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POSITIVE FOCUS

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

Creating Places Where Everyone Belongs

Missouri Schoolwide Positive Behavior Supports (MO SW-PBS) is beginning its' 12th year of partnership between the Missouri Department of Elementary and Secondary Education (MO DESE), the Regional Professional Development Centers (RPDCs) and the MU Center for SW-PBS in Creating Places Where Everyone Belongs (e.g., schools, classrooms, playgrounds, cafeterias, communities, etc.) . This work engages all stakeholders (e.g., district and building administrators, classroom teachers, students, families and community members) in designing, building and sustaining multi-tiered systems of support (MTSS). To that end, MO SW-PBS is making some strategic changes to how we communicate with our partners. We will now disseminate a monthly Positive Focus newsletter that will also include our monthly Coaches Corner, which provides time sensitive reminders about tasks and activities to be completed by the building leadership team and/or coach. Each month we will focus on a single Essential Component (EC) and provide regional school success stories that focus on that single EC.

We will continue to utilize FaceBook (find us at <https://www.facebook.com/moswpbs/>) and Twitter (find us at <https://twitter.com/MOSWPBS> #MOSWPBS @MOSWPBS) as venues to provide up to the minute information about events, activities, tasks to complete and celebrations of school and student outcomes. Many of our state team members also participate in #PBISChat on Tuesday evenings @ 8:00 PM CST, a great place to learn with educators from across Missouri, the nation and the world. MO SW-PBS looks forward to engaging with you online!

Finally we will continue to maintain our nationally recognized MO SW-PBS website (find us at PBISMissouri.org) where workbook resources for tier 1, 2 and 3 implementation, Summer Institute (SI) news and materials, online professional learning modules and more can be found 24/7/365!



WHERE CAN YOU
FIND US?

[Facebook.com/moswpbs](https://www.facebook.com/moswpbs)
[Twitter.com/MOSWPBS](https://twitter.com/MOSWPBS) #MOSWPBS @MOSWPBS
 On the web at: PBISMissouri.org



Coaches Corner

Tier 1 Systems	Tier 2 Systems	Tier 3 Systems
<ul style="list-style-type: none"> Facilitate effective SW PBS team meetings <ul style="list-style-type: none"> Agenda prepared in advance Start and end meetings on time Establish and/or adjust team roles/responsibilities Develop or recommit to team norms/protocols Determine and share Tier 1 meeting dates for school year Establish plan for how and when SW PBS updates will be communicated to all stakeholders (staff, students, families) throughout the year Register/attend regional trainings Plan for and conduct new staff orientation Identify any staff training needs, schedule with Regional Consultant if applicable 	<ul style="list-style-type: none"> Establish and/or adjust team roles/responsibilities Develop or recommit to team norms/protocols Determine and share Tier 2 meeting dates for school year Prepare a communication plan for back to school Register for regional training Develop/review/communicate student identification process Send home permission for Universal Screening in October 	<ul style="list-style-type: none"> Adjust Core Team roles/responsibilities as necessary for the new school year Set meeting schedule Recommit to team norms/protocols Develop/review/communicate student identification process Plan for whole staff and individual PD Prepare a communication plan for back to school Review/revise Tier 3 Handbook as needed Register for regional trainings
Data	Data	Data
<ul style="list-style-type: none"> Generate and be able to print/email/project Big 5 data for team meeting (August or previous year's data) Lead team in DBDM using Big 5 data Develop a Solution Plan Coordinate administration of School Safety Survey (SSS) or School Climate Survey (SCS) Generate reports from the SSS or SCS and implement the DBDM process for action planning Coordinate administration of Tiered Fidelity Inventory (TFI) as applicable Generate reports from the TFI and implement the DBDM process for action planning 	<ul style="list-style-type: none"> Review and communicate the data collection processes (Tier 2 Advanced) Review the Intervention Essential Features document for each intervention <ul style="list-style-type: none"> Student Identification Progress Monitoring Fidelity Outcome Conduct monthly review of existing school data for student identification Download the current Advanced Tiers Spreadsheet Coordinate with Tier 1 team to complete the TFI 	<ul style="list-style-type: none"> Coordinate with Tier 1 and Tier 2 teams to complete the TFI Review decision rules Review progress monitoring process (Advanced Tiers Spreadsheet, I SWIS, etc.) Review previous year's school outcome data Make revisions to Action Plan
Practices	Practices	Practices
<ul style="list-style-type: none"> Plan/conduct beginning of the year SW PBS kickoff/boot camp Develop/revise/implement/teach school-wide non classroom procedures Develop/revise/implement teaching, pre correcting and recognition of classroom rules/procedures Develop/revise/implement schoolwide/classroom Recognition System Plan/conduct schoolwide/classroom celebrations as needed Develop/revise/implement as needed schoolwide system for response to inappropriate behavior Plan/implement activities/processes for student/family engagement 	<ul style="list-style-type: none"> Overview of interventions to all staff Provide facilitator training for interventions as necessary Implementers trained as necessary Ensure families are aware of interventions (newsletters, website, brochure, back to school night, etc.) 	<ul style="list-style-type: none"> Review existing BIPs for quality and effectiveness Communicate with teachers, parents, and students with BIP from previous year: <ul style="list-style-type: none"> explain procedure for allowing student to acclimate to the new environment and learn expectations, procedures and routines how will student be monitored to determine whether BIP is needed? who will be primary contact for student/parents?
Tier 1 Workbook	Tier 2 Workbook	Tier 3 Workbook



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.

