Bryan Hill Elementary- SLPS

Supporting Student Success through a Family Approach

Door Prizes

To enter into the drawing for prizes please write your full name on a ticket and place it in the box.

- Fidget Box
- Turtle Technique
- Sensory Animal
- Mindful Break Cards
- Throw a Fit & Send Support

OUTCOMES

- **Creating a family community among staff**
- **Providing supports through a tiered approach to promote student success**

School Statistics

- St. Louis Public Schools
- Located in North City St. Louis- College Hill Neighborhood
- Serves Pre-K through 5th Grade
- Currently 215 students
- 100% Free and Reduced Lunch
- 100% African American
- 95% daily attendance percentage
- Neighborhood School
  - Median Household Income- $20,580*
  - 41.7% Living Below Poverty Line*

*https://factfinder.census.gov

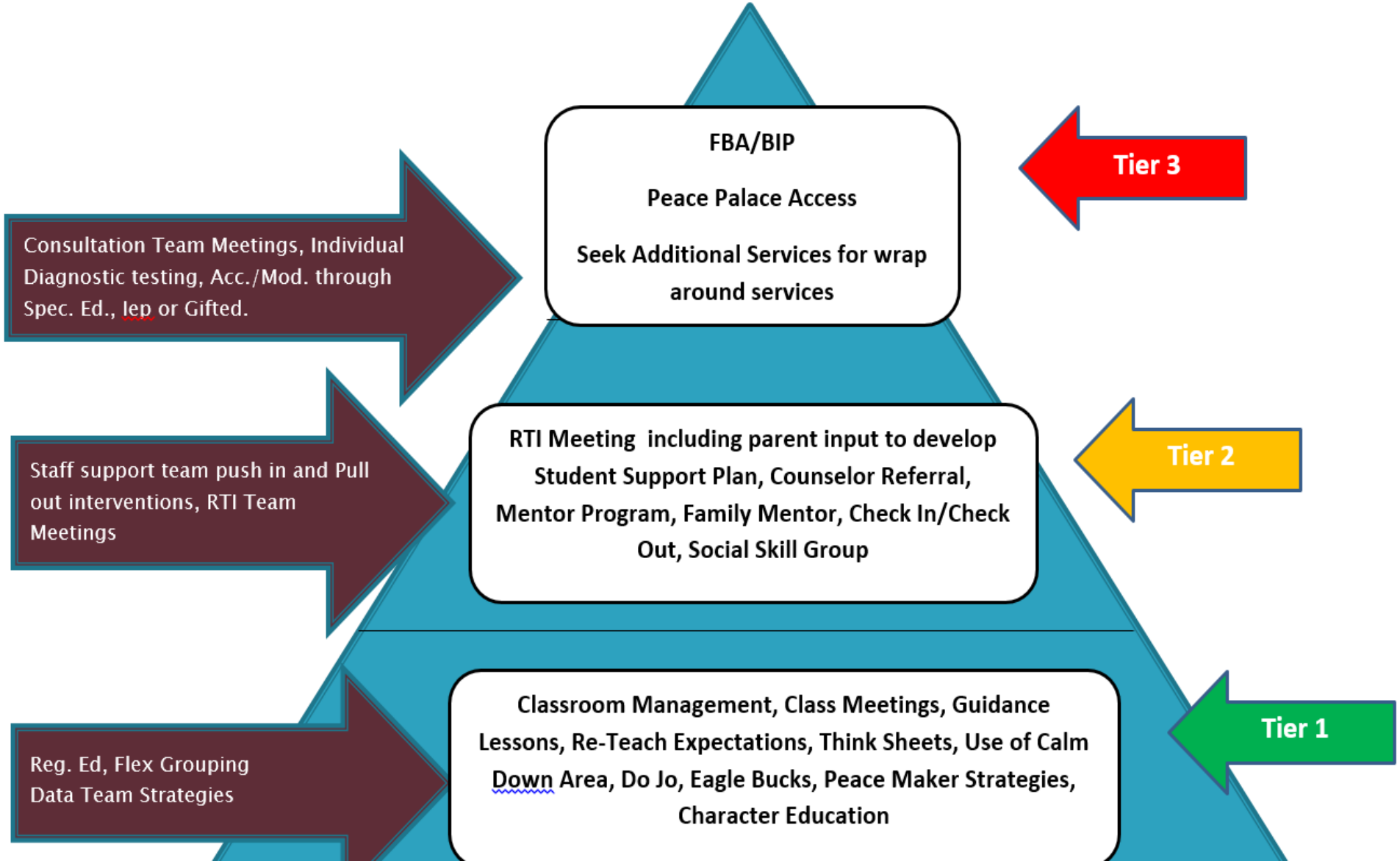
District Policy Change on Suspensions Led to New Goals and Challenges

- Students K-2 cannot be suspended from school
- Code of Conduct changes required team to revisit major and minor behavior classifications
- Team reflection lead to tightening up building interventions

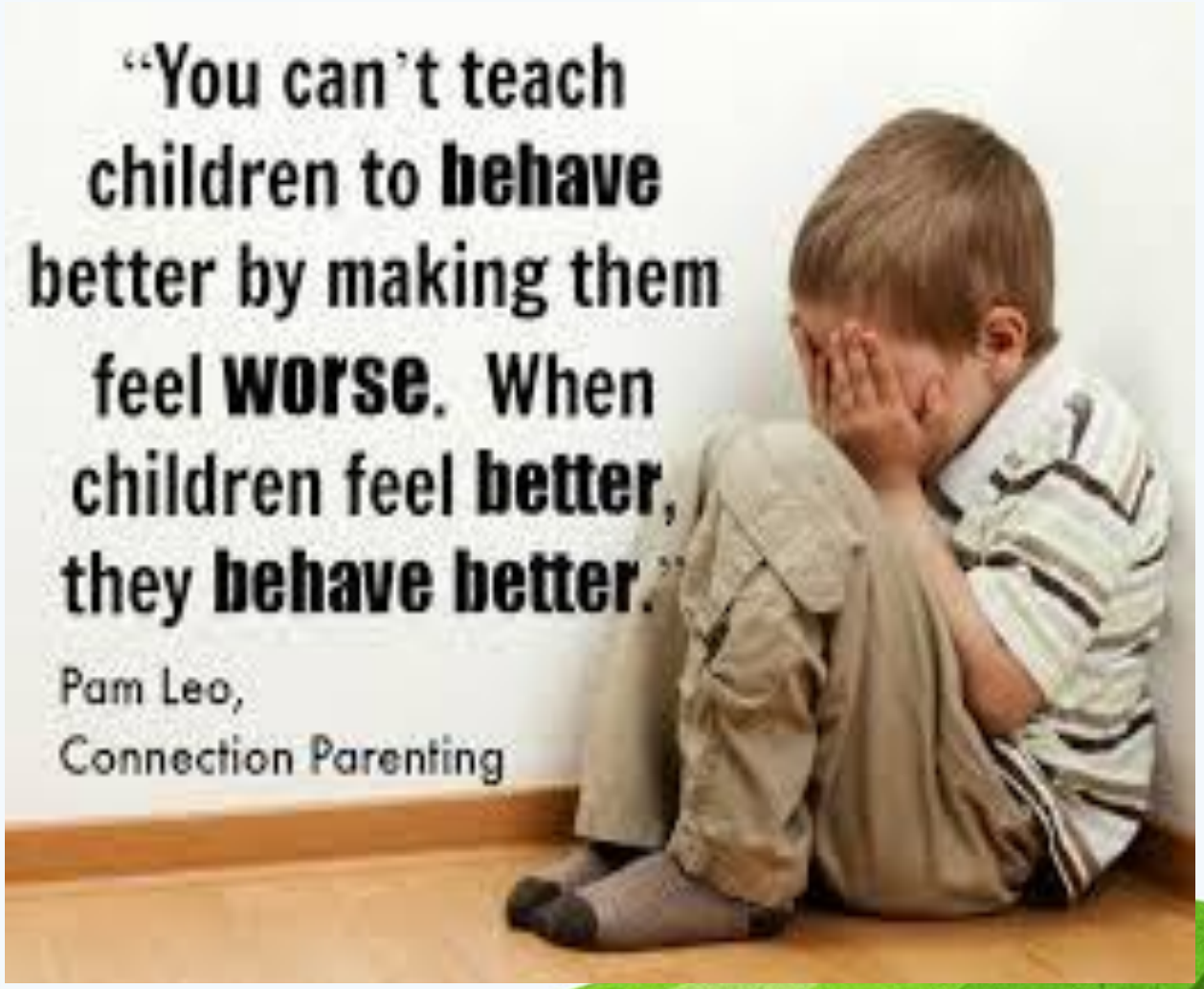
Goals:

