

PBISaz Achievement Awards 2015



Arizona's renewed effort to bring PBIS training, technical assistance and resources to schools throughout our state.



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PBISaz Achievement Awards 2015

The purpose of the PBISaz Achievement Award is to identify and recognize schools for successful implementation and outcomes of School-wide Systems of Positive Behavior Interventions and Support. Criteria are based on research-based fidelity evaluation instruments AND measurable student outcomes.

"The IEP team must consider the use of Positive Behavioral Interventions and Supports for any student whose behavior impedes his or her learning or the learning of others." IDEA (1997), Section 20 U.S.C. §1414(d)(3)(B)(i)

Purpose of the No Child Left Behind Act (2001) "...ensuring the access of children to effective, scientifically-based instructional strategies...". PBIS is a research-based and evidence-based practice. - NCLB, Public Law 107-110 (2001), Section 1001 – Statement of Purpose (item 9)



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MULTI-TIERED SYSTEMS OF SUPPORT

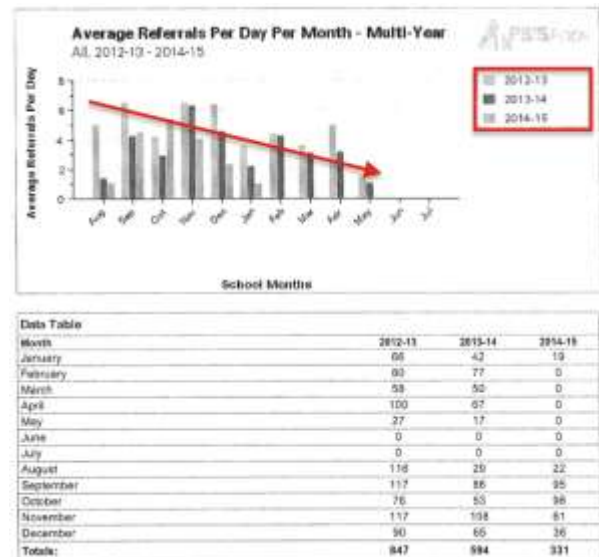
2015 Copper Award

Three or more years of Sustained, High Fidelity PBIS and Outcomes

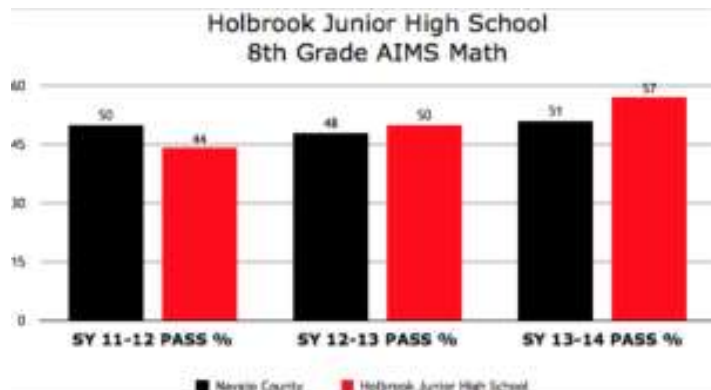
Schools that have sustained high fidelity PBIS at Tier 1/2/3 as measured by nationwide fidelity assessments, and can demonstrate that their implementation has had positive effects on discipline and academic data for at least three years.

Holbrook Unified School District: Holbrook Junior High School **Principal: Tim Newton-Pender**

Holbrook Junior High School has been implementing PBIS for four years and has seen several positive impacts on its students, staff and parents. There has been a steady decrease in our office referrals due to staff regularly teaching the school-wide behavioral expectations and then reinforcing those expectations in their classroom rules, and by rewarding behaviors that meet or exceed those expectations with a BEEP-BEEPER Ticket. The decrease can also be attributed to the teachers having a better understanding of what infractions are classroom managed and what infractions are handled by the administration using our PBIS flowchart.



There has been an increase in instructional time due to the reduction in the number of office referrals. This increase in instructional time has been shown in the academic growth of Holbrook Junior High School from a D rated school to a strong C rated school as indicated by the Arizona Department of Education (Increase of 12 points according to AZLEARNs). In our team meetings and school climate survey,



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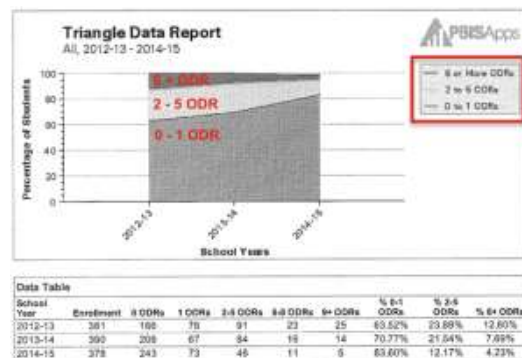
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teachers and staff are expressing positive comments about our school and PBIS here at Holbrook Junior High School.

Students have reported that they have received BEEP-BEEPER ticket and look forward to getting them due to several different incentive programs, both school-wide and in individual teachers' classrooms. Students are awarded weekly via a school drawing by grade level and again have the opportunity each quarter at the Quarterly Awards Assembly.

