

Dixon Montessori Charter School PBIS Data 2016-2017

Dixon Montessori continues to utilize and improve the PBIS initiative. The 2016/17 school year saw a host of improvements including: Adding a Dean of Students, adopting Kickboard as a data collection tool, and creating a school-wide Behavior Management Plan.

The Dean of Students is responsible for the continued implementation, planning, and evolution of the PBIS initiative at Dixon Montessori. The goal of the Dean of Students this year is to encourage a culture of kindness, with proactive intervention and consistent consequences; the following items were implemented in order to support that goal.

Student Lessons

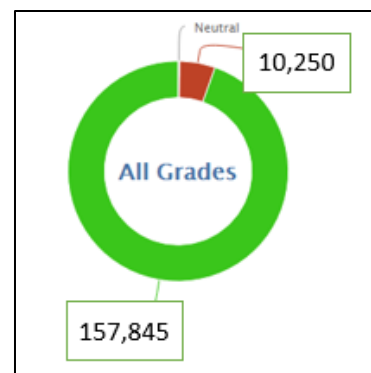
The first step in our goal toward a culture of kindness, with proactive intervention and consistent consequences was the distribution and training on a schoolwide proactive Student Expectation Lesson set (PowerPoints adapted from the PBIS Matrix). Students are taught expectations on what it means to be, “Safe, respectful, and responsible” in common environments and activities at DMCS. Environments included: School arrival, assembly, cafeteria, class party, classroom, hallway, office, playground, restroom, and student store. Lessons were posted on the Dean of Students page, emailed to teachers, and an example lesson was taught at a training early in the school year. All teachers used the provided lessons directly, or as a guide to proactively teach expectations to students in the first weeks of school.



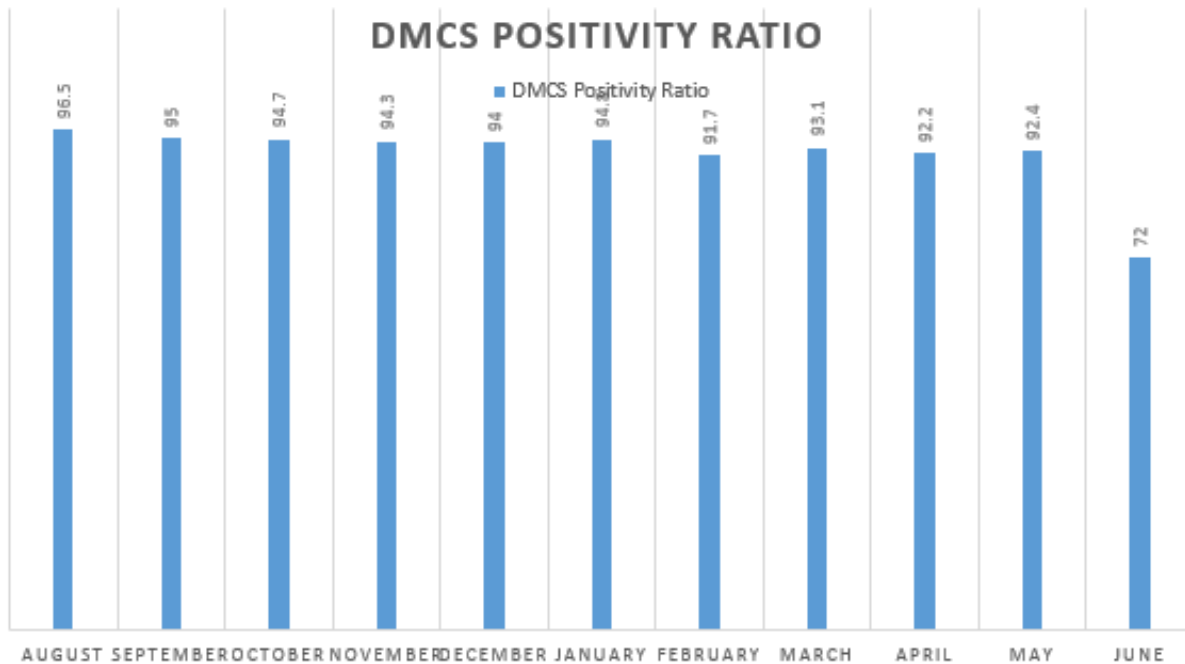
Data-Based Decision Making using Kickboard