1. Decrease OSS rate by 50% (school wide)
2. At least 87% of students with 0-1 referrals

Student Support Model



Connect Before You Correct



The Family Approach

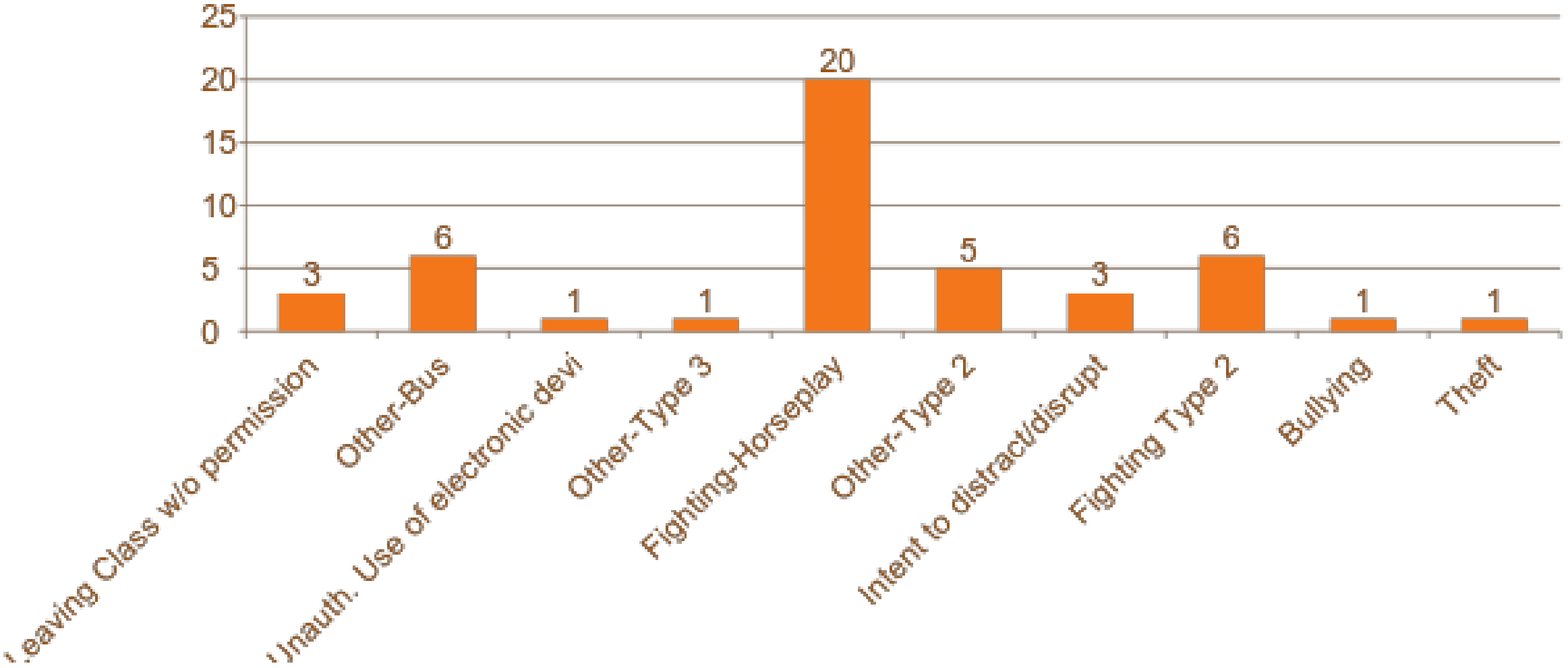
- Family approach
- Shared responsibilities (Committees)
- Grace Hill Partnership
- Community Partnership

Student Involvement

Reviewing the Expectations with Technology

- Used Bryan Hill Boot Camp as a chance for Journalism students to videotape each expectation
  - Teachers will have access these videos all year long
  - New students can watch videos on their first day
- Bryan Hill TV has weekly magazine show that showcases an expectation skit and/or character skill

Analyzing Data to Problem Solve with Student Involvement

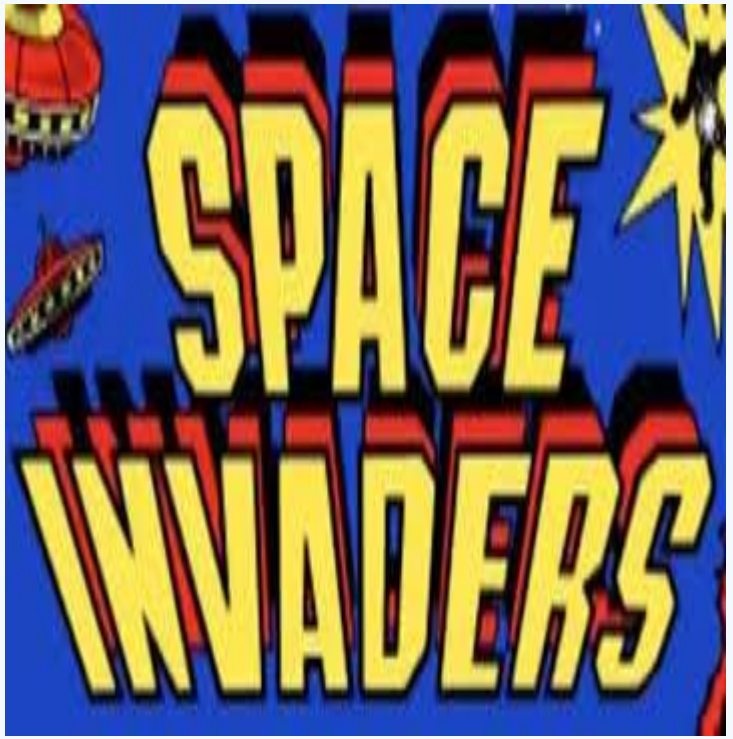


Captain Personal Space

http://www.schooltube.com/video/95b727c2c48b48aa9614/Bryan%20Hill%20Students%20Report%20for%204/7/17

