

2016 PBISAz Achievement Awards

Recognizing schools for successful implementation of
School-Wide Systems of Positive Behavior Interventions and Support

Awards are based on demonstrating high fidelity to national standards
and a measurable impact on student behavior and achievement



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MULTI-TIERED SYSTEMS OF SUPPORT

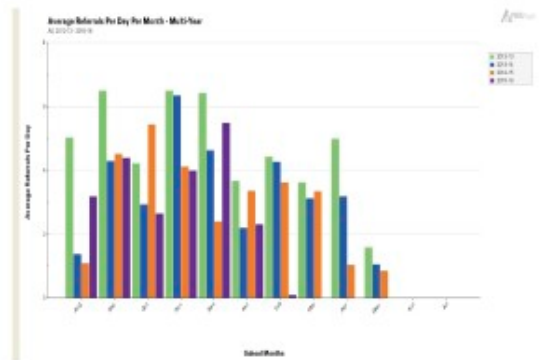
PBISaz.org

2016 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.

Holbrook Unified School District #3 | Holbrook Junior High Dr. Jeri McKinnon

Holbrook Junior High school is a completely different school! PBIS has tremendously changed our school for the better. I have worked at this school for 8 years now. I can tell you, I've seen it change before my very eyes! I am also a proud member of our PBIS team. I have seen our Tier 3 kids move on to become better students, athletes and overall better individuals. We are located in a very rural area. 80% of our students travel 1.5 hours a day on a school bus to get to our school. Some come from homes without power and running water. Most of those kids carry bigger burdens than some of us will ever have to face. Holbrook Junior High school has become a warm and inviting place. The data doesn't lie! PBIS has made our teachers, administrators, staff and students true believers! One of my Tier 2 students told me that she feels safe at school. We have included everyone in on PBIS! Our bus drivers, cafeteria workers, substitutes and even our janitors write student their Beep Beepers! (our positive tickets for rewards!) no one is excluded from our Positive Behavior system. I am a firm believer that this program has and will continue to change our school for the better!



SWIS Holbrook Junior High School
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Referrals By Location - Multi-Year
2012-13 - 2015-16

Referral Types: All Referrals
Only These Locations: All Data: Yes

Location	2012-13	2013-14	2014-15	2015-16
Classroom	511	458	416	273
Hallway/Recess	16	2	3	10
Playground	1	0	2	3
Cafeteria	20	2	7	4
Bus	82	54	46	17
Sum	6	5	2	1
Office	3	3	1	0
Bathroom/Restroom	16	12	16	1
Commons/Common Area	181	24	40	29
Library	3	0	3	1
Off-Campus	0	0	0	1
Bus Loading Zone	1	16	2	0
Computer Lab	2	0	2	2
Special Services/Physical Ed. Trip	1	3	3	2
Parking Lot	1	0	2	0
Locker Room	0	0	1	0
Mailroom	3	0	0	0
Other Location	1	0	0	1
Unlabeled Location	0	0	0	2
Totals:	867	584	526	391

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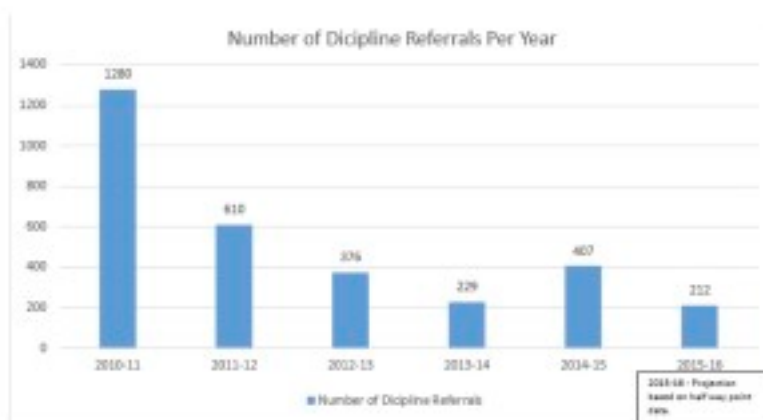
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Laveen School District #59 | Trailside Point School

Mr. Brett Humphrey

Trailside Point is a great example of how PBIS is not just an acronym, but is a consistency of behaviors and actions that can be seen and felt across campus. When you visit Trailside Point it is evident that students, teachers, and parents all know the schoolwide expectations. This positive culture is not only seen in the classroom but anywhere on campus that you wish to visit. PBIS at Trailside Point School has played a big part in the lowering of negative behavior referrals and an increase in academic achievement. However, that does not tell the whole story. That story is told day in and day out through consistent behaviors by parents, staff, and students. Also, a willingness by parents, students, and staff to work together to make sure Positive Behavior Interventions and Supports are practiced, data is analyzed, and regular modifications are made to continuously improve Trailside Point School.



Mesa Public Schools | SHARP School

Mrs. LeiLani Scott

SHARP School began implementing the PBIS system in the 2012-13 school year. SHARP is a specialized Focus School/Program in Mesa Public Schools that supports students with significant academic and behavioral challenges. While SHARP had experience with working through challenges with students, we were looking for an improvement in pro-activeness versus reactivity with our students. Dealing with a high number of challenging behaviors also had an impact on the schools culture and climate.

Motivated by the mighty purpose of PBIS, SHARP has been reformed into an elite academic and behavioral service model for Mesa Public Schools. Immediate results were achieved which included a decrease in behaviors and an increase in student and staff morale. As SHARP has continued with PBIS and embedded multi-levels of support, we continue to see a decrease in behaviors, restraint and seclusion as well as an increase in academic success for our students.



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SHARP embraces changing adult behaviors to improve student outcomes. PBIS has provided SHARP with a system that now allows staff to provide an uncommon experience for our students, allowing the students to reward us with an uncommon effort. We have proven that the system can work for the most challenging students and change the course of our student's future.

Page Unified School District | Lake View Primary Mrs. Cathy Erickson

Lake View Primary is a K-2 school where teaching student's appropriate behavior is significant to the success of learning for their future. We have increased school safety and climate by being clear in the expectations for all areas of the school including classroom, playground, assemblies, hallways, bathrooms and bus. These expectations set a positive climate for reinforcement of all students by all staff. Parents also comment of the positive climate we have established for our students to learn in.



With the PBIS system, we have decreased behavior disruptions by a significant decrease each year. This allows students to be more focused on learning academic curriculum. Let's teachers spend more time on focused teaching, and support staff can focus on tier II and tier III needs.

Lake View Primary has seen a decrease in Office Discipline Referrals and Suspensions from prior years. Students at such a young age need to be in the classroom to learn crucial skills and standards. We have been able to put support in place for students who need it that allows them to stay in the classroom.

Students at Lake View Primary are learning to be socially responsible and are developing self awareness. This allows for a more positive environment for learning. Using PBIS along with Positive Action has decreased the number of Office Discipline Referrals, replaced inappropriate behaviors with positive behaviors, and increased student academic progress. It also carries over to their lives outside of school.



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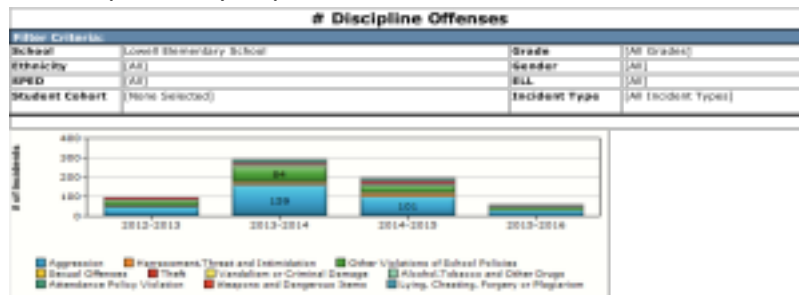
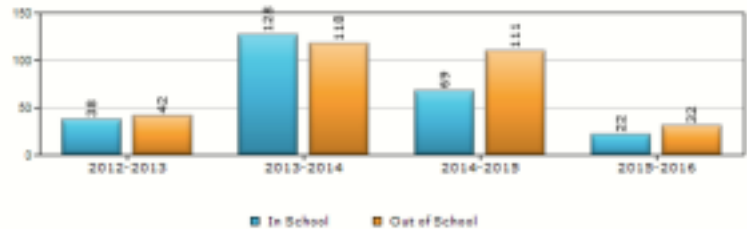
Phoenix Elementary School District #1 | Lowell Elementary School

Mr. Tyson Kelly

Lowell Elementary School is proud of our PBIS efforts. We have seen significant progress in our data, specifically in ODR and suspension reductions (about 75% since our first year of implementation). There is

also a noticeable difference in our

school's climate. Teachers and students speak a common language; meeting an expectation is reinforced in a meaningful way and not meeting the expectation is viewed as a teachable moment. It is amazing to see a Kindergartener on the playground who excitedly runs over to tell you that he got a ROAR card this morning for being Accountable because he finished his work in class. Data-driven is no longer just a catchphrase at Lowell. We use data to inform our decisions which positively impacts our choices about students, both academically and behaviorally. We



are also more mindful about our progress and consistently look for opportunities to improve our outcomes. We have room to grow, but are on a great track. Lowell Tigers ROAR!



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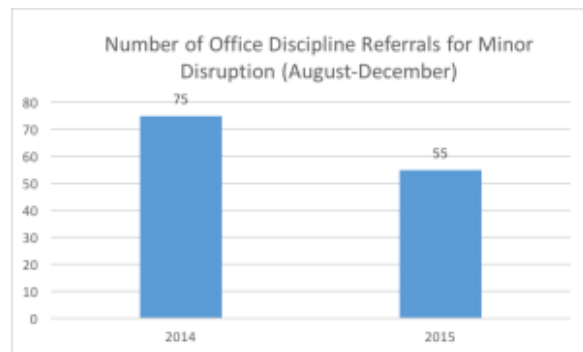
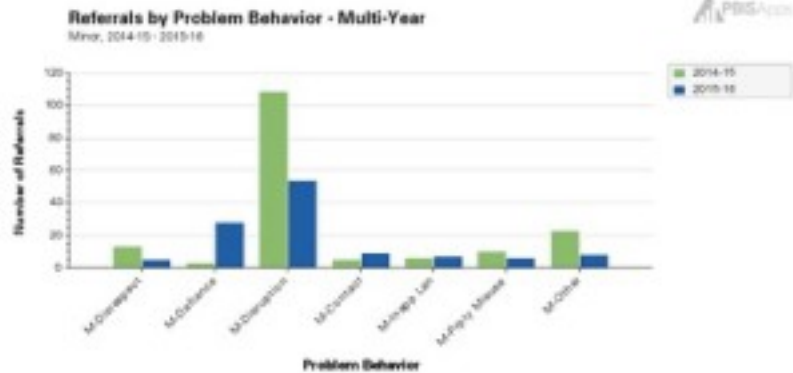
2016 Silver Awards

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.

