

MILAN C-2 HIGH SCHOOL

Home of the Wildcats



Summer Institute 2013

Laura Moore, High School
Chairperson

Who is Milan C-2 High School?

- Total Students in High School: 198
- English as a Second Language students make up 10% of student population
- Students with IEPs make up 8% of students
- 71% of students are eligible for Free and Reduced Lunch program

Who am I?

- Laura Moore
- Taught HS ESL/English for 4 years
- High school PBS Committee Chair for 3 years
- Still figuring things out ...

but if I can help you, please contact me!

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What I will discuss in this session

- Our process of creating plans and lessons
- How we encourage teachers to teach the lessons
- How we involve students in the lessons
- Examples of creative plans for teaching high school-level lessons

Section 1: Our Lesson Process

Our PBS Lesson Process (1 of 3)

- Typically once-a-week lessons
- Next year, biweekly lessons
- During pre-service, teachers sign up to create one to two of the year's lessons
- The PBS committee creates PBS Boot Camp lessons (first two days of school)
- The bar is set very high

Our PBS Lesson Process (2 of 3)

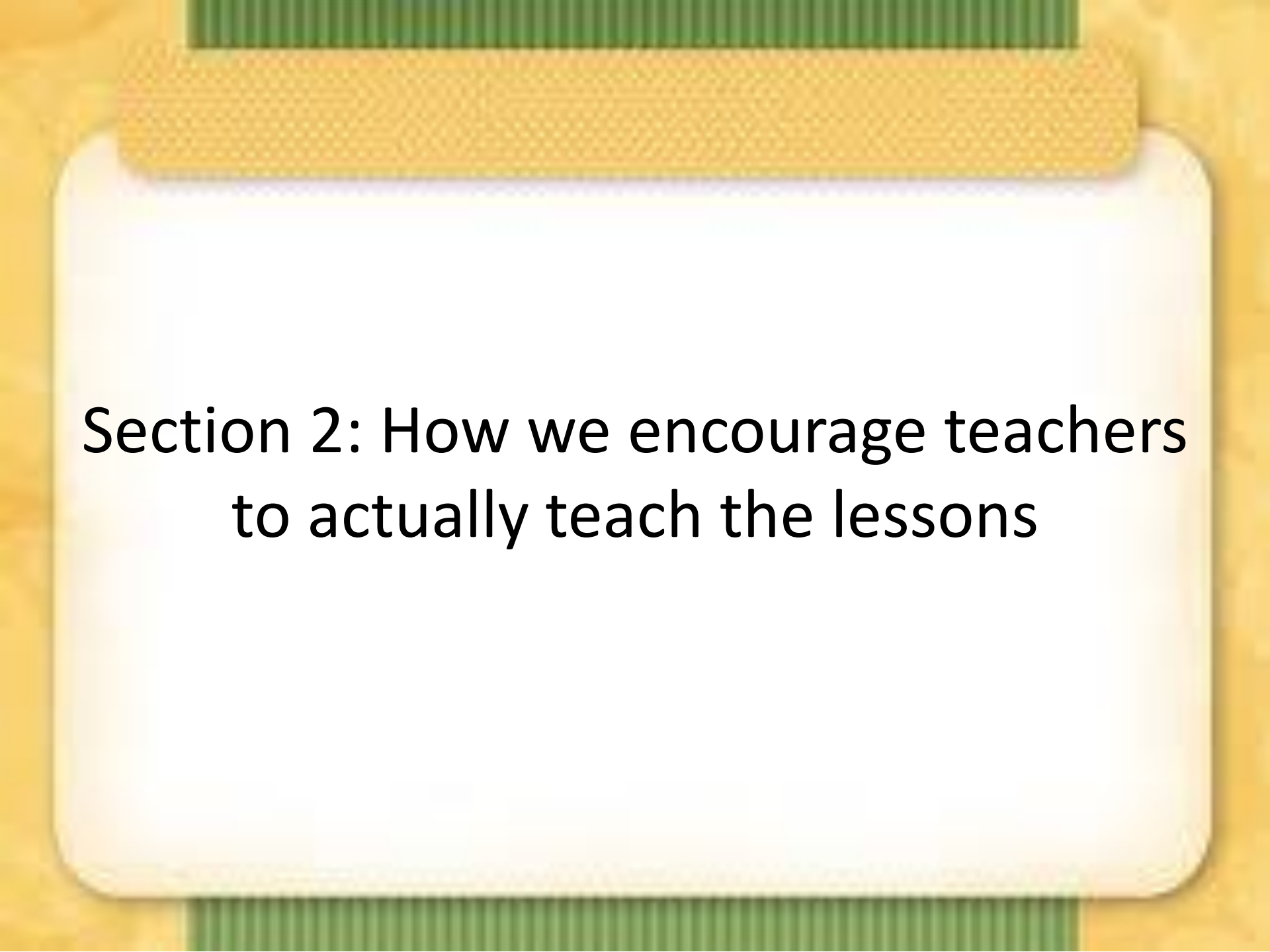
- After the PBS committee begins acquiring data, the Big 5 Data Review Guide and ODRs are used to decide on what our 'theme' is for the next month (i.e., R.E.S.P.E.C.T.)
- The 'theme' is given to the volunteer teacher, along with a brief set of guidelines
- Volunteer teacher is expected to create the lesson and submit it to the PBS chair
- We 'publish' who created it

