

CPS-Positive School Culture & Safety

BACKGROUND



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



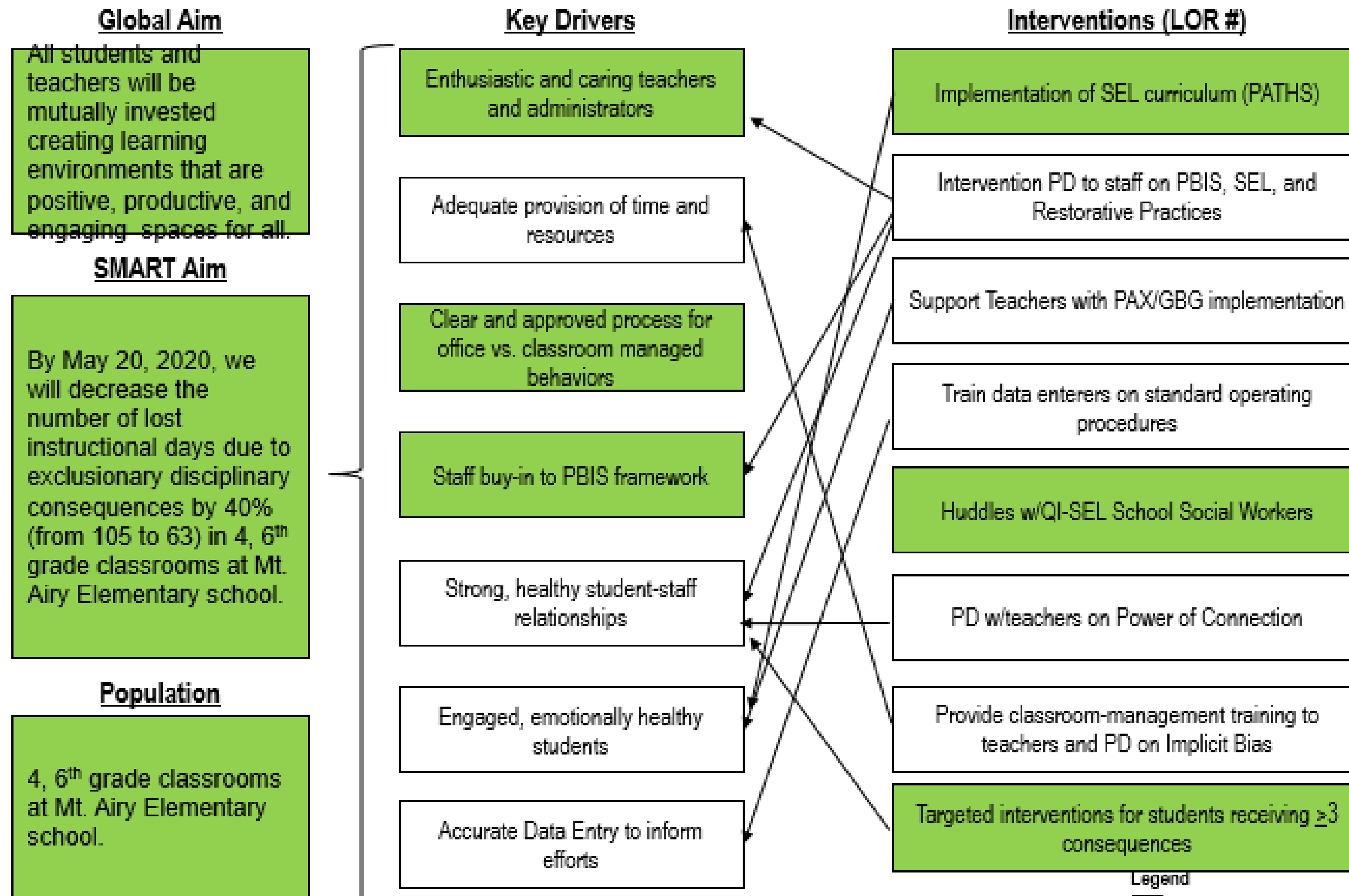
THEORY



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

Project Leader(s): Heather Calhoun

Revision Date: 11/05/2019 (v1)



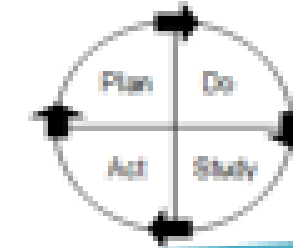
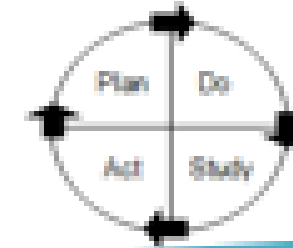
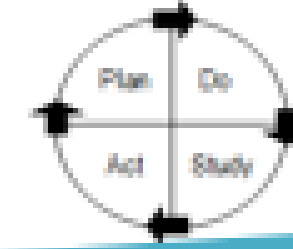
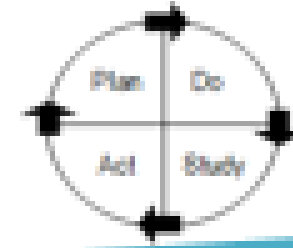
LEARNING CYCLES



