

Plan to Action

A Success Story of PBIS Implementation at Northeast High School

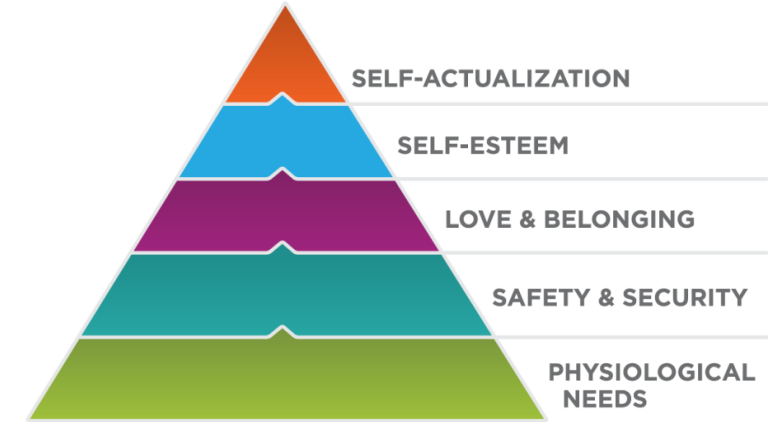


NEHS PBIS Team

Share with your shoulder partner

What does belonging mean to you and why it is important in a school community?

Share any examples of when you felt a strong sense of belonging in your professional lives.



MASLOW'S HIERARCHY OF NEEDS



- Participants will gain an understanding of the successful implementation of Tiered Intervention at a high school level
- Learn strategies to involve students' and teachers' voices to build a positive school culture and increase equity within the organization.
- Identify the critical components of cultural shift by viewing teachers' and students' voices.

NEHS Demographic

- Northeast High School is home to one of the most diverse student populations in the KC urban school district.
- More than 50 languages are spoken in our hallways.
- We have students from multiple races, immigrants, refugees, and economic backgrounds.



Why PBIS

1. Promote a Positive School Climate and Culture for all
2. Enhance Student Positive Behavior and Social Skills
3. Improve Academic Performance
4. Instilling Values of Respect and Responsibility



Blueprint 2030: Focus on what you want to see more

- Five Big Rocks- Literacy, Math, Social-Emotional, Culturally Responsive, Parent-Family Connection.
- PBIS focuses on Social-Emotional connection with a framework for creating a safe and orderly learning environment for everyone.



First Step- Create a Team and Road Map

- **Teacher Team**



- **Students' Team**



Tasks

Teacher Teams

- Tier 1 met once a month. Tier 2 and 3 met every three weeks.
- Analyze Behavior Data, Design the intervention, Evaluate the PBIS program, Bring new ideas and strategies

Students Team

- Met twice a month
- Organizing celebrations, bringing ideas, and mentoring students.
- Introduce new initiatives



Discuss

- What are some creative ways to recognize and reinforce positive behavior within the school community?

