



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**



# INTEGRATED MTSS CONFERENCE

Empowering Excellence: Co-Designing Systems through Instructional Leadership

*In partnership with...*



**AESD**  
ASSOCIATION OF  
EDUCATIONAL  
SERVICE DISTRICTS  
Nine ESDs, One Network.  
Supporting Washington's Schools and Communities.



**Washington State Association  
of School Psychologists**



Washington Statewide  
**Family Engagement Center**  
FAMILIES, SCHOOLS, and COMMUNITIES in PARTNERSHIP



**2024**

**JULY 31 - AUGUST 2**

Washington State University  
Pullman, Washington

In this session we will share how we built a strong, school-wide PBIS system (Tier 1) based upon staff beliefs and school values. We will describe the process we went through to engage the entire staff & student body in identifying our school's Values for Success, how we developed buy-in as well as incorporated our values into everything we do. We will share our comprehensive positive recognition system (student and staff) around our Values for Success, enabling us to recognize 100% of our students, reinforcing the behaviors we want to see, and changing our culture. You will walk away with a clear blueprint for implementing effective PBIS in your building.

**CRIS TURNER**

DIRECTOR OF SYSTEMS & SUPPORTS

NORTH MASON SCHOOL DISTRICT

[CTURNER@NORTHMASONSCHOOLS.ORG](mailto:CTURNER@NORTHMASONSCHOOLS.ORG)

**ANTHONY CLARKE**

BONNEY LAKE HIGH SCHOOL PRINCIPAL

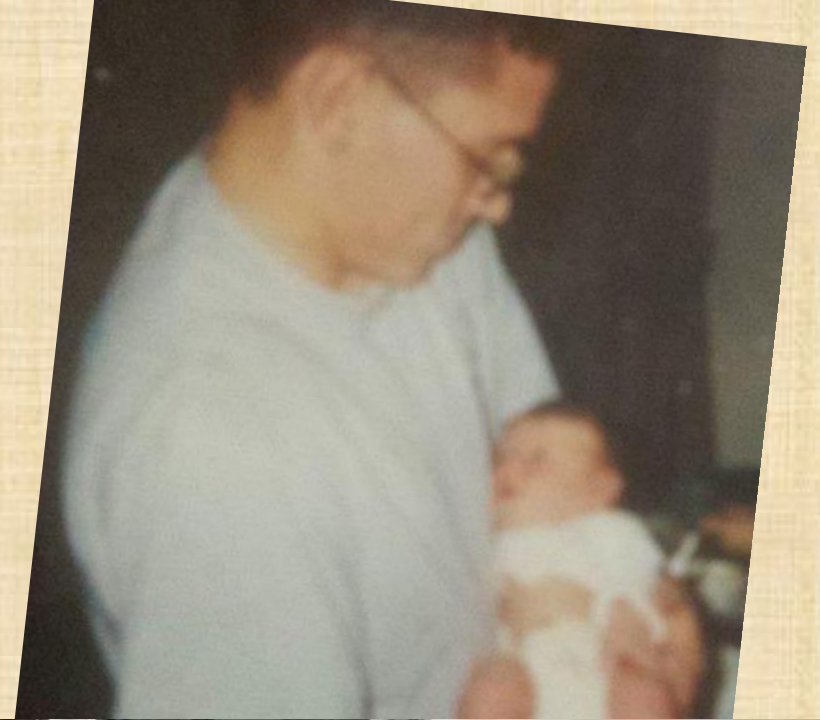
SUMNER-BONNEY LAKE SCHOOL DISTRICT

[ANTHONY\\_CLARKE@SUMNERSD.ORG](mailto:ANTHONY_CLARKE@SUMNERSD.ORG)

We would like to begin by acknowledging that we gather today on the ancestral homelands of **The Nimiipuu (Nez Perce) and the Palus People** who have lived in the Pacific Northwest, from time immemorial.



# ***Our Why!***



# We have 2 questions for you...

1. If you gave a survey to your students, staff & community.... what would they say your school Values?
  - Would their answers align?
2. What actions do you intentionally take to recognize positive student behavior?
  - Do all staff look for the same things?
  - Do you use positive recognition to change Tier 1 issues that arise?
  - Is it working?

# Today's Outcomes:

## Our PBIS journey ...

- Developed
- Defined
- Operationalized
- Entrenched
- Followed-through
- Tracked & Improved



### *Positive Feedback*

- Teacher to Student
- Student to Student
- Student to Teacher
- Teacher to Teacher
- Admin to Teacher

# Develop:

*Built our foundation – our common Why...*

Beliefs.... What do WE believe about education?

1. Asked staff:
  - What is the purpose of education?
  - Why is it important?
  - What is your “why” to be an educator?
2. Developed “We Believe” statements
3. Asked how many agree with statement... is it something we all believe in?
4. Identified what it should *Look* like, *Sound* like, *Feel* like.
5. Made a poster & put it in every classroom.
  - Viewable
  - Recognizable
  - Repeatable



- Beliefs can serve as either barriers or enablers to academic and behavioral success.
- What we do should be evidence of what we believe!

