

Strand: Involving Students, Families & Community

Transfer Student Induction **within the SW-PBS Framework**

2015 Missouri SW-PBS Summer Training Institute

Today's Presenters

Chris Hubbuch, *Principal*

chubbuch@estigers.k12.mo.us

 @ChrisHubbuch

Keelie Stucker, *Assistant Principal*

kstucker@estigers.k12.mo.us

 @KeelieStucker

Molly Kuebler, *Intervention Coach*

mkuebler@estigers.k12.mo.us

 @mollyjk11



— EXCELSIOR SPRINGS —
MIDDLE SCHOOL
— *Connecting to Tomorrow Through Innovation Today* —





— EXCELSIOR SPRINGS —
MIDDLE SCHOOL
— *Connecting to Tomorrow Through Innovation Today* —

Grades:

6-8

Enrollment:

627

Community:

Suburban

Implementation:

Tier 3 advanced
Year 7 of PBIS



Demographics:

87% White, 4% Hispanic, 2% Black, 7% other
47% free or reduced lunch eligible

Faculty:

39 teachers, 2 instructional coaches,
2 counselors, 2 administrators





EXCELSIOR SPRINGS MIDDLE SCHOOL

Positive Behavior Intervention & Supports

 @TigerPBIS

CONNECTING TO TOMORROW THROUGH INNOVATION TODAY

Home	Missouri SW-PBS	Prevention Efforts	Faculty Teams	Student Leadership	Videos	Instagram	Celebrations	Presentations/Resources	Research
------	-----------------	--------------------	---------------	---------------------------	--------	-----------	--------------	-------------------------	----------

Student Leadership

The [PBS Leadership Team](#) is a group of students dedicated to improving our system of positive behavioral supports at Excelsior Springs Middle School. The team is made up of 7th and 8th graders who consistently follow the school-wide expectations to be safe, responsible, and respectful. The student leaders meet during ELT and after school to brainstorm and plan incentives and celebrations.

2015-2016 Leadership Team



PBIS LINKS & RESOURCES

- [ESMS Year in Review \(2013-14\)](#)
- [Positive Behavior Support Brochure](#)
- [Schoolwide Expectations](#)
- [Pyramid of Interventions](#)
- [Social Skill Lesson Schedules](#)
- [ESMSTigers YouTube Channel](#)
- [Transfer Student Induction Model](#)
- [Prevention Efforts Since 2007-08](#)
- [ESMS Code of Conduct](#)
- [The Tiger Pledge](#)
- [Report Bullying Online](#)