Buckeye Elementary School District #33 | Buckeye Elementary School **Mr. Nick Forgette**

At Buckeye Elementary School PBIS has truly provided us a platform to increase student success through a campus that focuses on providing positive reinforcement for all of our students and staff. By decreasing the number of days that students were suspended, we have increased the number of days that students are receiving instruction. In addition to increasing the number of days when students are in the classroom learning, we have also decreased the frequency of several problem behaviors. The number of referrals for minor disruption has decreased which is another way that we are increasing the time focused on classroom instruction. This shift allows us to provide our students with the much needed academic supports on an even more consistent basis.



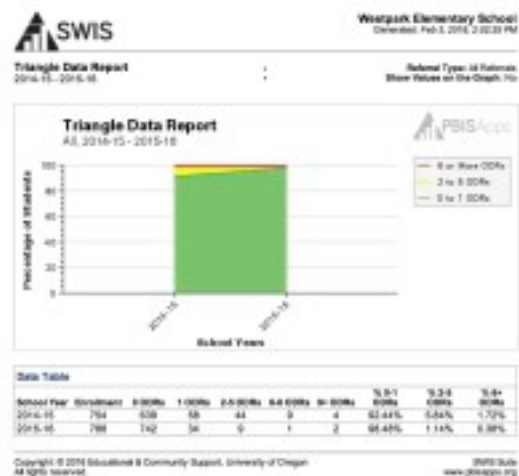
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Buckeye Elementary School District #33 | WestPark Elementary

Mr. Kevin Bulger

PBIS has impacted WestPark in lots of great ways! PBIS has helped us develop a proactive approach to promoting positive behaviors, rather than reacting to the negative ones. PBIS provides WestPark the necessary tools for success through evidence based practices; which has promoted student achievement and growth. Our PBIS teams are not only recognizing our students with our Paw Power tickets, but our staff is being recognized with them as well. Receiving recognition for meeting our school-wide expectations has facilitated both our staff and students to become more aware of their behavior. This has allowed them to develop a strong sense of pride in our school. Westpark continues to benefit from the overall rollout of PBIS with a mass reduction in disciplinary referrals, increased attendance, and positive climate on campus. This has enhanced both faculty well-being and the overall student drive to succeed. Overall, the staff at WestPark are thankful for the framework PBIS has provided. We feel this framework has allowed our school to establish a safe, caring, and positive environment; which is crucial for student and staff success.



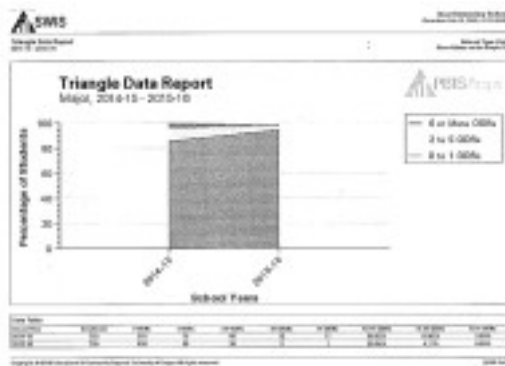
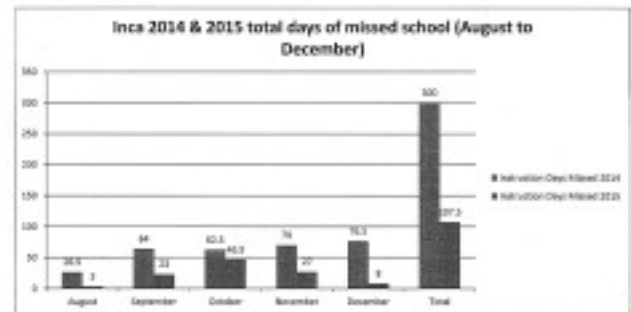
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Buckeye Elementary School District #33 | Inca Elementary School

Mrs. Laura Wilson

PBIS continues to have a tremendous positive impact on the school climate at Inca as the staff, students, and parents have a set of clear, uniform expectations that focus on noticing positive rather than negative behavior. Receiving recognition for meeting these expectations has helped students become more aware of their own behavior and allowed them to develop a strong sense of pride in their school. Everywhere within the school, students are excited to be caught doing something correctly and awarded a Panther Pride ticket by a teacher, staff member, or administration. This consistent acknowledgement helps to encourage positive behavior, as students see the immediate reward for following the rules. Inca's SET results have revealed a 95%



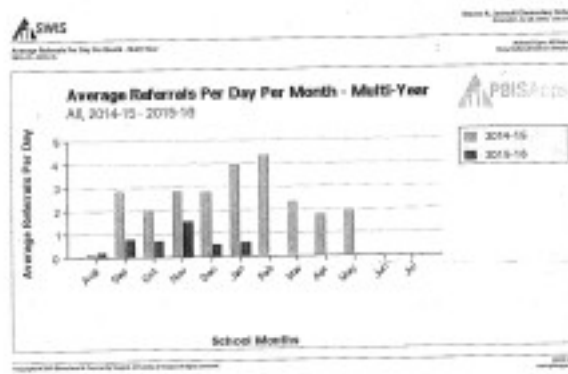
implementation rate for Tier 1, and our school leads the district with 192.5 instructional days gained. The use of the “check in-check out” system for at-risk students has given them the tools and the opportunity to be successful by providing them with a mentor that can positively impact their behavior and give them a safe outlet to talk and discuss any issues. Overall, the teachers and staff at Inca are thankful for the PBIS framework and feel that it has helped Inca to establish a safe, caring, and positive environment that is crucial for student success.



Buckeye Elementary School District #33 | Jasinski Elementary School

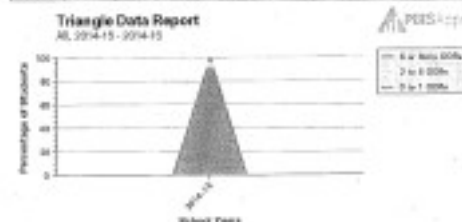
Dr. Donna Fitzgerald

Positive Behavior Intervention Supports (PBIS) has been in place at Stephen R. Jasinski Elementary School since the 2012-2013 school year. As we enter our fourth year of our program, our staff has a clear understanding of our PBIS school wide protocols. This is evidenced by our recent School Wide Evaluation scoring of 97%. Our SWIS data continues to show a decrease in lost instructional minutes due to the decrease in in/out of school suspensions. Our atmosphere has a positive feel and our students have tools to assist them in resolving conflict. Students earn incentives (positive paw prints) for individual positive behaviors and work together as a class to earn class paw prints. As our school grows and we welcome new students and staff, PBIS allows us to use a common language and methodology to continue to build a positive culture for our campus.



State 100%

School Year	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
2014-15	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2015-16	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%



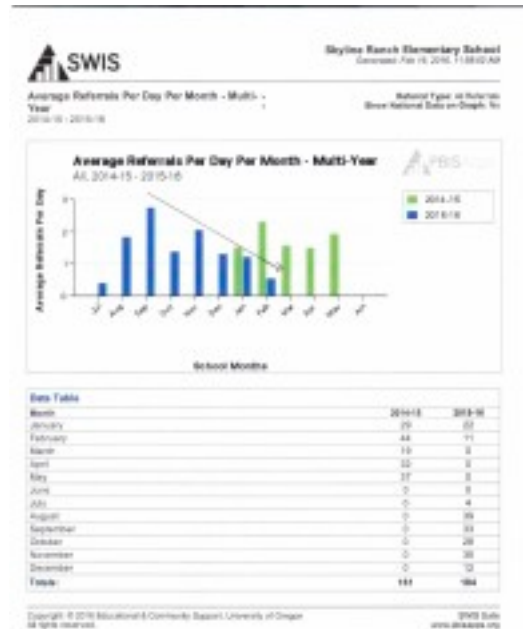
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Florence Unified School District #1 | Skyline Ranch K-8 School

Mr. Toby Haugen

The vision at Skyline is to ensure all kids receive the extra time and support needed to achieve at a high level. This vision refers to the school culture, as well as the student academic achievement at Skyline Ranch K-8 School. Teachers are teaching the expectations and building relationships with students, which has a positive effect on academic growth. From the middle of the initial year, daily referral rates have decreased by 81%. Now that referrals have decreased, it has been necessary for other systems to be implemented. We have over twenty students who are involved in the check-in and check-out process that we call the PAWS Club. There have been very positive gains for over 90% of the students according to their grades and comments from their teachers and parents. A Tier 3 Team of educators meets once a month and invites teachers that have students who are struggling with their academics or behaviors, and haven't responded well to the teacher's supports. The team collaborates together and comes up with research-based interventions for the teacher to try in class so she can collect data to bring back to the team. In addition to site based Tier 3 strategies, Skyline is also the home to the district-wide Tier 3 intervention known as the BEST Program (Behavior Education and Skills Training). Five students have already met their goal and returned to their home school. There are currently nineteen students in the program and 84% of them are participating in general education classes with their peers. Transitioning them back to a general education setting at a slow pace will ensure their success. Even though these students require a higher support of behavioral needs, they are still held to high academic expectations and commended when they reach their goals. The PBIS program has continued to support our school's focus on being prepared, acting responsibly, respecting oneself and others and promoting academic success through learning.



