

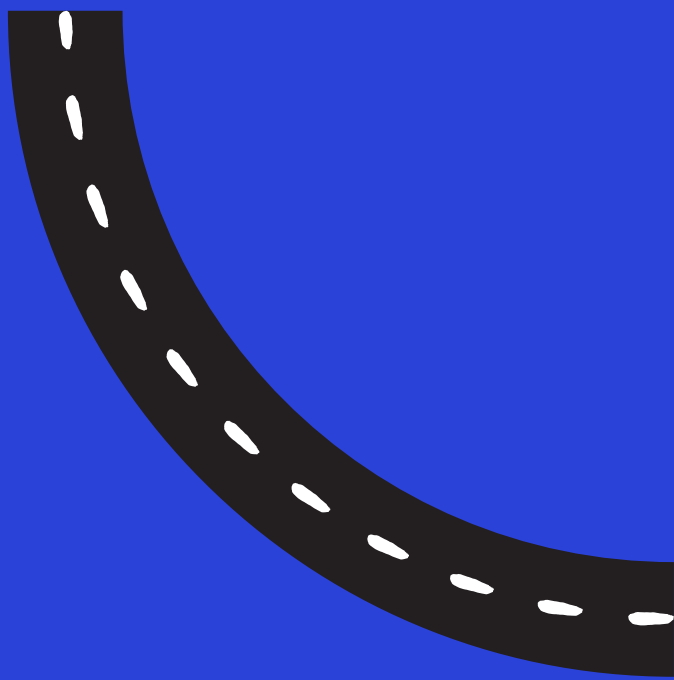
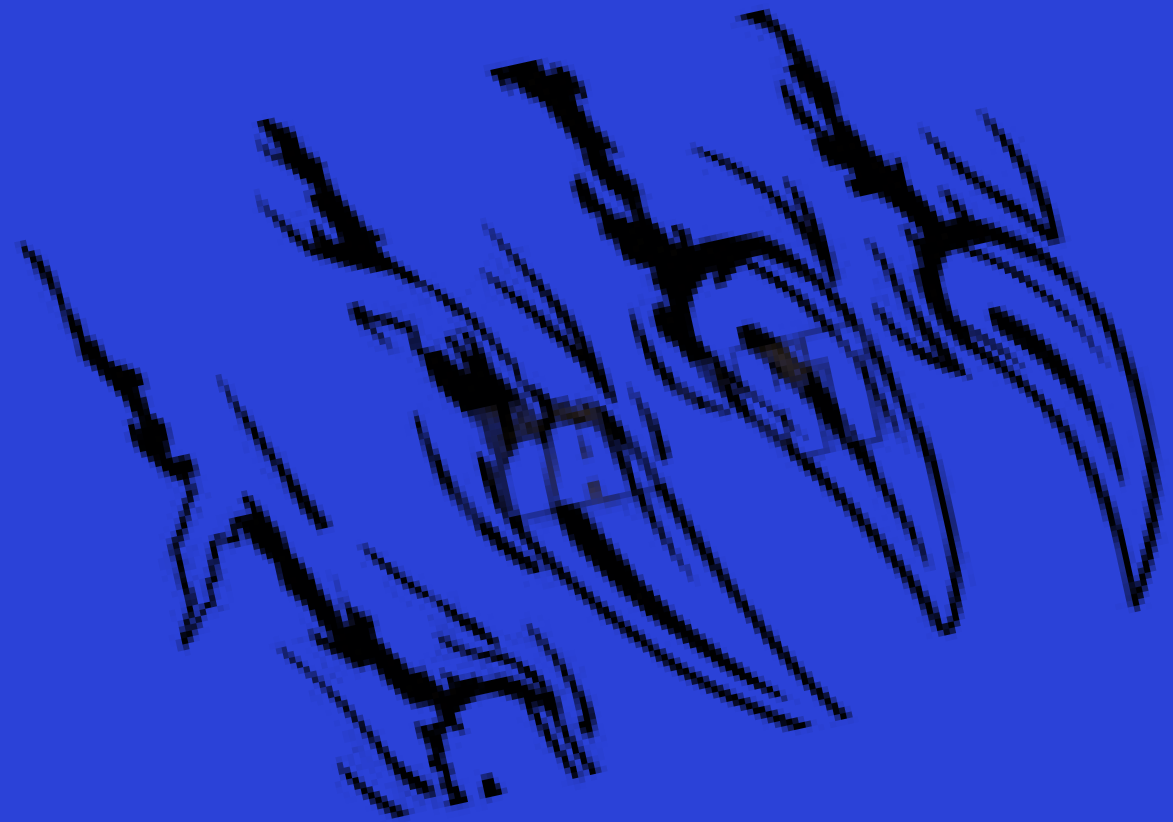
*Finding Our  
Wildcat Way:  
A Rural  
School's PBIS  
Journey*