SAVE THE DATE - STATEWIDE EVENTS

Secondary Summit

Wednesday, November 28, 2018

9:00 am – 2:30 pm

Registration: 8:30 am

Reeds Spring Middle School

345 Morrill Lane

Reeds Spring, MO 65357

Register at: <http://bit.ly/SecSummit18>

Lunch will be provided.

Summer Institute 2019

June 11-13, 2019

Tan-Tar-A Resort

Osage Beach, MO

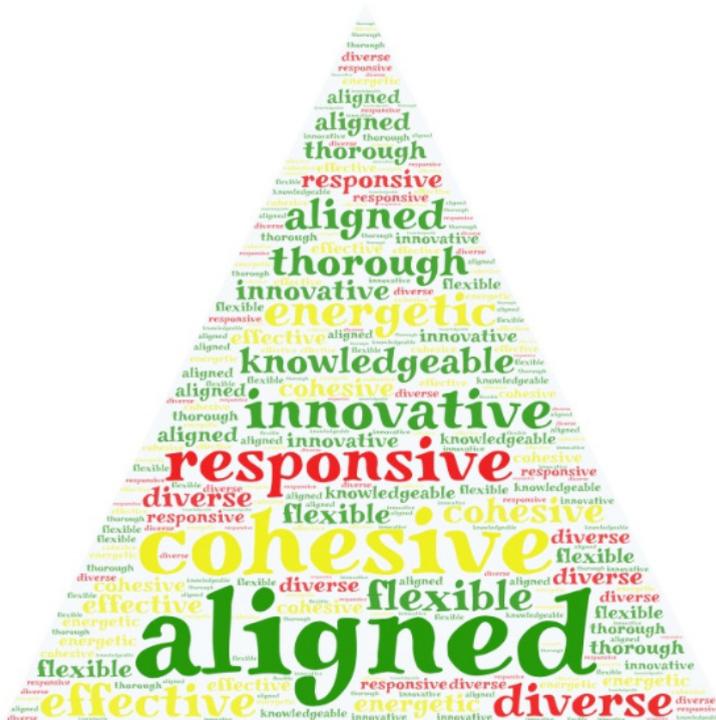


Jody Baker, M.Ed.

Missouri Schoolwide Positive Behavior Support Leadership Team Statewide Coach

Jody serves as a statewide coach for Missouri Schoolwide Positive Behavior Supports. Prior to joining the state leadership team, Jody was a teacher and principal for 32 years in the state of Kansas and a regional PBIS consultant at the Kansas City Regional Professional Development Center for the past two years. Jody received her Bachelor's degree in Elementary Education from Bethany College in Lindsborg, KS and her Master's degree in Educational Administration and Supervision from Wichita State University. In 2011, Jody was named a National Distinguished Principal for her contributions to the field of education at both the Kansas and National level. Additionally, she is certified as a SWIS trainer. Jody resides in Kansas City with her dog, Carter, and enjoys spending her free time with her family and friends.

Throughout her career, Jody has strived to be a champion for every student, but especially for those who have needed just a little more support, compassion, and empathy. As a building principal, Jody discovered Schoolwide Positive Behavior Supports while attending a conference on multi-tiered systems of support. She and her staff had already experienced some successes through implementing a Response to Intervention system to address the needs of students who were struggling in their academic work. Once PBIS was added to their multi-tiered system of support, student behavior improved, academic gains increased, and the schoolwide climate and culture that all students could be successful when given the appropriate academic and behavioral supports was established. PBIS was the missing key to helping all students feel more successful, empowered, and included in a safe school environment. After retiring from Kansas education, Jody knew that she wanted to continue to advocate for those students marginalized and struggling to reach their fullest potential. Joining the MO SW-PBS team has given her the avenue to do just that by helping Missouri schools and districts develop research-based systems and practices that support all students.





Jamie is a Licensed Clinical Social Worker with a background in Mental Health. As a young adult, Jamie was introduced to volunteering with children with special needs. Her passion and commitment to ensuring that all children have a sense of belonging in their home, school, and community stems from this experience. Jamie moved from community agency work into the educational system after being invited by many families to attend their child's IEP meetings for support and strength. This ignited a passion and commitment to engage families differently in the school process by leveraging their voice and acknowledging their child's strengths.

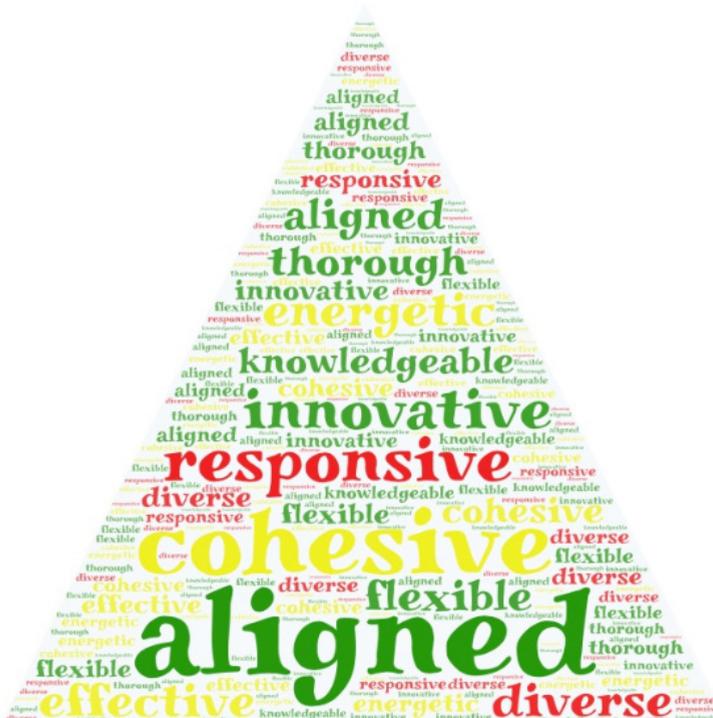


Jamie Grieshaber, L.C.S.W.