- School-wide beliefs were found to be associated with:
  - Improved academic performance.
  - Improved disciplinary practices and behavior support.
  - Reducing disproportionality.

## Bonney Lake High School

### *Panther Beliefs*

■ **Belief:** All students are individuals who want to be honored and respected!

■ **Look Like** praise, flattery, one-on-one, risk takers

■ **Sound Like** collaborators, community, safety

■ **Feel Like** community, safety, support, loving

**Belief:** All kids learn differently!

**Look Like** variety of instruction, differentiation, collaboration

**Sound Like** different words

**Feel Like** empowering and positive for kids

**Belief:** All students have the potential to learn

**Look Like** teachers: committed investment at every road block

**Sound Like** positive invitation

**Feel Like** continued commitment to the invitation aka "really hard work!!"

**Belief:** The individual growth and achievement of every student

**Look Like** evaluation, teach, reteach, evaluate, adjust

**Sound Like** encouragement

**Feel Like** little parties - celebration, encouragement

**Belief:** Attitude dictates action (teacher action dictates student response)

**Look Like** modeling

- ***Belief:*** All students are individuals who want to be honored and respected!
- ***Belief:*** All kids learn differently!
- ***Belief:*** All students have the potential to learn
- ***Belief:*** The individual growth and achievement of every student
- ***Belief:*** Attitude dictates action (teacher action dictates student response)
- ***Belief:*** Every student has the right to education
- ***Belief:*** Relationships matter - students don't care about what you know until they know you care
- ***Belief:*** School should be a place where students feel physically, emotionally and intellectually safe
- ***Belief:*** There is good in every student and our job is to draw it out and refine it
- ***Belief:*** Students and staff persevere towards goals and experience resilience
- ***Belief:*** The teacher models what they want and expect from the students
- ***Belief:*** Every student and staff member is fighting their own battle
- ***Belief:*** We teach skills and content that our students will use and need in the future
- ***Belief:*** Building community support/relationships is essential for success

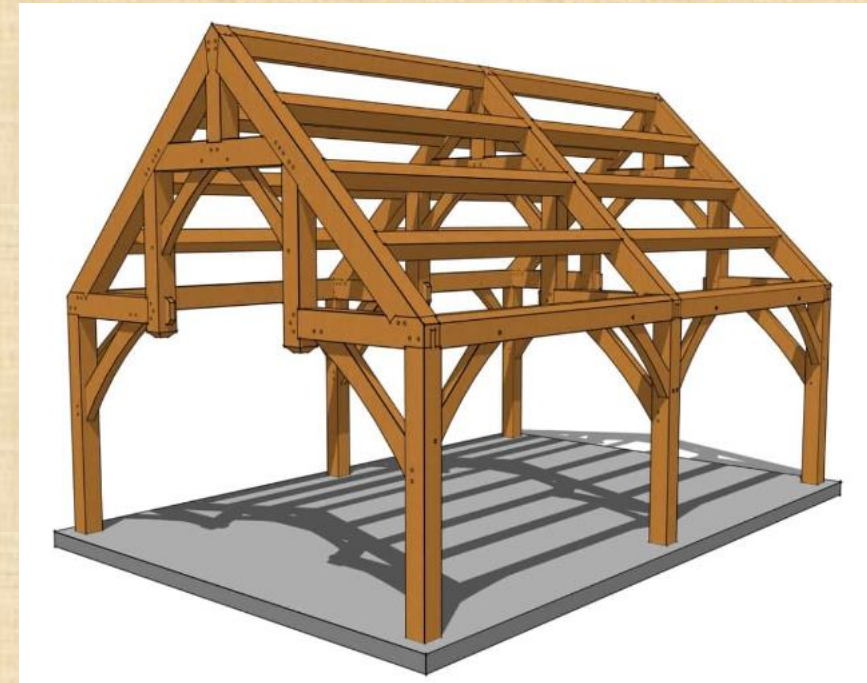
# **We Believe...**

---

# Develop:

## *Built our frame – our Values for Success (Pillars)*

1. Created an Acronym – *PRIDE, TRUTH, PAWS*, etc..
2. Offered up a few choices and have staff pick
  - **POWER**
3. Had staff find words (values) for each letter that represented our beliefs statements
  - *Listed them all out & discussed the significance...*
4. Guided staff through process to identify one value for each letter
  - *“Values for Success”*
    - **P**erseverance
    - **O**wnership
    - **W**ork-ethic
    - **E**ngagement
    - **R**espect



# Define:

Ran electricity to bring energy/life and connect our values

## STAFF:

1. Defined each *Value for Success*
  - One sentence
2. Staff read our *We Believe Poster* to students
3. Explained our POWER acronym and how it summarizes our *Values for Success*
  - Understand why values are important
  - Understand how they support a positive learning culture
4. Read the staff acronym definitions and asked:
  - “What do they mean to you?”

## STUDENTS:

1. Students created one sentence addition, using their words, for each value



# **PANTHER CULTURE**

## *Values for Success*



### PANTHER POWER

Staff & Student Definitions, grown from and grounded in our common beliefs.