Our PBS Lesson Process (3 of 3)

- Once a quarter, we share Big 5 data with our students
- The PBS committee is in charge of this lesson
- Ideas for presenting this data will be shared later

Our PBS Lesson Process

Questions or Comments?



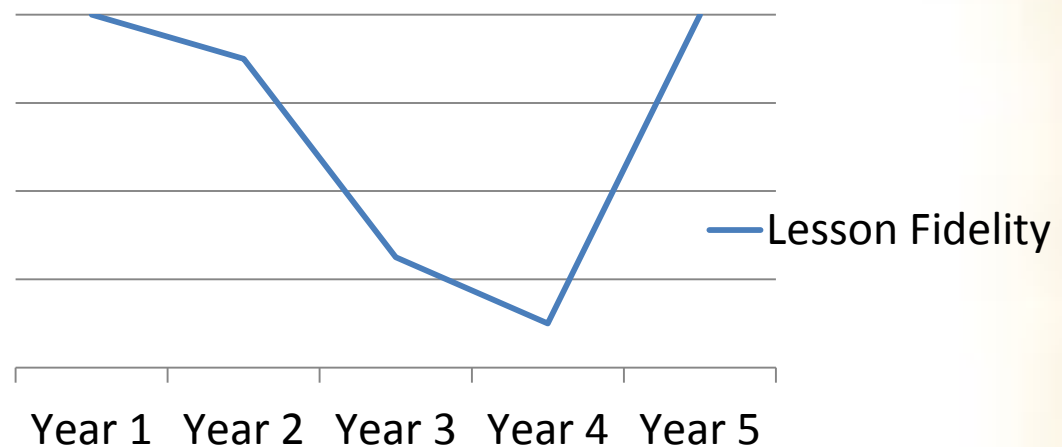
Section 2: How we encourage teachers to actually teach the lessons

Our Accountability Reality (1 of 4)

- Timeline of Fidelity:

- 1st year
- 2nd year
- 3rd year
- 4th year
- 5th year

Teacher Rate of Lesson Presentation



Time for a change

How we build in accountability (2 of 4)

- Teachers who create the lesson will show it
- Each lesson has an interactive element included. For example:
 - Save the lesson back to the server
 - Collect Exit Tickets and submit them to the committee
 - “Caught in the Act” by the principal

How we build in accountability (3 of 4)

- What makes a teacher do these things?

REMINDERS

REWARDS

How we build in accountability (4 of 4)

- Reminders: All-call during common lesson time
- Teacher Reward System
 - Each interactive element completion is one ticket
 - Monthly teacher drawings:
 - Jeans Day
 - Morning Duty take-over
 - Favorite beverage at lunch
 - Principal kidnaps a class
 - Lunch off campus
 - Scrape ice off windshield
 - Eat lunch in your room for a week
 - Use principal's chair for a week (next year addition)

Our Teacher Accountability Process

Questions or Comments?



Section 3: How We Involve Students and Some Ideas for High School Lessons

Why should we care? (1 of 5)

Because PBS can be boring ...

but: PBS is important!

Now that we care, how do we do it?

(2 of 5)

- First, we consider our audience like an advertiser:
 - What, exactly, is our message?
 - To whom, exactly, are we speaking?
- Sometimes our message is too broad (be respectful), and we need to break it down into practicable parts (pick up your trash, say thank you)
- We are teaching students who want to be in charge of themselves (high schoolers). They feel like they're adults. We want to speak to them with that in mind.

“Men must be taught as if you
taught them not, and things
unknown proposed as things
forgot.”

Alexander Pope

We try and talk *with* – not *at* (4 of 5)

1. We give them a matrix and ask them what they think they're good/not-so-good at
2. We ask them for suggestions on how to address these behavioral issues
3. We conduct a survey at the beginning/end of the school year – not just about PBS
4. We tailor our message to the audience as much as possible – our teens are savvy enough to tune out if they know the message isn't for them.
5. Next year, we're also going to try and use more pop culture references in our overall program and lessons

One more thing to think about ...

(5 of 5)

- One further idea for student involvement in PBS lessons: We sometimes have the students themselves create the lesson.
 - If we are seeing an upward trend in PDA, then we will have students who have recently received ODRs for PDA create that lesson.
 - The general student population then has more buy-in to the lesson because it was made by a student.