In addition to community agency work, Jamie previously worked for Special School District (SSD) in St. Louis County as a professional developer, facilitator, coach and thought partner to General and Special Education administrators and building level coaches. During her time with SSD, she became certified in Wrap-around and Rehabilitation for Empowerment, Natural Supports, Education and Work (R.E.N.E.W.) to embed family voice and choice into the decision-making processes. Additionally, Jamie has a vested interest in the systematic integration of behavioral health in tiered systems. This work is crucial at the District level with leaders who will systematically support schools to thoughtfully and proactively plan to integrate social-emotional and behavioral supports for all. Jamie has a desire and obligation to continue to ask questions as part of the educational process to ensure that children and families are seen, valued, and honored for their unique strengths, and that school is a place where love of learning, joy and security are foundational to everything else.

Missouri Schoolwide
Positive Behavior Support
Leadership Team
Statewide Coach

Joining the state MO SW-PBS team, with a focus on building and embedding these concepts into district and school frameworks is both challenging and exciting.





Gordon Way, Ed.D.

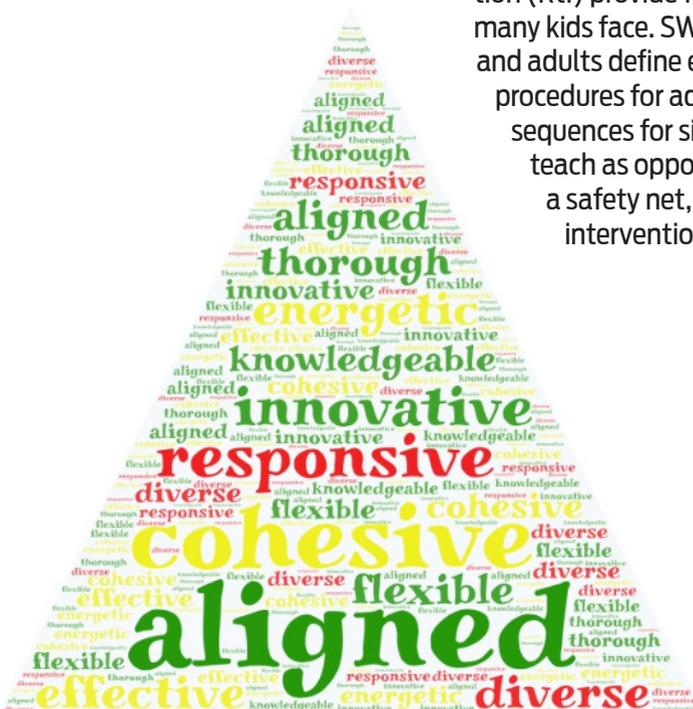
Missouri Schoolwide
Positive Behavior Support
Leadership Team
Web and Data Consultant

Gordon chose to begin his teaching career in the Kansas City Public Schools out of a desire to help kids who have been marginalized by our society. He taught in these schools for 15 years and spent three more as an assistant principal and principal. In 2010, Gordon began working with the Kansas City Regional Professional Development Center, first as a Schoolwide Positive Behavior Support (SW-PBS) Consultant, and later as both a SW-PBS consultant and a Collaborative Work consultant. Some of his best professional development came from conducting pre and post SETs with the Raytown School District and coaching data teams in Belton. In 2014, he completed his doctorate in education leadership and joined the MO SW-PBS Leadership team as the Web and Data Consultant. In this capacity, he particularly enjoys playing with excel, brainstorming ways to make data collection and decision making more efficient and effective, and those rare opportunities to coach school based teams. Additionally, Gordon is SWIS certified.

After living in Kansas City, Missouri for nearly 30 years, he has recently returned to his childhood home in Shawnee, Kansas. He has a beautiful wife, Beatriz, a daughter, Isabella who is a sophomore at Bowdoin University, and a son, Thomas, who is a senior in high school.

Gordon is passionate about leveling the playing field for all kids. America is set up as a meritocracy, yet sometimes it seems as though we throw up roadblocks in front of some kids, while greasing the path for others. Schools serving poor and minority children (urban and rural) tend to receive lower funding than schools serving wealthier communities. Minority students often do not see themselves reflected in the curriculum, their teachers, or their building administrators. Minority children tend to receive harsher discipline than white students, for the same behaviors!

Schoolwide Positive Behavior Support (SW-PBS) and Response to Intervention (RtI) provide frameworks that can remove some of the obstacles that many kids face. SW-PBS operationalizes expectations so that both students and adults define expected behaviors the same way. SW-PBS develops procedures for adults so that students consistently receive the same consequences for similar behaviors. SW-PBS focuses on consequences that teach as opposed to punish. And finally, both SW-PBS and RtI provide a safety net, catching struggling kids early and providing them with interventions that can quickly get them back on a path to success.



