

PBIS Pilot Schools Success



Who are we...

Tucked inside the booming metropolis of Phoenix, Arizona you will find the Madison Elementary School District. Within our 16 square mile attendance boundary, we have three middle schools, four elementary schools, and one K-8 school which offer a variety of signature programs to meet the diverse needs of students and parents. The combination of the district's signature programs, quality instruction, and the district's reputation for providing children with a high quality educational experience draws families to bring their children to Madison schools from throughout the Phoenix area. Approximately 50% of the district's 6,000 students are on open enrollment.

The driving force behind the Madison School District's strategic plan and the guiding principle behind all decisions is the district's vision statement, Extraordinary Learning for All.



Pilot Schools

Madison Camelview Elementary: Merit Award School

Madison Camelview Elementary School is a school that is comprised of 715 students in grades K-4, 36 teachers, and two administrators. Camelview is a Title I school with 84% of students receiving free and reduced lunch, 42 special education students, and 107 English Language Learners (ELL).

Madison Simis Elementary: Bronze Award School

Madison Simis Elementary School is our International Baccalaureate school that is comprised of 960 students in grades K-4. Simis has 19% of the students receiving free and reduced lunch

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What Students are saying about PBIS...

“I like that we have rules because if we didn’t it wouldn’t be safe”

“Students work hard to follow the school-wide expectations”

“Students get loops for being respectful, responsible, and safe”

“Students are told when they are doing good”

“Kids are not being left out because school rules apply”

“We are safe because we say stop, then walk away, and then tell a teacher”

“I like the loop celebrations”



What Parents are saying about PBIS...

“We think the PBIS system is very effective at Simis”

“I really like the positive reinforcement of the loops and catching students doing something good”

[Simis has] “defined rules and consequences”

“Consistent rules school-wide”

“They do a good job of rewarding positive behaviors”