Students, staff, and teachers are also given Student, Staff, or Teacher of the Month which increases visibility of the PBIS program and highlights the exceptional work being done here at Holbrook Junior High School, plus the school participates in Popsicle Fridays and special assemblies/games when school-wide challenges are met.

This year our students have risen to a new challenge in reducing the number of tardies by at least 25 percent. Currently the monthly tardy reduction is running at over 50 percent from the 2013-2014 school year (over 350 per week in SY13-14 down to around 150 per week in SY14-15). This accomplishment is only possible with the entire student body, staff, and teachers having a strong foundation in the PBIS system and maintaining a positive school culture at Holbrook Junior High School.



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2015 Gold Awards High Fidelity PBIS Implementation at Tier 1/2/3 and Outcomes

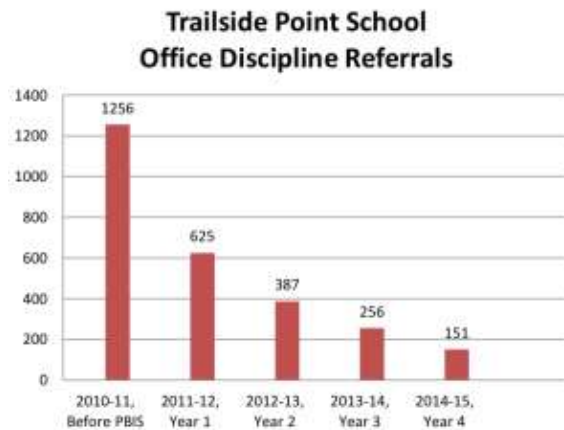
Tier 1/2/3 PBIS interventions as measured by nationwide fidelity assessments, and can demonstrate that their implementation has had positive effects on discipline data for at least two years.

Laveen Elementary School District: Trailside Point School

Principal: Mrs. Sarah Zembruski

In its fourth year of school-wide PBIS implementation, Trailside Point School has continued to increase its fidelity and effectiveness at the Tier I, II, and III levels. PBIS has significantly improved social skills, decreased the amount of time and resources needed to address behavioral problems, and has resulted in higher test scores and academic achievement.

The year before PBIS implementation Trailside had 1,256 office discipline referrals. Upon implementation, the office discipline referrals per year have dropped from 625 to 387 to 256 to 151 this school year. Although the 151 referrals through the first half of this school year puts it on a slighter higher pace than last year, these numbers do not account for the significant increase in student enrollment this school year as well as the many new teachers to the campus, among other factors. In May 2014, Trailside was awarded the prestigious label of being an A+ School. This label is the culmination of years of hard work and a testament to Trailside's increased test scores, improved school climate, and decrease in office discipline referrals. Without full implementation of PBIS at such a high level, this A+ award would not have been possible. As office discipline referrals have decreased, student achievement has consistently increased. Trailside went from a 'C' school to a 'B' school and this last year, it was only five points away from being an 'A' school. Specifically, the percent of students meeting or exceeding on AIMS increased school-wide the last two years from 70% to 76% in math, 60% to 62% in reading, and 39% to 55% in writing.

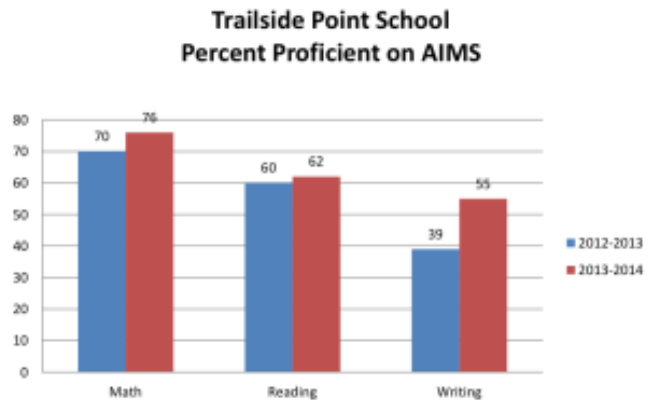


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Social excellence as well as academic excellence has been significant with mentorship programs flourishing throughout the campus. Trailside Point mentorship clubs include Classy Ladies for 6th – 8th grade students, LEO Club, Boys to Men, Peer Mentorship and Kindness for Kids. Three of these mentoring clubs are new for the 2014-15 school year. One of the most significant Tier II and Tier III interventions being utilized by Trailside is

the Check-In Check Out (CICO) Program. Twenty-nine students are currently being formally mentored through the program by 26 different staff members. CICO has been revamped this year to include a formalized screening process, more consistent procedures and documentations among all mentors, and student and staff surveys to monitor progress. Other Tier II and Tier III programs being used this year include the Second Step curriculum, Peer Mediation, and the creation of a robust orientation program for new students (the data shows that new students receive a majority of the office discipline referrals each month this school year).

