



CPS-Positive
School Culture &
Safety

BACKGROUND



Students who miss classroom instruction due to disciplinary consequences are at risk for negative academic and social outcomes



THEORY



Decreasing Lost Instructional Days in 4, 6th Grade Classrooms in Mt. Airy

Project Leader(s): Heather Calhoun Revision Date: 11/05/2019 (v1)



Global Aim

All students and teachers will be mutually invested creating learning environments that are positive, productive, and engaging spaces for all.

SMART Aim

By May 20, 2020, we will decrease the number of lost instructional days due to exclusionary disciplinary consequences by 40% (from 105 to 63) in 4, 6th grade classrooms at Mt. Airy Elementary school.

Population

 6th grade classrooms at Mt. Airy Elementary school.

Interventions (LOR #) Key Drivers Enthusiastic and caring teachers Implementation of SEL curriculum (PATHS) and administrators Intervention PD to staff on PBIS, SEL, and Adequate provision of time and Restorative Practices resources Support Teachers with PAX/GBG implementation Clear and approved process for office vs. classroom managed behaviors Train data enterers on standard operating procedures Staff buy-in to PBIS framework Huddles w/QI-SEL School Social Workers Strong, healthy student-staff PD w/teachers on Power of Connection relationships Engaged, emotionally healthy Provide classroom-management training to teachers and PD on Implicit Bias students Targeted interventions for students receiving ≥3 Accurate Data Entry to inform consequences efforts

Legend

Potential intervention

Adopted/Abandoned intervention

Active intervention

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Note: LOR # = Level of Reliability Number, e.g., LOR 1

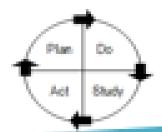
LEARNING CYCLES

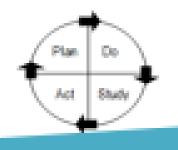


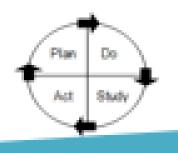
Ramp Summary



*To be completed after completion of each PDSA test cycle







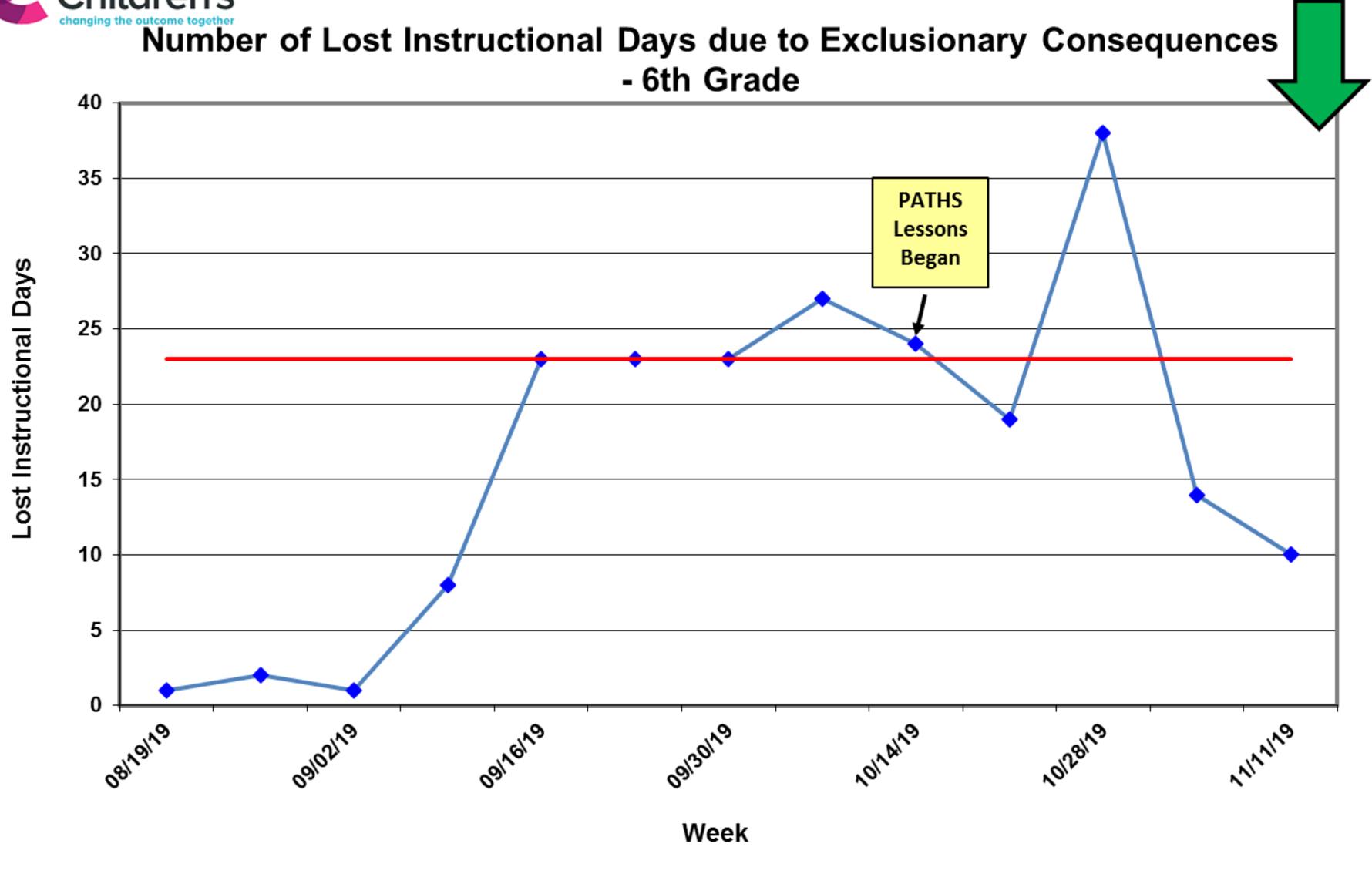
Plan	Do
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<enter name="" ramp=""></enter>	Test Cycle 1	Test Cycle 2	Test Cycle 3	Test Cycle 4	
Test Description:	Replicate basic Zones of Regulation Visuals and Strategies in 6th grade classrooms for "Frequent Flyers"	Continue basic Zones of Regulation Visuals and Strategies in 6 th grade classrooms for "Frequent Flyers". Add in "Size of Problem" component			
Test Population:	Students who are frequently assigned to ALC, all 4 6th grade teachers	Students who are frequently assigned to ALC, 2 6th grade teachers who have "bought into" this intervention			
Location of test:	General education classroom	General education classroom			
Duration (# hours/days/shifts/etc.):	5 days	5 days			
Executed by:	Teachers & Students	Teachers & Students			
Test Results:	34 teachers implemented the plan, 2/4 teachers said students				
Action (Adapt, Adopt or Abandon):	Adapt (ensure all teachers hang posters, ensure posters are visible, encourage teachers to use non-verbal prompts of strategy use)				
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RESULTS







Median

Goal

→ Number of Lost Instructional Days

MOST PROUD & WHY



Identifying an opportunity to generalize the great work in ALC to the classroom to help the students self-regulate their behavior.

GREATEST CHALLENGE



Gaining teacher buy-in when they have multiple competing priorities.





TEAM MEMBERS

Angel Roddy, Principal
Cindi Cherry, School Social Worker
Lindsay Whittle, School Psychologist
Amy Gerst, 6th grade teacher
Endora Chenault, ALC Facilitator