

Teacher and Student Buy-In

Secondary Level



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Southern Boone Middle School

Our Story

- Contextual data
- Substantial growth over last 10 years
- Perceived lack of equity with discipline
- Staff frustrated at chronic student behaviors
- Grade-level teams set expectations and handle minor and major behaviors
- Students didn't work towards positive reinforcement incentives
- "We do it this way because we have always done it this way"
- Low teacher morale, poor school culture
- Slow, but steady decline in student achievement data



Pillars of Eagle Ethics (PBS)

- Main pillars of Eagle Ethics at Southern Boone Middle School
 - Behavior Management System
 - Majors vs. minors (Complete with behavior definitions)
 - Behavior Flow Chart
 - Positive Reinforcement System that motivates positive behavior
 - Eagle Bills, Student of the Quarter
 - Tiered approach to Discipline
 - Tier 2 Presentation
 - Teaching Expected Behaviors and Character Development Lessons
 - Effective Teaching and Learning Practices



Eagle Ethics Committee

.....

Team

Made up of administrators and teachers from all contents and grade levels.

Data Analysis

We analyze minor & major behavior data to create universal approaches to behavior patterns.

Accountability

Accountability of how universal systems are working.







Teacher Buy-In

Using PBS at the secondary level can be a challenge. Students are perspective and teacher buy-in is the single biggest factor that creates success with a PBS system at the secondary level.

- Is it effective? Does it give teachers the ability to focus on teaching? Does it NOT turn into one more thing teachers have to do?



Main Components of Teacher Buy-in

- Rebrand PBS ... we literally changed the name of PBS to Eagle Ethics
 - More than a “token system.”
 - **Behavior Management System. Does PBS lead to better behavior?**
 - Listen to staff and students ... actually listen to them
 - Survey all stakeholders regularly and start collecting longitudinal data
 - Does it NOT turn into one more thing teachers have to do?
 - Share successes AND failures with staff
- 
- 



