PBIS'N It All Together

Norborne Elementary School

Session Outcomes

- Attendees will leave this session with a better understanding of how to involve all stakeholders in the PBIS commitment.
- Attendees will gain more knowledge on how to create community, student and staff buy-in.

Our Demographics

- Norborne, Missouri
- Population: 708
- K-12
- Total Enrollment:177 students
- Free/Reduced Lunch Percentage- 45.1 %

TRAFFIC LIGHTS

Traffic Lights: The purpose of this activity, suitable for any group, is to introduce the idea of what teams are doing well and where teams feel like they could improve.
Time: 10 minutes

The traffic light represents an action plan: what participants could really use some help with (red light), what participants are feeling ok about (yellow light), and what participants are doing really well (green light).

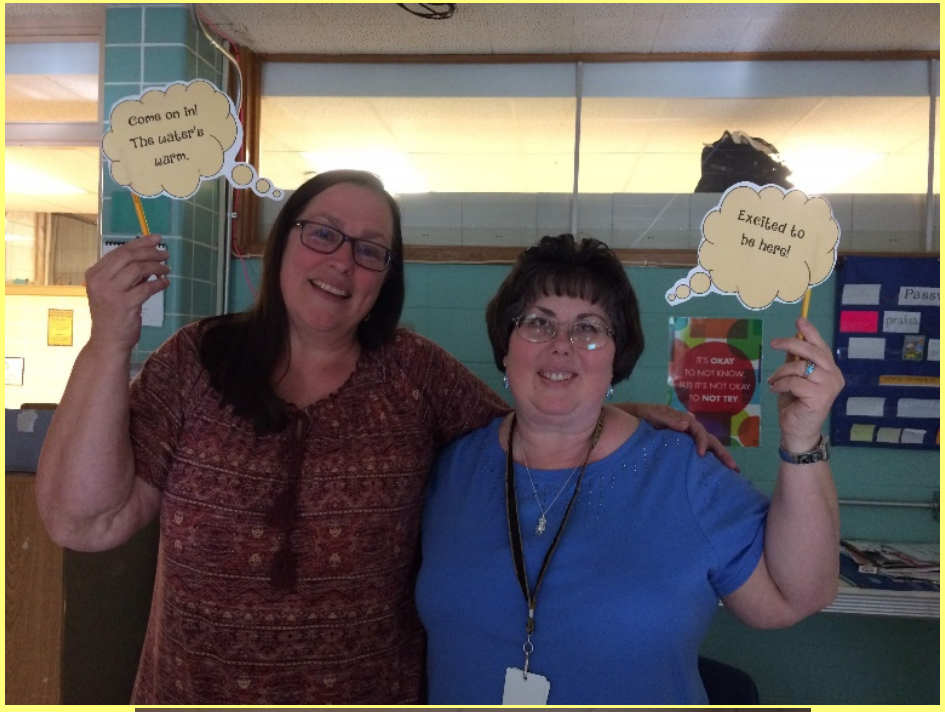
Our Roles

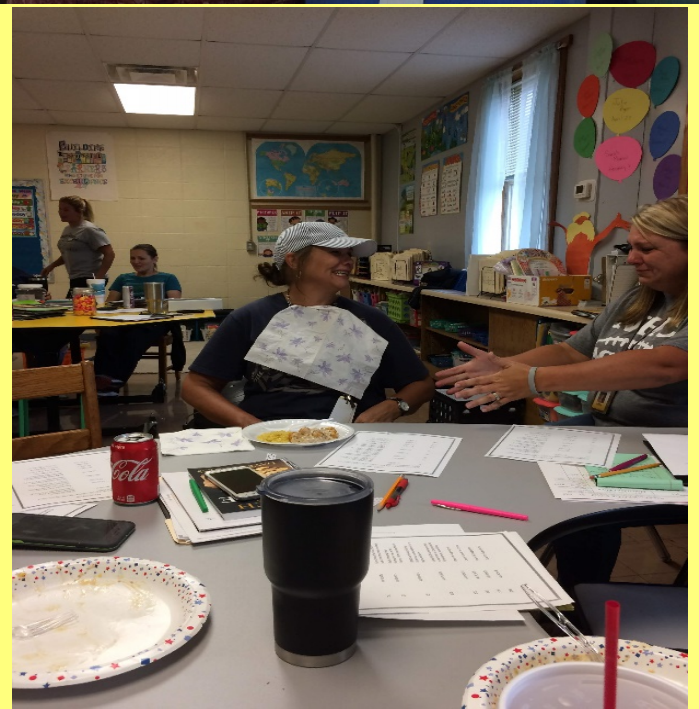
- **Dana Simmons-** Co-Chair
- **Alexis Boyles-** Co-Chair
- **Crissy Cheney-** Team Member
- **Kyla Waters-**Administrator/ Team Member

Staff Buy-In

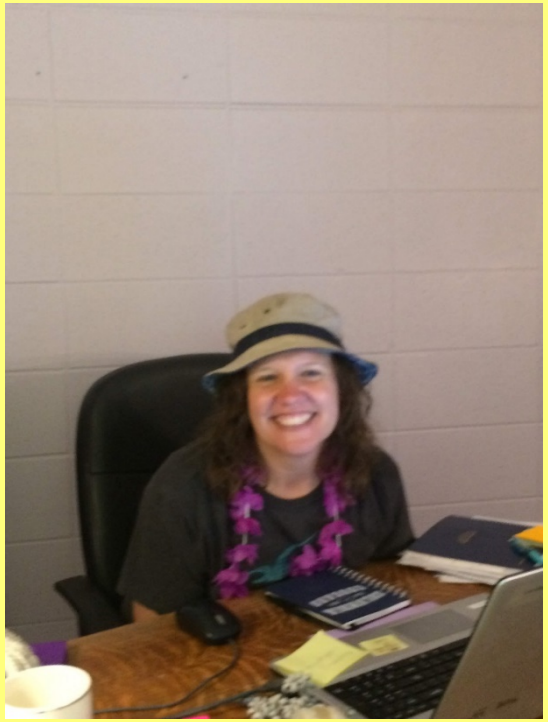
- Water's Bucks
- Brag Tags
- Celebrations
- Jeans Coupons
- Sonic Drinks
- "Kodak Moments"

Look at those smiles! Beginning of year Professional Development. Tator Tot Casserole and ice cream bars!