Beginning of the School Year

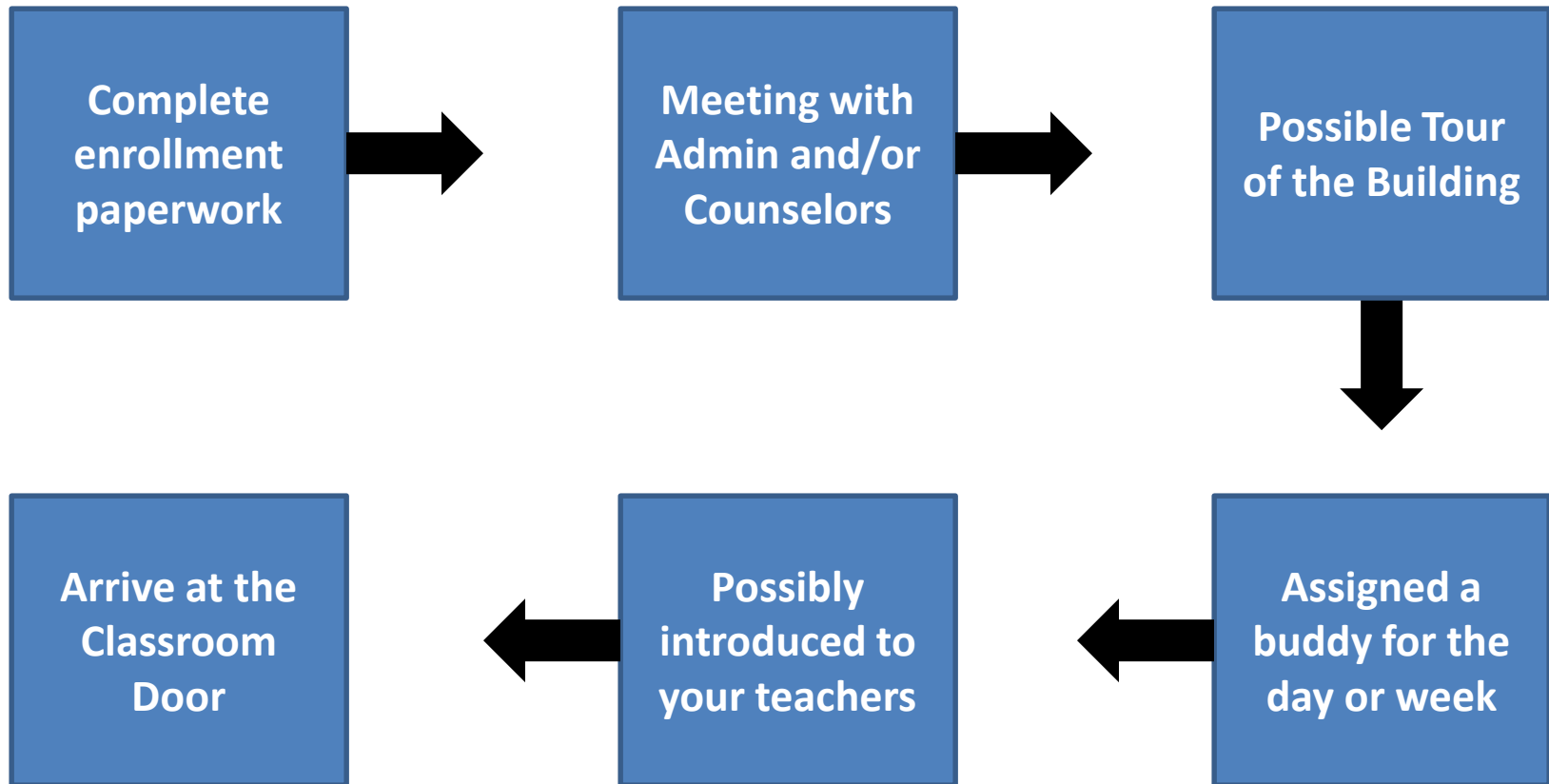
Introductory Activities

- Enrollment night
- Staff introductions
- Ice-breakers / team building
- Syllabus review
- Teaching of school-wide expectations
- Open house

Summary of the First Semester



Traditional Enrollment Process



Challenges that Must be Addressed

"Much of the research conducted on mobility and achievement concludes that mobility is a large threat to academic achievement and the school environment.

(Biernat & Jax, 2000; Kaase & Dulaney, 2005; Reynolds, Chen, & Herbers, 2009)" as cited by Isernhagen & Bulkin (2011)

Challenges that Must be Addressed

Highly mobile students face the following challenges: *“low achievement due to differences in curriculum between schools, behavior problems, problems developing relationships with peers, and a greater risk of dropping out.”*

(Editorial Projects in Education Research Center, 2004)

Challenges that Must be Addressed

Mobile students *“are largely disengaged, with little or no vested interest in the school or the educational process.”*

(Sanderson, 2003)

Challenges that Must be Addressed

Negativity and aggressiveness of mobile students is thought to make it “*more difficult on the educator to 1) assimilate the student to his/her new school environment, 2) provide the student with a group of friends for social support, and 3) assess the newcomers’ academic foundations.*”

(Sanderson, 2003)

Challenges that Must be Addressed

A negative relationship exists between mobility and student test performance and behaviors.

(Engec, 2006)

Challenges that Must be Addressed

High mobility rates effectively shift the learning environment focus from lesson plans to classroom management.

(Weisman, 2012)

Challenges that Must be Addressed

The constant introduction of new students into a classroom throughout the year causes massive disruption to lesson plans and student interaction.

(Weisman, 2012)

Summary of Mobility Challenges

Student	Teacher	School
Low achievement	Loses focus on lessons	Threat to school climate
Lost with curriculum	Focus must shift to classroom management	Widespread classroom management issues
At-risk for dropping out	Disrupts lesson plans	New students have no vested interest in the educational process
Problems assimilating	Difficulty getting an accurate screening on new student	Unbonded students enrolled without a system of monitoring
Friendship issues		
Disengaged		

#MOSWPBS

#MOEDCHAT

Say something!

What do you see as the greatest challenges for your new students?

<http://bit.ly/15A9WT1>

Developing Supportive Structures



Excelsior Springs Middle School

Our Journey as a Learning Community

2007-08	PLC	1605 major ODRs
2008-09	PBIS (Tier 1)	920 major ODRs
2009-10	Rtl	610 major ODRs
2010-11	PBIS (Tier 2)	548 major ODRs
2011-12	PBIS (Tier 2)	433 major ODRs
2012-13	PBIS (Tier 3)	495 major ODRs
2013-14	PBIS (Tier 3)	398 major ODRs
2014-15	PBIS (Tier 3)	421 major ODRs

Demographic Changes at School

	FRL Rate	Enrollment	Minority %
2007-08	32.3%	659	7.7%
2008-09	34.4%	666	8.1%
2009-10	38.3%	677	10.7%
2010-11	40.8%	636	10.3%
2011-12	47.8%	614	12.6%
2012-13	49.7%	622	14.1%
2013-14	48.8%	646	13.0%
2014-15	47.8%	627	12.0%

Mobility Becomes a School Issue

- During winter and spring of 2010-11 a few new students moved into our school.
- Our traditional induction approach welcomed students into our learning community.

Significant academic and behavior concerns surfaced, consumed school resources and negatively impacted our school climate.