# Session Outcomes

- Understand that PBIS only works when it's implemented with consistency (not pick-and-choose)
- Learn how to move from "buy-in" to actual commitment
- See how culture shifts when expectations, support, and systems align
- Discover ways to keep both students and staff motivated
- Leave with strategies you can actually use—not just ideas
- Participants will leave with a clear path from implementation to culture shift.





# Introductions



# Presentation

**Audience participation is required..bribery included.**



# About Us

**Our school is the hub of our community—  
and our systems matter.**



Enrollment:  
139 students (PK–8)  
40 total staff members (including non-certified)

Calendar:  
158 student attendance days  
174 staff contract days

District Profile:  
Title I District  
100% of students qualify for free/reduced lunch

Community Context:  
Small, rural district  
Limited local business presence (gas station & Dollar General)

No local government infrastructure:  
No city police  
No city hall



**2011-ish:**  
**Implemented PBIS with a strong, successful Tier 1 foundation**



**8 Years Ago:**  
**Introduced Leader in Me**



**2021-2022:**  
**New administration → identified a disconnect:**  
**Leader in Me → effective in upper grades**  
**PBIS → effective in elementary**  
**→ Attempted to blend both frameworks**



**Challenge:**  
**Lack of consistency → everyone doing their own thing**

**2023-2024:**  
**Called in the cavalry**  
**→ Recommitted to PBIS**  
**→ Decided to rebuild systems from the ground up**

**Impact (Office Discipline Referrals)**

**2023-2024: 65**

**2024-2025: 48**

**2025-2026 (current): 38**

**Clear downward trend = systems are working**

*Where we started*



# The Journey Begins: Laying the Foundation



## Reality Check


Staff turnover  
Limited funding  
Limited industry  
Limited buy-in

## What Didn't Work

Overcomplicating systems  
Too many "new things"  
Lack of staff training  
Inconsistency





 <b>PK-4 Expectations</b>				
	Respect	Ownership	Attitude	Responsibility
<b>Bathroom</b> Voice Level: 0	<ol style="list-style-type: none"> <li>Respect privacy</li> <li>Use kind words and actions</li> <li>Use equipment and supplies properly</li> </ol>	<ol style="list-style-type: none"> <li>Use time wisely</li> <li>Wait your turn</li> </ol>	<ol style="list-style-type: none"> <li>Avoid Hanging out</li> <li>Leave when finished</li> </ol>	<ol style="list-style-type: none"> <li>Flush toilet</li> <li>Wash hands</li> <li>Throw your trash away</li> </ol>
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These became our foundation, not just posters.