Staff Celebrating Homecoming Week!

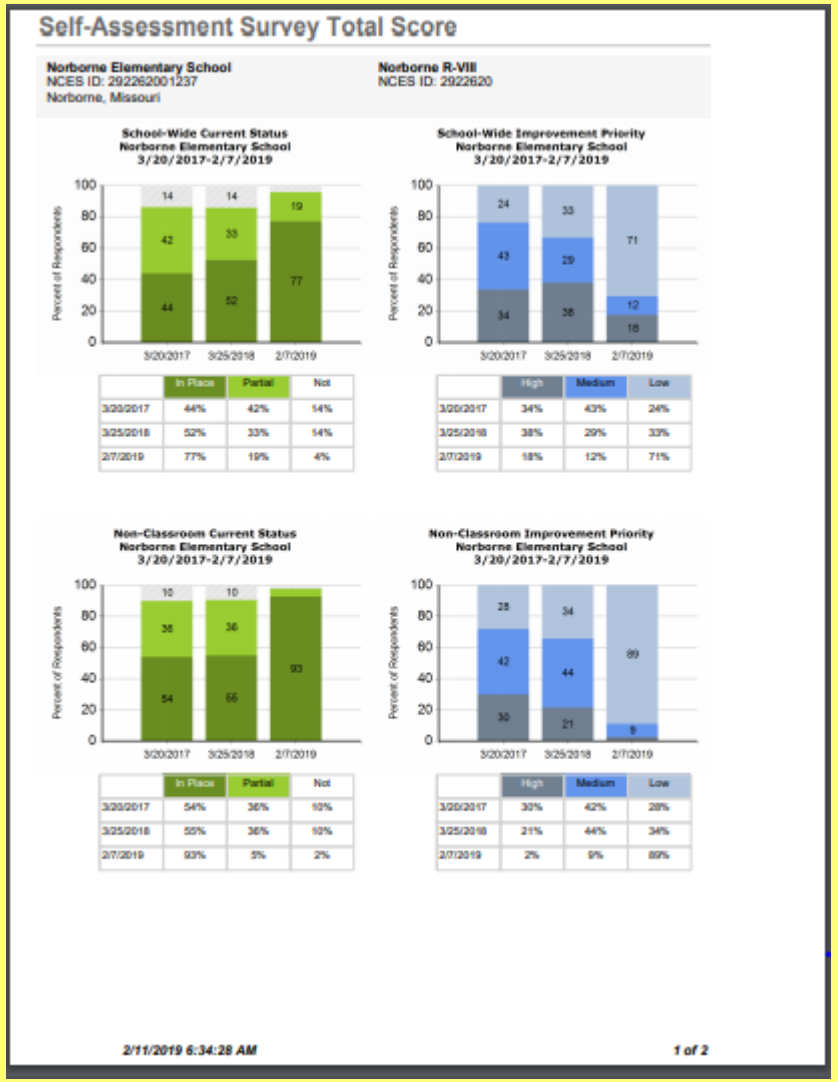


We love to have fun!

Holiday Fashion Show!

“Big 5 Data”

Self-Assessment Survey Results 2019



Self-Assessment Survey Total Score

Norborne Elementary School
NCES ID: 292262001237
Norborne, Missouri

Norborne R-VIII
NCES ID: 2922620

School-Wide Current Status
Norborne Elementary School
3/20/2017-2/7/2019

School-Wide Improvement Priority
Norborne Elementary School
3/20/2017-2/7/2019

Non-Classroom Current Status
Norborne Elementary School
3/20/2017-2/7/2019

Non-Classroom Improvement Priority
Norborne Elementary School
3/20/2017-2/7/2019

2/11/2019 6:34:28 AM

1 of 2

Self-Assessment Survey Items

Norborne Elementary School
NCES ID: 292262001237
Norborne, Missouri

Norborne R-VIII
NCES ID: 2922620

School Year	Number of Responses	Date Completed
2018-19	9	02/07/2019

Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: School-Wide	High	Medium	Low
100 %	0 %	0 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	0 %	11 %	89 %
100 %	0 %	0 %	2. Expected student behaviors are taught directly.	0 %	11 %	89 %
89 %	11 %	0 %	3. Expected student behaviors are rewarded regularly.	0 %	11 %	89 %
33 %	67 %	0 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	67 %	11 %	22 %
22 %	78 %	0 %	5. Consequences for problem behaviors are defined clearly.	78 %	0 %	22 %
89 %	11 %	0 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	13 %	0 %	88 %
88 %	13 %	0 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	25 %	0 %	75 %
33 %	11 %	56 %	8. Procedures are in place to address emergency/dangerous situations.	56 %	11 %	33 %
100 %	0 %	0 %	9. A team exists for behavior support planning & problem solving.	0 %	0 %	100 %
100 %	0 %	0 %	10. School administrator is an active participant on the behavior support team.	0 %	0 %	100 %
89 %	11 %	0 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	11 %	0 %	89 %
89 %	11 %	0 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	11 %	0 %	89 %
22 %	67 %	11 %	13. School has formal strategies for informing families about expected student behaviors at school.	22 %	56 %	22 %
67 %	33 %	0 %	14. Booster training activities for students are developed, modified, & conducted based on school data.	11 %	44 %	44 %
100 %	0 %	0 %	15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	0 %	11 %	89 %
67 %	22 %	11 %	16. All staff are involved directly and/or indirectly in school-wide interventions.	11 %	22 %	67 %
100 %	0 %	0 %	17. The school team has access to on-going training and support from district personnel.	0 %	11 %	89 %
100 %	0 %	0 %	18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.	11 %	11 %	78 %
In Place	Partial	Not	System: Nonclassroom Setting	High	Medium	Low
100 %	0 %	0 %	1. School-wide expected student behaviors apply to non-classroom settings.	0 %	11 %	89 %
100 %	0 %	0 %	2. School-wide expected student behaviors are taught in non-classroom settings.	0 %	11 %	89 %
100 %	0 %	0 %	3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.	0 %	11 %	89 %
100 %	0 %	0 %	4. Rewards exist for meeting expected student behaviors in non-classroom settings.	0 %	11 %	89 %
100 %	0 %	0 %	5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.	0 %	11 %	89 %

