

McIntire Elementary

# Revamping Tier 1 Practices

By Rachel Webb and Emily Steen

# Who are we?

Rachel Webb

Currently a 3rd grade teacher at McIntire.

I have taught 3rd grade for 9 years.

Graduated from Williams Woods University with my bachelors and currently working on my Master's degree in building leadership.

I am from Columbia but have lived in Fulton since teaching at McIntire.

Emily Steen

Currently a 5th grade teacher that's transitioning into a 4th grade position this upcoming year.

Will be starting year 3 of teaching this upcoming fall

Graduated from Mizzou with my bachelors and recently applied to start my masters at Mizzou as well

I am originally from Lake of the Ozarks but currently live in Columbia and work in Fulton at McIntire Elementary.

# Outcomes of today's presentation:

How to:

- Where to start when revamping your tier 1 practices
- Revamp your school's flowcharts and matrices
- Plan for monthly celebrations
- Plan for monthly assemblies
- Revamp your school's encouragement and discouragement system
- Roll out new practices to staff members

# How we got started

At the end of the 23-24 school year, we looked at the big 5 data and recognized that our Tier 1 practices were not as effective as we would like. We had a couple of Tier 1 meetings over the summer to begin revamping our Tier 1 practices.

To roll out the new ideas with staff members, we did a staff carousel at the beginning of the school year PD with staff members.

[Example of Tier 1 Summer Agenda](#)



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# PBIS Carousel - 15 minutes stations

- Rotation: Hamilton's → Gym → Webb's
- Group staff by grade level
- Gave 15 in each room to learn the new changes

**What did  
that look  
like?**

Station 1 (Hamilton's Room)	Station 2 (Gym)	Station 3 (Webb's Room)
<ul style="list-style-type: none"><li>- Incentive System</li><li>- Class Dojo/points</li><li>- Dojo points menu</li><li>- Reteach Positive/Specific Feedback</li></ul>	<ul style="list-style-type: none"><li>- Assemblies</li><li>- Recognition</li><li>- Character strong</li></ul>	<ul style="list-style-type: none"><li>- McIntire Mania</li><li>- Referrals/logging minors</li><li>- Matrix</li><li>- Back to School lessons</li></ul>

## How we introduced Dojo

# Class Dojo at McIntire!

- We will all be using dojo to replace hornet punch cards.
- Each teacher will have access to each class to simplify the ways we recognize positive behaviors across our building.
- We will NOT be using the part of Dojo that takes away points OR communicates with families.

Schoolwide points  
in 60 seconds



# Incentive Menu

Your class will accumulate points per student that add to a class total.

Classrooms will work towards leveled rewards to vote from.

When you reach the 4th level you can restart and vote again as you go through the levels again.

All classrooms will use this menu but feel free to have dojo freedom!



**We retaught  
expectations  
for staff**

# Positive Specific Feedback

Why do it?

1. Gives Attention to the desired behavior
2. Essential in order to change and sustain behavior
3. Students NEED clear specific feedback on school-wide expectations as well as other behaviors that are extensions of those behaviors

## Characteristics of Effective Specific Positive Feedback

- Specific
- Immediate
- Frequent (then Intermittent)
- Genuine

What does it  
need to  
include?

1. State the expectation
2. Specifically describe the behavior
3. Can include a positive consequence

## Non Example vs. Example of Effective Specific Positive Feedback

- Way to go Steven you earned a DoJo point
- Steven, thank you for being responsible by following directions by clearing off your desk the first time I asked! Because you followed directions you earned a responsible DoJo point.



