Everyday Heroes

Veterans Elementary School - Bibb County School District
PBIS 1st Year Implementation

Jill Burwell-Jackson - Assistant Principal & PBIS Coach
Cleveland Johnson, Principal
Veterans Elementary School

- Bibb County School District
- Established in 2016
- 756 Students
  - 99% Economically Disadvantaged
  - 84% African American
  - 10% Hispanic
  - 3% White
  - 3% Other

Home of the HEROES
Positive Behavior Intervention & Supports

• District Non-Negotiable
• Installing - Cohort 3 School (Full Implementation 2017-18)

• Effects on Discipline
  - Learning Curve
  - Only a few options to punish
  - Teaching is the expectation
Discipline Data

- Climate Score
  - Merged a 1 star and 2 star school
  - 2017 earned 3 star climate rating

<table>
<thead>
<tr>
<th>Year</th>
<th>0-1 ODR</th>
<th>2-5 ODRs</th>
<th>6+ ODRs</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-17</td>
<td>86.97%</td>
<td>10.86%</td>
<td>2.17%</td>
</tr>
<tr>
<td>17-18</td>
<td>88.76%</td>
<td>10.24%</td>
<td>1.00%</td>
</tr>
<tr>
<td>Change</td>
<td>+1.79%</td>
<td>-0.58%</td>
<td>-1.17%</td>
</tr>
</tbody>
</table>
Objectives:

• Learn how to create a positive school climate through visibility, intentionality, and embracing the Ten Critical Elements of PBIS.

• Learn how to build positive student relationships by partnering with parents, staff and community stakeholders.

• Learn how to use SWIS Data to support teachers and students.
Visibility & Intentionality

School Culture:

• Recite HERO Creed Daily
• PBIS Data Wall
• Monthly Incentive Walls and Posters
• PBIS Banners
• Language of the Matrix
Visibility and Intentionality

**HERO Creed**

<table>
<thead>
<tr>
<th>H</th>
<th>I exemplify <strong>honor and integrity</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>I seek <strong>excellence in everything</strong> I do.</td>
</tr>
<tr>
<td>R</td>
<td>I <strong>respect</strong> myself and those around me.</td>
</tr>
<tr>
<td>O</td>
<td>I take <strong>ownership of my actions</strong>.</td>
</tr>
</tbody>
</table>

I am a Veterans Elementary School HERO!!!

**Incentive Wall**
<table>
<thead>
<tr>
<th>Expectations</th>
<th>Veterans Elementary School</th>
<th>Positive Language and Redirects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H</strong> Honor &amp; Integrity</td>
<td>Have strong character and be honest at all times</td>
<td>Amazing effort of doing your work quietly.</td>
</tr>
<tr>
<td><em>Definition</em></td>
<td><em>Classroom</em></td>
<td><em>Language of Matrix</em></td>
</tr>
<tr>
<td>• Do your own work</td>
<td>• Listen and follow directions the first time</td>
<td>Excellent job of listening and following directions the first time.</td>
</tr>
<tr>
<td>• Ask for help when needed</td>
<td>• Be kind to others in words and actions</td>
<td>I’m proud of how you are listening and showing excellence.</td>
</tr>
<tr>
<td><strong>E</strong> Excellence in Everything</td>
<td>Doing the best you can with everything you do</td>
<td>Remarkable job of following directions.</td>
</tr>
<tr>
<td><em>Definition</em></td>
<td><em>Classroom</em></td>
<td><em>Language of Matrix</em></td>
</tr>
<tr>
<td>• Listen and follow directions the first time</td>
<td>• Respect school property and the property of others</td>
<td>You deserve a voucher for being a great listener.</td>
</tr>
<tr>
<td><strong>R</strong> Respect myself and others</td>
<td>Treat others as you want to be treated</td>
<td>Remember HEROES listen and follow directions the first time.</td>
</tr>
<tr>
<td><em>Definition</em></td>
<td><em>Classroom</em></td>
<td><em>Language of Matrix</em></td>
</tr>
<tr>
<td>• Be kind to others in words and actions</td>
<td>• Stay seated unless given permission</td>
<td>Fantastic job of remaining calm and not retaliating.</td>
</tr>
<tr>
<td>• Respect school property and the property of others</td>
<td>• Keep hands and feet to self</td>
<td>Well done! I like how you chose to be kind to your classmates.</td>
</tr>
<tr>
<td><strong>O</strong> Ownership of Actions</td>
<td>All choices have consequences; accept responsibility for yours</td>
<td>Thank you for treating others as you want to be treated.</td>
</tr>
<tr>
<td><em>Definition</em></td>
<td><em>Classroom</em></td>
<td><em>Language of Matrix</em></td>
</tr>
<tr>
<td>• Stay seated unless given permission</td>
<td>• You are doing a remarkable job of staying in your seat.</td>
<td>You are doing a remarkable job of staying in your seat.</td>
</tr>
<tr>
<td>• Keep hands and feet to self</td>
<td>• You are doing a fabulous job of keeping your hands to yourself.</td>
<td>Amazing job of showing restraint and not hitting or pushing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thank you for taking ownership of your actions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Terrific job of staying seated and asking to get up.</td>
</tr>
</tbody>
</table>
Data Wall