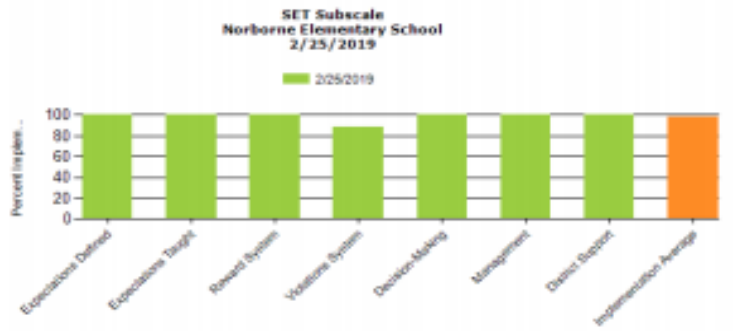
Self-Assessment Survey Items

89 %	11 %	0 %	6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.	0 %	11 %	89 %
67 %	22 %	11 %	7. Staff receives regular opportunities for developing and improving active supervision skills.	11 %	11 %	78 %
78 %	11 %	11 %	8. Status of student behavior and management practices are evaluated quarterly from data.	11 %	0 %	89 %
100 %	0 %	0 %	9. All staff are involved directly or indirectly in management of non-classroom settings.	0 %	0 %	100 %
In Place	Partial	Not	System: Classroom	High	Medium	Low
100 %	0 %	0 %	1. Expected student behavior & routines in classrooms are stated positively & defined clearly.	0 %	22 %	78 %
44 %	56 %	0 %	2. Problem behaviors are defined clearly.	33 %	33 %	33 %
78 %	22 %	0 %	3. Expected student behavior & routines in classrooms are taught directly.	0 %	25 %	75 %
56 %	44 %	0 %	4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).	22 %	33 %	44 %
44 %	56 %	0 %	5. Problem behaviors receive consistent consequences.	33 %	22 %	44 %
78 %	22 %	0 %	6. Procedures for expected & problem behaviors are consistent with school-wide procedures.	11 %	11 %	78 %
89 %	11 %	0 %	7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.	11 %	0 %	89 %
78 %	11 %	11 %	8. Instruction & curriculum materials are matched to student ability (math, reading, language).	11 %	0 %	89 %
22 %	78 %	0 %	9. Students experience high rates of academic success (> 75% correct).	44 %	22 %	33 %
89 %	0 %	11 %	10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).	11 %	0 %	89 %
67 %	22 %	11 %	11. Transitions between instructional & non-instructional activities are efficient & orderly.	11 %	11 %	78 %
In Place	Partial	Not	System: Individual Student	High	Medium	Low
88 %	0 %	13 %	1. Assessments are conducted regularly to identify students with chronic problem behaviors.	25 %	0 %	75 %
88 %	0 %	13 %	2. A simple process exists for teachers to request assistance.	13 %	0 %	88 %
75 %	13 %	13 %	3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.	0 %	13 %	88 %
0 %	0 %	100 %	4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.	13 %	25 %	63 %
88 %	0 %	13 %	5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).	0 %	0 %	100 %
50 %	38 %	13 %	6. Significant family &/or community members are involved when appropriate & possible.	29 %	0 %	71 %
14 %	0 %	86 %	7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.	13 %	38 %	50 %
88 %	0 %	13 %	8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.	13 %	0 %	88 %

2019 SET Results

SET Feedback: revised 10/27/2014

Norborne Elementary School
SET Results
Date Set Conducted: **Monday, February 25, 2019**



	Expectations Defined	Expectations Taught	Reward System	Violations System	Decision-Making	Management	District Support	Implementation Average
2/25/2019	100.00%	100.00%	100.00%	87.50%	100.00%	100.00%	100.00%	98.00%

SET Feature	Score
A. Expectations Defined	100%
B. Expectations Taught	100%
C. Rewarding Expectations	100%
D. Response to Problems	87.5%
E. Monitoring/Decision Making	100%
F. Management	100%
G. District Support	100%
Overall Score	98%
80%/80% Implementation Level	98 % / 100%

Schools scoring 80% on the SET overall and 80% on section "B" *Expectations Taught*, are implementing school-wide positive behavior supports at a universal level (Tier 1). A goal for schools would be to maintain an 80%-80% on **each** of the features above across the years indicating that they are sustaining team-based SW-PBS efforts, creating a positive culture in the school, and making data-based decisions that are linked to a larger school-wide effort.

Congratulations! Norborne Elementary School is currently implementing school-wide positive behavior support at a universal level!