***Perseverance:*** Persistence in action even when faced with discouragement and obstacles to accomplish your purpose. **Never give up – keep going!**

***Ownership:*** Our choices! Our school! Our future! **Being accountable for my/our actions and the results they bring at all times.**

***Work Ethic:*** Sustained internal drive to perform at your personal best. Just get it done! **Going beyond basic requirements to reach the highest quality possible.**

***Engagement:*** Be here! All in! Have fun! **Complete involvement, commitment, and immersion with the task at hand. Brain on!**

***Respect:*** To see value, worth and appreciation in self and others even if ideas and beliefs are different. **Treat people the way you want to be treated and show regard for the property of others.**

***Perseverance:*** Persistence in action even when faced with discouragement and obstacles to accomplish your purpose. **Never give up – keep going!**

***Ownership:*** Our choices! Our school! Our future! **Being accountable for my/our actions and the results they bring at all times.**

# Operationalize:

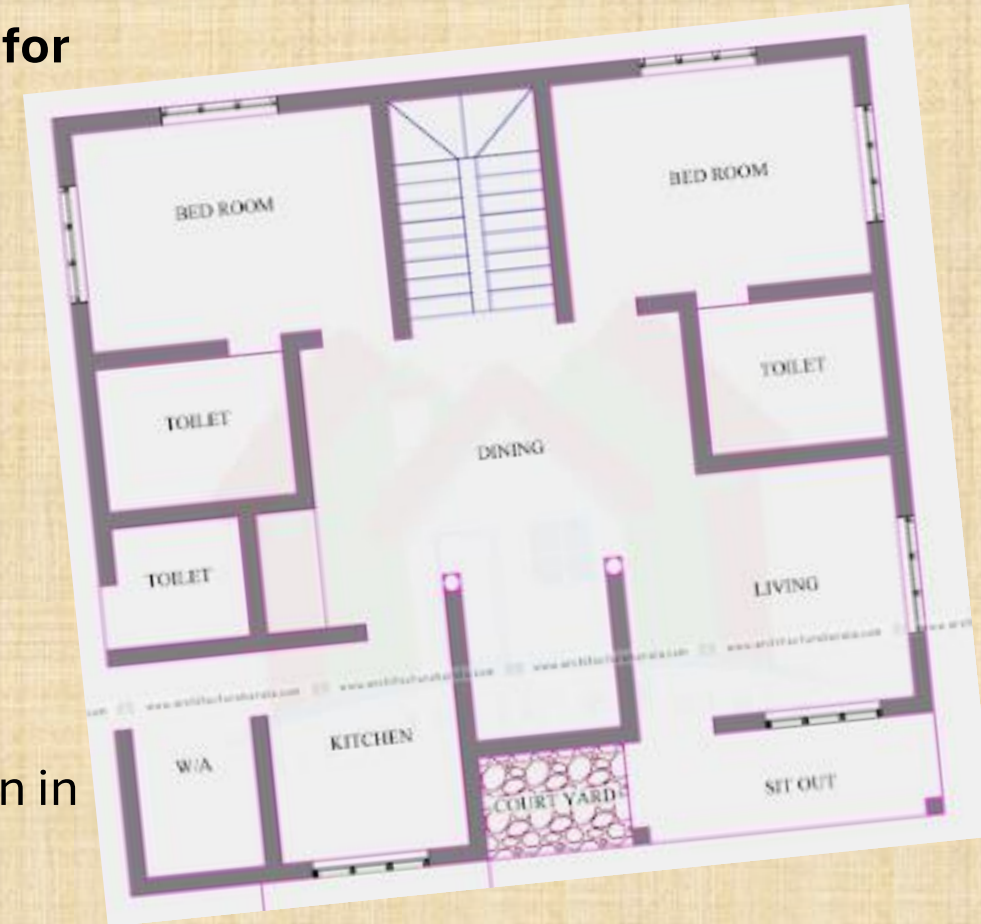
Built walls, identifying our rules, setting limits to behavior

1. Created 5 school umbrella rules – **Different than our Values for Success - more directive....**

- First 5 are overall behavior (standard PBIS), needed an additional 3 for specific behaviors
  - Academic Engagement
  - Be and Start on Time
  - Appropriate Behavior
  - Compliance
  - Safety
    - Electronic Use
    - Dress Code
    - Closed Campus

2. Reviewed student handbook w/staff and place every infraction in one of the rule categories (crosswalk rules)

- Do the same thing with kids to teach rules
- Make a list of student misbehaviors & see what rule they violate