Viking Matrix – Be Safe, Be Responsible, Be Respectful

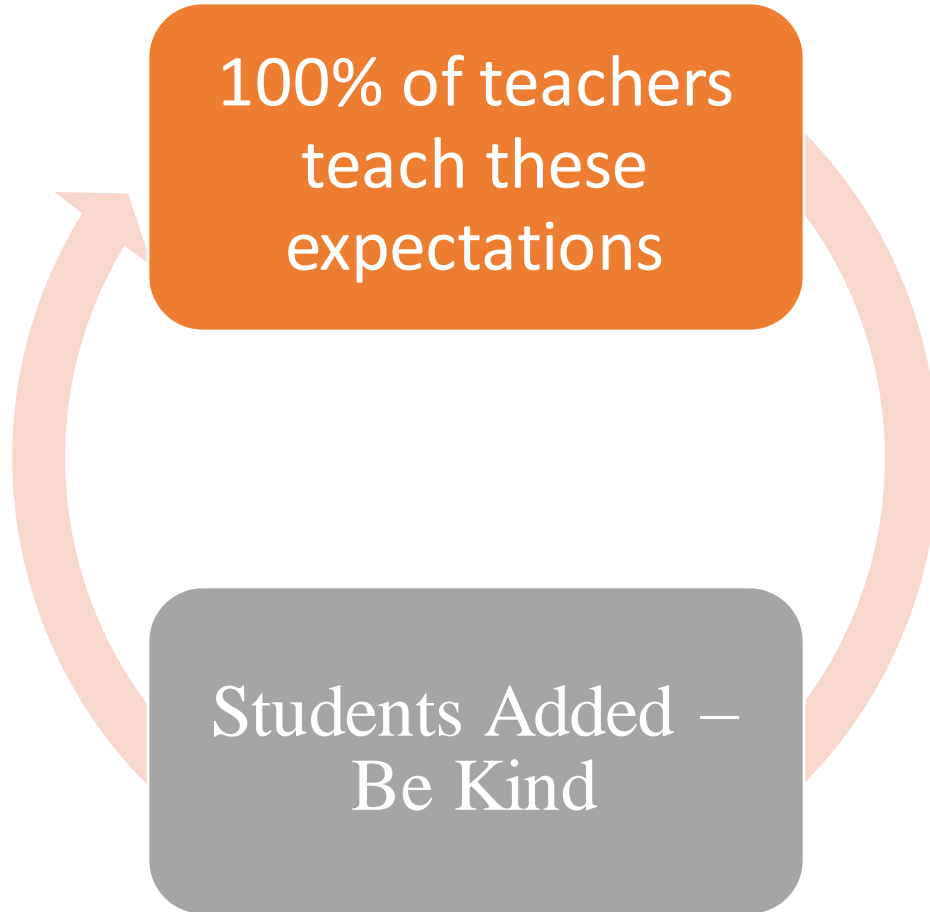
Classroom Behavioral Expectations

The Viking Way: Be Respectful, Be Responsible & Be Safe

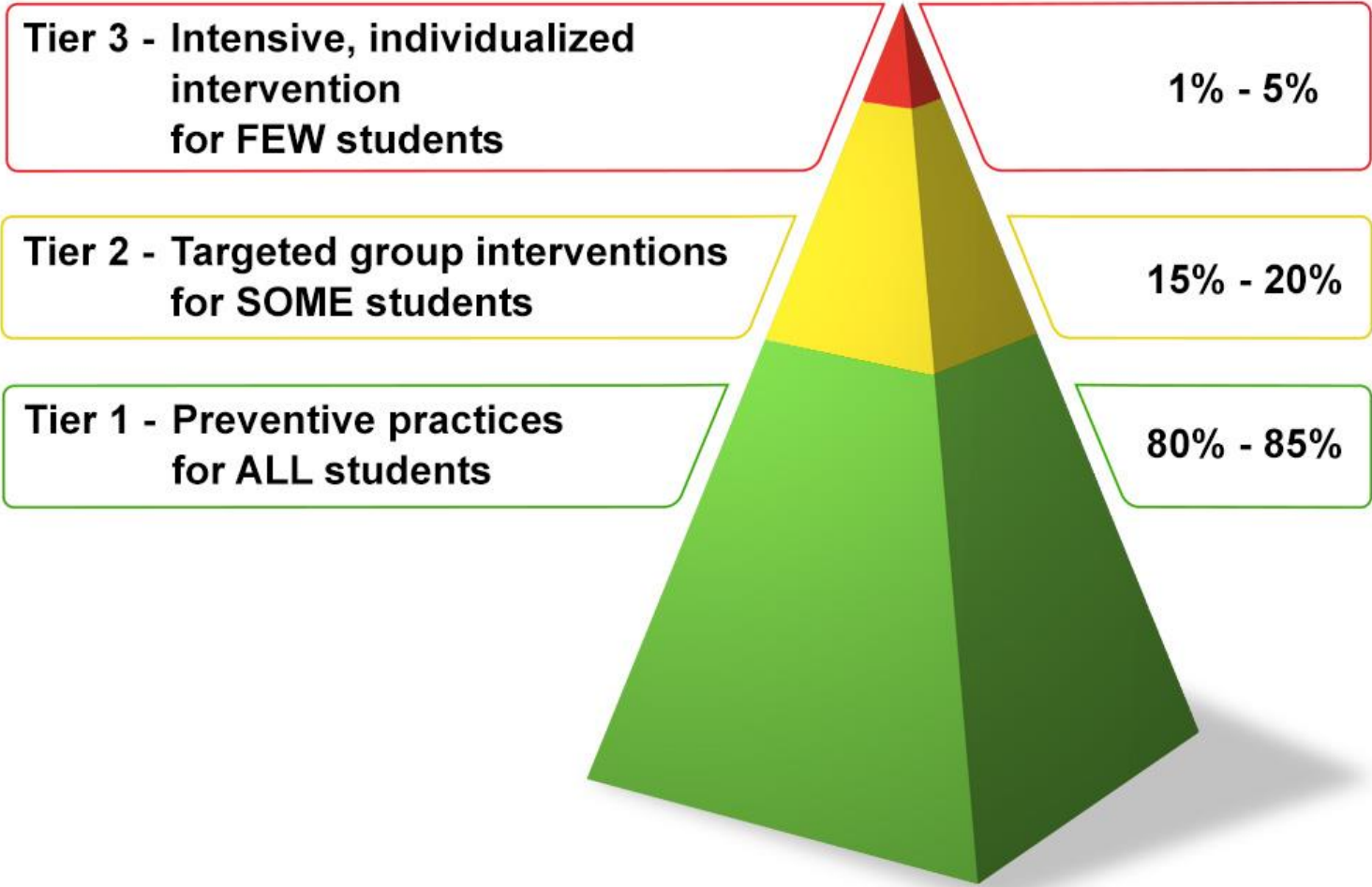
Expectation	All Settings	Classroom
Be Respectful	<ul style="list-style-type: none"> • Follow directions the first time • Use appropriate language • Take care of property • Treat everyone with dignity and respect 	<ul style="list-style-type: none"> • Listen when others are talking • Respect others work • Leave property the way you found it
Be Responsible	<ul style="list-style-type: none"> • Take responsibility for actions/behavior • Keep voice volume to a reasonable level • Be a positive leader for other students • Follow the dress code 	<ul style="list-style-type: none"> • Attend school each day and come prepared • Be in assigned seat on time • Complete and submit all work on time
Be Safe	<ul style="list-style-type: none"> • Resolve conflict peacefully • Maintain personal space • Report unsafe situations and conditions 	<ul style="list-style-type: none"> • Keep feet and chair on floor at all times • Keep personal belongings stored safely • Use material the way it is intended • Stay seated until the dismissal bell