Additional Suggestions

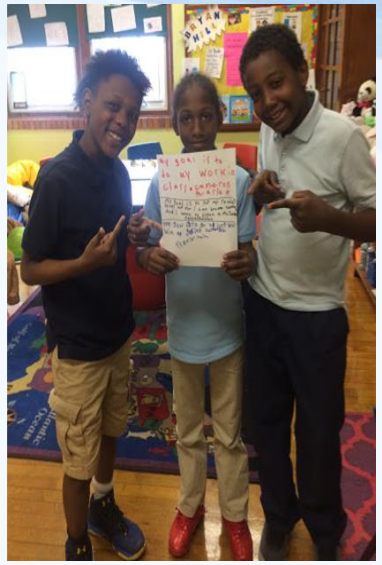
- Sharing Lesson Plans
- Space Invader Mat
- Carpet Squares



All Staff serve as Mentors

- Based on family approach of school, all students are seen as everyone's students
- Set as a requirement and expectation working at Bryan Hill
- Created a safe person for students to connect with outside of the classroom and counselor
- Provided opportunity for additional positive interaction with an adult
- List is reviewed and updated at EVERY staff meeting (once a month)
- Mentors participate in any student planning meeting

Tiered Mentor Supports



1. **Tier 1 Mentor Support**
    a. Daily check in, communication with teacher, serve as buddy room if needed, set goals with student (and follow up!)

2. **Tier 2 Mentor Support**

    a. Involved in creating student support plan, check in at least twice daily, set time spent with student, focus on behavior goals and help monitor/provide incentives, conference and reflect on choices, serve as CICO

3. **Tier 3 Mentor Support**

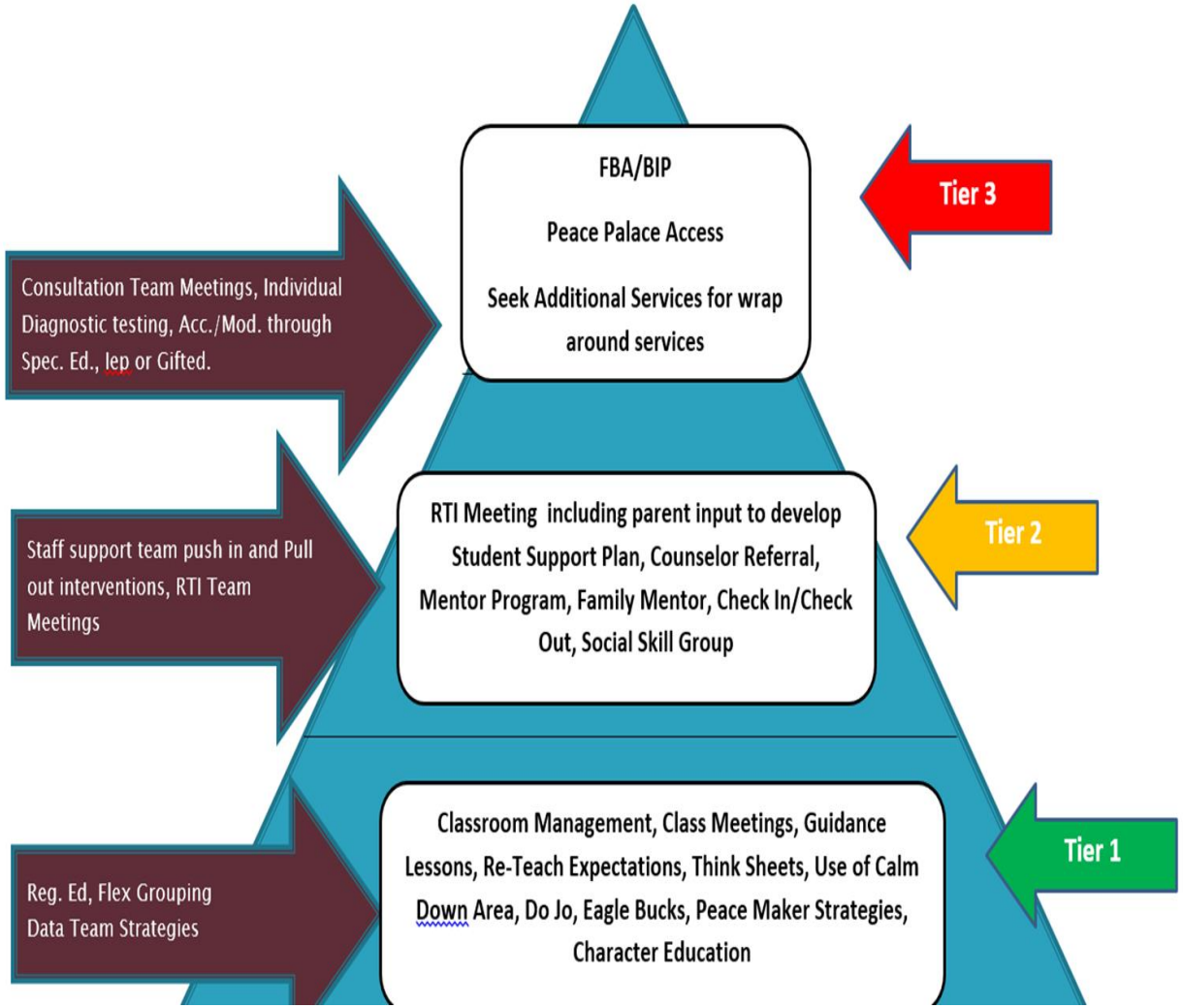
    a. Collaborate with school support team in creation of BIP, serve as additional source of information for causes of behavior, serve as buddy room/break when needed, sit in on any IEP meetings, communicate with any outside resources when needed, increased interaction with student

Student Identification Process

Referral Criteria for additional support:

- **Majors** = 1 referral automatically places students on list
- **Minors** = 2 incidents places student on list for possible mentor, 3+ places student on list
- **Teacher Nomination**–through RTI process and student planning, mentors are added to student's plan
- **Counselor Referral**–Students who are in group, or one on one can also be assigned mentors to reinforce skills

Tier 1 – Universal Supports



The Process

- Team Members Regular Ed. Flex Grouping meets
- Monthly Scheduled Meeting Times
- Review Data
- Select Universal Strategies to be implemented in the classroom setting
- Complete the Student Support Form
- Provide PD to teacher if needed
- Teach Student the strategy that will be utilized
- Monitor Progress
- Check for implementation fidelity

When a flower doesn't bloom
you fix the environment in which it grows,
not the flower.
-Alexander den Heijer-

Changing the Environment to Support Student Success

"Students are capable of learning when they have academic and personal tools to be successful."

~Allen Mendler ~

Environmental Strategies Menu

Classroom Environmental Support Plan

This form provides guidance to the classroom teacher on strategies to utilize universally to enhance instruction and student engagement.

