

Best Practices from schools applying for Gold 2010-2011

Allegany County

Flintstone Elementary School

We have a Climate Action Team which is comprised of staff members and parents. Our PBIS team is part of this action team. During our meetings we share information about PBIS to highlight the positive trends for students as well as staff. The team determines activities for both students and staff to share. We have had monthly incentives such as relays, volleyball games, dances to name a few. The staff participates with the students, allowing the children to interact with the adults outside of the structured classroom. This is a very enjoyable activity for the staff members as well as the children. It allows everyone time to relax and have some time to play/socialize. Input is provided from staff members as to what activities they would like to have as a reward.

A bulletin board in the main hallway of the school has also been created to display the rules of our school. This board, decorated monthly to reflect seasons/holidays, highlights names of students and staff members who have done an outstanding job of demonstrating the school-wide rules.

West Side ES

At West Side, we employ various strategies to enhance the climate for all stakeholders. One strategy that has positively impacted the climate for adults was our intensive examination of our current school culture. During our staff development on August 16, 2010, teachers were introduced to the 12 Norms of School Culture. These norms were displayed in the teacher's lounge and, during the first week of school, teachers rated our current implementation of each norm using a -1 to +5 rubric. During weekly faculty meetings, each norm and rating was reviewed and discussed. As a staff, a chart was created for each norm listing activities at West Side that support the norm and also what might be a hurdle to rating the norm a +5. All norms were rated, reviewed, and reflected upon by November 1, 2010. On November 1, the theme for our staff development day was "Our Vision is Taking Flight." During our staff development day, the staff worked collaboratively to review all norms of our current culture and to develop a plan of improvement. Also, teachers completed a "Fly By" activity and shared their thoughts on an ideal school. Teachers participated in the "Our Vision is Taking Flight" activity where in small groups they wrote down must haves for our vision. The culmination of all activities on Nov. 1 was the development of the West Side Elementary School Vision. The vision was the out-growth of the entire reflection of our current school culture, our ideal school, and our ultimate aspirations as a staff. Further, the established plan of improvement to enhance our school culture is being implemented and will be revisited at the end of the year to check progress. The vision is communicated to parents and other stakeholders and parents have made positive comments about our school climate on the Title I Survey and on surveys given during parent activities.

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South Penn ES

At South Penn Elementary we began implementing the “Fish Philosophy” this year with staff. Teachers and staff are more aware of choosing their attitudes, making other’s day, being there and play in the work place. These standards are practice amongst the staff as well as conveyed through instruction.

An actual fish bowl has been placed in the school’s lobby along with staff recognition sheets. Staff members are encouraged to make at least one staff recognition per week. A drawing is done live on SPTV, the closed circuit TV program at South Penn, on Friday morning. One recognition is pulled and read for all students and staff to hear.

We have designated a special bulletin board to recognize the teacher of the week, where we highlight the teacher by placing their picture along with the special staff recognition paper that was written about them. We have also designated a special parking place for the teacher right at the front entrance of the school. The parking space is marked with a sign that holds a name plate for the specific teacher of that week. The teacher uses this parking space for the entire week. The staff member is recognized on SPTV each Friday.

Beall Elementary School

Beall Elementary School utilizes a “Praise Pail” as a means of showing appreciation and recognition to each other as colleagues. Staff members fill out forms to praise and recognize one another weekly at faculty meetings in which the slips are read aloud by the Principal and Assistant Principal. Star Staff Members are also recognized weekly via the announcements in which staff members are acknowledged for their hard work and dedication and their picture is placed in the school lobby. By recognizing and rewarding the commitment and contributions of staff members weekly, the overall school climate is a positive one.

Cash Valley ES

Staff drawing “Caught with a good attitude”

Before and after school fitness activities

Staff luncheons

Holiday games/activities

Staff recognition weekly for giving out “Hooked on Great Behavior” tickets to students

Professional Learning Communities

Cresaptown ES

Periodically, staff members are offered a 10 minute massage by a professional massage therapist. This practice has been helpful in reducing tension and stress as well as sending the message that hard work is noticed and appreciated.

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Northeast Elementary School

One of the PBIS activities that results in a positive school climate for adults is called “Stuffed Road Runner Reward.”

Our school mascot is a road runner bird; it is the core of our school spirit. The cartoon image of the road runner is represented throughout the building in a variety of ways including the PBIS program. The PBIS school rules posters and reward tickets all contain the road runner emblem. We refer to our reward tickets as “Road Runners.”

We have five Road Runner stuffed animals that are displayed in classrooms each week. The five are labeled for the subjects of Art, Music, Media, Phys. Ed and Life Skills. Every class attends these subjects once a week and has the opportunity to earn the Stuffed Road Runners to display in their classroom for having the best overall behavior. It is a little competition among all classes and grade levels. The winners are chosen by the Art, Music, Media, Phys. Ed. and Life Skills teachers and announced on Friday afternoons.

This activity has a positive effect on school climate for adults since it gives non-homeroom teachers a chance to be involved in rewarding students and homeroom teachers a sense of pride when their kids are selected for recognition in the building.

Parkside Elementary School

For the first half of this school year, staff members with a raffle on Fridays to a local business for a \$5 or \$10 gift certificate were held. They were rewarded by the selection of a blue bee coupon that had been distributed for that week. Due to financial constraints, we are now looking at staff incentives that motivate staff as a whole. For example, we’ve held several healthy themed luncheons: sloppy joes; tropical/Florida; soup/salad, and a baked potato bar. We also enjoy a new Keurig coffee machine for the faculty room. Coffee is provided free to staff with funds from the soda machine. The special education learning team also provided pedometers to all staff members and there is a group of staff that walks several evenings a week. We’ve also had an ice cream social for the staff from a Rita’s that recently opened. We try to introduce new things, realizing that in order to care for our students, we also need to care for each other. As a result, we enjoy a strong sense of community and there is a common understanding that we care about each other and value one another

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John Humbird Elementary School

Faculty and staff have been brainstorming school activities to improve the climate for adults within our school community. Planned activities for this year included: *Math for Dads* (28 Male participants), *Reading for Moms* (50 Female participants), Grade-Level Team Meetings, Monthly Parent Nights with 21st Century After-School Program, PTO, Grandparents Day Activities, *Character Teas* (Students of the Month), *Coffee with Mr. Billard* (Open discussion), *WATCHDOG* Program where 75+ male participated. In addition, our faculty and staff participate in weekly faculty meetings where everyone is made aware of current information and events. Our PBIS team meets monthly to discuss student data and trends within our building, and then monthly PBIS minutes are distributed to every faculty member to keep everyone informed of our school environment. Overall, our school continually reflects on various ways to improve our school climate and community.

Anne Arundel County Hebron-

Harmon Elementary School

“I think [Kids at Hope] have affected me personally because I know that all the teachers in the building have pledged to be Treasure Hunters and it is nice to know that everyone holds my students accountable. It helps make my job easier. The students know that they are accountable to everyone in the building and not just me.” – fifth grade teacher

“... [Professional Learning Community] meetings that [the principal] has been conducting have opened the door to more honest, open communication among staff members- something we have DESPERATELY needed. We still have a long way to go, but it is a step in the right direction.” – reading interventionist

“With MSAs around the corner and it feeling like a full moon every day I thought it would be fun to pull staff names out of a hat every Tuesday (5 or 6 names) and honor those individuals with a Pink Popcorn Crown, a pink thank you note, and a container of popcorn. Hopefully you will wear the Pink Crown and allow us to recognize you for your contributions to Hebron Harman. All staff names will be entered in drawing each week, cafeteria, secretarial, teachers, admin, etc. – Student Support Specialist.

Ferndale Early Education Center

We would like to highlight our Monthly Employee program. All of our school employees are encouraged to nominate each other for making positive contributions in our school. One employee who has been nominated is then chosen to be the Employee of the Month. This employee is honored with a designated parking space and a narrative in the newsletter, highlighting their contributions. We partner with Chevy’s restaurant to provide the Employee of the Month with a coupon for a discounted meal.

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Eastport Elementary School

Several times during the school year, the staff has their monthly staff meeting in locations outside of the school such as the bowling alley and in Washington, DC. This gives the staff an opportunity to get to know each other and provides a better team structure.

VanBokkelen MS

A highlight for this school year, is that we have applied to be a part of the “No Excuses University” (NEU). NEU is a program/philosophy to encourage positive behavior and positive thinking to prepare children to attend college, regardless of circumstances.

Our Gentlemens’ Club has 24 members. These members are responsible for demonstrating the traits listed in our school pledge.

Our Girls to Young Ladies Club has 22 members. This year, they headed the “Harvest for the Hungry Program” for the Maryland Food Bank and also collected pennies in support of the Leukemia and Lymphoma Society. They are also ambassadors for our school pledge.

Each month scholars who have met their goal for positive behavior (a gradually increasing percent throughout the year) are invited to a “Green Day Celebration”. These celebrations include a movie and popcorn, video game time, board game times, additional outside time/activities, and dances. Scholars who do not make the percentage are involved in goal setting activities so that they can work to earn the celebration the following month.

Our televised morning announcements include a daily “Words of Wisdom” piece, often directly related to our school pledge.

Eagle bucks are used to reward scholars who are exhibiting school rules.

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Southern MS

In addition to awarding prizes to students in monthly PBIS Success Slip drawings over the intercom at morning announcements, we also award prizes to teachers who handed out those Success Slips. Prizes for teachers include the coveted designated PBIS Parking Space use for the month.

North County High School

We have expanded from our monthly “Family Reunions” to fostering an environment where teachers collaborate and socialize together outside of school. As an example, one of our new teachers invited the staff to his home for a winter holiday party. That same teacher is organizing a spring event as well. Our school community has experienced a great deal of tragedy from last year to now. As a family, we pulled together and used events such as these to bring us together, showing support and love for one another. This acknowledgement of thanks and appreciation continues to be displayed through our Care Bear Foster Parent Program.

Annapolis ES

Watch D.O.G.S. (Dads of Great Students)

We are very excited and impressed with the implementation of the Watch D.O.G.S. program this year. This program encourages our students’ fathers, grandfathers, and uncles to volunteer in the school. This is an especially great program since a number of our students do not have positive male role models in their homes. The men spend a day at the school volunteering in the classrooms, the lunch rooms, and on the playground. The program is so successful that many of the men who volunteer their time ask to come back another day! Many males that have volunteered with this program say it has finally given them an outlet to be a positive contributing member to their community.

Teacher Recognition

Teachers are mentioned in the principal bulletins for outstanding efforts in supporting our school. They are given specific recognition of an act that is appreciated by school members. This recognition is a great way to let teachers know that their efforts do not go unnoticed.

Annapolis MS

All teachers get one hour a week with an energetic, in-house professional development teacher that offers faculty effective teaching strategies, guidance, support, and tools that can be implemented immediately in any classroom!

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Arundel HS

One of the best ways Arundel creates a positive climate is the monthly distribution of the “Staff Staff”. It is a tall staff decorated with Arundel colors. It is given to teachers who have done something above and beyond the typical giving of PRIDE bucks. It is given out at the monthly faculty meetings and is coveted by all. Also at monthly faculty meetings, each department takes a turn preparing food for the meeting. This has created a much more positive atmosphere, as teachers are more willing to pay attention after they have filled their stomachs and socialized.