## We started doing monthly Assemblies





- Each teacher will select 1 student for each award (these align with character strong and iReady)
- You are responsible for contacting parents each month
- Teachers will be presenting Hornet Handshakes (instead of student of the month awards)
- Monthly assembly agenda and required monthly awards can be found [here](#)




# We made school wide celebrations happen monthly

- Monthly themes and activities that matched seasons/weather
- ~40 minutes
- 1st & 2nd grade, 3rd-5th grade
  - 1st-2nd students will vote on which room they want to attend and are to stay in chosen room for the full time
    - Classroom teachers will sign up for a room
  - 3rd-5th will be able to rotate throughout as they please
    - Classroom teachers/grade levels have been assigned rooms
- Everyone is attending the first one on 8/23/24

[Example of McIntire Mania](#)

**MCINTIRE HORNETS**

**MCINTIRE MANIA**

HOW	WHEN	WHAT
Any student who receives less than 3 minor OR 1 major office referrals within the month will attend McIntire Mania. 	Each Month school is in session! 	McIntire Students with good behavior will celebrate by choosing activities and games that interest them. These activities will be new each month as good behavior continues! 

# How we handled referrals and McIntire

## Mania

- 3 minors = 1 major
  - Must be accumulated in 1 month to be considered a major
  - The staff member writing the minor must make parent contact via phone call home in order for a minor to count
    - LOG YOUR PHONE CALL IN INFINITE CAMPUS!
  - When 3rd minor occurs, contact admin about the major
    - If admin goes into Infinite campus and there are not 3 minors in a 1 month period showing parent/teacher contact then no major will be assigned, just another minor.
- New minor vs. major flowchart
  - When is something a minor?
- Buddy Room Criteria

# Back to School Lessons - PBIS Know & Show

## BEHAVIOR MATRIX

	ALL SETTINGS	HALLWAY	CAFETERIA	RESTROOMS	PLAYGROUND	ASSEMBLY	TECHNOLOGY	BUS	DISMISSAL
RESPECTFUL	<ul style="list-style-type: none"> <li>Report unsafe conditions to staff.</li> <li>Walk.</li> <li>Pay attention to your surroundings.</li> <li>KAHFOOTY.</li> <li>Ask permission to leave any setting.</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly on the right side of the hallway.</li> <li>Pay attention to your surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>Walk carefully &amp; quietly along the designated route to and from lunch.</li> <li>Place trash in the trash can.</li> <li>Wait patiently in line.</li> </ul>	<ul style="list-style-type: none"> <li>Report problems to your teacher.</li> <li>Promptly return to class</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment for intended purpose.</li> <li>Stay in approved areas.</li> <li>Woodchips are to stay on the ground.</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit in an orderly manner.</li> <li>Sit in your assigned area.</li> </ul>	<ul style="list-style-type: none"> <li>Carry device with both hands.</li> <li>Keep all passwords private.</li> </ul>	<ul style="list-style-type: none"> <li>Remain in assigned seat.</li> <li>Get on/off at assigned bus stops only.</li> <li>Use emergency exits ONLY when directed by bus driver.</li> </ul>	<ul style="list-style-type: none"> <li>Stay on the sidewalks.</li> <li>Be aware of your surroundings.</li> <li>Sit quietly while waiting.</li> <li>KAHFOOTY.</li> </ul>
RESPONSIBLE	<ul style="list-style-type: none"> <li>Be Prepared.</li> <li>Be on time.</li> <li>Follow directions.</li> <li>Dress appropriately.</li> <li>Pick up after yourself.</li> <li>Use appropriate voice levels (4, 3, 2, 1, 0).</li> </ul>	<ul style="list-style-type: none"> <li>Go straight to class.</li> <li>Enter and exit classroom calmly and quietly.</li> </ul>	<ul style="list-style-type: none"> <li>Stay in lunch line order.                             <ul style="list-style-type: none"> <li>(peanut butter, deli, hot lunch)</li> </ul> </li> <li>Grab a milk, tray, utensils, and go through the salad bar.</li> <li>Sit where you are directed to sit.</li> <li>Leave only with adult permission.</li> </ul>	<ul style="list-style-type: none"> <li>Use the restroom quickly.</li> <li>Flush.</li> <li>Wash hands                             <ul style="list-style-type: none"> <li>1 squirt of soap.</li> <li>1-2 paper towels.</li> </ul> </li> <li>Only necessary talking.</li> </ul>	<ul style="list-style-type: none"> <li>Use only school equipment.</li> <li>Play only approved games.</li> <li>Line up promptly when the whistle is blown.</li> <li>Return equipment.</li> <li>Be a problem solver.</li> </ul>	<ul style="list-style-type: none"> <li>Be an active listener.</li> <li>Applaud appropriately to show appreciation.</li> <li>Sit on your pockets so others can see.</li> </ul>	<ul style="list-style-type: none"> <li>Plug in device after each use.</li> <li>Use device for educational and school purposes only.</li> <li>Demonstrate appropriate care and use of materials.</li> <li>Follow cellphone guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Refrain from eating / drinking on the bus.</li> <li>Keep area clean.</li> <li>Arrive at designated pickup locations on time.</li> <li>Keep aisle free and uncluttered.</li> </ul>	<ul style="list-style-type: none"> <li>Be ready to leave on time with all belongings.</li> <li>Keep belongings put away.</li> <li>Listen for your name or bus.</li> </ul>
SAFE	<ul style="list-style-type: none"> <li>Use school appropriate language.</li> <li>Respect others property and space.</li> <li>Be KIND.</li> </ul>	<ul style="list-style-type: none"> <li>Keep traffic flowing.</li> <li>Observe personal space.</li> <li>Keep hands to your side.</li> <li>Walk quietly so other students can continue learning.</li> </ul>	<ul style="list-style-type: none"> <li>Eat only your food.</li> <li>Keep your food on your tray.</li> <li>Use an inside voice.</li> <li>Say "Thank you."</li> </ul>	<ul style="list-style-type: none"> <li>Respect the privacy and personal space of others.</li> <li>Take care of the restroom.</li> <li>Keep feet on the floor.</li> </ul>	<ul style="list-style-type: none"> <li>Play together.</li> <li>Be a good sport.</li> <li>Enter building calmly and quietly.</li> </ul>	<ul style="list-style-type: none"> <li>Use the restroom before or after the assembly.</li> <li>Keep comments and questions on topic and at the appropriate time.</li> </ul>	<ul style="list-style-type: none"> <li>Use only your device.</li> <li>Practice good digital citizenship.</li> <li>Follow copyright guidelines.</li> <li>Only record/photograph/video or share with permission.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate language.</li> <li>Cooperate with driver's aide's instructions.</li> <li>Board bus quickly and quietly.</li> <li>Turn off &amp; put away electronic devices when asked.</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly down the hall.</li> <li>Listen to staff directions.</li> <li>KAHFOOTY.</li> </ul>