*The Wildcat Way: RCBAR*

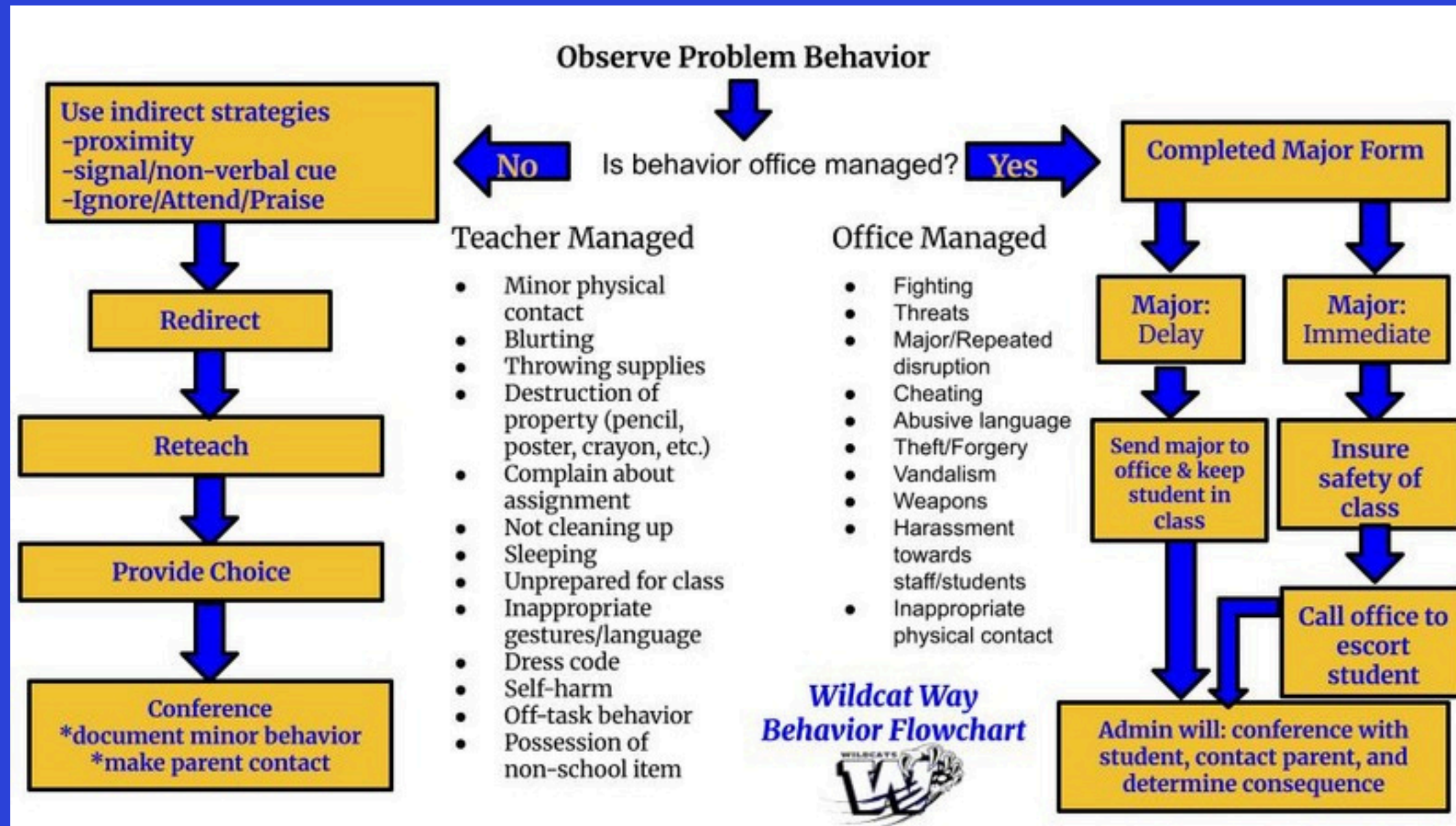




- **Wildcat Way Day happens once each quarter**
- **Designed to reinforce expectations and build culture**
- **In 2025–2026, we made the shift—students took the lead**
- **Students plan it, run it, and own it**
- **Engagement went up. Buy-in went up. Culture got stronger.**



# *Wildcat Way Day*



The Wildcat Way: RCBAR



Teacher Created  
=  
Teacher Buy-In

# Building Culture Along the Way

- We plan ahead—meetings set in June, calendars ready in August
- Coverage is not a scramble—it's planned
- We respect time: contracted hours only
- ALL staff were trained in the first two years—yes, everyone (bus drivers, secretaries, cooks...all of us)
- High Five Fridays
- "Woot Woot" nominations (because recognition matters)
- Themed weeks to keep things fun
- If there's a barrier—we find a way around it