As students learned and practiced expectations, teachers and administrators documented behaviors using a program called Kickboard. Using a computer or a cell phone we (teachers and administration) are able to mark expected behaviors like: Safe, Kind, Responsible, and Grit. These positive behaviors earn the student, and the school, positive MERIT points. Negative behaviors included things like: Disrespect, unsafe, or Off Task and take away MERIT Points. Negative behaviors also include class referrals, office referrals, ISS, and suspension. When a teacher enters a negative behavior into the program, a flag becomes visible (to that student’s teachers and administrators) next to the student’s name. As students earn more negative marks, more flags appear and let teachers and administration know where each student is on the progressive enforcement scale. Marked behaviors are stored online and are available for analysis. One example of data analysis was our “positivity ratio” the number of positive behaviors marked vs. the number of negative behaviors marked. Our goal as a staff was to mark 10 positive behaviors for every 1 negative behavior.

The behavior wheel on the right shows DMCS schoolwide behavior from August 10, 2016- June 1, 2017. Teachers used Kickboard to record a total of 168,095 behaviors over the 2016/17 school year. Of the behaviors recorded, 157,845 were positive and 10,250 were negative, giving us a 93.9% positivity- slightly better than our 10:1 goal.

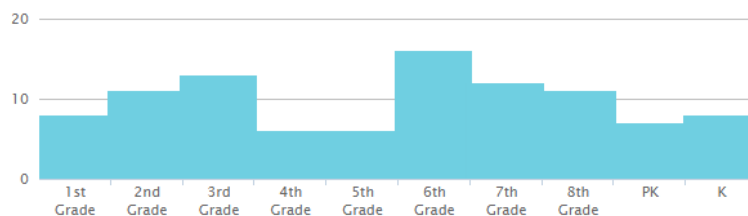
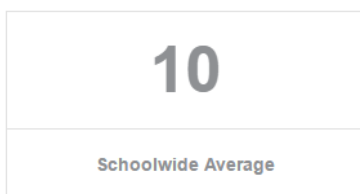


Each month behavioral data was collected and used to drive decision making at the class, and school levels. The administrative team used positivity levels as one indicator of the culture of kindness goal.



Positivity ratios remained high (10:1) over the course of the 2016/17 school year, but dropped in June to 72%. This drop was the result of multiple variables. Two main changes were less structure in most environments, and less kickboard usage by classroom teachers. Because of end of year activities teachers were positive, but did not enter positive behaviors on Kickboard. They did record negative behaviors, as did the administration.

Average Weekly MERIT Points Total



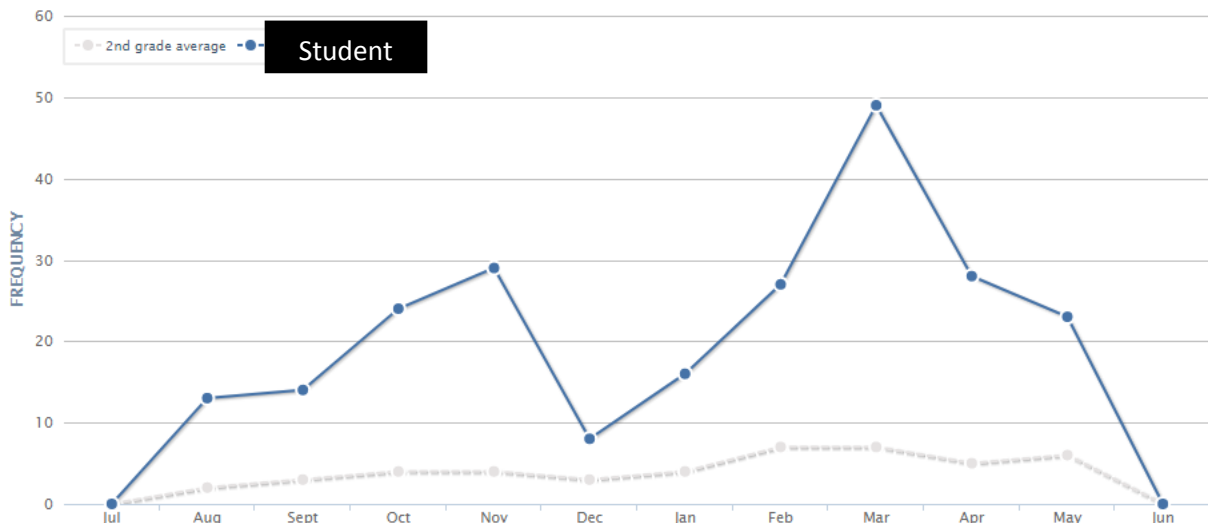
Students earned an average of 10 MERIT points per week. MERIT points are given when a teacher marks a positive behavior for a student. At the end of the month students receive a paycheck that reflects their behavior. Different classrooms used Kickboard with different frequency, and students' paychecks also reflected their teacher's usage of the Kickboard program. Our middle school and 2/3 classes used Kickboard with the most frequency, and our 4/5 teachers used it with the least frequency. Frequent flyers in the office showed an inverse correlation to the data shown above. In other words, teachers who used Kickboard more had better behavior in class.

