

PBIS at Mary M. Knight

Positive Behavior Interventions and Supports

Board Presentation • December 29, 2025

What is PBIS & Why It Matters

PBIS is a proactive framework that teaches, models, and reinforces positive behavior expectations rather than waiting for problems and reacting.

We believe behavior can be taught with the same intentionality as reading and math. Positive behavior becomes the norm when we explicitly teach expectations, model them, and recognize them consistently.

At MMK, PBIS supports student learning by creating safe, predictable environments where all students develop the character and work habits needed for success.

This systems-wide approach integrates teaching expectations, using data to guide decisions, and reinforcing positive behavior—reducing major discipline issues while building a positive culture.

PBIS Framework at MMK

Systems

Leadership, teams, and professional development that support implementation

Data

Using data to guide decisions, monitor progress, and ensure equity

Practices

Evidence-based strategies: teaching, reinforcement, and logical consequences

These three pillars work together to create a comprehensive approach to supporting all students.

PBIS Aligned to Our Mission, Vision & GRIT

MISSION & VISION

Students develop knowledge, skills, character, and confidence to be college, career, and life ready. We create environments where every student belongs, learns with purpose, and achieves their potential.

GRIT CORE VALUES

Growth: Continuous learning • **Resilience:** Perseverance through challenges • **Intensity:** Focused effort • **Tenacity:** Persistent achievement

How PBIS Supports This Vision:

PBIS teaches the character traits and work habits embedded in our GRIT values and OWLS expectations. By systematically teaching behavior, using data to support student needs, and recognizing positive choices, we create the belonging, purpose, and achievement our mission promises.

Systems at Mary M. Knight

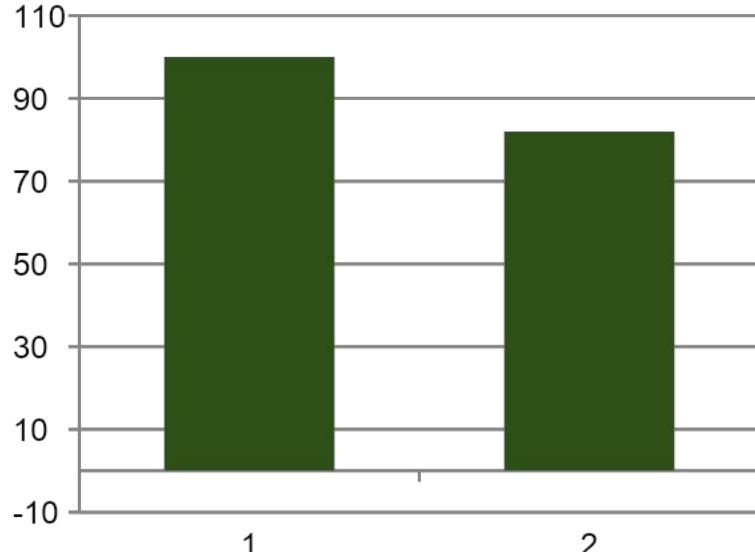
PBIS leadership team guides implementation and monitors progress

Staff training on teaching expectations, trauma-informed practices, and data use

Ownership, Willingness, Leadership, Success—taught and reinforced across all settings

Character Strong curriculum, positive recognition, and multi-tiered student support

Major Referrals: Decreased 18%



Our focus on proactive behavior teaching and intervention has reduced the number of students receiving major discipline referrals.

18% Decrease

From last year to this year

This reduction indicates that our Tier 1 universal prevention strategies are helping students make better choices before reaching the point of major discipline.

Proactive Response to Behavior

Minor Referrals

Increased documentation of minor behavioral issues shows we're addressing behaviors early before they escalate.

↑ Increase

Documented minor behaviors

Support Meetings

Collaborative meetings creating behavior support plans have more than doubled, demonstrating systematic student support.

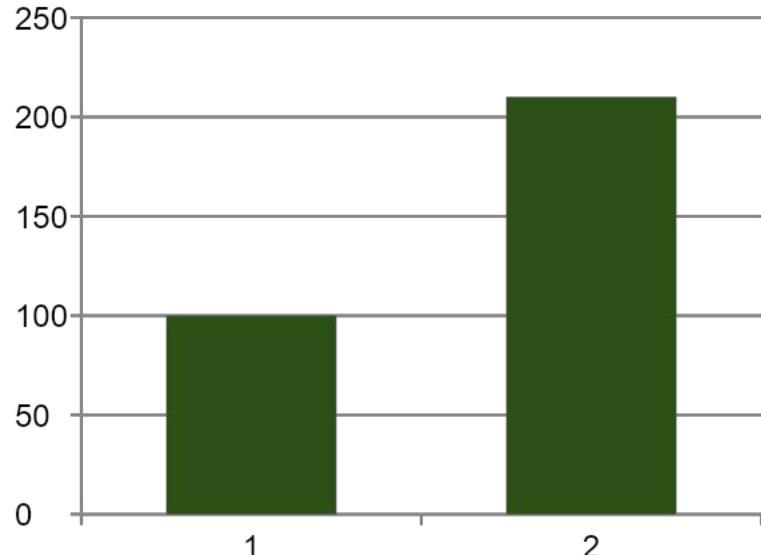
50%+

Increase from last year

How We Support Proactive Teaching:

Advisory Program: Explicit re-teaching of behaviors • **PBIS Rodeos:** Elementary students practice OWLS in classroom, recess, cafeteria, hallways, bathrooms • **Daily Announcements:** Teaching moments with real-world scenarios for class discussion

Positive Recognition: 100%+ Increase



Staff are actively recognizing and celebrating students for demonstrating OWLS expectations and academic achievement.

100%+ Increase

In behavioral and academic recognition

Recognition Examples:

Weekly GRIT nominations • Monthly award recognitions • OWL bucks token system for OWL stores • Fest reward days & school events

Tier 1 Practices at MMK

Universal foundation for all students (85% of our student population)

OWLS Expectations

Ownership, Willingness, Leadership, Success—taught explicitly and reinforced across all settings

Character Strong

Tier 1 SEL curriculum building social-emotional skills and emotional regulation

Positive Recognition

Systematic acknowledgment of character growth and quality work

Restorative Practices

Community-building and logical consequences grounded in trauma-informed approaches

Results & Our Commitment

What This Means for Our Students

Our data shows that PBIS is working. Fewer students are experiencing major discipline, more students are receiving support early, and students are receiving consistent recognition for positive behavior and quality work.

Our Continued Commitment

We remain committed to using PBIS as a framework to support student learning through explicit behavior teaching, data-driven decision making, universal prevention, and systematic recognition of positive choices.

Together, we are building a school culture where all students belong, learn with purpose, and achieve their potential.