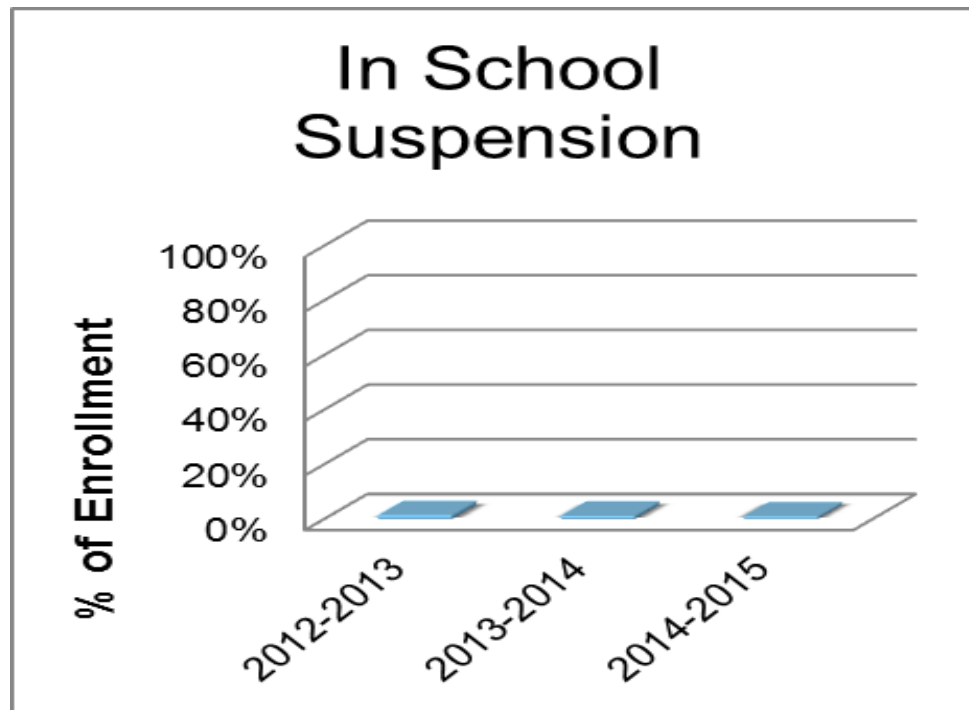




Madison Camelview Elementary

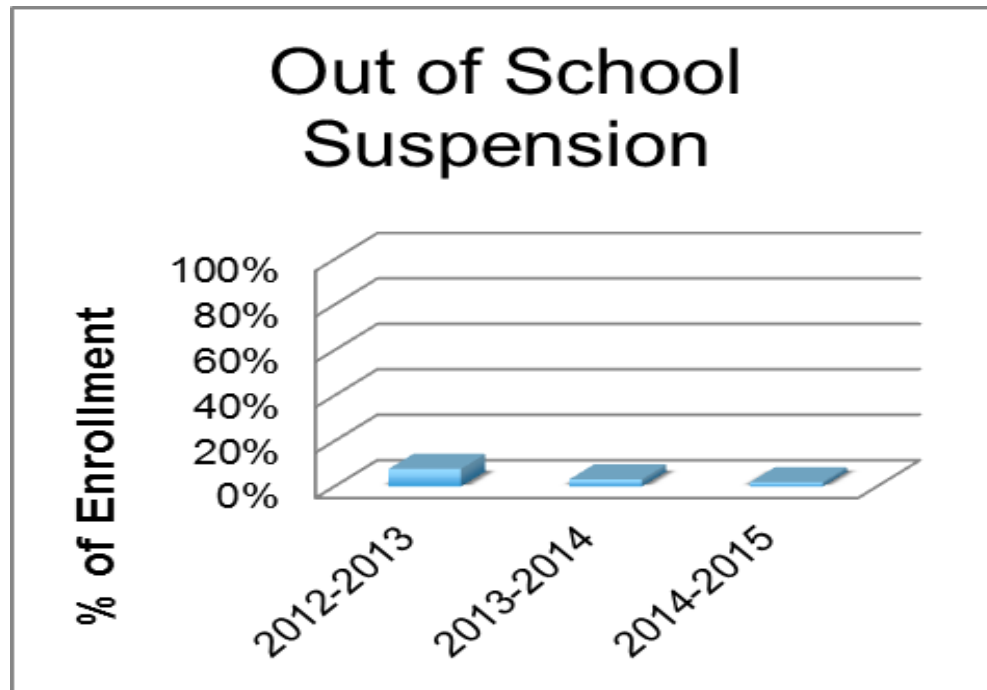


Camelview PBIS Data over the last 3 years..



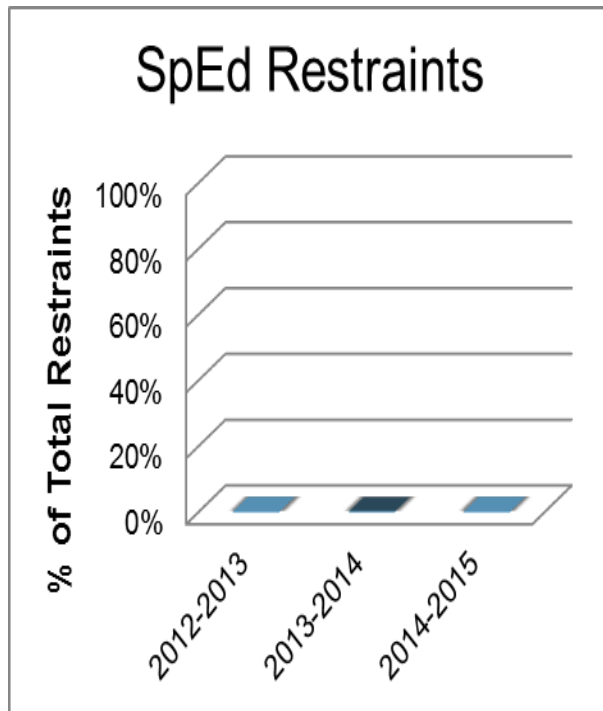
2012-2013: 1.5%
2013-2014: 1.3%
2014-2015: .4%

Camelview PBIS Data over the last 3 years..



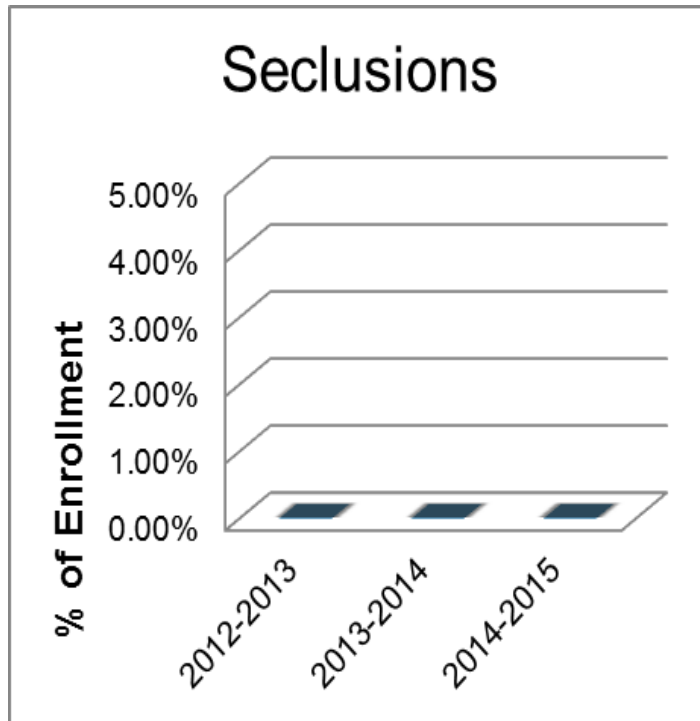
2012-2013: 8%
2013-2014: 3%
2014-2015: 2%