Mary Miller Richter **School of Distinction Award Recipient**



February Student Stars, Teacher Star, and Support Staff Star

Region 6 - South Central

Lebanon High School

Commitment to creating a positive atmosphere has been key for Lebanon High School's success in implementing SW-PBS with fidelity. Students, parents, and staff members feel the pride and dedication to developing a respectful and safe learning environment.

The staff at Lebanon High School devote themselves to creating a culture of learning and safety as students seek to uphold the Yellow Jacket Code to respectful, responsible, safe, and learners. By establishing universal expectations in all settings, emphasis is placed upon maintaining acceptable behavior. Implementation of SW-PBS is paramount in achieving the goal of a positive school culture and SW-PBS is an integral cog in the expectations machine at Lebanon High School.

The PBIS team has normalized the Yellow Jacket Code, the tardy program, intervention programs that target student behavior in regards to failing grades, and take part in recognition programs to promote PBIS. A unique feature of the PBIS team is the inclusion of students. Each month ideas are sought out from students in general meetings.

PBIS has established incentives to reward students and staff members who exceed expectations. This has been accomplished through a number of initiatives including: STAR, Student/Teacher of the Week, Jacket Grams, Buzz Bucks, Lowery Loot, Jackets at the Movies Incentive Day, and Jacket Time. These programs are driven by staff involvement, therefore, every adult in the building maintains success of these programs via personal participation. Such comprehensive involvement results in individual ownership of the PBIS practices while guided by the PBIS team.

<https://www.lebanon.k12.mo.us/lhs>

School Demographics

Administrator - 5
Teaching Staff - 78

Students Served - 1406

White - 90%
Black - 2%
Latinx - 3%
Asian - 1%
Multirace - 3%

Free/Reduced
53%

Student Outcomes

Average Daily
Attendance
95%

ODRs 2016-2017

86% 0-1 ODRs
13% 2-5 ODRs
3% 6+ ODRs



Mary Miller Richter **School of Distinction Award Nominee**

<http://www.fulton58.org/vnews/display.v/SEC/Bush%20Elementary>

School Demographics

Administrator - 2
Teaching Staff - 32

Students Served - 396

White - **73%**
Black - **8%**
Latinx - **2%**
Asian - **1%**
Multirace - **3%**

Free/Reduced
59%

Student Outcomes

Average Daily
Attendance
90%

ODRs 2016-2017

83% 0-1 ODRs
10% 2-5 ODRs
7% 6+ ODRs



Student Teams make Bush a better place!

Region 2 - Heart of Missouri

Bush Elementary

Collaboration and commitment have been key for Bush Elementary's success in implementing SW-PBS with fidelity. The teachers recognize the importance of SW-PBS in improving student behavior and providing an environment conducive to learning. As a result of implementing with fidelity, Mr. Crain, Assistant Superintendent of Fulton 58 School District wrote, "Students know the expectations and are driven to do their best." Additionally, Mr. Abbott, Director of Transportation for Fulton 58 School District, says that the Matrix of Expectations has helped reinforce expectations on the bus. "It takes everyone being on the same page to make it all work," said Mr. Abbott.

Consequently, Bush Elementary has seen an increase in appropriate behaviors and a decrease in problem behaviors as demonstrated by a 3% decrease in Office Discipline Referrals over the course of 10 years. Therefore, there has been an increase in instructional time and higher student achievement.

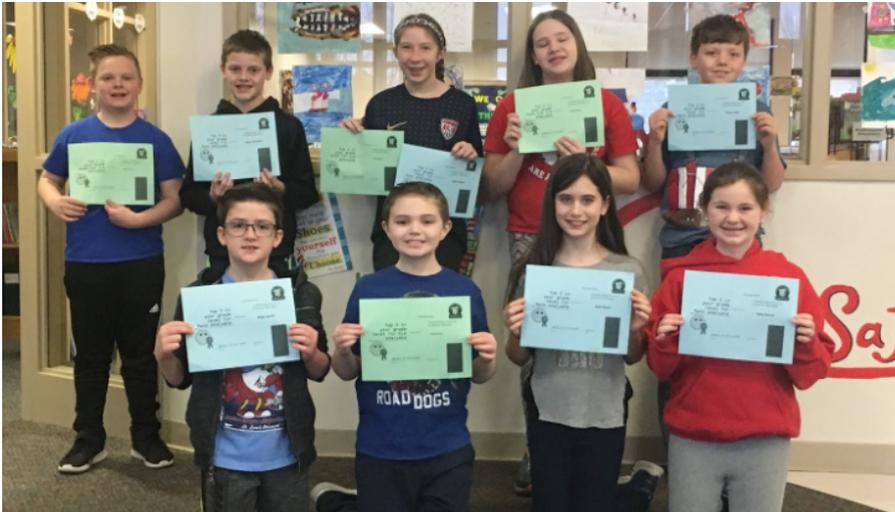
Bush Elementary has worked hard to increase family involvement and participation with SW-PBS. In addition to positive notes home, families are invited to attend monthly assemblies in which the staff recognize students meeting the expectations of being safe, respectful, and responsible.

To increase student ownership, Bush Elementary started a Student PBIS Team this year. This team has been instrumental in looking at data to plan lessons, plan incentives, and communicate PBIS information to their classes.