Restructuring Becomes an Issue

- Restructuring for budgetary purposes (2010-11)
- Ten staff members left middle school
- Permanent reduction of five staff positions
- Teaming structure eliminated at middle school

We edited our introductory social skill lessons

Then November arrived...

Responding to Our Challenges

- New students were preparing to enroll
- The profile of the new students included:
 - Multiple schools attended (three by November)**
 - A pattern of highly disruptive discipline**
- Between November 2010 and March 2011, our school enrolled over 35 students (over 5% of our student population).

Professional Learning Communities

- What do we want our students to learn?
- How will we know if they have learned it?
- How do we respond when students don't learn?

Why didn't our induction process seek to answer these essential questions?

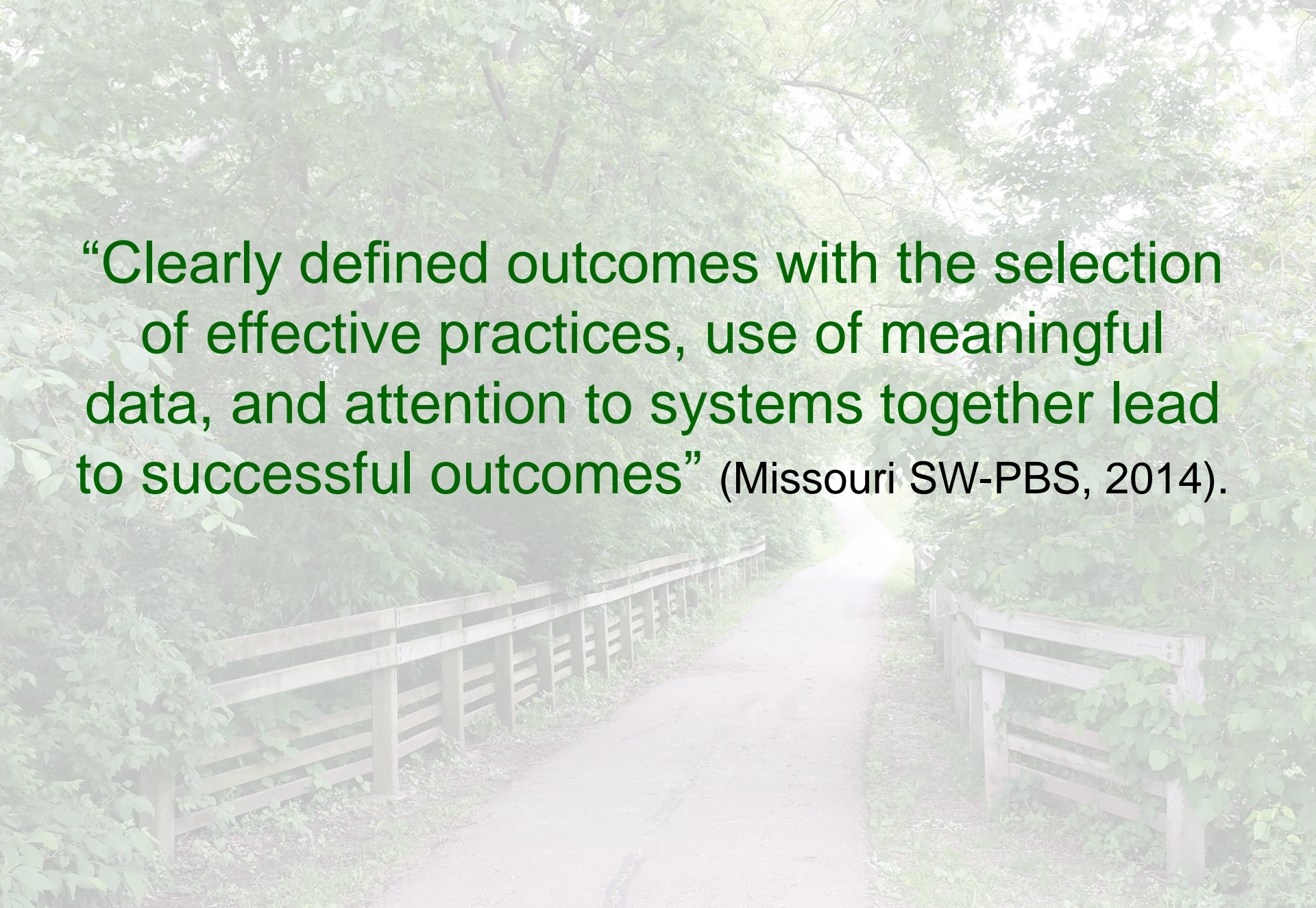
Whatever it Takes: PLC/PBIS/RtI

- Through the implementation of PBIS practices and Response to Intervention (RtI), we quickly began to view our traditional new student induction model as a “wait to fail” model.

An essential strategy for student success is the degree to which your school is personalized (NASSP, 2006).

