



# EASTGATE MIDDLE SCHOOL

Increasing Staff Buy-in




Can't wait!!

What you have just seen actually happened at a middle school in North Kansas City; the people in the video are not paid actors but are real PBS proponents who were hoping for a good score on their School Self-Assessment Survey for the 2014-15 school year....



# A little bit about us, where we are from, and why we are here:

- Dr. Chris McCann, Principal
- Mary Jordan, Assistant Principal
- Amy Faubion, PBS Facilitator Extraordinaire
- Tiffany Waller, Eagle Eye News Aficionado
- Jennifer Fancella, Prime Time News Anchor
- Kali Aughinbaugh, Prime Time News Anchor
- Eastgate Overview
- Purpose:
  - *To share our frustrations and successes related to increasing staff buy-in in order to help others facilitate and sustain a school-wide PBS culture.*




# Let's review the past and some causes of administrative frustrations:

- School Assessment Survey
  - Results [2014-15 SAS](#)
  - Process for taking
  - Timing
  
- Tier 1 team issues
  - Team configuration --No systematic process, loss of consistency/continuity
  
- Meeting times -- before or after school, difficult to get all there
  
- Work completion and systems



# Administrative frustrations with work completion and systems: recognition

- E-tickets
- Golden Tickets
- *Student of the Week*
- Student of the Month
- Renaissance
- Bulletin boards for all the above



# Administrative frustrations with work completion & systems: lesson delivery

- Usually created by one or two staff members, most filming involved staff members more than students
- Print or PowerPoint heavy: [lesson example](#)
- Cumbersome - often required preparation by the teachers and could take time away from content instruction
- Scheduling issues -- when do we do lesson? Home room? Rotate through contents?



# Administrative frustrations with work completion and systems: professional development

- Not enough time - usually done in big chunks on professional development days when we could fit in = didn't see teachers take back and use\
  - [Not a four-letter word](#)
- Most often created and delivered by Mary and Amy, Chris tied to big picture
  - overviews of processes/systems
  - data reviews
  - training sessions





# Administrative frustrations with work completion and systems: communication

- Much was done by facilitator and admin --
  - lack of ongoing, embedded system of sharing information related to T1
    - email - intermittent, at times too much info [Email admin](#) [Email Facilitator](#)  
[Email attachment](#)
    - full staff meetings - intermittent as schedule permitted, lots of info
    - postings in work room/staff locations - not always read



# Administrative frustration: SAS score -- Where is the disconnect?

- Addressing the frustration:
  - Targeted the problem areas on SAS: [14-15 results](#)
  - Summer workday with past and present Tier 1 members to review results and answer the question: “Why did we answer these questions this way – where is the disconnect?”  
Began with brainstorm question– **“What do you know about PBS?”**

- E-tickets
- E-store
- Golden tickets
- Student of the Week
- Student of the Month
- “I can” statements
- Eagle Eye News lessons to teach expectations
- Classroom procedures
- T-charts for teacher expectations
- Matrix
- The three R’s (Ready, Respectful, Responsible)
- Renaissance
- For all kids – universal
- Classrooms, hallways, restroom, café, buses, all

*What was missing:*  
[Numbers 4-8 of Effective Classroom Practice](#) areas



# Team recommendations:

- Too much information at beginning of year and intermittently on Professional Development days —chunk information and PD, present continually throughout the year (use team meeting format and Tier 1 team to present information)
- Make lessons less “cumbersome;” use homeroom to deliver weekly lessons through Eagle Eye News; create opportunities to involve students more
- “Discouraging Inappropriate Behaviors” piece -- add to [discipline flowchart](#)
- Keep focus on teaching point —mastering appropriate behavior is part of the learning process
- Do away with Student of the Week (overkill, not meaningful, unnecessary work for teachers)
- Update the handbook (make sure the rules are up-to-date so that behaviors listed receive consequences)



# Team recommendations:

- Make sure new staff are acclimated to PBS -- present specific PD session for them in August
- Keep the spotlight on PBS all year for continuity (we always start strong but fade)
- Appeal more to eighth grade students related to reinforcement (explore school-wide social opportunities)
- Hold all teachers accountable for implementation
- Be specific about what we are doing related to SAS - make direct connections between the work and the survey
- Take the SAS (School Assessment Survey) earlier in the year in small groups with staff available to answer questions



# Revamp: Team configuration and building processes

- PBS implementation now tied to SIP, it is what we will do
- Building Leadership Team commitment:
  - Chair PBS sub-committee – all teachers are assigned to one, everyone involved in the work
  - Early release work time & accountability
  - Report back to BLT monthly
- Tier 1 re-organization:
  - Every building team has a representative, new teachers are automatically assigned
  - T-1 meetings take place during the work day
- Professional development becomes job embedded
- Classroom walkthroughs for increased accountability and on-going communication related to implementation