Camelview PBIS Data over the last 3 years..



2012-2013: 0%
2013-2014: 0%
2014-2015: 0%

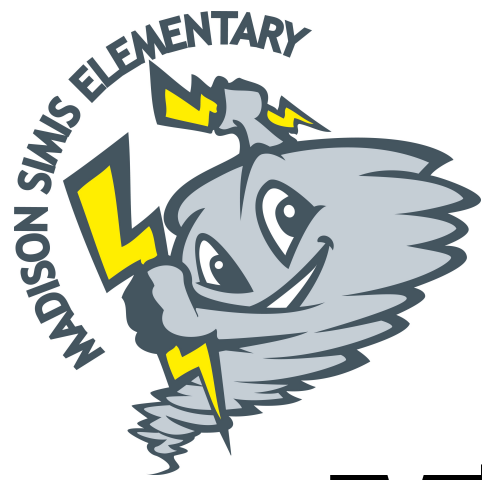
Camelview PBIS Data over the last 3 years..



2012-2013: 0%

2013-2014: 0%

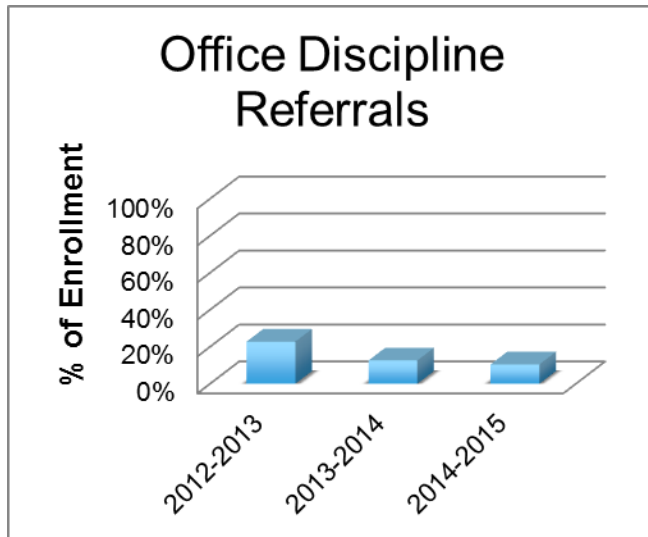
2014-2015: 0%



Madison Simis Elementary

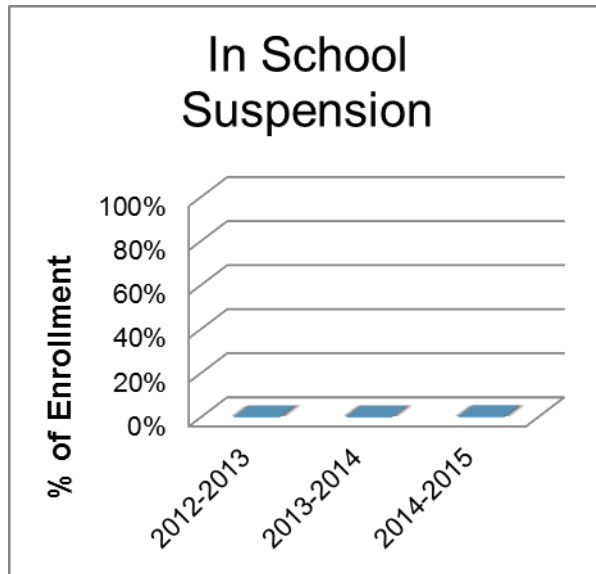


Simis PBIS Data over the last 3 years..