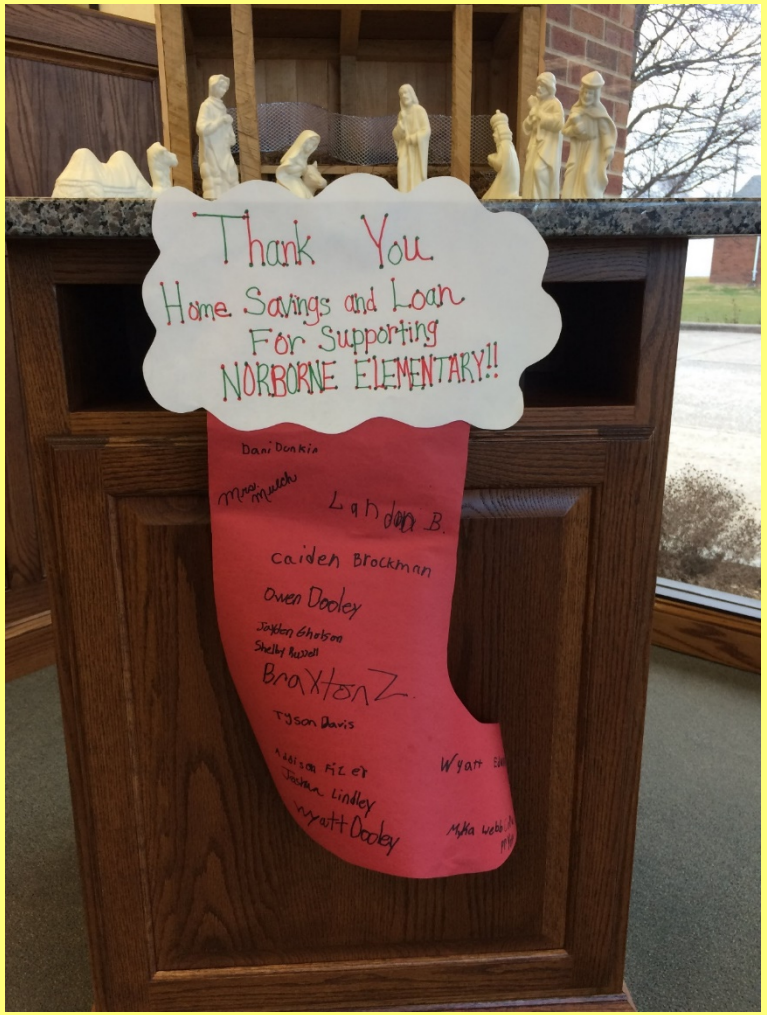
(2009) Adapted from SET 2.1 by Mo SW-PBS & MU SW-PBS

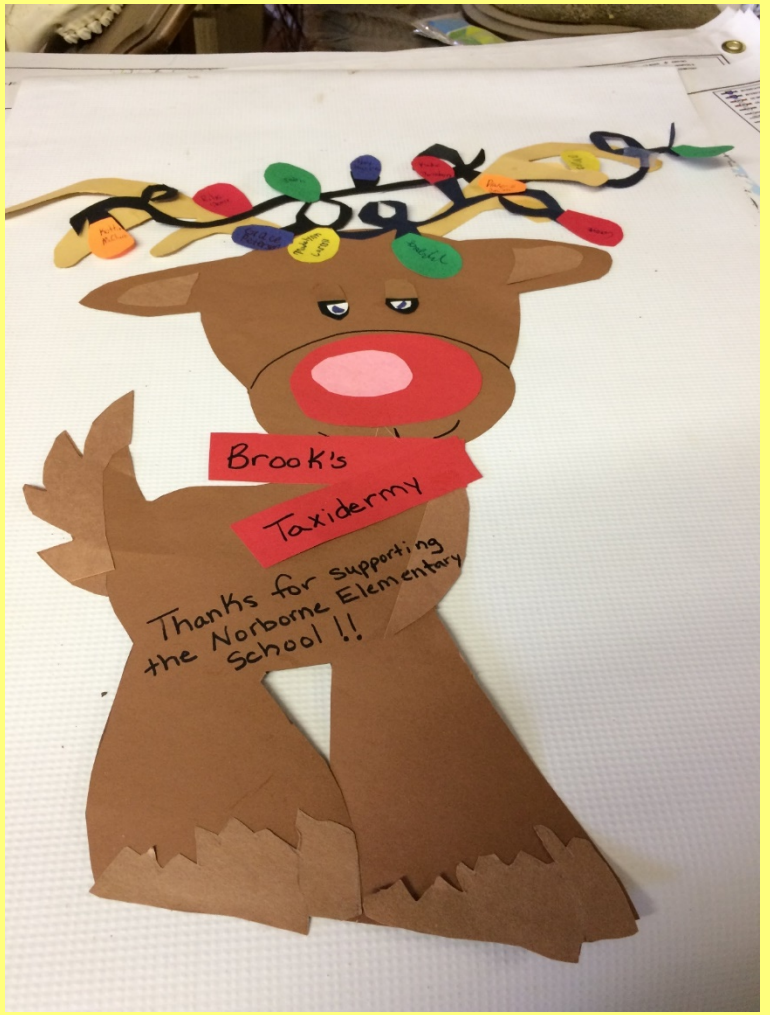
Putting the Pieces Together

Community Buy-In

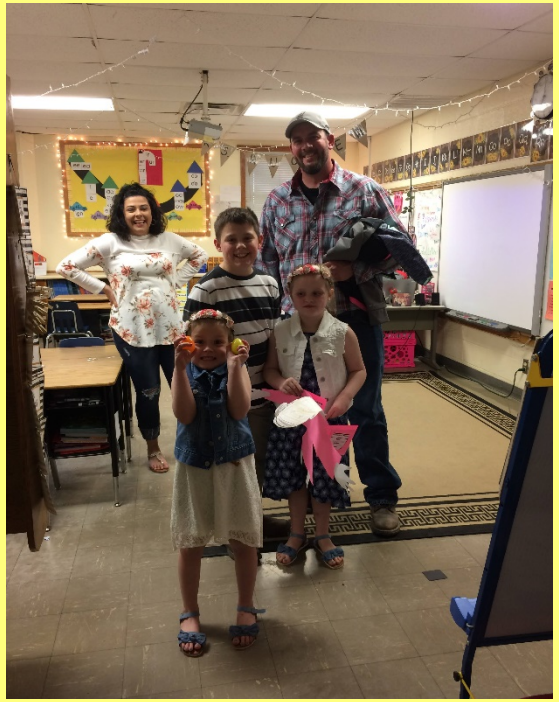
- Trick or Treating
- Caroling
- Valentine’s Day activity
- PBIS Fundraiser
- School Carnival

Dutch
$345
Barney
Ann
NOW HIRING
PART TIME
TEAM MEMBERS
Thank You!
CASEY'S


Thank You
Home Savings and Loan
For Supporting
NORBORNE ELEMENTARY!!
Dani Donkin
Landon B.
Caiden Brockman
Owen Dooley
Braxton Z.
Tyson Davis
Wyatt Dooley


Brook's
Taxidermy
Thanks for supporting
the Norborne Elementary
School !!

Community Powerful Pirate Assembly



SPRING FLING!