## **Panther Behavior Expectations**

**Essential Eight!!**

**Academic Engagement**

**Be and Start on Time**

**Appropriate Behavior**

**Compliance**

**Safety**

**Electronic Use**

**Dress Code**

**Closed Campus**

# Operationalize:

## *Identified rooms and behavior expectations (matrix)*

3. With students, created our Behavior Matrix, teaching expectations

**Bonney Lake High School Expectations:**  
*Panther POWER: Guidelines for Success BLHS POWER Matrix*

	Perseverance	Ownership	Work-Ethic	Engagement	Respect
<b>Classroom</b>	Ask for help Get work done Revise work to do better	Get to class on time Be prepared for class Engage in the lesson Have homework complete	Ask for help and be willing to try Finish tasks/assignments Participate in class	Work the whole class period Ask questions Work with peers	Be punctual Cooperate with teacher and classmates Use appropriate language Be positive Agree to disagree
<b>Hallways</b>	Be on Time Go with the flow Walk quickly to the next class	Be on time Plan bathroom breaks Respect people's space	Move purposefully Keep paths clear Watch out for your peers	Say hello to people Watch where you're going Think about where you stop to talk to friends	Appropriate language Keep personal space Positive language Throw garbage in cans
<b>Assemblies</b>	Participate Pay attention Attend	Engage and participate Sit with your grade level Model good participation for your peers	Attend on time Follow directions Engage and participate	Participate Actively listen Volunteer to be involved	Show sportsmanship Support participants Be an active participant in the audience
<b>Commons &amp; Lunch Time</b>	Be patient Make new friends Eat lunch	Throw your trash away Be accountable for your own actions Be patient	Be mindful of and include others Be patient Throw away your trash	Eat lunch Hang out with friends Make new friends	Positively communicate with cafeteria staff Be aware of personal space Avoid negativity
<b>After School Activities</b>	Complete the season Set personal goals Represent BLHS well	Participate in clubs, activities and athletics Work hard/play hard Commit 100% Represent BLHS well	Commit 100% Work hard/play hard Help others be their best	Come prepared Work hard/play hard Be part of the team/club	Positive Language Listen Be fair Sportsmanship Represent BLHS well!!!



***YES – High School students need this!***

# Entrench:

Covered everything with a roof, providing safety & positive recognition.

1. Student & Community Buy-In
2. Student Recognition - Values for Success
3. Student Recognition  
- Other than Values for Success
4. Staff Recognition



# Entrench:

## Student & Community Buy-In

- School Messages – Who We Are!



# Entrench:

## Student & Community Buy-In

### 1. School Messages – Who We Are!

## POWER- *Values for Success*

Bonney Lake High School is a values based school.

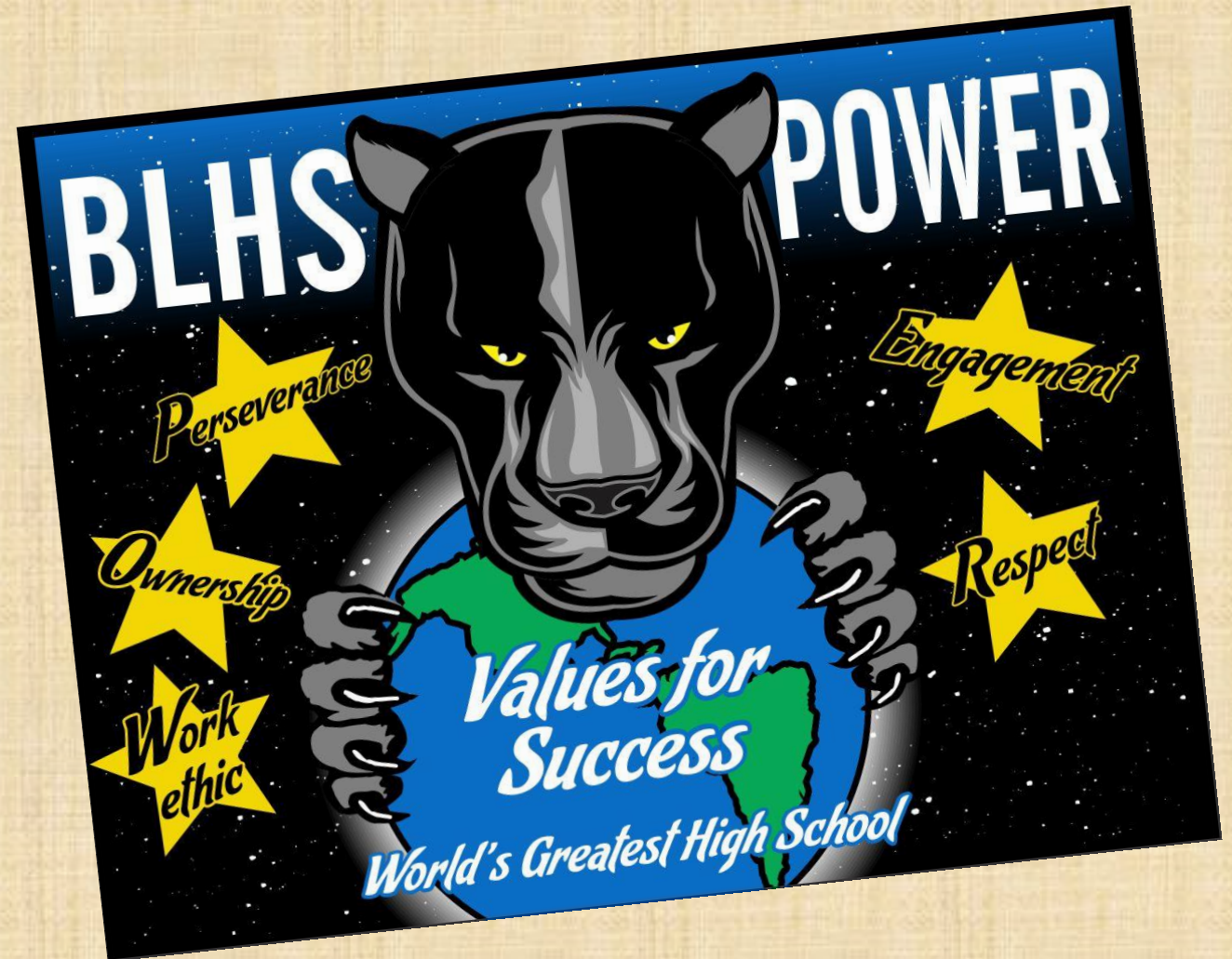
When we live these, when students live these, success is guaranteed to follow!