Lesson Idea #1

Appropriate Language Lesson/Activity

THE FOLLOWING **PBS LESSON** HAS BEEN APPROVED FOR
ALL AUDIENCES
BY THE 2012-2013 MILAN C-2 PBS COMMITTEE

THE FILM ADVERTISED HAS BEEN RATED



www.filmratings.com

www.mpaa.org

Lesson Idea #2

How we sometimes share Big 5 data with high schoolers and use it for open discussions

Lesson Idea #2

Students: Number your paper from #1-5 and answer the following questions:

1. On average, how many students do you think were sent to the principal's office daily during 2nd quarter?
2. What do you believe are the THREE PBS behaviors that we need to focus on the most in 3rd quarter? (*i.e., for which behaviors were students sent to the office the most during 2nd quarter?*)

Lesson Idea #2

3. Where do you think most of the office referrals came from: the classroom, hallways, gym, parking lot, special events, etc.?
4. What two times of the day do you think most of these referrals occurred? (give a specific clock time)
5. Of the 198 students in the high school, how many do you think have been sent to the office for not meeting a PBS behavior expectation?

Lesson Idea #2

Students: Please stand up – everyone! When you get an answer incorrect, please sit down.

1. On average, how many students do you think were sent to the principal's office daily during 2nd quarter?

.75

2. What do you believe are the THREE PBS behaviors that we need to focus on the most in 3rd quarter? (*i.e., for which behaviors were students sent to the office the most during 2nd quarter?*)

Maj. Disrespect, Min. Disrespect, Tech

Lesson Idea #2

3. Where do you think most of the office referrals came from: the classroom, hallways, gym, parking lot, special events, etc.?

classroom

4. What two times of the day do you think most of these referrals occurred? (give a specific clock time)

Noon and 2:30

5. Of our 198 students, how many do you think have been sent to the office this year for not meeting a PBS behavior expectation?

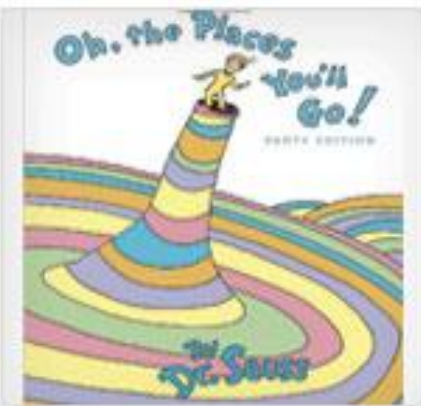
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Lesson Idea #3

A 'series' lesson with a theme that builds from week to week

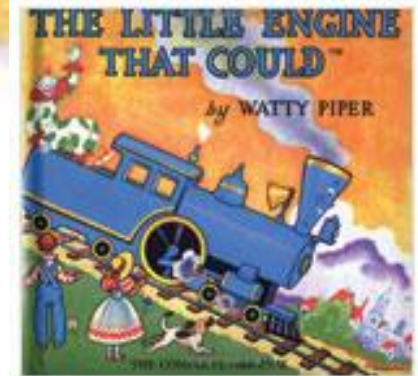


Lesson Idea #4



Oh, the Places You'll Go!

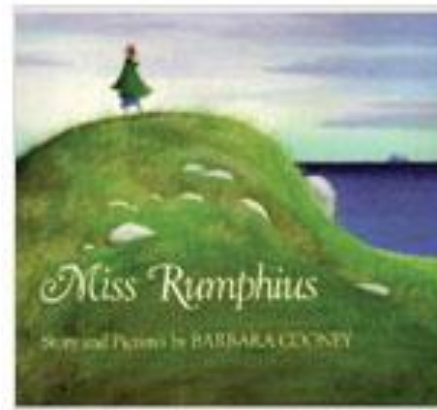
High school story time



The Little Engine That Could



The Lion & the Mouse



Miss Rumphius

Next

Oh, the Places You'll Go!

- An inspiring story, especially for seniors and new freshmen.
- This story can lead to good discussions about future plans and how important high school is to those plans

[Return to Lesson Idea #4](#)

The Lion and the Mouse

- A story of kindness and thoughtfulness, and the value in The Golden Rule.
- This story can lead to good discussions about how we should treat others – even others who might usually be seen as our enemy.

[Return to Lesson Idea #4](#)

The Little Engine that Could

- A story of perseverance and heart.
- This story can lead to good discussions about not giving up or accepting defeat, and about being responsible for our own success.

[Return to Lesson Idea #4](#)

Miss Rumphius

- A story of creating beauty all around you, and making a difference even if it's a small one.
- This story can lead to good discussions a number of things:
 - Valuing school property
 - Looking for ways to get involved in your school/community
 - Leaving a positive legacy

[Return to Lesson Idea #4](#)

How We Involve Students and Some Ideas for High School Lessons

Questions or Comments?

Thank you!

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