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Taking PBIS by Storm: Monroe Area High School

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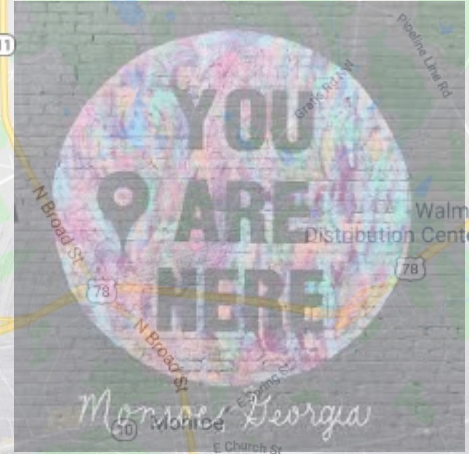


Monroe, Georgia

1 hour east of Atlanta

Exurban/Commuter Town

Population of 13,850



Monroe Area

High School

Home of the Hurricanes

Asian

2.9%

Mixed

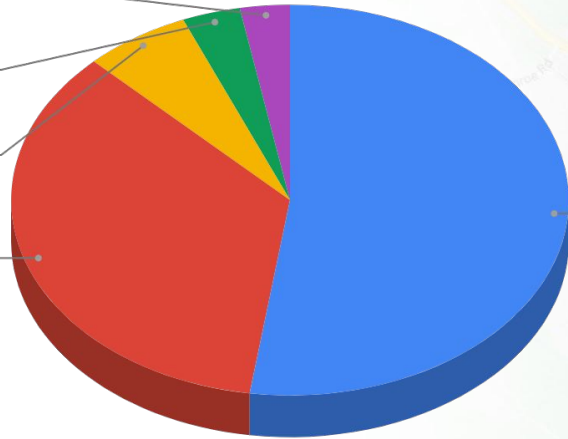
3.4%

Hispanic

6.2%

Black

35.3%



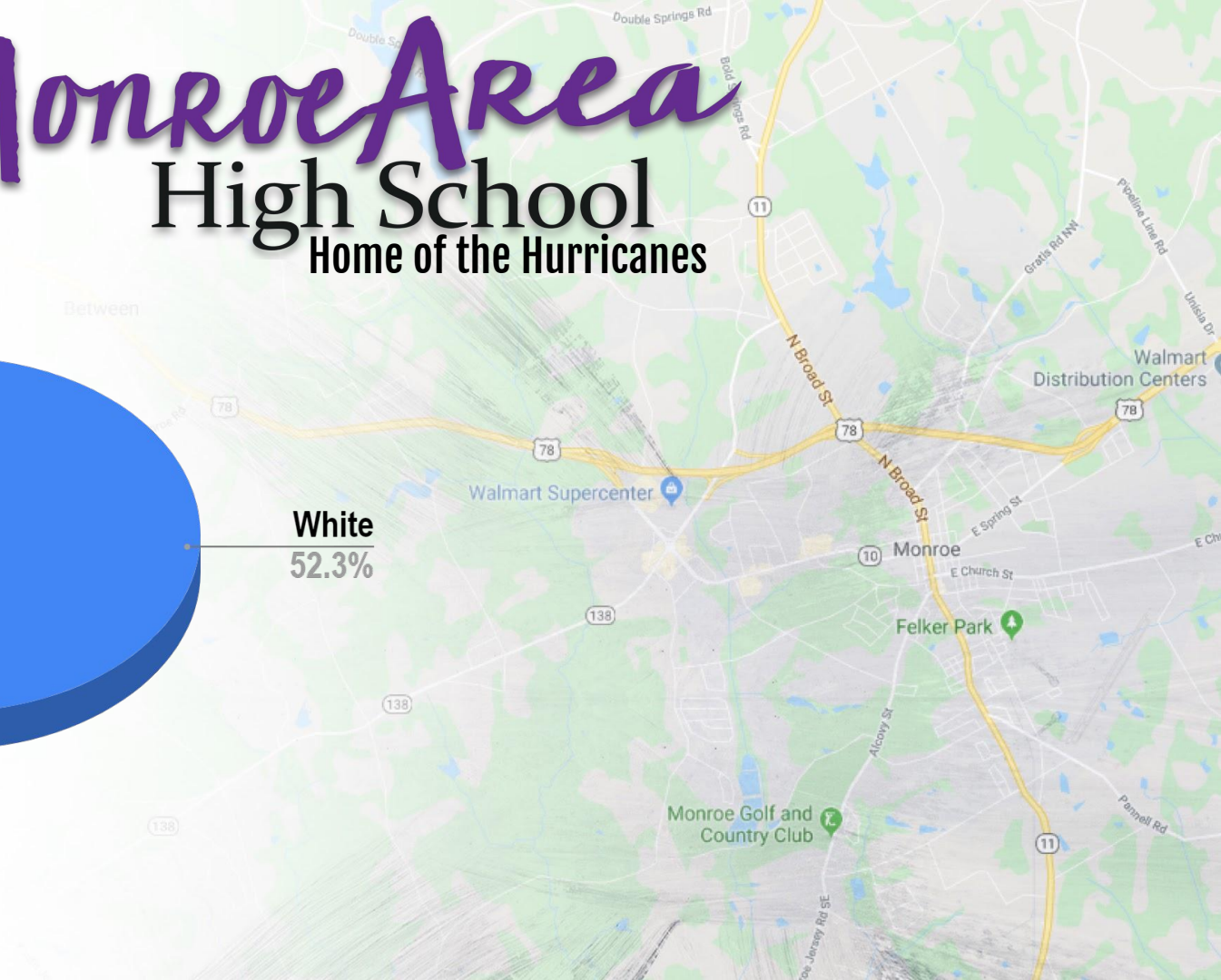
White

52.3%

54% Free and Reduced

15% Gifted

11% Sp. Ed



Star Climate Rating

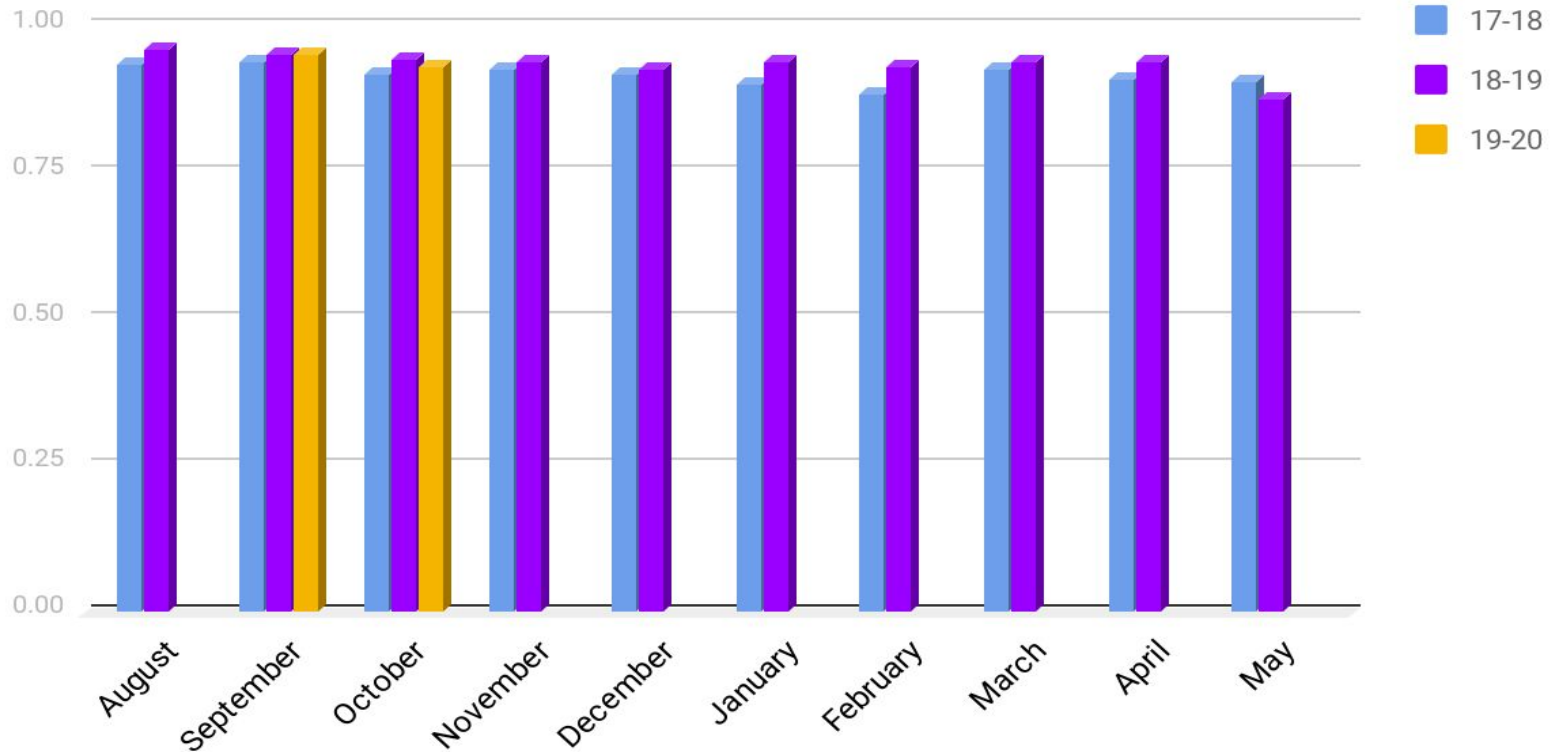
FROM A



SCHOOL CLIMATE RATING

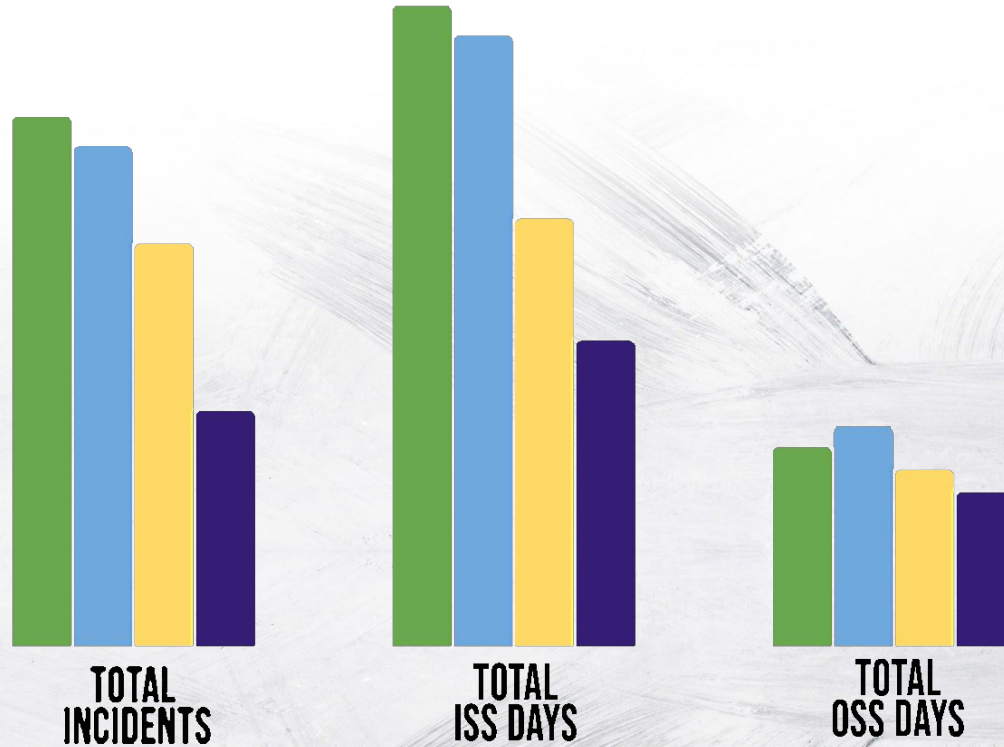
Attendance

Monthly Student Attendance Report



Discipline Data

2015-16 2016-17 2017-18 2018-19



The Pro's of PBIS

- Create a healthier environment/school culture
- Reward students and staff members
- Help meet your School Improvement Plan Goals
- *Added Bonus: Increase CCRPI score*



The Naysayers

But, aren't we already doing that?