* Behavior Management System



Southern Boone Middle School Matrix

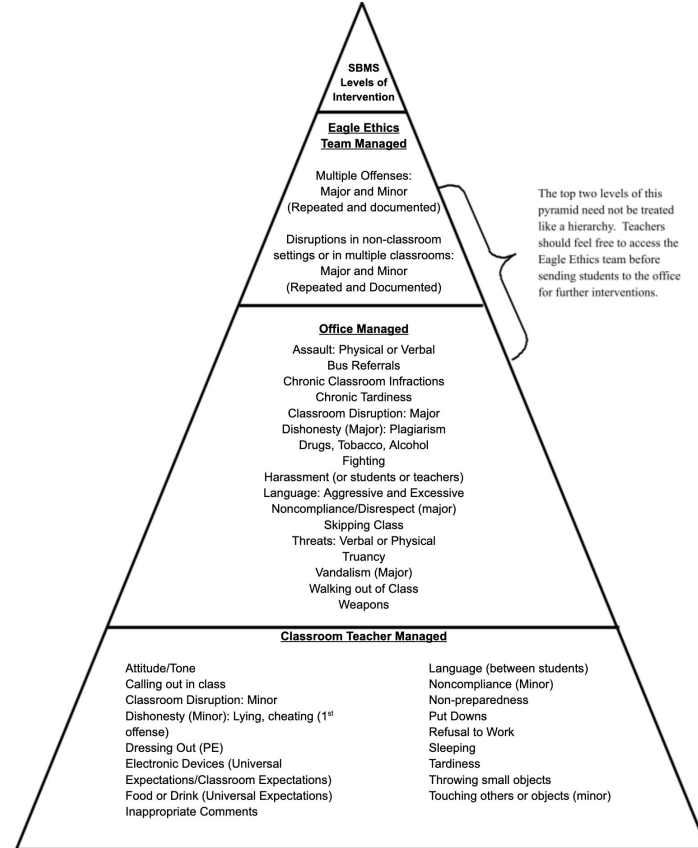


| | | | | | | | | |
|--------------------|---|--|---|---|--|---|---|--|
| SAFE | <p>KAHFOOTY/ FOLLOW TEACHER DIRECTIONS</p> <p>Sit in <u>assigned</u> area and stay seated.</p> <p>Eat or drink in the cafeteria.</p> <p>Dismissal: Sit in bus number area</p> | <p>KAHFOOTY/ FOLLOW TEACHER DIRECTIONS</p> <p>Sit in <u>assigned</u> area and stay seated.</p> <p>Keep all feet on <u>floor</u>.</p> | <p>KAHFOOTY/ FOLLOW TEACHER DIRECTIONS</p> <p>Walk to where you need to go</p> <p>Keep to the right</p> | <p>KAHFOOTY/ FOLLOW BUS DRIVER DIRECTIONS</p> <p>Remain in <u>assigned</u> seat.</p> <p>Get on/off at assigned bus stops</p> | <p>KAHFOOTY/ FOLLOW TEACHER DIRECTIONS</p> <p>Wash your hands</p> | <p>KAHFOOTY/ FOLLOW TEACHER DIRECTIONS</p> <p>Enter and exit classrooms in an orderly manner.</p> <p>Use materials appropriately.</p> | <p>Keep all passwords private.</p> <p>Take good care of your Chromebook.</p> | <p>KAHFOOTY/ FOLLOW TEACHER DIRECTIONS</p> <p>Sit in <u>assigned</u> area and stay seated.</p> |
| RESPECTFUL | <p>Use appropriate voice and language.</p> <p>Ask a teacher if you need to leave the assigned area</p> <p><u>Use aisle</u> to leave the bleachers.</p> <p>Dismissal: Listen for your bus number</p> | <p>Use appropriate voice and language.</p> <p>Ask a teacher if you need to leave the assigned area</p> <p>Touch only your own food.</p> | <p>Use appropriate voice, volume, and language.</p> <p>Observe everyone's personal space.</p> | <p>Use appropriate voice and language.</p> <p>Board bus quickly and quietly</p> <p>Listen to bus driver's instructions</p> <p>Be respectful of other bus riders</p> | <p>Use appropriate voice and language.</p> <p>Throw away paper towels in trash bins</p> | <p>Use appropriate voice and language.</p> <p>Listen while others are talking.</p> <p>Be considerate of others.</p> | <p>Only use your device.</p> <p>Practice and encourage good digital citizenship.</p> | <p>Use appropriate voice and language.</p> <p>Ask a teacher if you need to leave the assigned area</p> <p><u>Use aisle</u> to leave the bleachers.</p> <p>Focus attention on presentation.</p> |
| RESPONSIBLE | <p>Use electronic devices appropriately.</p> <p>Be on time.</p> | <p>Use Chromebook for school purposes.</p> <p>Take care of utensils.</p> <p>Clean up after yourself</p> | <p>Keep hallways clean.</p> <p>Help others if needed.</p> | <p>Keep aisle clear</p> <p>Keep food and drink away</p> <p>Arrive at <u>bus stop</u> on time.</p> <p>Use electronic devices appropriately.</p> | <p>Put electronic devices away.</p> <p>Return to class promptly.</p> <p>Keep bathrooms clean.</p> <p>Wash your hands</p> | <p>Use Chromebook for school purposes.</p> <p>Be on time.</p> <p>Stay on task.</p> <p>Be prepared with materials and assignments.</p> | <p>Bring Chromebook fully charged each day.</p> <p>Use Chromebook for your school work only.</p> <p>Keep cell phones away and off while in class.</p> | <p>Put electronic devices away.</p> <p>Stay in your own space.</p> |

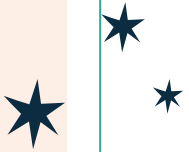
Matrix Link



Student Behaviors Defined



The top two levels of this pyramid need not be treated like a hierarchy. Teachers should feel free to access the Eagle Ethics team before sending students to the office for further interventions.

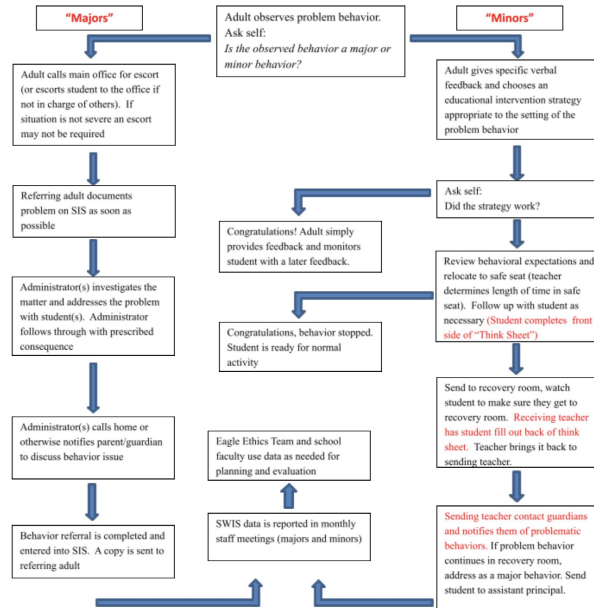


Behavior Flowchart

Instructional Procedures for Dealing with Problem Behaviors



The following is a procedural flowchart for managing students with problem behaviors. Teachers should follow this process in both classroom and non-classroom settings before submitting an office referral or a request for Eagle Ethics Team support. Major problem behaviors follow the path to the left and include any behaviors that display intent to physically or emotionally harm others, self, or property. Minor problem behaviors follow the path to the right and include events of low-level intensity behaviors that can be re-directed and re-taught.