# Revamp: Tier 1 re-organization

- Building-wide tier one team representation - a member from every grade level team, ELL, encore, and special education team assigned
- Meetings occur during the school day - 1st and 3rd Thursdays during homeroom to start; moved to 3rd Thursdays only once processes were established
  - Data review [Behavior](#) [Student Numbers](#) [Semester 1](#)
  - Lesson focus determined
  - “I can” statements developed [I Can...](#)
  - T-1 members as team liaisons - take information back to their individual school teams with follow-up for accountability; gather input, address concerns
  - Professional development incorporated related to Eight Effective Classroom Practices, reviewed a different one each month, liaisons took back to teams



# Revamp: Work distribution/sub-committees:

- Bulletin boards
- Communication - home/community, new students
- EStore
- Golden tickets
- Student of the month add snapshot
- Renaissance
- Student leadership/lessons/Eagle Eye News
- Community service
- Assemblies/spirit - [Save It or Shave It](#) = student and staff buy in, was social appeal to students not interested in earning E-tickets for E-store



# Revamp: Professional development

- Working to ensure that behavioral professional development is part of our school improvement plan
- District Behavioral and Academic Plans
- Altering our School Improvement Plan to spend equal time teaching behaviors
- Previously teaching behavior was secondary to teaching content
- Getting staff to realize that teaching behavior is as important as content
- The more behavior and expectations are similar for students in every class, the more content they are able to learn





# Revamp: Lesson Delivery

- Moved to a student-created model
- Eagle Eye News (EEN) students and sponsor
  - Tiffany voluntold - member of T-1 team & lesson sub-committee; EEN sponsor
  - Theme: How to be a Human (HTBAH)
    - Origination -- created by lesson sub-committee
    - Lesson focus -- determined by T-1 team (based on data and teacher input) who also create “I can” statement
    - Lesson script -- created by student news team
    - Filming -- done by students during school
    - Editing -- done by Ms. Waller after school
- Do as much “up front” work for teachers as possible
  - Make copies and put all needed materials in teacher’s mailboxes
  - Every part of lesson has a link embedded in video, teachers don’t have to prep, overview shared by T-1 liaison in person or facilitator via email



# Revamp: Lesson Delivery

- Schedule -- EEN shown every day - only middle school to do this
  - Lesson every three weeks with “I can” statement to start, then every two weeks
  - Follow up with smaller supportive spots
  - Spiral in short PSAs as needed to review “I can” statements
  
- Eagle Eye News:
  - [Stop Sign](#)
  - [The making of HTBAH and STOP lesson](#)



# Re-vamp: Communication

## ■ T-1 team:

- Members serve as liaisons to teachers teams
  - share information related to data, lesson targets, and [eight classroom practices](#) on an on-going basis [Opportunities to Respond](#)
- Facilitator sends short follow-up emails to remind T-1 reps of items to share
- Utilize EEN as vehicle for communication with staff as well as students
- Provide information for teacher teams to include in team Smore communiques

## ■ Administrative team:

- Add PBS component to weekly [Friday Previews](#)
- Add component to monthly BLT meetings, review committee progress, include in all-staff notes
  - Communication committee - website posts and newsletter sharing “I can” statements/PBS info
  - New student committee - [new student brochure](#) and monthly meetings; counselors introduce during enrollment
- Review discipline referral data quarterly, meet with individual teachers as necessary to discuss concerns in trends and offer support [tardies to class](#)



# Re-vamp -- Self-Assessment Survey administration

- Took it earlier in the year per teacher recommendation
- Took it in teams per teacher recommendation
- Created a Frequently Asked Questions handout and reviewed with T-1 members who took to teams and determined the best time for their individual team to take within survey window
- T-1 team liason available to answer questions during the survey



# Results:

- [SAS 2016](#)
- 15% decline in Office Discipline Referrals for OSS/ISS since 2013
- Academic Gains
  - *Increase of APR score from 43% in 2013 to 84% in 2014 to 100% in 2015.*

# How did we do it? Let's review:

- Reviewed our SAS scores, determine areas of need
- Took targeted areas to teachers, asked for input
- Created action plan to address concerns/deficits
- Tied to building goals, involved as many staff as possible (SIP, BLT, all-staff work committees)
- Created opportunities for work to be done during the day
- Simplified lessons & created opportunities for student involvement - they led the charge!
- Did as much “up front” work for teachers as you can (make copies, put in mailboxes)
- Utilized communication systems already in place (team meetings, admin weekly preview, school and team websites)
- Worked to embed professional development opportunities

# Questions?

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