Recently, Arundel High School staff took a guided tour through local businesses and neighborhoods. During this tour, staff was able to interact with the businesses as well as learn where their students live. PRIDE bucks were given to teachers who answered questions correctly and prizes were awarded.

Whenever a teacher receives his/her National Board Certification, there is a celebration at Arundel. Additionally, a teacher recently received a nomination for Teacher of the Year. These events are greatly publicized and teachers are given verbal praise as well as a gift certificate for recognition. Gift certificates for recognition are also received for teachers who participate in extra-curricular activities, such as the Homecoming Dance and school plays.

An annual event that greatly lifts moral is the “Administration Breakfast”. During the semester break, the cafeteria is filled with hard-working chefs: Arundel’s administrative team. They make a homemade breakfast for the staff. It is very uplifting and brings a smile to everyone’s face. It is such an amazing event, that several superintendents come to join the festivities.

All of these activities make staff members excited to show their Wildcat PRIDE.

Arundel MS -- *Disproportionality Strategies:*

AA students are 27.88% of the student body, but account for 53.67% of the referrals. The following strategies are in place to address this: Man Up Assemblies, coordination of guidance/admin/dept leaders to identify/promote students of potential to advanced classes as well as AVID; small mentoring home for at-risk males; shifting the focus of IDT meeting away from student discipline and more toward how behaviors impact academics, Admin counseling teachers who issue a disproportionate number of referrals toward AA; professional development from BOE to staff on three occasions on cultural proficiency; developing a cultural diversity club(headed by our equity liaison) for students to educate staff; implemented PRIDE based rewards for grade level days without referrals; and ongoing attempts to implement a rehabilitative model rather than a punishment based model for the correction, prevention, and deterrence of school based misbehaving.

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Chesapeake Bay Middle School (Regional)

Community Meeting

Every Friday morning, immediately following homeroom, we hold a “Community Meeting” in the central area of our program. This meeting includes all staff members and students. During this meeting we accomplish several tasks.

- 1) Review of the week (highs/lows, improvements/ changes to procedure)
- 2) Celebrate student and staff success
 - a. Recognition of “Students of the Week” and “Most Improved Student”
 - b. Recognition of students who made improvements to their “earned level” through positive changes in behavior, attendance and class work
 - c. Recognition of staff through the presentation of “ED” (Mr. Potato head award)
- 3) Students are given a chance to positively recognize a peer or a staff member
- 4) Teachers share classroom accolades
- 5) Preview the week(s) ahead and upcoming “Big/Little Events”

The Regional Program staff members work together as a team. Last year we formed a team and participated in Relay for Life. Our team honored a staff member’s daughter who is fighting Leukemia. We have formed the team again this year.

We have an active Social Committee at CBMS which organizes many opportunities for the staff to get together outside of school and build camaraderie. We celebrate each month with department treats and birthday cake. There have also been organized get-togethers after school, holiday parties and pot luck lunches.

Corkran MS

Focus on Success: In order to improve culture we have adopted a new norm at our school. Every meeting starts with a sharing of student/teacher successes. It has really helped the school focus on the positive instead of the negative. It has also really helped improve the climate of our meetings and in turn makes them more productive.

Teacher “Cardinal” Cash- Our school has started using the student’s incentives for the teachers. Teachers can receive school cardinal cash as a Thank you from other staff. There is a spot to write a message to the teacher the cash is for. Then the cash can be used for winning a up close parking spot, prizes, gift cards, and more. The teachers really like the chance to thank each other.

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North Glen Elementary School

North Glen's staff has been working towards improving their positive parent contacts over the past few years. This year we have asked staff members to keep a contact log which helps to identify whether it was a face to face, letter, e-mail, or phone call communication. It has also helped us target which students are being addressed. In our efforts to improve the disproportionality we are making sure to make these positive contacts to our African American families.

Oak Hill Elementary School

A parent volunteer has collected tangible items and gift certificates from local businesses. Teachers' names are drawn at monthly staff meetings to receive these items. The principal has allocated non-tangible privileges, such as a parking pass and duty coverage, to be raffled off during monthly staff meetings. Two miniature eagle figurines are presented by staff members to other staff members who have made a worthy contribution to the positive climate of the school.

Old Mill North Middle School

At the end of S.Y. 2009/10 we surveyed our staff to determine what they felt would make our program better. We utilized their suggestions and created a program that builds consistency throughout our school and created a P.B.I.S. manual for our school. The manual has enough information in it to answer any program questions our staff may have. Also, to reduce the disparity in our subgroups, each administrator/counselor team has identified a small group of students and use academic and discipline data to monitor the group. Each group is met with on a regular basis (monthly) and each individual student on a regular basis, especially when there is a discipline issue to develop an action plan to minimize the behavior. We also have enlisted the "it takes a village" approach in which several of our custodians have been involved (unsolicited for their assistance and completely voluntary) in developing a rapport with students. They have provided incentives and have held conversations with several students during lunch. The conversations have varied from real-world situations to the importance of being in school. Our Behavior Invention Specialist has been instrumental in assisting students redirect their behavior

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and allows students who are having problems to sit and talk with her. Each administrator frequently uses our personalities and personal experiences to better meet the needs and relate to all of our students.

Old Mill South Middle School

This year we have awarded teachers who are handing out our main PBIS incentives, Power Pays. We have rewarded these teachers by holding teacher raffles with the used Power Pays; we have given Orioles' tickets, Renaissance Fair tickets, BSO tickets, and tickets to the Comedy Factory out to teachers who have participated in the program. PBIS also wrote thank you letters and gave candy to teachers who spent extra time at our Holiday Bazaar, something that was voluntary; to let them know we appreciated their efforts.

Riviera Beach Elementary School

At Riviera Beach Elementary, adults recognize one another for positive actions by writing "Staff Shout-Outs" and posting them on a large bulletin board in the Conference Room. At the end of each month, a staff member recognized on the Shout-Out Board is randomly drawn to be announced on the morning announcements and given a small prize.

Hillsmere Elementary School

Hillsmere Elementary thrives on the success of professional developments to enhance student and staff performance throughout the school. Our highly resourceful professional developments allow staff the opportunity to gain useful information, analyze relative data, openly communicate strengths/weaknesses, and share effective methods of instruction. In addition, leadership allots time for staff collaboration, group discussion, and successful planning. This practice builds positive morale, increased confidence, and efficiency among staff. This in turn translates to student progress and success in the classroom.

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J. Albert Adams Academy

We do a “Fishing for Positives” drawing once a month. Every time staff members make a positive phone call home they write it on a slip of paper and place it in a fishbowl in the front office. The principal does a random drawing every month and the winner gets a \$25 gift card for Target, etc. We’ve also done A+ staff tickets, where staff members write a positive note to someone in the building, acknowledging that person’s hard work, help, or positive attitude. The notes get placed in the person’s mailbox and it’s a nice, motivating surprise for them.

Jessup Elementary School

To positively affect the school environment for the staff we have implemented several programs. Our Teacher Success Celebration program occurs quarterly and allows each team in our school to recognize any staff member in the building for their hard work and success. We have a Teacher of the Month initiative that identifies one outstanding teacher each month to receive several rewards throughout the month such as No Recess Duty and Lunch on Us. We also utilize a KUDOS board in which staff, students, and parents can recognize any staff member. From the KUDOS, three teachers are chosen to visit our teacher school store to receive a useful item for the classroom.

Linthicum Elementary School

A best practice at Linthicum Elementary that has positively affected our school climate is communication among the adults. The year begins with the PBIS team presenting new ideas to revitalize and motivate the staff. This year, we continued to invite all staff members to our monthly PBIS meetings and included everyone in the distribution of the meeting minutes.

Lothian Elementary School

Lothian Elementary has a strong, collaborative school climate. One example of this collaboration is our PBIS team. We have broad representation on our team: an administrator, one member from each grade level, cultural arts, and student interns. There is open communication with team members and the rest of the staff. Data and information is shared and discussed on a regular basis to staff and feedback is provided to the team regarding systems, procedures, and possible changes being considered. Duties and responsibilities are shared amongst team members, which have helped to instill a vested interest from all. All staff members have been trained at implementing our PBIS systems and expectations and thus there is

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consistency among staff members as to what is expected from students. Staff has embraced and supported PBIS initiatives. It is due to the consistency and collaborative efforts amongst all staff members that has enabled Lothian to see and experience positive results.

Marley Elementary School

In order to increase the effectiveness of PBIS and student achievement, a change in appearance of the program at Marley Elementary was formed. The new committee attended the PBIS Summer Training and used the opportunity to change current structures; these structures produced more “buy in” by the staff along with several professional developments on classroom management which provided resources/interventions for teachers to try. We offer gift cards to those teachers who are handing out the Mustang Bucks in a monthly drawing. We sought after staff input on the levels of behaviors and the consequences for behaviors. We developed a Parent Advisory Committee to keep the parents involved with the PBIS process and reach out to the community. Our Behavioral Committee is the one of the greatest improvements we have made this year; the team meets and discusses individual children to come up with ways to support them and the teachers.

Mary Moss Academy

Our PBIS team is led by teachers and Behavior Management Specialist to maximize smooth transitions for new faculty, staff, and students. We actively participate in annual conferences and Friday in-services, bringing PBIS to the forefront of our mission. By facilitating program growth, continual modeling and promoting PBIS’ goals through kudos and constructive feedback, the strive to achieve positive behavior for all of our students is becoming a reality. The structured and positive school climate is renewed through faculty and staff commitment and our combined effort to implement the standards of PBIS. Examples include monthly celebration of faculty and staff birthdays, presentation of the bi-weekly “Recognition” Award by the administrators to the faculty or staff member who has made the most difference; and presentation by a faculty or staff of the “Kudos Bucks” to an outstanding colleague for “carrying the load.

Maryland City Elementary School

This year, our No Excuses University focus has been a Best Practice that has impacted the focus for our staff. We have focused on our theme that all students are college bound. Our staff has done a marvelous job adopting a University for their classroom. Around the building we have displayed college posters, flags, and pennants. Our Staff has also collected college materials in their classrooms to motivate students with the college bound message. Classroom teachers recite college cheers and teach the college fight songs to motivate students to be winners! Staff dress-up in black clothing and wear sunglasses to spot students that demonstrate good character during our monthly CIA (Character in Action) assemblies focusing on the 6 Pillars of Character Counts. Students from each grade level creatively present a skit or song that focuses on the character trait of the month. Our staff continues to set the academic bar high for scholars as we motivate all of our students to be college bound!

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Meade High School

Meade High School exhibits several “best practices” to foster a positive climate for adults in the building. One long-standing tradition is the principal’s daily morning announcements with statements of positive observations from classroom visits. Each morning, Mr. Kennedy praises a teacher and an observed positive classroom practice or activity. He uses information from classroom visits and describes specific activities and achievements of each teacher, one teacher a day.

Meade Middle School

In response, PBIS activities will increase during the Spring. Events include March Madness, Spring Lock-In, Talent Show, Carnival and June Dance. There will be an increase in Friday raffles where students use Bulldog Bucks to win prizes. “Grade Wars” offers uniform-free days for grades achieving best attendance, least number of referrals, highest benchmark scores, etc.
Mills-Parole Elementary School

Baltimore City

Violetville ES/MS

A morning opening is held for the entire school in the gymnasium each day emphasizing the 3 R’s and a particular area of focus along with character trait education. The school-wide raffle drawing is held every other week in front of the entire school. PBIS Team professionally printed major banner for expectations for front entry hallway, classroom matrices, teacher desk references, and handy, mini-ID reference cards.