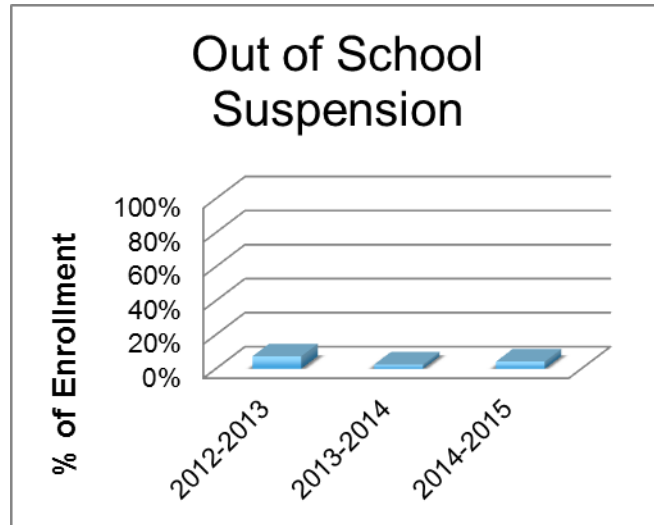
2012-2013: 23%
2013-2014: 13%
2014-2015: 10%

Simis PBIS Data over the last 3 years..



2012-2013: 0%
2013-2014: 0%
2014-2015: 1%

Simis PBIS Data over the last 3 years..

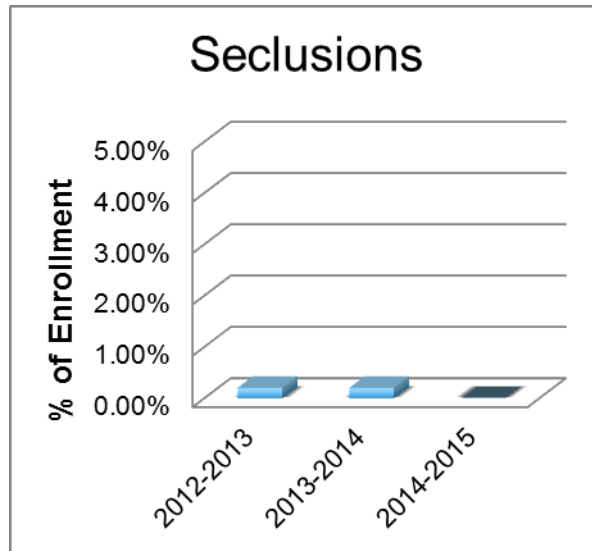


2012-2013: 7%

2013-2014: 2%

2014-2015: 4%

Simis PBIS Data over the last 3 years..

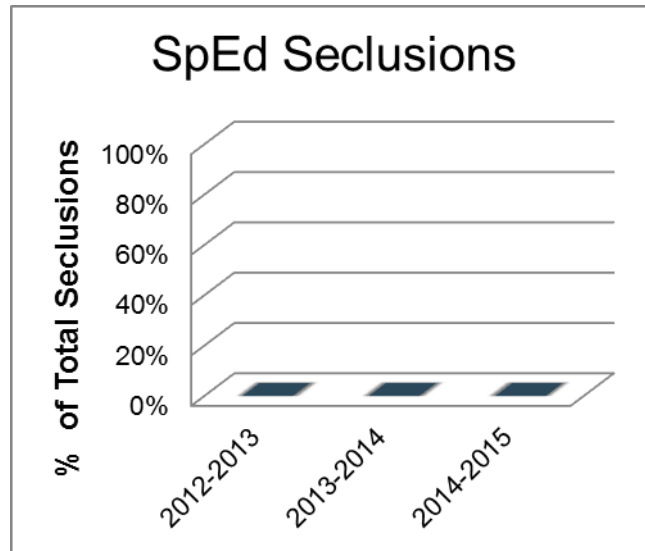


2012-2013: .21%

2013-2014: .20%

2014-2015: 0%

Simis PBIS Data over the last 3 years..





