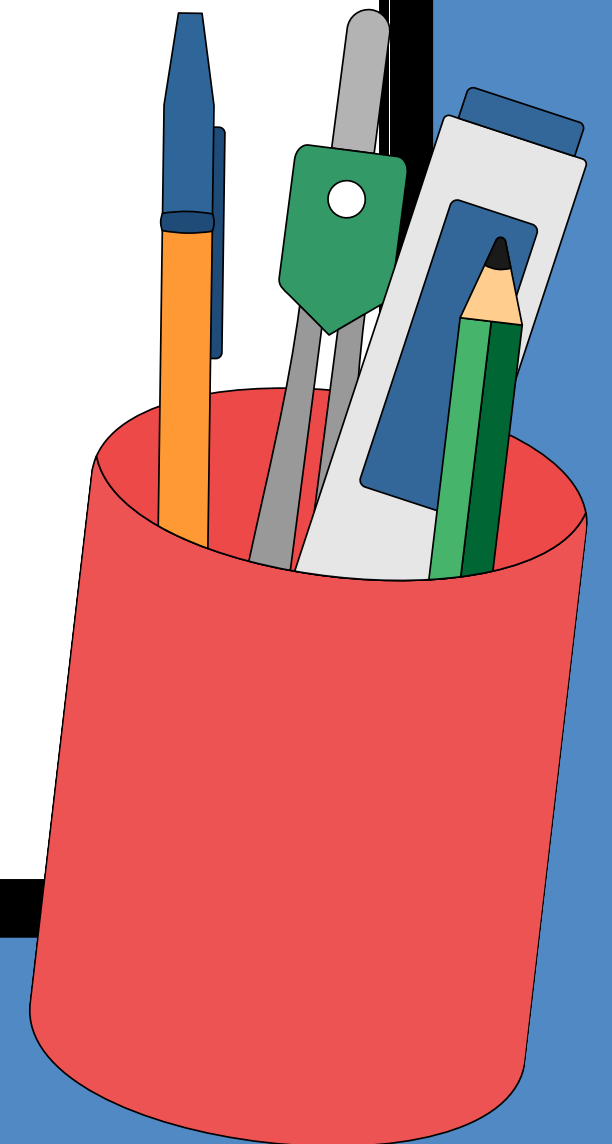




IT'S NOT ABOUT THE PROGRAM

Creating a School-Wide Culture with
PBIS as the Byproduct, not the Goal

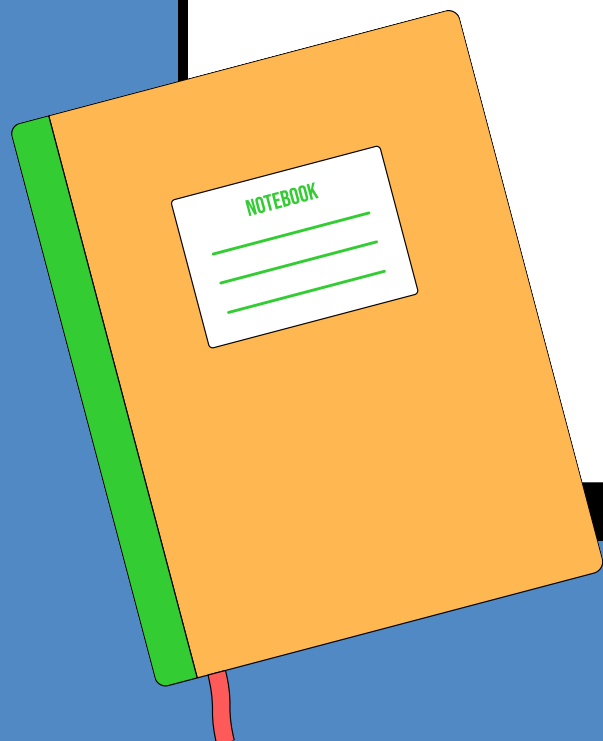


OUTCOMES

**ATTENDEES WILL ASSESS THE
LEVEL OF INTERSECTION AMONG
COMMITTEES/PROCEDURES IN
THEIR SCHOOL/DISTRICT**



**ATTENDEES WILL IDENTIFY
AREAS OF ISOLATION WITHIN
THEIR SCHOOL/DISTRICT**



Take two minutes to list the main committees, groups, procedures, etc in your school.