Post Discipline Procedures
Embracing the 10 Critical Elements

PBIS Mission
- To promote a positive school climate by providing behavioral support that maximizes academic and social achievement.

PBIS District Non-Negotiable
- Support the success of ALL Students

PBIS Entire School Culture
- Students
- Teachers
- Administration

PBIS Ten Critical Elements
- PBIS Team
- Faculty Commitment
- Effective Discipline Procedures
- Data Entry System
- Clear Expectations and Rules
- Recognition and Reward System
- Lesson Plans for Teacher Expectations/Rules
- Implementation Plan
- Classroom Systems
- Evaluation
Team Composition

- Ensure all roles are represented
- Meeting dates are set at beginning of school year
- Time is convenient for all members
- Absentia Members

Coach
Data Analyst
Team Lead
Time Keeper
Behavior Specialist
Administrator
Parent

Meeting Dates
The PBIS team will meet the first Tuesday of each month from 2:00-3:00 pm to collaborate on ways to improve the academic, attendance, and social culture of the school. The School Wide Information System (SWIS) data reports will guide the team in strategic discussions about how to improve behavioral expectations among individual students and in identified classrooms.

- August 14
- September 4
- October 2
- November 6
- December 4
- January 8
- February 5
- March 5
- April 2
- May 7
Faculty Commitment

Support Faculty Commitment

Support PBIS Implementation by providing on-going PD:

• Monthly PBIS Collaborative Planning Meetings
• PBIS in the Classroom Training
• Yearly Overview during pre-planning days
• Leadership Meetings
• Input on processes, acknowledgments, and other aspects of PBIS

Walk-throughs & Look Fors

Surveys - Forms
PBIS Walk-Throughs/Progress Checks
Listen Language of Matrix
Going-Not Going
Implementation Checklist
Look for teachers giving out Veterans Vouchers
Matrix Posted
Effective Discipline Procedures

**Tier I Practices**
- Teaching Expectations
- Rewarding and Acknowledging appropriate behavior
- Teaching Procedures and Routines
- 4:1 Positives to Corrective (Language of Matrix)

**Appropriate Recognition**
- 1. Readily available
- 2. Appropriate to the environment
- 3. Easy to deliver
- 4. Is powerful and affirming to the student
- 5. Uses language of the matrix / expectation
- 6. Specific to the Behavior
Effective Discipline Procedures

• Behavioral Definitions
• Teacher vs Office Managed Behaviors
• Referral Flow Chart
• Low Level Referral Process
• Suggested Interventions
• Attendance Flow Chart

Veterans Elementary School LLR Form 2018-2019

338 Responses
Effective Discipline Procedures

Low Level Referral Process

First LLR - Teacher documents the incident on the Low Level Referral Log to start tracking and make contact with the parent.

Second LLR - Teacher documents the incident on the Low Level Referral Log and begins an intervention strategy.

Third LLR - Teacher documents the incident on the Low Level Referral form and sets up a Parent Conference.

Fourth LLR - Teacher documents the incident on the Low Level Referral Log and meets with member of admin team.

Fifth LLR - Office Referral
### Veterans Elementary School
**Request for Assistance Form (CICO)**

- **Date:** 
- **Teacher/Team:** 
- **Student:** 
- **Grade:** 
- **BTP Yes No Reason:** 

#### Problem Behaviors (Please check areas of concern)

<table>
<thead>
<tr>
<th>Behavior</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal threatens others</td>
<td></td>
</tr>
<tr>
<td>Damage school property</td>
<td></td>
</tr>
<tr>
<td>Non-compliance (Defiant)</td>
<td></td>
</tr>
<tr>
<td>Difficulty completing work</td>
<td></td>
</tr>
<tr>
<td>Inattention</td>
<td></td>
</tr>
<tr>
<td>Inappropriate Noveling</td>
<td></td>
</tr>
<tr>
<td>Inappropriate back to back</td>
<td></td>
</tr>
<tr>
<td>Refusal to stay in seat</td>
<td></td>
</tr>
<tr>
<td>Refusal to other students</td>
<td></td>
</tr>
<tr>
<td>Academic/Classroom</td>
<td></td>
</tr>
</tbody>
</table>

