

**Positive Behavioral Interventions and Supports  
Maryland Recognition Program  
SCHOOL APPLICATION  
2006-2007**

The purpose of this program is to provide recognition to schools in Maryland that have implemented school-wide Positive Behavioral Interventions and Supports. A Recognized School is one that has met specific criteria and has demonstrated innovative, creative, and functional ways of implementing and sustaining PBIS. Specific characteristics of PBIS Recognized Schools are their consistent methods of:

- (1) Utilization of data based decisions to better serve the students and staff,
- (2) Creative and engaging acknowledgement/reward systems,
- (3) Inclusiveness of PBIS throughout the school,
- (4) Collaboration with the community,
- (5) Orientation of new students throughout the school year, and
- (6) Integrating PBIS into daily activities across all available teaching opportunities.

**Administrative Instructions**

- All three sections of the application must be complete and submitted to your LSS Point Contact no later than March 1, 2007
- School-wide Evaluation Tool (SET) scoring guide and report must be completed and submitted to Jerry Bloom not later than June 1, 2007 (Benchmarks of Quality (BOQ) for Exemplar recognition also due June 1, 2007)

**Notification of Award will be made by June 15, 2007**

*To be considered for PBIS Maryland Recognition, this application and supporting documents  
MUST be submitted in accordance with established timelines and must meet all criteria.*

PBIS Maryland Official Use:

Date Received: \_\_\_\_\_ Received by: \_\_\_\_\_  
Completed Application: Yes/No  
Date Point of Contact notified of PBS Model School status: \_\_\_\_\_  
Summer Institute: Yes/No Ribbon/Banner/Banner and Plaque  
Materials for Website: Yes/No

## PBIS Maryland School Recognition Program

**1) There are three recognition levels. Please work closely with your behavior support coach and local leaders to determine which category best fits your schools accomplishments.**

***Please X the box below to indicate the award for which you are applying.***

	<input type="checkbox"/> PBIS Maryland Green Ribbon School	<input checked="" type="checkbox"/> PBIS Maryland Banner School	<input type="checkbox"/> PBIS Maryland Exemplar School
<b>Systems</b>	Active Administration; PBIS Team in place; PBIS Team meets monthly	Active Administration; PBIS Team in place; PBIS Team meets monthly	Active Administration; PBIS Team in place; PBIS Team meets monthly
<b>Data</b>	<ul style="list-style-type: none"> <li>• All Required Forms Submitted on time</li> <li>• Existing baseline data collected and reviewed</li> </ul>	<ul style="list-style-type: none"> <li>• All Required Forms Submitted on time</li> <li>• Existing baseline data collected and reviewed</li> <li>• Team decisions based on data</li> <li>• Team shares data with staff at least monthly</li> <li>• Multiple and consecutive data elements aggregated, reviewed, reported and showing improvement (i.e. office referrals, suspensions, attendance)</li> </ul>	<ul style="list-style-type: none"> <li>• All Required Forms Submitted on time</li> <li>• Existing baseline data collected and reviewed</li> <li>• Team decisions based on data</li> <li>• Team shares data with staff at least monthly</li> <li>• Multiple and consecutive data elements aggregated, reviewed, reported and showing improvement (i.e. office referrals, suspensions, attendance)</li> <li>• Multiple and consecutive data elements aggregated, reviewed, reported and showing improvement in achievement.</li> <li>• Policies/ job descriptions and other documentation supporting PBIS activities are institutionalized.</li> </ul>
<b>Practices</b>	<ul style="list-style-type: none"> <li>• SET 80%</li> </ul>	<ul style="list-style-type: none"> <li>• SET 90%</li> </ul>	<ul style="list-style-type: none"> <li>• SET 95%</li> <li>• BOQ 75%</li> </ul>
<b>Award</b>	<ul style="list-style-type: none"> <li>• Ribbon</li> </ul>	<ul style="list-style-type: none"> <li>• Banner</li> </ul>	<ul style="list-style-type: none"> <li>• Banner and Plaque</li> </ul>

## **2) Identifying Information**

Local School System (LSS): Montgomery County Public Schools

LSS PBIS Point of Contact or Coordinator: Kris Leary

School: Dr. Martin Luther King Jr. Middle School

School Website: <http://www.mcps.k12.md.us/schools/mlkms/> \_\_\_\_\_

PBIS Behavior Support Coach: Sherri King \_\_\_\_\_

Are you willing to present at the Regional Returning Team trainings this summer?

Yes \_\_\_\_\_ No

Do you have pictures, video clips, links to relevant school websites, and/or data that you would like to share on the PBIS Maryland website?