Some examples from our school:

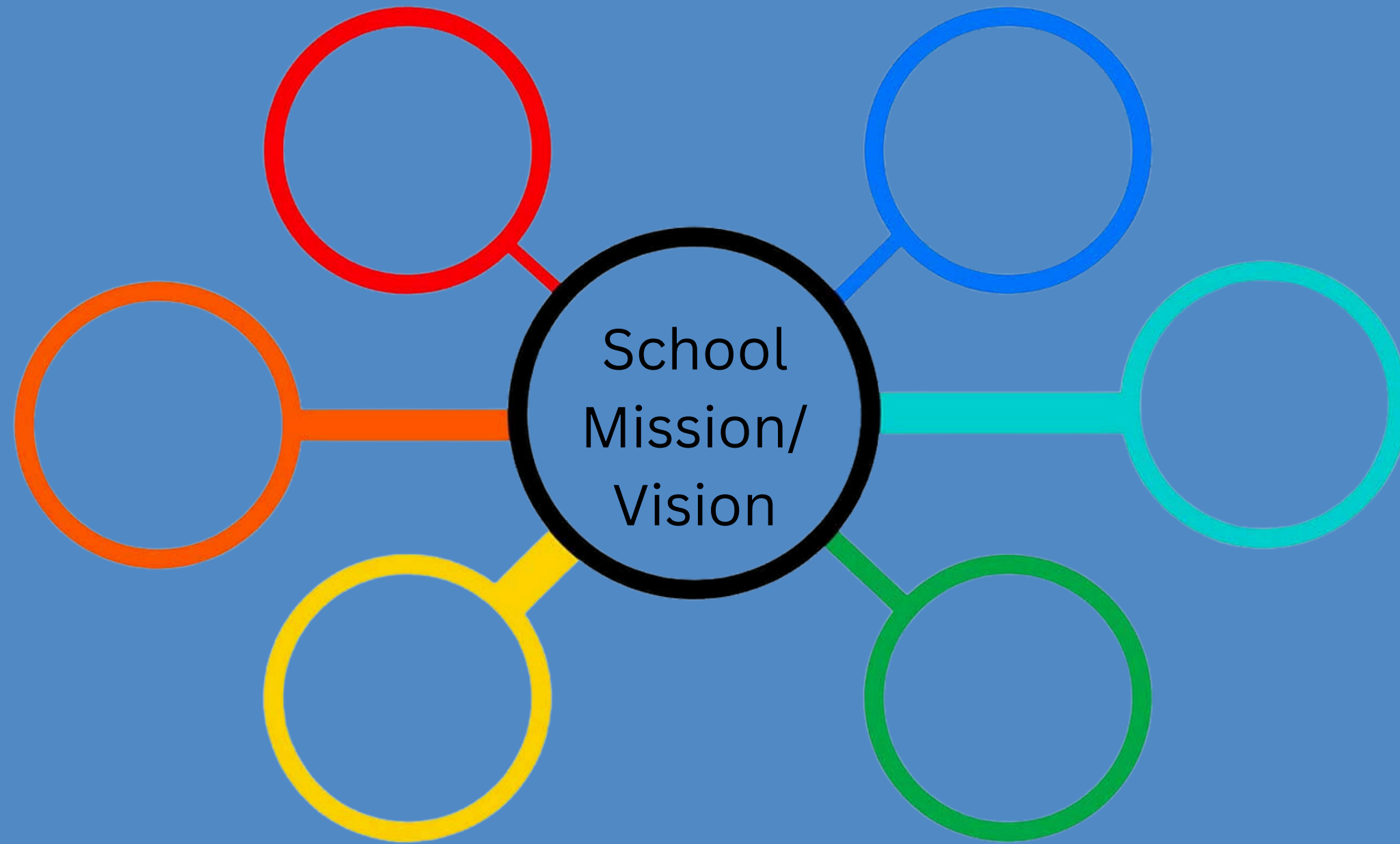
- Leadership Team
- Subject Departments
- Culture/Climate Committee