Liberty Elementary School

One of our best practices that has positively affected our school climate is our weekly staff recognition. We recognize positive things staff members have done throughout the year in our weekly staff newsletter. We also provide recognition to each other as our monthly staff meetings to acknowledge teachers who have helped one another or gone above and beyond their duties for the school.

Montebello Elementary/Middle School

One best practice that has positively affected school climate for adults is using the school’s internet message board system to congratulate one another and celebrate staff successes. Through this message board staff have been able to thank one another for help, share exciting

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events both professionally and personally, as well as connect with teachers they may or may not interact with on a daily basis.

Baltimore County

Hawthorne Elementary School

One “Best Practice” that has positively affected our school this year for adults is a Kudos program. Throughout the week, teachers submit anonymous Kudos about other teachers and staff members who are doing a great job at our school. Every Friday a designated teacher emails the staff all of the kudos that have been submitted. This “Best Practice” was started to improve the moral of teachers and staff at our school.

Halstead Academy

This year at Halstead Academy, we have implemented a program to recognize a staff member each month who exemplifies practices that have been instrumental in helping our students to be successful academically and behaviorally. The ‘Employee of the Month’ program has positively affected our school climate for the adults because it reinforces effective teaching skills similar to how the PBIS program reinforces positive behavior for our students. The staff and students alike are excited at the beginning of each month to hear which staff member is being honored as the ‘Employee of the Month’.

Baltimore Highlands ES

We have implemented a new incentive for teachers. If a staff member “catches” another colleague implementing PBIS at any time throughout the day, they recognize that teacher by completing a “Job Well Done” form. These forms are placed in a PBIS box located in the front office and a winner is chosen through monthly drawings at faculty meetings. Teachers can receive 15 minutes of extra lunch, 15 minutes of extra planning time, leave early, or come in late one morning. Even if a teacher does not win a prize that month, slips are put back in teachers mailboxes so they are aware they were recognized for a Job Well Done with implementing PBIS!

Chadwick ES

This year, we have begun the use of a “Champion Store” which allows students to turn a specific number of tickets and earn an item (pencil, bubbles, etc). There was also a shopping list created

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for non-material items, but privileges such as eating lunch with the teacher, reading a book to another class, etc. These options encourage students to keep track of their tickets and pick something beforehand from the “shopping list” given by the PBIS team leader every month. It is a much faster process designated for a specific time of day that does not interfere with instruction, making the “buying process” much easier on teachers.

We have also implemented a buddy system for teachers, where they can go to a buddy teacher to request ideas, discuss students, and/or utilize the teacher as a buddy for a particular student in need (visits, etc.). Along with this, we have also created a behavioral referral team, which allows teachers to meet with members of the PBIS team informally to discuss behavioral concerns for specific students. These new programs allow staff to feel supported and for their concerns to be heard.

As part of the character education program which is integrated with the goals of PBIS, the school counselor continues to teach to every class monthly on each character trait, linking it to our school rules and code of conduct. We recently had a visit from Governor O’Malley as a result of these lessons, which resulted in building the spirits of all of school personnel and student body.

Chase ES

The PBIS committee members have provided items to have a “Salad Day” to thank the staff members for supporting our PBIS program.

Chesapeake High School

A best practice that we have used this school year at Chesapeake High School is to:

- Give kudos to teachers who are successful with their classroom attendance weekly
- Monthly highlight teachers who have positive changes and incidences in their classrooms
 With recognition to the entire staff

Colgate ES

Monthly random drawing for staff members based on Cool Comets and biweekly reward for cafeteria staff to promote PBIS buy in.

Deep Creek ES

We have implemented a wiki page for teachers to access from home with all of the data and daily information needed. Being able to access from home forms and email’s on the wiki have increased teacher’s communication and decreased stress levels because can work at home when needed.

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Martin Boulevard Elementary School

Students are given “Tiger Paws” to ticket their good behavior. This year, we have also created the Teacher Tiger Paw. Teachers can give them to each other in appreciation or recognition of something. They are encouraged to do so in front of the students to set a good example. Their Tiger Paws are then displayed on the door to their classroom for everyone to see.

Calvert County

Dowell Elementary School

We have been working hard to positively affect the school climate for the adults in the building. “Class Husky Bucks” are always read on the televised morning announcements. Every time a “Class Husky Buck” is read, one is pulled for a different teacher incentive, such as a special “PBIS” parking space, ‘free duty,’ or a gift card. The PBIS team also provides teachers with ideas on how to manage behavior issues they may encounter throughout the year with tips at staff meetings and by giving teachers one sentence ideas (with candy) in their mailboxes.

Southern Middle School

The PBIS team recognizes at each monthly staff meeting three teachers from each grade level that are chosen by the students for being positive and effective leaders in the building. The team also does a monthly drawing where a staff member’s name is drawn from student soar bucks and is given a gift certificate to recognize their involvement in PBIS. The team also organizes a monthly social with the adults in the building. This time allows the staff to build positive relationships amongst their colleagues. The PBIS team this year was also able to get the entire Southern Middle School community involved by having a student vs. staff basketball game fundraiser. This was a huge success. Southern Middle School held their first ever pep rally which involved not only the students participating but the teachers had a great time as well. The adults in our building are all a part of the PBIS program. Our PBIS expectations are posted in every classroom in the building!

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Appeal Elementary School

Staff members recognize their colleagues with “Thank You Spots” that are placed in a container in a central location in the main office. At each monthly staff meeting, the spots are randomly distributed and read aloud to all present. The spots are collected again and several drawings for gift cards (Target, Dunkin Donuts, WalMart, or the local teacher store) any classroom items (sticky tack, notepads, whiteboard markers, etc.) are held. In addition to this monthly activity, the PBIS committee does random drawings for those items throughout all staff development days. The PBIS Incentives Subcommittee has implemented the “Golden Apple Award”. During the first few days of each month, students are given the opportunity to vote for a staff member to receive the award. They indicate why they feel that staff member is so deserving of the recognition. The winning staff member (whose name is drawn) gets to have the Golden Apple to hang in their work area for the rest of the month! The award then moves on to another staff member the following month.

Calvert Elementary School

Staff incentives are given at every staff meeting. These include special parking spots, gift certificates, and goodies.

Calvert Middle School

Each month we provide all staff members with 8 staff PawBucks, which they can give to fellow staff members to recognize special efforts. There is a place on the PawBuck for a description of the special effort and for who it is from. These PawBucks are placed in a drawing at the monthly staff meeting. We pull 8 PawBucks and read them aloud. The winners either receive a gift card or a coupon for something special like an extra planning period. This helps staff feel recognized and appreciated for their hard work, which in turn, motivates them to continue the use of positive reinforcement with students.

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Plum Point Middle School

Plum Point Middle School has implemented a staff “Gator BITE” that is issued by students/parents which is given to a staff member in recognition of our school’s expectations: B-Be Respectful, I-Integrity matters, T-Take Responsibility E-Expect Excellence. Students and parents can send BITES to staff members which has meant a lot to teachers resulting in an overall increase in morale and more staff buy-in to the PBIS program. Students enjoy being able to acknowledge their teacher’s with these bites and it also allows parents an opportunity to know and understand the PBIS program more fully.

Mill Creek Middle School

This year, Mill Creek Middle School has implemented a new practice for selecting the Staff Member and Support Person of the Month. Each month, two areas within the building are highlighted (for example, Math and Building Service Workers). Staff members then submit written nominations for persons within those areas who they feel are deserving of recognition. The names are removed from the written nominations and then shared with the student body. Students then select one person from each of the two areas based upon the information contained in the written nominations. The staff member and support person selected each receive a gift card and a special parking space near the front door of the school building for the duration of the following month. Because two areas are highlighted each month, staff members have two opportunities per year to be selected for this honor.

Caroline County

Ridgely Elementary School

One practice that has really made an impact on the school climate for adults is having students recognize their teachers for displaying the Ridgely Elementary School Code of Conduct. When a student recognizes a teacher, that teacher’s name is entered into a drawing. The prizes for the drawing include a free jeans day, free lunch and classroom supplies. The staff has responded very positively to this initiative and often expresses how excited they are when are recognized.

Carroll County

Friendship Valley Elementary School

PBIS Team members invested a lot of time discussing ways to recognize students on a more frequent basis. We are also exploring ways to increase the variety of methods to reward students. Rich discussion led to ideas on how to communicate students’ behaviors more frequently with parents. Primary grades now provide daily communication. Upper elementary grades provide weekly communication. Team members made sure to include ways to acknowledge positive behaviors across all environments: special areas, cafeteria, bus, etc., and in their communication with parents. Analyzing data and discussing new ideas brought us back to the importance of **school-wide** consistent expectations. The team is still discussing options for scheduling rewards/incentives throughout the year, i.e., celebrations to be held quarterly? monthly? Continued use of data will determine our final plan to be implemented for the 2011-2012 school

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year.

Elmer Wolf Elementary School

Our PBIS program is enjoyable and positive for both students and staff. Our staff is always watching for individuals and classes showing STAR behaviors. Certificates are given to classes by any staff member who observes positive behavior. Every Wednesday we “BLAST OFF” by having a class count down on our weekly TV news program. Then each class sends their coupon container to the cafeteria and during lunch 4 children are chosen to be Shining Stars. They eat on the stage and play Kinect after lunch!

Classes have their own class or grade level rewards as well. Many use marbles and when their jars are filled an announcement is made telling the whole school how the class will celebrate. Celebrations include pajama, gum chewing and game day and time on the rock wall. Those students who earn quarterly rewards have been invited to special programs and an ice cream sundae party.

Classroom teachers nominate students to receive gold star recognition by the administrators based on how their STAR behavior has impacted their academic achievement. Parents celebrate daily successes by checking agendas and looking for a star stamp indicating STAR behaviors for that day.

We have a star bulletin board in our office that any staff member can use to write a positive comment about another member of the staff. Each week, one star is randomly chosen and that person gets the special parking space for that week. On a monthly basis, four names are chosen and those staff members receive STAR awards that they can proudly display for the month. With our students and staff, we are always looking for ways to celebrate positive experiences!

Eldersburg Elementary School

All school staff members are included in planning, receiving and providing staff development for, and carrying out the school-wide character education effort. Staff model the core values in their interaction with students and each other, and students perceive that they do. Regular and adequate time is made available for staff planning and reflection in regard to character education.

One of the most exciting aspects of our program that is attributable to its success is the fact that the entire staff is taking ownership of it. They model and reward the desired behaviors for students, but also award green staff Dino coupons to one another for exemplifying respect, responsibility and readiness. Staff coupons are distributed similarly to the way they are given to students: they are drawn at faculty meetings, professional development sessions, during quarterly assemblies and even at random times throughout the year. Additional funding has been secured so that when staff coupons are drawn, winners may earn a variety of prizes for which they had prior input in selecting.