Should we really be rewarding students for doing what they are supposed to?

Isn't that the definition of "coddling"?

Something new and just one more thing to do

It send the wrong message that when they get into the real world they will be rewards for just doing what they are supposed to.

The rules are just common sense.

Students don't care about that.



Facts

Positive Psychology is the scientific study of what makes life most worth living by focusing on strengths instead of weaknesses– So Science!

Many teachers are already implementing this in their classrooms and now they are being provided with support, resources and solidarity.

Everyone wants to be seen and have their efforts acknowledged.

This is happening in the real word, in the workforce.

**Hitachi attendance, scheduled bonuses, etc.*

We believe that every child needs and deserves the *Support of a caring adult.*





A Storm is Brewing:

Identify PBIS Coach & Leader

Create PBIS team

Identify Roles

Develop Acronym & Matrix

Train Team & Staff on what PBIS is and is not

Create PBIS Branding Theme
(Logo, names, colors, etc.)



Landfall Impact:

Drilldown Focus on interventions

Teach expectations to students

Survey students about rewards

Introduce rewards & store
(for both staff and student)

Acknowledge & Advertise!



Storm Surge:

Expand rewards & incentives
(beyond behavior)

Evaluate existing rewards/events

Explore new funding options

Create student team/ambassadors

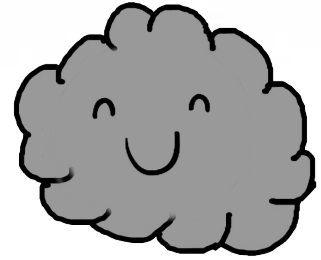
A Storm is Brewing: Exploration & Adoption

Year 1

- ❖ Very Teacher Focused: Great buy in
- ❖ Hurricane High Fives (Staff Shout-outs)
- ❖ Kick off Pep Rally first couple days of school
- ❖ 5 to 1 Positive behavior challenge
- ❖ Building decorated with matrix & acronym



Landfall Impact: Interventions



Major Interventions:

- Attendance (absences and tardies)
- Recognizing & acknowledging positive Student behavior
- Surveying Students and Staff for matrix content and incentives
- Teaching expectations in the matrix (Advisement Lessons)
- Support for Teachers (training, encouragement, resources, and ideas)



Year 2

Landfall Impact: Focus



→ Major Focus:

- ◆ Increase in Branding and Signage
- ◆ Social Media awareness and recognition
- ◆ PBIS Rewards (Pilot 1st semester, Schoolwide 2nd semester)
- ◆ Monroe Market (Funding and stocking)
- ◆ Classroom Matrix



Year 2

Landfall Impact: Branding & Awareness

→ Major focus:

- ◆ Increase advertising for events and Monroe Market
- ◆ Visual representation of matrix and Acronym around school
- ◆ Promote awareness and recognition through social media and print around campus
- ◆ Make MAHS PBIS into a recognizable brand
 - Positively Monroe T-Shirts and Wristbands for all staff
- ◆ Recruit Community Partners for funding



Year 2

Storm Surge: Events, Experiences & Recognition

- PBIS Pep Rally
 - 3rd day of school (First Friday)
 - Purpose: Get students excited about the school year, acknowledge students for attendance, club involvement, AP Scholars
 - Overall goal: Acknowledge students who are not normally recognized in front of peers
- Attendance (Punctuality Pays) *See data slide for results.
 - Rewarding for Perfect Attendance and No Tardies
 - Free Food Coupons, Spin the Wheel, Punch a Cup,
- PBIS Rewards (Monroe Market)
 - PBIS Rewards App and Setup
 - ID Cards, Barcodes on Chromebooks, App
 - Tangible rewards and experiences/events
 - Student Input via Google Forms
 - Deciding the point values