*Once we locked in consistency and support, culture and 100% buy-in fell into place.*



# Handing Over the Wheel (Just a Little )



## Student Leadership Team:

- Voice for students
- Composed of 7<sup>th</sup> and 8<sup>th</sup> grade students
- Wildcat News
- Help Mrs. Sherry with lower grades
- Helping with students on Tier 2 watch
- Plan events (dances, theme days, etc)
- Bring new ideas
- Help teach expectations to lower grades
- Meet with Mrs. Mitchell and Officer Nate monthly (food is usually involved)
- Must maintain attendance, grades, and not have any ODRs



*Handing Over the Wheel (Just a Little )*

Wildcat News Clips





Staff and students nominated for following the Wildcat way



Class paws where the class can cash in for class reward.

# Fueling the Journey



Prize Palace where rewards are purchased with earned Do-Jo points



Scratch Off earned by students for following the Wildcat Way.

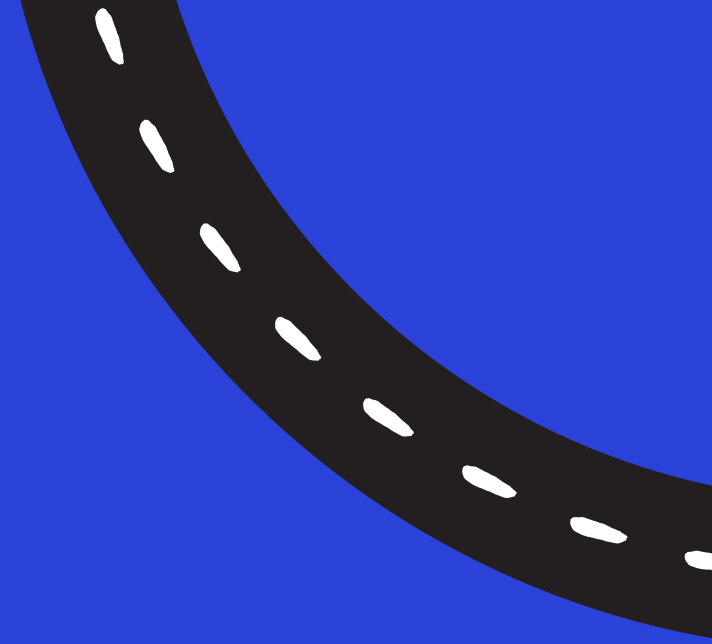


# Fueling the Journey

## **Class Paws**

- **Handed out by staff to classes caught following the Wildcat Way**
- **Golden paws are handed to classes for attendance and are worth 5 blue paws**
- **Special paws are handed to one class a week from special area teachers and are worth 3 blue paws**
- **Class can cash in for rewards: extra recess, ice cream party, class PJ day, class movie**

## **Class Paws Commercial**



# Fueling the Journey



## Student Scratch Off Ticket

- Given by staff
- Earned—not given—for going above and beyond
- Rewards students actually care about: soda, candy, book coin, lunch with Officer Nate, ice cream
- We've tried other things... these are what stick