Ramp Summary



*To be completed after completion of each PDSA test cycle

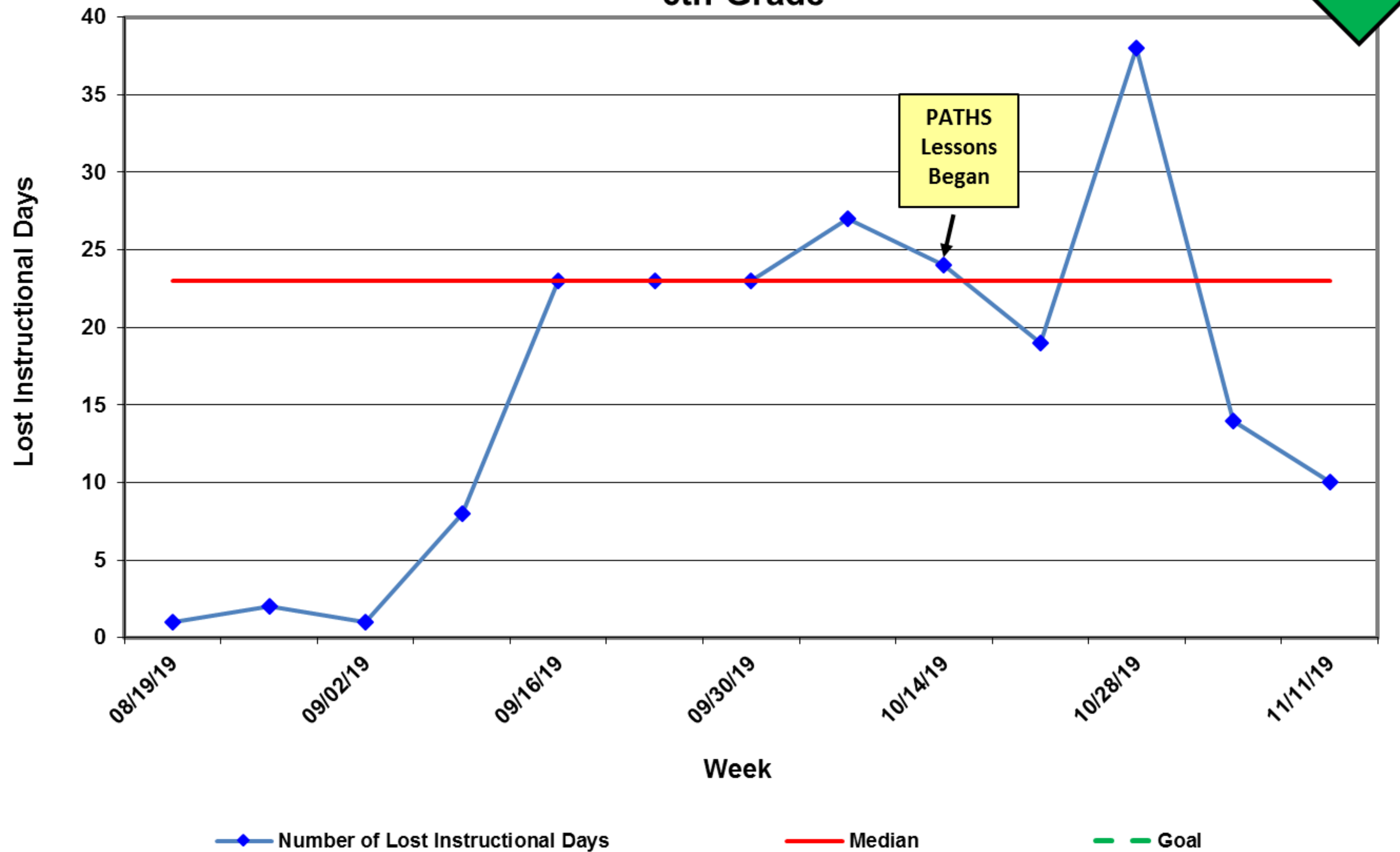


<Enter Ramp Name>	Test Cycle 1	Test Cycle 2	Test Cycle 3	Test Cycle 4
Test Description:	Replicate basic Zones of Regulation Visuals and Strategies in 6 th grade classrooms for "Frequent Flyers"	Continue basic Zones of Regulation Visuals and Strategies in 6 th grade classrooms for "Frequent Flyers". Add in "Size of Problem" component		
Test Population:	Students who are frequently assigned to ALC, all 4 6 th grade teachers	Students who are frequently assigned to ALC, 2 6 th 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:	3/4 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)			

RESULTS



Number of Lost Instructional Days due to Exclusionary Consequences - 6th Grade



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