The EES Staff work collaboratively with one another and make decisions to realize the benefits of this initiative, which not only improves behavior, but allows for optimal learning to occur. When people work together, they grow individually and collectively. The collegiality results in

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their deepening their understandings about one another, as well as about the topic of analysis. In a word, learning is exponential for the entire school community. For our quarterly celebration assemblies, at our monthly PBIS meetings, during our monthly staff meetings and weekly drawings of coupon winners, and throughout daily discussions, our reflective staff members regularly ask questions such as: what experiences and lessons can we provide for our students and staff members to further our message? What do the data demonstrate to be our greatest areas of success? In what areas must we focus? What are we missing? What must we change? What targeted lessons might we create to address these areas in need of attention? Reflection questions such as these help develop the character of our school.

The bottom line is that our 3R's have a consistent, school-wide emphasis—from custodial staff to administration. We have conveyed what we think character education is to our students, and they get it. They communicate it to others and to their parents: the 3R's are “how we (students and staff) do business here” in Eldersburg Elementary School.

Ebb Valley Elementary School

Several factors and ‘best practices’ can be cited as beneficial to our PBIS program and results data. The one that stands out most is: ** Increased Disciplinary Data-sharing with grade-level teams (implemented 2010-11) - In past years, we have distributed school wide disciplinary data at each of our PBIS meetings with generalized data pertaining to each grade level available and discussed. This method made it difficult to disseminate meaningful data to grade level teams and support/resource staff on a regular basis. As a result, a new practice was implemented in 2010-2011. Two weeks before each monthly PBIS meeting, grade level-specific data is disseminated to teams. Caution is taken to provide data that is meaningful to teachers (supporting intervention/instruction), but that protects the privacy of students. Teams utilize a data “worksheet” (specially designed for this purpose) to prompt analysis of offense patterns (location, offense type, dates, etc). This worksheet is then brought to our monthly PBIS meeting by the grade level's representative. As a result, grade level representatives can share observations, concerns, current interventions in place, and the needs that they have for additional resources and supports. The entire PBIS team uses this information as well as school wide data as we brainstorm and make decisions regarding intervention. This systemic change in data-sharing has resulted in increased consistency, shared responsibility and clearer school wide communication.

East Middle School

Last summer a group of teachers collaborated in producing four videos for the students. These videos focus on the 3 R Exemplary bull dog behaviors that are recognized at East Middle School in the classroom and around the school building. Students and staff viewed the videos at the beginning of the school year and enjoyed seeing the teachers act out the scripts. Additionally, posters have been made identifying various strategies students can use to demonstrate bull dog rules in the classroom. Examples of strategies include: taking advantage of second chance opportunities, studying for tests, completing assignments on time, coming to class prepared, listening to your teacher, etc. These posters are located in various locations around the school and on each grade level floor.

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Staff were also trained on LCSi this school year and the training was very well received.

Winfield ES

Winfield Elementary has a staff of more than one hundred. In an effort to stay connected, be aware of and appreciate everyone's roles, our administrators email the "Friday Flyer" each week to highlight the upcoming week's events. **Kudos** go to staff members being recognized for accomplishments, special activities, challenging weeks (i.e. the nurse during flu season), or any time a staff member goes that extra mile. The practice has become routine enough that staffmembers sometimes ask/remind administration about a particular colleague who should be recognized.

As a result of competitive bantering during our "Favorite Team Jersey" day, our third grade teachers decided to engage their students in building school spirit. As an extension activity to the economics unit, all students and staff were given the opportunity to design their own "Team Winfield" button for a small donation. Third graders then produced the buttons and delivered them. On Fridays the Winfield Wildcats now wear their blue and white **and** their Team Winfield buttons. The activity encouraged school spirit, and all donations were given to our school's Neighbors in Need program.

Spring Garden ES

PBIS has positively affected our school climate for the adults. Many staff members have noted a change in atmosphere due to the increased focus on positive behavior. When asked about the effects of PBIS, staff members have made comments such as PBIS: "reminds us that the positive approach is the way to go", "helps me to focus more on positive behaviors than negative", "has made our classroom climate more pleasant for everyone!", "has made me more aware of praising students for demonstrating positive behavior", and "has also helped the school community to be stronger."

Teachers also appreciate the consistency that the program has fostered across grade levels and settings. For example, one of our teachers stated: "I like the consistency. All teachers speak the same 'language' and students know the expectations". Another wrote: "I really appreciate that we have a universal policy so that students know what to expect wherever they are in our school".

One third grade teacher commented about the fact that PBIS helps her to make decisions based on data. For instance, when she observed her students having some difficulty during transitions, she took the opportunity to review the expectations specific to those times. She followed up by rewarding students with Paw Pride tickets as they displayed the positive behaviors that had been discussed.

Staff members are very excited about our pep rallies as well. These quarterly assemblies reward students for their behavior in a fun and engaging manner. For example, students and staff members participate in relay races and skits. Staff members' comments about the pep rallies include: "I appreciate the fun that we get to have. The pep rallies are a great reward for our students. They look forward to them and so do I!", "I'm impressed by our students' behavior

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during the pep rallies. Even though they are excited, they consistently demonstrate the Top Tiger Traits by being respectful during skits and relays.” Another teacher shared feedback from a parent who said “how great it is for the kids to see their teacher having such fun.”

It is apparent from staff feedback that PBIS has benefited the staff. The consistency of expectations, focus on positive behavior, and the pep rallies’ effect on school spirit have significantly improved our school’s climate.

Carrolltowne ES

Several times throughout the year, we given students and parents an opportunity to distribute LIME Green R.U.L.E.rs to staff (our positive behavior rewards). Staff members then place their R.U.L.E.r in a fish bowl for random drawings. Once selected their names are announced over the intercom and then the staff member chooses from a menu of rewards.

We have also increased staff participation in our Quarterly Celebrations. Staff competes in teams against teams of students. Both staff and student names are randomly drawn. Staff and students compete in games such as Hula Hoop Endurance, Scooter Relays, Pie Throwing (at principal), Hockey Relays, etc. The staff enjoys the games and the students enjoy the fun of the competition.

Charles Carroll ES

Over the years, we have mainly focused on promoting positive behaviors among our students. However, in 2008, the PBIS Committee decided to find a way to recognize the positive behaviors of staff members. Our school mascot is Chippy the Chipmunk. To go along with the chipmunk theme, we created the “Golden Acorn Award”. We purchased a ceramic acorn, the size of a melon; spray painted it gold and introduced this award during our first staff meeting of the 2008-2009 school year. We explained that this acorn is to be given to a staff member who positively impacts our school climate. Each recipient keeps the acorn for a week. At the end of the week, the current acorn holder chooses the next winner by filling out a special form to describe why the staff member deserves this award. During the Monday morning announcements, the name of the staff member and the reason why he/she received this award is shared with the entire school. The students get very excited when their classroom teacher’s name is announced. There was one class that campaigned to have their teacher chosen for the Golden Acorn award. This teacher not only received the award, but was also sent a special postcard from her parents congratulating her. The postcard was hung on the classroom door for the rest of the year.

We have a wonderful staff that is very dedicated to not only the academic achievement of our students, but they also care about the well-being of our school community. It is nice when we can come together to recognize each individual for their part in creating a positive school culture.

Cranberry Station ES

This year for our focus with the end of marking period assembly was to include the students. The Student Government Association now serves as an integral part of planning and leading the assemblies. The SGA has created a reward to hand out to students who are exhibiting the 4 R’s during the assemblies .Each grade level presents a skit, poem or presentation that highlights one

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of the 4R's. The administration selects a teacher from the teacher to teacher given coupon and presents a "Cranberry Staff Shout Out" during the assembly. The children really look forward to the presentation. The special areas team recognizes students for following the 4R's in their PE, Music, Media, Health and Art classes. The students really enjoy their increased involvement.

We are working on a photo story for the end of the year assembly that will highlight the year in pictures.

We have also revised the faculty coupon to include a space where they can write why the coupon was given. Then the coupons are used to create a KUDOS power point that is shared at Faculty meetings.

We also have a new color for the student coupons. Our school is involved with a state initiative to "Go Green". We changed the color of the coupon to green so we would be in line with our "Green" school.

A PBIS Brochure was created this year to foster the home school connection. Each family received a brochure.

We also have new 4R posters that were professionally created that includes pictures of children exhibiting the 4R behavior and writing that depicts the 4R expectations.

Our school Safety's have become apart of the PBIS committee. Our 4th and 5th grade students are eligible and each classroom sent 2 representatives. Their responsibilities are to help with dismissal. They attend a training session to learn expectations.

Robert Moton Elementary School

We had a PBIS staff training to start the year and awarded staff Moton water bottles. We also initiated Staff Triple R coupons to publicize and reinforce exemplary staff behavior. The Robert Moton "Prize Posse" now visits staff winners and awards free dinner at Texas Roadhouse, balloon and necklace, and picture on the bulletin board.

Manchester Elementary School

This year we started having staff recognize other staff for displaying the 4 Bee's at school: Be Responsible, Be Respectful, Be Safe, and Be Prepared. We keep recognition slips in the office as well as the staff lounge. The slips are collected on a monthly basis and then they are typed up and sent out to all staff members. Also, some of the staff that has received recognition also receives a prize, i.e-PBIS parking space, free lunch, leave school early, duty free recess, and gift cards to local businesses. Also, we have put recognition slips into our monthly newsletter so parents can also recognize staff at our school. This has been a great way to bring the school and community together.

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Cecil County

Elkton Middle School

EMS now allows students to write “High Five” awards for staff members. These are tallied weekly and put in teacher mailboxes on Fridays. After each marking period, we do a Plus/Delta feedback form for teachers to give input on how they feel the marking period “Zone Day” went. Teachers fill out a form before “Zone Day” activities to tell what their preference would be to do on that day. (IE: dance duty, movie duty, red zone, hall duty, etc) They are given a choice and assigned based on preferences. A teacher is now in charge of a group of students that meet at least 4 days a week for 45 minutes, and these students are in charge of positive climate, setting up for dances, ordering rewards, etc.

Bay View ES

One of the “best practice” activities that we have implemented this year is to put more effort into recognizing all of the fantastic things that the adults do each day through the use of our BARK bucks. Staff members are recognized on the news and eligible to receive various prizes.

Bohemia Manor MS

The adults at Bohemia Manor Middle School have worked hard to maintain a positive overall working environment and school climate. Each member of our staff participates in a short speeches revealing something unique about him or herself, as well as honoring someone who has made an impact on them at monthly faculty meetings. This exchange promotes positive social interaction among the staff in our building. We also have a strong social committee that schedules staff outings and gatherings and also sends well wishes and celebratory cards and gifts to staff when significant life events occur.

Cherry Hill MS

1. “Carl The Cougar” – staff nominate other teachers for being positive, helpful etc. At the end of the week, one random name is drawn and the winner’s nomination is read on the announcements and then they ‘babysit’ Carl the Cougar in their room for the next week.
2. “Thank an Adult in our Building” students have the opportunity to thank an adult of their choice. Students may have their ‘thank you’ read on the announcements. “Thank you’ slips are them given to each teacher. Staff decorate their classrooms with these slips.
3. “Weekly Parking Space”- staff who write out our student incentives called “Cougar Cash” put the carbon copy in a weekly drawing (students are picked each week too) then from student winners, one teacher is selected to park in a special parking spot labeled: “Cougar Cash Winner”

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4. “Monthly Data Meetings” – each month, grade level meetings are conducted. Purpose of meeting is to share current issues, share data associated with green, yellow and red zones, as well as look for solutions to assist in any negative behaviors.
5. “Monthly Basket Drawing” – students are given opportunity to use their ‘cougar cash’ to win baskets each month. staff are given the same opportunity from the cougar cash they have written.
6. “ZONE Day” – this 1/2 day is designed as an incentive for our green zone students as well as specific interventions for yellow and red zone. Staff are able to choose an incentive to monitor/conduct. The choice gets staff excited, it brings our school together.