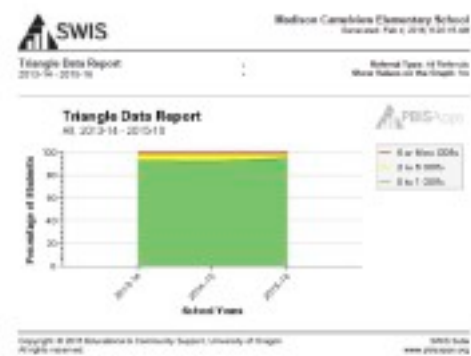
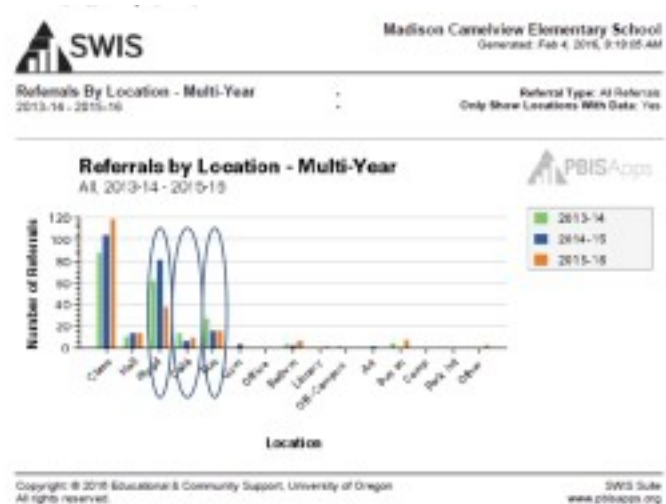
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Madison School District #38 | Madison Camelview

Mrs. Hilary J. O'Brien

This will be Madison Camelview's second official year of implementing PBIS Tier 1 school-wide and the first official year of implementing Tier 2 supports. Coming to this school I found that there was already a culture of positivity and explicit instruction and reinforcement of expected behaviors. The staff rollout was smooth as this was not a brand new concept and the students and families had already been familiar with our C.U.B.S. expectations. Our students come to us from many different backgrounds, but they have a clear understanding of what they must do to be successful at Camelview each day. Since the implementation of Tier 1 and 2 supports our office referrals during unstructured times have gone down (ex. Playground, Cafeteria, Bus) and more notably is our decrease in students needing Tier 2 supports. In addition, our academic data is trending positively in student proficiency as well as annual growth. As we move forward, we continue to improve our systems to ensure sustainability throughout staffing changes to keep our school a safe learning environment for our students.



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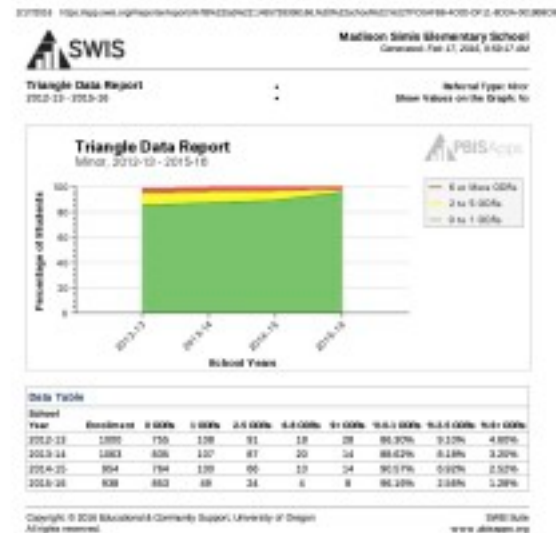
MULTI-TIERED SYSTEMS OF SUPPORT

Madison School District #38 | Madison Simis Elementary

Dr. Joyce Flowers

As PBIS continues to evolve at Simis many changes in climate and behavior can be seen. Prior to PBIS, it was common to have a stampede after each recess bell. Since teachers have been consistently reinforcing the use of walking feet we have seen an increase in the number of students walking to line. This has also resulted in a decrease in injuries and trips to the nurse.

This year we have experienced many changes around campus as a new school is being constructed on former play spaces. In addition to continuous construction, all staff moved rooms/offices over Winter Break, students are learning to navigate new spaces, and a third of our staff is new. The strong PBIS foundation in place at Simis has resulted in smoother



transitions during this year of change. .

PBIS has provided teachers with a common and systematic set of procedures for dealing with behavior problems. Being consistent with these procedures has resulted in fewer Minor Incident Reports, allowing the PBIS team to view and respond to accurate data that correctly identifies students needing additional supports.



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Marana Unified School District | Twin Peaks Elementary School

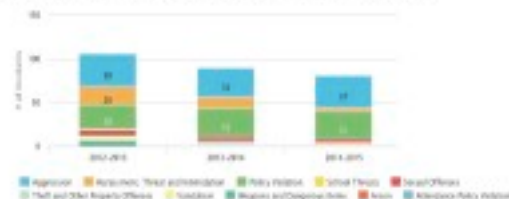
Mrs. Dondi Luce

Twin Peaks Tiger Cubs are “Respectful, Responsible and Ready to Learn.” Over the past decade, Twin Peaks Elementary School staff members have diligently worked to improve our Positive Behavior Intervention Supports program. Each year, we develop an action plan to identify areas of concern and improvement. An evaluation of our office discipline referrals, Student Climate Survey, The Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS) scores, the School-Wide Evaluation Tool (SET) and the School-Wide Tiered Fidelity Instrument (TFI) demonstrates that we have been able to positively impact our students’ growth in their positive behaviors, student safety, and academics.

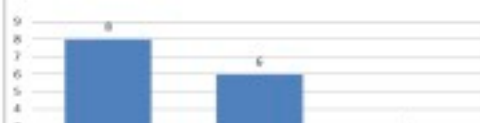
“Respectful” --Office Discipline Referrals (ODR): Between 2012 and 2015 we had a 21% decrease in referrals. This was accomplished by promoting positive behaviors school-wide using the PBIS Tier-leveled Interventions. (See data graph). Students with consistent referrals were given opportunities to make personal improvements with various individual interventions including adult mentors, school counseling, behavior plans and positive reinforcement.

“Responsible” --Student Safety: Through our ODR Data we identified a need to specifically focus on reducing bullying behavior. We accomplished this goal with a 25% reduction (see graph) by incorporating interventions at all 3 tiers. Over the course of 3 years, students reported on our Climate Survey (see graph) an increase of feeling safe and healthy within our school thereby demonstrating that our PBIS action plan and interventions are having a positive impact. Students participate in school-wide, classroom and individual activities that promote and support positive relationships. Our students know how to stand up to bullying and be “Bystanders that Rule” at Twin Peaks Elementary School.

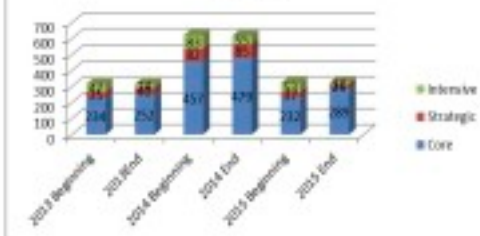
Office Discipline Referral Data for Twin Peaks Elementary School, MUUSD



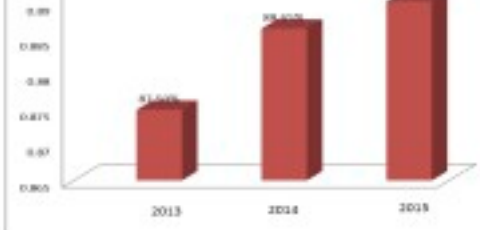
Twin Peaks Elementary School
Bullying Behavior
Harassment, Threat, and Intimidation



Twin Peaks Elementary School
DIBELS



Twin Peaks Student Climate Survey
“Safe and Healthy Environment”



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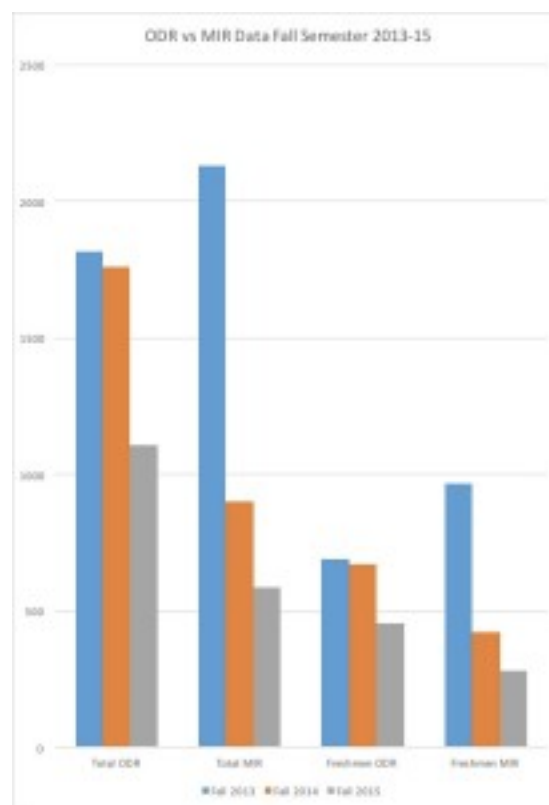
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“Ready to Learn” --Academics: Each year for the past 3 years we have seen an increase in academic growth of our students in the area of reading (see graph). Our goal was to improve the number of students who achieved the benchmark in reading. Students are identified and monitored through our Child Assistance Team, DIBELS testing, and other individual interventions in order to ensure that they are “ready to learn.” Teachers are provided professional development on reading instructional strategies, and parents are provided with resources for helping their children become better readers at home. Students receive positive reinforcements on a daily basis, as well as monthly drawings for ready to learn behaviors and quarterly awards.

Mesa Public Schools | Westwood High School

Mrs. Shawn Lynch

We have seen an integration of Warrior PRIDE into our school climate and culture over the past three years. It has made the biggest impact on our overall school climate related to safety and culture. This is especially noticeable when you compare the first semester discipline data of the past three years. Our aggression ODRs, Theft ODRs, and Dangerous Items/Weapons ODRs have decreased each year. These are all indicators of a safer school. Additionally, we have multiple types of positive recognition systems in place for students all throughout the school year that allow teachers and administrators to catch them being great and then to let the students know they see it. This includes our Warrior PRIDE cards, Students of the Month, Move Up Awards, and Personal Choice Awards.



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Nadaburg Unified School District | Nadaburg Elementary School

Mr. Curtis McCandlish

This year we have seen a significant decrease in the amount of Office Discipline Referrals we have been receiving each month. During the 2014-2015 School Year, we were seeing an average of 5 or above referrals per day. Now we are seeing less than 4 per day. In addition, we have had a significant decrease in the amount of suspensions that have been assigned. Last year, we had over 400 days of suspension across 150 events. This year we have less than 200 days assigned across 55 events. PBIS has allowed our school to put interventions in place that focus on specific students and specific problem areas. Targeting these students has decreased their behavior and increased their success in school.

