



Missouri SW-PBS School Recognition Program
School Application
2018-2019

The purpose of the Missouri SW-PBS School Recognition Program is to identify and recognize Missouri schools for successful implementation of Schoolwide Systems of Positive Behavior Support. Criteria are based on effective implementation of the essential components outlined by the OSEP Center on Positive Behavioral Interventions and Support.

Successful applicants will demonstrate exemplary performance in the following areas:

1. Positive and/or improved outcomes for students
2. Use of data to direct instruction, problem solving and intervention efforts
3. Active use of creative and engaging recognition systems
4. Implementation of SW-PBS throughout the school environment
5. Systemic orientation of new students, parents and staff throughout the year
6. Active instruction for social and behavioral skills

Instructions:

Complete and submit the Recognition Application Google Form.

All additional materials must be completed and submitted by mail or electronically to your Regional SW-PBS Consultant no later than **April 15, 2019**.

Materials regularly submitted to consultants need not be resubmitted.

Notification of the award will be made by **May 17, 2019**.

RECOGNITION RECIPIENTS MUST AGREE TO SERVE AS DEMONSTRATION SITES FOR SW-PBS.

Demonstration sites may be called on to share their success in the following ways: (1) allow representatives from schools or districts to visit your building and attend a SW-PBS Leadership Team meeting, (2) share materials related to implementation, (3) provide data and other aspects of the implementation process for publication purposes, (4) participate in videos or other electronic tutorials produced by MO SW-PBS, and (5) arrange for SW-PBS information from your district/school to be displayed on your website.

To be considered for the Missouri SW-PBS School Recognition Program, this application and supporting documents must be submitted in accordance with the established timelines and meet all criteria.



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DATA SUBMISSION AND ASSESSMENT REQUIREMENTS

	SAS	SSS	SET or TFI	Quarterly Data
Tier 1	70% on Schoolwide, Non-Classroom and Classroom Subscales (with 80% preferred) completed by 80% of Staff	Completed by a minimum of 5 staff. (Completion by 80% of staff and participation by students and parents are encouraged.)	SET 80%/80% OR TFI Tier 1 70%	Quarter 1, 2, & 3 Team Meeting Minutes & Big 5 Data OR Solution Plan
Tier 2	ABOVE	ABOVE	Above SET 90%/90% OR TFI Tier 1 70% AND Tier 2 TFI Subscale Completed	ABOVE
Tier 3	ABOVE	ABOVE	SET 90%/90% OR TFI Tier 1 70% AND Tiers 2 & 3 TFI Subscales Completed	ABOVE



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MO SW-PBS **Gold (Tiers 1, 2, & 3 w/fidelity)** Recognition Application for **Reeds Spring Primary School** in the **Reeds Spring R-IV** school district

Contact Information

Applicant's Name: **Karen Murray**

Email Address: **kmurray@wolves.k12.mo.us**

Phone Number: **417-272-3241**

Administrator: **Karen Murray**

Administrator's Email Address: **kmurray@wolves.k12.mo.us**

School Website: **http://www.rs-wolves.com**

RPDC Region: **Region 7 Southwest (Springfield)**

Implementation

Number of Certified Building Staff: **25**

Self-Assessment Survey Data

- Did 80% of Certified Staff Complete the Self-Assessment Survey (SAS) in 2018-2019? **Yes**
- School-wide Percentage in Place: **94**
- Non-Classroom Percentage in Place: **95**
- Classroom Percentage in Place: **92**

Training

Reeds Spring Primary School has received training or support for the following training levels **Tier 3 Advanced**



School Success Story Template

Reeds Spring Primary School is a/an **Rural** school serving approximately **215 Elementary** school students.

Reeds Spring Primary School has worked hard to implement SW-PBS for **6** years. **Reeds Spring Primary** has just completed a **Tier 1** update. We have implemented a **Tier 1 positive reinforcement** system that provides more specific feedback to students. Children receive shout out tickets with specific feedback and are recognized every 1-4 weeks with a certificate acknowledging their accomplishments in academic growth, character and leadership. We maintain our **Tier 1** matrix and lessons as well as our weekly recognition assembly. Our **Tier 2** system of interventions is in place and providing small group and 1:1 interventions using CICO and social skills groups. **Tier 2** data is used during our building data day process on a quarterly basis. The **Primary** is fully implemented with **Tier 3** and we have reaped the benefit from individual plans for high needs students.