# **PBIS Look Fors - Things we required each teacher to have posted**

- 4S Line poster
- 4 to 1 poster
- Minor flowchart
- Major flowchart
- Behavior matrix
- Beginning of the day procedures
- Chill Zone/Calm Corner
  - You must have a designated area (preferably away from the door) for students to access for a short break as a means of resetting or regulating their bodies, are becoming over stimulated, or just need a few minutes to themselves.
  - Teachers may send students, but students may also choose to go on their own (this is NOT a minor behavior unless student refuses or becomes disruptive- please see minor vs major flowchart)

McIntire Look-Fors



Teacher: \_\_\_\_\_

The below are expectations for all classrooms in our school.

→ Posters should be posted in an easy to access location.

→ Students should understand the purpose for each of these things and be able to point them out in your room.

PBS Expectations:

- ☐ Classroom Schedule
- ☐ Chill Zone (away from the door)
- ☐ Quiet Corner
- ☐ Respect Agreements - student to student, student to staff, staff to student, everyone to physical space
- ☐ Beginning of the day procedures
- ☐ Matrix
- ☐ 4 to 1 poster
- ☐ Flow Chart
- ☐ Hallway Poster (4S: Straight, Silent, Spacing, Surroundings)

# Responsibilities with new changes

- We not only have a PBIS Committee, but all staff are required to implement PBIS practices and interventions in all daily settings.

All staff will:

- Focus on building positive relationships so all students feel safe and willing to learn.
- Use common language from the matrix and positive, specific feedback so that we can be consistent across the building.
- Inputting/tracking minors dependent on how your building does this
- Report back to Tier 1 on when their class reaches Dojo goals

**Questions??**



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