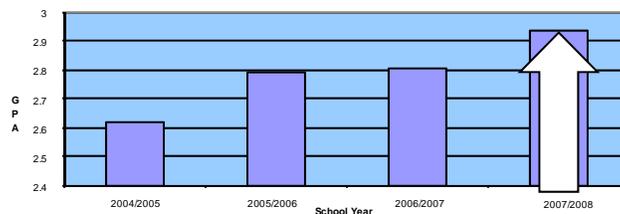


## Attendance is up Referrals are DOWN!

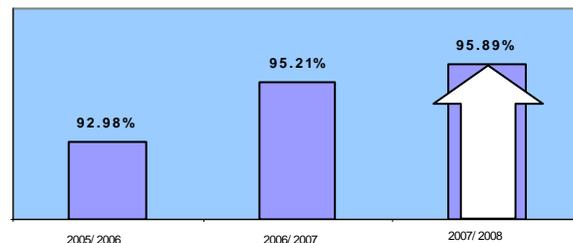
Wiley H. Bates Middle School, located in Annapolis, Maryland, has a diverse population of African American, Hispanic and Caucasian students. The students have roots in a wide variety of economic backgrounds with approximately 50% on free and reduced lunch. Over the last few years, staff, parents and students have seen a tremendous improvement in grades, attendance and behavior. Many would attribute this change to the staff's embracement of PBIS.

The PBIS process is entrenched in the way business is conducted at Bates Middle School. Whether you are sitting at the School Improvement meeting, PBIS committee, RST or even faculty council, the process of PBIS is evident in the thinking of staff and administration. PBIS has become a lifestyle at Bates; the institutionalization of PBIS contributes to the improved school climate the students, parents and staff are experiencing and the data is indicating.

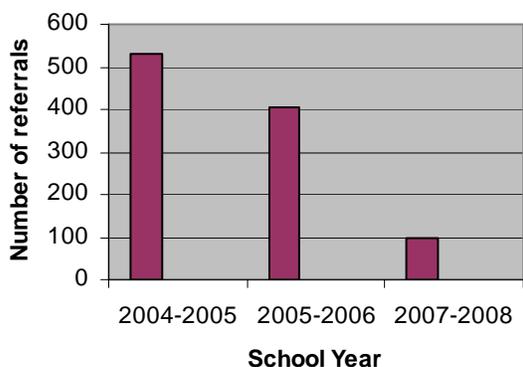
First Quarter SchoolWide Average GPA



Percentage of Students attending School in the first Quarter



First Marking Period Referrals



75 % decrease  
in referrals from  
the 2006-2007  
school year

## Beyond the Matrix

Wiley H. Bates Middle has had consistent and dedicated leadership who have embraced PBIS for the past three years. This dedication is evident when walking around Bates; the "Cougar Pledge" is posted throughout the building. The matrix is taught and reinforced throughout the school year. Teachers are consistently applying a six-level program to respond to rule violators. CHAMPs (a matrix for activities in the classroom) is used in the classrooms. This year at Bates, students started wearing uniforms; implementation of uniforms is reinforced through PBIS incentives.

At Bates, a Red Zone committee meets regularly to review the interventions provided to students who historically have had excessive referrals. The addition this year of an Alternative One position teacher has helped to address those students who are returning from alternative programs or who are at risk of going to an alternative program. This teacher is able to provide case management and one on one assistance directly in the classroom.

Wiley H. Bates also applied the PBIS process to the issue of attendance. By rewarding students for good attendance and addressing yellow and red zone truancy issues, the attendance rate at Bates has improved dramatically.

A warm and welcoming environment is created at Bates by its staff. Students are excited to attend after school clubs being offered by a dedicated and enthusiastic staff. Always true to the PBIS philosophy, special after school programs (such as a Basketball league) are developed based on the needs reflected in the data and students must follow the cougar Pledge to participate.

Data Data Data



The data tells the story at Bates. There is a significant decrease in referrals. Our students are attending school at a rate over 95% (a full percentage point higher than needed for AYP) and our GPA rated has gone up every year since PBIS has been implemented! The institutionalization of the PBIS process at Bates has directly impacted the students for the POSITIVE!