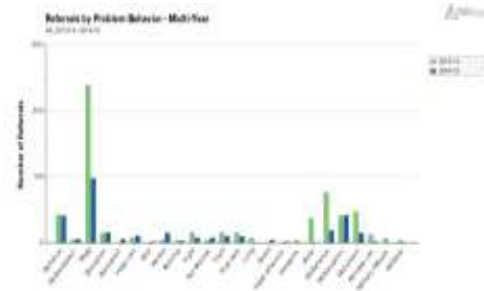


Finally, Tier I positive reinforcements have been improved and better quantified this school year. In addition to the staff members passing out Panther Bucks for students who are following the Panther PACT, Trailside used feedback from student surveys to create a different Panther store and raffle for the junior high students to better motivate them (in addition to the weekly store for other students). There are also monthly Leader of the PACT awards, weekly Paw-sitive referrals, and weekly Golden Tray winners for behavior during lunch and recess which is tracked publicly and quantitatively for all classes to see. Positive reinforcement can be seen and heard around campus at all times at Trailside and that has greatly impacted the school's ability to decrease office discipline referrals and increase student achievement the last four years.



Page Unified School District: Lake View Primary
Principal: Mrs. Cathy Erickson

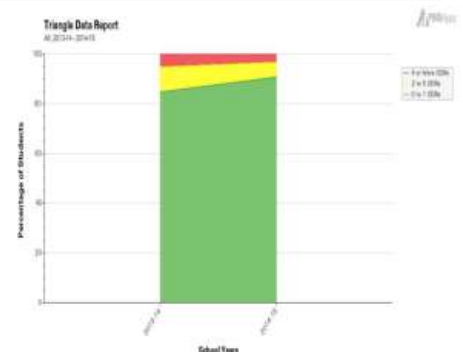
The PBIS system provided our school with clear expectations and a plan for addressing student needs and concerns through Tier I, Tier II and Tier III interventions. By addressing the students' needs with specific interventions, we can pinpoint areas for improvement and provide needed support to increase academic growth for all students. The school climate is positive and safe. Students understand the consequences and reward for their actions. They have clear steps to take charge of their own behavior and monitor each other. The language of PRIDE is the same across schools; therefore the longer students are in our school system the more improvements we should see as students take responsibility for their actions. Many businesses and parents' comment on the pleasant environment we are creating using PBIS. Several business owners display the PRIDE expectations and participate with donations. Some parents have received training in the expectations, and how to use the same language, rewards at home show positive results. Using PBIS with fidelity has made a positive impact on our school and its stakeholders.



Using the MATT Assessment, we can determine areas that need improvement. Over the last year, we improved in all elements including Tier II and Tier III. We made these improvements by working collaboratively as a team to identify key organization for the two tiers and by identifying interventions for implementation and regular fidelity checks. We increased this score for Tier II from 76% to 92%, and Tier III from 59% to a 95%. This success is because of the dedication of staff to intervention systems that support our students.

Using the SET scores it can be determined that our Implementation for Tier I has increased from last year's 81% to 88% this year. We are continuously working towards all teachers' using and reinforcing PRIDE expectations in all areas of our building on a consistent basis.

When looking at student Academic scores, both 1st grade and 2nd grade students are making growth in Math and Reading by 2 percentage points over last year's scores. Even with a change in curriculum, staffing, and assessments, the consistency of the use of PBIS systems has given us the foundation to build all other changes on. It is the only system we have used consistently over the past 3 years.



School Year	Enrollment	0 ODR	1 ODR	2-5 ODRs	6-8 ODRs	9+ ODRs
2013-2014	648	473	84	63	9	19
2014-2015	639	514	71	40	6	8



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2015 Silver Awards

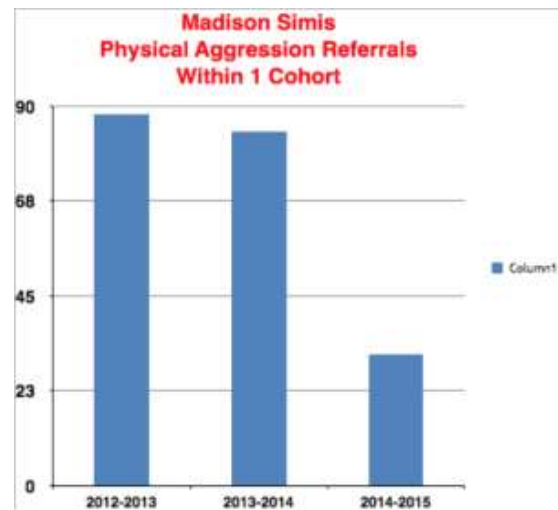
PBIS Implementation at Tier 2/3 and Outcomes

Schools that are successfully implementing Tier 1 school-wide PBIS and beginning Tier 2/3 targeted/individual PBIS interventions as measured by nationwide fidelity assessments, and can demonstrate that their implementation has had positive effects on discipline data for at least one year.

Madison Elementary District: Madison Simis Elementary School

Principal: Mrs. Joyce Flowers

PBIS has impacted our school positively by helping all students and staff focus on positive behavior rather than negative. Teachers teach and reinforce expected behaviors. Students learn the expected behavior and are given opportunities to practice the skills needed to meet the expected behaviors. These behaviors (expectations) are clearly defined in our school matrix and posted throughout campus. Students who meet the expectations are reinforced with “loops”. Students who do not meet the expectations receive consequences based on our flowchart. We use SWIS to track office referrals and minor, teacher managed, referrals. SWIS data is shared with staff monthly. Grade level teams then meet to discuss and plan specific interventions to address problem behavior. Our data has shown a decrease in referrals over the past 3 years.