100% of teachers teach these expectations

Students Added – Be Kind



**PBIS
Year 3
NEHS**



Tier 1 Intervention – All Students

Teachers Implement

1. SEL lessons implementation
2. Advisory – Building Relationships
3. Advisory – Academic Support



Students Receive

1. Academic Promotion - Honors' Day – A and B grade Students
2. Acknowledging Positive Behavior- Viking Star Awards – Teachers Nominate Students
3. Acknowledging Positive Attendance – Reward all students who are 80% and above

Tiered Intervention Decision

Tier 2

- Review/ Analyze our ISS and suspension data
- Review teachers' referrals
- Teachers'/ Students' Surveys
- Students with less than 2 or 4 suspensions or referrals are part of this preventive intervention

Tier 3

- Review/ Analyze our ISS and suspension data
- Review teachers' referrals
- Students with multiple suspensions or referrals are part of this preventive intervention

Tier 2 Intervention Small Group Intervention

Mentor/Mentee (Check in Check Out)

- The mentor/mentee program has built positive relationships between teachers and struggling students.
- The mentor focuses on the individual student's needs and goals.
- When students experience a small success then their motivation increases for more positives and more success. This was referred to as the "Circle of Success".

Study Skill

- Based on the survey students received once a week small group study skill strategies
- Organization and Time Management
- Focus
- Memorization
- Motivation
- Note Taking
- Test Taking Strategies

Tier 3 Intervention

Self Behavior Monitoring

1. Completed by the students
2. Goal Setting, Track and Record your behavior
3. Self-Reflection, Feedback, and Reinforcement

Behavior Intervention Goals

1. Completed by the teachers
2. Define target behavior and set goals
3. Set intervention and accommodation
4. Data collection and monitor

Happy Teachers = Happy Students

- Wednesday Breakfast
- Peers Nomination - Employee of the Month
- Cultural Events with Family
- Formal and Informal collaboration time
- Choir Practice