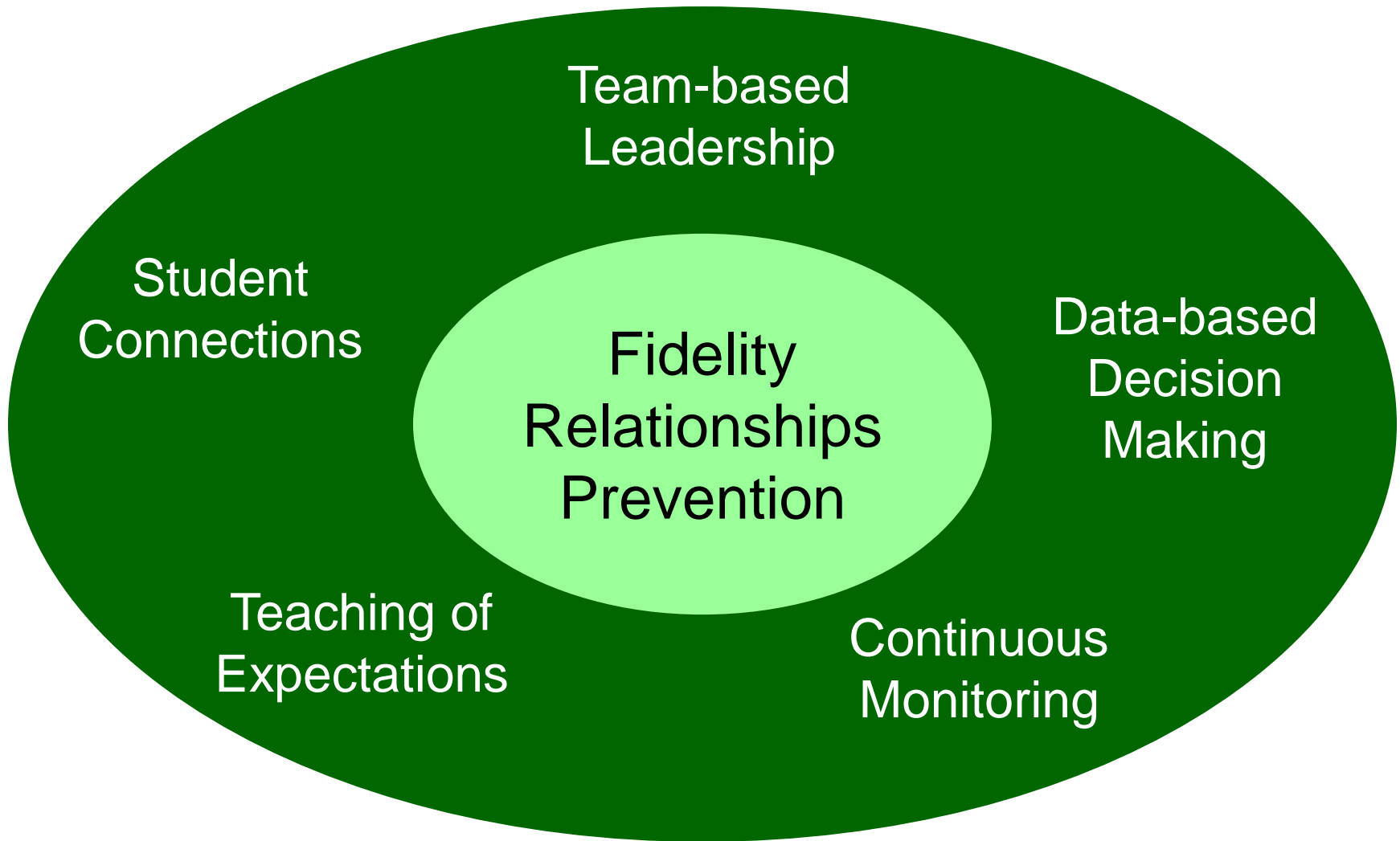
A photograph of a dirt path lined with wooden fences and lush green trees, leading into the distance. The path is flanked by wooden fences on both sides, and the trees are dense and green, creating a canopy effect. The path leads towards a bright light at the end, suggesting an open area or a clearing.

Transfer Student Induction Model



“Clearly defined outcomes with the selection of effective practices, use of meaningful data, and attention to systems together lead to successful outcomes” (Missouri SW-PBS, 2014).

Goals & Structure of TSIM



Goal 1: Fidelity

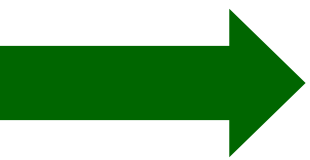
- Defines the outcome of the contact between each staff member, parents, and the student.
- Process tracks the induction system from start to finish.
- Clarity about what is covered and who will be responsible for coverage.

Goal 2: Relationships

- Opportunity to connect with student leaders and learn culture from them.
- Intentionally incorporates relationship building into the induction experience.
- Students meet with assistant principal to discuss school-wide climate, culture, and expectations.

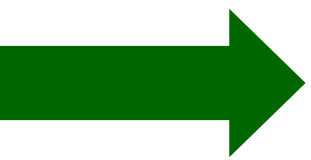
Goal 3: Prevention

- Process embeds social skill instruction and progress monitoring.
- Consistent, targeted, and timely supports for new students.
- Student needs are met while protecting the existing school climate and culture.