Classroom Teacher: _____ **Date:** _____

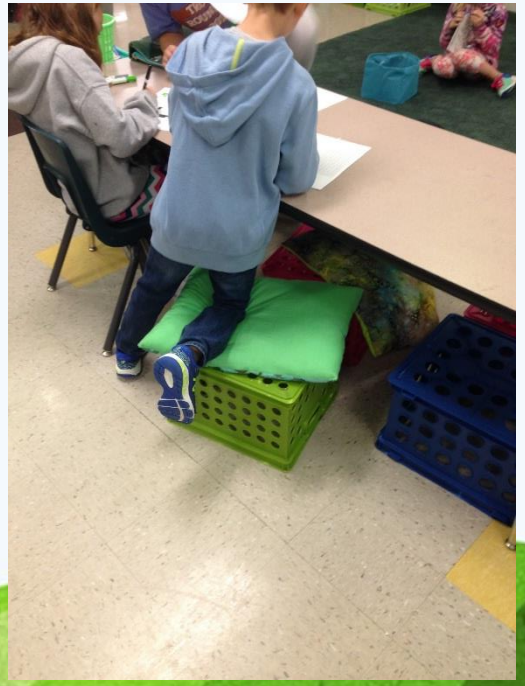
Student	Behavioral Target	Context Activity, Subject, Time of Day	Strategy(s) selected

Environmental Strategies

Check the Environmental Strategy(s) from the list below that will be used to support student success.

Increase SPF ○ Thumbs Up ○ Individual Charts ○ Peer to Peer Encouragement	**Provide Choices for Task Completion** ○ Sequence of task ○ Tools to complete task (Computer, writing utensil)

Flexible Seating Options



Strategies to Increase On-Task Behavior

- Penlights

- Study Carrel

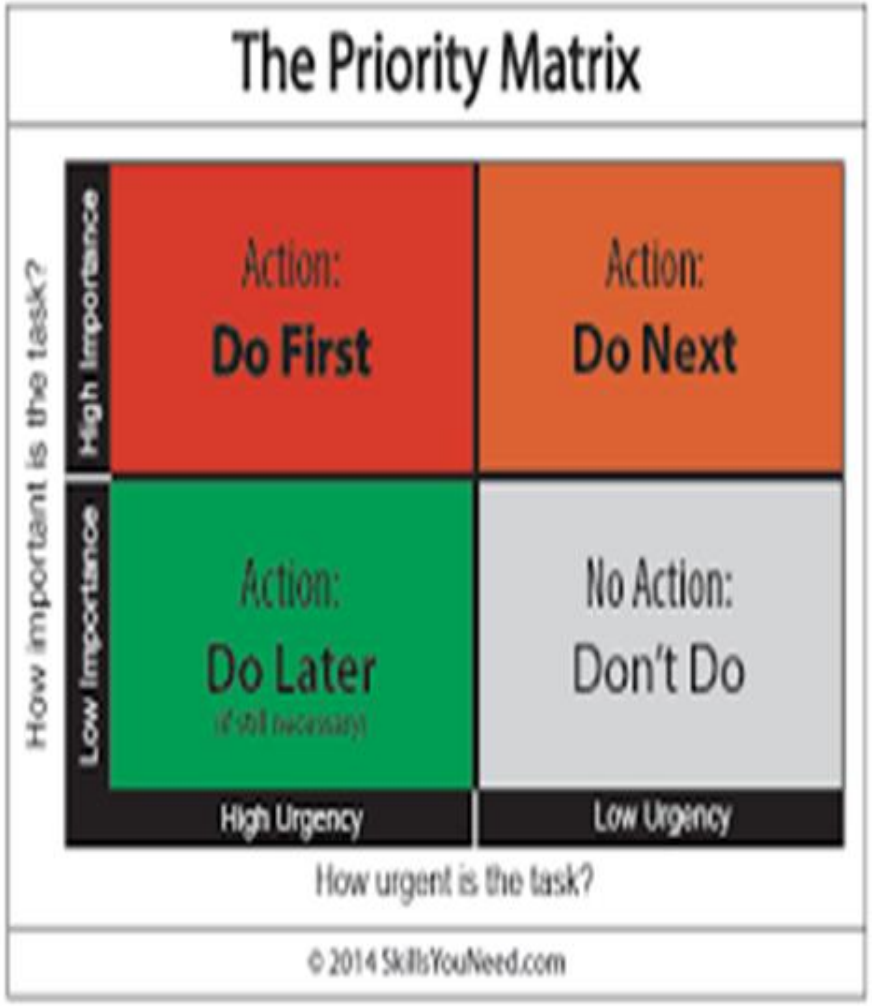
- Pastel Backgrounds

- Read by Color

Increase Specific Positive Feedback (SPF)

- Text it
- Thumbs Up
- Individual Charts (Ex. Tic Tac Toe)
- Peer to Peer Encouragement
- Complement-Mail
- Tootling

Organizational Skills – Time Management



Student Desk Organizers

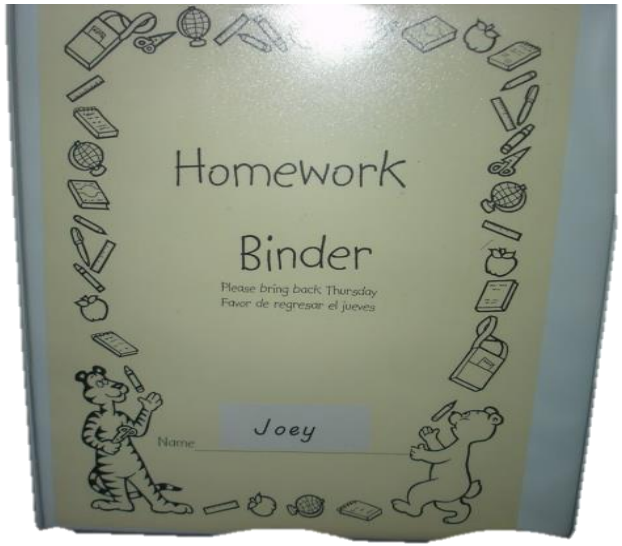
Desk Organizer

Extra Storage

Visual Reminders

Organizational Folders

- Custom planner/Assignment Sheet
- Homework Binders
- Color coded folders
- Accordion folder
- Homework Labels
- Copy of Class Notes



Environmental Supports to Decrease Anxiety

Sensory Input:

- Wrist bands
- Hoodie
- Weighted objects
- Fidgets, Stress Balls, Worry Stones

Environmental Supports for Self Regulation

- Relaxation Exercises (Ready, Set, Relax)
- Meditation Apps
- Breathing Exercises
- Self-Talk Cards

Time and Space to Self Regulate

Chill Out Zone

- Stop, Think, Plan
- Journaling
- Think Putty
- Wrist Exerciser
- Thera band
- Anger Ball

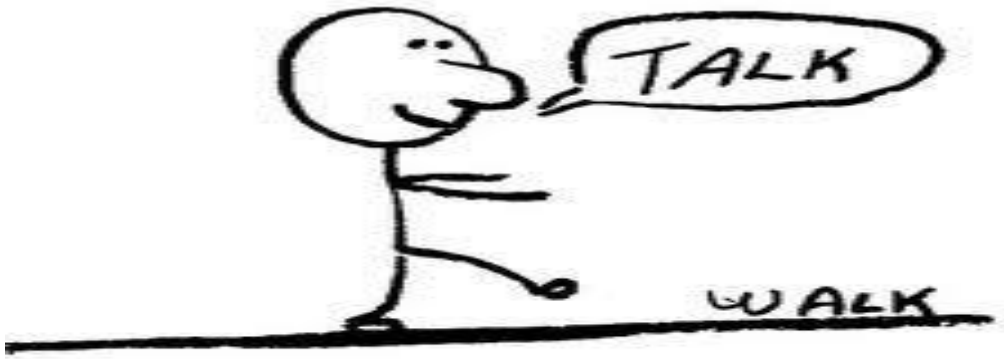
Self-Monitoring

- Monitor
  - On task behaviors
  - In seat
  - Raising hand before speaking
- Timers
- Charts

