CPS-Positive School Culture & Safety
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
4, 6th grade classrooms at Mt. Airy Elementary school.

Key Drivers
- Enthusiastic and caring teachers and administrators
- Adequate provision of time and resources
- Clear and approved process for office vs. classroom managed behaviors
- Staff buy-in to PBIS framework
- Strong, healthy student-staff relationships
- Engaged, emotionally healthy students
- Accurate Data Entry to inform efforts

Interventions (LOR #)
- Implementation of SEL curriculum (PATHS)
- Intervention PD to staff on PBIS, SEL, and Restorative Practices
- Support Teachers with PAX/GEG implementation
- Train data enterers on standard operating procedures
- Huddles w/Q-SEL School Social Workers
- PD w/teachers on Power of Connection
- Provide classroom-management training to teachers and PD on Implicit Bias
- Targeted interventions for students receiving ≥3 consequences

Legend:
- Potential intervention
- Active intervention
- Adopted/Abandoned intervention
LEARNING CYCLES

Ramp Summary

*To be completed after completion of each PDSA test cycle

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Test Cycle 1</th>
<th>Test Cycle 2</th>
<th>Test Cycle 3</th>
<th>Test Cycle 4</th>
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</thead>
<tbody>
<tr>
<td>Test Description:</td>
<td>Replicate basic Zones of Regulation Visuals and Strategies in 6th grade classrooms for &quot;Frequent Flyers&quot;</td>
<td>Continue basic Zones of Regulation Visuals and Strategies in 6th grade classrooms for &quot;Frequent Flyers&quot;. Add in &quot;Size of Problem&quot; component</td>
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<tr>
<td>Test Population:</td>
<td>Students who are frequently assigned to ALC, all 4 6th grade teachers</td>
<td>Students who are frequently assigned to ALC, 2 6th grade teachers who have &quot;bought into&quot; this intervention</td>
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<td>Location of test:</td>
<td>General education classroom</td>
<td>General education classroom</td>
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<tr>
<td>Duration (# hours/days/shifts/etc.):</td>
<td>5 days</td>
<td>5 days</td>
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<tr>
<td>Executed by:</td>
<td>Teachers &amp; Students</td>
<td>Teachers &amp; Students</td>
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<td>Test Results:</td>
<td>¾ teachers implemented the plan, 24 teachers said students</td>
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<td>Action (Adapt, Adopt or Abandon):</td>
<td>Adapt (ensure all teachers hang posters, ensure posters are visible, encourage teachers to use non-verbal prompts of strategy use)</td>
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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