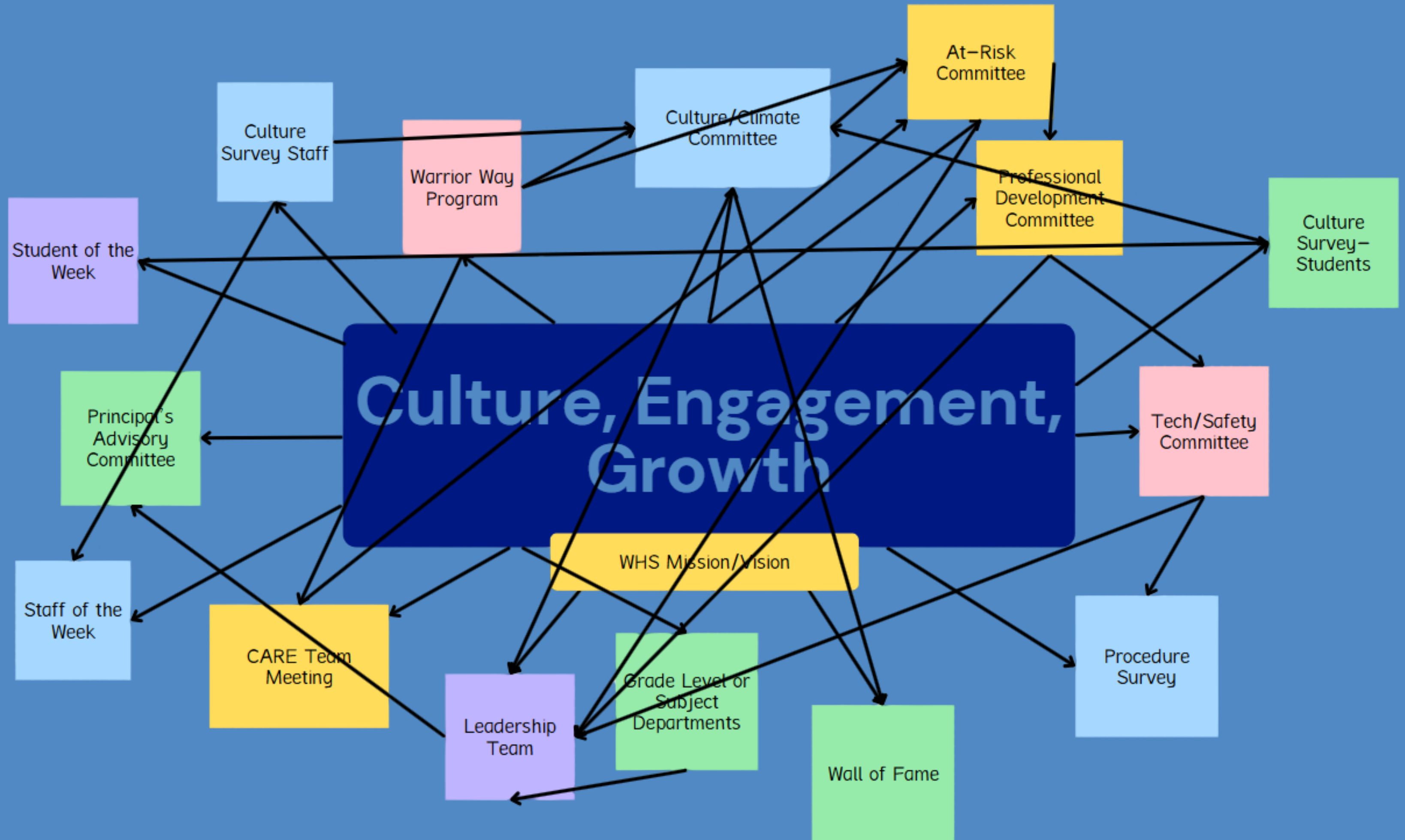
PROCEDURE	COMMITTEE	PROGRAM	DEPARTMENT	POLICY
Members Tasks Agendas Goals	Members Tasks Agendas Goals	Members Tasks Agendas Goals	Members Tasks Agendas Goals	Members Tasks Agendas Goals

So many of our school procedures and groups
operate independently of one another with very
little crossover.