Wednesday
Sunshine
Coffee

Hosted by
Coach Lockett,
Coach Cunningham
& Coach Hairston



Staff Training and Support

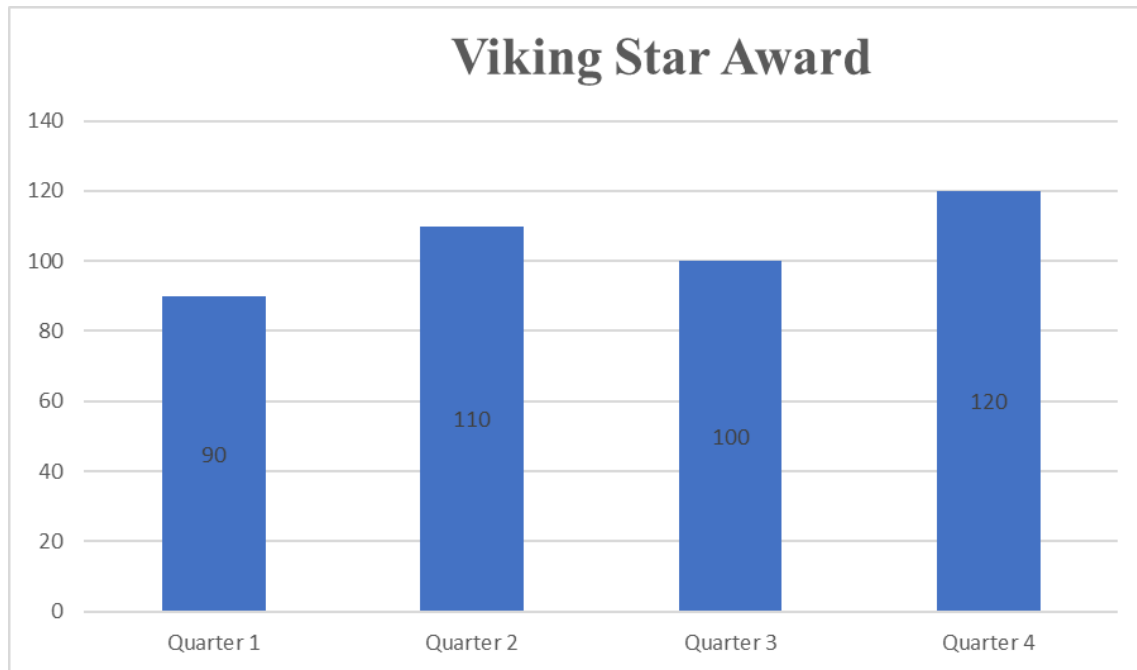
Monthly Meetings with team members