# Entrench:

## Student & Community Buy-In

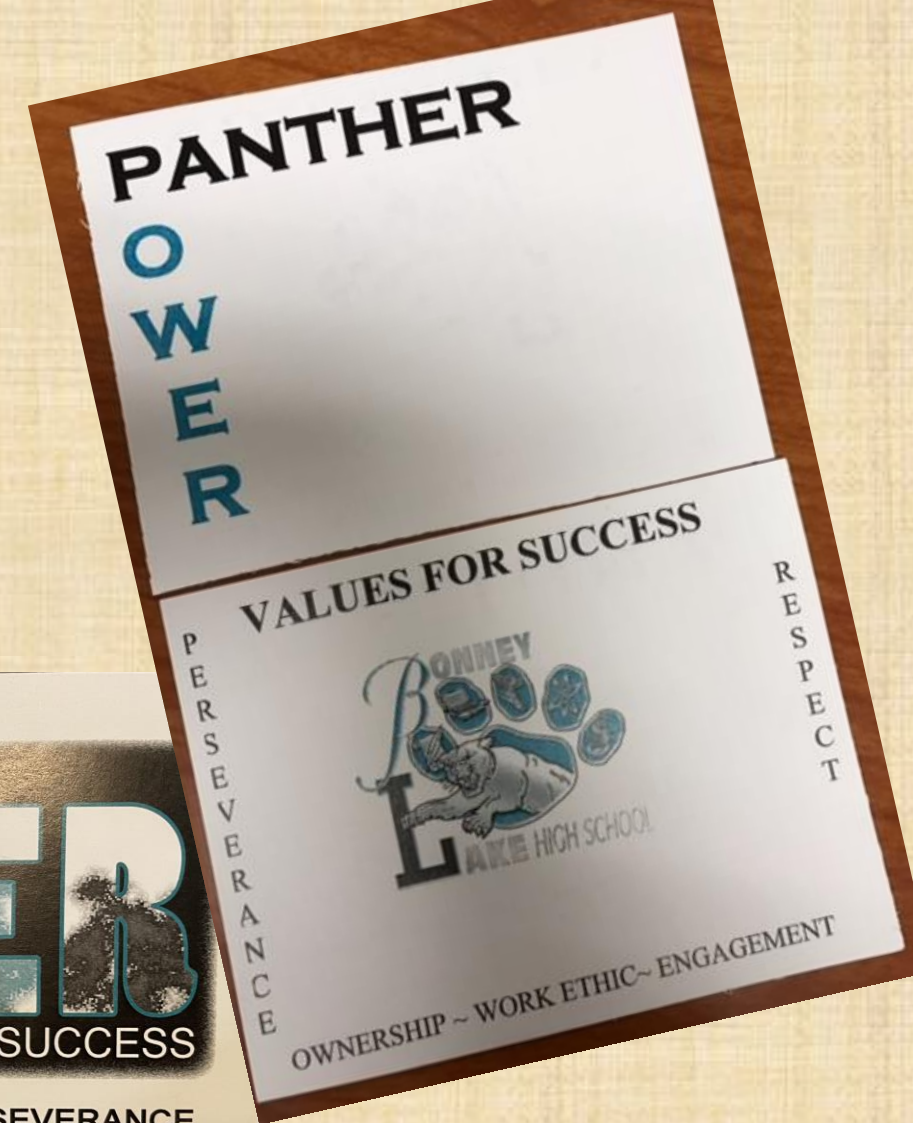
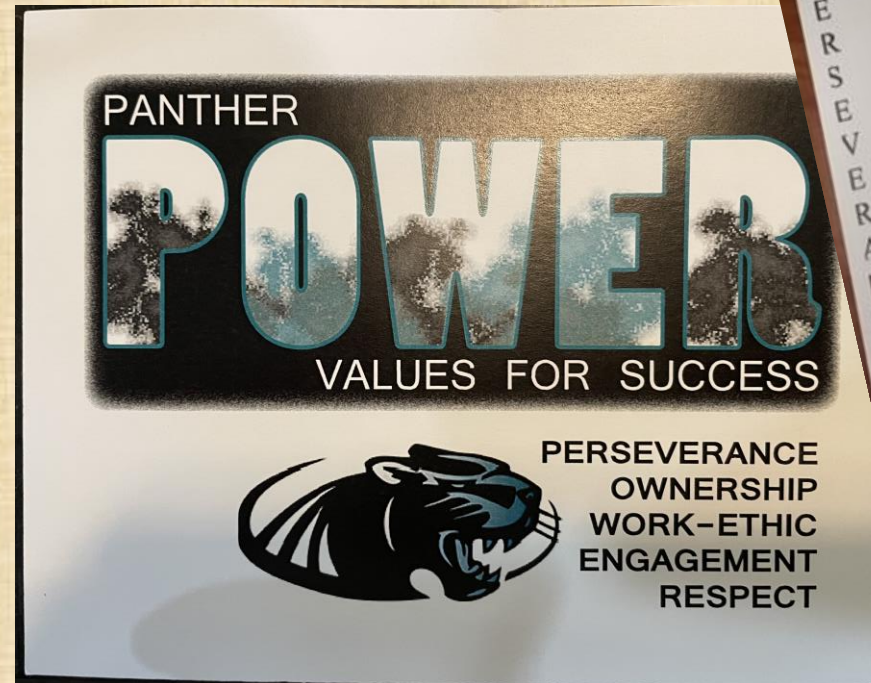
1. School Messages – Who We Are!
2. POWER Posters