Additionally, Bush Elementary has seen a decline in unfinished homework/classwork. This can be attributed to the implementation of the Hornet Learning Lab initiated by the Tier 1 team. The Learning Lab has served as an extra support for the students who struggle to complete work. Great staff attendance and a welcoming atmosphere have helped make the Hornet Learning Lab a success.



Mary Miller Richter **School of Distinction Award Nominee**



Celebrating Academic Achievement. Students at WRE are recognized for academic excellence, improvement, and effort.

Region 2 - Heart of Missouri

Warrior Ridge Elementary

Development of durable systems has been key for Warrior Ridge's success in implementing SW-PBS with fidelity. The Self-Assessment Survey (SAS) results have indicated that Warrior Ridge has been implementing Tier 1 at or above the 80% criterion on the Schoolwide, Non-Classroom, and Classroom subscales consistently for the last 10 years. They have been able to achieve this continuous high level of implementation despite numerous barriers and changing demographics. In 2012-2013, Warrior Ridge Elementary transitioned from a 2nd/3rd grade building to a Kindergarten-5th grade building. This transition came with a 55% change in teaching staff and a new Assistant Principal. The key systems they had built to support staff allowed them to stay the course and continue to implement SW-PBS at all three tiers with high levels of fidelity throughout the course of this change.

Examples of systems to support staff members include the following: training for new staff members in SW-PBS Essential Components and Effective Classroom Practices, continuous refresher trainings for existing staff members, and monthly staff meetings that focus on instructional responses to Big 5 data concerns. The SW-PBS Leadership Team stated that, "SWPBS has improved the interaction between our staff, students, and parents, therefore improving school climate". This is evident in the data that shows that 96% of staff members returned to teaching at Warrior Ridge Elementary this past year.

At the Tier 1 level, Warrior Ridge Elementary focuses to teach and re-teach building wide expectations to students. The expectations are to be safe, respectful, and responsible. Also, known as the big three. Students are able to earn WOW money for modeling the big three in multiple settings. Students can save their WOW money to spend in the WOW store. Some items in the WOW store include drinks, candy, books, lunch with a friend, lunch with the principal, and borrow the principal's chair.

<http://www.warriorridgeelementary.warrencor3.org/>

School Demographics

Administrator - 2
Teaching Staff - 40

Students Served - 21

White - 90%
Black - 2%
Latinx - 3%
Asian - 0%
Multirace - 5%

Free/Reduced
52%

Student Outcomes

Average Daily
Attendance
95%

ODRs 2016-2017

87% 0-1 ODRs
7% 2-5 ODRs
3% 6+ ODRs



Mary Miller Richter **School of Distinction Award Nominee**

Warrior Ridge Elementary (*Continued*)

A second key factor in carrying out SW-PBS with fidelity at Warrior Ridge Elementary has been through the implementation of evidence based practices that have led to improved student outcomes. At Tier 2, Warrior Ridge Elementary implements Check-In/Check-Out, Social Skills Intervention Groups, and Check & Connect. These evidence-based practices are systematically implemented and support up to 15% of their student population. Warrior Ridge Elementary utilizes a Problem Solving Team approach to meet the academic and behavioral needs of all students. Supports at Tier 3 include a schoolwide system to support Functional Behavioral Assessment (FBA) and Behavior Intervention Planning (BIP) for students in need of the most intensive supports.



PBS Bus Superstar. Bus drivers nominate students each week for following the Big 3 on the bus.

<http://www.richlandbears.us/>

School Demographics

Administrator - 1
Teaching Staff - 29

Students Served - 311

White - 99%
Black - 1%
Latinx - 0%
Asian - 0%
Multirace - 0%

Free/Reduced
100%

Student Outcomes

Average Daily
Attendance
95%

ODRs 2016-2017

94% 0-1 ODRs
5% 2-5 ODRs
2% 6+ ODRs

Region 6 - South Central

Richland Elementary

Commitment to Tier 1 foundations has been key for Richland Elementary's success in implementing SW-PBS with fidelity. The PBS Team has provided yearly staff training to ensure the Tier 1 foundation are established at the beginning of the year. This year the whole staff examined best practices for implementing school wide behavioral expectation. They worked together to implement an effective behavior flow chart along with teacher guidelines to address behaviors. This allowed all staff members to have "buy in" to the PBS program.



The PBS Team also implemented review of school wide expectation with students. Students created student lead videos showing the behavior expectations of "Be Safe, Be Respectful, Be Responsible". The PBS team used schoolwide data to assist in creating videos targeted for locations with the typically receive the most referrals. The students were involved in modeling appropriate behaviors and restating expected behaviors. Monthly assemblies were then used to review schoolwide expectations. Additionally, Bear Bucks are given to students to reinforce positive behavior.

Mary Miller Richter **School of Distinction Award Nominee**



Mrs. Olson & Students: Many of the Gator Golds are spent on relationship rewards. One of the favorites is hot chocolate with the counselor. This is a group of students relaxing with Mrs. Olson, who never misses an opportunity to reinforce the Gator Expectations as she chats with the students.

Region 3 - Kansas City

Union Chapel Elementary

Commitment to continuous quality improvement has been key for Union Chapel Elementary's success in implementing SW-PBS with fidelity. Their genuine desire to grow, stretch, and investigate best practice is evident when spending time at Union Chapel Elementary. They actively seek out strategies and supports for students, carefully examine their systems for process improvements, and challenge the status quo to discover new opportunity. And they accomplish all of this while having an excellent time implementing SW-PBS.

