Harmonizing and Fine Tuning School Wide PBIS Practices

Welcome!

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Jukebox - Pick Your Jam!

Can I sail through the changing ocean tides?
Can I handle the seasons of my life?
Well I've been afraid of changing...

I think I've seen this film before
And I didn't like the ending...

Whatever it takes
Take me to the top
I'm ready for whatever it takes

That don't impress me much.

Session Outcomes

- **Learn how to create a schoolwide mission and vision statement**

- **Learn how to create a schoolwide behavior matrix**

Home of the Tigers

Excelsior Springs High School
Grades 9 - 12
Approximately 750 students
District: 43% Free/educed Lunch

Current Context

23-24 School Year:
New Student Services Supt
New High School Principal
New Assistant Principal (PBIS)
New Building PBIS Leadership Team

The Why of PBIS

- ▸ Setting the foundation for our behavior management philosophy
- ▸ Teaches students the expected behaviors
- ▸ Develops consistency
- ▸ Uses data to drive decisions
- ▸ Focuses on prevention, not punishment
- ▸ Looks for appropriate consequences that allow students to learn skills to make positive changes (now and in the future)

"If a child doesn't know how to read, we *teach*. If a child doesn't know to swim, we *teach*. If a child doesn't know how to multiply, we *teach*. If a child doesn't know how to drive, we *teach*. If a child doesn't know to behave, we *teach?* Or *punish?*"

Herner 1998

PBIS IS:	PBIS IS NOT:
- A framework that helps improve behavior and academics by improving school climate - For ALL students, ALL staff and ALL settings - Ongoing, intentional work	- A curriculum or canned program - A program for the behavior kids, taught by someone else - One and Done - (just hang a poster on the wall, teach one lesson)

Choice Board

GREATEST STRENGTHS	TINY TWEAKS	HUNGRY FOR MORE	CLARIFYING CONFUSION
Positive approach creates a positive culture	Get students involved in motivation strategies	Training on how to respond to inappropriate behavior	What is the plan to get students and staff on board?
Uniform system with clear expectations	Don't over use reward systems	How to introduce this to students	How will PBIS be implemented in classes?
Helps teachers build positive relationships	More time for refreshers throughout the year	More info on respect part of matrix	Who is the audience for the matrix? Language needs to be geared for HS.
Recognition/ rewards of all students	Find ways to make reward system more sincere and meaningful	How to address device usage through PBIS	How will consequences be applied under PBIS? (What determines appropriate consequences?)
Decrease in office referrals	Recognize all kids, not just behavior kids	How to better utilize incentives in the classroom	How will we be consistent building wide?
Serves as an important purpose for the success of students			How will students be informed of the behaviors? How will we reward students?

Communicating the Expected….Rewind to 2015

EXCELSIOR SPRINGS HIGH SCHOOL

TIGER PRIDE: Take Pride in Yourself and Others

The purpose of Excelsior Springs High School's Positive Behavior Support Plan is to create and maintain a positive, safe, and predictable learning environment that maximizes academic and social growth.

	HALLWAY	COMMONS/LUNCH	CLASSROOM	DEVICE USAGE	ALL SETTINGS
SAFETY	• Allow traffic to move • Have appropriate hall pass during class time • Use only your assigned locker	• Stay seated properly until the bell rings • Clean up spills or notify a custodian of a major spill	• Keep classroom clean • Keep aisles clean • Obey all classroom rules • Display appropriate classroom behaviors	• Protect personal information at all times • Use strong passwords for websites and services • Use only your assigned device • Lock devices when not in use	• Keep hands, feet, and objects to self • Walk to all destinations in a forward motion • Obey all emergency and safety procedures
RESPECT	• Use recycling/trash containers • Maintain appropriate noise level	• Dispose of all food properly • Patiently wait in line • Treat food as food • Maintain appropriate noise level • Use proper table manners	• Be attentive at all times • Listen while others are talking	• Think before posting or sharing • Respect the work of other people • Contribute to the digital community	• Display appropriate PDA • Keep hats/hoods off • Use appropriate language • Dress appropriately for school • Treat others the way you would like to be treated • Respect property, self, and others
RESPONSIBILITY	• Take most direct route • Take care of personal business during passing period	• Clean up trash from tables • Take care of personal business during lunch period • Return to class on time • Pay for all food items	• Be on time • Bring all necessary materials • Be an active learner from bell to bell • Complete and turn in all assignments with honesty and integrity • Use all support resources	• Treat devices with care • Use district devices for school appropriate purposes • Create a positive digital footprint • Keep district iPads in the provided case • Bring devices to school fully charged every day	• Pick up after yourself • Represent your school in a positive way • Show good sportsmanship • Follow the ESHS technology policy