# Entrench:

## Student Recognition - Values for Success

### 1. POWER Cards (over 3000 p/year)



# Entrench:

## Student Recognition - Values for Success

1. POWER Cards (over 2000 p/year)
2. Student Of The Month – every teacher 2 nominations  
Academics & Values



# Entrench:

## Student Recognition - Values for Success

1. POWER Cards (over 2000 p/year)
2. Student Of The Month – every teacher 2 nominations  
Academics & Values



# Entrench:

Popularity

## Student Recognition - Values for Success

1. POWER Cards
2. Student Of The Month
3. Homecoming Court

- Royalty nominated (by students & staffuly) based on POWER values
- Nominees then compete to be named Royalty
- Royalty then turn and recognize a staffuly member on POWER values (Escort)
- During ceremony, the POWER Value is shared about the Royalty & staffuly



# Entrench:

## Student Recognition - Values for Success

1. POWER Cards
2. Student Of The Month
3. Homecoming Court
4. Graduation Stoles



# Entrench:

## Student Recognition - Values for Success

1. POWER Cards
2. Student Of The Month
3. Homecoming Court
4. Graduation Stoles
5. Heart of the Panther (sports & clubs)
6. Senior Showcase



Faith



Faith has taken ownership of our school and every project she is a part of. Over the years, she has engaged in school through ASB, Sports, and other clubs or activities. She can regularly be found in our school after hours leading projects to make our school better for all students. She leads by example and is regularly at sporting events and other club activities supporting her peers. Faith is extremely deserving of this honor.

# Entrench:

## Student Recognition

### - Other than Values for Success

#### 7. Honor Roll

- Certificate & reward

#### 8. Student Attendance

- Certificate & random drawing
- “Donut” Miss School Fridays



# Entrench:

## Staff Recognition

1. ASB POWER Awards
2. Staff Of The Month



# Entrench:

## Staff Recognition

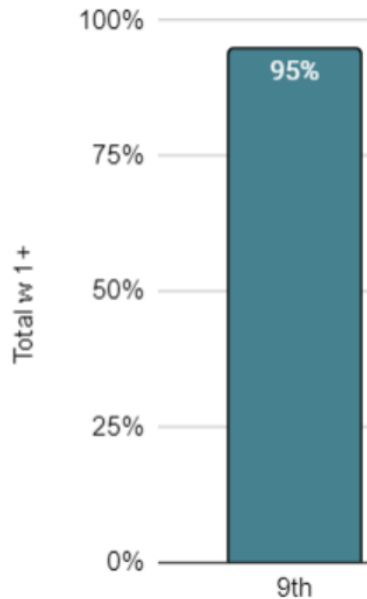
1. ASB POWER Awards
2. Staff Of The Month
3. Staff of the Year – Jostens
4. 100% Attendance
5. Unsung Heroes



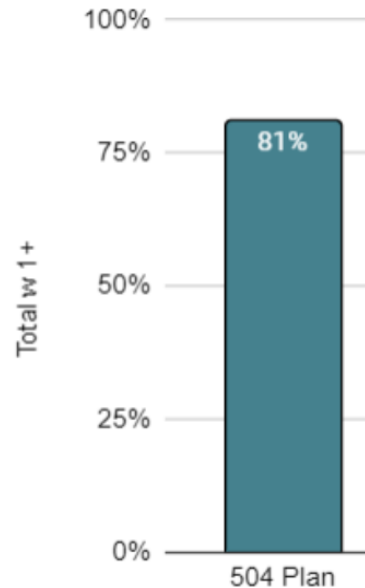
# Follow-Through & Track

## Data & Meeting Structure

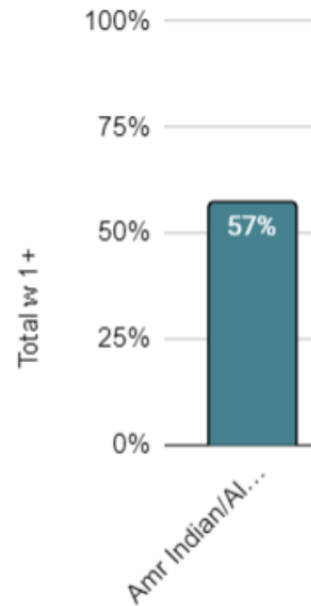
POWER Card + SOM Total w 1+ vs. % By Grade Level