The staff at Union Chapel Elementary display passion and a drive to implement consistent positive behavior supports. This is evident in the quality of their implementation. Union Chapel is committed to ensuring high levels of learning and life success for all students. This starts with providing a safe, positive climate for all members of the Gator community.

Expectations in all school settings are clear to all members of the school community. These expectations are systematically taught and reinforced daily. They routinely review behavior support practices and examine data on student behavior to ensure fidelity to the PBS model and continually improve. This results in highly structured cultural foundations for positive, prosocial behavior.

Recently, Union Chapel Elementary added a specialized behavior support classroom for students from throughout the district. The student-focused culture and proactive, compassionate approach of the staff created the ideal environment to support the restoration of students with challenging behaviors to the regular school community.

<https://unionchapel.parkhill.k12.mo.us/>

School Demographics

Administrator - **1.5**

Teaching Staff - **33.5**

Students Served - **527**

White - **82%**

Black - **6%**

Latinx - **9%**

Asian - **3%**

Multirace - **12%**

Free/Reduced

17%

Student Outcomes

Average Daily

Attendance

96%

ODRs 2016-2017

99% 0-1 ODRs

1% 2-5 ODRs

0% 6+ ODRs



Mary Miller Richter **School of Distinction Award Nominee**

<https://www.nkcschools.org/page.cfm?p=2176>

School Demographics

Administrator - **3**
Teaching Staff - **55**

Students Served - 635

White - **52%**
Black - **17%**
Latinx - **17%**
Asian - **6%**
Multirace - **8%**

Free/Reduced
73%

Student Outcomes

Average Daily
Attendance
94%

ODRs 2016-2017

76% 0-1 ODRs
17% 2-5 ODRs
7% 6+ ODRs



STOP Strategy. This is a student designed strategy used to teach students how to respond to redirection.

Region 3 - Kansas City

Eastgate Middle

A key factor in implementing SW-PBS with fidelity for Eastgate Middle School has been to include all teachers on the Tier 1 team. Creating strong systems of support for teachers has helped create a school culture that is able to sustain SW-PBS even through significant changes. Throughout the school it is evident that SW-PBS has been the backbone of teaching students' expectations in all areas of the school.

Since implementation, Eastgate has seen a 76% decrease in office discipline referrals. This dramatic drop in ODRs can be attributed to universal expectations outlined on the matrix through Tier 1, targeted support with a Tier 2 process that includes Check In Check Out, and individualized student success plans at the Tier 3 level.

Dr. McCann, principal at Eastgate states, "Student learning is occurring every day with thousands of positive interactions fueling our student achievement. Our motto, Eagles Rise, symbolizes the unique potential of each child to grow and develop. PBS has helped us pave the way." Eastgate's success with SW-PBS has been an inspiration to other schools. Being a diverse middle school, they have been upfront with the challenges they have faced, missteps that have been made, and have persevered to overcome obstacles.



Mary Miller Richter **School of Distinction Award Nominee**



Cardinal Store Open for Business- "May I help you?"

Region 3 - Kansas City

Raytown South High School

Building relationships has been key for Raytown South High School's success in implementing SW-PBS with fidelity. The staff are dedicated to improving the lives of students through consistent expectations, kindness, relationships, and positive supports for every student. As relationships have formed and the intervention program has expanded, disrespect issues have decreased, disruptions in class have been cut nearly in half, In School Suspension has been reduced by half and Out of School has been reduced by 2/3. This school staff loves and knows their students and the students reciprocate...they are connected at the heart. There's a collective kindness at this school that conveys acceptance for the individual, even if there might be differences. Kids know they belong at Raytown South High School and their hearts are wide-open to receive the love and guidance by the staff who work tirelessly to support them.

Raytown South High School recently added two classrooms for students who are moderately disabled. The students and staff have been overwhelmingly supportive as they welcomed the new students to the building. As part of creating an inclusive environment, the school decided to open a job site for the new students. The "Cardinal Cafe" opened in November and was an instant success! Raytown South High School students purchase items using Cardinal Cash by meeting schoolwide expectations. This gives students from the self-contained classrooms an opportunity to develop their skills in communication, collaboration, customer service, marketing, pricing, problem-solving, and sales. This very special endeavor is a shining example of how RSHS lives out their belief that each and every student has an important role in their schools.

