

SMALL SCHOOL...BIG RESULTS

DEMOGRAPHICS

- 200 students
- 40% free and reduced lunch rate
- Tier 1 team consists of 3 classroom teachers, administrator
- Tier 2 team consists of 3 classroom teachers, administrator and counselor

HOW WE STARTED...

- Identified our Code of Conduct and developed definitions as an entire staff
- Began looking at settings and developed expectations as an entire staff
- Believe that by including all staff helped with teacher buy-in
- STILL took us three years to implement with fidelity



GETTING TEACHERS ON BOARD AND INVOLVED

STAFF MANAGED BEHAVIORS VS. OFFICE MANAGED BEHAVIORS

- Importance of correcting students in a positive way
- Focused on consistency
- Challenges



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INFORMING STAFF

- Beginning of the year inservice
- Once a month early release professional development
 - Taught 8 Effective Classroom Practices
 - Modeled PBIS staff behavior

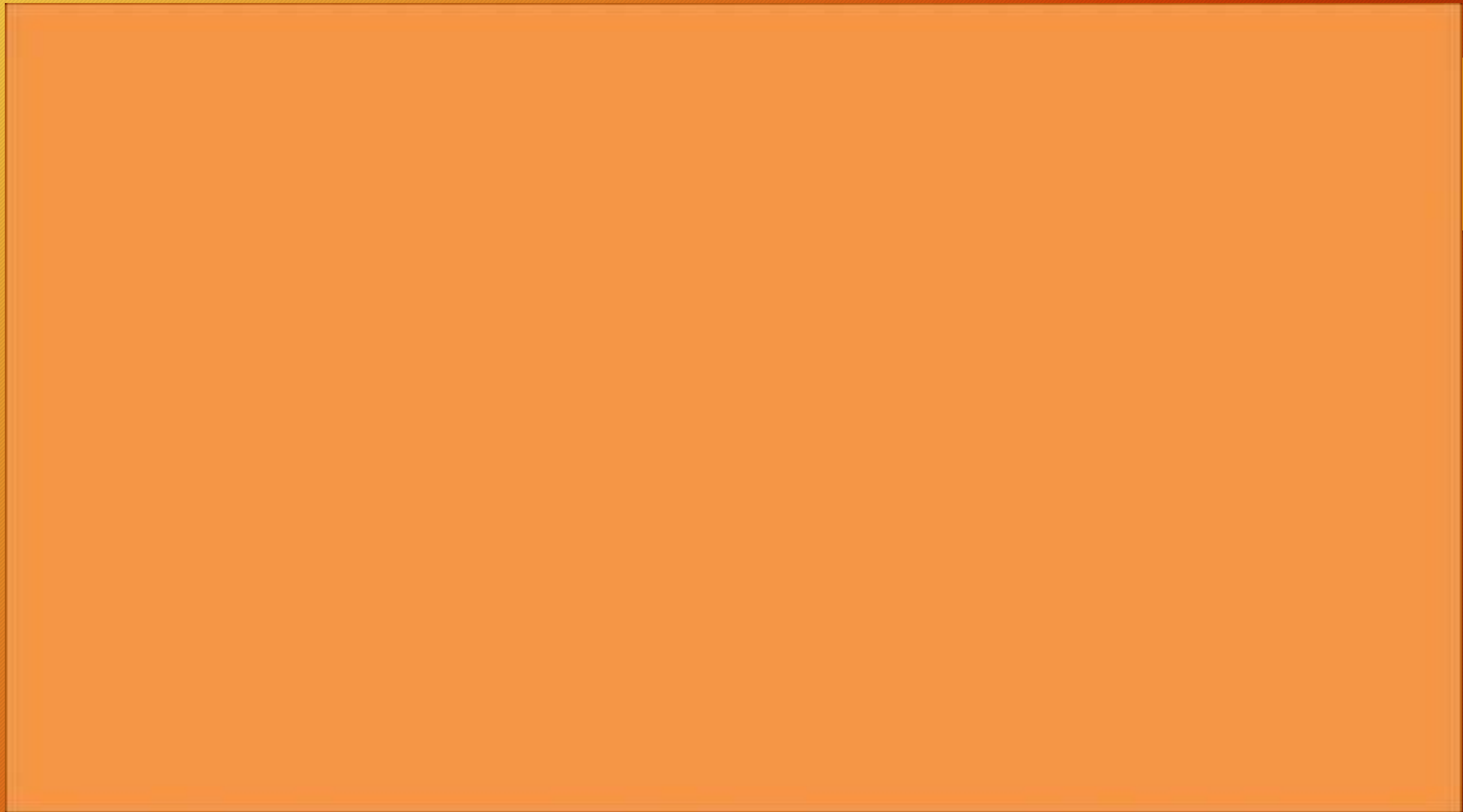
TEACHER INCENTIVES

- PBS Plinko
 - Peer nominated
 - Displayed in the workroom
 - Prizes
 - Jeans day, day off lunch duty, Sonic drink, player's choice, various gift cards
- C'een Being Positive Program
 - Stamps earned in various ways
 - In process of revamping

GETTING STUDENTS ON BOARD

TEACHING EXPECTATIONS

- Video Challenge
- Music Video Challenge
- Behavior Bootcamp



CLASSROOM SCENE

MAINTAINING EXPECTATIONS THROUGHOUT YEAR

- Every other Wednesday reteach expectation
- Signage of expectations in various settings throughout school
- Encouraged teachers to utilize PBS expectation language in classroom rules as well



STUDENT INCENTIVES

- Concordia Cash
- Quarterly Reward
- Student of the Quarter
- Day at the K

OUR RESULTS

ABSENTEES

2012 - 2013	Students were absent 2099 days
2013 - 2014	Students were absent 1780.5 days
2014 - 2015	Students were absent 1525.5 days

*25% increase in student attendance

TARDIES

- 2012 – 2013 594
- 2013 – 2014 495
- 2014 – 2015 405
- *32% decrease in student tardies

SUSPENSIONS

- 2012 – 2013 127
- 2013 – 2014 69
- 2014 – 2015 43
- *73% decrease in suspensions

TIER 2

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HOW WE GOT STARTED...

- A lot of planning happened during the summer before school started
