



## **HES PBIS Vision and Mission Statement:**

**Vision** - Our vision is to provide enriching experiences within a nurturing and positive environment, shaping young minds into well-rounded, confident, responsible, and respectful citizens.

**Mission** - Through strong partnerships with our families and community, we will create a united support system that nurtures the growth of each student. Together, we will guide our students toward becoming compassionate, innovative, and engaged citizens, equipped with the skills and values to positively impact the world.

## **Why PBIS?**

The main focus of Positive Behavioral Interventions and Supports (PBIS) is to provide a **clear system for all expected behaviors** at Havelock Elementary School. While many faculty and students may have assumptions of what is expected behavior, we cannot assume that everyone's beliefs are similar. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their role in the educational process.

## **PBIS Introduction and Review**

At the beginning of each school year, HES will have a matrix in each identified area (see image at the end of this document for the overall school matrix and a link for individual areas). During the first week of school we will review each matrix and watch a school-created video showing the correct and incorrect behaviors associated with each. Then each class will practice the expected behaviors.

The first Friday afternoon, HES will host a PBIS Assembly and the administrative team will review each matrix. Staff will select a student from each class that exhibited great examples of our PBIS matrices and attendance behaviors during the first week of school. Our administrative team will call up the homeroom teacher and allow them to recognize their selected student and give them a certificate and an Eagles PBIS reward.

Once each new quarter begins, we will hold a review of each matrix by repeating our first week of school process, but there will not be an assembly until we do our quarterly academic awards ceremony.

## **Perfect Attendance Parties - Whole Class Incentives**

As a whole class incentive, HES will give each class that has a full month (or the highest percentage) of perfect attendance a party. The incentive could change from month to month. A scoreboard will be shown outside of the front office so students can have up to date information on the status of their class. Our hope is this will encourage our Eagles to have excellent attendance, be responsible, and celebrate their achievements as well as their peers.



## **PBIS Store: Classroom (Individual Student) Behavior**

Class Dojo Points System - in order to streamline the PBIS process at HES, each class will use the following Points System within Class Dojo in both the Positive and Needs Work Skills:

- Being Positive
- Being Respectful
- Showing Integrity
- Being Determined
- Staying Engaged

These points will be used to determine who is able to attend our quarterly reward parties, but this also determines their money at our PBIS store. Students will visit the PBIS store twice during each nine weeks. They will visit the store when they go to their guidance resource class. Mrs. Ormond, our guidance counselor, will create a calendar with the dates that will be shared with staff.

In addition to Class Dojo, there may be instances where we need to provide more detailed information regarding a “needs improvement” behavior. Craven County Schools utilizes Educators Handbook for these cases. All information pertaining to this process can be found online in the student handbook.

## **Quarterly Reward Parties:**

Students who meet their grade level behavior and attendance goals each nine weeks will get to attend the quarterly PBIS reward party.

Individual Goals:

Attendance: 3 or fewer “unexcused absences” per quarter.

Behavior:

- Zero office referrals (a student can have minor incidents) - Quarter 1.
- Zero office referrals and no more than 3 minor incidents - Quarter 2.
- Zero office referrals and no more than 2 minor incidents - Quarter 3.
- Zero office referrals and no more than 1 minor incident - Quarter 4.

### ***1st Quarter***

For the 1st nine weeks, students will attend the “EAGLES Popcorn and Playtime” event. Students will have the opportunity to choose games to play while enjoying a bag of popcorn.

### ***2nd Quarter***



For the 2nd nine weeks, students will attend the “EAGLES are GLOWING” party. Students will be able to choose from several fun activities and games including a dance party in the gym while they wear their glow gifts.

### ***3rd Quarter***

For the 3rd nine weeks, our students will participate in an event called T-Ball and Tikis. Students will play a game of T-Ball and enjoy a sweet treat from Tikis for their sweet behavior and attendance.

### ***4th Quarter***

For the 4th nine weeks, our students will participate in our “Eagles Carnival”. Students will receive a carnival treat, experience a chance to dunk staff members in the dunking booth, have their faces painted, and play carnival games.

### **Attendance and Behavior Goals:**

HES has an attendance goal to reduce our chronic absenteeism by 50% as compared to last year. We had 22.74% (actual 63 of students) of our students with excessive absences (missing 18 or more school days). In order to increase academic performance and increase attendance, our goal is to have 11.55% (actual 32 of students) or less of our student population with absence plans.

Our overall goal for behavior this year is to reduce the number of office referrals by 20% as compared to last year. We had 158 total office referrals in the 2022-23 school year. The goal for HES this year is to bring that number down to 126 or lower.

[Link to individual behavior matrices](#)