<https://www.raytownschools.org/Domain/20>

School Demographics

Administrator - 4

Teaching Staff - 85

Students Served - 1115

White - 26%

Black - 53%

Latinx - 11%

Asian - 19%

Multirace - 8%

Free/Reduced

72%

Student Outcomes

Average Daily

Attendance

99%

ODRs 2016-2017

63% 0-1 ODRs

23% 2-5 ODRs

20% 6+ ODRs



Mary Miller Richter **School of Distinction Award Nominee**

<http://www.moplc.org/highland-elementary-lewis-county-c-i-schools.html>

School Demographics

Administrator - 2
Teaching Staff - 42

Students Served - 480

White - 95%
Black - 2%
Latinx - 1%
Asian - 0%
Multirace - 2%

Free/Reduced
51%

Student Outcomes

Average Daily
Attendance
96%

ODRs 2016-2017

77% 0-1 ODRs
13% 2-5 ODRs
8% 6+ ODRs



Quarterly assembly celebration

Region 4 - Northeast

Highland Elementary

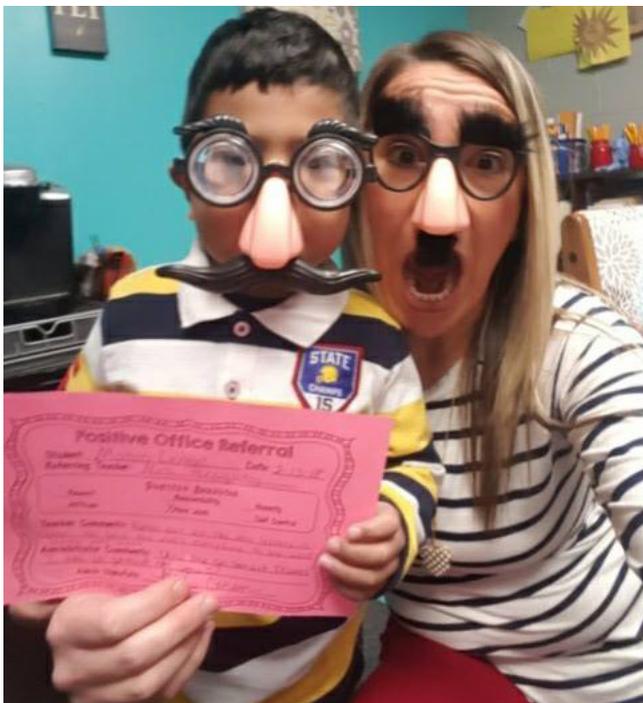
Teamwork and a strong support system have been key for Highland Elementary's success in implementing SW-PBS with fidelity. Teachers at Highland Elementary feel that they are able to face behavior difficulties as a team rather than as individuals. The team of teachers, administrators, and counselors have created a sense of community in which teachers are supported in finding solutions to their problems.

SW-PBS has been successful at Highland Elementary partly due to use of common language and effective communication with all stakeholders. Parents are informed about the purpose and practices involved with PBS at various times throughout the year.

Making data-based decisions has been another important factor in the success of SW-PBS at Highland Elementary. They have developed structured discouraging lessons that are taught regularly throughout the building. Using monthly SWIS data to identify areas of growth, educators teach a monthly booster lesson that focuses on problem behaviors. Additionally, grade level data is used to reflect on recurring problems.

Not only do the teachers and parents at Highland Elementary feel that SW-PBS has made a positive impact on the school, but students also feel the benefits. Emma Harshberger, student at Highland Elementary states, "I think PBS has made me a better school citizen because it helps motivate me to achieve the rewards and it reminds me how to show my classmates and teachers kindness and other qualities I will need later on in life like turning in work on time, and respecting others."

Mary Miller Richter **School of Distinction Award Nominee**



Students are sent to the office for positive things they are doing in class. The principal signs their positive referral and the student's parents are called. These students receive a prize from the "You are awesome!" box. These students take a selfie with the principal and this is then placed on all school social media.

Region 9 - Central

LaMonte Elementary

Dedication and communication with stakeholders have been key for La Monte Elementary's success in implementing SW-PBS with fidelity. Despite numerous administration changes during the 2016-2017 school year, LaMonte Elementary has been able to maintain a positive school culture with the mindset of "Every Student, Every Day!"

LaMonte is welcoming, their students are respectful, and the staff is willing to go out of their way for kids and each other. Students and staff are celebrated every day to reinforce accomplishments and expectations. The school has grown stronger as a family and community through the continued implementation of SW-PBS at all tier levels. Because of this, LaMonte Elementary leads with solutions, not complaints.

Additionally, SW-PBS has made positive impacts on teacher job satisfaction. The climate of the school is positive because of the organizational structure that exists with SW-PBS. The needs of the students are known and are being met. Teachers no longer have to be alone when working with students who have behavioral needs. There is a team in place who is willing to work with the teacher behind the scenes to help these students feel success. Because of the implementation of SW-PBS, teacher-student interactions are positive and fun.

<https://sites.google.com/a/lamonte.k12.mo.us/elementary/elementary>

School Demographics

Administrator - 1
Teaching Staff - 24

Students Served - 204

White - 50%
Black - 1%
Latinx - 36%
Asian - 5%
Multirace - 6%

Free/Reduced
74%

Student Outcomes

Average Daily
Attendance
97%

ODRs 2016-2017

98% 0-1 ODRs
1% 2-5 ODRs
1% 6+ ODRs



Mary Miller Richter **School of Distinction Award Nominee**

<https://sites.google.com/a/lamonte.k12.mo.us/elementary/elementary>

School Demographics

Administrator - 1
Teaching Staff - 36

Students Served - 405

White - 70%
Black - 6%
Latinx - 17%
Asian - 1%
Multirace - 2%

Free/Reduced
68%

Student Outcomes

Average Daily
Attendance
95%

ODRs 2016-2017

81% 0-1 ODRs
15% 2-5 ODRs
5% 6+ ODRs



Students are flashing a smile and proud of their Black and Gold Cards that they earned for meeting 2nd Quarter's Criteria.

Region 9 - Central

Sedalia Middle School

Creating innovative systems to support their framework has been key for Sedalia Middle School's success in implementing SW-PBS with fidelity. Over the years, team members from SMS have been sought after for their expertise in developing automated systems for handling referrals, feedback, self-assessment, and universal screening.

