance at the end of each week.

Students and staff are continually recognized for their positive behavior through multiple media outlets, including Facebook, Twitter and our local newspaper, as well as through morning announcements in which students and staff are recognized through daily shout-outs. An end-of-the-quarter assembly recognizes all students with perfect attendance, those on the honor roll, as well as other academic accomplishments. Students are given certificates and prizes, and get to complete an obstacle course as they come up to receive their awards. The Tier 2 interventions we use are CICO and Check & Connect, in which we are currently serving 9 students. Their data are collected weekly and imported into SWIS which gives us averages that indicate strengths and weaknesses within the individual plans. Tier 3 students receive individual BIP's and each has a core team of adults that meet regularly to discuss progress and setbacks. LaMonte is a school that leads with strong communication skills between all adults which allow us to better serve our student population in multiple ways. For example, when one staff member notices a student with broken glasses, poor footwear, or lack of a heavy coat, it's a rare occurrence when that problem isn't fixed by the end of day. We are proud to say that we truly strive to reach every student, every day!

La Monte Elementary has worked to use data to drive decision making. In the past year, our CICO group that focused on attendance as their goal, increased their attendance and met their goals on a regular basis. They were even able to graduate out of the attendance CICO group. This year's CICO group that work on behavior goals has an average weekly success rate of 69%. This is a huge improvement this early in the academic year. Students are continually monitored in the regular classroom for interventions, both academically and behaviorally. The PBIS team works with classroom teachers to provide interventions and strategies in Tier 1. Data are collected through observations, tally sheets, daily attendance, and academic progress through assessments. Once this data has been monitored, decisions are made about other tiered interventions to ensure all students are succeeding. We currently have two students on a Tier 3 behavior plan and though these plans were just recently implemented, the students are succeeding and showing improvement in positive behaviors thus far.

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School Demographics

- Administrator – 1
- Teaching Staff – 25
- Support Staff – 18
- Students Served – 210
 - White – 49%
 - Black – Less than 1%
 - Latino – 37%
 - Asian – Less than 1%
 - Multirace – 9%
- Free/Reduced – 82%

Student Outcomes

- Average Daily Attendance – 96.41%
- ODRs
 - 98% 0-1 ODRs
 - 2% 2-5 ODRs
 - 0% 6+ ODRs

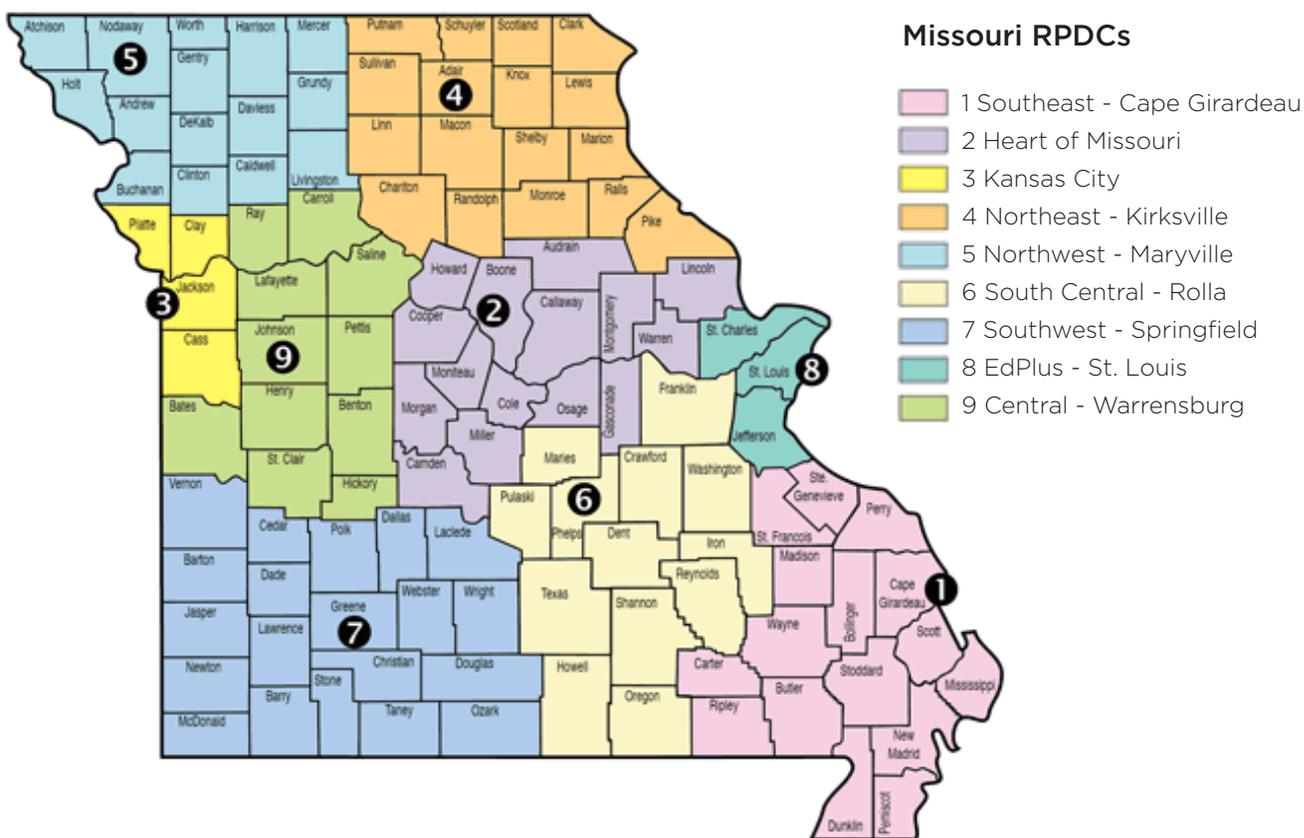


It's extremely difficult to narrow it down to just one unique feature of SW-PBS implementation. However a few include our Morning Gym Routines which feature Music Monday, Tech & Toy Tuesday, Walk It Out Wednesday, Tunnell Thursday and Friendly Friday. We also have a Parent PBIS Team as well as a Student Leadership Team that help us to implement our various strategies and lessons across all tiers. We do so many great things here at Lamonte that is hard to narrow down just one feature, although the feeling when you walk in the building could be considered the "unique feature." The climate and culture of our building is student focused and this is continually shown through the relationships built with students and among the staff with each other, as well as parents and the community. We'd love for you to come see it in action! Come visit us and get a first hand look at the great work that our students and staff do on a daily basis!



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: HEART OF MISSOURI RPDC
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

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