	TK/K/1	2/3	4/5	6	7/8
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Frequent Flyers	6	11	19	8	10
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Each month Kickboard points are converted to MERIT Bucks. Students use their MERIT Bucks at our leadership run Student Store to purchase coupons to use in class. The coupons represent privileges in class like “line leader” and were designed to inspire intrinsic motivation, a feeling of importance, and a feeling of belonging. At the end of the year awards (Kickboard Champions) were given to the top three MERIT point earners from each grade level.

As student behaviors accumulate trends begin to surface. Teachers and administration are able to use the trends to help identify functional or environmental causes of negative behavior, and create an intervention plan to reduce unwanted behavior in the future. BIPs are written after analyzing behavioral trends, and target environmental or functional weak points.



The graph above compares negative behaviors between a student (blue line) and the rest of the class (grey dotted line). This graph shows that the student being analyzed has a much higher frequency of negative behaviors than their 2nd grade peers. It shows two peaks in behavior in November and March. It also shows major behavioral changes in November (dramatic drop in negative behavior), December (3 month escalation of unwanted behavior), and March (2 month drop in negative behavior). This information working in conjunction with the student, the counselor, the teacher, and parents gives valuable insight into the home and academic life of the child. Students, administration, the counselor, teachers, and parents who better understand a child are more likely to set up appropriate support and intervention strategies.

School-Wide Behavior Management Plan

This year the Dean of Students and Ms. Melissa (2/3 teacher) attended a training called, “Reducing Disruptive Behaviors to Increase Learning: Strategies that Work!” The training provided a myriad of strategies for behavior management, much more than we could use or could implement in one year. As a teacher/administrator team we discussed the greatest behavioral needs for Dixon Montessori and came up with a tiered school-wide management plan.

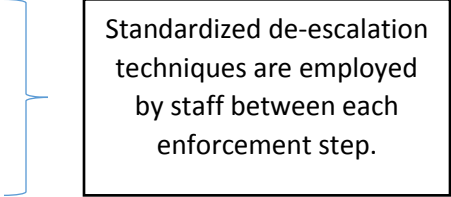
The School-Wide Management Plan was put in place half way through the year (February) and was used to refine and improve our previous behavior system. Changes included school wide expectations and enforcements as follows:

- **Expectations**

1. Follow Directions the First Time
2. Use kind and respectful words
3. Honor the speaker
4. Keep your hands, feet, and objects to yourself
5. Use materials correctly

- **Enforcements**

1. Warning/Correction
2. Think Chair
3. Loss of Privilege
4. Think Slip
5. Office



Standardized de-escalation techniques are employed by staff between each enforcement step.