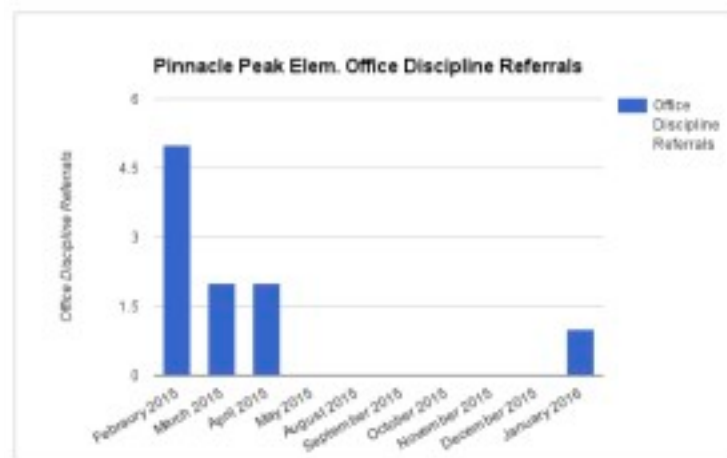


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Paradise Valley Unified School District | Pinnacle Peak Elementary School
Mrs. Lora Herbein

Pinnacle Peak Elementary School, in the Paradise Valley Unified School District, is in the first year of full implementation of Tier I PBIS. Our program has been branded as SOAR (Safe, Organized, Accountable and Respectful) to match our mascot, the eagle. We have been able to integrate our PBIS efforts into our already strong culture, resulting in very high fidelity of implementation by staff and strong support from our parent community. Our parents frequently report that their children share that they have received SOAR cards and report the positive behavior that was acknowledged. As can be seen by our chart of ODRs over the last calendar year, we have reduced our major behavior incidents to near zero. Additionally, we see behavioral gains in orderly and quiet hallways, as well as, a great reduction in the need for students visiting the office for behavior concerns or for serving consequences such as recess detention. As evidenced when viewing the graph of DIBELS data, at mid-year our kindergarten and 1st grade students had already surpassed last years student's average scores for the end of the school year. The 3rd grade DIBELS data appears to be on track to surpass last year's student for the end of year assessment. Overall, there is sense of a very orderly, safe and increasingly positive school climate.

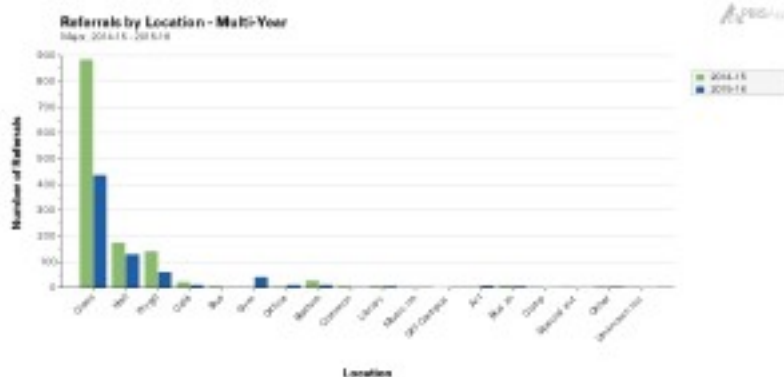


Roosevelt School District #66 | Dr. Bernard Black Elementary School

Dr. Jonathan Moore

Dr. Bernard Black Elementary School (BBE) is the largest school in the Roosevelt School District located in South Phoenix. BBE services over 850 students and provides 100% free and reduced lunch. In its eleven year history, BBE has undergone high staff turnover at the administrative and teacher levels, which has resulted in widespread instability with regard to student achievement and character development. Following several rocky years, the school was provided with an opportunity for change when it was accepted into ADE's MTSB PBIS grant program. A dedicated group of teachers and support staff, lead by Principal Dr. Moore,

committed their free time and efforts to influence change and create a prosocial climate for everyone walking through BBE's door.

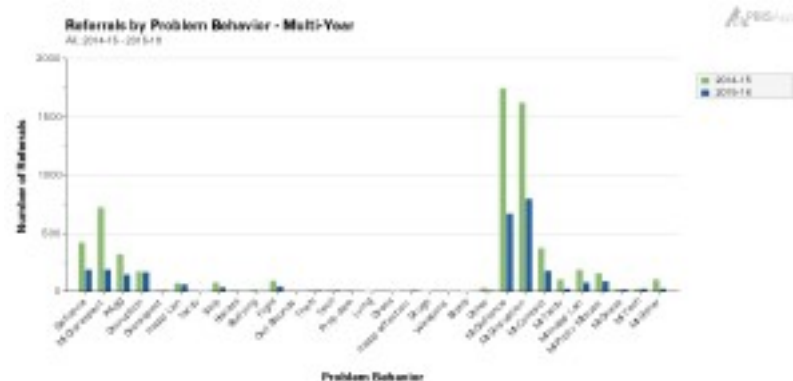


Following our initial roll out in 2014, BBE has consistently displayed high fidelity of implementation of all critical Tier 1 components (see

attached SET results). The PBIS team has supported teachers and staff in training students on the school's expectations. In addition to teaching universal expectations, all students are reinforced for displaying desired behaviors while conversely, students exhibiting needs for support and intervention are provided with systematic and data driven interventions designed to keep them in the classroom while learning and contributing in pro-social ways.

Currently, data collected as been used to appropriately identify students in need of Tier 2 and Tier 3 interventions. Areas of concerns, such as the playground, were targeted and now have displayed significant decreases in problem behaviors and subsequent Office Discipline Referrals (ODRs). While the problem solving continues, data collection and analysis continues to

be the driving force of the PBIS team so we can continue our positive progression. Prior to our initial roll out, the office experienced over 1500 ODRs! Following our first year of implementation, we displayed a 15% decrease in ODRs which has resulted in a gain of 84



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instructional hours! Currently, BBE is ranked 6th (out of 18) in Reading and 5th in Math, our school population continues to grow as our students and teachers are happy and have a sense of community not previously felt at BBE.

Dr. Bernard Black Elementary School continues to grow in both size and spirit in large part due to the positive impact that PBIS has had on students, teachers, staff, and families.

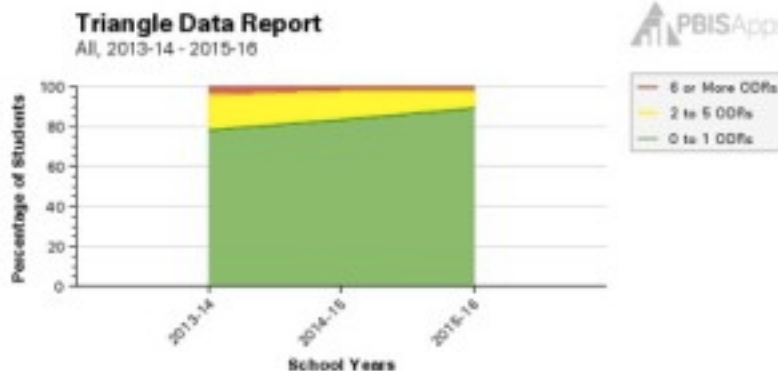
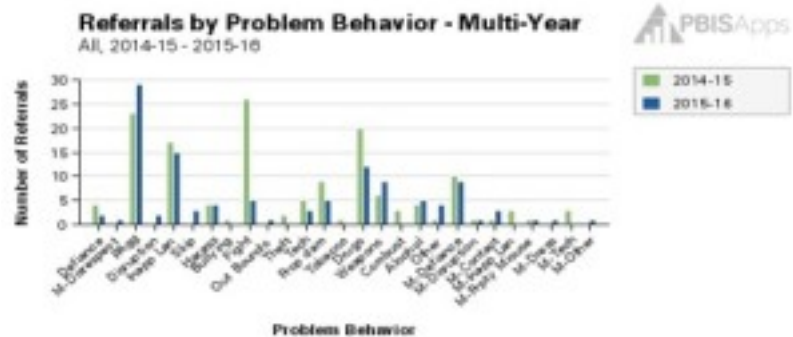
Sacaton Elementary School District #18 | Sacaton Middle School

Mr. Philip Bonds

PBIS has continued to have a positive impact at Sacaton Middle School. Currently in our fifth year, with our population composed 100% of Native American Pima students, teachers have come to realize that our students can actively participate in their education without open acts of defiance. With the continued

implementation of PBIS at our Middle School we find that students are very responsive to the strategy of providing students immediate specific feedback with a Brave's Buck and daily school-wide recognition. With the continued implementation of a Tier 2 intervention, CICO, it has continued to give the extra support to our students as teachers provided immediate feedback on their personal behavioral goals each day. We started with 10 identified CICO students and graduated 2 of those students so far this year.

As we continue to train staff to maintain program fidelity, teachers have reported many positive aspects including: students enjoying receiving Brave's Bucks, students' attitudes have positively shifted, and PBIS language has become our school norm. With a SET Implementation



Score of 98%, we are well on our way to move to the next phase of PBIS to address Tier 3 interventions. With students responding positively to PBIS procedures and teachers continuing to implement PBIS with fidelity, we are confident that we will continue to see positive academic as well as behavioral student growth.