What students are saying:

- “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”



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- *"Students get loops for being respectful, responsible, and safe"*
- *"Students are told when they are doing good"*
- *"One thing I like about Simis is that there are so many behavior signs to remind kids about good behavior"*
- *"I like the loop celebrations"*

What parents are saying:

- *"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"*
- *"Consistent rules school-wide"*
- *"They do a good job of rewarding positive behaviors"*

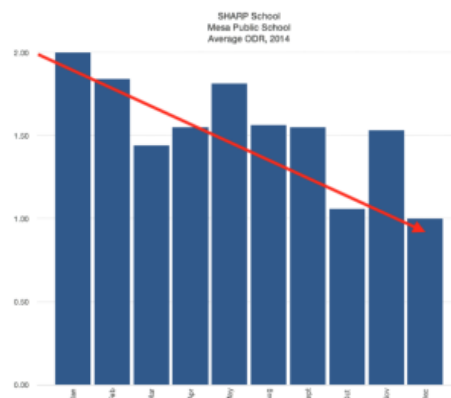
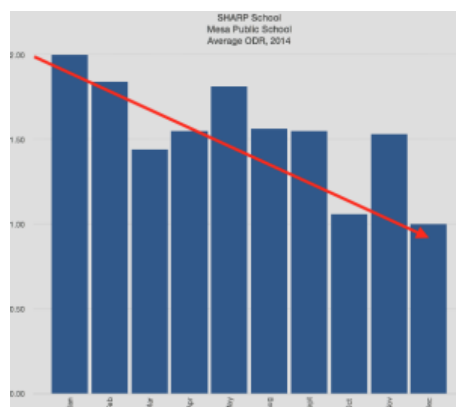
What staff are saying:

- *"Our climate focuses on positive reinforcement"*
- *"Expectations are taught and practiced"*
- *"Uniformity of expectations has helped a lot"*
- *"Students are rewarded for doing the right thing"*

Mesa Public Schools: SHARP School

Principal: LeiLani Scott

PBIS has greatly impacted SHARP School. The climate and culture of SHARP has improved with changing the behavior of the adults which has carried over into a decrease in student behaviors, decrease in restraint and seclusion and increase in staff moral.



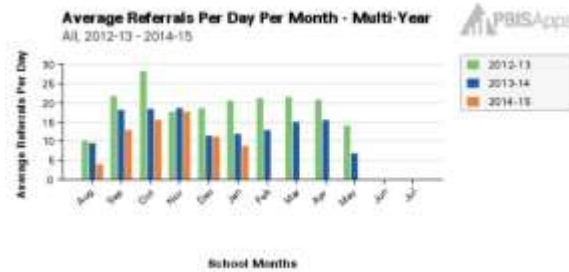
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Page Unified School District: Page High School

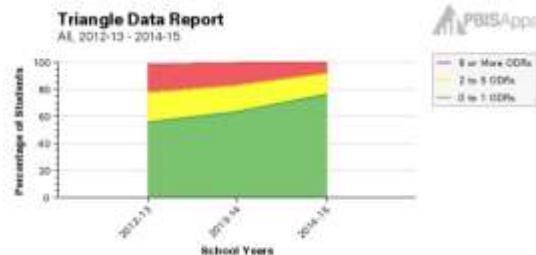
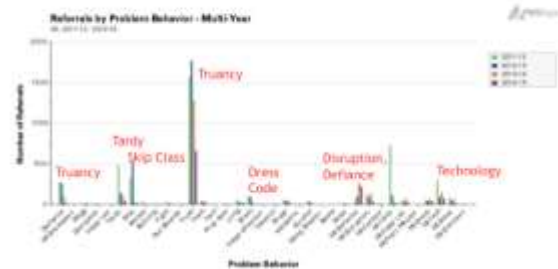
Principal: Paul Gagnon

The positive impact that PBIS has on the Page High School campus is evident in the reduction of problem behaviors. This 2014-2015 school, our ODRs are almost half the ODRs of last year. This has created a more positive culture and climate leading to our students being more focus and engaged in classroom learning. Our school-wide expectations are posted throughout our buildings and constantly reinforced by all faculty and staff using the 3-step positive reinforcement process which involves acknowledging students through the use of PRIDE cards (Positive, Respectful, Involved, Determined, Excellent). In addition, to the praise that goes with receiving a PRIDE card, these cards give students wonderful opportunities to win spirit gear, gift cards, and much more. All these aspects of PBIS have reduced our occurrence of problem behaviors and made Page High School a place of learning, respect, tolerance, and pride. PBIS is one of our foundation pieces to help prepare Page High School students to be career, college, and community ready.