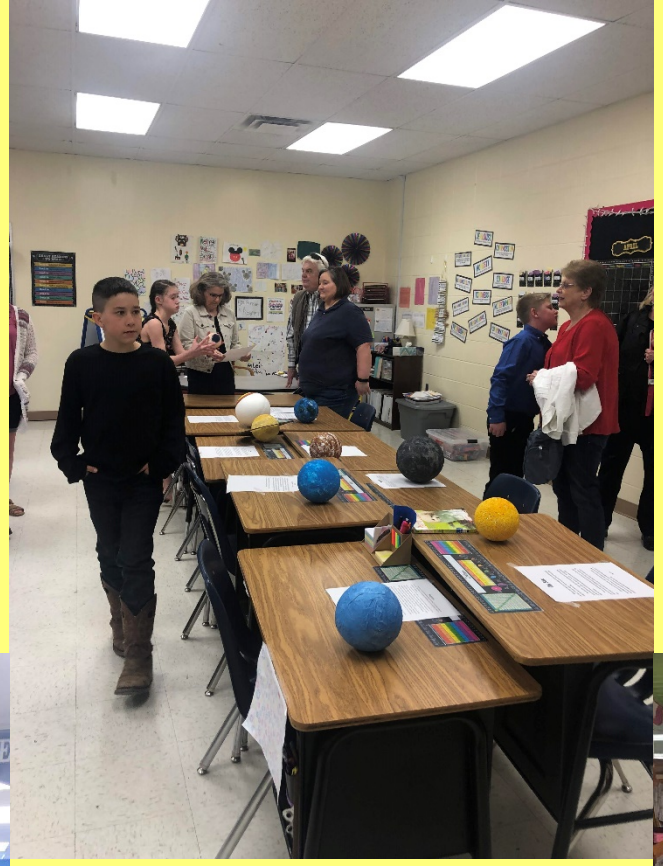
OUR STUDENT-LED ACADEMIC NIGHT!

BE RESPONSIBLE

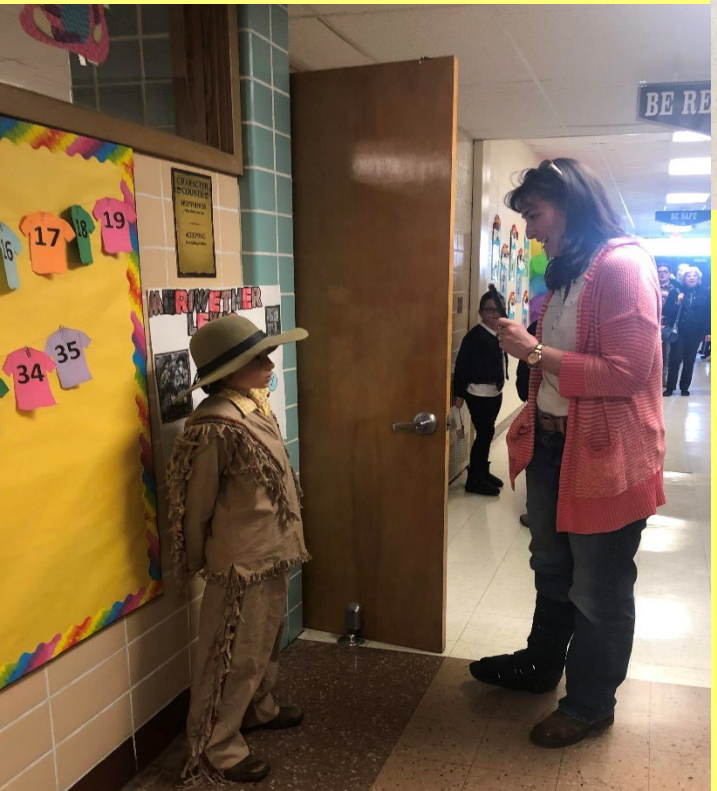
Pirate PRIDE
MONTHLY AWARD WINNER
BE A POWERFUL PIRATE
GIVING TREE