Feedback and Revision Cycle
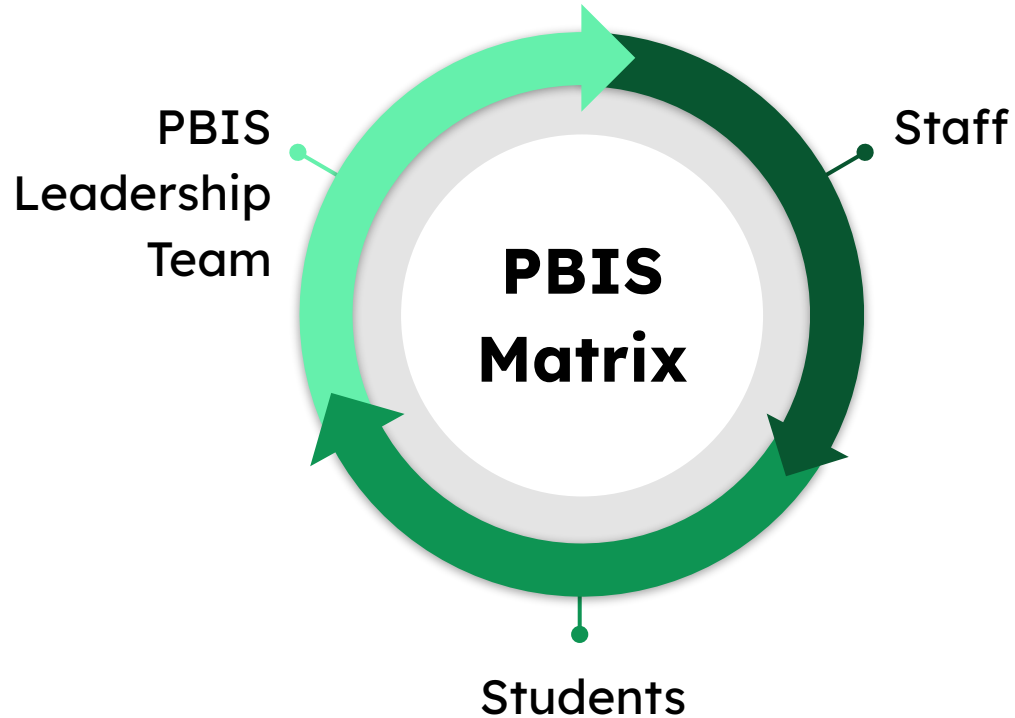
Feedback → Matrix Remix

- Age-appropriate
- School branding
- Areas of need (locker room / restroom)
- More specific and simple