School Months

Page High School
Page Unified School District



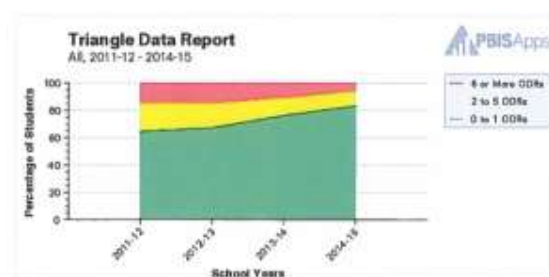
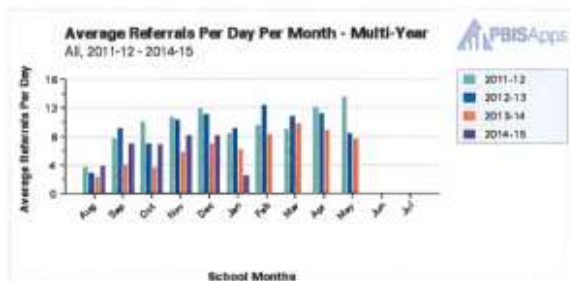
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Page Unified School District: Page Middle School

Principal: Christy Rodriguez

Since the implementation of PBIS at Page Middle School we have seen an improvement in the total number of office discipline referrals. As we continue to move forward our systems and practices that have been established have led to the shrinking of students who are in the in tier 2 and tier 3, as seen in the Triangle Data Report. This is in part due to the increased efforts in using data to identify students and creating intervention that are specific to their behaviors. Data analysis has also assist in tackling defiance on the middle school campus. As a result, we have continued to see decreased in ODR's for defiance every year. As we continue to refine our PBIS systems and practice, we believe Page Middle School will continue to see an overall decrease in negative student behaviors.



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Sacaton Elementary School District: Sacaton Middle School

Principal: Philip Bonds

PBIS has had a positive impact at Sacaton Middle School. Our population represents 100% Native American Pima students. Three years ago, teachers had come to accept that students would be non-participatory and many overt acts of defiance were part of the student behavior norm. With the introduction and implementation of PBIS at our Middle School we found that students were very responsive to the new strategy of providing students immediate specific feedback with a Brave's Buck. With staff training support to maintain program fidelity, teachers and staff are finding that the majority of our students are making correct choices showing that they are Responsible, Respectful, and Safe in classrooms, halls, cafeteria, gym, playground, offices, and the bus. We are seeing lots of success with our Tier 2 Interventions; CICO & Social Skills. In addition to increased positive student response to PBIS, our teachers have also responded positively with a marked decrease in staff absences the last three years. We are maintaining 90% attendance of teachers. With students responding positively to PBIS procedures and teachers attending more days of instruction – we are seeing great gains in student academic growth.



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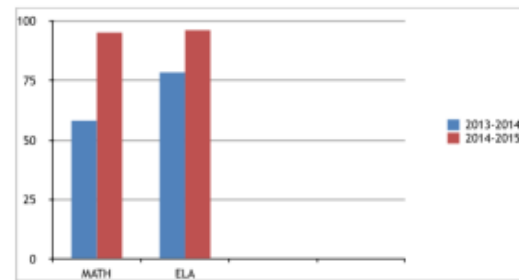
Scottsdale Unified School District: Mohave Middle School

Principal: Chris Asmussen

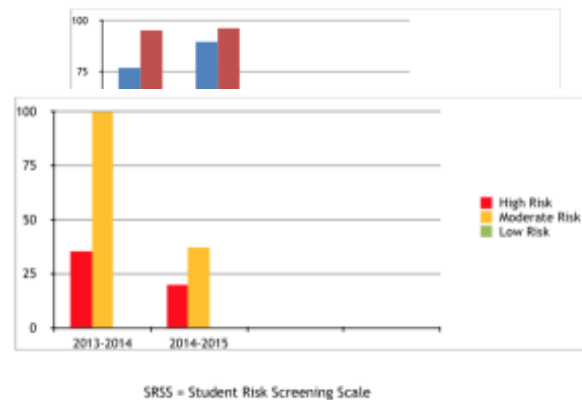
Mohave Middle School has been implementing School-wide PBIS for over three years. Since implementing PBIS at our school we have seen a decrease in office discipline referrals, an increase in academics and improvement in overall school climate. We have a strong Tier 1 system, our teachers and staff are involved in our yearly kick off, passport system of teaching expectations school-wide our Stop, Walk, Talk instruction and our booster sessions throughout the year. This year our school started a PBIS afterschool club; students take a lead in the creation of PBIS videos and lead PBIS activities campus wide.

Through the use of universal behavioral screeners (SRSS), ODR data and academic data we identify students needing Tier 2 & 3 supports within the first 6 weeks of school therefore supporting students as early as possible. This year we have had a reduction, based on SRSS data, of Tier 2 and Tier 3 students indicating that we are supporting most students with our Tier 1 system. We have also seen a significant increase in academic performance using our benchmark data. We believe that our academic growth has been impacted by our decrease in classroom disruptions, positive school climate, strong Tier 1 system and proactive targeted Tier 2 & 3 supports provided to students who need it.