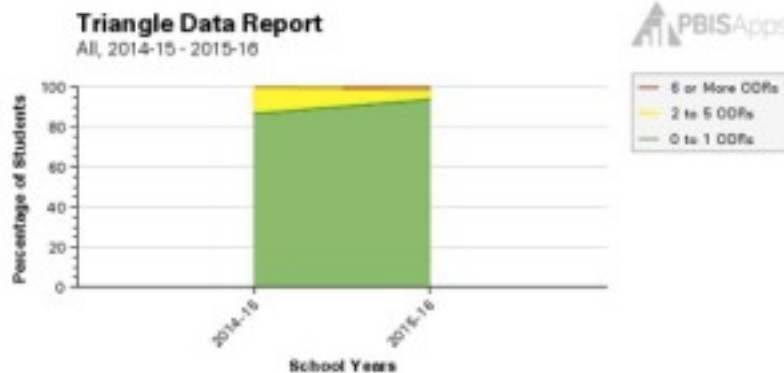
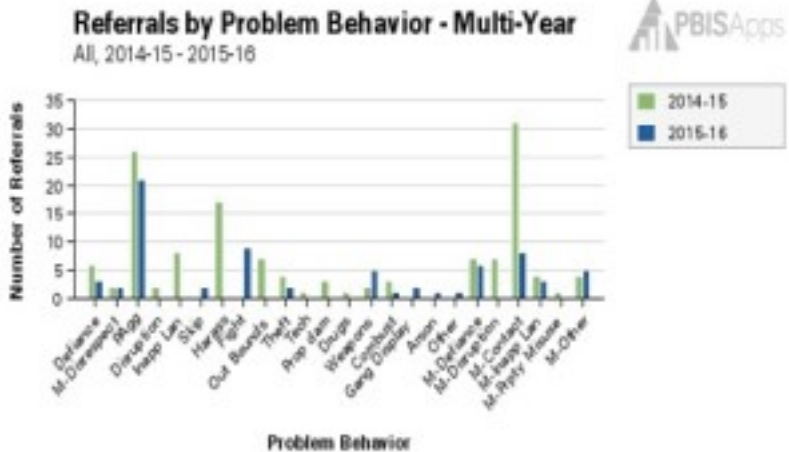
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MULTI-TIERED SYSTEMS OF SUPPORT

Sacaton Elementary School District #18 | Sacaton Elementary School

Mrs. Leslie Rychel

Sacaton Elementary School is now in their third year of implementation of PBIS. With our continued implementation of PBIS we are finding that the students are responding positively to the immediate feed back with a Braves' Buck. Our teachers are utilizing the tools they have been given to deal with minor behaviors in their classrooms and as a result, less behaviors are being sent to the office. The implementation of CICO this year has given extra support to students who need Tier 2 interventions by receiving immediate feedback on their behavior goals each day.



With a SET score of 97% we are excited to continue to provide our students with additional Tier 2 and Tier 3 supports. We are eager to continue to see the positive trend of less ODR's, an increase in academic achievement, as well as positive behavior growth.



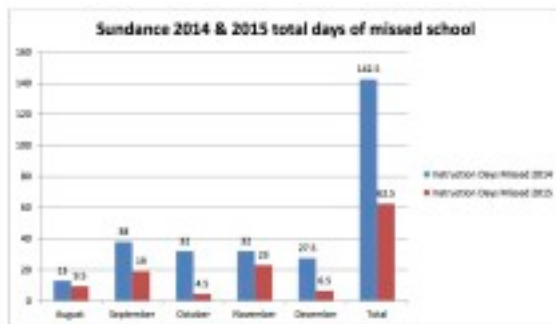
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MULTI-TIERED SYSTEMS OF SUPPORT

Buckeye Elementary School District #33 | Sundance Elementary School

Mrs. Neva Burlingame

Sundance Elementary has implemented PBIS this year and we have seen the benefits in our students and school. Our year one team worked hard to design schoolwide matrix and posters, develop lesson plans for teaching and re-teaching expectations and are filmed what to do and what not to do videos. Every member of the Sundance staff has participated in the expectations lessons. After winter break we had PBIS assemblies to help reteach our school wide expectations with a fun jeopardy game that our mascot even participated in. Horseshoes continue to be pulled daily during morning announcements to recognize students caught showing PBIS behavior. We are using our SWIS data tracker and the referrals for this year are down compared to last year. In addition we have gained 78 days of instruction due to a reduction in students being suspended. We credit this with our staff passing out positive Mustang horseshoes and rewarding the behavior we love seeing in our school. We are excited



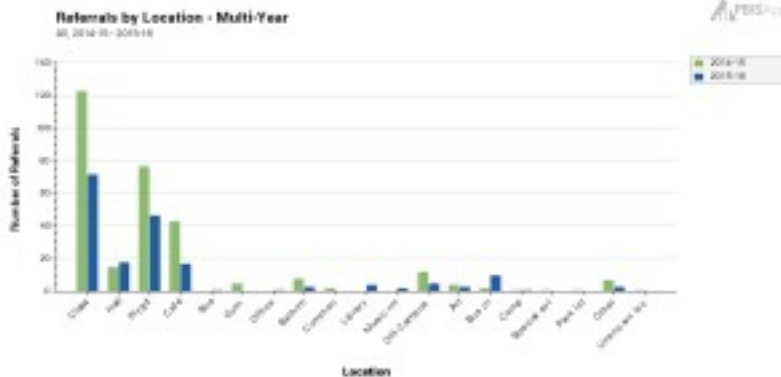
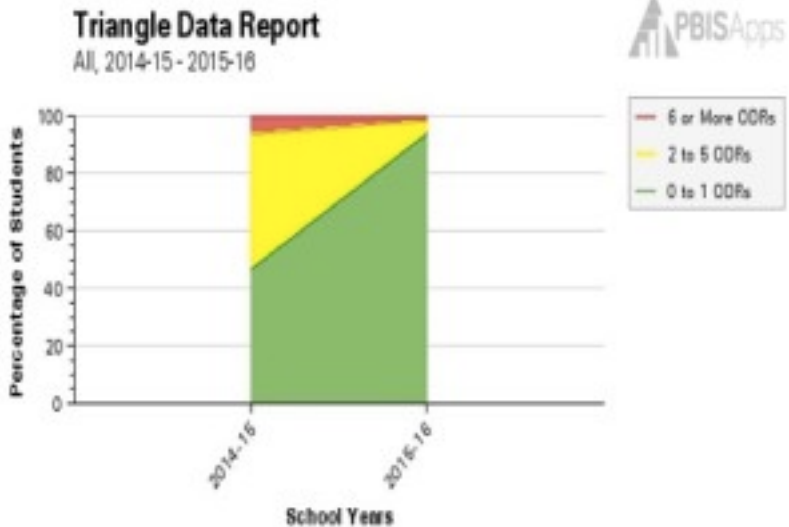
as our Year 2 teams learns the ins and outs of the Check In Check Out System and we can further support those students who are struggling with day to day behaviors. Sundance also completed their SET and received a 96% Implementation Average score showing our Tier 1 is fully implemented. It has definitely been encouraging to see the positive impact PBIS has had on our campus.



Cartwright Elementary School District #83 | Tomahawk Elementary School

Mrs. Marilyn Bond

PBIS has had a significant impact on our students' behaviors at Tomahawk Elementary. It is clear that students know and understand all of the expectations on the behavior matrix. PBIS expectations are taught daily through explicit, direct instruction in all classrooms. They are reviewed weekly and referenced consistently in daily announcements. Specifically, one major positive change that we experienced involved students' behaviors after winter break. Our data showed a significant decrease in student referrals in January 2016 compared to January 2015. We attribute this to teacher and staff commitment to re-teaching the expected behaviors. We have also observed students from different grade levels restating expectations and, more importantly, explaining why those expectations were made. This is due to the overall consistency in teaching expected behaviors across our campus, from kindergarten



to fifth grade, MAP (music, art and PE) and support staff. Lastly, now that behaviors are improving, teachers are better able to focus on first best instruction in order to meet the ultimate goal of overall student success.



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MULTI-TIERED SYSTEMS OF SUPPORT

Cartwright Elementary School District #83 | G. Frank Davidson Elementary School

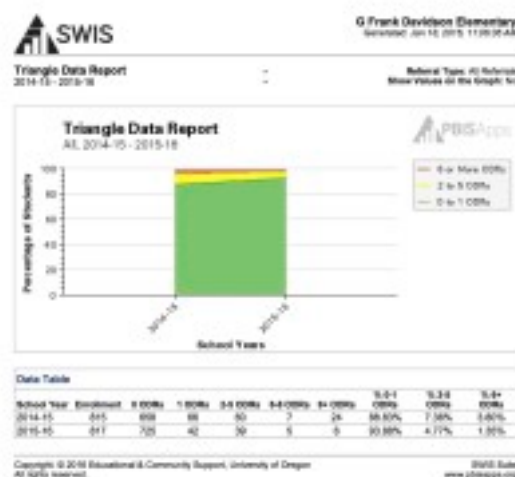
Mr. Arturo Sanchez



PBIS has positively impacted Davidson Elementary in two different ways. First, it has motivated the PBIS team to gain focus for our staff development. Entering the third year of PBIS at Davidson Elementary, our data indicated to us that we needed to be intentional with our Tier One instruction. We felt that the most efficient way for us to help our staff was to create a PBIS binder. In this binder, we included resources such as a staff handbook, Tier One lesson plans and behavior posters, interventions and supports for Tiers

Two and Three, and a letter so that substitutes could help reinforce Tier One instruction while on our campus. Additionally, we created a parent brochure that we distributed to parents at our school's fall festival and began dialogue with parents about Davidson's expectations. During the first quarter of the year, our professional development focused on The Functions of Behaviors and how they relate to interactions between students and staff.

Secondly, we have seen some positive effects between our professional development efforts and our discipline data. We have noticed a 14% decline in office discipline referrals on our campus. Our team is hopeful that as we gain experience analyzing data, we will continue this downward trend of office discipline referrals.



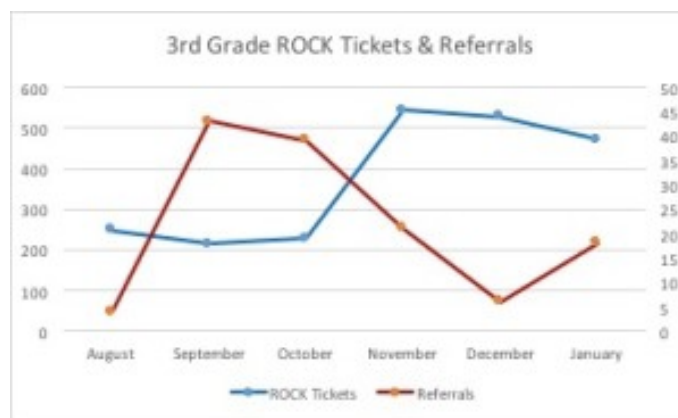
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MULTI-TIERED SYSTEMS OF SUPPORT

Deer Valley Unified School District | Paseo Hills Elementary School

Mrs. Dawn Pace

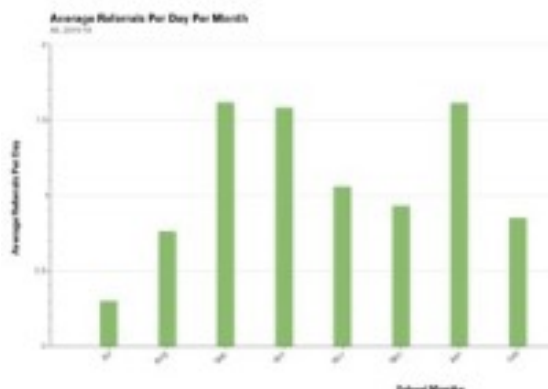
PBIS has given our school common vocabulary and expectations from grades Kindergarten through 8th Grade. Our school has created and implemented school-wide PBIS expectations. Since Implementing PBIS our school climate has become more cohesive, positive and structured. Teachers have a clear knowledge of implementing positive interventions in classroom and are able to access RTI – B Specialists as needed when students continue to struggle with expectations. Adding RTI – B Specialists to our school has significantly decreased on-campus suspensions. Our RTI – B Specialists support our students by reflecting on situations, providing small group support, and strategies that promote positive interactions which has increased time students are spending in their classrooms learning.