A Change in Scenery

- **Break Cards**

- **Walk and Talk**

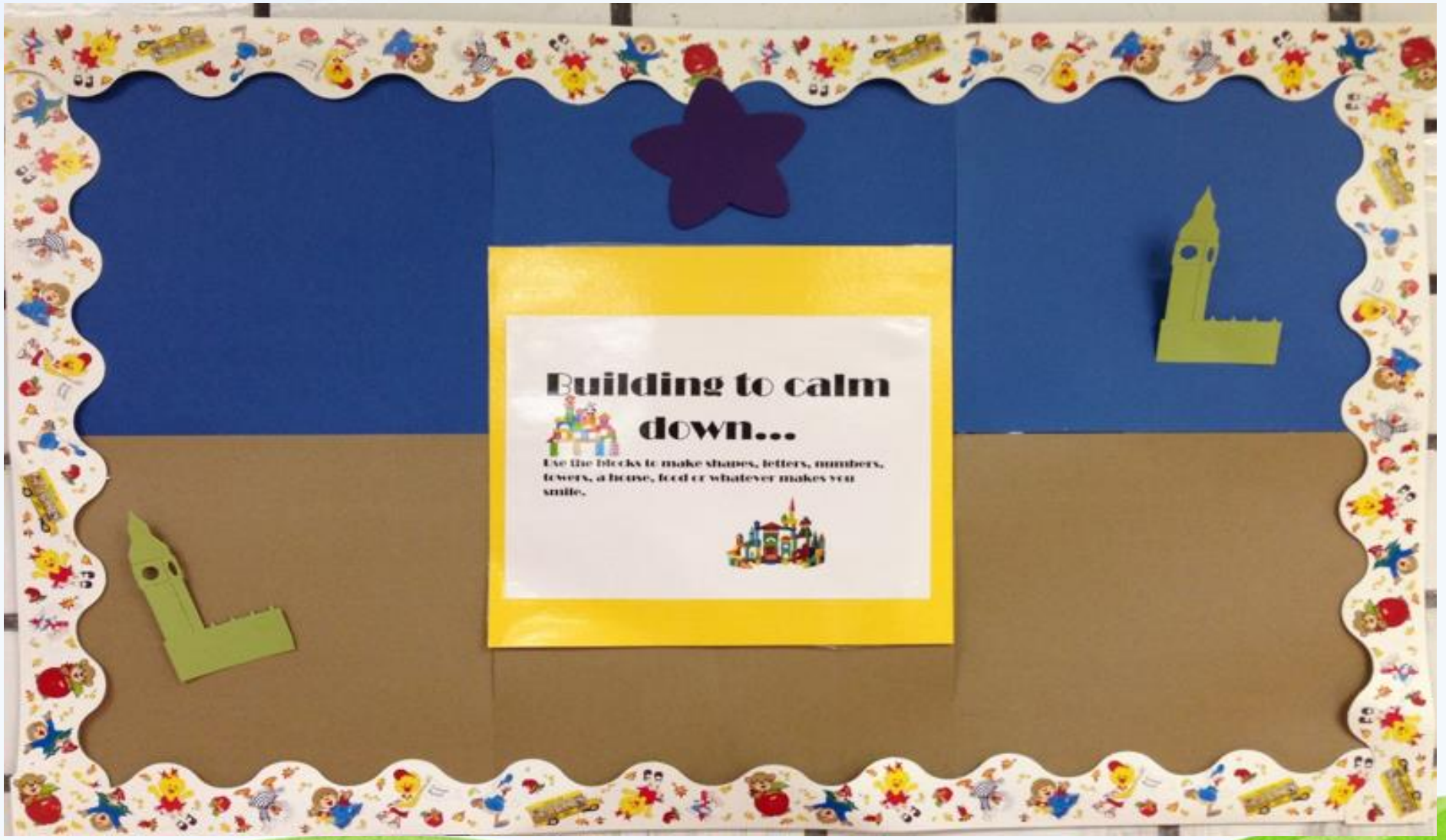


Peace Palace

Peace Palace Successes

- “Students were able to calm down and return to class to have a better day.”
- “Students were able to set goals for behavior.”

Building to Calm Down

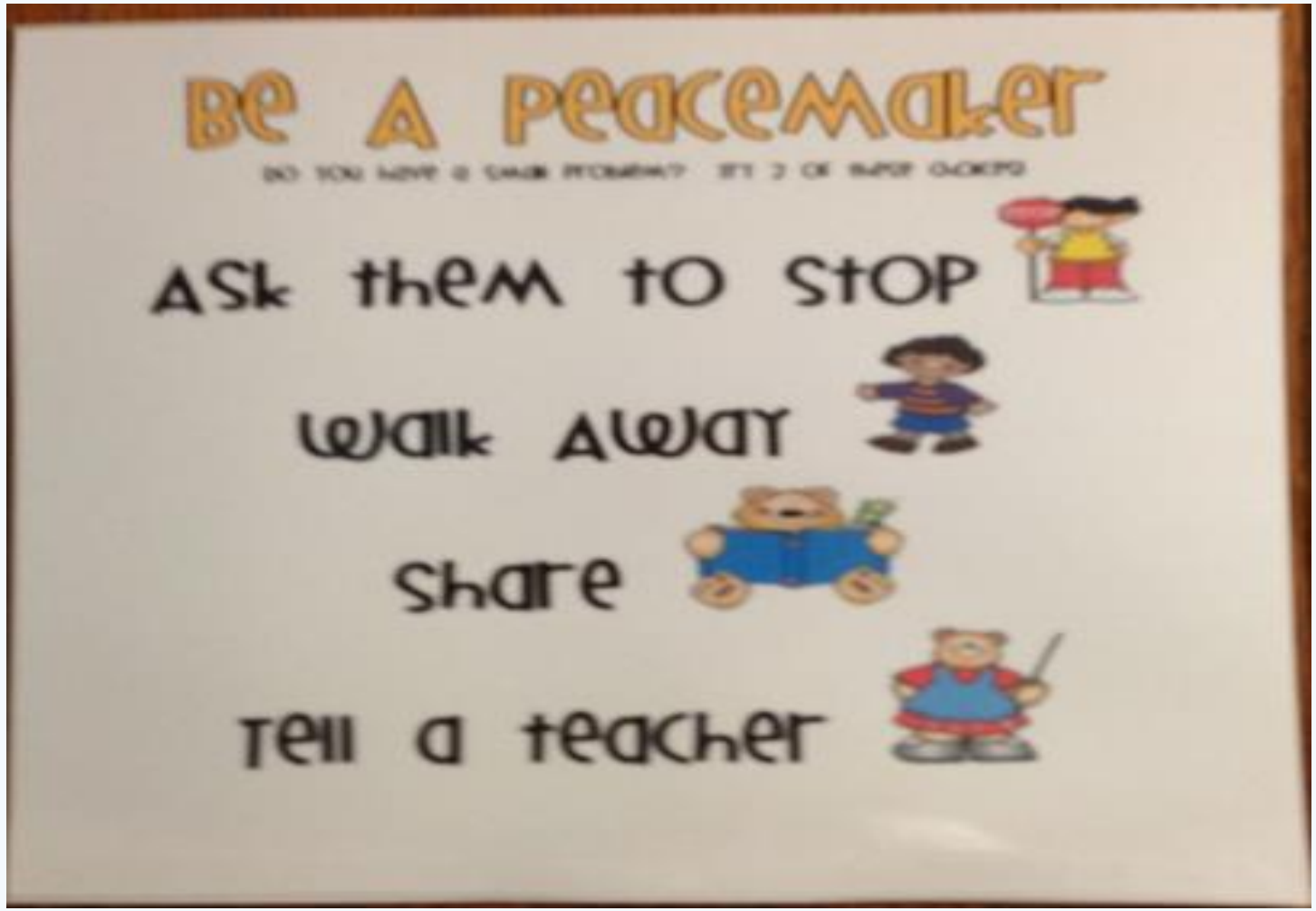


How are you feeling today?