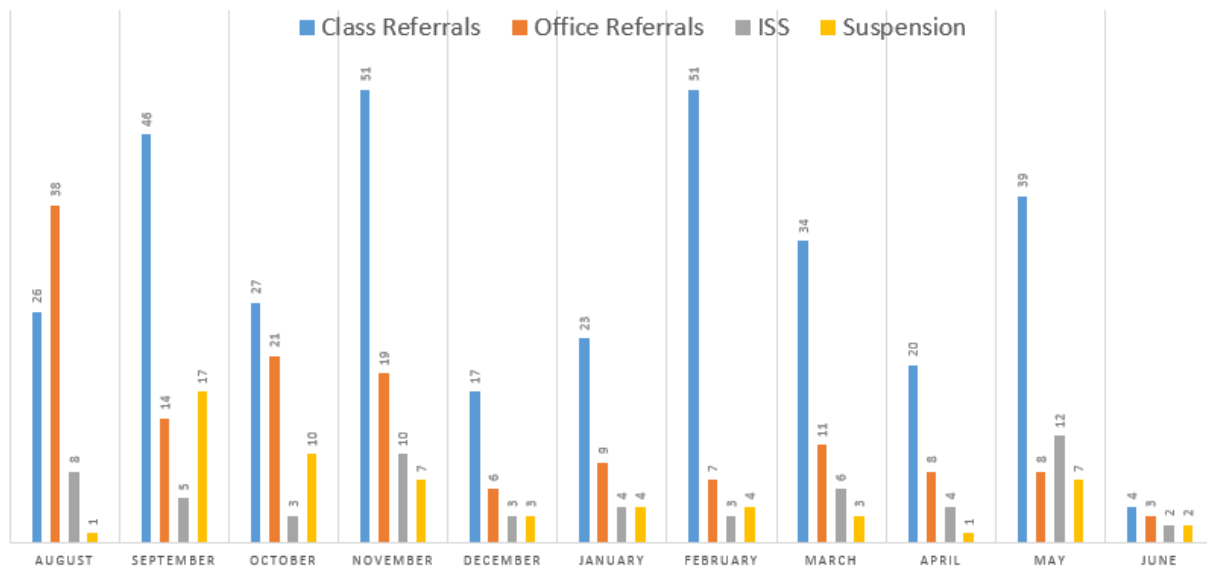
Teachers were trained on the School-Wide Management System by the Dean of Students and the PBIS Team. Teachers are now responsible for: Teaching every student the plan, posting expectations and enforcements in their rooms, sending the DMCS Management Plan letter to parents/guardians, integrating verbiage into daily instruction, issuing positive and negative consequences for wanted and unwanted behavior, tracking student behavior on logs or Kickboard, and keeping at least a 4:1 positivity ratio for each child.

Proactive intervention and consistent consequences are two ideas that are supported by the School-Wide Management System. Consequences are now clearer and more predictable.

Referrals and Suspensions

The disciplinary goal with referrals and suspensions was to maximize learning time for all students. Every student has the right to learn, and that right should not be taken away by a student who is misbehaving. Students who are misbehaving need to learn appropriate and academic skills so that they can spend more time in the classroom on academics.

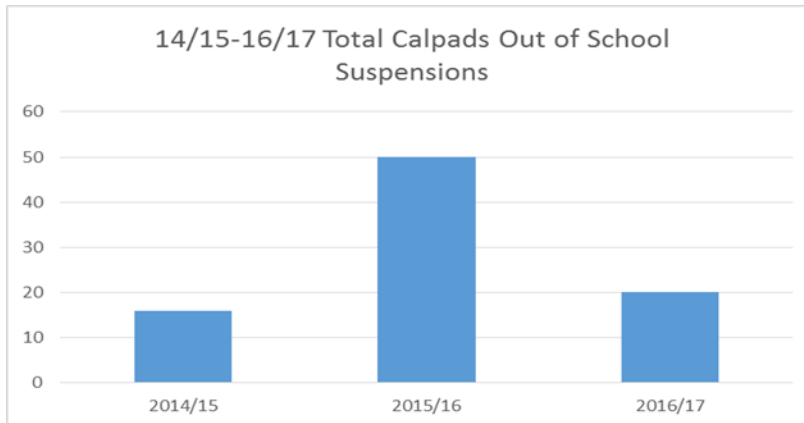
Students were only suspended after dangerous behavior, or after all other means of correction had been utilized. In an attempt to solve behavior problems the Dean of Students followed a process with each student who faced suspension. Alternatives to suspension were In School Suspension in the Alternative Learning Center, and Reverse Suspension (parent attends school with student). The chart below shows a change in consequences over the year. In the beginning of the year there were more suspensions than ISS, and over time we see that ISS was used more frequently than suspension. While attending ISS students were responsible for academic work, social skills work, and restorative work.