#### Why do you believe this student is engaging in problem behavior? (Please circle primary reason)

- **Social Impulse**
- **Peer Impulse**
- **Avoidant**
- **Anger/Aggression**
- **Task resistant**

#### Teacher Observations

- **Academic Performance Check - Attach test report card.**
- **Behavior data and strategies used - Please list on back of form.**

#### Teacher Classroom Strategies (Please be specific)

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**Teacher Notes:**

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**PBS TEAM:**

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Data Analysis & SWIS (Objective 1 & 3)

SWIS Data - Monthly
Identify Next Steps:
Prevention
Teaching
*Lesson Plans
*Counseling
Recognition

Problem-Solve and Create Precision Statements

SWIS Data

- Identify problem area in the building
- Specific Time
- Specific Behaviors
- Specific Areas of the building
- Specific Grade Levels
- Specific Classroom
### SWIS Data - Big 7

**Average Referral per Month**

**Referral Times**

**Location**

**Day of the Week**

**Problem Behavior**

**Referral by Grade**

**Referrals by Student**

**Number of ISS vs OSS days**

#### Average Referrals Per Day Per Month - Multi-Year

<table>
<thead>
<tr>
<th>Month</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jul</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*All, 2017-18 - 2018-19*
Share Data

- PBIS Team - 1st
- Faculty
- Parents
**SWIS Data: Triangular Report**

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>0 ODR</th>
<th>1 ODR</th>
<th>2-5 ODRS</th>
<th>6-8 ODRS</th>
<th>9+ ODRS</th>
<th>% 0-1</th>
<th>% 2-5</th>
<th>% 6+</th>
</tr>
</thead>
<tbody>
<tr>
<td>759</td>
<td>720</td>
<td>30</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>98.81%</td>
<td>1.19%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

*Level of Tier I Implementation*
Data Analysis

- Attendance Data
- Low Level Referral Data
- Going Not Going
## Clear Expectation and Rules

### Student Matrix

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Definition</th>
<th>Hallways</th>
<th>Restrooms</th>
<th>Classroom</th>
<th>Cafeteria</th>
<th>Playground</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H</strong> Honor &amp; Integrity</td>
<td>Have strong character and be honest at all times</td>
<td>Keep hallway clean</td>
<td>Honor others’ privacy</td>
<td>Report problems or concerns</td>
<td>Be on your own work</td>
<td>Full for help when needed</td>
<td>Stay in your place at ease</td>
</tr>
<tr>
<td><strong>E</strong> Excellence in Everything</td>
<td>Doing the best you can with everything you do</td>
<td>Walks on the right side of the hall</td>
<td>Follows directions</td>
<td>First time</td>
<td>Enters and exits the cafeteria quietly</td>
<td>Use equipment in a safe and orderly manner</td>
<td>Keeps the bus clean</td>
</tr>
<tr>
<td><strong>R</strong> Respect &amp; Responsibility</td>
<td>Treat others as you want to be treated</td>
<td>Be honest in the hall</td>
<td>Follows restroom rules</td>
<td>Wash and dry hands</td>
<td>Be kind to others in your language and actions</td>
<td>Clean up after yourself</td>
<td>Follows directions of center staff and monitors</td>
</tr>
<tr>
<td><strong>O</strong> Ownership of Actions</td>
<td>All choices have consequences; accept responsibility for yours</td>
<td>Keep hands and feet to self</td>
<td>Keep areas clean and orderly</td>
<td>Stay seated with proper permission</td>
<td>Keep hands and feet to self</td>
<td>Stay seated with proper permission</td>
<td>Speak up in a quiet voice</td>
</tr>
</tbody>
</table>

### Veterans Elementary School - Teacher Matrix

<table>
<thead>
<tr>
<th>Veterans Elementary School - Teacher Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td><strong>H</strong> Honor &amp; Integrity</td>
</tr>
<tr>
<td><strong>E</strong> Excellence in Everything</td>
</tr>
<tr>
<td><strong>R</strong> Respect &amp; Responsibility</td>
</tr>
<tr>
<td><strong>O</strong> Ownership of Actions</td>
</tr>
</tbody>
</table>

### Teacher Matrix

- Adhere to the classroom rules and procedures (e.g., attendance, behavior expectations).
- Be on time for all classes and dismissals.
- Be present for all scheduled events (e.g., assemblies, parent-teacher conferences).
- Maintain a positive and professional attitude throughout the day.
Acknowledgment System