[Flowchart Link](#)





Main Components of Teacher Buy-in

- Rebrand PBS ... we literally changed the name of PBS to Eagle Ethics
 - More than a “token system.”
 - Behavior Management System. Does PBS lead to better behavior?
 - Listen to staff and students ... actually listen to them
 - Survey all stakeholders regularly and start collecting longitudinal data
 - Does it NOT turn into one more thing teachers have to do?
 - Share successes AND failures with staff
- 
- 



**Listen to Staff and Students/Survey
all stakeholders regularly and start
collecting longitudinal data**

- Staff Culture Survey
- Staff Survey Results



Discipline Data (Major Referrals)

2015-2016

- 82

2016-2017

- 169

2017-2018

- 166

2018-2019

- 152

2019-2020

- 121

2020-2021



- 207

2021-2022

- 258
- 



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Does NOT Turn into One More Thing Teachers Have to Do!

- Eagle Bill rewards are all managed by StuCo and the Eagle Ethics Committee
- Eagle Bill rewards are fluid and many ideas are born from student suggestions
- Teachers are just asked to positively reinforce expected behaviors when observed. Emphasis is placed on specific feedback
- Expected behavior lessons and character development lessons are all created for teachers. Teachers are asked to teach lessons once a week.

Teacher Buy-in Success and Failures

Successes


- Behavior management far more consistent classroom to classroom
- Teachers know and teach expected behaviors with high levels of fidelity
- Positive reinforcement system is successful and motivating for most students
- Staff morale continues to rise even through a COVID

Failures

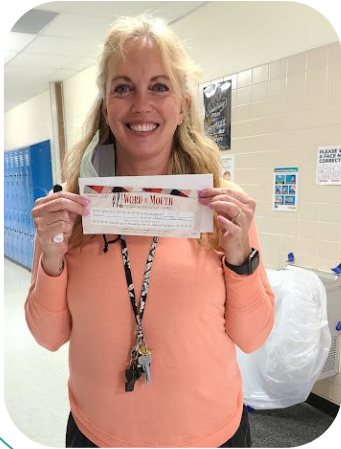
- Some teachers struggle to positively reinforce positive behaviors with Eagle Bills and specific feedback
- Character development lessons are purchased so not responsive to our schools specific needs
- 8th Grade students not as motivated by Eagle Bills as younger grade levels
- Teachers still struggle to input minor behaviors for data analysis purposes. Major office referrals continue to rise.
- Current work distribution is not sustainable. PBS leadership needs to be spread out and shared among staff.



Teacher Orientation

- Beginning of the year meeting
 - “New Crew” Monthly Meetings
 - Effective Teaching and Learning Practices
 - PBS Coach new teacher meetings
(Informal)
 - Teacher Mentors
 - Scheduling with a purpose
- 

Teacher Appreciation



Spin-The-Wheel Cart

Each month, the “Spin-The-Wheel” cart comes around with drinks and snacks. Each teacher spins the wheel for a prize. We have free lunch duty, 15 minutes break in any class, giftcard drawing, and jeans day.



Student Buy-In

PBS at the secondary level has to look different for students than it did in elementary. Students are constantly changing and crave consistency.

PBS at the secondary level should embrace change and consistency to ensure student buy-in.



★ Main Components of Student Buy-in

- Behavior Management System
 - Consistently taught behavior expectations
- Reward/Recognition System
 - Whole staff support
 - Fluid (student suggestions)
- Social/Emotional Focus
 - Second Step
- Student Voice
 - Culture Surveys
- Frequent Events & Assemblies



★ ★ Consistently Taught Behavior Expectations

- Welcome to Middle School Night (Current 5th Graders)
 - FAQ Sheet
- Student Orientation (only for new 6th Grade Students)
- 1st 2 Days of School Hourly Topics
 - Day 1
 - Day 2
- Expected Behavior Eagle Time Lessons (1st 2 weeks of school for all students)