Reeds Spring Primary School has worked to use data to drive decision making. This has resulted in the following outcomes for students, as of March 31 of this year: the number of students with 90% or better attendance has gone from **182** to **161** for a decrease of **11.54%**; office discipline referrals have gone from **60** to **149** for an increase of **148.33%**; In school suspensions have gone from **4** to **3** for a decrease of **25.00%**; and out of school suspensions have gone from **1** to **1** for no change of **0.00%**.

Outcomes for students with IEPs, as of March 31 of this year, are as follow: Attendance has gone from **30** to **20** for a decrease of **33.33%**; the number of students with IEPs who have received one or more ODRs has gone from **3** to **3** for no change of **0.00%**; the number of students with IEPs who have received ISS has gone from **0** to **1** for an increase of **#DIV/0!**; finally, the number of students with IEPs who have received OSS has gone from **0** to **0** for no change of **#DIV/0!**.

Furthermore, **Reeds Spring Primary School** has experienced the additional outcomes associated with their SW-PBS implementation: **We have experienced an increase in enthusiasm within the Primary**

School Demographics

Staff

- Administrator(s) - **1**
- Teaching Staff - **25**
- Support Staff – **6**

Student Demographics

- Students Served - **215**
- White - **91.16%**
- Black - **0.47%**
- LatinX- **3.26%**
- Asian/Pac. Isl. - **0.93%**
- Native American - **0.47%**
- Multiracial- **3.72%**
- Free/Reduced – **60.93%**

Students with IEPs -
15.34883721%

Student Outcomes

Attendance

- Percentage of Students with 90% or better Attendance for Current School Year – **74.88%**

ODRs

- **93.02%** 0-1 ODRs
- **3.72%** 2-5 ODRs
- **3.26%** 6+ ODRs



that I attribute to our Tier 1 update. Even though the student population continues to increase in difficulty (increased numbers of children with trauma, autism and communication disorders, and transiency) the teachers and support staff continue to find joy in our students and each other.

Unique features of SW-PBS implementation at Reeds Spring Primary School include ... The Reeds Spring Primary has several features that we believe to be unique in our implementation of PBIS. We have a high amount of transiency (some years almost 40%) within our school and district. To assist children who enroll mid-year, we have developed a program called, Student Ambassadors, which systematically teaches the new student how to follow “the Wolf Way”. An important side benefit of this new student orientation would be the companionship that is encouraged between the new child and their student ambassador. Another unique feature of our PBIS implementation is our teacher recognition which we include in our weekly recognition assembly. Teachers and support staff are recognized with the U CAN award for a variety of reasons and with a variety of can goods! Our school counselor received a large can of crushed tomatoes labeled “U Crushed it” for all her wonderful work with children. Several teachers received the U CAN award for contributing new ideas to our school schedule. They received cans of Ro*Tel labeled “Way to Spice Things Up” The students have enjoyed being included in this weekly teacher appreciation.



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SILVER/GOLD APPLICANTS ONLY

Intervention Outcome Data

Name of Intervention	Number of Students who Participated (Total for the year to date)	Number of Students Demonstrating a Positive Response (Actively Participating Now)	Number of Students who Graduated	Number of students who participated in Tier 2/3 intervention(s) but required more intensive support.
Check-in/Check-out	8	4	2	0
Social Skills Intervention Groups	5	1	0	5
FBA/BIP	3	2	0	1

* Check & Connect is a 2-year intervention and during your first year of implementing, you won't typically have graduates.

In order to complete your application, you must submit SW-PBS artifacts to your regional consultant by the **April 15, 2019** deadline. Schools that are implementing SW-PBS with fidelity should have these artifacts readily available. If you have been submitting these artifacts throughout the school year, there it is not necessary to resubmit them. A checklist of artifacts that must be submitted can be found by clicking [here](#).