<table>
<thead>
<tr>
<th>Voucher</th>
<th>School Personnel</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans Voucher</td>
<td>All Staff</td>
<td>$1.00</td>
</tr>
<tr>
<td>Golden Voucher</td>
<td>Administrators</td>
<td>$2.00</td>
</tr>
<tr>
<td>Substitute Voucher</td>
<td>Substitutes</td>
<td>$3.00</td>
</tr>
<tr>
<td>Diamond Voucher</td>
<td>Visitors</td>
<td>$5.00</td>
</tr>
<tr>
<td>Bus Card</td>
<td>Bus Drivers</td>
<td>$5.00</td>
</tr>
</tbody>
</table>

Veterans Vouchers
Acknowledgement & Reward Systems

- Monthly Incentives
- Attendance Parties
- Teacher Incentives and Badges
- Student of the Month
- Publisher’s Clearing House
- Teacher HERO Hi-Fives
- Student HERO Shout Out
- Fun Fridays
- Coaches Chalk Talk
- ABCD Award
- Academic Rewards
Acknowledgement System

Publishers Clearing House
Acknowledgement & Reward System

Monthly Incentives
- PBIS Kick Off
- Super Summer Splash Out
- Game Day - Gamez on Wheelz Truck
- Fall Festival
- It’s a Charlie Brown Thanksgiving
- Pin Strikes
- Super Bowl Tailgate
- Valentine Dance
- Maudi Gras Party
- Ice Cream Sundaes
- Gummy Worm Party

Student of the Month
- August: School Supply Incentive
- September: Cookie Party
- October: Writing Out of Control
- November: Popcorn Craze
- December: Warm Up with Hot Chocolate
- January: Doughnut Party
- February: Minion Cupcake Decorating party
- March: Lucky Treasure Hunt.
- April: Popsicle Party
- May: Sundae Fun Day
Lesson Planning

Guidelines for Teaching School-wide Expectations

When teaching school-wide expectations, you should show, model, demonstrate, or role play what is expected. Provide examples and non-examples for each expectation. Have the students get up and practice exactly what you have shown them to do. Have fun with it! Give them feedback on how they did. Lastly, praise them for their effort (and reward).

- Repeat this process as often as it takes for students to learn the behaviors.
- Keep the lessons brief; 10-15 minutes in the beginning. After the first few weeks, the overhead should only take 5-10 minutes.
- If a lot of problems arise in a certain situation, re-teach the expectations.
- Having a new student entering the class is also a perfect time for a “refresher” course.
- Review expectations every day of the school year (3-5 minutes).

Teach, Teach, Reteach, Teach Again

For a child to learn something new, it needs to be repeated on average 8 times.
For a child to unlearn an old behavior and replace it with a new behavior, the new behavior must be repeated on average 28 times.

-Harry Wong

- Set Dates for Initial teaching and Booster Lessons
- Lesson plans include examples and non-examples of expected behavior
- Interactive Games and Videos related to Matrix Expectations

Website: School Website

Other Resources: PBIS.org
Implementation Plan & Evaluations

Implementation/Action Plan

• Tiered Fidelity Inventory
• Self-Assessment Survey
• Parent, Teacher, Stakeholder Input
• Living Document – changes throughout the year
• Specific Timelines and Persons Responsible for Action Steps
Classroom Procedures

PBIS in the Classroom (http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/PBIS-in-the-Classroom.aspx)

Rules and Routines - Module I
- Anchor Charts
- Classroom Matrix
- Attention Signal
- Lesson Plans

transitioning, dismissal, small group work, independent work, & arrival
Acknowledgment System - Module II

Acknowledging Appropriate Behavior
1. Specific description of noteworthy performance or behavior that you want to bring to the students attention.
2. Verbal or non-verbal signal of teacher approval.

Use of Language of Matrix

Classroom Acknowledgement System
• Coupons
• Dojo
• Scan to Win
• Mystery Motivator
• Name Tag/Plates (HERO Hand Raiser, Super Small Group Worker)
My heart is full today! [Student's name] earned his first Scan to Win Ticket this morning. He scanned and won a lunch and movie time with the teacher. He is so happy because this is one of the biggest prizes offered. The whole class clapped and cheered for him. He asked if I would call his mom. I most definitely will be giving her a call.