- Developed team and assigned roles
- Developed our criteria for students to participate
 - Behavioral
 - Academic

DETERMINING WHICH STUDENTS QUALIFY

- Teacher Referral—pg. 35-37 of handbook
- Data Based—pg. 19 of handbook
- Universal Screening—pg. 45-46 of handbook
- *Pilot group was three seniors at risk of not graduating*

INTERVENTION OVERVIEW

- Determine the function of the behavior and assign appropriate intervention
- Discuss process with student and guardian
- Agree on goals/rewards and sign student contract
- Communicate with student's teachers regarding specifics on intervention

INTERVENTIONS—CHECK AND CONNECT

- Developed for students who want/need attention
- Assign graduation coach
- Student checks in at the beginning and end of the day
- Throughout day teachers evaluate student on daily goals and assign value on DPR—pg. 55-58
- During check out, coach calculates daily percentage to determine if student is meeting their goal
- Graduation coach records data in Advanced Tier Spreadsheet
- Weekly communication with parent and teachers

INTERVENTIONS—MODIFIED ACADEMIC CICO

- Developed for students with task avoidance
- Meet daily to a minimum of weekly to review grades
- Reviews credits needed to graduate with peers
- After school tutoring, minimum of 1 hour a week with graduation coach
- Discuss progress and follow up with students, teachers, and parent guardian
- Record progress of grades and collect data to be shared

SUCCESSSES SO FAR

- Student #1
 - 4 Fs to passing all classes
- Student #2 & #3
 - Severely at risk of not graduating, graduated in May
- Student #4
 - 4 Fs to passing all classes as of May 11th
- Student #5
 - Minor behavior issues to sparse discipline
- Student #6 & #7
 - 3 majors ODRs 1st Semester, no majors and limited minors 2nd semester
- Student #8
 - Baseline data at 70% for focus and using time wisely, average is now 94%

THINGS WE'VE LEARNED SO FAR...

- Entry criteria is vital to determining who qualifies
- Graduation coaches need to be diligent with both interventions
- Baseline data is useful for determining initial goals
- The more involved parents are the more likely the success

QUESTIONS???

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