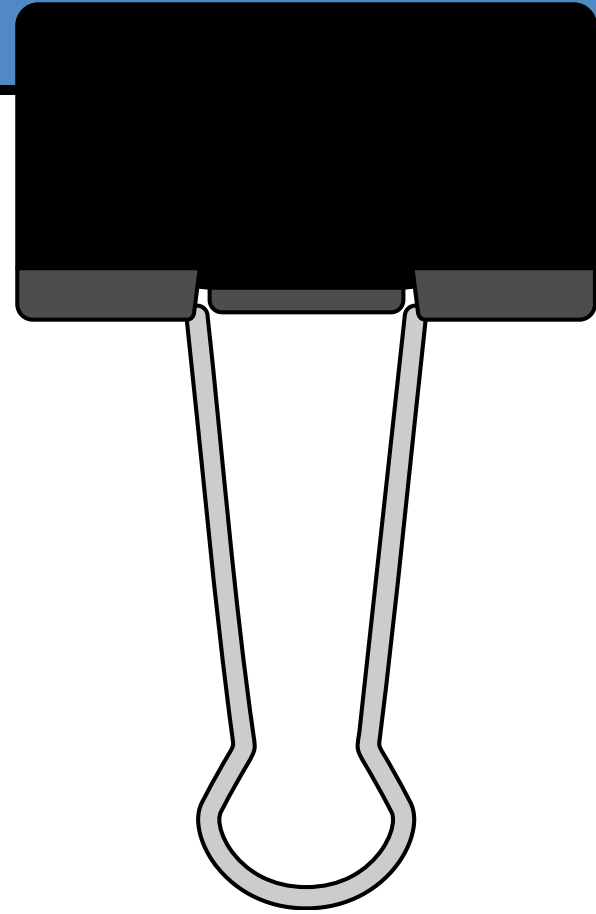


This is a start--a shared vision, but there still needs to be connection BETWEEN the elements, and, to be honest, it looks a little messy...



Take five minutes to word web your groups. Where are your connections? What is hanging out on its own?





PIECE BY PIECE

What are our systems
and how do they work
together?



THE WARRIOR WAY

Students earn points toward a field day at the end of the year. Each criteria earns them 10 points and there are almost endless ways to earn them--even students who struggle in some areas (behavior, attendance, grades) can find ways to make up points by contributing to the school in a different way.

SOME ways to earn points:

- 90% attendance in a quarter
- No failing grades in a quarter
- No write-ups in a quarter
- No tardies in a quarter
- Nominated by a teacher for showing safety, respect, or responsibility
- Participating in certain spirit day activities
- Finding easter eggs in the announcements, their email, or on signs around the building
- Participating in student surveys
- Shouting out a staff member
- Having a guardian be an observer on Canvas
- Any ideas we come up with throughout the year!

HOW IT CONTRIBUTES TO OUR OVERALL CULTURE

- Encourages students to be an active member of our building while recognizing that may look different for different students.
- All points are given through a Canvas course devoted to the Warrior Way program so students can track their progress at any time.
- Checkpoints rewards are given throughout the year for meeting goals or improving performance in the program.



HOW IT TIES TO OUR OTHER PROGRAMS

- Earning points for attendance, write-ups, grades, and tardies support our school/district wide goals
- Students who earn zero points in a quarter are referred to our at-risk program
- Easter egg points make students more aware of what is going on in the building and opportunities available to them

SURVEYS

Staff:

- A minimum of three surveys per year at the school level
- A culture/climate check-in survey in the fall/spring
- A procedure survey in the spring to plan for next year
- All surveys have areas for written feedback for each issue

Students:

- A minimum of one survey per year at the school level
- A culture/climate/procedure survey halfway through the school year
- Area for written feedback for each issue