## Student Scratch Off Commercial



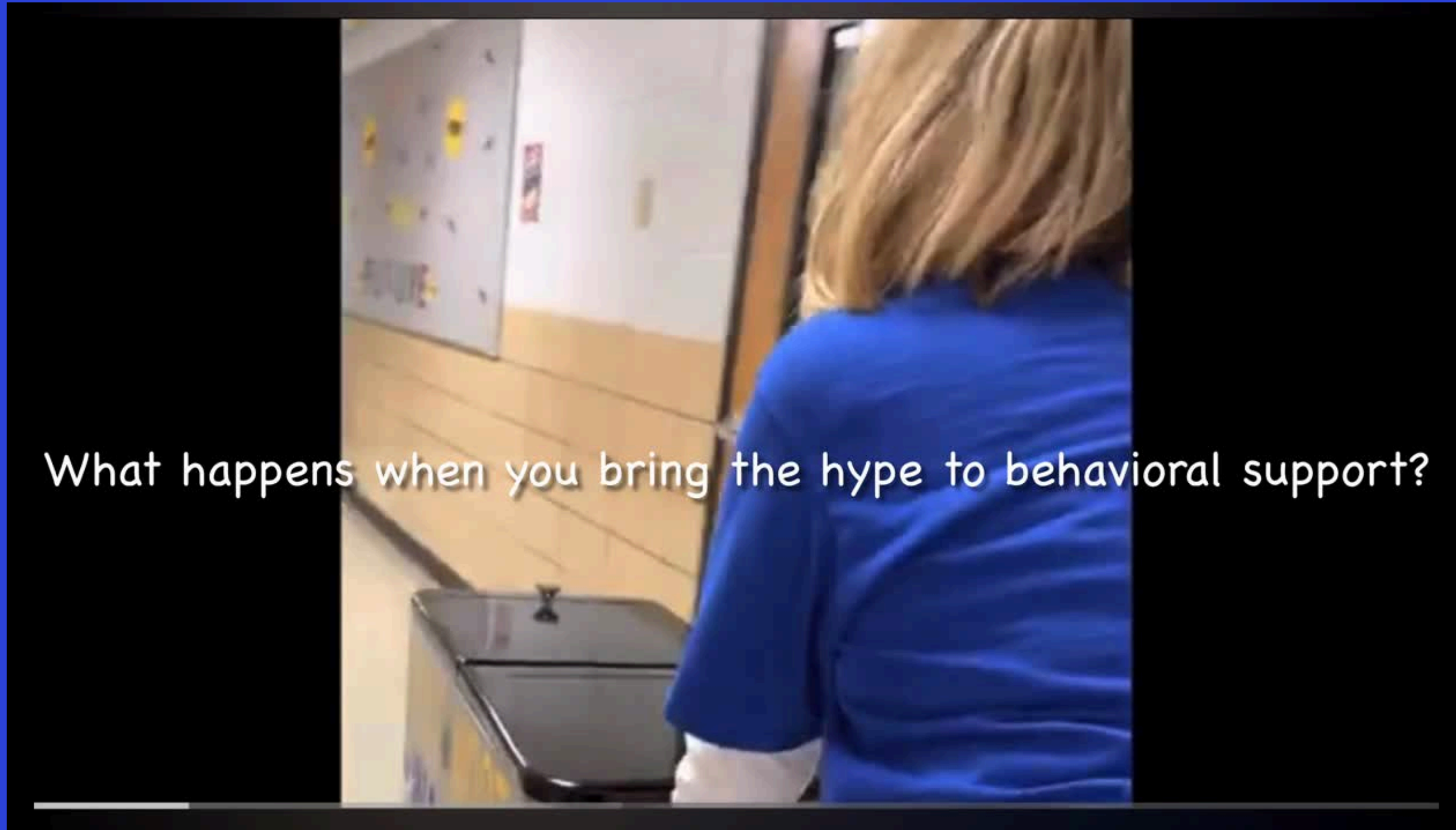
# Fueling the Journey

## Woot Woot Wagon

- Nominated by staff
- Students and staff can be nominated
- Comes around 3-4 times a year
- Students that are nominated are consistently following the Wildcat Way



# Fueling the Journey



What happens when you bring the hype to behavioral support?





# Fueling the Journey

## Prize Palace

- Students earn school-wide Do-Jo points (given by staff)
- Points can be cashed in at the Prize Palace

## Prize Palace Commercial



# Sight Seeing Along the Way

## Wildcat Weekly Wins

- Wildcat Weekly Wins
- Keeping a pulse on our students
- Real-time visual data tracking
- Attendance check-ins
- ODR and minor behavior monitoring
- Updated weekly
- Classes compete



# Sight Seeing Along the Way

## Breakfast Club

### Targeted support

- Tier 2 data showed a trend of minors in grades 5–8 for missing work
- Many of these same students were also struggling with attendance
- Solution: “Breakfast Club” (student-named )
- Students come during breakfast to complete missing work before receiving a minor
- Provides a structured, supportive start to the day