Professional Development each semester

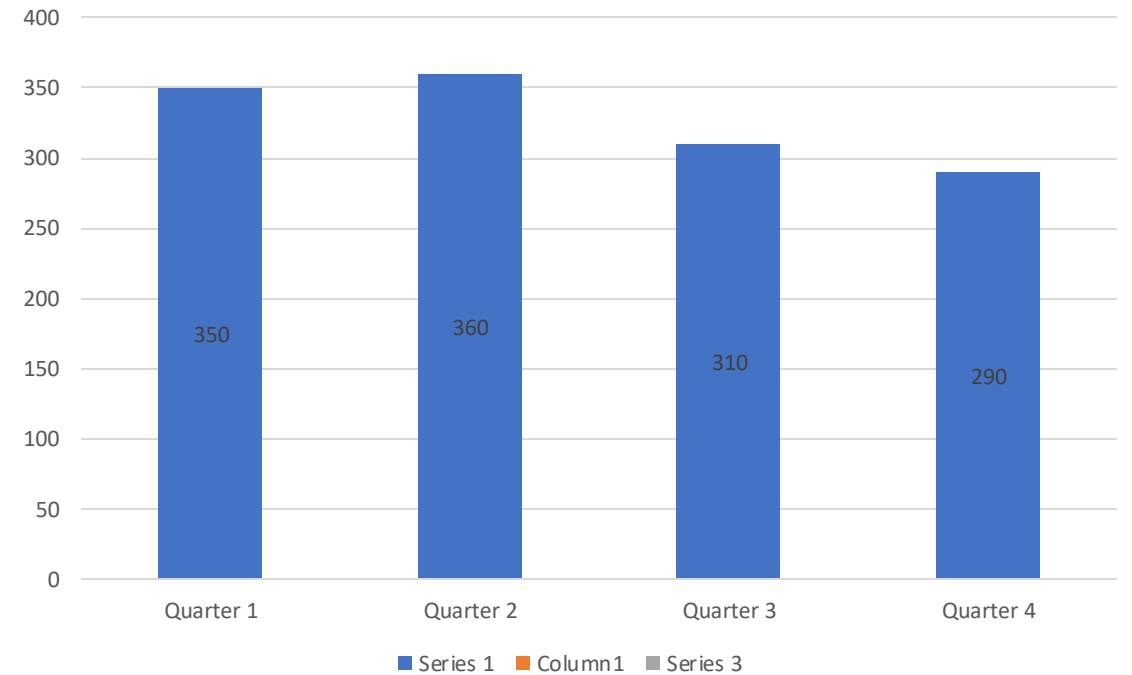
Teachers Surveys

Results

Viking Star Award

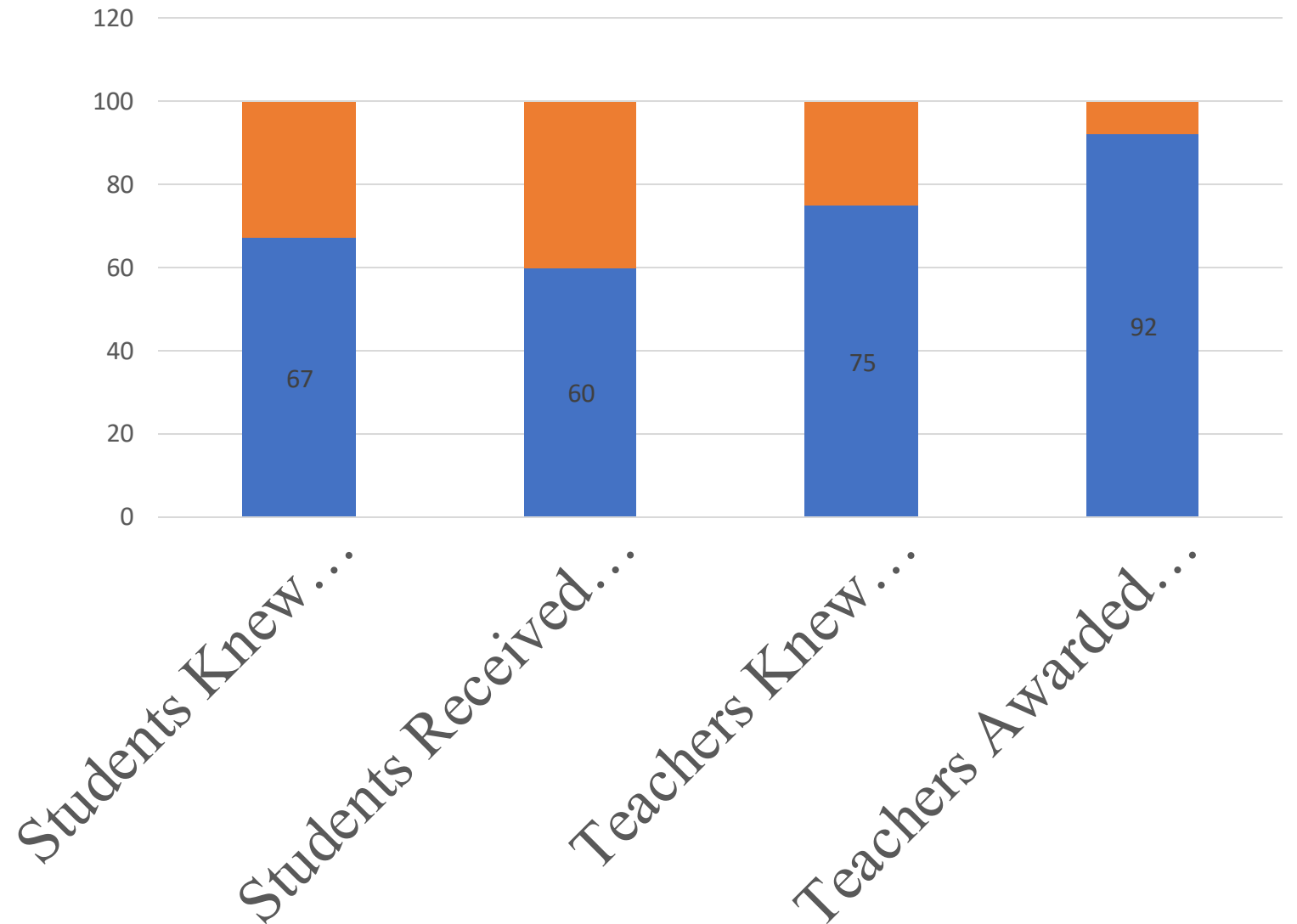


Attendance Reward



Viking Way Expectations