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Student Recognition



Student of the Quarter

Student of the Quarter recognitions are intended to publicly acknowledge those students who exceed building-wide expectations on a regular basis. The Eagle Ethics team has found that students appreciate being recognized, and students who are *not normally acknowledged academically* are shown appreciation for what they do as a SBMS community member. **Students of the Quarter should demonstrate good citizenship, have strong attendance, good academics, and have a positive attitude at school.**

Eagle Bills

Eagle Bills are an incentive program designed to recognize positive behaviors in those individuals found upholding Eagle Ethics Expectations, as well as, those going above and beyond what is expected of them. Students are allowed to redeem Eagle Bills for items listed in the Rewards List, located on the Counseling Center website. Teachers and administrators are responsible for distributing Eagle Bills to students who meet and/or exceed the building-wide expectations set for on the Eagle Ethics Matrix. Eagle Bills are only redeemable if signed and dated by the issuing teacher/administrator.





Eagle Bill Rewards



We create multiple types of rewards to have an appeal for each student.

- Eagle Bill Cart
- Open Gym
- Assembly Participation
 - Teacher vs Student Games
- Quarterly Movie
- Admin/Counselor run the mile
- Lunch table goes first

Example
Data

Student of the Quarter



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- **Social/Emotional Focus**
 - **Second Step**
- Student Voice
 - Culture Surveys
- Frequent Events & Assemblies



Social/Emotional Character Development Lessons

- Fidelity of lessons being taught has been a major concern.
 - Inconsistently taught among staff
 - Adding one more thing to a teachers workload
 - Lacked student buy-in
- Eagle Ethics Committee created lessons
 - Pros - tailored to student body and discipline data
 - Cons - each format was different, adding to teacher workload, and messy
- Second Step
 - Pros - Researched based universal, holistic approach to social/emotional learning and VERY user friendly.
 - Cons - not tailored to student body or discipline



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Student Voice (Culture Survey)

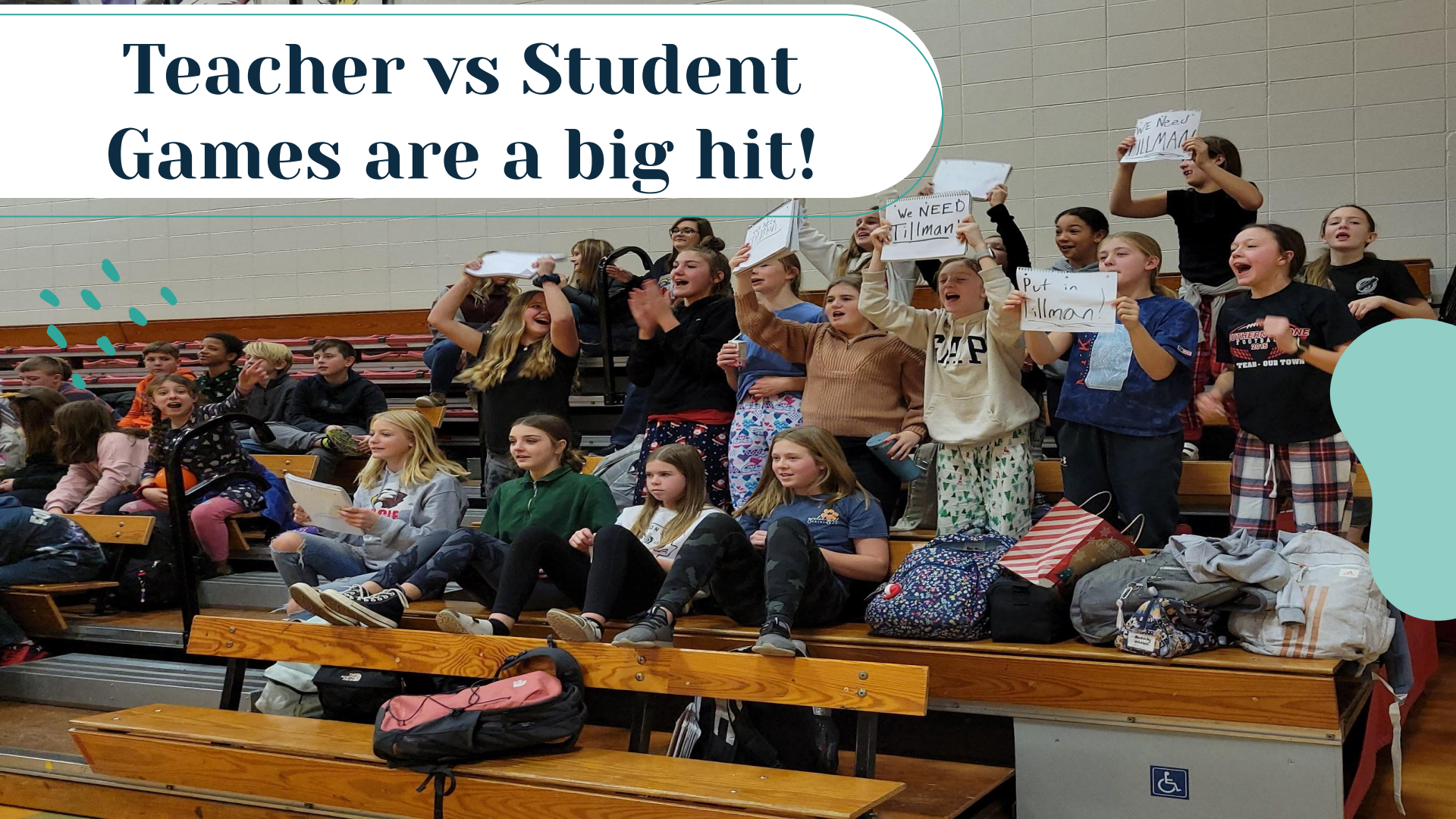
- Student Culture Survey
- Student Culture Survey Results