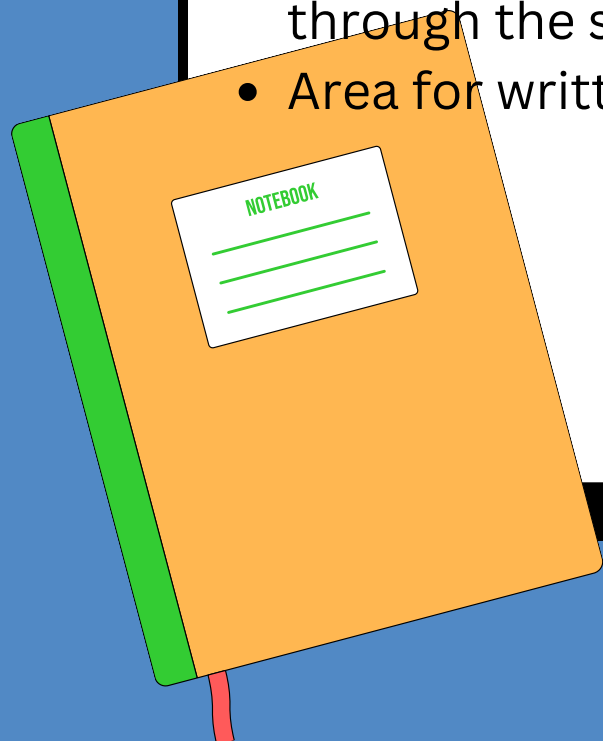
HOW IT CONTRIBUTES TO OUR OVERALL CULTURE

- Staff and students have to see that their survey responses matter
- Survey results are shared staff/school wide
- Survey results are discussed on leadership agendas
- Summary results are sent staff/school wide including explanations for common misconceptions found and next steps that will be taken for common areas of concern
- It gives a clear indication if a concern is isolated or widespread



HOW IT TIES TO OUR OTHER PROGRAMS

- Areas of concern can guide Professional Development decisions for the future
- Future: having students surveyed over the procedures in the building can help determine holes. Students will also be asked to indicate a staff-member they feel comfortable with which can help determine at-risk mentors



COMMITTEES

Culture & Climate

- PBIS Behavior Program
- Staff and Student Rewards and Celebrations
- Positive visuals in the building
- Team Building activities
- Parent involvement
- Surveys

At-Risk

- Determining at-risk criteria
- Determining prior steps before referral
- Matching students with teacher mentors
- Collecting data on mentoring program

Technology/Safety

- Student/teacher technology concerns
- Updating safety protocols for modern issues

Professional Development

- Scheduling PD days
- Advertising PD opportunities
- Matching PD to needs in the building

HOW IT CONTRIBUTES TO OUR OVERALL CULTURE

- Staff members choose to either join a committee or do before/after school supervision one day a week. This creates committees of members who buy in to the process
- Dedicated contract time for meetings ensures committees are successful
- If an issue arises, staff know which committee head to see to help address the problem



HOW IT TIES TO OUR OTHER PROGRAMS

- Committee leaders are part of the Leadership Team in the building along with Department Heads. They meet monthly in order to discuss the building as a whole
- Committees refer to one another for overlap. For example: issues noticed in any committee can refer to the PD committee for help in training for these issues



RECOGNITION

Small

- There are always online forms and postcards available for staff or students to shout each other out
- NHS/Student Council facilitating notes or letters to teachers

Medium

- Student and staff member of the week
- Displayed in the building and on Facebook
- Receive a snack and drink reward
- Pictures of top ACT scorers in the front hallway
- List of top 10% of students in each grade level displayed in the front hallway

Large

- Quarter VIPs: 8 students each quarter voted on by the staff as outstanding students. Earn a pizza party and their picture displayed in the front hallway
- Earning a ticket to field day for earning required points in the Warrior Way
- Staff and Teacher of the year for the building

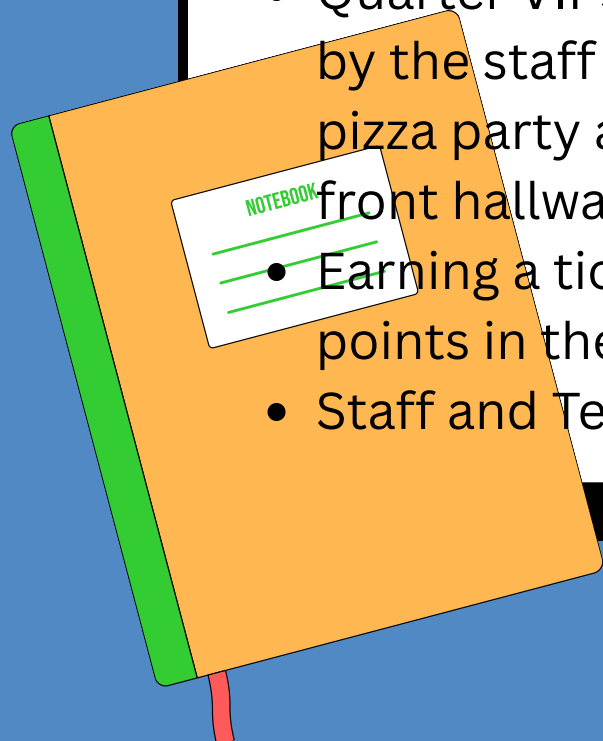
HOW IT CONTRIBUTES TO OUR OVERALL CULTURE