Yes  No \_\_\_\_\_

## **3) Narrative**

**Please submit a narrative of no more than 1000 words. Please use the following questions to guide elements of your narrative.**

### **A. SYSTEMS:**

1. What makes your team work so well? Please discuss in detail (e.g., what is your administrator's role on the team, how is staff represented, etc.). What do you see as the overall strengths of your team?
2. What other supports (district/coach) are in place to enable the accurate and durable implementation of the practices being implemented?

### **B. DATA:**

1. How does your team use data for decision making?
2. What information is being used to identify status, need for change, and effects of interventions/strategies?
3. How is the data shared with all staff?

**C. PRACTICES:**

1. What are some of the practices your school has adopted?
2. Why did you choose these practices?
3. How does your school track effectiveness of your implementation?

D. **OUTCOMES:** Discuss the changes you have seen since PBIS implementation (e.g., data, climate, morale, etc.).

***\*\*\*\*This section should reflect the award for which you are applying as detailed below:***

**PBIS Maryland Green Ribbon Award:** Please provide an explanation in your answer that reflects how your team uses Form A, IPI and discipline data.

**PBIS Maryland Banner Award:** Please provide an explanation in your answer describes your team's use of your forms (Form A and IPI) as well as improvement in discipline data. Please also provide supporting documentation.

**PBIS Maryland Exemplar Award:** Please provide an explanation in your answer describes your team's use of your forms (Form A and IPI) as well as data trends showing improvement in discipline and academics. Please also provide supporting documentation including district and school policy, code of conduct, and job descriptions that have been developed to promote and sustain PBIS activities.

E. **UNIQUE FEATURE/OBSTACLES:** Please describe a unique feature of your PBIS implementation at your school. What are some obstacles that your team has had to overcome? Please explain the process for overcoming these hurdles below.

F. **OTHER:** List any pertinent information not previously noted in regards to implementing SW PBS.

Michelle Gately  
*Person Completing School Application*

03/01/2007  
*Date*

Marc Cohen  
*School Principal*

03/01/2007  
*Date*

Who is your school's PBIS Contact:

Name: Michelle Gately

Contact Info: (Email) Michelle M. Gately@mcpsmd.org  
(Phone) 301-353-8080

## **A. Systems:**

The PBIS team at Dr. Martin Luther King Jr. Middle school works well because we have consistent monthly meetings. At these meetings, the team leader provides an agenda and we review what is working and isn't working with PBIS in our school. Concerns are addressed and data is reviewed. We have a team that is representative of our staff. Our team consists of teachers from all grade levels and various subjects. We also have two para-educators on our team. Our team leader works closely with the administrators and is on the school leadership team to ensure that our systems are aligned with the school vision and mission.

Other supports that are in place include our coach, Sherri King and our LSS coordinator Kris Leary. Another support in place that we use frequently is the PBIS Maryland website. The school examples have provided guidance for how we frame and align our staff managed and office managed behavior, as well as our reward systems.

## **B. Data:**

Our team uses data for decision making. First, we review referral data each month to identify areas that need improvement. We compare the referral data for this year to last year to see if the systems we have put in place are effective. The referral data is collected in the SWIS database. We also have surveyed the staff halfway through the school year to find out how staff's impression about the implementation of PBIS so far. The survey gave us data on the systems that we have put in place and whether or not the staff is using them and the ease of using them. Suggestions for improvement were also given. Students participated in a survey at the same time. The information gathered was able to give us data on what messages are reaching the student and areas that we need to continue to work on. The data is shared with our staff in two ways. First, referral data is shared monthly at our staff meetings. We look at the data as a staff and identify areas of need. Second, more specific data is shared with our grade level team meetings, by team leaders. Sharing data in this manner allows for a more focused discussion to identify problem areas and coming up with solutions. A more visible form of data sharing is our Peace Day signs. The Peace Day signs are located at the front entrance of the school for all staff, students and visitors to see. The signs show the amount of days each grade level has had that reflects our core values (no disrespectful behavior, no bullying, no physical aggression and no verbal abuse). Furthermore, the administration and PBIS Team leader work very closely with our IDA to identify trends and areas of needs in our referral data, as well as the Staff Managed Behavior database records. The Staff Managed Behavior database tracks student behavior and interventions that teachers have taken, before an administrator gets involved.