★ Main Components of Student Buy-in

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Teacher vs Student Games are a big hit!









Student Buy-in Successes and Failures

Successes

- Student morale has increased every year over the past 3 years (since we started collecting data)
- Positive reinforcement system is motivating to students
- Behavior referrals in common areas has decreased
- Brought the “fun” back to Middle School
- Every student has identified a trusted adult in the Middle School

Failures

- Discipline data (Major Office Referrals) have increased every year over past 5 years
 - 8th Grade students not as motivated by Eagle Bills as younger grade levels
- 
- 





RTI Program

We implemented an RTI Program 2 days a week to give teachers the opportunity to work with a small group of students for reteaching, make up work, or extra practice of content.





What is Eagle Time?

- 31 minute period of time every day (Mid morning)
 - Period of time for
 - Response to Intervention (RTI)
 - Eagle Bill rewards
 - Character development/Expected Behavior lessons
 - Classroom community building
 - Class sizes are smaller than a normal class size to increase the intentional relationship building.
- 
- 




RTI System

We identify students based on grades. Students are automatically assigned based on grades and teachers can request students they need to work with each week.

The system we created gives students time to work with teachers on content they need more clarity on and gives teachers a chance to pull students to reteach any concept.

Students who don't need to take advantage of this time have a choice of 5 - 7 Social Time Areas. Our clubs also use this time to meet and work on projects throughout the year.





| | A | B | C | D | E | F | G | H |
|----|---|-----------|------------|-----------------|---------------|----------------------|---------------------|----------|
| 1 | State ID | Last Name | First Name | Grade | Eagle Time | Wednesday Assignment | Thursday Assignment | Comments |
| 2 | <ul style="list-style-type: none"> Academic Time: <ul style="list-style-type: none"> Students who are automatically assigned to Academic Time are in Blue. Check the Intervention Tab to assign them to the correct teacher. Students may be assigned to the same teacher both days. Students may be assigned to a different teacher each day. If a student only has one class on the Intervention Tab, assign them to that teacher both days. Students in blue can not be assigned to Social Time Social Time: <ul style="list-style-type: none"> Students who are automatically assigned to Social Time are in Orange. Students can not be assigned to a different Social Time area each day. | | | | | | | |
| 3 | | | | 8 Botkin, Susan | BRADLEY | SMITH | | |
| 4 | | | | 8 Botkin, Susan | MORRIS | MORRIS | | |
| 5 | | | | 8 Botkin, Susan | Cafeteria | | | |
| 6 | | | | 8 Botkin, Susan | Cafeteria | | | |
| 7 | | | | 8 Botkin, Susan | Cafeteria | | | |
| 8 | | | | 8 Botkin, Susan | Art Club Only | | | |
| 9 | | | | 8 Botkin, Susan | Art Club Only | | | |
| 10 | | | | 8 Botkin, Susan | Cafeteria | | | |
| 11 | | | | 8 Botkin, Susan | GARES | MORRIS | | |
| 12 | | | | 8 Botkin, Susan | BRADLEY | BRADLEY | | |
| 13 | | | | 8 Botkin, Susan | Cafeteria | | | |
| 14 | | | | 8 Botkin, Susan | Gym | | | |
| 15 | | | | 8 Botkin, Susan | Art Club Only | | | |



RTI Resources




Teacher Instructions/Explanation

Student Announcement

Student Slide (sign up day)

2nd Semester Changes





Your Turn!

- Questions



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