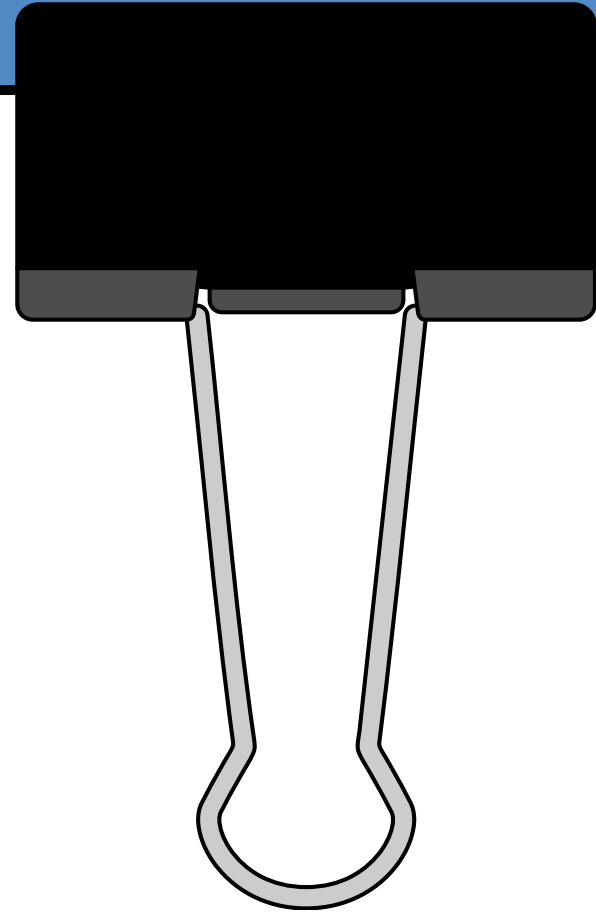
- There are constant positive visuals in the building
- Students and teachers have a built in way to provide positive feedback -this can even be done anonymously for students if they don't feel comfortable openly praising a staff member
- Once you start a culture of recognition, people come up with more ways and ideas to recognize others



HOW IT TIES TO OUR OTHER PROGRAMS

- Students who receive no recognition from teachers can be isolated for potential at-risk intervention or a CARE team meeting
- Ideally decreases discipline as students strive for recognition
- Our "Wall of Fame" showcases what our alumni are doing and highlights the success of a high school diploma

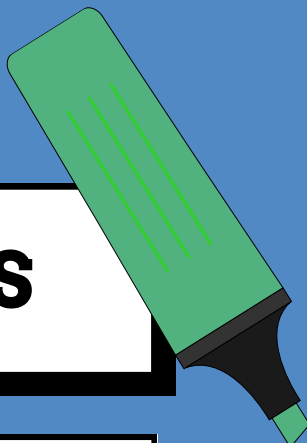




DATA

How do we
determine what
we are doing is
working?





CULTURE SURVEYS

Compare across surveys to determine the direction of the building

Personal Culture

Gives staff a chance to self-reflect

Culture Among Colleagues

Does the staff feel supported amongst each other

Culture with Administration

Does the staff feel supported from the top down within the building

Overall High School Culture

Is the building set up to encourage positivity?

BEHAVIOR PROGRAM

Data for each grade level determines reteaching mini-lessons

90% Attendance for a Quarter

No Write-ups for a Quarter

No Tardies for a Quarter

All Passing Grades for a Quarter

Number of staff participating in the recognition program

AT-RISK

The Criteria for Data collection should be realistic for each intervention

Tier 2 Intervention Teacher Mentors

Student Attendance

*Students with at least a 90% attendance rate

Student Grades

*Students with 2 or more failing grades

Student Behavior

*Students with 5 or fewer non-attendance related referrals.