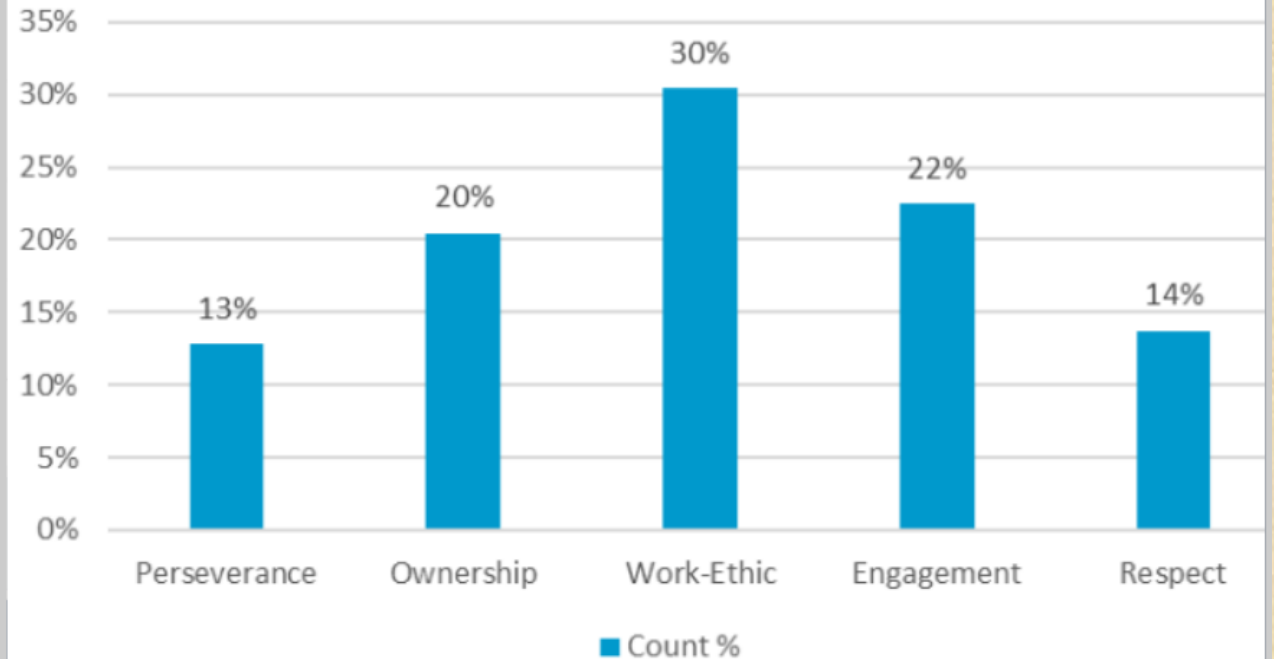
POWER Card + SOM Total w 1+ vs. % By Program