Mohave Middle School
Benchmark Testing Results
2013-14 vs. 2014-15 (1st Quarter)
8th Grade Student Comparison



Mohave Middle School
Benchmark Testing Results
7th Grade to 8th Grade Growth
2013-14 vs. 2014-15 (1st Quarter)



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2015 Bronze Awards High Fidelity PBIS Implementation at Tier 1 and Outcomes

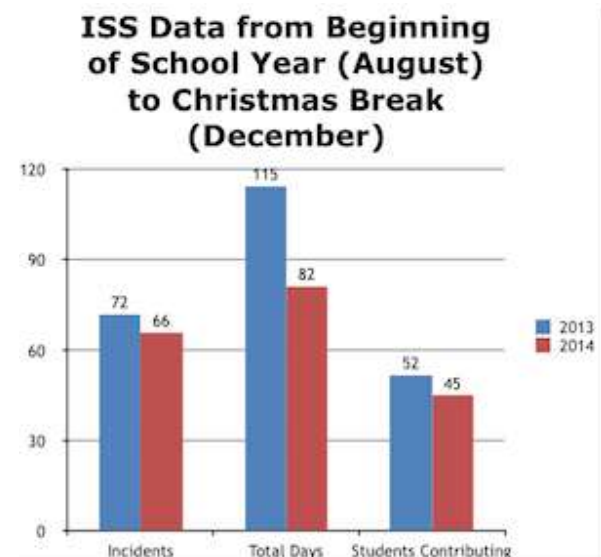
Schools that are successfully implementing Tier 1 school-wide PBIS as measured by nationwide fidelity assessments, and can demonstrate that their implementation has had positive effects on discipline data for at least four months.

Buckeye Elementary School District: Buckeye Elementary School

Principal: Lorrese Roer

Buckeye Elementary School has seen promising effects since implementing PBIS across campus. Teachers and staff have taught students expected behaviors, with a focus on the positive, and have become a proactive community. As a result, we have begun identifying students who do not fall within the 80% and have taken necessary steps to change their behaviors. It has also allowed teachers on campus to form positive relationships with struggling students, most of which are seeking adult or peer attention. As a staff, we have focused tremendously on reinforcing positive behavior and have noticed that classroom climates have changed. Teachers are noticing themselves speak and act more positively and as an outcome students have exemplified more positive behaviors. Students have become excited over our Falcon Tickets and receiving positives on their Pride Cards, and usually make the necessary changes in their behavior before it needs to be readdressed by a teacher.

In addition to the noticeable changes in our classrooms, PBIS has created a cohesive environment in all areas of school. Students at all



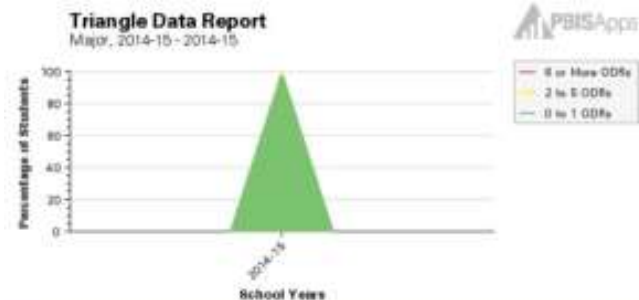
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grade levels K-8 are learning the same school rules and practicing the same positive expectations. While we realize that older students who have not been involved in PBIS over the years may take more buy-in, our younger students are learning expected behaviors within a positive climate from their first days of school. Although we are only in our second year of implementing PBIS at Buckeye, we have seen it impacting our campus in numerous ways. In addition, we have gained 79.5 days of instruction due to a decrease in students being suspended. Our learning environments have become more effective thanks to our more positive approach with students and we are eager to see more successes across campus in the future.

Buckeye Elementary School District: Westpark Elementary School Principal: Lorrese Roer

PBIS has impacted our school in many different ways! Students and staff are using a common language to explain the expectations. Redirections are easy because of the simple positive language. Students who “tow the line” are encouraged through consistent positive recognition handing out Paw Power tickets. Westpark does this through our weekly drawings, quarterly assemblies, and semester drawings. The data demonstrates that the majority of the population of students have responded positively and are meeting our expectations.



Data Table

School Year	Enrollment	0 ODRs	1 ODRs	2-5 ODRs	6-8 ODRs	9+ ODRs	% 0-1 ODRs	% 2-5 ODRs	% 6+ ODRs
2014-15	754	715	27	12	0	0	98.41%	1.99%	0.00%



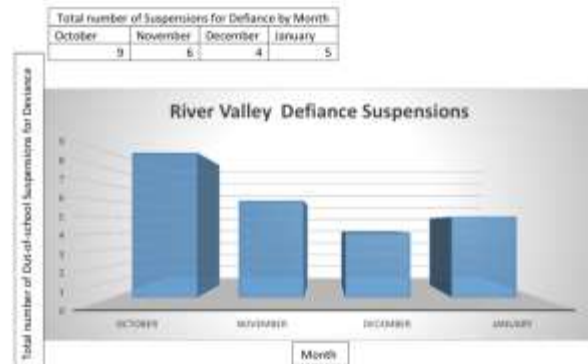
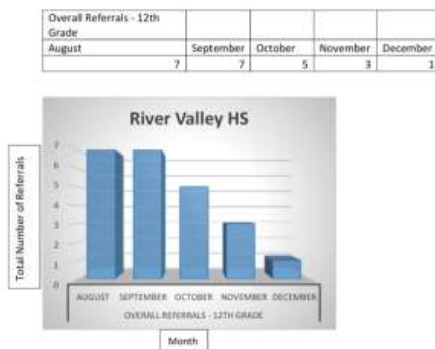
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Colorado River Union High School District: River Valley High School