PBIS REWARDS DAY
BASKETBALL, CORNHOLE, & VIDEO GAMES

TUES, DEC. 17TH
4TH BLOCK: 1:00 -2:30 PM
100 POINTS AND NO MORE THAN
1 ABSENCE FROM NOV. 4TH - DEC. 6TH.

year 3

Storm Surge: Students

year 3

- Student Storm Team:
 - Gather student feedback, work the events, and the Monroe Market
 - Creation: Teacher Nominations
- Branded T-Shirts and Lanyards
- Spirit Challenge
 - Challenges by grade level and advisement class
 - Points for attending extracurricular activities.
 - Simply turn in your ticket to the gatekeeper



Storm Surge: Staff

- PBIS Team Committees
 - Hospitality and Hype Team
 - Monroe Market, Teacher Rewards, and High Fives
 - Building Battle
 - School Spirit Challenge
 - Data Team
- SWIS → PBIS Rewards
- Teacher Incentives (Hicks Hundies)
 - Teacher Store
 - Woot Woot Wednesdays
 - Hurricane Prime




KEEPING MAHS CAFFEINATED

Effective & Functioning PBIS Team

Do's:

- Create a School wide Matrix and Acronym
- Encourage members to discuss PBIS with other staff members for increased teacher buy-in
- Determines program goals based on school data (School Improvement Plan, Discipline Data, Attendance Data)
- Incentivize being on the team and show your appreciation for each member.

Don'ts:

- Choose team members that are all alike. Invite a wide variety of people on the team. Yes, even your Negative Nancy's! 
- Meet too much. Choose different times of the day to meet so everyone can participate (ie: coaches and club sponsors might not be able to make afternoon only meetings)

Funding



Do's

- Utilize community partners and ask for free food coupons, free product, or donations to buy items for the store. (Examples: Wendys, Zaxbys, Bojangles, Dunkin Donuts, McDonalds, Huddle House)
- Contact your local EMC, Walmart, or another big business for grant opportunities.
- Many companies are PBIS advocates (Brusters)

Don'ts:

- Only offer tangible items (soft drinks, candy, chips, etc...) that require lots of money! Trust us, you will go through these items quickly.
- Expect financial support. Must advocate and tap into resources

PBIS Rewards

Do's:

- Training session for all teachers and staff members you want to use the program.
- Contact your IT department with help on how to import rosters so teachers do not have to worry about creating rosters.
- Think about printing off the QR codes with sticker paper and have students stick them to their Chromebooks, 1:1 Technology, or ID cards for easy access for the teachers.
- Look at the data provided for you through the program. Great stuff!
- Have one person set-up the “Rewards Store” and update.

Don'ts:

- Get overwhelmed with all the features. Start slow.
- Set restrictions or expectations allow for the buy in to be natural
- Reprimand staff not using the system, encourage them through positive interactions and support



Rewards Store

Do's:

- Utilize a data-driven teacher to help calculate and project numbers
- Survey students on what they want (and often)
- Price items High (always have clearance events)
- Be creative with your store items. Not everything needs to be tangible. Experiences mean a lot more to the students!
- Utilize your community partners for items.



Don'ts:

- Open store every day
- Expect **all** students to keep up with ID's or lanyards (HS Level)



Student Team/Ambassadors



Do's:

- Help organize and run events
- Operate the Monroe Market (& sell school spirit items, MAHS face tattoos)
- Provide input into Market items and rewards
- Assist with student incentive rewards
- Promote positive behavior in the building

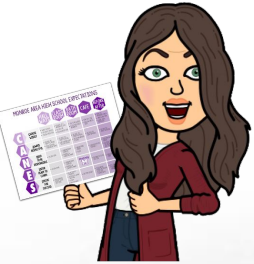
Don'ts:

- Not utilize them throughout the year

In Closing

- Surround your team with positive people
- Start by positively reinforcing the staff
- Provide necessary training and supports
- Get the students involved as soon as possible
- Take it slow and steady (Full implementation is 3-5 years)
- Follow the plan and trust the process

Questions or Support?



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