### Impact

- Reduction in missing work minors
- More proactive support instead of reactive consequences
- Now typically see the same 4–5 students attending

These students continue to have attendance below 90%, allowing us to better target ongoing support



# Sight Seeing Along the Way

## Reinforcing positive behavior and attendance

- Students with 90% or better attendance earn:
  - Movie time
  - Free time
  - Kickball tournaments
- Celebrations are a surprise, which builds excitement and buy-in
- Focuses on recognizing and rewarding consistency

## Whole-school wins

- Earned after a week with zero ODRs
- Celebrates collective effort and positive school culture
- Reinforces expectations in a fun, meaningful way



# Sight Seeing Along the Way

## Reteaching

### Going beyond the classroom

- Reteaching doesn't stop in the classroom—we extend support through Tier 2
- Students in grades 5–8 who receive a major will:
  - Meet with a staff member during Wildcat Time (RtI)
  - Focus on reteaching the specific expectation they struggled with
- Students meet daily for one week to build understanding and consistency

### Focus

- Targeted support tied directly to behavior
- Opportunity to reteach—not just punish
- Currently implemented for students receiving majors only



# Off the Main Trail: Targeted Support That Works

## Tier 2:

- Introduced Tier 2 supports 2025/2026
- Currently have 8 in Tier 2 (6.5%)
- Meet twice a month
- Two crossover team members
- Both Tiers include updates of other tier in meetings



# Off the Main Trail: Targeted Support That Works

## Check-in/Check out

- Intentional when selecting staff
- Data reviewed at Tier 2 meetings
- Work in progress
- DPRs follow students throughout the day
- All staff trained





## Wildcat Way Daily Progress Report (DPR)

Respect • Ownership • Attitude • Responsibility

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

3 = 0–1 reminder | 2 = 2 reminders | 1 = 3+ reminders

### Wildcat Way Goals for Today

Respect Goal:	
Ownership Goal:	
Attitude Goal:	
Responsibility Goal:	

### Wildcat Time

Respect	Ownership	Attitude	Responsibility
3 2 1	3 2 1	3 2 1	3 2 1

Success Notes (SN): \_\_\_\_\_

### Specials

Respect	Ownership	Attitude	Responsibility
3 2 1	3 2 1	3 2 1	3 2 1

Success Notes (SN): \_\_\_\_\_

Assignments (A): \_\_\_\_\_

**Social Studies**

Respect	Ownership	Attitude	Responsibility
3 2 1	3 2 1	3 2 1	3 2 1

Success Notes (SN): \_\_\_\_\_

Assignments (A): \_\_\_\_\_

**Math**

Respect	Ownership	Attitude	Responsibility
3 2 1	3 2 1	3 2 1	3 2 1

Success Notes (SN): \_\_\_\_\_

Assignments (A): \_\_\_\_\_

**Reading**

Respect	Ownership	Attitude	Responsibility
3 2 1	3 2 1	3 2 1	3 2 1

Success Notes (SN): \_\_\_\_\_

Assignments (A): \_\_\_\_\_

**Science**

Respect	Ownership	Attitude	Responsibility
3 2 1	3 2 1	3 2 1	3 2 1

Success Notes (SN): \_\_\_\_\_

Assignments (A): \_\_\_\_\_

**Exploratory**

Respect	Ownership	Attitude	Responsibility
3 2 1	3 2 1	3 2 1	3 2 1

Success Notes (SN): \_\_\_\_\_

Assignments (A): \_\_\_\_\_

**Writing**

Respect	Ownership	Attitude	Responsibility
3 2 1	3 2 1	3 2 1	3 2 1

Success Notes (SN): \_\_\_\_\_

Assignments (A): \_\_\_\_\_

**Bus Room**

Respect	Ownership	Attitude	Responsibility
3 2 1	3 2 1	3 2 1	3 2 1

Success Notes(SN) \_\_\_\_\_

Assignments (A): \_\_\_\_\_

**Today's Goal:** 50% 55% 60% 65% 70% 75% 80%

Today's Points: \_\_\_\_\_ Points Possible: \_\_\_\_\_ Today's Percent: \_\_\_\_\_ %