BE SAFE

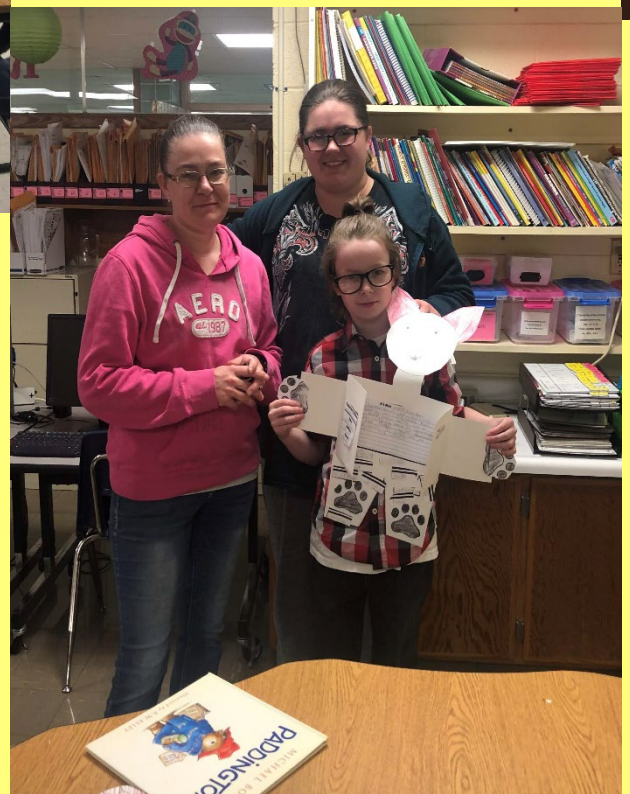
Famous Missourians



Solar Systems



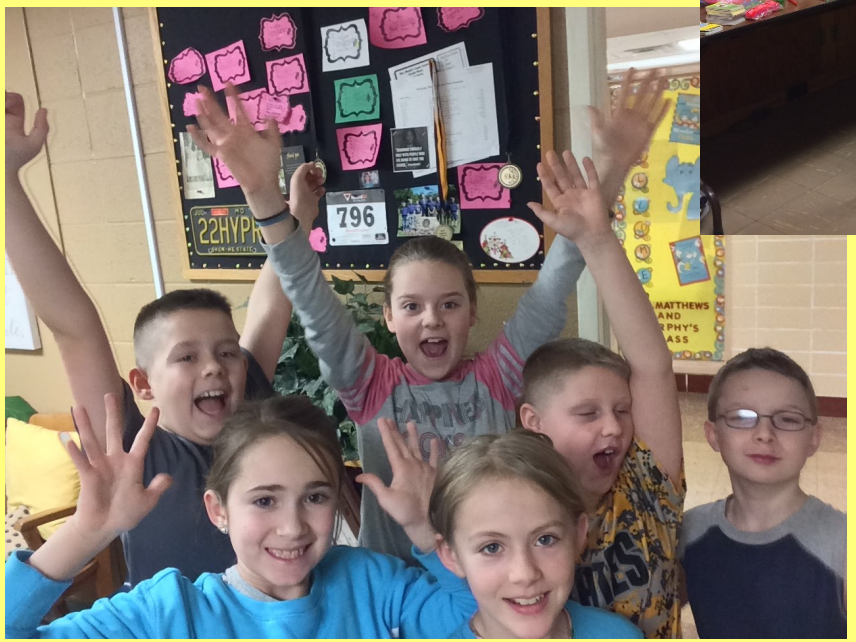
Favorite Book Character



Putting the Pieces Together

Student Buy-In

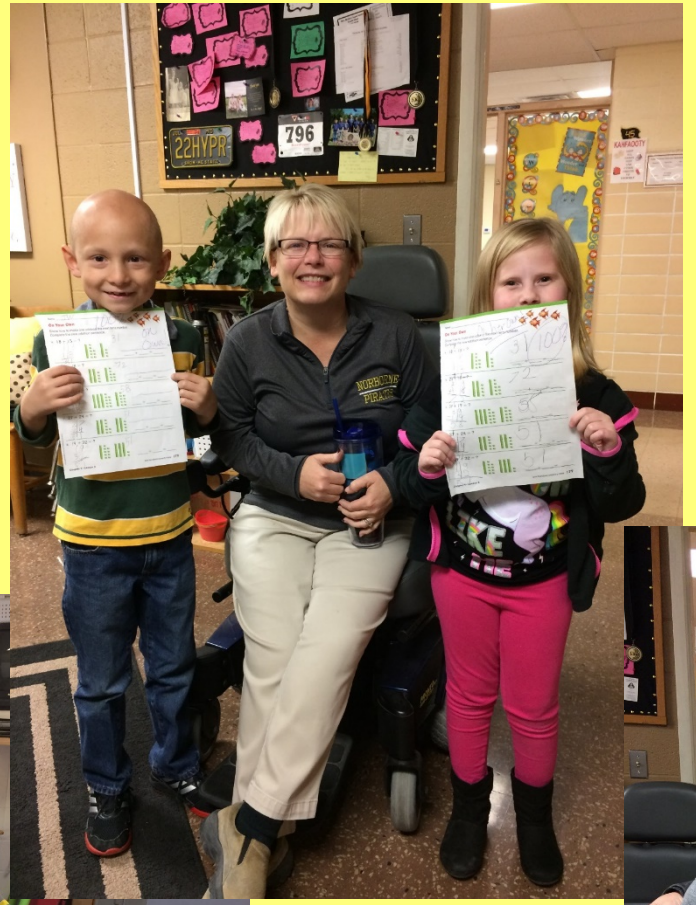
- Treasure Tokens/Store
- Powerful Pirate Assemblies
- School Carnival
- Field Trips
- Incentive Days



We are Powerful Pirates!

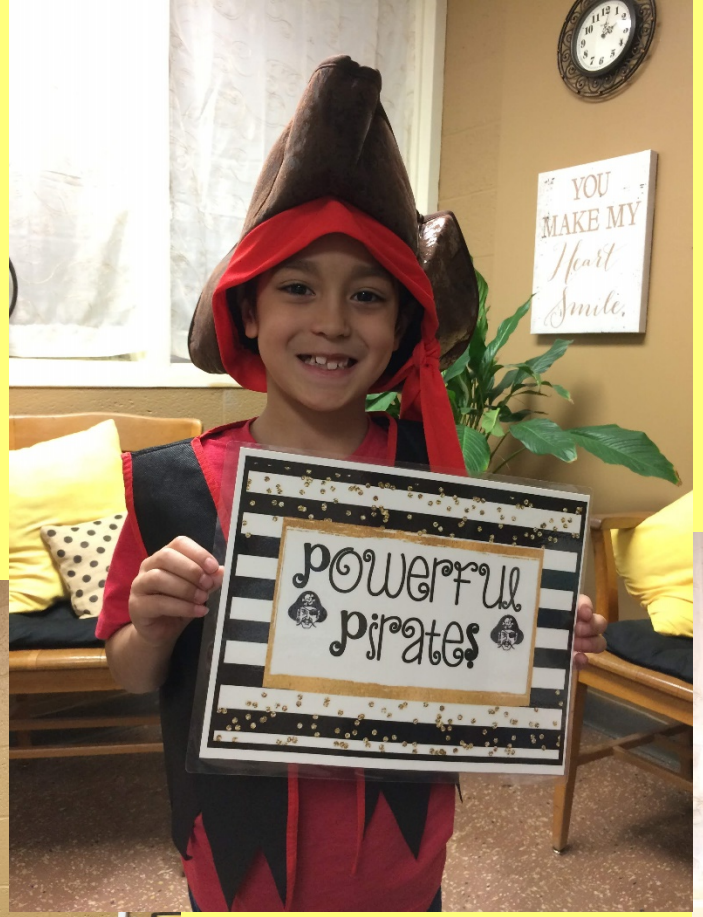
Treasure Token Store!