Principal: Dorn Wilcox

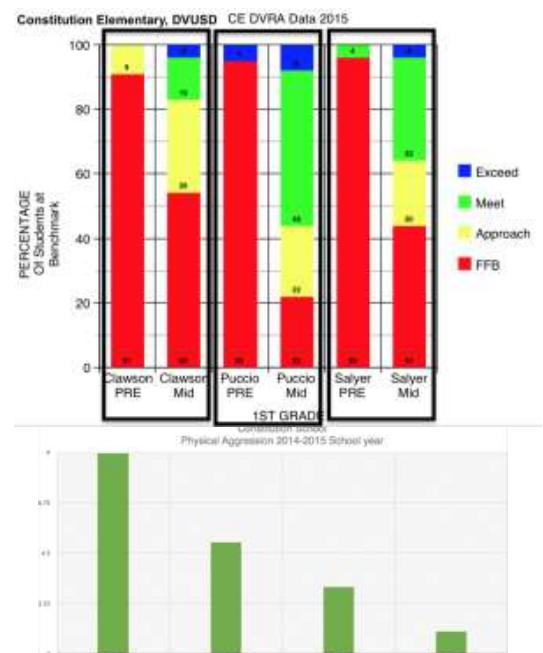
Even with the fact that our implementation has been rocky we have seen a decrease in destruction of school property, trash around campus and cafeteria, both of which are a sign of increased respect. We have also seen an increase in attendance, which demonstrates an increase in optimism and accountability. Our overall discipline referrals are down 2/3 from last year showing all components of PBIS are working to make River Valley High School a more positive and productive school.



Deer Valley Unified School District: Constitution School

Principal: Cheyana Levia

This year PBIS was reintroduced to Constitution. We restructured our Tier 1 and it has made a significant difference in the culture and environment of our school. We have seen a decrease in major behaviors and minor behaviors. This is reflected in the increase in Academic scores and the decrease in Physical Aggression on our campus. Teachers have become more consistent in their Expectations of our students. Which has created a more positive learning environment. All stakeholders can see a change and are excited to see what the future will bring when we continue to implementing PBIS with Fidelity.



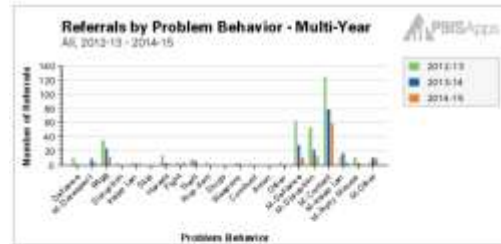
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Madison Elementary District: Madison Camelview Elementary School

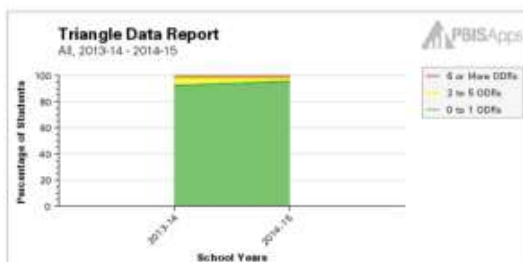
Principal: Hilary J. O'Brien

Madison Camelview has been positively impacted by PBIS in several ways. First, expectations are clearly defined, posted throughout the school, and are well understood by students. The behavior referrals have decreased 66% and the positive referrals have increased 60% in the last two years. The school climate is a positive and supportive one with students encouraging one another to model school wide appropriate behaviors. With expectations internalized, students are engaged in learning, which is reflected in our school's growth. Camelview has achieved the goal of an A rating.



Data Table

Problem Behavior	2013-13	2013-14	2014-15
Defiance/Insubordination/Non-Compliance	11	2	0
Minor - Disruption	3	10	6
Physical Aggression	36	25	12
Disruption	3	0	0
Abusive Language/Inappropriate Language/Profanity	6	2	2
Self-Harm	1	0	0
Harassment	15	3	2
Fighting	4	0	0
Forgery/Theft/Possession	8	3	1
Property Damage/Vandalism	3	0	0
Use/Possession of Drugs	0	1	0
Use/Possession of Weapons	3	2	0
Use/Possession of Combustibles	2	0	0
Arson	1	0	0
Other Behavior	4	1	1
Minor - Defiance	14	20	11
Minor - Disruption	14	22	15
Minor - Physical Contact/Physical Aggression	125	81	85
Minor - Inappropriate Language	14	12	6
Minor - Property Misuse	11	3	2
Minor - Other	8	11	10
Totals:	273	218	126



Data Table

School Year	Enrollment	0 ODRs	1 ODRs	2-5 ODRs	6-8 ODRs	9+ ODRs	% 0-1 ODRs	% 2-5 ODRs	% 6+ ODRs
2013-14	701	593	64	42	4	1	93.30%	5.99%	0.71%
2014-15	732	685	42	22	2	1	93.58%	3.01%	0.41%



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Sacaton Elementary School District: Sacaton Elementary School

Principal: Leslie Rychel

Sacaton Elementary School is in its second year of successfully implementing Positive, Behavior, Intervention, Support (P.B.I.S.) Since its inception, the culture and the climate of our school has positively changed not only for our students, but for our staff as well.