PROCEDURE SURVEY

A threshold is set to have a procedure automatically be discussed prior to the next school year

School Level Procedures

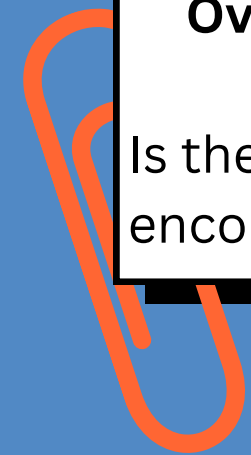
- Mission/Vision
- Tardies
- Grading Scales
- Discipline Flow Chart
- Chain of Command Flow Chart
- Final Exemptions
- Weight of Finals
- Late Work Procedure
- Make-up Work Procedure
- Field Trips
- Dances
- Movies/Films

AGENDAS

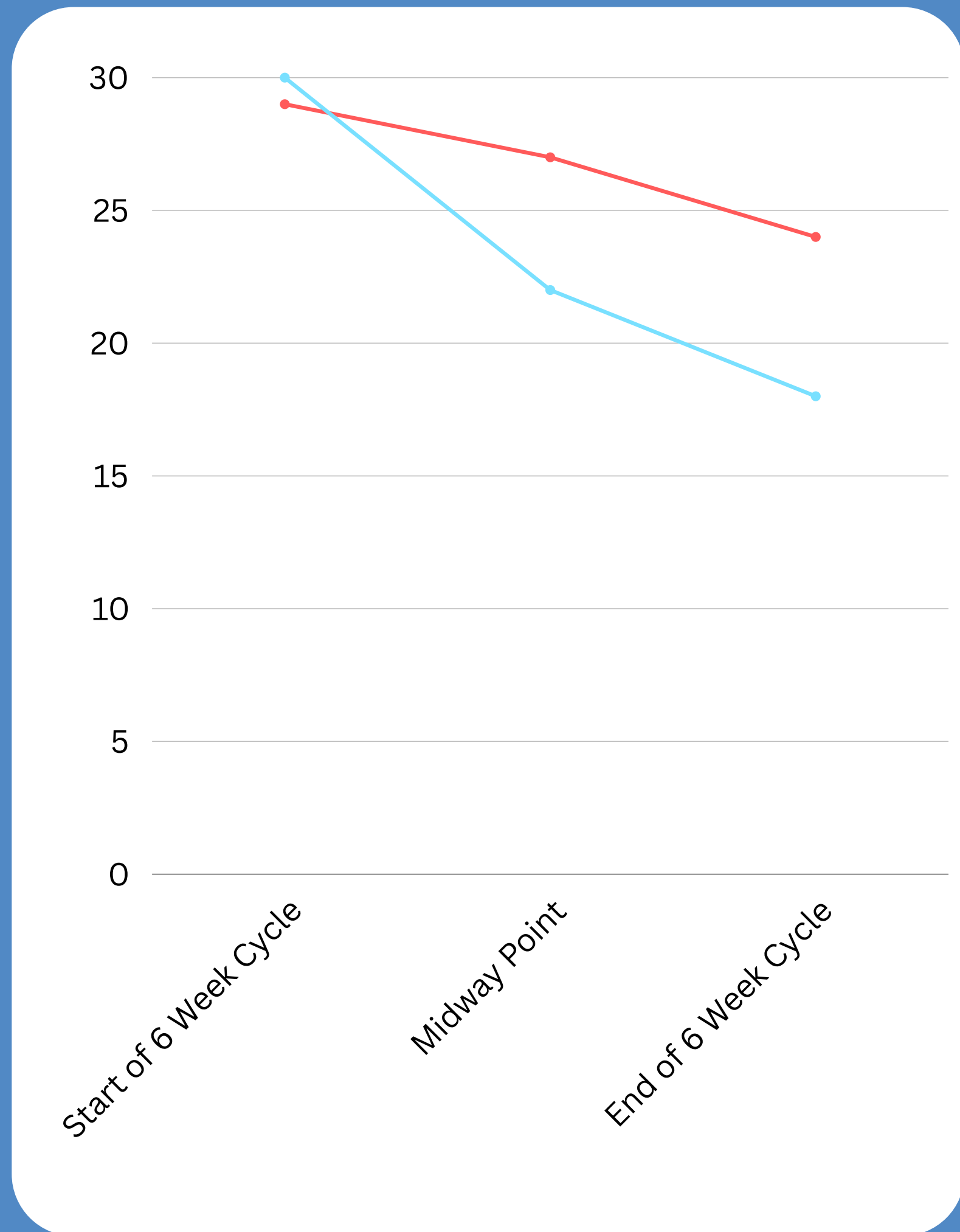
All Agendas for All Committee Meetings are available for all staff all year

