PBIS at OMS

Katie Schwabedissen
&
Sara Praegitzer
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<th><strong>Introductions-O’Leary Middle School</strong></th>
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<tr>
<th><strong>Katie Schwabledissen:</strong></th>
<th><strong>Sara Praegitzer:</strong></th>
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<tbody>
<tr>
<td>❖ Language Arts Teacher</td>
<td>❖ Associate Principal</td>
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<td>❖ Teaching at O’Leary for 11 years</td>
<td>❖ In the education field since 2007</td>
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<td>➢ 8th grade for 3 years</td>
<td>❖ Graduated from University of Idaho</td>
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<td>➢ 6th grade for 8 years</td>
<td>❖ PBIS Coach 2015-16 and 2016-17</td>
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<td>❖ PBIS Coach for one semester</td>
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Before our Behavior Framework...

- Administrative turnover meant new discipline policies, plans, miscommunications, new procedures, etc.

- Principal and Vice principal spent a majority of their day in their office dealing with discipline issues. There was often a lack of communication with faculty- were there consequences, what were they, etc?

- Tracking behaviors from one class to another was tedious and often not recorded well.

- Rewarding good behavior: Paws of Power- cards that celebrated five (arbitrary?) attributes. They were given infrequently and students weren’t sure what to do with them.
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<th>Why PBIS?</th>
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| - First discovered by our principal who wanted to spend less time dealing with discipline issues.  
- Our school counselor got involved because she saw the potential in the program. |
What has gone well?

Tier 1
- Behavior tracking-weekly teach-to’s based on incidents
- Cubs cash store and PBIS coach/team
- “Behavior Challenge” to show students their own data
- Schoolwide implementation and support
- PBIS Rewards app

Tier 2
- Behavior Tracking form
- SIT team (Student Intervention Team)
Barriers we are tackling...

- Rewards for teachers and reasons for cubs cash
- 100% teacher buy-in
- Accurate reporting and placement of incidents in order to track data
Thank you!
PBIS at Lake City High School

Spring 2015 to TODAY
Our School

**Location:** Coeur d’Alene, Idaho

**Population/Demographics:** About 1,600 students (5A)
- 34% free/reduced meals (feeder schools: 61% and 38% / Venture 91%)
- 87% white/non-hispanic

**Implementation:** Began PBIS in fall of 2015 -- We are in Year 3

**LCHS Mission:** We develop caring, responsible citizens by providing an innovative, rigorous, and enriching education.
#LCHSUnited

**Our culture and climate:** We have a block schedule and strong partnerships with KTEC (joint professional-technical high school) and North Idaho College.
Our Team → 12 members

Today’s Presenters:
Kirsten Pomerantz -- Team Lead Tier 1 & 2, English teacher
Mary Ann Vining -- Tier 2, Spanish teacher
Matt Werner -- Tier 1, Math teacher
Kim Kantola -- Tier 1, English teacher
Programs in Place prior to PBIS

**Anti-Bullying**
- Green Dot
- QPR
- Stand Up Speak Up
- Intervention/Prevention

**Economic Assistance**
- The Locker
- Christmas for Ours

**Community-Building**
- KFNG
- Lip Dub
- Mentoring/Freshman Connection
- Grade-level assemblies
- Student meetings
- Clubs (including GSA, Anime, Game Creators, Rock Climbing, Ski/Snowboard)

**Academic Supports**
- Homework help in library
- Renaissance Program
- Counseling

**Behavior Supports & Recognition of Success**
- DECA Dollars/Perk Bucks
- Student handbook
- Classroom management plans

**Parent Communications**
- Newsletter
- Freshman BBQ/orientation
- Open house
- Parent-Teacher Conferences
CEE Survey (prior to PBIS):
Student response to Supportive Learning Environment (2013-15)

Supermajority of students consistently report that they:
- Believe there is at least one adult that knows & cares about them
- Feel safe at this school
- Believe the adults are respectful of others

A majority believe:
- The school is orderly and cares about learning
- Students get extra help when they need it
- The rules against bullying are enforced by all adults
- The rules about behavior are equally applied
2015: Getting Started