Excalibur Charter Schools | Avalon Elementary K-8

Mr. Michael McCord

The PBIS program at Avalon has provided a much needed definition of schoolwide expectations. The school was struggling with how to best provide the safe environment for our scholars and found the PBIS program. After the implementation of PBIS we noticed a dramatic change in the feel and culture of our school campus. Our team was able to track down problem areas because of our ability to track Office Discipline Reports and make improvements based on that information. Hallways are no longer used as a social gathering place, the playground is safer, and the scholars are in the classrooms rather than the office. This program has provided us the guidance as to how to keep our scholars in the classroom and how to provide a positive environment for them to learn in. This experience and learning of the program has made a positive impact on our school and our scholars.



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MULTI-TIERED SYSTEMS OF SUPPORT

Florence Unified School District #1 | Florence K8

Mrs. Joanne Pike

PBIS has changed the culture of our school. It has created a common language in regards to behavior between staff and students. Specifically, the culture focuses on good character, service, and safety. To support the program a reward system has been implemented to acknowledge students and staff for displaying positive behaviors. As a result of this program we have seen a shift in teacher behavior in regards to giving more attention to the positive behaviors displayed by students. In turn, students have stepped up their behavior in an attempt to be recognized.

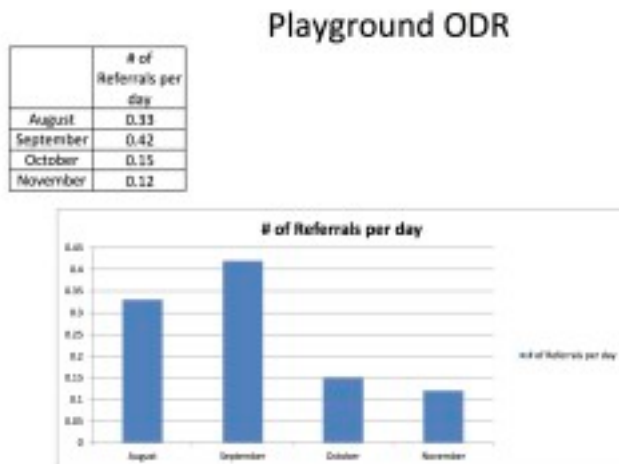


Florence Unified School District #1 | Magma Ranch K-8

Mr. Eddie Lopez

Magma Ranch has implemented the Positive Behavior Interventions and Support Program (PBIS) over the course of the 2015-2016 school year. Since the incentive program has been introduced and up and running, the climate of the school has made a rapid improvement in

gaining a positive atmosphere. We have found that being on the lookout for positive behavior drastically decreased negative behavior. Our data has proven this through the average number of referrals versus Caught in the Act Tickets we pass out each month. The school shows a remarkable dip in behavioral problems through documented referrals, from last year's data, and a major increase in students striving to be responsible, respectful and making right choices.



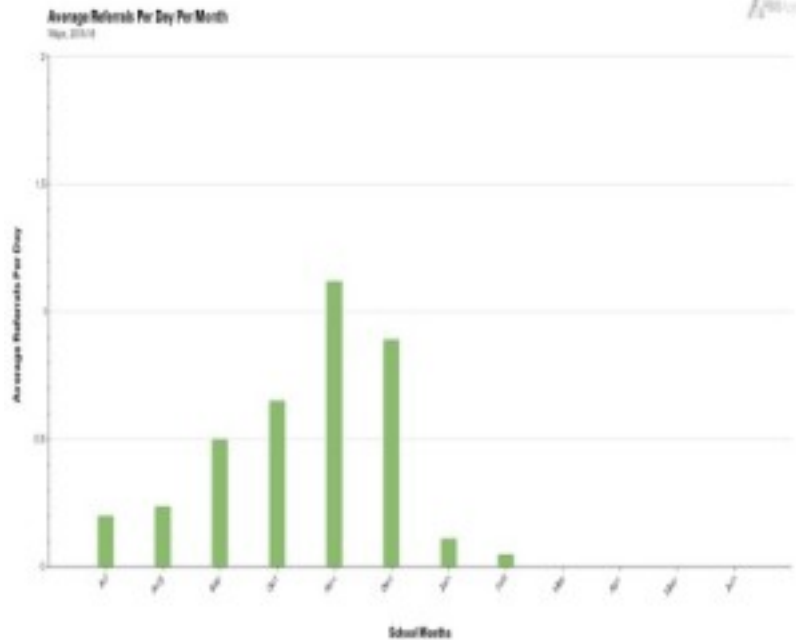
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MULTI-TIERED SYSTEMS OF SUPPORT

Florence Unified School District #1 | Anthem K-8

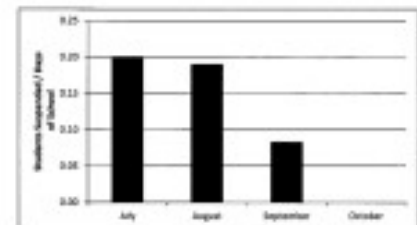
Mrs. Kathy Brown

Tier 1 of Anthem's PBIS program, P.R.I.D.E., was implemented at the beginning of the 2015-16 school year; the staff worked together to create a set of overall as well as site specific student expectations that were then taught to the students during the first week of school. Overall, the program has been an enormous success as evidenced by both our 95% implementation average on the school-wide evaluation tool (SET) and the more than 60% reduction in office discipline referrals (ODRs) when comparing the first semester of 2014-15 to the first semester of 2015-16. Moreover, many out of school suspensions in 2014-15 resulted from events that took place outside of the classroom. During the first four months of 2015-16, July through October, Anthem saw a reduction in the number of students suspended out of school, per day per month, for incidents taking place in non-classroom areas such as the cafeteria, playground, hallways, or other common areas. We feel that much of this improvement can be directly attributed to Anthem P.R.I.D.E. as these are areas with explicitly defined student expectations. Additionally, P.R.I.D.E. and its attributes of participation, respect, integrity, diversity, and excellence, have become part of the language and overall climate of Anthem K-8. We look forward to the continued evolution of our program and the achievements that will invariably accompany it.



Compilation Graph - Students Suspended per Day of School per Month

Month	Days of School	Students Suspended	Students Suspended/Day
July	30	3	0.10
August	31	4	0.13
September	22	1	0.05
October	30	0	0.00



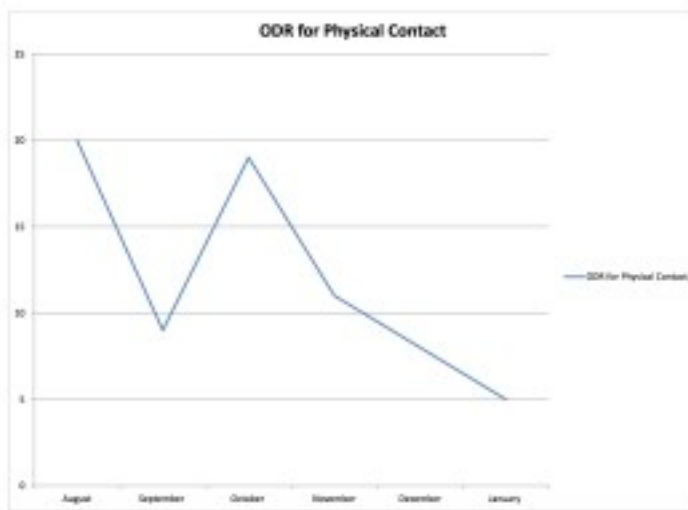
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MULTI-TIERED SYSTEMS OF SUPPORT

Florence Unified School District #1 | Copper Basin K-8

Mr. James Bock

In the 2015-2016 school year Copper Basin K-8 fully implemented Positive Behavior Intervention and Support (PBIS). PBIS has helped create a safe and positive learning environment for students and staff. Students are taught behavior expectations daily in all settings of our school. When positive behavior is witnessed, (Safe, Respectful, Responsible & Empathetic) it is recognized and celebrated at the individual, classroom and school wide level. Since full implementation, students, staff, parents and community members have expressed positive feedback regarding PBIS. "As a parent at Copper Basin, the PBIS program has had such a positive impact on how my children interact with other students and participate for a chance

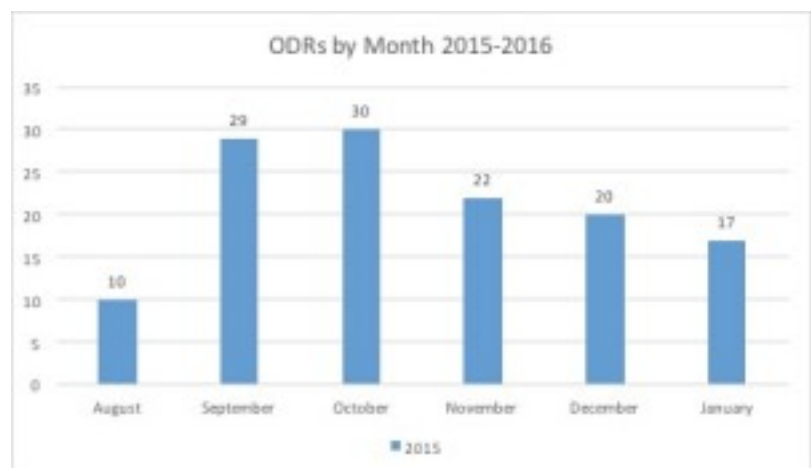


to receive a Dusty Ticket. This helps them stay focused." Teachers at our school appreciate the consistency of the expectations and the students' desire to be empathetic. While we are only in the beginning stages of full implementation we have already seen a drop in discipline and a rise in our benchmark scores. We are excited and look forward to continuing our positive journey with PBIS.