Team-based Leadership

This induction model is designed to support our school-wide PBIS systems and practices. A small team (assistant principal, counselors, and intervention coach) coordinates supports.



Data-based Decision Making

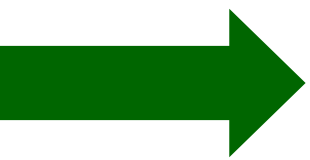
Transfer records and screening data guide the induction process and may result in the timely assignment of Tier 2 interventions.





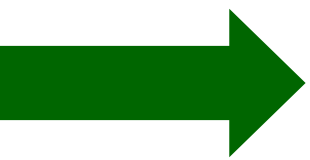
Continuous Monitoring

This process is designed to allow ongoing progress monitoring from our intervention coach and assistant principal.



Teaching of Expectations

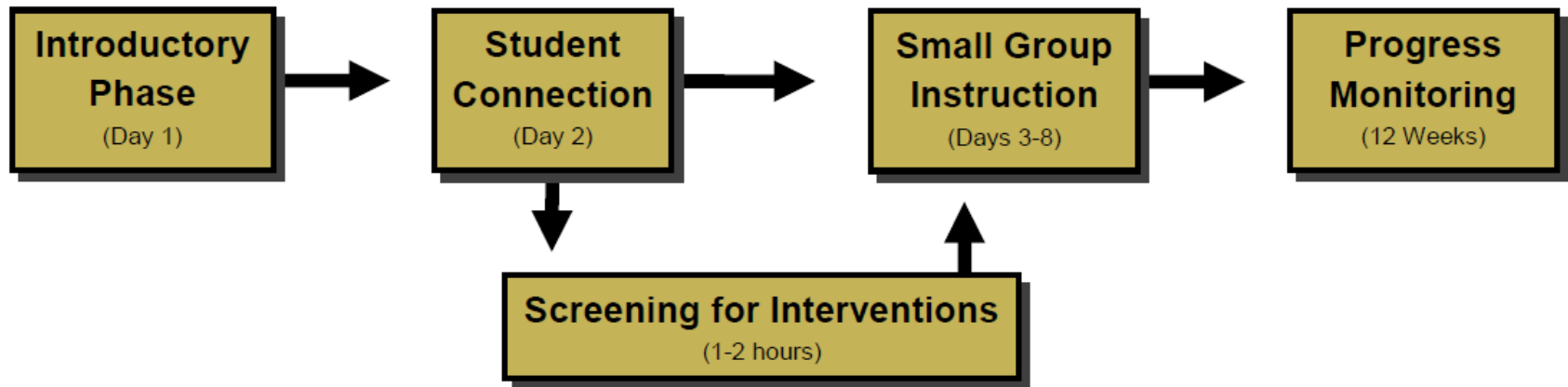
This process embeds the teaching of our school-wide expectations across all settings.



Student Connection

Our student leadership team plays a part in the induction process, making a connection and answering questions during the process.

Transfer Student Induction Model



- Step 1 – Introductory Phase
- Step 2 – Student Connection
- Step 3 – Screening for Interventions
- Step 4 – Small Group Instruction
- Step 5 – Progress Monitoring

#MOSWPBS

#MOEDCHAT

Say something!

Which goal does your current induction process need to improve on the most: Fidelity, Relationships, or Prevention?

<http://bit.ly/15A9WT1>

Step 1 – Introductory Phase



Step 1 - Introductory Phase



- Parent contact information collected
- Student is signed up for the activity bus
- Meeting with administrator

Step 1 - Introductory Phase

- Mission, vision, and values discussed
- Student handbook policies
- Overview of academic interventions



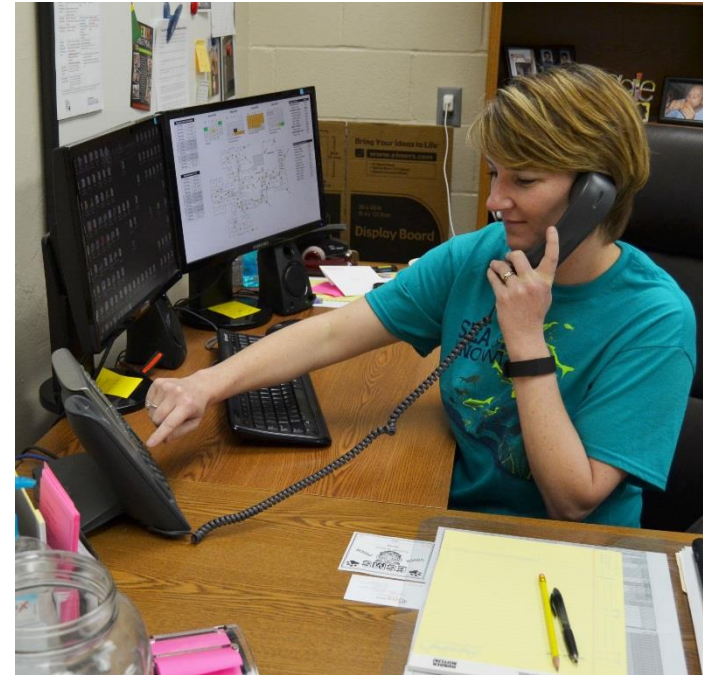
Step 1 - Introductory Phase



- Attendance brochure provided to parent
- Review number of absences year to date
- Review number of schools attended during the current year