## **C. Practices:**

King has adopted several practices. One of these practices is clearly defining staff managed behaviors and office managed behaviors. Staff managed behaviors require teacher intervention before administrator involvement; office managed behavior allows for immediate interventions by administrators. Another practice we adopted this year is

Peace Days. Peace Days measure the amount of days that students in each grade level have demonstrated behavior that shows respect, responsibility and integrity through the given criteria. Students are rewarded by grade level for each benchmark they reach. Another way students are rewarded is through our incentive tickets, King Cha Ching. All staff is able to award these to any students that are consistently or above and beyond demonstrating our core values. Students may use the tickets to enter a weekly raffle or purchase items from the incentive store. To motivate staff to pass out the tickets, the staff member who wrote the winning raffle ticket also receives a prize. A fourth practice adopted this year is Peace Keepers of the Month. Grade level teams select a student each month who they think demonstrates the core values the best. The student is invited to a party where they receive a certificate and five King Cha Ching. A school-wide focus on the core values is another practice we have adopted this year. In all areas of the school staff is focusing on communicating what it looks like to have respectful and responsible behavior and integrity. Students also here this message in their PAWS class where they watch videos created by other students to show that type of behavior, as well as participate in core values lessons that the PBIS team has developed. Finally, we have developed a Decision Making Room. This room is staffed by a teacher and its purpose is a place for students to go to when they receive an administrative referral. The DMR teacher works closely with the student and administration to help the student make better choices and determine the best intervention (administrative, counselor, team leader, etc..) and consequence. We choose these practices based on the survey the staff took at the end of last year.

Our school tracks the effectiveness of these implementations in many ways. The staff and students have been surveyed this year. The PBIS Team leader has met with student focus groups on several occasions. Effectiveness is discussed at PBIS, leadership, staff and team meetings. And data is constantly being assessed to track the effectiveness of these practices.

#### **D. Outcomes:**

Our school is applying for the PBIS Maryland Banner Award. We have seen several changes since PBIS implementation. First, we are collecting more accurate data and analyzing it on a regular basis. The SWIS database has allowed us to find trends in behavior that we were not able to identify last year. The overall climate of the school has improved. Students are going out of their way to show behavior that demonstrates our core values. Our data shows that incidents bullying and harassment have gone down sixty percent. Staff morale has improved. Our staff feels more supported by the administration when it comes to dealing with student behavior. This is due to staff documenting the interventions they have taken prior to administrator involvement, so that the administrators can make more focused decisions about consequences. The PBIS Team Implementation checklist has helped our team focus on areas to concentrate on. It has also helped us make sure that we are on track with implementation. Attached to this narrative is our referral data for this year compared to last year. Our referrals are down 28%.

#### **E. Unique Features/Obstacles:**

A unique feature of PBIS implementation at King is our use of our school's T.V. show. Students have participated in making videos to be aired during the Friday T.V. show that depict behavior showing our core values. The use of the T.V. show has gotten students actively involved in educating each other on the types of behavior we expect from them. Our team has also had to overcome obstacles in PBIS implementation. The administrator assigned to our team had to take a leave of absence due to health reasons. This made administrator involvement during our meetings almost impossible. Our team has worked out a way to keep the administration involved by having the team leader meet one on one with the principal in order to keep active involvement and participation from the administration. Another obstacle that our team had to overcome was making sure that everyone understood the new procedures. We conducted several trainings at staff meetings and through teams but some staff members were still confused over what procedures to be using. To solve this problem, our team came up with a game for staff to play during a staff meeting. This got the staff actively involved and many staff members said that they learned something new.

#### **F. Other**

We have shared what we are doing in our first year as a PBIS school with two other middle schools in the county. These schools have similar population to King and had heard about the successes we have had with PBIS so far this year. From what they saw and heard from King, has inspired them to start PBIS in their schools next year.

<b>Comparison of All Referrals 05-06 to 06-07</b>			
05-06	06-07	% Change	YTD 02/28/2007
YTD	YTD		
87	42	-51.72%	Abusive Language/Inappropriate Language
0	1	100.00%	Arson
131	138	5.34%	Defiance/Disrespect/Insubordination
172	72	-58.14%	Disruption
0	3	300.00%	Dress Code Violation
143	131	-8.39%	Fighting/Physical Aggression
10	18	80.00%	Forgery/Theft
48	19	-60.42%	Harassment/Bullying
0	2	200.00%	Inappropriate Display of Affection
0	0	0.00%	Lying/Cheating
0	0	0.00%	Out of Bounds
8	2	-75.00%	Property Damage
38	33	-13.16%	Skip class/Truancy
3	4	33.33%	Tardy
10	2	-80.00%	Technology Violation
9	5	-44.44%	Use/Possession of Weapons
0	2	200.00%	Vandalism
659	474	-28.07%	Total