Problem and Reaction Journal

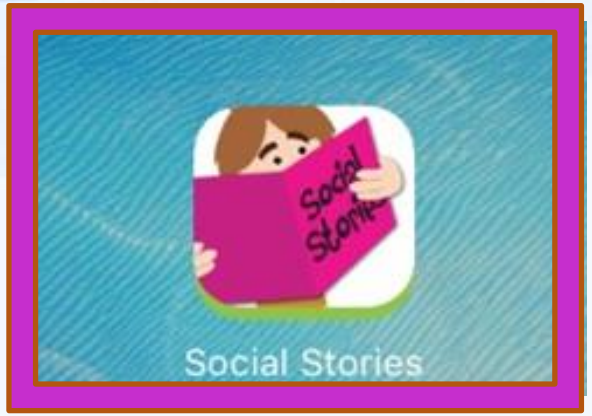
Reading to Relax

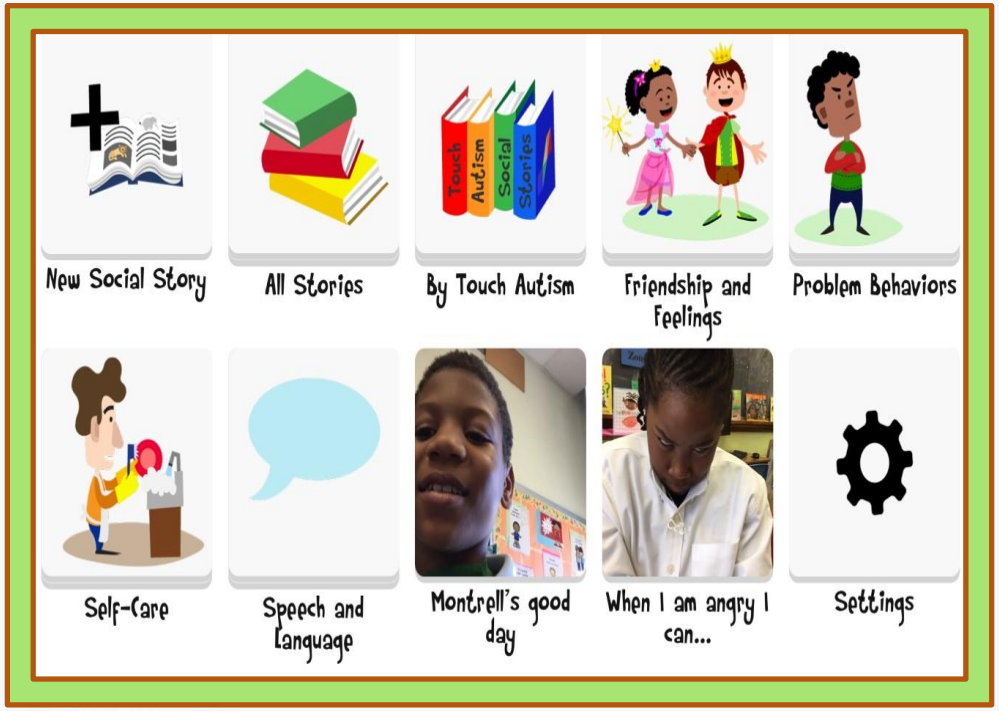
Be a Peacemaker

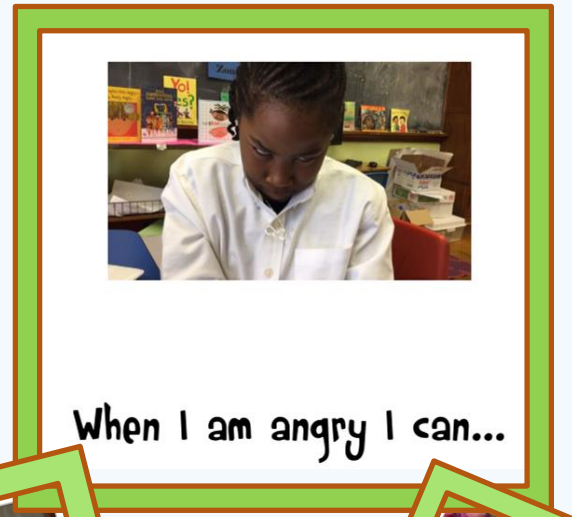


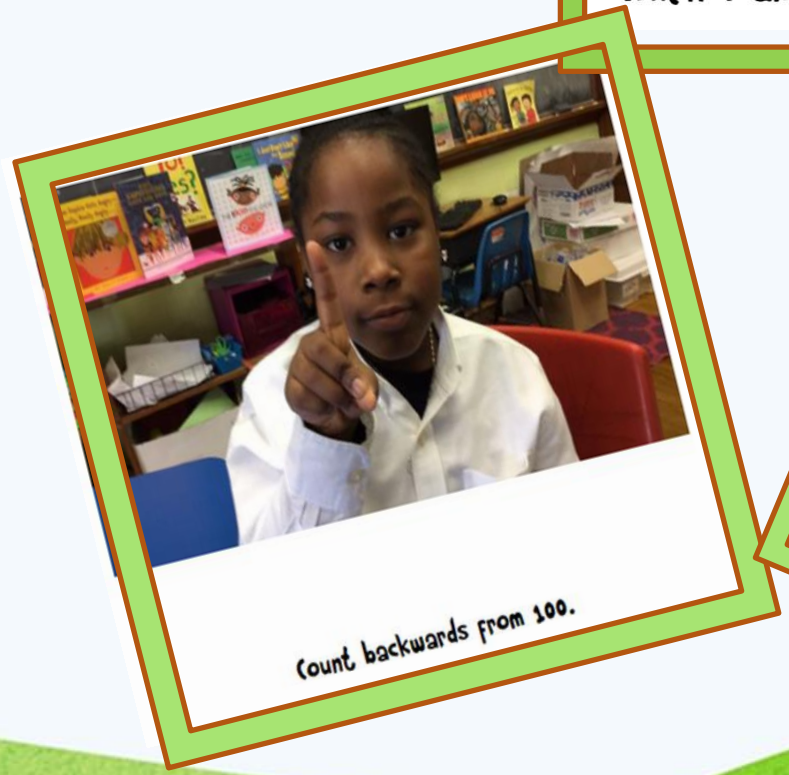
Keep Calm and Put Your Superhero On

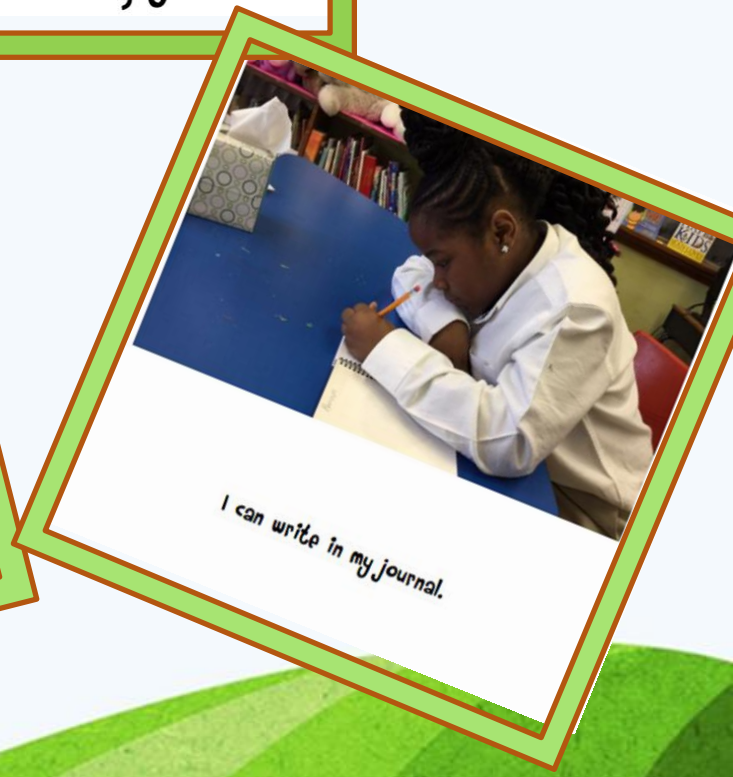
Social Story App

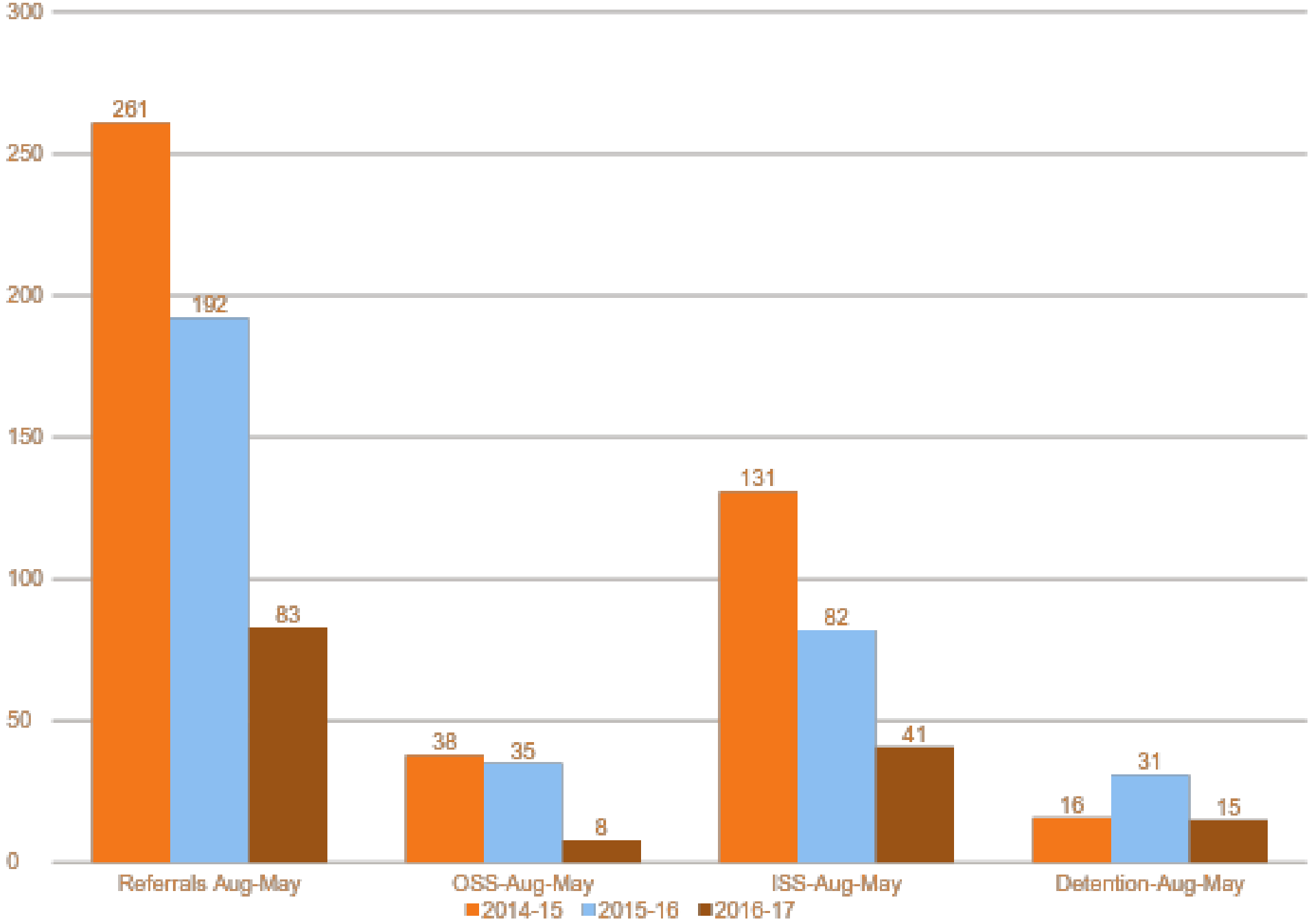


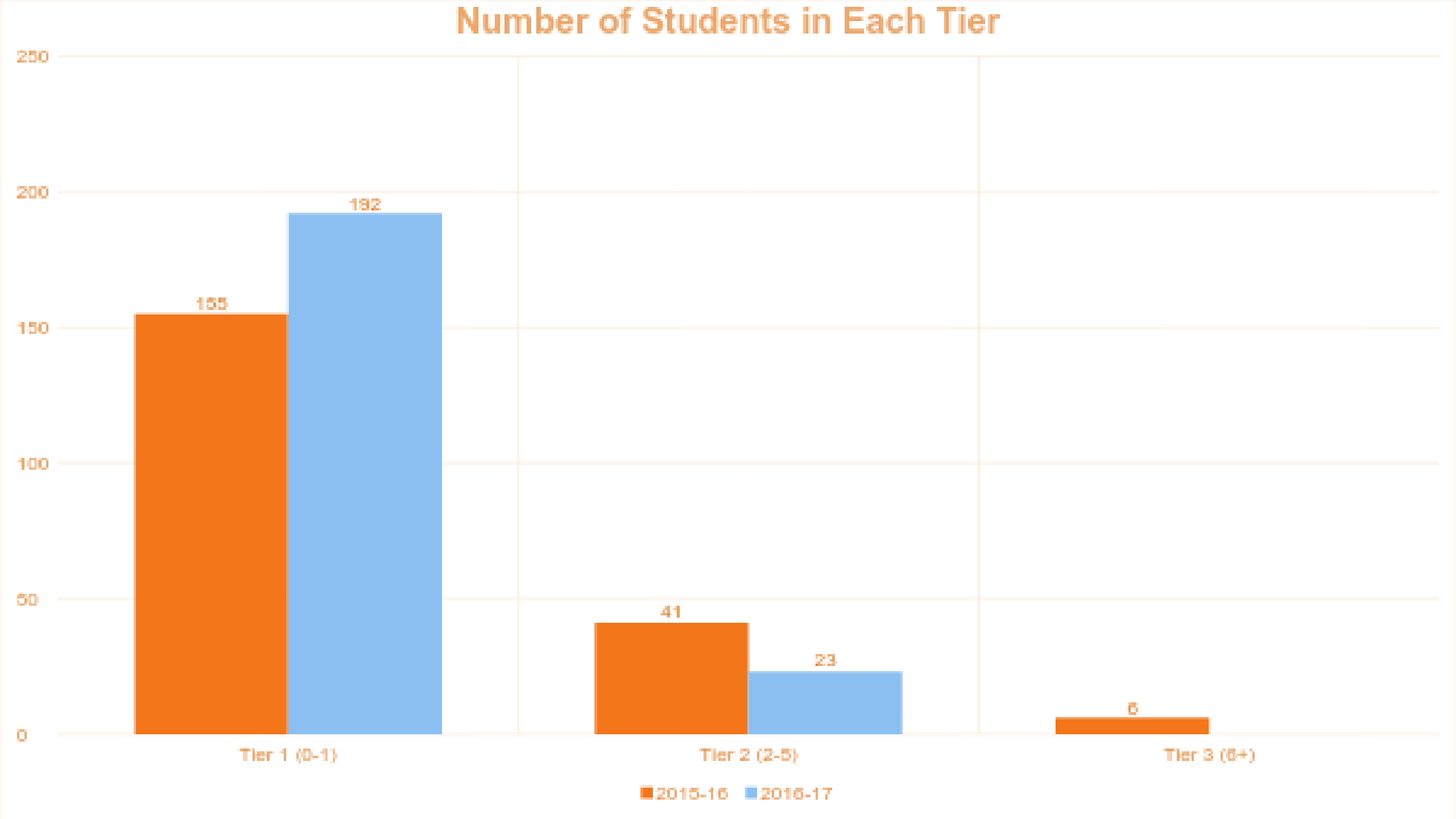


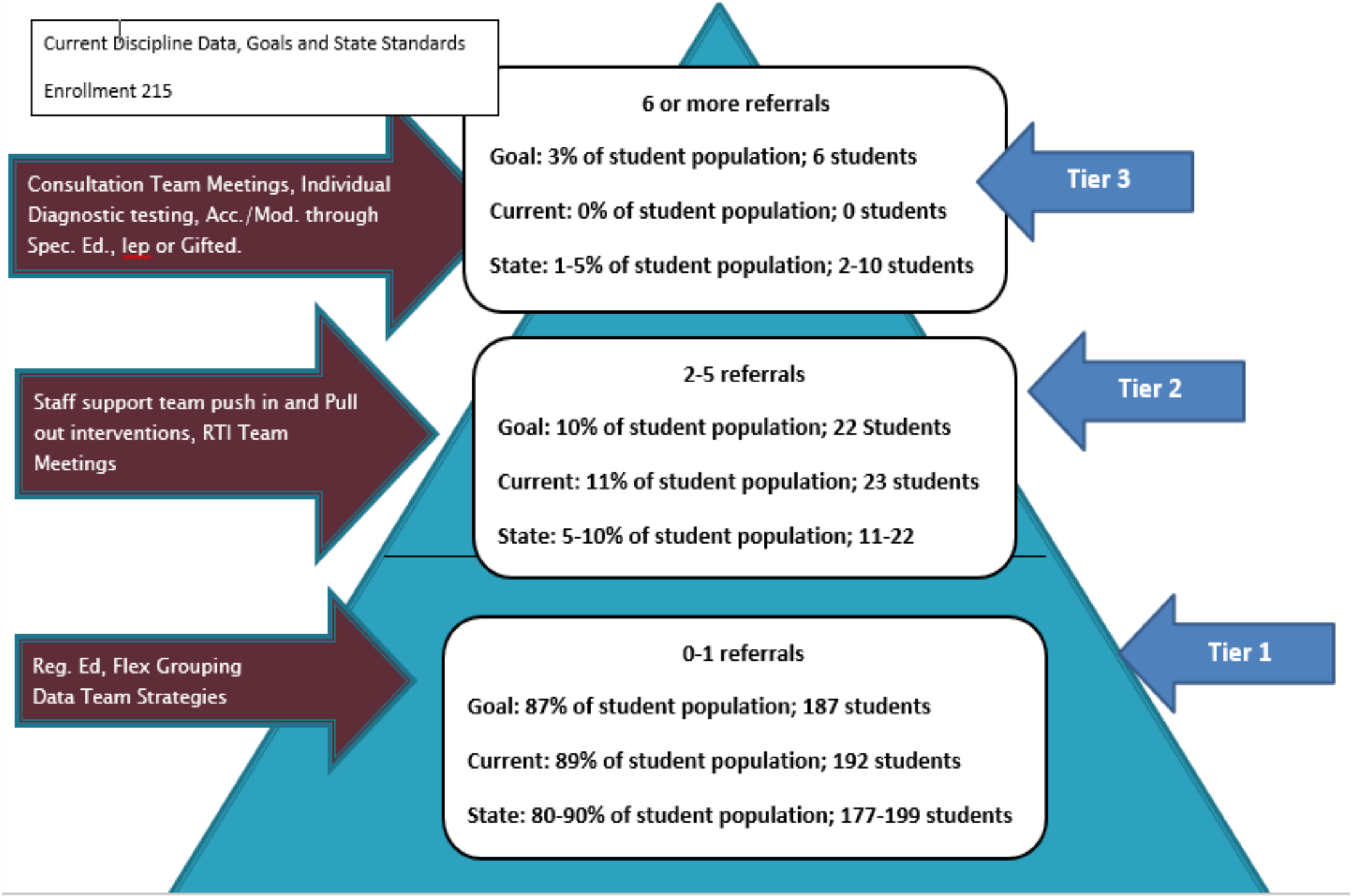







300
250
200
150
100
50
0
261
192
83
38
35
8
131
82
41
16
31
15
Referrals Aug-May
OSS-Aug-May
ISS-Aug-May
Detention-Aug-May
2014-15
2015-16
2016-17


Number of Students in Each Tier
250
200
150
100
50
0
155
192
41
23
6
Tier 1 (0-1)
Tier 2 (2-5)
Tier 3 (6+)
2015-16
2016-17


Current Discipline Data, Goals and State Standards
Enrollment 215
Consultation Team Meetings, Individual Diagnostic testing, Acc./Mod. through Spec. Ed., Iep or Gifted.
6 or more referrals
Goal: 3% of student population; 6 students
Current: 0% of student population; 0 students
State: 1-5% of student population; 2-10 students
Tier 3
Staff support team push in and Pull out interventions, RTI Team Meetings
2-5 referrals
Goal: 10% of student population; 22 Students
Current: 11% of student population; 23 students
State: 5-10% of student population; 11-22
Tier 2
Reg. Ed, Flex Grouping Data Team Strategies
0-1 referrals
Goal: 87% of student population; 187 students
Current: 89% of student population; 192 students
State: 80-90% of student population; 177-199 students
Tier 1

The WINNERS are....

- Fidget Box
- Turtle Technique
- Sensory Animal
- Mindful Break Cards
- Throw a Fit & Send Support

Contact Information

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