Step 1 - Introductory Phase

- Contact district social worker and notify attendance review committee to monitor should this be an area of concern




Step 1 - Introductory Phase

EXCELSIOR SPRINGS
MIDDLE SCHOOL




Our Mission is to maximize student learning and personal responsibility through a rigorous standards-based curriculum, a safe and respectful climate, and the collaborative efforts of staff, students and parents.




Gold Level Award,
2015, 2014, 2013

 Tigerpbis.blogspot.com

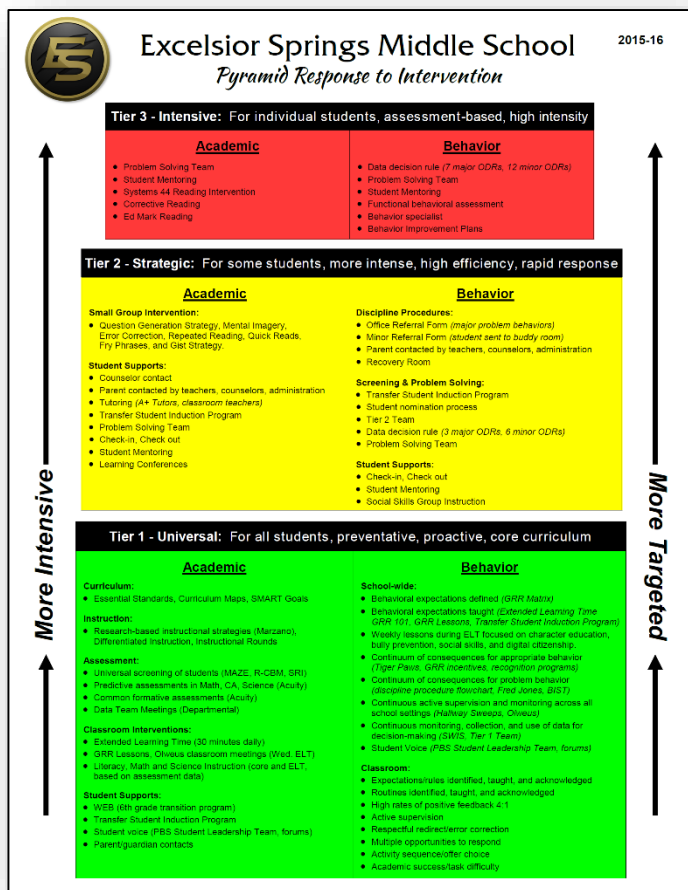
 [Twitter.com/TigerPBIS](https://twitter.com/TigerPBIS)

 [Youtube.com/user/ESMSTigers](https://youtube.com/user/ESMSTigers)

 [Instagram.com/esms_pbis/](https://instagram.com/esms_pbis/)

- PBIS brochure provided to parent
- Review student records for behavior issues: (referrals leading to ISS and OSS)

Step 1 - Introductory Phase



- Identify primary behavior concern
- Collaboratively develop an intervention with student and parent input (CiCo, SSG)

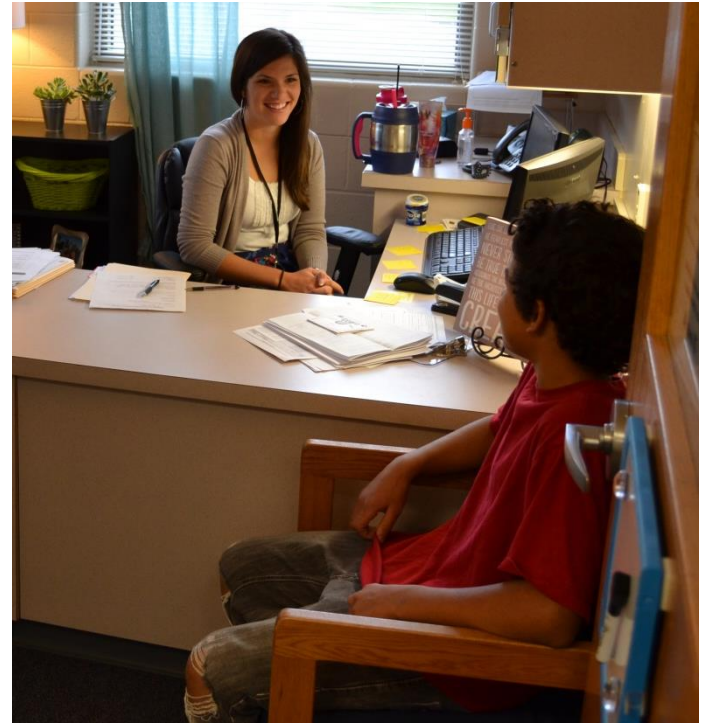
Step 1 - Introductory Phase



- Meeting with counselor
- Personal connection
- Course offerings
- Student activities