	Hallway Movement	Commons Lunch	Classroom	Device Usage (Online)	Locker Room Restrooms
P Preparedness	Make efficient use of passing time	Arrive to lunch and return to class at the appropriate time	Bring all supplies to class, including a charged school device	Come to class with a charged school device	Take care of business and move on
R Responsibility	Allow traffic to move by staying on the right side without unnecessary stops	Leave your lunch table better than you found it	Take control of your learning by using your LMS and other resources	Use personal devices at teacher discretion	Use for its intended purposes
I Integrity	Exhibit good manners and keep hallways clean	Be kind and accepting to your fellow Tigers	Contribute to a positive learning environment for peers and teachers	Have a positive social media presence	Maintain clean walls, stalls, floors, and doors
D Determination	Focus on what you can control	Use positive language and manners	Ask questions and communicate with your teacher	Be encouraging to prevent online bullying	Give privacy to peers
E Engagement	Be aware of your surroundings	Be aware of your volume level and others' space	Use class time for instructional purposes	Stay off screens during class discussions and instructions	Report any misconduct to teacher/office staff

BE PART OF THE SOLUTION • SET A POSITIVE EXAMPLE • ADVOCATE FOR YOURSELF • MAKE THE RIGHT CHOICE

	H M
P Preparedness	Ma us
R Responsible	A m or
I Integrity	
D Determination	
E Engagement	

♡ Love the acronym! ♡

4. What are some strengths of this matrix?

→ New acronym

4. What are some strengths of this matrix?

The matrix highlights manners directed towards the school space and other people, not just in class learning.

4. What are some strengths of this matrix?
- keeps students in mind
- targets every issue & location

E Engagement	Be aware of your surroundings	Be aware of your volume level and others' space	Use class time for class.	Stay off screens during class discussions and instructions.	

← instructional purposes

Clarifying Expected Behavior

Specifically Identified Behaviors should be:

Observable – Behaviors we can see

Measurable – We can count occurrences

Positively Stated – What we do as opposed to what we don't do

Understandable – Student-friendly language

Always Applicable – The same everyday

Common Purpose & Philosophy	Progress Status	Artifacts added to Building Folder
1. Beliefs — What Is Your "Why"? — are written.	• In Place • Partially In Place/Developing • Not Started	
2. School mission is reviewed or created.	• In Place • Partially In Place/Developing • Not Started	Presentation Mission/Vision Process
3. School vision is reviewed or created.	• In Place • Partially In Place/Developing • Not Started	Presentation Mission/Vision Process
4. Staff commitment to SW-PBS is documented.	• In Place • Partially In Place/Developing • Not Started	Staff PD

NOTES:

Mission/Vision

Mission - Our Mandate…what we exist to do each day and are ultimately supposed to be doing

Vision - Our Motive…our why that represents what we hope to be/achieve in the future

Criteria:
➢ Clear
➢ Concise
➢ Compelling
➢ Actionable

Example Mission and Vision Statements

Mission: To accelerate the world's transition to sustainable energy.

Vision: To create the most compelling car company of the 21st century by driving the world's transition to electric vehicles.

Mission: To connect the world's professionals to make them more productive and successful.

Vision: To create economic opportunity for every member of the global workforce.

Mission: To organize the world's information and make it universally accessible and useful.

Vision: To provide access to the world's information in one click.

Developing Our Mission and Vision

1 — **2** — **3** — **4**

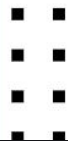**BRAINSTORM**   **PATTERN**   **CONSTRUCT**   **VOTE**

Mission Statement: Rapid Fire Brainstorming

1. What does our school do different and better than others?

2. At school, our students deserve_____.

3. What would be missing or lost if our high school no longer existed in our community?

4. We exist to....

5. Ultimately, our school should be....

Vision Statement: Rapid Fire Brainstorming

1. What is the most significant value our school could bring to our community?

2. What is the most significant change in our community in the last decade, and what need does this create?

3. My hope is that students leave here....

4. As a result of attending our school, students should be guaranteed that....

5. Above all else, our vision statement should reflect...

Mission and Vision Themes

Place Your Vote!

Our mission is to create a safe and supportive educational environment where students thrive.

We are committed to providing a safe learning community where everyone feels connected and valued.

ESHS exists to develop respectful, passionate members of the community in a safe and supportive learning environment.

ESHS strives to develop thriving individuals instilled with pride, respect, and a sense of community.