2012-2013: 0%
2013-2014: 0%
2014-2015: 0%




Extraordinary Examples of PBIS at work

Simis School-Wide Expectations

	All Learning Areas	Cafeteria	Walkways	Playground	Bus	Bathroom
Be Respectful 	<ul style="list-style-type: none"> -Follow adult directions -Use inside voice -Be caring and open-minded -Be an active listener -Treat materials with care 	<ul style="list-style-type: none"> -Use hand signals -Use inside voice -Use good table manners -Wait your turn -Say "please" and "thank you" 	<ul style="list-style-type: none"> -Walk in a straight line -Bubble in your mouth -Keep your body to yourself 	<ul style="list-style-type: none"> -Use kind words -Take turns and share -Agree on rules before you start to play -Include all who want to play/be a good sport 	<ul style="list-style-type: none"> - Follow adult directions -Use inside voice -Use kind words 	<ul style="list-style-type: none"> -Gives others privacy -Use inside voice -Use equipment and supplies as intended
Be Responsible 	<ul style="list-style-type: none"> -Be prepared and ready to learn -Keep it clean -Use Stop, Walk, & Talk -Do your best -Follow directions the first time 	<ul style="list-style-type: none"> -Eat your own food -Keep it clean -Use Stop, Walk, & Talk -Remain at your table until you are dismissed -Line up quietly 	<ul style="list-style-type: none"> -Stay on sidewalks -Keep it clean -Use Stop, Walk, & Talk -Go directly to and from your destination 	<ul style="list-style-type: none"> -Line-up when whistle blows -Keep it clean -Use Stop, Walk, & Talk 	<ul style="list-style-type: none"> -Water only -Keep it clean -Appropriate items only 	<ul style="list-style-type: none"> -Flush, wash, dry, goodbye -Keep it clean -Report problems to an adult
Be Safe 	<ul style="list-style-type: none"> -Keep your body to yourself -Walking feet -Use materials as intended -Stay in your own space 	<ul style="list-style-type: none"> -Keep your body to yourself -Walking feet -Sit in your seat, facing forward -Enter and exit in an orderly fashion -Keep food on tray or in lunchbox 	<ul style="list-style-type: none"> -Keep your body to yourself -Walking Feet -Eyes forward -Walk through the office 	<ul style="list-style-type: none"> -Keep your body to yourself -Stay in your area -Use equipment as intended -Leave rocks, sticks, sand, and leaves on the ground 	<ul style="list-style-type: none"> -Keep your body to yourself -Sit in your seat, facing forward -All body parts and objects must remain INSIDE the bus 	<ul style="list-style-type: none"> -Keep your body to yourself -Walking feet -Use equipment as intended -Wash your hands

Simis Behavior Flowchart

At Simis... We teach our cyclones to be: Respectful, Responsible, and Safe

Universal Classroom Procedures			
Model Behavior: 1. Establish routine procedures 2. Show (don't tell) the behavior 3. Have students show the behavior 4. Reinforce and praise behavior	General Practices - 5 positive to every 1 negative affirmation - Catch kids being good - Objectives stated-what and why of the lesson - Greet students each morning - Check each other - Share good news	5 Questions for Conflict 1. What are you doing? 2. What are you supposed to be doing? 3. Are you doing that? 4. What are you going to do about it? 5. What will happen if you do this again?	5 Questions for Respectful Talk 1. How did we agree we would talk to each other? 2. How are we talking to each other? 3. Are we talking to each other the way we agreed? 4. What are you going to do about it? 5. What will happen if you continue to talk this way?
Steps to Manage Student Behavior Effectively:			
Minor: Student chose to: - Be disrespectful - Be noncompliant - Demonstrate inappropriate verbal or non-verbal gestures - Be interruptive - Be off task - Misuse property - Lie, cheat, or be dishonest - Exhibit minor aggression - Possess inappropriate items	Good teaching is the best intervention 	Major: Student chose to: - Continued use of abusive language - Vandalize property - Be overtly defiant - Be continually disrespectful or disruptive - Be physically aggressive towards another student/adult - Harass another student/adult - Engage in bullying behavior, threaten, or intimidate another student/adult * Incomplete work is NOT an Office Referral	
In the CLASSROOM the teacher will:			Send student to office with COMPLETED referral
Classroom Teacher Responses: 1. <u>Reteach Expectations:</u> Ask the 5 questions and have student clarify expectations. If misbehavior continues... 2. <u>Model and Provide a Consequence:</u> Model specific behaviors expected and have student demonstrate. Provide the student an in-class, visual consequences (i.e. change card, move seat, remove item, mark communication sheet) If misbehavior continues... 3. <u>Positively restate expectations, and remove a privilege:</u> loss of recess, loss of free time/choice time, mark communication sheet If misbehavior continues... 4. <u>Send the student to a buddy room to complete a reflection worksheet.</u> (worksheet sent home for signature) 5. If misbehavior continues...Complete a MIR and contact the parent		Administrative Responses: 1. Complete an investigation as necessary to determine the facts 2. Provide student with due process: a. Inform student of accusations b. Provide opportunity for the student to present their side of the story 3. Assign consequences 4. Administration contacts parents as needed 5. Administration notifies referring staff of consequence	

Next Steps for Madison PBIS

- Tier 3 schools: Camelview and Simis will be working with KOI
- Developed internal capacity for training Tier 1 and Tier 2 schools for the 2015-16 school year
- All schools in Madison will be trained in PBIS this year
- District Trainers will be working with Transportation and Community Education to conduct an overview of PBIS



Question ???