Isaac School District | Alta E. Butler School

Mr. Michael May

PBIS has helped our school reduce discipline data. Create a common language among staff, students and parents about what behavior is expected at our school. Since students are better behaved teachers have gained more time for instruction and administrators are able to be in classrooms more to focus on teaching and learning as opposed to problem behaviors.



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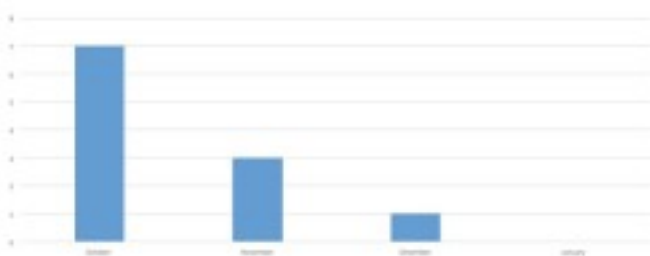
Isaac School District | Pueblo Del Sol
Mr. Armando Chavez

PBIS has made such an impact on our school. Pueblo Del Sol is a k-8 school with an enrollment of around 1150. We are in our first year of implementation. Not only have we seen a decrease in office referrals of 46% over the previous year, but we have had a shift in the culture and climate of our school. When students are sent to the office with a referral, they are better prepared to discuss their choices and make correction. This is a result of the clear communication they have received from our teachers following a consistent set of rules and procedures. The use of a focused proactive approach to addressing issues on our campus has allowed us to significantly decrease the aggression and fights on our campus. The result of all this has been fewer suspension which means more instructional minutes for our students which will have a positive impact on student achievement.

Out of School Suspension



Office Discipline Referrals for Fighting



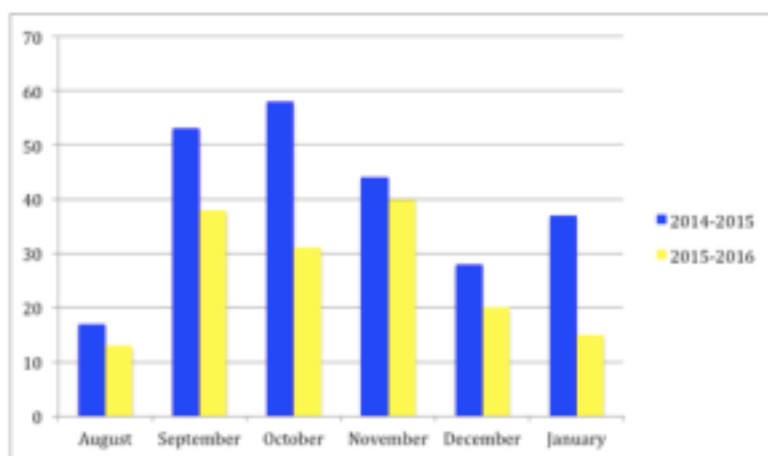
Madison School District #38 | Madison Park Middle School

Mr. Todd Stevens

At Madison Park, we live and breathe Extraordinary Learning for All. This is a statement that all schools in our district value. We are constantly gathering data and making informed decisions based on our data and as such we have seen significant change academically and behaviorally. As a whole, we believe in partnering with our students and families to foster a safe, respectful, and rigorous learning environment. This learning environment that we create

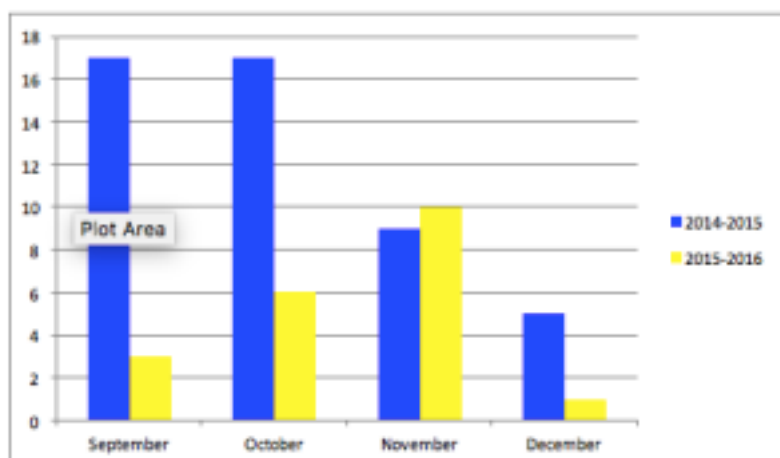
empowers and engages our individuals to thrive as global citizens. Preparing our students for life during their time at school and once they finish school is crucial. Students as a whole ROAR, they practice Respect, Outreach, Achievement, and show Responsibility.

Office Discipline Referral Data:



Our data has shown that the positive changes we have made to our behavior systems in response to the training in PBIS are evident. From August to January, our overall referral counts have decreased from 237 referrals last year to 157 referrals this year. Looking further into our data, our classroom disruption referrals have decreased from the previous year in three out of four months. From September to December, our numbers are as follows: 17 down to 3, 13 down to 6, 9 to 10, and 5 down to 1. Even though the month of November was a very slight increase, our overall numbers indicate that students are finding value in monitoring their behaviors and making positive choices. Students are recognized for these positive behavior

Positive Impact of PBIS/Decrease in Classroom Disruptions:



changes from all staff members on campus and even by their peers. They are then recognized further through our ROAR assemblies. During these assemblies, data is shared with the students and valuable discussions are then had. The increased data sharing is another celebration for our school. Our data sharing with students and staff have increased and valuable discussions and decisions are



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being made. In addition to this, students are motivated to earn tickets and get that immediate recognition for the great things they do on campus which is a switch from the sticker system we had implemented last year.

We were not having the same buy-in with the sticker system as we are with the tickets this year. Students are being recognized for positive behaviors on a more consistent basis and they are even able to articulate when and for what they earned a ROAR ticket for. Our campus is noticeably stronger this year as opposed to years prior and this is in direct response to our continued work with our PBIS trainings. Our data and observations are proof that we are moving in the right direction and we are excited to see where we will go from here.

Madison School District #38 | Madison Heights Elementary School Mrs. Priscilla Gossett

At Madison Heights, PBIS continues to positively impact students, staff and community. Our teachers and staff continue to recognize positive behaviors through our 3 Keys to Success: Respect, Responsibility, and Participation. We provide behavioral interventions to those students in need. In the first week of school, students attended an energetic and engaging PBIS Kickoff assembly. They learned the expectations, found out about reinforcements and participated in our PBIS chant. Teachers followed up by explicitly teaching students how to follow the expectations in all common areas of our school. During our Back to School Night, parents received our school's PBIS information in a PBIS Parent pamphlet. In comparison to last year, our referrals have increased, from 51 referrals in the first semester of 2014-2015 school

year, to 157 referrals in the first semester of 2015-2016 school year. We attribute this to teachers participating in Tier 1 with better fidelity and students held to a higher standard with PBIS. Our PBIS team has noticed a decrease in office discipline referrals every month. We expect to meet our overall PBIS school goal, i.e. to decrease the number of office discipline referrals by 25% from Q1 to Q4. Madison Heights has continued to provide supports for the staff and students when an area of need is identified. Our PBIS team provides monthly data to their grade level teams, and results from the Big 5 graphs are reported to teachers quarterly. Students participate in weekly reminders of the 3 Keys to Success and PBIS boosters when needed. PBIS has helped our students improve their behavior, self esteem, and



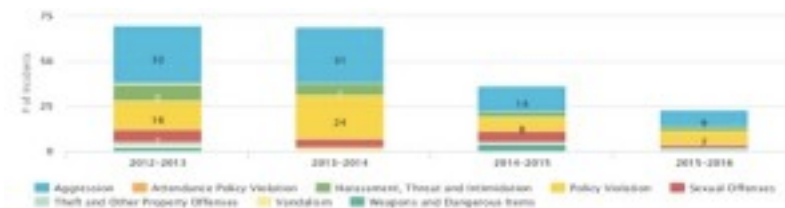
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academics. PBIS has instilled a school culture of mutual respect between our staff and students. Our students are responsible and value participation and safety. Our visitors enjoy watching the positive tickets pile up in our Keys to Success holder awarded to students by the staff this school year. Our NWEA/MAP school data demonstrates significant and continuous academic growth in reading and math this year that is attributed to PBIS.

Marana Unified School District | Rattlesnake Ridge Elementary **Mrs. Cindy Lewis**

The Positive Behavior Intervention Support framework is an active part of our campus climate. Our students practice these behaviors daily. Our students as well as our staff uses the same terminology and language across campus to ensure fidelity of the model as well as clarity. We use a multi-tiered approach to positive reinforcement for our students which provides significant opportunities for the adults on campus to acknowledge and recognize those behaviors we want to emphasize and reinforce with our students. We have enjoyed a decline in negative behaviors while seeing our campus become a place with a more positive atmosphere.



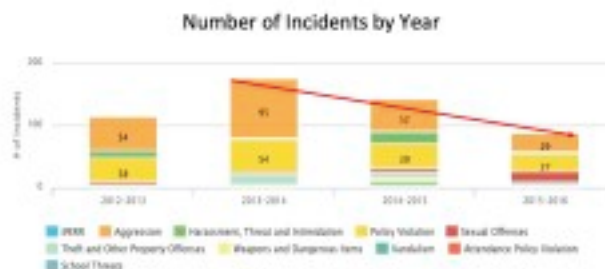
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Marana Unified School District | Marjorie W. Estes Elementary School

Mrs. Nancy Paddock

Over the last few years at Estes Elementary School, increasing enrollment has created a need to establish solid PBIS systems and practices. These systems have made a positive impact on the culture of our school. The PBIS team is made up of representatives from across the grade levels and includes specialists and support staff members as well. Initiatives derived from this team have created opportunities for teachers to assume leadership roles and interact with teachers from other grade levels in support of PBIS. They meet monthly to review data and refine PBIS systems at the school. At the tier 1 level, there are three expectations established, a location matrix with expectations listed for each area, a rewards system in place and a data monitoring system. The PBIS team also shares ODR data with the staff quarterly, so they are aware of the violations that are occurring. Also, the team sends a parent newsletter, quarterly, to provide parents with updates about PBIS at the school and also tips and resources for them to use at home.