Successes
- Tier 1 training
- Team formed (monthly meetings, agenda items)
- Planned PACK cards
- Periodic, brief communication at whole-group meetings

Challenges/Learning
- Discipline AP left, principal represented on team
- POTENTIAL RESISTANCE to new programs
- POTENTIAL CONCERNS of disrespecting current programs
2016: Implementing Tier 1

Successes

- Tier 2 training
- Part of staff training / **POSTERS**
- PACK cards (~58% participation)
- Skyward for referrals
- Monthly discipline data staff-wide
- PACK students on commons screen
- PACK image on chromebook home screens

Challenges/Learning

- New Discipline AP
- Some team shift
“The strength of the pack is the wolf and the strength of the wolf is the pack”
- Rudyard Kipling

P.A.C.K. Pride
Student of the Month

Promote Respect
- Value yourself, others and community
- Be honest, honorable and trustworthy
- Think before you speak or act
- Use appropriate language
- Listen to others

Choose Success
- Set high goals
- Be prepared to learn
- Be an active participant in your education
- Use time wisely

Accept Responsibility
- Consider all of your options
- Choose wisely
- Realize your choices have consequences
- Clean up after yourself

Kindness Matters
- Treat everyone with respect and kindness
- Be considerate of your and others personal space
- Stand up Speak up against bullying of any kind
2017: Fine-Tuning Tier 1, Starting Tier 2

**Successes**
- Tier 3 training
- PBIS Staff Handbook
- Tier 2 implementation: Seminar for Success
- PACK students in newsletter & PBIS blurb to parents
- Monthly staff PBIS tips & tricks

*FEEL connected to admin/ownership*

**Challenges/Learning**
- **TWO TIERS**
  - No additional prep time to organize & manage
- Wide enough representation/participation of departments?
2018: Looking Ahead

**Systems/Fidelity**
- Student recognition
- Extend #s served in S4S? / Tier 2
- Implement Tier 3 Response Team
- Behavior systems: Skyward, etc.
- Common teach-to’s
- Parent/Community involvement

**Balance “data” with the “unquantifiable”**

**Concurrent improvements/program development & expansion:**
- Grading philosophy team
- Thinking Strategies

**Challenges/Learning**
- **FUNDING**: MTSS receives district funding (stipends)
- **TIME**: data collection, fidelity assessment, coaching(!)
- **Staff turnover**: continuous education/re-introduction
THANK YOU!

QUESTIONS?
Mountain Home High School
PBIS Implementation Project

Sam Gunderson, Mark Cotton, and Randy Lucas
Boise State Grant

What they have provided?

- Professional Development
- Coaching (Teachers and Administrators)
- Numerous Resources
- Sustainability
- Buy-in
Mantra and School Expectations

One Town One Team
We Are Tigers
Tradition Integrity Grit Excellence Present Service
How We Rolled It Out
Grade Level Assemblies

The below participants went over our TIGERS acronym and how it applies to our school-wide expectations with students. We also used this time to go over our goals.

- Principal
- Assistant Principal
- Counselors
- Athletic Director
- Student Council Members
3 School Wide Goals

- Address ALL Profanity
- Decrease Theft
- Anti-Bullying/Social Media Use
1st Faculty Meeting and Posters

TRADITION
Family  Unity  Strength  Ownership  Pride
Constancy  Common Goal
THE ROCK

TRADITION

INTEGRITY

Are you the same in the dark as you are in the light???
Administration took time during the summer to revamp our faculty and student handbooks to make sure all of our expectations are aligned.
Discipline Referrals

Number of Behavior Incidents by Month

- August
- September (80)
- October
- November
- December
- January
- February
- March

Last year: 300
This year: 200

Number of behavior incidents
Positives

- PBIS is off and running
- Climate has improved
- Teachers are beginning to speak the same language in terms of our vision and objectives.
- Visibility is up
- Overall staff buy-in
Moving Forward

- Re-teach our expectations for 2nd Semester
- Continuum of Consequences
- Continued PD and Collaboration
- Review Data and make necessary adjustments as a staff
- Consult with BSU to make sure we are hitting all of our targeted goals