The area where we are seeing the greatest impact is in the area of RESPECT. Students respecting other students, students respecting adults and students respecting school property. There has also been an improvement with adults respecting students as well as adults respecting each other to a greater degree.

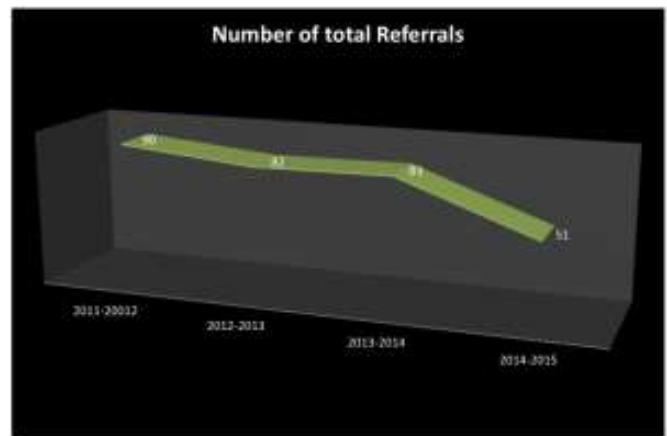
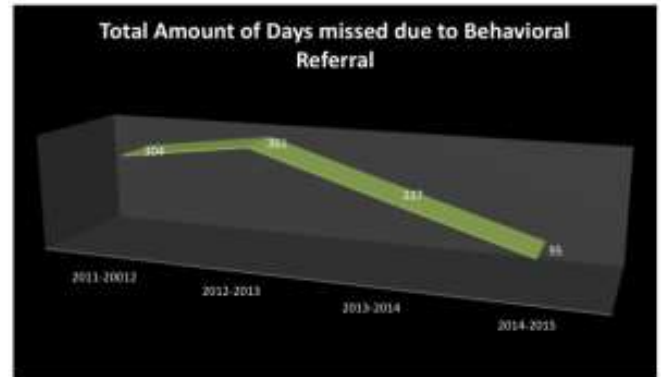
We are also noticing that students are recognizing and looking for the positive in each other on a daily basis. We have observed students emulating staff members by using and/or repeating the expectations with the correct verbiage. e.g. "Thank you for being safe by keeping your hands, feet and objects to yourself." In addition, when daily prize winners' names are announced each morning, students clap if that child is in their homeroom.

P.B.I.S. has been a paradigm shift for everyone. We are in the process of looking for and reinforcing positive behaviors instead of focusing on and/or dwelling on negative behaviors.



Buckeye Elementary School District: Jasinski Elementary School
Principal: Tracy Watkins

PBIS has changed our school culture and climate. According to staff survey in 2013, 18% of staff determined that school wide procedures were in place. In 2015, 89% of staff reported that school wide procedures are in place! Additionally, 93% of staff reported that Non-Classroom procedures are in place! Students and staff have shifted to a more positive approach when dealing with conflict. Additionally, consistent expectations have eliminated the constant need for administration support when dealing with discipline. There is certainly a more positive emphasis rather than negative throughout our school. We have seen an increase in student achievement because our students are aware of the expectations and the structured atmosphere provides a more conducive learning environment. Students not only earn individual incentives (paw prints) but work together to earn classroom acknowledgments as well!



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2015 Merit Awards Initial PBIS Implementation at Tier 1

Schools that have begun implementing school-wide PBIS and express that PBIS has had positive effects on their school this year.

- Buckeye Elementary School District: Bales Elementary School
- Buckeye Elementary School District: Inca Elementary School
- Buckeye Elementary School District: Sundance Elementary School
- Cartwright Elementary School District: G. Frank Davidson Elementary School
- Cartwright Elementary School District: Desert Sands Middle School
- Colorado Union High School District: Mohave High School
- Florence Unified School District: Anthem K-8 School
- Florence Unified School District: Florence High School
- Florence Unified School District: Skyline Ranch K-8 School
- Florence Unified School District: Copper Basin K-8 School
- Florence Unified School District: Magma Ranch K-8 School
- Isaac School District: Alta E. Butler Elementary School
- Isaac School District: Morris K. Udall School
- Isaac School District: Moya Elementary School
- Isaac School District: Pueblo Del Sol School
- Madison School District: Madison Heights Elementary School
- Madison School District: Madison Park Middle School
- Nadaburg Unified School District: Nadaburg Elementary School
- Page Unified School District: Desert View Intermediate School
- Paradise Valley Unified School District: Pinnacle Peak Elementary School
- Phoenix Elementary School District: Bethune Elementary School
- Phoenix Elementary School District: Whittier Elementary School
- Phoenix Elementary School District: Lowell School
- Roosevelt School District: Bernard Black Elementary School



*Positive Behavior Interventions
and Supports of Arizona*

MULTI-TIERED SYSTEMS OF SUPPORT