At the beginning of the school year and after winter break, presentations are given by a student leadership team about the expectations in key locations of the school (i.e. cafeteria, playground, restrooms, and buses). The students rotate through the stations with a “buddy class”. This has been helpful not only so that all students understand the expectations, but also because it has encouraged students to build relationships with students in other grade levels. This year, one of the goals on our PBIS Action Plan is to increase positive behavior recognition with our Eagle Eye tickets, which was identified as an area for improvement from the SET results last year. There are PBIS prize drawings for a staff member (who distributed the ticket) and for the students (who received it) every week. This has increased the teachers’ attentiveness to recognizing positive behavior and using the reward system. To create



consistency and transparency in regards to the discipline process, a behavior flow chart was created with staff input. It explains the process for responding to problem behaviors as well as a breakdown of the major and minor behaviors that were agreed upon by the staff.

With foundational tier 1 supports in place, the PBIS team has shifted the focus to strengthening tier 2 support. To identify students in need of tier 2 supports, a behavior screener (SRSS) was



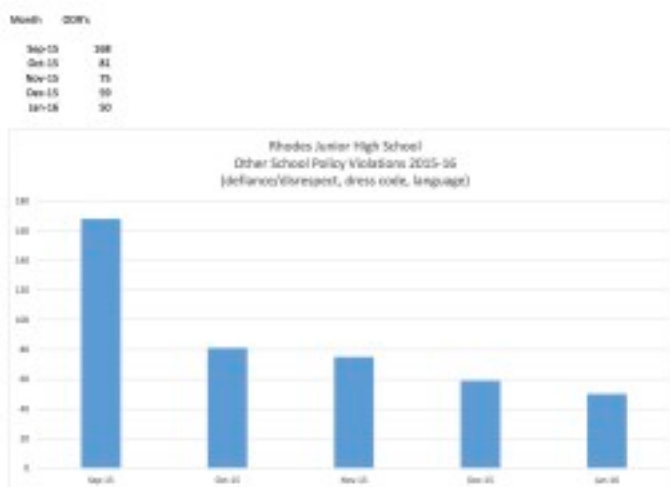
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administered at the beginning of the school year to identify students. A behavior support team was formed with the purpose of identifying students in need of tier 2 interventions and to pair students with appropriate interventions. The PBIS team uses this data in combination with ODR data to identify students for check in/check out as well. Members of the PBIS team serve as advocates for a check in/check out intervention. Also, there are intervention groups for each grade level to teach students social skills. These interventions are being tracked each quarter. At tier 3, the PBIS team has facilitated the process of creating FBA's and behavior plans for students. With increasing staff commitment and solid PBIS systems in place, the goal is to make PBIS sustainable at our school for many years to come.

Mesa Public Schools | Rhodes Junior High School Mr. Kirk E. Thomas

PBIS is beginning to change the culture of our school. Prior to PBIS, there were many inconsistent practices. Now, we have common school wide expectations that drive our learning environment. Faculty, staff, students, and parents have a clear understanding of our school wide expectations which are taught and retaught consistently. Our behavior matrix and flow chart is in every student handbook for quick reference purposes and to aid in the re-teaching of practices as needed. Our reinforcement system of POP dollars along with quarterly assemblies and quarterly celebrations allow us to continually reinforce all of the positive actions of our students. And as a result, we are starting to see some positive shifts in our discipline data, particularly in the areas of defiance/disrespect, dress code, and inappropriate language. To be certain, PBIS is having a positive impact on Rhodes Junior High School.



Mesa Public Schools | Kino Junior High School

Mrs. Keiko Dilbeck

Kino Junior High School is in our first year of implementation with PBIS--and we were very excited to do so! Our school is Title I, with 76% Hispanic, 38% English as Primary Language, 90% free and reduced lunch, nearly 70% of teachers with 3 years or less experience, and three new principals in three years. To say we need a grounding force to focus us is an understatement. This year, PBIS has been the agent of change on our campus. In the three areas of responsibility, respect, and safety, we have established expectations that have shaped teacher instruction, student/staff behaviors, and even our interaction with our parents. Students can earn Kino Cash from any student they come in contact with, from the bus driver, to the front office staff, to their teachers, and the food/nutrition staff. Bus drivers and substitute teachers are thrilled about the turn around and have said they have gone from actively avoiding Kino Junior High School to requesting the school. The impact we have seen is transformative: attendance is up 3% over the last three years, overall discipline incidents have been cut by 56%, and out suspensions (in and out) have gone from 1320 in 14/15 SY to 495 in the 15/16 SY (see data reports). We are proud to call Kino Junior High School a PBIS school and lead our school district and community in a positive direction.

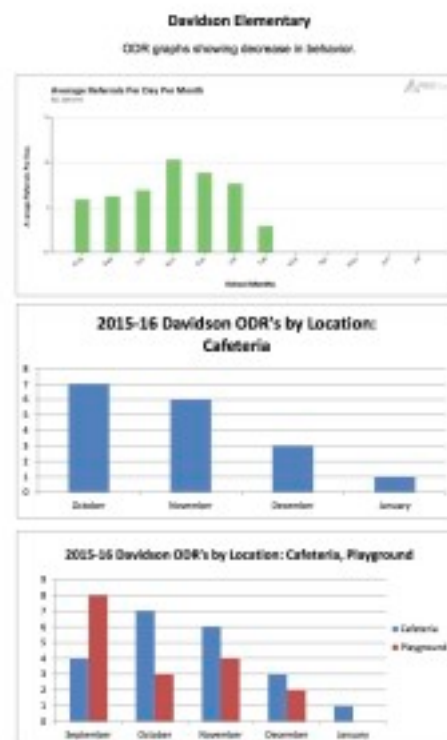
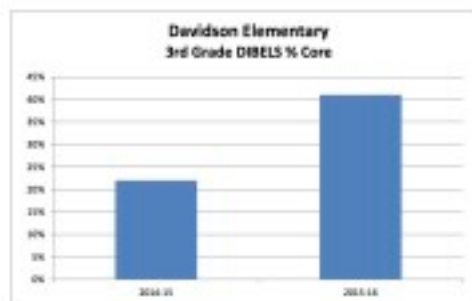
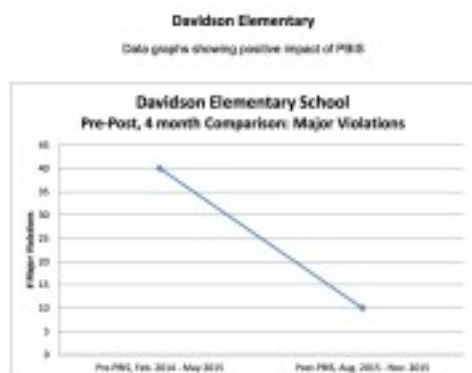


Tucson Unified School District | Davidson Elementary School

Mr. Jason Weaver

Our first year implementing PBIS at Davidson Elementary has significantly changed the culture and climate of our school for the better. There is a feeling of calm and order among students and staff members as we have developed a new identity at Davidson Elementary School. Positive student behavior is consistently and frequently acknowledged by staff, our students' achievements are recognized monthly, and our students are thrilled each time they are acknowledged for making good choices and ROARing! This year, Davidson students are demonstrating successful behaviors at a much higher rate, compared to last year, which means there have been significantly less incidents requiring office intervention, exclusionary practice, or suspension. "Major" violations have decreased 75% from the last 4 months of the 2014-15' school year compared to the first 4 months of the 2015-16' school year and 92% of our

students have not received an Office Discipline Referral this year. This change has improved our ability to monitor and respond to the needs of individual students through our MTSS team process. Shared leadership in implementing PBIS practices school-wide and the belief in all students has fostered a positive environment for all Davidson students.



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2016 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.

- Cartwright Elementary School District #83 | Desert Sands Middle School | Mr. Michael Dellisanti
- Florence Unified School District #1 | Circle Cross Ranch K8 STEM Academy | Mrs. Rebecca Hendry
- Florence Unified School District #1 | Florence High School | Mr. Thad M. Gates
- La Paloma Academy Charter Schools (ACDC) | La Paloma Academy-South Campus | Mr. Paul Bummer
- Madison School District #38 | Madison #1 Middle School | Mrs. Pam Warren
- Madison School District #38 | Rose Lane Elementary School | Dr. Peter Morkert
- Madison School District #38 | Madison Meadows Middle School | Mrs. Susan Doyle
- Madison School District #38 | Madison Traditional Academy | Mr. Michael R. Duff
- Mesa Public Schools | Pedro Guerrero Elementary | Mr. Brian Minarcik
- Mesa Public Schools | Eugene Field Elementary | Mr. Scott Cumberledge
- Mohave Valley Elementary School District #16 | Mohave Valley Junior High School | Mrs. Christina Stahl
- Mohave Valley Elementary School District #16 | Fort Mojave Elementary School | Mrs. Shanon Ferguson
- Mohave Valley Elementary School District #16 | Camp Mohave Elementary School | Mr. John Laurent
- Oracle Elementary School District | Mountain Vista School | Mrs. Nannette Soule
- Page Unified School District | Desert View Intermediate School | Mrs. Jeannie Schiaffo
- Page Unified School District | Page High School | Mr. Paul Gagnon
- Phoenix Elementary School District #1 | Garfield Elementary | Mrs. Sylvia Bernal
- Phoenix Elementary School District #1 | Whittier Elementary | Mrs. Clare Okyere
- Phoenix Elementary School District #1 | Bethune Elementary School | Dr. Ronnie Pitre
- Phoenix Elementary School District #1 | Dunbar Elementary School | Dr. Gail Harris
- Phoenix Elementary School District #1 | Kenilworth Elementary School | Mr. Anthony Pietrangeli
- Tempe Elementary School District #3 | Aguilar Elementary School | Mrs. Jessica Larsen & Mrs. Angela Storey
- Tempe Elementary School District #3 | Rover Elementary School | Dr. Mark Eley
- Tucson Unified School District | Raul Grijalva Elementary School | Dr. Timothy M. Grivois-Shah
- Yuma School District #1 | C.W. McGraw Elementary School | Mr. Adar Garcia
- Yuma School District #1 | R. Pete Woodard Junior High School | Mr. Danny Acosta
- Yuma School District #1 | Gila Vista Junior High | Dr. Thad Dugan
- Yuma School District #1 | Roosevelt School | Mrs. Sofia Ramirez
- Yuma School District #1 | O.C. Johnson Elementary School | Mrs. Angela Logan
- Yuma School District #1 | Pecan Grove Elementary School | Mrs. Peggy Pisano



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