“PBIS Club” - this year, a student club has been formed. Their goal is to create videos for their peers that help reinforce positive behaviors. We use discipline data and surveys from students and staff to choose important topics. The members have asked teachers to be in certain clips they create and these videos are shown to the whole school.

Charles County

Gen. Smallwood Middle School

We encourage the adults by working closely with the Parent Teacher Organization (PTO) to provide events especially for the staff! We have had a hot cocoa bar for a week right before the holiday break. The PTO has come in to provide the staff with treats in their mailboxes. We also have a mailbox for staff to put in positive notes about each other. Those notes are “Mighty Motivational” notes that go in our “MMM...good” Mighty Motivational Mailbox. The notes are read to the entire staff at our monthly staff meetings. We praise our staff with Golden Apple Awards. The Golden Apple Award gives staff members a chance to recognize one another for doing a great job! We also have hot breakfasts, lunches, etc. for our staff throughout the year to keep up their morale and sense of belonging. We are planning to implement a quarterly staff activity to promote and build relationships among staff members. This directly relates to the overall climate of the school and how it trickles down from administration, to the staff, to the students.

Dr. Samuel A. Mudd Elementary School

Staff can reward each other for a job well done with Staff Dragon Dollars. The tickets include a written positive comment. The tickets are included in drawings for reserved parking (including the principal’s spot) and dress-down day privileges.

William Wade ES

As a best practice strategy to promote positive outcomes at Wade Elementary School through PBIS for the adults, we provided all of our teachers/adults with grade appropriate lesson plans throughout the school year. These lessons encompass the four school rules of caring, being attentive, being respectful and being eager to learn.

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At the beginning of the year the lessons were developed by our ILT team and PBIS committee and were designed to address general behaviors as well as specific situations. Our teachers delivered these lessons during the first week of school through Morning Mindstretchers to establish clear expectations from the very beginning of the year. Our principal reviewed them during the morning announcements and our guidance counselors followed up and reinforced the school rules through classroom visits.

Mid year, the PBIS team worked together to develop another set of grade appropriate lesson plans for the teachers to use. This set included a lesson or activity to reinforce each school rule. All of our teachers presented these lessons throughout the second half of the year to provide ongoing reinforcement.

By providing the initial lessons and materials to the teachers as well as the follow up lessons, and ongoing support from the administration and the counselors, the teachers were well prepared to implement the PBIS program without additional planning being added to their workload.

TC Martin ES

A raffle is provided monthly for teachers who issue Martin Money to students. Teachers have the opportunity to choose prizes. In addition, the staff is provided social activities in the way of breakfasts, lunches, “cookie socials”, etc. one to two times per month.

Berry ES

At Berry Elementary we give out Teacher Berry Bucks, staff gives them to each other for outstanding efforts. We also give out Berry Best Bus Awards every month to the buses that have no bus referrals.

In order to address these factors we have increased the monitoring of these students through increased use of: Student Support Team meetings, Tri-County counseling in school, Check-in/Check-out & behavior plans, referrals to the IEP committee for possible testing to rule out factors contributing to the behaviors in several students, and presentations to boys to address positive decision making. We have adjusted the topic/nature of our PBIS lessons to address the behavior patterns.

Indian Head Elementary School

To encourage staff members to support PBIS in our school, they have a chance to win a free lunch on payday Fridays. Three “Dreamcatchers” (our PBIS token) are drawn each payday Friday and the names on them get a free lunch. This is used to encourage staff support of PBIS and to encourage them to distribute “Dreamcatchers” to the students.

JC Parks Elementary School

JC Parks Elementary continues to do an excellent job of rewarding its staff through both staff “Parks Pride” coupons, along with peer praise. Specifically, all Parks staff are allotted a certain number of “Parks Pride” coupons to give to other staff members when they have exhibited “Best Practice” behavior. On the coupons, there is

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a space to write which of the “three P’s: Polite, Positive, or Prepared” has been demonstrated. These coupons are then cashed in at the end of the year during a silent auction. Staff can bid on several rewards using the coupons including leaving an hour early, starting the day an hour late, wearing jeans for a week, parking in the principal’s parking spot for a week, and any number of donated gift cards.

Jenifer Elementary School

A “Best Practice” that has positively affected our school climate for the adults is our once a month staff drawing where two “Patriot” parking spaces (which are located closest to the school building) and two \$5.00 gas cards are given away each month. The I CARE coupons that our staff gives out to students during the month are saved and used for the drawing. Our staff also receives staff I CARES throughout the school year for going above and beyond their normal responsibilities. These I CARES are used at our end of the year staff silent auction.

JP Ryon Elementary School

Our staff has something called Bravo Awards. These awards are provided by the office, and they are a brochure formatted nomination slip. Staff, parents, and students can nominate an adult for a Bravo based on actions that they had performed for the school, student, or parent. These nominations are then given to the administration, who posts them on a bulletin board and writes a write up in the weekly bulletin. One nominee each week is chosen for a selected prize by the administration.

Malcolm Elementary School

To promote best instructional methods, the instructional leadership team will serve as peer coaches, modeling lessons for teachers

Interventions will continue to address challenges in data; specific emphasis on the effectiveness routines and practices.

Implement a school- wide math drill to build the recall speed for basic facts.

Special education teachers and special education instructional assistants will transition to a co-teaching model IOT increase collaboration to promote growth in SPED subgroup.

Matthew Henson Middle School

The staff at Matthew Henson Middle School are made to feel appreciated in low-cost ways. This practice has been increased during the present year due to a particularly trying time for those who work at Matthew Henson given the unexpected deaths of the school principal as well as a special education teacher in November. Specifically, a staff name is drawn, at random, every week. Fellow staff members are encouraged to email to a coordinator positive comments and praise concerning that drawn name. The positive comments are then printed on designer paper and framed for display on that person’s desk or wall. Copies of these completed documents are displayed in the main hallway of Matthew Henson Middle School so that all can appreciate these

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staff members' hard work. Additionally, special staff appreciation breakfasts and luncheons are held for typically under-recognized staff such as instructional assistants and bus drivers. Finally, staff are encouraged to submit a "WOW" slip for staff who have gone above and beyond in their duties. These slips are read aloud at the staff meeting for group recognition, and are cashed in for a prize such as a gift certificate.

Middleton Elementary School

The Social Committee has greatly expanded: Monthly staff breakfast, Spirit Fridays (dress with a certain theme), Staff member of the week parking space, Kudos—staff say nice things about other staff. Starfish Thrower Award (above and beyond award).

Frederick County

Green Valley Elementary School

Our PBIS program positively affects our school climate for the adults in several ways. First of all, our PBIS team is representative of the broader school. The team, which meets monthly, includes 2 administrators, a PBIS coach, a specials teacher, the counselor, a special education teacher, a reading intervention teacher, two classroom teachers, an instructional assistant and a parent. This insures that all the adults in the building are represented on the PBIS team. This allows our team to analyze our school as a unit from a variety of perspectives and to address, as well as prevent school-wide behaviors. Everyone feels heard and that their opinions are important.

Also, our school-wide behavior system puts all the adults in the building on the same page, using the same language. Staff feels confident and supported in discipline decisions that they make.

Lastly, our PBIS program has in place incentives for adults in our school as well as the children. We do weekly drawings for students who earned Green Valley Bucks that week. As well, as student winners, there is a staff winner! They can earn gift cards, extra planning time and half hour early dismissals from school. This serves as a motivator for staff to participate in our PBIS program. Something new we developed this year was a Green Valley Buck Exchange where students can purchase incentives with their Green Valley Bucks. In order to raise the money to fund this store, we have offered twice this school year for staff to "dress down" for a week by

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paying one dollar a day to do so. This helps the staff to feel a personal stake in the items purchased for the store.

Whittier ES

PBIS Handbook
Intergraded Bucket Filling Language
PBIS – Videos for all classes

Walkersville MS

At Walkersville Middle School, the current principal shares “bucket drops” on a monthly basis at our staff meetings. These are the things that staff members have done over the month that should be celebrated and recognized. Celebrations could be from another staff member, a parent, a community member, a student or our administration. In providing these “drops in your bucket” it has helped to change our culture positively and to make others aware of the wonderful things that are occurring all over our building on a monthly basis. While we know that recognizing and promoting the positive behavior of students improves culture, so does recognizing and promoting positive actions and choices of staff.

Additionally, it is now a common practice when a relationship has been “damaged” between a teacher and student, to rebuild and repair the working relationship by holding a conference with an administrator or counselor so that this positive relationship can support the student reaching their potential. We encourage and teach healthy dialogue with our middle level learners.

Urbana MS

In addition to previous year’s best practices, this year UMS initiated a new program to increase staff support of the program and of each other. Staff became enthusiastic about the “HAWK” (Helping All With Kindness) Coupon Board. Staff donated small items for raffles to keep motivation high.

Thurmont ES

We have always given our students “cougar cash” for positive behavior that they can use to shop at the Cougar Cash Cart. This year we started giving staff members cash throughout the year as a pat on the back for their hard work and created a cart where they can shop to purchase items for their classrooms or personal items like “no stress dress” days and coupons to leave 30 minutes early. Staff may shop during the monthly faculty meeting, and prior to the holiday break, the PBIS team gave each staff member 1/2 price coupons, shopping spree cards, and extra cougar cash to shop. It was a big hit! In fact, one staff member said, “This is the best Christmas present ever!”

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Orchard Grove Elementary School

Student winners are drawn weekly from a “Bottlenose Buck” drawing. From the winners of the students a Bottlenose Buck is drawn and the staff member that wrote it is recognized alongside the students on the announcements and given a bag of goodies as well as a ’30 minute leave early pass.

Parkway Elementary School

PBIS Team conducted school-wide professional development on appropriate student behavior and a revised discipline matrix. This matrix identified student behavior as classroom managed, minor-referral, or ODR. This prof. dev was conducted due to the perception that many student behaviors were being undocumented as the previous matrix was not being followed. Ultimately, this led to a extreme pendulum swing in ODR; of the 95 referrals in 2009-2010, 77 ODRs were implemented from March –June 15 (81% of the total year referrals were present in 3 1/2 months following professional development).

Harford County

Have de Grace Middle School

A “Best Practice” that has positively affected the adults Havre de Grace Middle School is the faculty incentive drawing that we conduct every Friday. A copy of every Decoy Dollar teachers award to students is placed into a bin. Every Friday, two Decoy Dollars are drawn from the bin. The teachers who gave out the Decoy Dollars drawn from the bin are awarded a dessert to share with their grade level team and a class coverage provided by administration.