POWER Card + SOM Total w 1+ vs. % By Local Race



% POWER Value Count - Overall

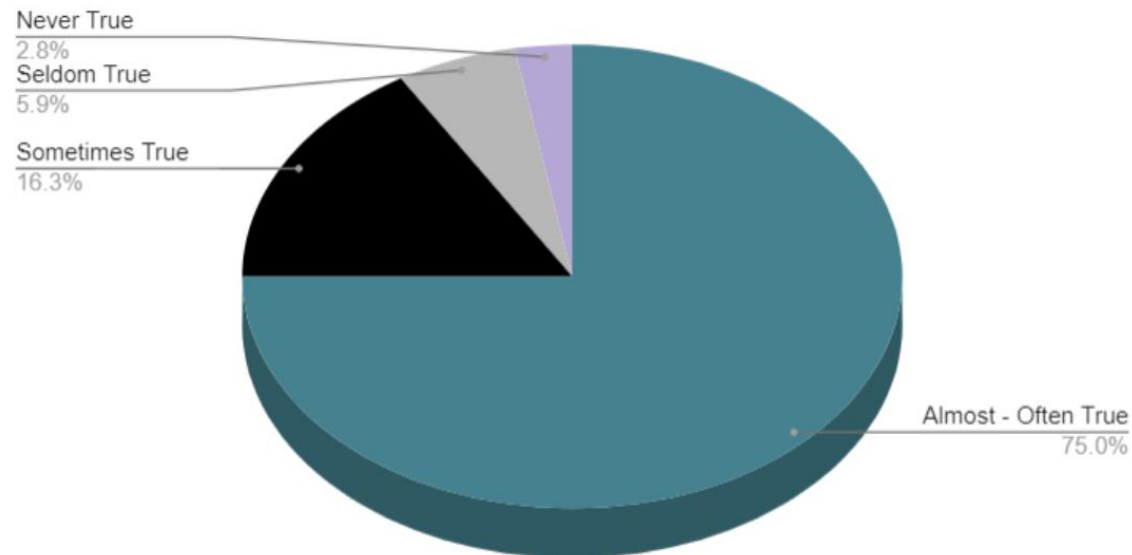


# Follow-Through & Track

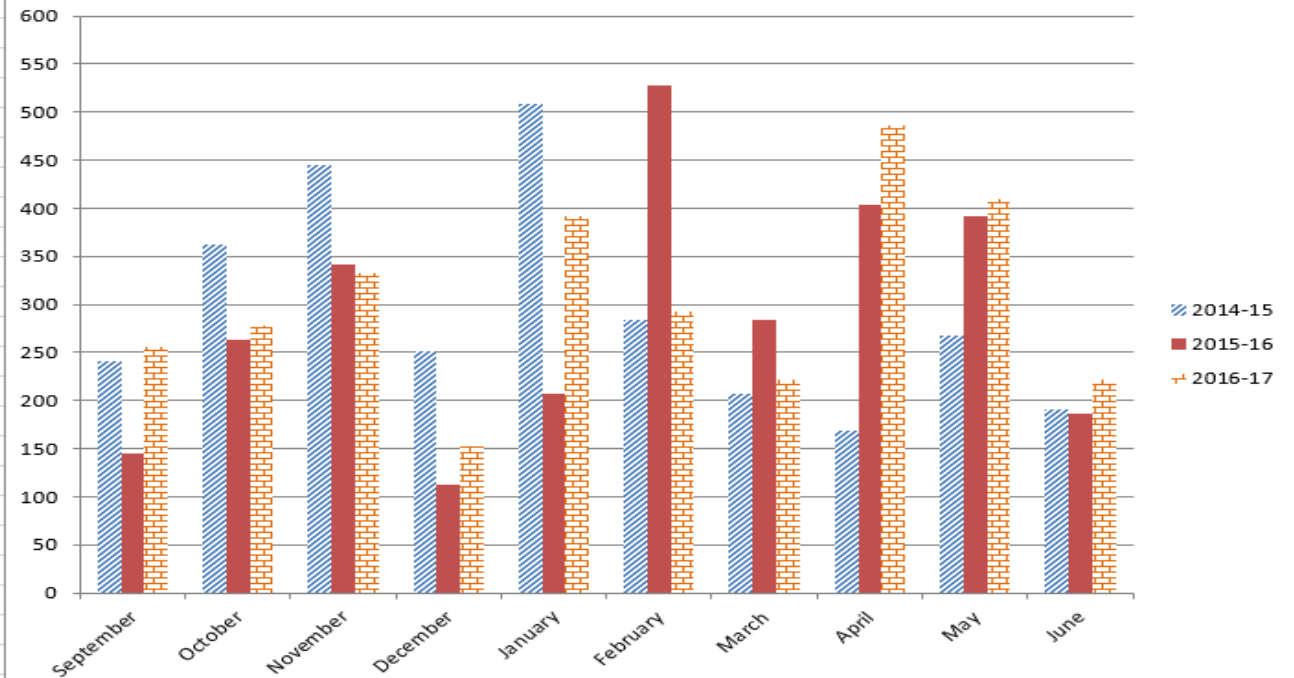
## Data & Meeting Structure

### Student Perception Data

*\* In this school there is at least one adult that knows and cares about me.*



Student & Staff Monthly POWER Card Cnt



# Follow-Through & Track

## Data & Meeting Structure

### Tier 1 PBIS meetings

- School-wide behavior data
- Develop school wide lesson

### Tier 1 Instruction meetings

- School-wide data around student academic performance
- Staff instructional PD

### Tier 2 Data meeting

- Group VS Time & Intensity
- Behavior & Academic

### Tier 3

- Individual with screeners behavior, academics, & attendance

## Look For Correlation

What does our attendance data say?

What does our behavior data say?

What does our academic data say?

What POWER Values and Behaviors have we been recognizing and rewarding?

Is there correlation and how does it guide our building wide and MTSS team's focus?

# Pitfalls

1. Staff get tired of Tier 1 teaching – implementation fatigue
2. Refresh definitions w/staff and student every 3/4 years- avoid redundancy
3. Staff wanting to change a school value – or a subset (like freshman team) wanting to create their own values
4. Staff turnover – educating and bringing up to speed (deep understanding)
5. Replacing key personnel (PBIS staff leadership)

# Pitfalls

6. Not routine – keeping it purposeful (focus on values) - Creating PBIS lessons
7. Challenge of keeping foot on gas of Tier 1 – tier 2 & 3 look more exciting
8. Setting the strong belief that 80+% need to be successful with Tier1, and if there is less than that, it needs to be addressed at a tier 1 level
9. Weather the storm. PBIS will not prevent every uptick in behavior. Helping staff to keep faith in the systems/values

SCAN ME



BLHS YEARLY REWARDS  
AND RECOGNITIONS

Q & A

PANTHERS

JRGC<sup>24</sup>

**Coming together is a beginning; keeping together is progress; working together is success.**

*Henry Ford*