ASK
TRY

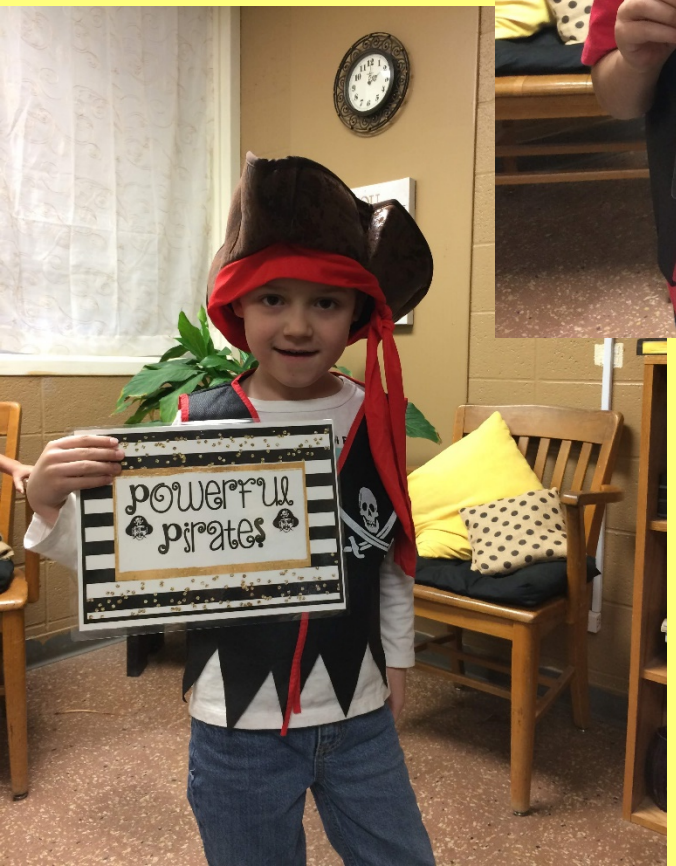

796
NORBORNE
PIRATES

NORBORNE
PIRATES

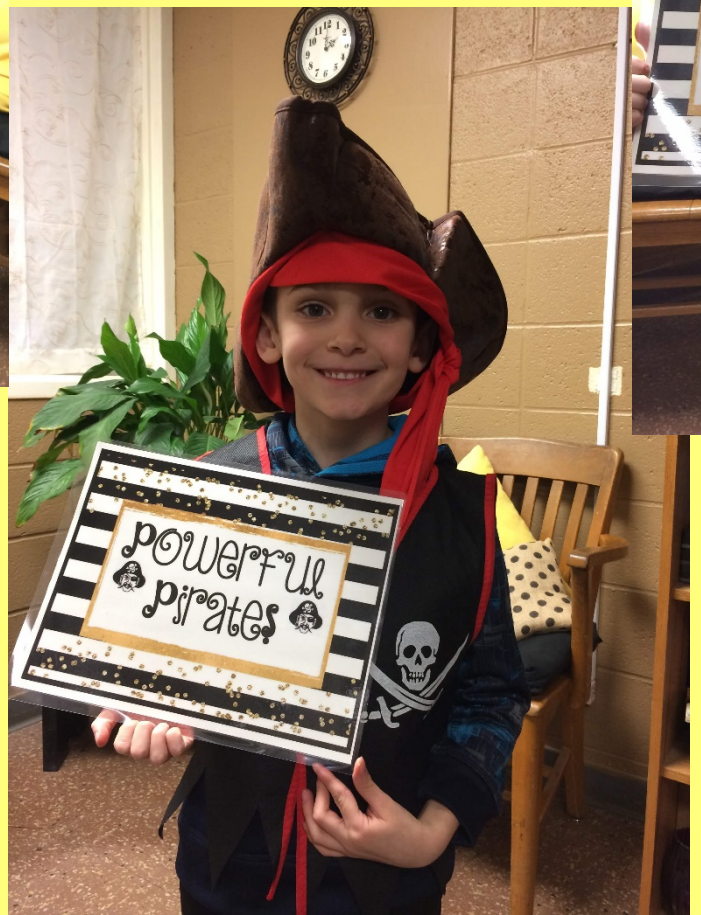
WE

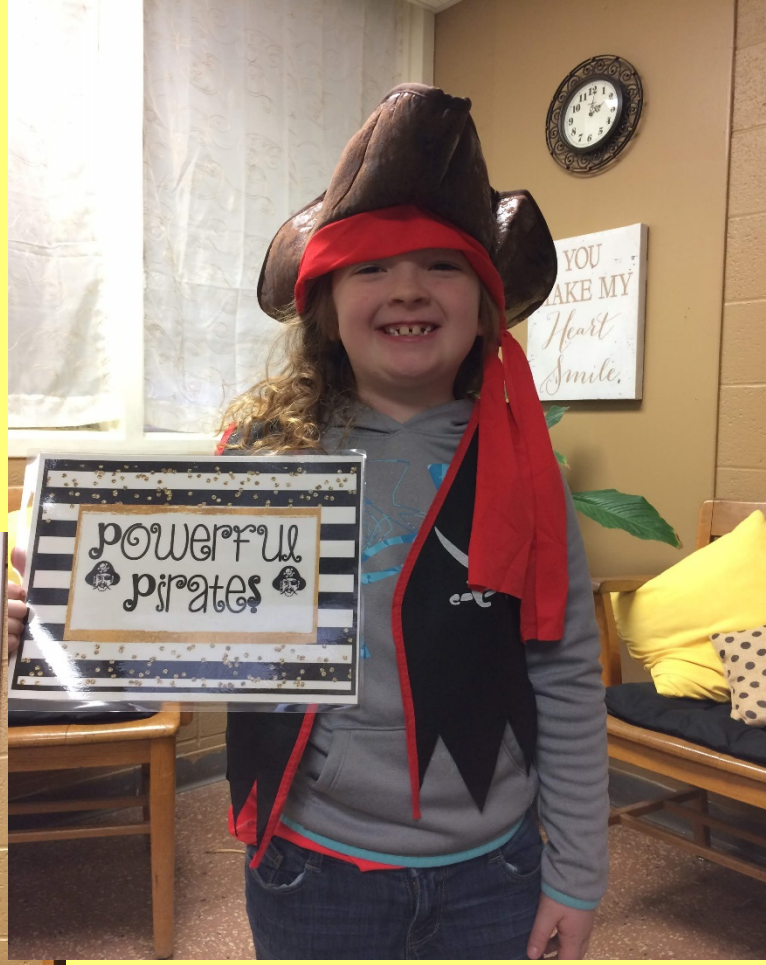


POWERFUL



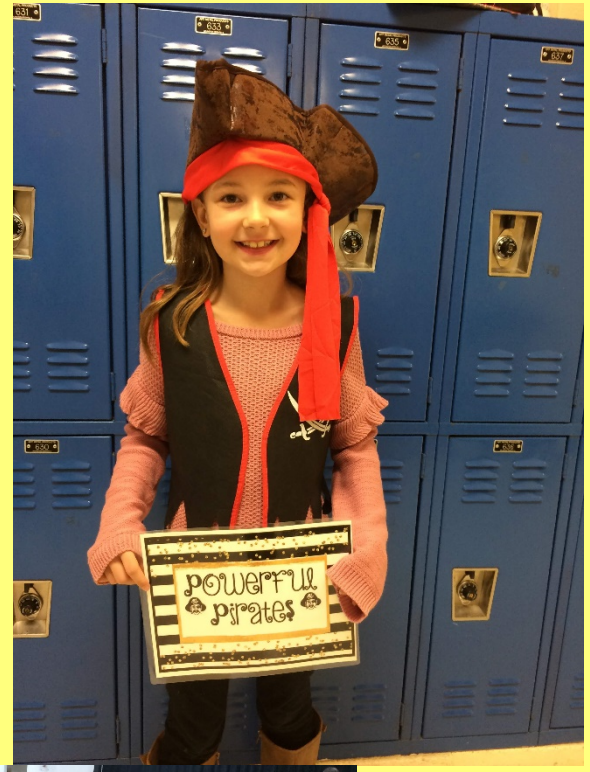
ARE





PIRATES

powerful
pirates


powerful
pirates

IN MY
DEFENSE
I WAS LEFT
UNSUPERVISED

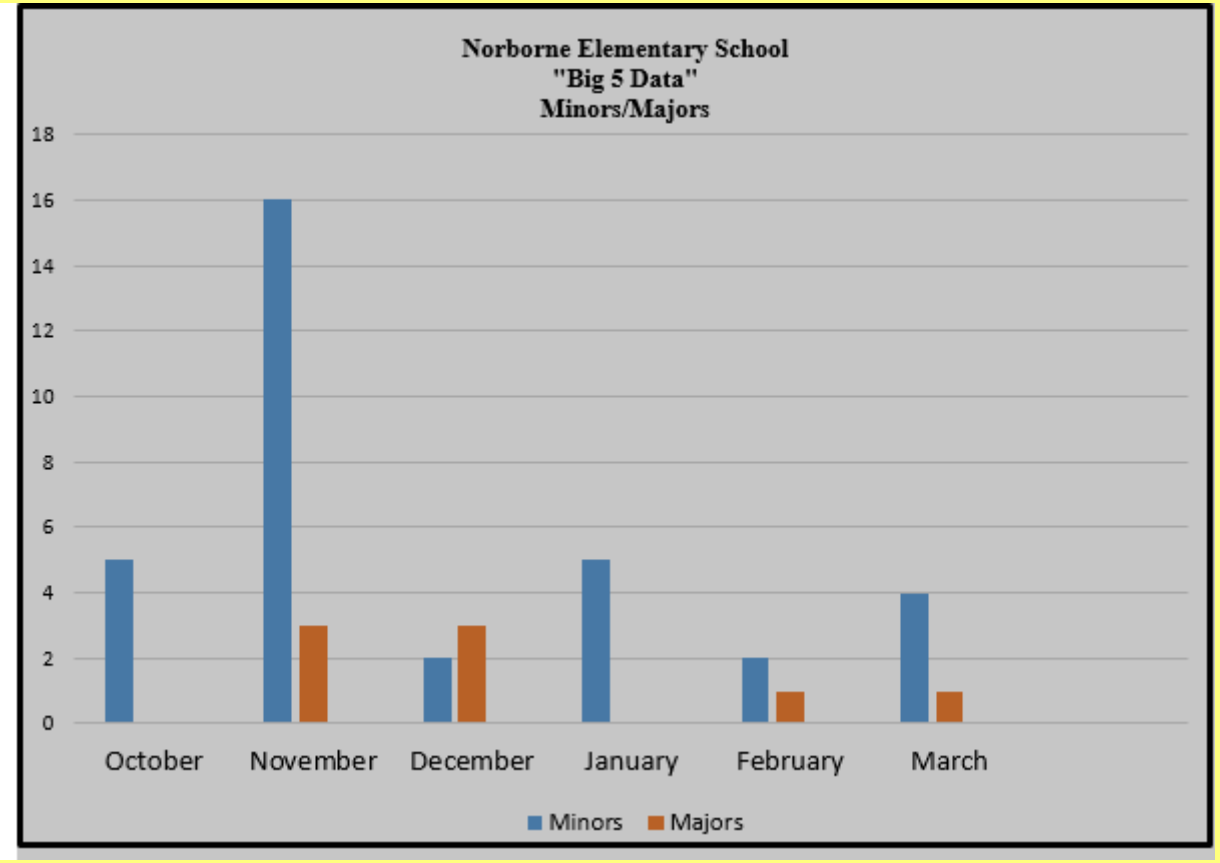
#ELFIE

BULLDOGS
WILDCATS
CARDINALS
TIGERS

2450 GRAND

796

“Big 5 Data”


Norborne Elementary School
"Big 5 Data"
Minors/Majors
18
16
14
12
10
8
6
4
2
0
October
November
December
January
February
March
Minors
Majors

Putting the Pieces Together

Q & A

Contact Information

- Kyla Waters- kwaters@norborneschools.com
- Alexis Boyles- aboyles@norborneschools.com
- Dana Simmons- dsimmons@norborneschools.com
- Crissy Cheney- ccheney@norborneschools.com
- Norborne School website- www.norborneschools.com
- Missouri PBIS website- http://www.pbismissouri.org/