Index for all Agendas

- Weekly admin newsletter
- PD day agendas
- Principal's Advisory Committee Notes
- At-Risk Committee
- Culture/Climate Committee
- PD Committee
- Technology/Safety Committee
- Leadership Committee



Teacher Mentor Intervention Data
Make sure the criteria you set is realistic



School Year	Teacher Nominations (as of the April PD day each year)	Students Meeting Checkpoint 1	Students Meeting Checkpoint 2	Students Qualifying for Field Day
22-23	597	355	?	205
23-24	686	598	414	309
24-25	770	566	548	Anticipating 500

Items of Note:

- The opportunities to earn points increased in 23-24 but was largely the same in 24-25.
- Our staff was the same size but managed 200 more nominations this past year
- The student loss between checkpoint 1 and checkpoint 2 decreased significantly this year
- Anecdotally, students are talking about the program and how to earn points

Percentage of Students Meeting Goals by Grade Level

Freshmen

All Passing Grades	67%
No Tardies	57%
No Write-ups	82%
90% Attendance	83%

Sophomore

All Passing Grades	68%
No Tardies	69%
No Write-ups	74%
90% Attendance	78%

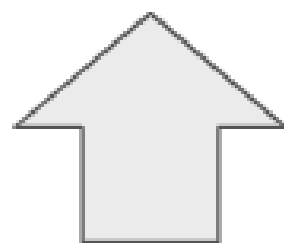
Junior

All Passing Grades	72%
No Tardies	69%
No Write-ups	74%
90% Attendance	75%

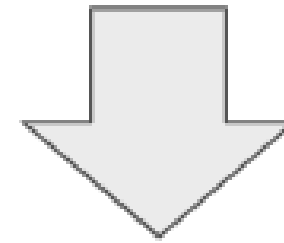
Senior*

All Passing Grades	82%
No Tardies	86%
No Write-ups	76%
90% Attendance	82%

Quarter 1



Quarter 2



*Mostly for late to school tardies

All Passing Grad	61%
No Tardies	68%
No Write-ups	66%
90% Attendance	65%

All Passing Grad	65%
No Tardies	72%
No Write-ups	73%
90% Attendance	67%

All Passing Grad	66%
No Tardies	73%
No Write-ups	65%
90% Attendance	68%

All Passing Grad	82%
No Tardies	87%
No Write-ups	77%
90% Attendance	79%

Category breakdown

	October 2023	April 2024	October 2025
GREEN (positive growth)	4	11	12
ORANGE (both positive and negative growth comparing all three surveys)	1	7	4
RED (negative growth)	9	1	1
no color (negligible change)	7	2	1

Misconceptions:

- There were no noticeable misconceptions in the survey results

Next steps:

- The leadership team will discuss these results at the next meeting (October 30), paying particular attention to the orange and red categories.

25-26 Procedure Re-evaluations

B *I* U ↺ ✕

Below you will see several procedures that were in place for the 2024-2025 school year. Please indicate whether you feel the procedure needs to be revisited before the 2025-2026 school year starts. Any procedures that 30% of the staff believes should be revisited will be put on the Leadership Team summer agenda. (Revisiting the procedure does not guarantee change. Administration has the right to add any other procedure discussions to the agenda)



CONTACT INFORMATION

Don't forget to fill
out the session
feedback survey in
the Guidebook App!

Elizabeth Hancock:
hancocem@warrencor3.k12.mo.us

Nicole Ohmes:
ohmesna@warrencor3.k12.mo.us