Parent/Guardian Signature: \_\_\_\_\_

Congratulations for: \_\_\_\_\_

-----  
Name: \_\_\_\_\_

**Today's Goal:** 50% 55% 60% 65% 70% 75% 80%

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Parent/Guardian Signature: \_\_\_\_\_

Congratulations for: \_\_\_\_\_



# Staying Connected Along the Journey

## Staff and Parent Communication

- Staff expectations (non-negotiable)
- Staff handbook in yearly binders
- Meeting minutes shared via email and stored in google drive
- All PBIS documents located in Google Classroom
- PBIS brochure shared with parents at Open House and conferences
- Expectations in student handbook




**WILDCATS**

**R.O.A.R**

**Richwoods  
R-VII School District**

**10788 State Highway A  
Richwoods, MO 63071**

**573-678-2257**

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# PBIS

Positive Behavioral Interventions and Supports

- Schools implementing PBIS:
  - Use a continuum of evidence-based practices to support student needs
  - Engage students, families, and community members to co-create culturally responsive practices
  - Regularly check the effectiveness of their practices
- Rely on teams to guide implementation
- Use data to identify strengths, uncover needs, and monitor student progress
- Implement universal screening
- Develop content expertise through coaching and on-going professional development

PBIS is not a curriculum you purchase or something you learn during a one-day professional development training. It is an ongoing commitment to supporting students, educators, and families through systems change. When you implement PBIS well, students experience improved behavioral, social, emotional, and academic outcomes, schools and programs reduce their use of exclusionary discipline practices and improve their overall climate.

What PBIS in our school is all about.

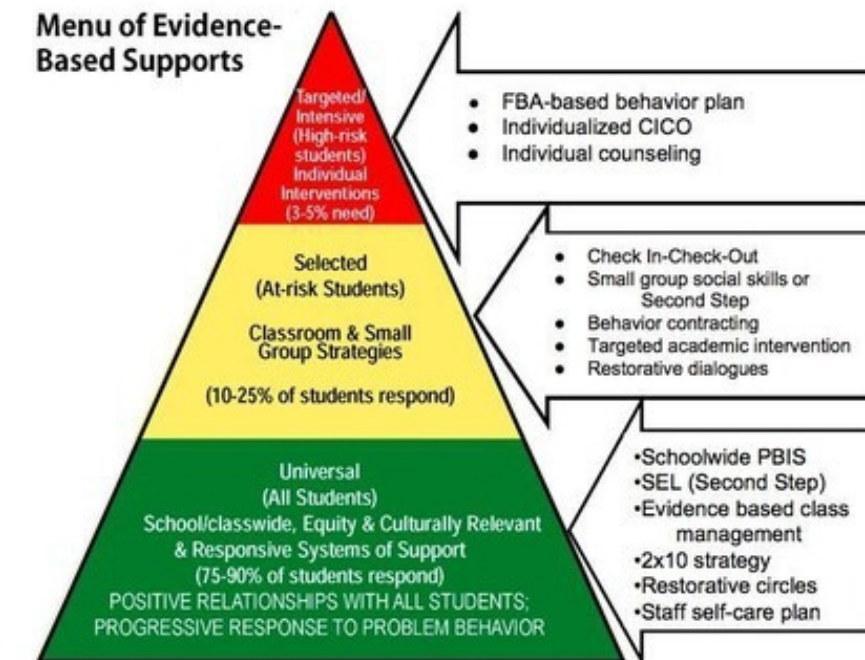
WILDCAT NEWS

Prize Palace



# PBIS

Positive Behavioral Interventions and Supports



*We're still on the journey... and we  
don't get it right every time.  
But when we fall, we fall forward.*



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**Don't forget to complete the  
Session Feedback Survey in the  
Guidebook app.**