Thanks for all your support!! (Teacher Testimony)
Module III: Consequence System for Academic Engagement

- **Active Supervision**
- **Menu of Responses**
  - Planned Ignoring
  - Delivering Corrective Feedback
  - Continuum of Response Strategies
  - Consequence Choices
- **Tracking Behaviors**
- **ABC of Behaviors**
Research: The research supports the use of providing multiple opportunities to respond to:

- Decrease in disruptive behavior
- Increase in on-task behavior
- Increase in academic engagement with instruction
- Increase in rates of positive, specific feedback
- Increase in number of correct responses
- Limit student time for engaging in inappropriate behavior
- Increase efficiency in use of instructional time
Objective 2: Parent, Student, and Stakeholder Engagement

“\[quote\text{We have to absolutely believe in our souls that families want to support their children.}\text{\textquotedblright}\\] Henderson and Mapp (2006)

Our goal is to create opportunities for parents, community, and other stakeholders to be engaged and involved in the educational process and provide resources that assist with health and basic needs.
Family Engagement

Find creative ways to get parents to come to the school.

- Share Academic, Attendance, and PBIS Data
- Share resources that parents can use to help child progress in school.

- PBIS Open House
- Literacy Night
- Spaghetti Dinner
- Champs Program
- Donuts for Dad
- Muffins for Mom
- Book Fairs
- Sock Hops
- Mother/Son, Father/Daughter Dance
- Bring your Parent to School Day
- Movie Night
Community Engagement

Annual Community Debrief

- Review End of Year Data
  - Academic Data
  - Discipline Data
  - School Culture

- Share Success
  - Reading Initiatives
  - Improving School Culture

- Build Community Partnerships
  - End Year with Beginning in Mind
  - Recognize Community Partnerships
PBIS Open House

- PBIS for Parents
- Provide Parents Access to Community Resources
- Bring Community to Parents
- Share PBIS Critical Elements with Parents
- Provide Literacy tools that parents can use to help students at home.
Community Engagement

PBIS OPEN HOUSE
Fun, Games, and Prizes
Visit with community businesses and merchants for beneficial resources for the 2018-19 ST.
TUESDAY, AUGUST 21, 2018
5:00-6:30 PM (Open House)
Veterans Elementary School

You are invited to celebrate a great start to the 2018-19 ST with PBIS

VPES OPEN HOUSE
Music, Fun, Games, and Prizes
TUESDAY, AUGUST 21, 2018
5:00-5:30 PM (Tea Party)
5:30-6:30 PM (Open House)
Veterans Elementary School

We will have representatives from our school clubs and organizations.

Community Engagement
Partnering with staff, students and Parents

Check in-Check Out

- Improves student accountability
- Increases structure
- Improves student behavior and academics when other interventions have failed
- Provides feedback and adult support on a daily basis
- Improves and establishes daily home/school communication and collaboration
- Improves student organization, motivation, incentive, and reward
- Helps students to self monitor and correct
- Internalizes success and accomplishment of goals
- Students get involved and excited about the program, enjoying the structure, support, and incentives of the intervention
- Leads to maintenance free responsible behaviors, habits, and effort
Buy-In from Teachers

- You have the power to change the culture of the school.
- You have the power to make a difference in a student's life.
- You are our advocates and gold medal winners.
- Students look up to you.
- You are the Super Heroes in the lives of our students.
PARTNER WITH STUDENTS, PARENTS, AND COMMUNITY

Clubs and Organizations

- TEA Club – Teaching Etiquette and Academics
- Men of Valor – Etiquette, character, and citizenship
- Dance Team
- Cooking Club
- Men of Valor Troup 4901 (2018)
- Music in the Key of Academics (2018)
Community Partnerships

- Amerigroup Real Solutions in Healthcare
- Company Benefit: Marketing for Amerigroup
- School Benefit: Community Outreach that provides health insurance for our students and financial support for school

www.myamerigroup.com/ga
1-800-660-4441
Community Partnerships

- The University of Georgia Expanded Food and Nutrition Program

- Company Benefit: Marketing and meeting requirements of grant

- School Benefit: Community Outreach that provides health and nutrition education for our students and parents.
Georgia Power

- Rhythm and Jazz Foundation
- Strategic Partnership with students/school/community.
- Promotes Academics and Discipline
- Company Benefit: Positive Image in Community
- School Benefit: Creates a culture of academics and success.
Closing - PBIS is Part of the School Improvement Process

- Coherent Instructional system - teach the expectations
- Building Professional Capacity to create safe & orderly learning environment
- Acknowledge students, build relationships, and provide a supportive learning environment
- Engage parents, family and community
- Effective Leadership
Questions???

Principal - cleveland.johnson@bcSDK12.net
Assistant Principal - jill.burwell@bcSDK12.net