

A School P.R.I.D.E. Program will Change Your School for the Better Almost Instantaneously

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Background That Led to Your Team's Inquiry:

Our team was looking at a way to decrease student referrals through a positive based reward system. Our student referrals from teachers had risen through the most recent years, and numerous disciplinary approaches were attempted with some success through a newer consistent policy, but it still wasn't showing the kind of results that we hoped for.

We sent a team of teachers along with an administrator and counselor to Jeffersonville High School to look at their version of PBIS which they entitle their PRIDE system. Our teachers returned to the high school, began meeting with a committee of teachers, student leaders and an administrator and counselor and created our own version of a PRIDE system.

Therefore, the purpose of our action was to institute this new PRIDE program and to measure it through our online teacher/student referral system to see if we could see any marked improvements.

Statement of Your Team's Wondering:

With this purpose in mind, we wondered if the positive based approach, or what we had labeled as our PRIDE Rewards program would in fact decrease student referrals to our administrative offices for discipline as compared to previous years.

Methods/Procedures:

To gain insights into our wonderings, we implemented this new PRIDE Program when we returned from the Christmas Holiday break. We developed to distinct types of PRIDE cards and rewards; one of which was simply what we called our everyday PRIDE system where we had small business card size cards that simply had the letters P.R.I.D.E. printed in large bold print on them. Students could get these from a teacher or staff member for any kind of reason that involved a positive action, etc. For example, I witnessed teachers giving them out to a group of students who finished a project on time and stayed on task, another give a card to a student who held door open for other students to enter, another for picking up some trash off of a table. (These cards were only taken by staff and teachers who chose to participate, not mandatory for anyone) and at first only about 60% of staff took them to hand out, but when results began returning, more and more chose to participate. The students would keep these cards and every Friday we opened up what we called our PRIDE store which was next to cafeteria and at lunch students could use these cards like cash to trade in for school items, such as pencils, file holders, notebooks, etc, as well as prizes such as ear buds, headphones, tickets to prom, all-sports season passes and even yearbooks.

Then once a month, we had what were entitled our GOLD PRIDE cards and we would randomly announce via loud speaker that, "Everyone who arrived to your class on time, has on your student ID and has your materials

for class gets a Gold PRIDE card. (This was mandatory for all teachers to participate). The students then turned these cards into a box in the cafeteria with their name written on the back in order to be eligible for a big drawing. We did this three times through end of year and gave away over \$150 in gift cards to two separate students, and right before March Madness, another student received a 42" TV.

Concord PRIDE

White Ticket Redemption
Spring 2018



5 tickets	10 tickets	15 tickets	50 Tickets
School Supplies	5-Day Budge Pass	Headphones	All-Sport Pass for next fall.
Snacks 1 snack or 2 Twizzlers or 2 suckers	Nike Lanyard	1 Dozen Martin's Donuts (Order in advance for a Friday morning)	2 Pizzas delivered during your lunch on a Friday (advance order)
AA/AAA Battery Pack	Choose Cell Phone Accessory -Earbuds -Arm Band -Case	\$10 Food/itunes/or Amazon Gift card (Order in advance and pick up from bookkeeper)	3 Movie Tickets
Friday Cookie			Drive and Shine Car Wash Book (6 washes)

Subject to change based on item availability

We had already created an online teacher/student referral system that automatically tracked all referrals to our administrative offices for discipline. We had conducted an analysis the previous year of how those referrals with consistent discipline policies compared to previous years and then we broke that previous year's discipline down by dates, so when we began this program in January, we were comparing apples to apples, IE, January last year to January this year and so on.

We began to see almost immediate results with some slight reductions to our referrals, but by March we had noticed a more than 20% decrease and by the end of the year our referrals were down by 33% from the same period the year before with no other changes in our system other than adding this positive based approach for rewarding good behavior.

Stating Your Team's Learning and Supporting it with Data:

As a result of analyzing our data we came with the following conclusions: 1) The success of this program was because it was teacher and student driven and was not mandated for all teachers to participate as it began and it was simple and almost effortless to participate. 2) We recognized an almost immediate reduction in discipline and in the overall atmosphere and environment of our campus on the part of students and teachers alike. 3) The end results of the reduction of referrals exceeded our expectations and it was so effective and brought such amazing results that teachers are already looking at ways to add to the awards and rewards part of our program for this upcoming year.

Providing Concluding Thoughts:

This entire process was a great opportunity for our IPLI team to go back and get our entire school involved in an action research project. Students and teachers alike took great pride, no punn intended, in the ownership of this process.

As previously stated, teachers are already looking to increase and improve on the awards and rewards pieces to this program. This process of tracking data and looking at research is now spreading into other facets of our school, IE, our school schedule and its impact on students and learning and our ISTEP testing preparation and processes and how it impacts our final results, the kid's test scores.

The teachers from this team are a part of what we call our A+ team or what some reference as the School Improvement team, and they are having a positive influence on how the entire team is working, planning, organizing and analyzing the issues the school now faces and making plans for approaches for the upcoming year and future years thereon.

This process has been rewarding for us as a school and an amazing journey of learning for me as a school leader.

References:

N/A