Teachers And Students Interview



Everything is not picture-perfect

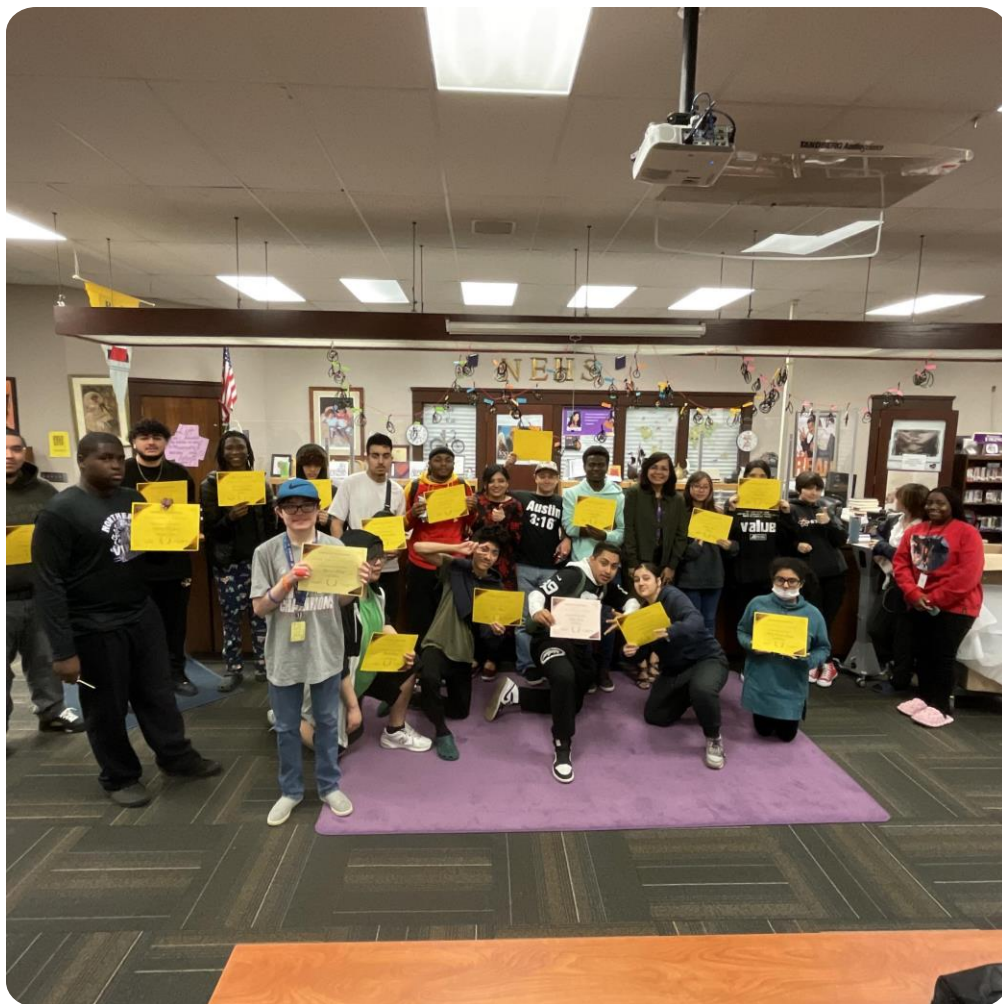
What challenges and barriers may arise while implementing PBIS in a high school setting?
How can you address it?