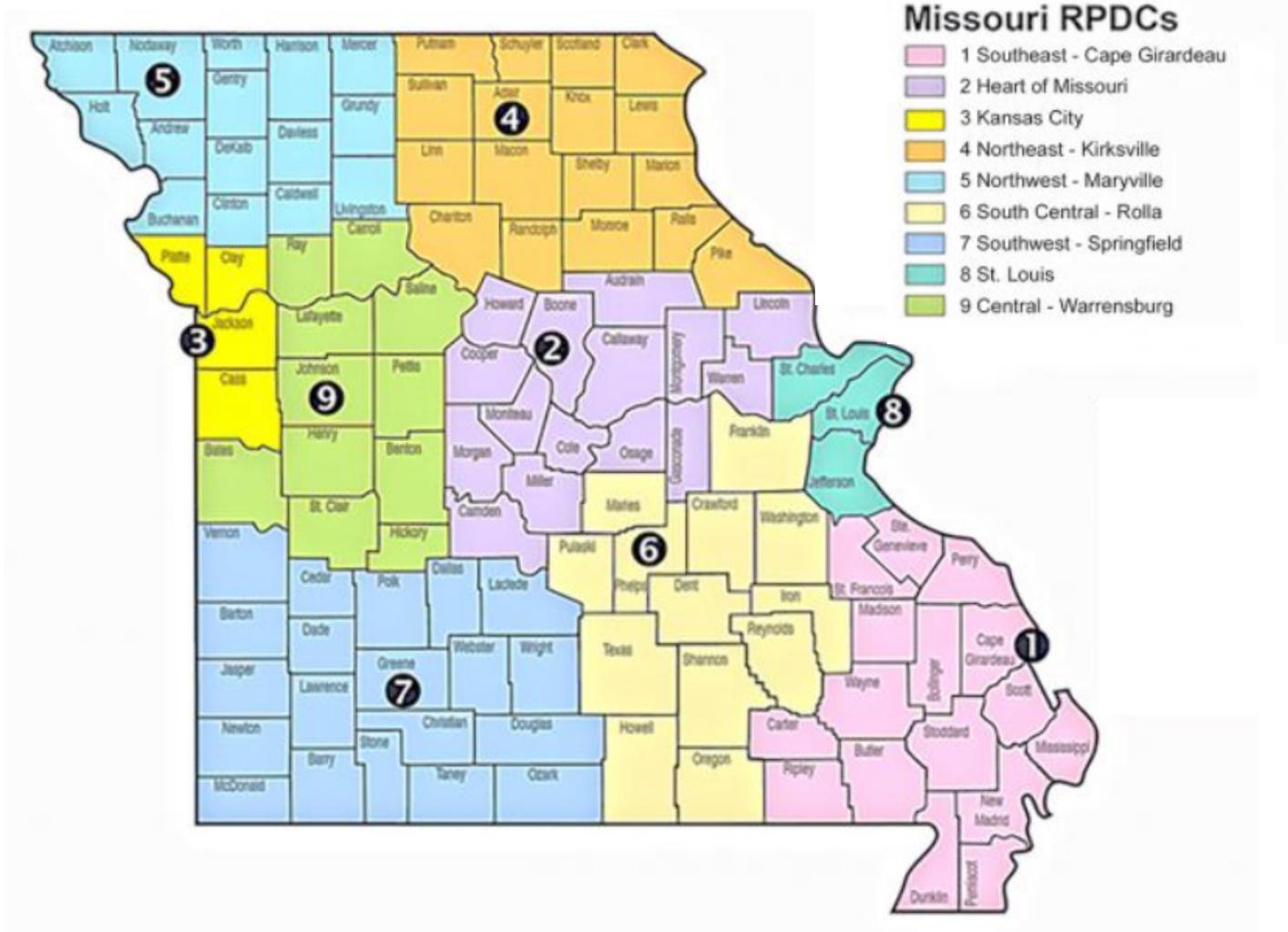
The PBS team ensures new teachers are trained and continue to provide support to all. It is evident that the primary goal of doing what is best for students has been at the core of all decisions that have been made. Knowing that a team of teachers and administrators are in place to follow the SW-PBS plan has helped build staff buy-in.

Club 92 reinforces responsibility by recognizing consistent attendance. Ashley is supported by Club 92 and has raised her attendance rate from 76% to 97%! She states, "They encourage me to get to school everyday on time. They do this by helping me set weekly and monthly goals to be more responsible and get to school on time. Instead of lolly gagging in the mornings on my walk to school, I now walk with a mission to get here on time." Ashley knows she has a strong support team who is there to encourage her to never give up, help her to make better choices, and inspires her to follow her dreams.

SMS displays depth and breadth of outreach to families. They routinely provide SW-PBS instruction, opportunities for interaction frequently throughout the year, constant contact with Tier 2 parents, involvement in planning for systems, input to inform the development of encouragement systems, and many opportunities to provide input through surveys. Additionally, Sedalia Middle School planned a PBS Family Outreach Night. This brought families into the school for a fun night of games, food, and activities. The experience helped increase parents' understanding of expectations for their children.



Contact Your **Local RPDC**



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

REGION 4: NORTHEAST RPDC
rpdc.truman.edu

REGION 2: HEART OF MISSOURI
<https://www.homrpdc.com/>

REGION 5: NORTHWEST RPDC
nwmissouri.edu/rpdc

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

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

REGION 6: SOUTH CENTRAL RPDC
rpdc.mst.edu

REGION 9: CENTRAL RPDC
ucmo.edu/rpdc

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



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