Step 1 - Introductory Phase

- Daily intervention block (ELT & Tiger Hour)
- Additional handbook policies



Step 1 - Introductory Phase

- School-wide bullying policy is discussed
- Tiger Pledge is provided to student
- Confidential reporting process is explained



Transfer Student Induction Model Online Tracking Template

	Date Completed	Data	Comments
Student Name			
Nickname			
Grade Level			
Date of Enrollment			
Parent Name			
Parent phone			
Screening of Prior Discipline		1- No Risk 2- Moderate Risk 3- Needs Intervention	
Attendance Concerns			
Technology Contacted			
Health Concerns			
Special Education			
Section 504			
Primary concerns		Parent Student	
Favorite Course			
Favorite Activity			
Favorite Sport			
Favorite Book			



Introductory Phase	Date Completed	Data	Comments
Administrator:(name)			
Handbook			
Code Conduct			
GRR Matrix			
GRR Brochure			
Counselor:(name)			
Bully Prev efforts			
Confidential Reports			
Tiger Pledge			
Schedule and classes			
Student Leader:(name)			
Tour of building			
Locker			
Schedule			



#MOSWPBS

#MOEDCHAT

Say something!

What's on your mind? Do you have any objections to Phase 1? What would need to change to make this possible?

<http://bit.ly/15A9WT1>

A photograph of a dirt path leading through a wooded area. The path is flanked by wooden fences on both sides, and the trees are dense and green. The path leads towards a bright light at the end, suggesting an open area or a clearing.

Step 2 – Student Connection

Step 2 - Student Connection



Step 2 - Student Connection

- Students lead a tour and explain steps to many of our routine tasks such as lunch



Step 2 - Student Connection

- Student guided through their class schedule by Student Ambassadors



Step 2 - Student Connection



- Students are introduced to teachers when possible during this initial tour of the building

Step 2 - Student Connection

- Student is helped with their locker if necessary



Step 2 - Student Connection



- 6th graders are assigned to a WEB Group

#MOSWPBS

#MOEDCHAT

Say something!

Is student voice a part of your induction process? How could you increase student leadership here?

<http://bit.ly/15A9WT1>

Step 3 – Screening for Intervention



Step 3 - Screening for Intervention



Step 3 - Screening for Intervention

- Screened for fluency (R-CBM)
- Screened for comprehension (MAZE)
- SRI Screening (Lexile)
- Screened for math placement (Acuity)

Based on this data and transfer records, student is assigned an academic intervention group

Transfer Student Induction Model Online Tracking Template

Screening for Interventions	Date Completed	Data	Comments
Previous year MAP Math			
Previous year MAP Science			
SRI at time of move in			
SRI December			
SRI May			
Acuity CCR Assessment 1 (ELA)			
Acuity CCR Assessment 1 (Math)			
Acuity CCR Assessment (Science)			
Acuity CCR Assessment 2 (ELA)			
Acuity CCR Assessment 2 (Math)			
RCBM-If needed at move in time			
RCBM-January			
RCBM-May			
MAZE-Month of move in			
MAZE-January Benchmark			
MAZE-May Benchmark			



#MOSWPBS

#MOEDCHAT

Say something!

Which forms of screening data do you currently consider during new student induction conferences?

<http://bit.ly/15A9WT1>

A photograph of a dirt path leading through a wooded area. The path is flanked by wooden fences on both sides, and the trees are dense and green. The path leads towards a bright light at the end, suggesting an exit from the woods.

Step 4 – Small Group Instruction

Step 4 - Small Group Instruction

- Direct instruction of social skills, led by the Assistant Principal during our daily 30 minute intervention block (ELT).



Step 4 - Small Group Instruction

- Lessons are held in the office and take about five days to complete once the induction process begins.



Step 4 - Small Group Instruction

- Small group instruction provides opportunity to build a relationship with each new student in relaxed environment.



Step 4 - Small Group Instruction

- New students complete training on our most important social skill lessons before being placed in an academic intervention group.



Step 4 - Small Group Instruction

Small Group Instruction

Date Completed

Data

Comments

GRR Lesson

Day 1- Arriva I/ Dismissal, Lunch

Day 2 - Bus and Hallway

Day 3 - Testing

Day 4 - Restrooms/Cafeteria

Day 5-Misc areas/Dress code/Tech

Day 6- Respect, Accountability /locker

- Lessons are placed on the MS intranet and grouped by content

#MOSWPBS

#MOEDCHAT

Say something!

How does your school approach the maintenance of school culture through induction of new students or staff?

<http://bit.ly/15A9WT1>

Step 5 – Progress Monitoring



Step 5 - Progress Monitoring

- Academic and behavioral checks are completed individually at the following intervals: 2, 4, 8, and 12 weeks
- Students may be considered for Tier 2 interventions such as Check-in, Check out, a Social Skills Group, or Check & Connect.