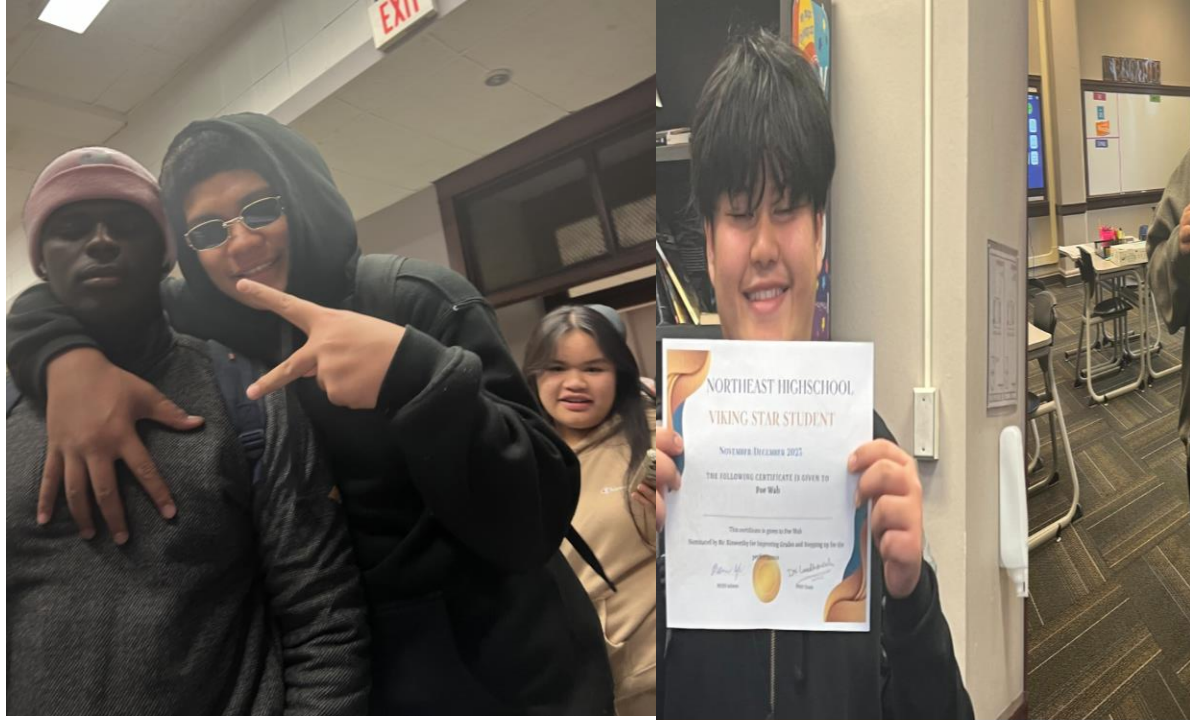
Our Challenges

- Addressing Individual Needs
- Complexity of Behavior Change
- Resource Constraints
- Resistance to Change



Celebrating Achievement

- Viking Star Award – Teachers enjoyed looking at the small achievement
- Mentoring Program- When students experience a small success then their motivation increases for more positives and more success. This was referred to as the “Circle of Success”.
- Teachers Breakfast – Enjoyed that informal collaboration time
- Community Celebration – Parents participated on several occasions
- Weekly Newsletters of congratulations and Highlight emails of Teachers’ in-class projects



Viking Voices

- “We love working together”
- “We are the role model for other students”
- “I enjoy being part of PBIS as I get treats and community service hours”
- “We love our school”
- “I can show my talents”



Moving Forward/ Sustaining Strategies

Viking Matrix - Add
“Be Kind”

Consistently work on
goal setting, action
steps, and reflection

We want to ensure
that 100 percent of
students know the
Matrix (Viking Way)

We want to ensure
that 100 % of our
teachers know the
Matrix (Viking Way)

More student and
teacher involvement

Please complete the
survey in the guidebook
app



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