Halls Cross Roads Elementary School

Our school feels that the “Best Practice” we have put into place that has positively affected our school climate for ADULTS would be to get staff input on EVERYTHING! We survey staff on the effectiveness of initiatives in place for students as well as any additional formal and/or informal professional development they desire. With administrative support, our PBIS team has provided professional development in the beginning of the school year for the past six years and additional professional development to sharpen our staff’s behavioral management strategies. We also take the opportunity for staff to be recognized at our monthly PBIS assemblies. Our assemblies are motivating events that our staff, students, and their families look forward to attending each month. Assembly attendees are engaged in celebration with music, pom poms, video, and applause to reinforce how important appropriate behaviors are at Hall’s Cross Roads Elementary School. During our assemblies, we recognize staff achievement and dedication to our students Our staff have been provided with PBIS T-shirts to build staff morale and are able to wear jeans on assembly days with a small donation to raise money for a monthly charity & a staff incentive fund. Our administration also takes time during faculty meetings to recognize staff members’ achievements and efforts with small trophies.

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Howard County

Hammond Elementary School

It seems like a small thing, but having school wide celebrations really get the staff feeling connected and enthusiastic! Our favorite pep rally – which we do at the beginning of every year is to have each grade create and perform a cheer describing our school rules (responsible, respectful and ready to learn). The teachers love this pep rally. I think it is because the kids love it so much and everyone is so happy and invested. It helps build morale, connectedness and commitment for all the staff.

Forest Ridge Elementary School

Our mission is to work collaboratively in order to create a positive environment using behavioral techniques that will bring about greater success for all students, staff, families, and community, socially, emotionally, and academically. This mission statement is in part actualized through embrace of the state's current initiative of connecting school-wide PBIS to the classroom through designing classroom supports. Our "Best Practice" of the whole-brain powerful teaching practice of "Class-Yes" has resulted in a dramatic change across our entire school. Members of our PBIS team that attended the 2010 summer training were caught up in Chris Biffle's whole-brain teaching's wonderland and have not looked back since. The PBIS team members' high level of excitement was contagious as we prepared, planned and presented the practice using direct teaching and modeling to our entire staff at the beginning of the 2010-2011 school year. The practice was immediately embraced and adopted by our staff, and the results were immediate. Teachers and other staff had a powerful tool to help quickly and positively get students' attention and focus, and students benefited from keeping their teachers happy (Rule: Keep Your Dear Teacher Happy!). Rules and routines were suddenly a lot easier for staff to impart to students and for students to follow and understand from staff. Although we have just begun our journey through the whole-brain wonderland, it is a journey that has not only allowed our staff to see and feel a positive difference and real change, but has resulted in our teachers and staff feeling more invested in PBIS as a whole as we have seen the integration of the PBIS model across our entire academic day.

Elkridge Elementary School

We have three positive programs for staff this year.

Two Golden Batons are awarded each week to staff members at our Friday stand-up meeting. The batons are given from staff member to staff member and are shared with very kind words designed to show appreciation for each other.

The PBIS parking space is a random drawing and is the gift of a parking space, for one week, close to the school entrance.

Filling someone's bucket is new. We have created little notes, which staff members can write for each other as an additional opportunity to tell someone how special they are and to fill their buckets.

Best Practices from schools applying for Gold 2010-2011

Wilde Lake MS

This year, Wilde Lake Middle School has dedicated one kid talk meeting per month at each grade level (grade level problem-solving teams) to the review of PBIS data for their grade level. As a result of these meetings, teams have been able to identify and address grade level concerns, and have developed and implemented specific interventions for individual students. Strategies have also been put in place to address small group and grade-wide issues.

This year an emphasis has also been placed on increasing Gotcha distribution to our eighth grade students. As a result, these teachers are seeing the impact of rewarding positive behaviors, including a significant decrease in ODRs compared with last year.

Veterans ES

Veterans Elementary focuses most of their staff meetings on Professional Learning Communities which includes using the books Clock Watchers (targeting our unengaged learners), and The Learning Tree (which focuses on our special education population). The Community and Parent (CAP) committee meets monthly to discuss and prepare for family nights with targeted student groups.

Talbott Springs ES

One best practice we have begun to improve the school climate for adults this year is the use of weekly public recognition for staff members that exhibit respectful, responsible and determined behavior. Staff members nominate their colleagues and winning names are announced via the public address system. Staff members also receive a certificate that is displayed on the PBIS bulletin board along with the student winners. The concept of publicly recognizing fellow staff members is an extension of a student centered "Fill a Bucket" initiative that the PBIS team began this school year. "Fill a Bucket" is based on the popular children's book by Carol McCloud that focuses on the power of spreading praise. Staff members often display their certificates in their classrooms or other workspace. In addition, a monthly drawing is held for the staff winners to receive a gift donated by local businesses. A PTA member collaborates with the local business community to gather donations in appreciation of the staff members' efforts to model civility and teach socially responsible behavior to students.

Another best practice that has positively affected the school climate for adults is the implementation of the Classroom-Focused Improvement Process (CFIP). CFIP is a system that allows teachers and support staff to collaborate with one another on a weekly basis to review their instructional practices based on a variety of student achievement data in academic areas. Assessment data includes, but is not limited to, countywide quarterly tests, teacher generated tests, classwork, exit tickets, and sight word lists. Teachers generate long range plans for each upcoming quarter to assure alignment of content and sharing of instructional practices with colleagues outside of their grade level teams. Staff members have expressed their enthusiasm about gaining time and resources focused on increasing student achievement. They have shared their appreciation for the autonomy to make instructional decisions that best support their classes. The recent gains in student achievement scores have brought attention to the instructional practices at Talbott Springs and staff members have modeled the CFIP process to various administrators and curriculum developers from across the county.

Best Practices

from schools applying for Gold 2010-2011

Together, these staff recognition and instructional practices contribute to the positive climate for staff members at Talbott Springs Elementary.

St. Johns Lane ES

Now that the PBIS Team feels secure in our roots, we are starting to expand and further our efforts. Staff involvement is an area we are starting to focus on. Though we hold staff to the same standard as students, we are shifting our focus to include them in more incentives. A positive staff climate leads to a positive school climate. One incentive we have for staff is the monthly drawing for a Reserved Parking Space. This space has become very sought after and very competitive, especially after the freezing temperatures we experienced this winter. It is encouraging staff to use their Spot-O-Grams and recognize good student behavior, and in turn they are being recognized as well.

Stevens Forest ES

One of the many best practices we utilize at SFES is that we continually focus on our three rules not only with our students but for staff as well. Respectful, responsible and ready are our three rules and this is the language that adults use throughout the school building. The staff members are trained to teach rules to students, pre-correct, and resolve conflicts. They are also trained in managing student behavior. Using positive language allows us to be consistent thus improving school climate for both students and staff. Daily interaction of staff with students is caring, responsive, supportive and respectful. The school is welcoming and open to diversity. Staff members are actively creating and sustaining a positive school culture due to the PBIS initiatives, which have allowed us to enhance student learning through a supportive collaborative school environment. When the staff works together using consistent language all focused around PBIS to promote positive thinking, it powerfully affects the school climate creating cooperative learning among adults, group cohesion, respect and mutual trust.

Atholton ES

We have a monthly incentive/celebration goodie for staff. For example, we gave out Twizzlers and mints to celebrate the staff's com"mint"ment (hence the mints) to keeping our lines "Single, Straight and Silent, (hence the Twizzler)." We also do monthly mini- reminders/retrainings at staff meetings.

Bellows Spring ES

Undergoing a major renovation during the school year can be a challenge. To deal with the added stress of construction noise, decrease in classroom space, limited access to the playground, fluctuating temperatures, as well as keep our good humors, we have established a reward to recognize staff members who have gone above and beyond to be flexible and accommodating during our "growth period". Each month, staff members are recognized at monthly meetings as "Construction Heroes" for doing their part to help this process go smoothly. Members of the staff are awarded a rubber construction duck (hardhat and all) to display proudly in their classrooms as a reminder that "short term pain is for long term gain!" In addition, staff members

Best Practices

recognize each other for being flexible and helping out by giving flexible people magnets.
from schools applying for Gold 2010-2011

Clemens Crossing ES

We have several practices in place that support, encourage and reward our staff for implementing the PBIS Program. For example, staff members are entered into a weekly drawing each time they reward "ROARing" good behaviors by distributing a pack of tickets. Staff members are also recognized with the "Colorful Cougar" award when they distribute their tickets across all grade levels. In addition, staff members are recognized and best practices are highlighted in a section of our weekly newsletter.

Deep Run ES

This year we implemented a "Park Your Appreciation" staff incentive program. A bulletin board in the staff workroom is decorated to look like a parking lot. Forms were created that encouraged staff to "park" someone on the parking lot. Staff can be parked for all kinds of positive reasons—every month our bulletin board is covered in compliments and appreciative words for so many staff members.

In addition, at the end of every month we have a drawing with all different kinds of prizes and giveaways. Names of people who have "parked" others are entered into the drawing. This really encourages and rewards staff members who take the time to "park" others!

Homewood

We were able to recruit additional staff members this year, making our team be a true presentation of the various types of staff working at the alternative school. There are teachers, all four of administrators, school psychologists, school counselors, social workers and both middle and high school representation. As a result of more open communication and increased feedback, we are able to be more effective in addressing needs and recognizing what we are doing well. This makes everybody feel like their voice and opinion is being heard and makes it easier to get staff buy-in when a change needs to take place. We value staff input and understand the importance of considering their input when making decisions that have a direct impact on them and the overall school climate.

Jeffers Hill Elementary School

We have 2 strong best practices that have positively affected our school climate for the adults in our building. First of all we have a KUDOs program that allows staff members to recognize each other. The small form is made in duplicate. The top copy is placed on a staff kudos board and the carbon copy is given to the assistant principal. These are placed in a large tub and are used for random prize drawings. Not only does it increase positive staff interactions but it is a fun and easy way to give fun rewards to staff members. Another best practice is our PAWSitive referral process. A PAWSitive referral is used to highlight students who demonstrate excellent

Best Practices from schools applying for Gold 2010-2011

behaviors within one of our 4 expectations – Productive, Accountable, Willing to Respect, and Safe. The use of this form is promoted to encourage relationship building between teacher and student and to increase positive home/school communications. It has positively affected the school climate for the adults because these are also used for random drawing on a monthly basis. Teachers who are pulled out of the jar receive a full hour of coverage in order to plan or catch up on their work while the assistant principal teaches a lesson that is planned for and prepared by her. We have seen a steady increase in the use of these PAWSitive referrals. We feel that this is because teachers have begun to see the value it has in building positive interactions with students and they feel rewarded when they receive their hour of coverage. An addition this year was the creation of a staff recognition plan so that on a monthly basis would acknowledge the hard work of our staff members. Planning and scheduling for this has made it happen!

Laurel Woods Elementary School

We currently in the second year of a major revision to our PBIS plan. Staff members are consistently utilizing positive essential elements including clicks for following school rules, incentives for clicks, and red/yellow/green/blue ratings of behaviors. We continue to implement guidelines for managing classroom behaviors, detour passes to address minor incidences of behavior. As a result, teachers are spending more time with their students having positive discussions about expectations and exhibiting positive behavior. Students are responding with increased self esteem about the ability to self control their behavior and benefit from an additional step for improvement.

Montgomery County

Dr. Martin Luther King Jr. Middle School

A best practice that we have begun this year that has positively affected our school climate for adults is “Teacher King Cha Ching” (incentive ticket) Each day 3 students are chosen at random and given this special KCC. The students then get to select a staff member of their choice who they believe are deserving of the KCC based on our core values of respect, responsibility and integrity. Staff members can then use this KCC to enter a drawing for a prize.