Final Thoughts



Final Thoughts About Transitions

- Does your current induction process support your school-wide systems that impact climate and culture?

Final Thoughts About Transitions

- Are you satisfied with the fidelity of your current induction process? Would your office staff, counselors, administrators, and teachers describe the induction process the same way?

Final Thoughts About Transitions

- Does your induction process support the needs of highly mobile transfer students? How do you measure their success at your school? Is this a high enough priority?

Final Thoughts About Transitions

- How can you personalize the induction process? Is relationship building a priority and byproduct of your process? What would your new students say?

Final Thoughts About Transitions

- Do barriers need to be confronted to better support your new students? Which elements can you implement this year?

References & Resources

Beesley, A., Moore, L., and Gopalani, S. (2010). Student mobility in rural and nonrural districts in five Central Region states (Issues & Answers Report, REL 2010–No. 089). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

Blankstein, A.M. (2004). Failure is not an option. Thousand Oaks, CA: Corwin Press.

Center for Mental Health in Schools at UCLA. (2008). Transitions: Turning Risks into Opportunities for Student Support. Los Angeles, CA: Author. Retrieved October 19, 2014 from <http://smhp.psych.ucla.edu/pdfdocs/transitions/transitions.pdf>

DuFour, R., DuFour, R., & Eaker, R. (2008). Revisiting professional learning communities. Bloomington, IN: Solution Tree

Editorial Projects in Education Research Center. (2004, August 4). Issues A-Z: Student Mobility. Education Week. Retrieved October 12, 2014 from <http://www.edweek.org/ew/issues/student-mobility/>

References & Resources

Engec, N. (2006). Relationship between mobility and student performance and behavior. *The Journal of Educational Research*, 99(3), 167-178.

Excelsior Springs Middle School. (2013). Transfer student induction model. <http://www.essd40.com/userfiles/5/PBS/tsimhandout.pdf>

Hubbuck, C. (2014). Transfer Student Induction & the PBIS Framework (Chart). Retrieved October 26, 2014 from <http://tinyurl.com/TSIM-Chart>

Hubbuck, C. (2014). Supporting Highly Mobile Students: A Strategy. Retrieved October 26, 2014 from <http://www.chrishubbuck.com/?p=457>.

Hubbuck, C., & Stucker, K. (2012). *Middle level web: Beyond zero tolerance*. *Principal Leadership*, 13(3), 44-46.

Hubbuck, C., & Stucker, K. (2012, August). *Transfer students: Providing a path to connection*. *Middle Ground*, 16(1), 24-25.

Isernhagen, J. C., & Bulkin, N. (2011). The impact of mobility on student performance and teacher practice. *Journal of At-Risk Issues*, 16(1), 17-24.

References & Resources

Jackson, A.W., & Davis, G.A. (2000). *Turning points 2000: Educating adolescents in the 21st century*. New York, NY: Teachers College Press.

Kuebler, M. (2014). Listening for Change: Student Forums. Retrieved from <http://tigerpbis.blogspot.com/2014/04/listening-for-change-student-forums.html>

Meeker, S. D., Edmonson, S., & Fisher, A. (2009). The voices of high school dropouts: Implications for research and practice. *The International Journal of School Disaffection*, 6(1), 40-52.

Missouri SW-PBS. (2014). Tier 1 Team Workbook. Retrieved October 12, 2014 from <http://tinyurl.com/Tier1WB>

NASSP. (2006). *Breaking ranks in the middle: Strategies for leading middle level reform*. Reston, VA: NASSP.

Offenberg, R. M. (2004). Inferring adequate yearly progress of schools from student achievement in highly mobile communities. *Journal of Education for Students Placed at Risk*, 9(4), 337-355.

References & Resources

Rhodes, V. L. (2008). Learning on the go: Voices of highly mobile urban students. *Learning Inquiry*, 2(2), 113-125.

Sanderson, D. R. (2003). Engaging highly transient students. *Education*, 123, 600-605.

Stucker, K. (2014). Transfer Student Induction & the PBIS Framework. Retrieved October 18, 2014 from <http://tinyurl.com/StuckerTSIM>

Stucker, K. (2013). Transfer Student Induction Model Online Tracking Template. Retrieved October 26, 2014 from <http://tinyurl.com/TSIM-Tracker>

WEB: The Boomerang Project. Visit <http://www.boomerangproject.com/web>

Weisman, C. (2012). Giving credit where credit is due: advancing the highly mobile student population toward high school graduation. *Family Court Review*, 50(3), 527-542.

Contact Information

Chris Hubbuch, *Principal*

chubbuch@estigers.k12.mo.us

 @ChrisHubbuch

Keelie Stucker, *Assistant Principal*

kstucker@estigers.k12.mo.us

 @KeelieStucker

Molly Kuebler, *Intervention Coach*

mkuebler@estigers.k12.mo.us

 @mollyjk11



— EXCELSIOR SPRINGS —
MIDDLE SCHOOL
— *Connecting to Tomorrow Through Innovation Today* —