The Dean of Students created and follows a Standardized Progressive Discipline Framework for Positive Behavior Intervention and Supports based on principles grounded in research. This discipline framework assists in keeping consequences fair and predictable. A skeleton outline of the problem solving process is listed below.

Behavior Intervention Problem Solving Process

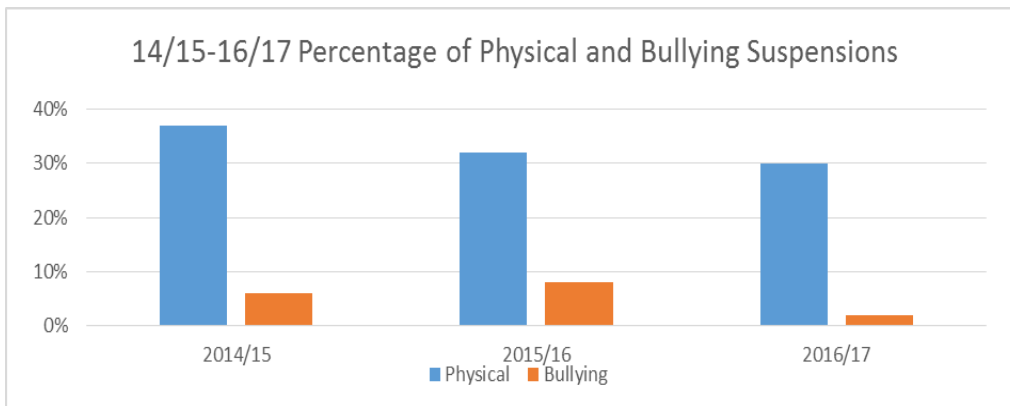
- Minor Offenses
 1. Teach behavioral expectations, social skills, and procedures
 2. Identify contributing environmental factors
- Ensure “All Other Means of Correction” have been utilized
 - Tier 1 behavior responsibilities
 1. Expectation Lesson Instruction
 2. Data Review by administration and teacher teams to determine “frequent flyers” needs.
 - Tier 2 behavior responsibilities
 1. Provide Targeted Skill Development with Dean of Students or Counselor
 2. Analyze “frequent flyer” progress with behavior trackers
 3. Conduct observations to identify environmental factors
 4. Conduct observations to identify functional factors
 - Tier 3 behavior responsibilities
 1. Implement BIPs
 2. Analyze and respond to progress monitoring data
 3. Consider alternative placements



Total CalPads Suspensions

Suspensions greater than .5 days were entered into the CalPads data system. The data in our three year timeline is volatile, and difficult to analyze because of the large number of variables.

Variables: Large number of new personnel for the 16/17 school year, changing student population, change in behavioral systems.



Bully prevention measures

- The Great Kindness Challenge
- Pizza Guys “Anti Bully Pledge”.
- Social Skills Counseling

Discipline record from our original WASC report

Discipline

DMCS adopted the Positive Behavior Interventions and Support program (PBIS) in 2013. A team of teachers attended professional development provided by the El Dorado SELPA to implement PBIS at DMCS. Ongoing professional development is provided to the staff throughout the school year. A behavior matrix of expected behaviors have been created and posted on campus and in classrooms. Currently, middle school leadership class is in the process of developing videos to represent behaviors on the matrix. Positive reinforcement strategies have been implemented in all settings.

Discipline referrals were redesigned for easier and more precise uses. Minor behaviors are documented on discipline referral forms and handled by the classroom teacher. Parents are contacted by issuing

teacher should a “minor” referral be issued. Three “minor” behavior referrals result in a “major” referral and are handled by Administration. Specific behaviors may result in an automatic “major” office referral. Major and Minor behaviors are listed on referral, as well as possible cause(s) for the minor/major behavior (PBIS). Discipline records are kept track on OASIS and Calpads. Referral numbers have decreased this past year due to implementation of PBIS on campus and consistent reinforcement of expected behaviors across grade levels and settings.