Best Practices from schools applying for Gold 2010-2011

Diamond ES

- Common Planning Time for grade level teams and vertical teams
- Professional Development opportunities
- Grade level specific trainings
- Book study for recess/lunch assistants

Sligo MS

A “Best Practice” that has had a positive effect on our adult population would be the increased incentives for them to buy into the PBIS program. We have always had our “Staff nemo” awards that were given staff member to staff member at our monthly staff meetings. This year we have added to the incentive program for staff in several ways. Our principal took a survey at the beginning of the year to see what the teachers would appreciate receiving for all their hard work. He has instituted three new things this year, providing hot drinks on cold days in the teacher work room, “Caught you doing your Best” and “Principal parking Space.”

“Caught you doing your Best”, is an award that he completes when he sees a staff member going above and beyond the normal duties. He places a copy in the teacher’s mailbox and a copy in his file for that teacher. At our staff meetings he uses those names to pick the winner of his parking space for a week. The teachers are given a special parking pass that entitles them to use his spot for a week. It has been well received by the winners so far.

Takoma Park MS

This year our mission is to facilitate positive relationships between staff and students. We decided to use the “Eight Key Teacher Traits” from *The Skillful Teacher* by Saphier and Gower as our focus (these traits also coincide with the themes of our monthly PBIS lessons). We have a “Positive Relationship Wall” with reminders of the eight traits. Also, at each monthly staff meeting, we generate a discussion as to how staff members implement that particular Skillful Teacher trait. For example, the topic for the month of March is, “Realness” focusing on staying genuine with students and allowing them to see us as real persons. This activity was designed to heighten awareness and the significance of building positive relationships between teachers/staff and students.

Parkland Middle School

We made a PBIS handbook that’s available to all staff. This increases communication
Staff members are invited to annual boys / girls mentoring conferences that increase communication between students and staff about school culture
PBIS committee has collects regular feed back on how our program can improve

Redland Middle School

Staff seems pleased with the efforts to recognize them. We use Care Bear recognition, along with a staff recognition where staff fills out accolades about each other. Both of these are done at staff meetings and staff members win prizes. We also offer staff lunches once a quarter where we have a themed lunch such as: Chili cook-off, or getting ready for Spring. Staff enjoy the opportunity to socialize together on these 1/2 days when they need to work.

Best Practices from schools applying for Gold 2010-2011

John Poole Middle School

As I surveyed the teaching staff, the “Best Practice” that was cited most often was the use of our PRIDE Props. PRIDE Props are special tickets given to students who are following our school’s core values – Purpose, Respect, Integrity, Dedication, and Effort. The props have had a positive effect because it helps teachers focus on students who are exhibiting positive behaviors instead of negative. Before the implementation of props, negative behaviors were always the focus. Adults in our school are now more motivated and feel like they are making a difference; they can focus on the 85-90% of students who are following the core values.

Little Bennett Elementary School

Using the same language with our High Five Rules in all that we do has been a great Best Practice, our students, families and staff are all familiar with our language as pertaining to the school rules. We created “Little Bennett Role Model Ground Rules” that apply to all adults who enter our school. The ground rules are posted throughout the building. Visitors’ stickers read “I Am A Role Model”.

Meadow Hall Elementary School

We give a High 5 Hero award every other week. The teacher/staff member is announced on the morning announcements and receives a medal to hang on their door. They also get to park in the principals parking spot!

Prince George’s County

Glenn Dale Elementary School

Care Bear Faculty Recognition

Care Bears will be presented to staff members to "foster parent," based on peer nominations. Nomination forms will be available at the beginning of each staff meeting. A random drawing will be held at the end of each staff meeting.

Share Bear - Foster Parent must be someone who has gone above the normal call to share an effective strategy or resources with another person in order to help them.

Harmony Bear - Foster Parent must be someone who has gone out of their way to help settle a dispute, either between staff members, a staff member and a student or between students.

Funshine Bear - Foster Parent must be someone who has gone out of their way to make sure that someone else in the building is having fun while they are here.

Gator Spirit Bear - Foster Parent must be someone who has demonstrated a consistent and outstanding spirit for the school and our school family. The Gator Spirit Bear wants to be with someone who is proud of our school and shows an all around enthusiasm for all things Glen Dale Elementary.

Dr. Martin Luther King Jr. Middle School

Our theme this year is “Everyone on the same page”. This has helped to keep each staff member accountable to the policies and procedures. The school climate is one of collaboration and cooperation which has established a positive learning environment.

Best Practices from schools applying for Gold 2010-2011

Queen Anne's County

Gransonville Elementary School

We have implemented the use of puppy paws as an incentive for the students. Teachers and staff have been recognizing positive behavior on a more frequent basis. Each month, teachers who are participating are eligible for a prize. Two staff members are selected each month to choose from a list of prizes. This has enhanced the positive energy throughout the entire school and everyone from teachers to the cafeteria workers are participating.

Bayside ES

This year Bayside Elementary has incorporated the "Staff Star" in order to acknowledge the positive contributions of staff members. Any staff member may give a staff star to another staff member. A certificate is posted on a bulletin board stating how the staff member has gone above and beyond their duties. They are also given a small token (gift). We have also implemented the Bayside Bucks police. Two staff members are secretly selected as officers for a term of one month. At any time, they can approach another staff member and ask them for a Bayside buck. If the staff member produces a buck, that buck is entered into a raffle. At BES we also recognize each staff member's birthday by posting them on a bulletin board monthly. We also acknowledge them with an e-mail that is sent to the whole school on their actual birthday.

Centreville ES

Our staff completes Staff Cub Paws for a staff member exhibiting positive interactions. We created a staff matrix, similar to our student matrix, which provides examples of actions that can earn a Staff Cub Paw. Each month a Staff Cub Paw is drawn for our Employee of the month. Additional names are drawn for other staff incentives like leaving 10 minutes early one day, an extra planning period, classroom supplies, and more.

Church Hill ES

Pre-referral is an immediate consequence that provides for student reflection and insight for the teacher. It also increases parent-teacher communication. It has positively affected our school climate because teachers see immediate positive results. It doesn't warrant an office referral which holds students to more compliance and teachers feel more in control. This eliminates red-tape for administrators as well and when referrals are received, there is ample documentation preceding the office referral.

Kent Island High School

KIHS has reached out to the local business community and has the support of the Chamber of Commerce and local businesses. The use of Positive Referrals that are awarded to students by their administrator by coming to the class of the teacher who gave the referral, and reading aloud what was written about the student has been tremendously successful. Along with the positive referral the student receives a coupon for a free chicken sandwich from the local Chick-fil-A.

Best Practices from schools applying for Gold 2010-2011

This is further enhanced by the monies available for postage, allowing for some referrals called “WOW Cards” to be sent directly to the student’s home. All students receiving a Positive Referrals are eligible for a monthly raffle drawing with significant and meaningful prizes that are made available through our community support from local businesses. These practices allow for staff members to develop positive relationships with students and their parents. The staffmembers write the positive referrals WOW cards so that the students know that they see the good things they do and not only the actions that require disciplinary action.

Matapeake Middle School

One of the best practices we have used is the Teacher of the Month Parking Spot. We have created signs and assigned a parking spot closest to the building. Teachers win the spot by election from their own grade level teams vote for whatever the requirement may be that month. For example, we have given it to teachers who have written the most positive referrals and those that are most prepared for the beginning of the school year. We have varied the requirements each month so every teacher has the opportunity to win the parking spot. As a result, Positive Referrals have risen dramatically.

St. Mary’s County

Greenview Knolls Elementary School

Last year, the faculty and staff worked collaboratively to revise the school’s discipline plan to include increased opportunities for teacher flexibility in managing discipline. We use a leveled system to define behaviors according to impact on self, impact on environment and safety. Teachers have increased ability to manage behavior issues effectively and thereby increasing students’ time available for learning. Referrals were decreased by 56% last year from the previous two years.

Green Holly Elementary School

Our team purchased three plush gators, our mascot, to be presented to staff each month. At each monthly faculty meeting, the three staff members who currently possess the gator will choose someone else to present their gator. They explain how the selected person demonstrated the school code. This is considered a huge honor and the recipients proudly display their gators throughout the month. We have stipulated that the gators cannot be transferred among members for the same academic team. It is a highlight of our faculty meetings and the principal includes the names of recipients in the daily morning message.

Best Practices from schools applying for Gold 2010-2011

Esperanza Middle School

This year we have implemented the “Happy Pirates” award. This award allows staff an opportunity to recognize each other monthly for the positive contributions they have witnessed their colleagues make to the school community. In addition, once per quarter 6 recipients are chosen randomly to participate in the “Happy Pirate Luncheon.” The Superintendent has been participating in this event having lunch with the recipients of the reward and giving them an opportunity to discuss their positive influence on the Esperanza Middle School community. It has proven to be an excellent way to involve teachers and staff in being a part of recognizing their own successes.

Spring Ridge MS

A “Best Practice” approach this year was meeting with staff at the very beginning of the year and discussing the fact that PBIS was an approach that was only as good as we made it. By this I mean staff needed to “buy” into the initiative just as much as the students. Successfully doing this involved many strategies that had to be put into place. I asked staff what they liked about PBIS last year and what they wanted to see changed for this year. Below are the approaches that I took to get PBIS kicked off at Spring Ridge Middle School.

First, staff wanted to see a change in the prizes that students could buy with their Harrier Bucks’. Staff felt that the incentives should vary by grade. I immediately built a relationship with Target and other organizations to help with donations, so that we could have separate incentives per grade. This was successful and provided students with “more appropriate” incentives for their age. This was costly, but with the help of organizations and fundraisers was made possible.

Second, staff felt that many students that were “high flyers” did not miss much of the PBIS celebrations and did not gain a respect of why they were not to participate in the celebrations. I made a change to the time that students were to participate in the celebrations (increasing the time that students celebrated) and those students with referrals were broken into groups, working on a program called “Second Step”. Here students discussed their behaviors and worked on strategies to improve those specific behaviors. We as a school discussed the fact that students with one referral (as long as it was a Classification I) could attend the celebrations. As a school we decided that in order for PBIS to work, all students need to realize what they are missing.

Third and most important, listening to staff and hearing what they have to say. Every month I send out a feedback form on how we can make PBIS better. From this feedback form we have set up separate behavior groups, made each PBIS quarterly celebration more successful and found ways for staff to use PBIS to develop strategies and other incentive programs for their classrooms.

In order for PBIS to be successful, staff needs to be a part in every decision made and know that their suggestions are being heard. Without ALL staff members on board the initiative will not be 100% successful.

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Lexington Park Elementary School

Prior to students entering school at the start of the year, the administration conducted two internal professional development sessions that focused on “Meeting the needs of African American Students” and “Verbal de-escalation activities” as possible strategies to assist in classroom management. The purpose was to equip all staff with intervention strategies that can be appropriately used in the classrooms and other areas in the school such as the playground, cafeteria and transitioning to and from special area classrooms. The approach is a proactive one that focused on teacher perception regarding the learning styles of African American students with the most appropriate ways to address undesired behavior. Many of the staff have consistently implemented these and other strategies which have led to improved teacher/student relationships which in turn have reduced the amount of Office Discipline referrals written for this group of students.