ESHS strives to develop graduates who have pride in themselves, their community, and their future.

ESHS is committed to grow students into inspired and passionate humans who strive to contribute to their community.

VISION

EXCELSIOR SPRINGS HIGH SCHOOL STRIVES TO DEVELOP GRADUATES WHO HAVE **PRIDE** IN **THEMSELVES,** THEIR **COMMUNITY,** AND THEIR **FUTURE.**

MISSION

EXCELSIOR SPRINGS HIGH SCHOOL DEVELOPS **RESPECTFUL, PASSIONATE** MEMBERS OF THE COMMUNITY IN A **SAFE** AND **SUPPORTIVE** ENVIRONMENT.

Student-Driven Project
"Respect the space!"

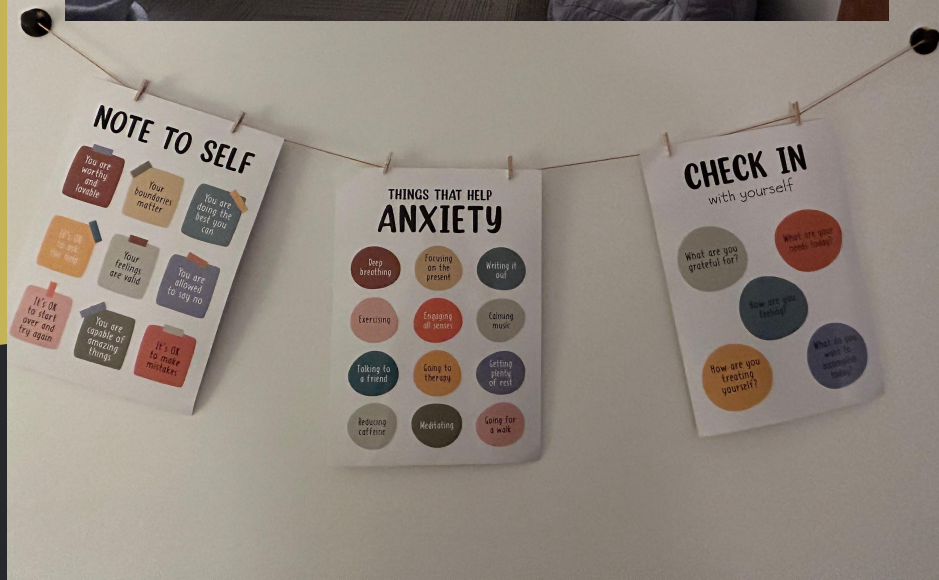# Fast Forward to 2024-2025

Use **SAS 4 Total Score Report** rate overall perception of PBIS implementation & circle High, Medium, or Low	**High** (In place ≥80%) **Medium** (In place 51-79%) **Low** (In place below 51%)	**High** (In place ≥ 80%) **Medium** (In place 51-79%) **Low** (In place below 51%)
Use **SAS 4 Items Report** to list three major strengths	★ Behavior data systems - 38% ★Staff involvement - 31% ★Data-based decision making - 31%	★Active supervision - 71% ★Academic success - 69% ★Actively engage students - 62%
Use **SAS 4 Items Report** to list three major areas in need of development	a. **Response to behavior** b.Behavior interventions c.Behavior expectations *Circle one priority area for focusing development activities*	a. **Response to behavior** b. Behavior expectations c.Feedback and acknowledgement *Circle one priority area for focusing development activities*

Next Steps

Priority Goal:
Increase percentage of teachers who believe a documented system for responding to behaviors is in place from 19% to 75%, as measured by the PBIS SAS 4.

Action Steps:
- School handbook updates
- Professional development for teachers
- Classroom lessons and videos on matrix
- Flow chart created and posted
- PRIDE awards

Whatever it takes
Take me to the top
I'm ready for whatever it takes

Questions?

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Thank you for attending! Please fill out the session feedback survey in the Guidebook app!