Park Hall Elementary School

Staffs Eagle Eyes and “Say Something Positive/A Coke and a Compliment” are the “Best Practices” that has positively affected our school climate. Our staff members are encouraged to distribute Staff Eagle Eyes daily to recognize each other for anything that supports and contributes to the Park Hall Community. We also reserve the beginning of every faculty meeting for “Say Something Positive/A Coke and a Compliment”. During these sessions staff members recognize their colleagues for random acts of kindness and major/minor contributions. Staff Eagle Eyes are then placed in a drawing to compete for the principal and assistant principal parking spaces and other monthly prizes. Park Hall also has a social committee that organizes social gatherings and celebrations for the entire staff. Park Hall’s administrators recognize the importance of communication. We are dedicated to keeping every staff member informed by providing PBIS updates, monthly school-wide discipline data, and question and answer sessions that are based on scenarios. Our next vertical articulation day will be dedicated to discussing Park Hall’s incentives and classroom management systems.

Ridge Elementary School

Quarterly, during quarterly awards assemblies, the principal shows current academic and discipline data and speaks to students about goal setting and decision making. The administrator randomly recognizes students who have followed all rules for the day with a “Principal Sticker,” enhancing positive behaviors. Data indicates that our suspensions this year are trending to remain significantly lower than in previous years.

Somerset County

Greenwood Elementary School

Adults, as well as students, need to feel valued and important; therefore our school has done many things to let our staff know that they are appreciated. One of our best practices is our “School Culture Awards,” which we give out monthly during our faculty meetings. When this

Best Practices from schools applying for Gold 2010-2011

began at our school, our principal had small awards with a tag on each, identifying special qualities that are exemplified in a school setting. This award was given to a staff member who had exemplified these qualities. Each month thereafter, the previous recipients had to present the award to another staff who they felt exemplified these same qualities. The persons who were presenting the awards to “new staff” had to read the tag and explain why they were giving the award to that particular staff member. The new staff members, selected for the month, held up their awards, and each had their picture taken. All pictures are placed on Greenwood’s display board, which is located in the office. All staff members are really excited about our culture awards. Teachers feel valued and appreciate; and have become more observant of one another because they have to select someone to give their award to for the upcoming month and that person should fit the qualities described on the tag. Everyone is happy, smiling, and thinking, especially when looking at the display board.

Woodson Elementary School

The leadership team of Woodson Elementary school recognizes the need for celebrating successes and the impact that has on our family. The staff recognizes the successes of our students with Sand Dollars, quarterly awards ceremonies, and positive referrals. The students are not the only ones in the school who need to hear positive. The staff also needs to be recognized for their continued efforts and successes.

At the first Staff meeting of the school year, the leadership team awards several staff members with awards – The Hound Dog Award (sniffing out new ideas), the School Bus Award (going the extra mile), The Laser Pointer Award (pointing the way), and The Rock Award (because you ROCK) to name a few. At each School Improvement Meeting and each Staff Meeting, the recipient of the award must then pass that award to another staff member. This continues for the remainder of the school year, with each staff member signing the award when they receive it.

This gives the staff an opportunity to recognize each other for their efforts and take time to celebrate “what’s right in Woodson.”

Princess Anne Elementary School

A “Best Practice” that has positively affected our school climate for the Adults would be celebrating successes during faculty meetings, and through announcements during the school day. The PBIS committee implemented a “compliment tree” that allows staff members to compliment each other. At the end of each month all the compliments are taken down and 2 are drawn. The name of the staff member that wrote the compliment and the name of the staff member that received the compliment each get a free casual day.

Washington County

Best Practices from schools applying for Gold 2010-2011

Eastern Elementary School

Staff Golden Eagle Award - This year we started an award program for our entire staff. Its purpose is to provide positive support to each other and to continue to build positive relationships. Fellow co-workers can nominate a staff member for their dedicated service to our students and school. A nomination box is located in our staff lounge. After completing the form, the nominations will be distributed to their recipient as a way to honor their hard work and commitment to education. Two names from the list of nominations will be randomly drawn each week to receive a prize off of the Staff Donation Board. We are asking that all staff donate one “gift” to the board. The winning nominations can pick from the “gifts” on the donation board.

Winter Street ES

The staff members at Winter Street have worked hard to focus their attention on acknowledging positive student choices. In an effort to allow students (and parents) to return the favor, we came up with an idea we called “A Round of Applause for Teachers”. The goal of this initiative is to allow students and families the opportunity to thank a teacher for anything positive they’ve done that has touched their lives. If a student or family member notices a teacher, principal or other staff member do something impressive that makes a difference to their child, they can complete a form and place it in the “A Round of Applause for Teachers” box in the main lobby of the school. This initiative allows students and families to share their feelings of appreciation and provides teachers with encouragement and positive reinforcement. Notes that are collected in the box are either hand-delivered to the teacher being acknowledged or they are hung in the hallway for all to see and enjoy.

Boonsboro MS

A “Best Practice” that we piloted towards the end of last school year, but have fully embraced this school year is the ‘Golden Ticket.’ Every two weeks each staff member is given three ‘golden tickets’ to complete by identifying a faculty member that has shown various aspects of the Positive Behavior Incentive Systems. For example, “Mrs. Jane is receiving a Boonsboro Middle School golden ticket for showing respect towards another teacher by covering her class during an urgent health situation.” Then the faculty members submit these ‘golden tickets’ into a decorated golden canister for a drawing from our faculty prize board. This prize board includes various donated items from other faculty members and the community. By implementing this “Best Practice”, the entire staff is more observant in identifying and trying to emulate the best adult role models in our school; thus creating a more positive adult working climate.

Northern Middle School

The staff at Northern Middle has bought into our PBIS program and especially enjoy competing against students during various sporting events throughout the year, such as our pumpkin bowl, volleyball tournament, and March Madness competition. The staff looks forward to these opportunities & it has become a tradition at our school. The principal has implemented an

Best Practices from schools applying for Gold 2010-2011

employee of the month program, which the staff looks forward to and has even begun to nominate one another for this award.

Pangborn Elementary School

Pangborn Elementary School is a regional site for a self-contained behavioral classroom and an Emotionally Disturbed push-in program. These programs are county programs so students from other schools may be placed in these programs. These programs require additional behavioral support, behavioral interventions, and resources. These programs have increased the total population at this school. These personnel are also available to provide support for these 15 red zone students.

Wicomico County

West Salisbury

This year we have implemented two new “Best Practices” that have had a positive outcome on our climate for the adults. One spirit day per month allows the staff to join together in showing school spirit. The spirit days correspond with a theme for the month and the participating staff members’ names are put into a drawing. Each month, from all the names put into the drawing, staff members have a chance to win one of four prizes, some of which include extended lunch and recess coverage. In addition, each month four staff members acknowledge other colleagues for their extraordinary hard work. The staff members pass on a trophy symbolizing one of the following designations, “lighting the way”, “tackling a tough problem”, “life saver” and “caring”.

Delmar ES

We are very pleased with the positive impact that our “Staff Cash” has had on our school climate. Our “Staff Cash” allows us to recognize our colleagues for their hard work, dedication, kindness, and overall positive approach with our staff and students alike. “Staff Cash” can be given at random times for unlimited reasons. It allows us to work collaboratively to recognize the positive instead of the negative in our colleagues each day. Upon receiving “Staff Cash,” staff members can use it to purchase sodas and snacks from our PBIS supply station.

North Salisbury Elementary School

With respect to our staff, our PBIS Team implemented a recognition from the students as an incentive that has positively affected our school climate. Each week, students nominate staff members who have exemplified a positive role model. These staff tickets are utilized to reward teachers and staff members. This approach has been received very well.

Pemberton Elementary School

Our school uses a “Giving Props Tree” to highlight the efforts of our staff. Each staff member writes a “Paw” acknowledging something good that a staff member has done, then once a week,

Best Practices from schools applying for Gold 2010-2011

two paws are drawn. One paw acknowledges the staff member who wrote the paw and one for the staff member who the paw was written for. Staff members may choose a variety of incentives, such as gift certificates for local businesses.

Prince Street Elementary School

We instituted the Staff Buck policy at Prince Street this year. Faculty and staff at Prince Street Elementary can earn these bucks from teachers, parents, and students for any reason. They simply fill out the form and place them in the staff buck box. At the end of the day, a member of PBIS collects them, logs them on a chart, and places them in the mailbox of the deserving teacher. Teachers can save them and turn them in for things such as a free casual day, candy bars or leave early. At the end of the month, all the teachers that have received staff bucks are entered into a drawing for a one hour lunch. Staff Morale has greatly improved. We enjoy being recognized for all the little things that we do.

Salisbury Middle School

Salisbury Middle School is applying for gold level recognition because we feel our "best practices" decrease negative behaviors and increase student achievement. The PBIS team at our school consists of our building principal and teachers from multiple grade levels that teach a variety of content. At our monthly meetings, our team plans our incentives by examining our office referral data by incident, by offense, and by monthly totals. If there is an identifiable trend or spike in our data, our team brainstorms strategies on how to address the negative changes in our data. For instance, when our team met in the summer to devise our calendar of incentives for the year, we noticed that in the 2008-2009 school year we had 63 total office referrals in March and in 2009-2010 there was an increase to 74 referrals. Our team decided that we should schedule our most popular incentive, "The Extreme Assembly," during that time. Criteria to attend that incentive included students could not participate if they earned a referral from March 1 - March 31. We also try to schedule our quarterly incentives at the end of the week and months that have had higher referral data. In addition, we make sure we plan incentives that cater to the interests of all of our subgroups. For example, we always have a "girls day out," where the girls can get their hair and nails done, a sports tournament for the boys, and another incentive that reaches all of our subgroups. Our students understand that this expectation is relevant, and they seem to avoid negative behaviors so they can attend the well advertised and touted events.

Best Practices from schools applying for Gold 2010-2011

Worcester County

Snow Hill Middle School

Our implementation of Staff Eagle Cash has resulted in a positive effect on our school's climate in regards to the adults. They look forward to receiving the Staff Eagle Cash from students and reading the explanation as to why they have earned it. Often, staff members want to keep the Eagle Cash because it makes them feel good about what they do from day to day. They see the positive impact of encouraging students to recognize others for the things they do well. Staff can also turn in their Eagle Cash for food incentives and a bonus casual day. At the end of the school year, we hold an auction in which staff members use the Eagle Cash to bid on items they would like. The auction atmosphere is one of excitement and pride. Regularly, comments are made by staff about how much they enjoy receiving Staff Eagle Cash and the positive impact it has had on them as an educator.

Cedar Chapel Special School

Introducing the school store has positively affected Cedar Chapel's school climate for both the students and the adults. Students now see what they can do with the "PAWS" they have earned each week. Students who earn their predetermined number of PAWS each day are given 2 "School Store PAW" coins for that day. At the end of the week, the school store is wheeled into each classroom for the students to spend their "School Store PAWs". Not only are the students excited about using the school store, but the staff is enjoying helping their students discover the joys of spending what they have earned. It is thrilling to see that the students are still energized and excited to earn those PAWS each and every day. The staff is still actively engaged because the students are still actively engaged and excited.

Pocomoke Elementary School

As a school, we work closely with parents to address behavior concerns and create plans as needed to change the behaviors. We also work closely with outside agencies as appropriate to the child and situation.