

From the Hallways to the Classroom:

Name of School: Clay High School

Principal's Name: Tim Pletcher

Principal's Email: tpletcher@sbcsc.k12.in.us

Team Members' Names: Ian Lewis and
Dakota Foster



Background Leading to our Inquiry

Initial Survey Results:

- *Students in the halls-53%
- *Security--20%
- *Betterculture/
Climate/
Relationships--18%
- *Teacher
Accountability--14%
- *Student Behavior--10%

Clay High School has a history of attendance / tardiness issues with students wandering in the hallways and recently had a transition in leadership, during the middle of the first semester. We have an undeveloped school culture and have not been implementing PBIS



Purpose of This Inquiry

To improve student academic performance by implementing Positive Behavior Interventions and Supports (PBIS) and strategies into our school culture. We will need to scaffold our roll out to address more pressing needs first and then systematically roll out new strategies.



Our Wondering

How will modifying our attendance/tardy policies affect student attendance, specifically the number of tardies students accumulate, begin to change the culture at our school, putting an emphasis on being consistently in class on time?

Will the number of students accumulating excessive tardies (9 or more) be reduced? Will there be a noticeable difference in the number of student issues related to tardiness be reduced?



Our Actions

We began by surveying our staff to gather feedback on what our hallway issues were specifically and how this is shaping our school culture. Then, we implemented a new attendance policy with the aim of all staff consistently adhering to this policy, while also articulating the importance of being to class on time to our students. This involved colored late passes for our morning attendance, which was difficult to assess with regular late busses. After this policy was rolled out, we began regular check-ins with staff during our twice a month staff meetings to monitor and gather feedback. We will also pulled attendance and discipline data as it related to attendance on a monthly basis. At the end of our cycle, we will again survey the staff to obtain feedback on our progress.

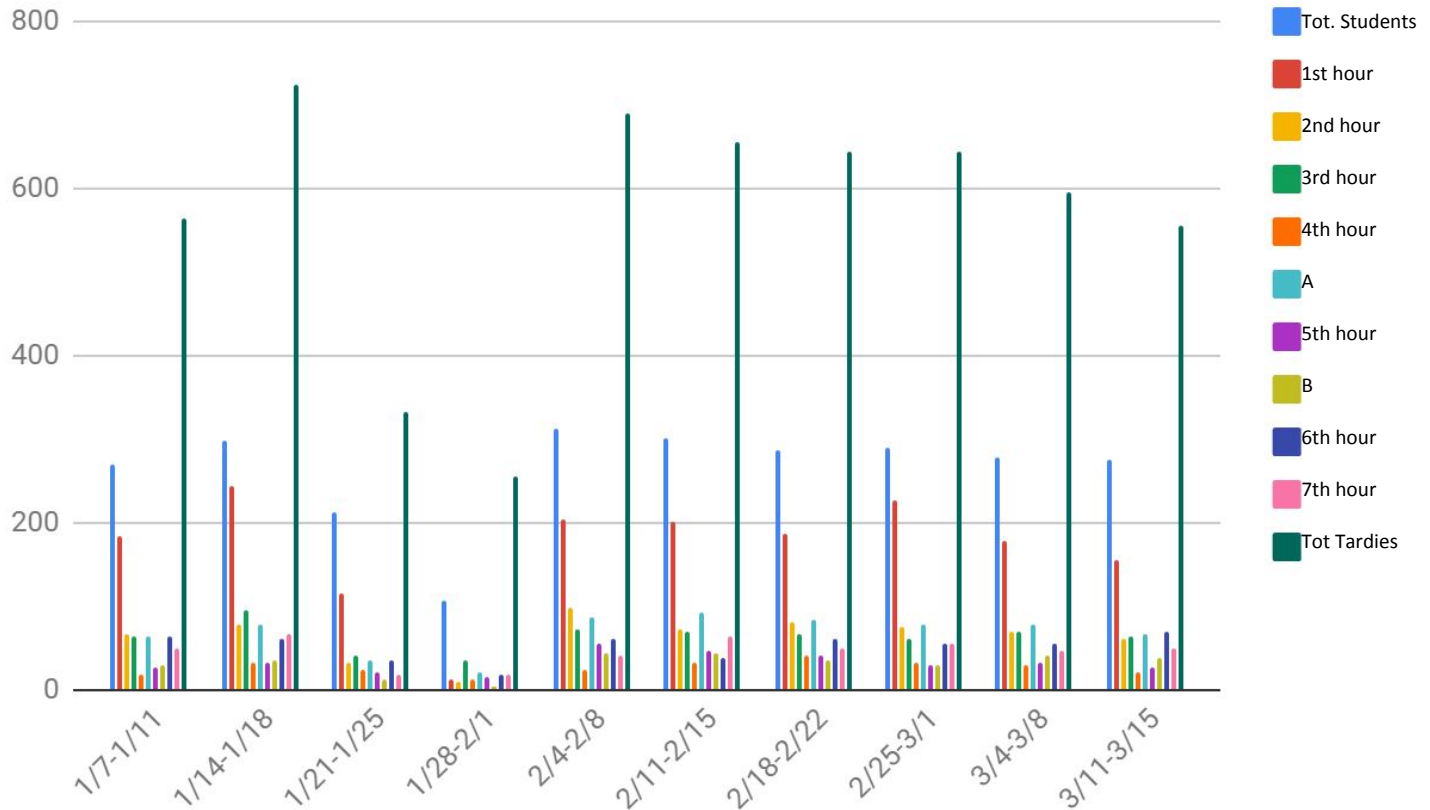


Data Collection

The data collection will consist of a pre and post survey of the staff to determine the biggest concerns with hallway issues. In the interim, we will collect data at staff meetings via surveys, exit tickets, and discussion on a formative basis. Furthermore, we will pull attendance data from PowerSchool to monitor any trends each month.

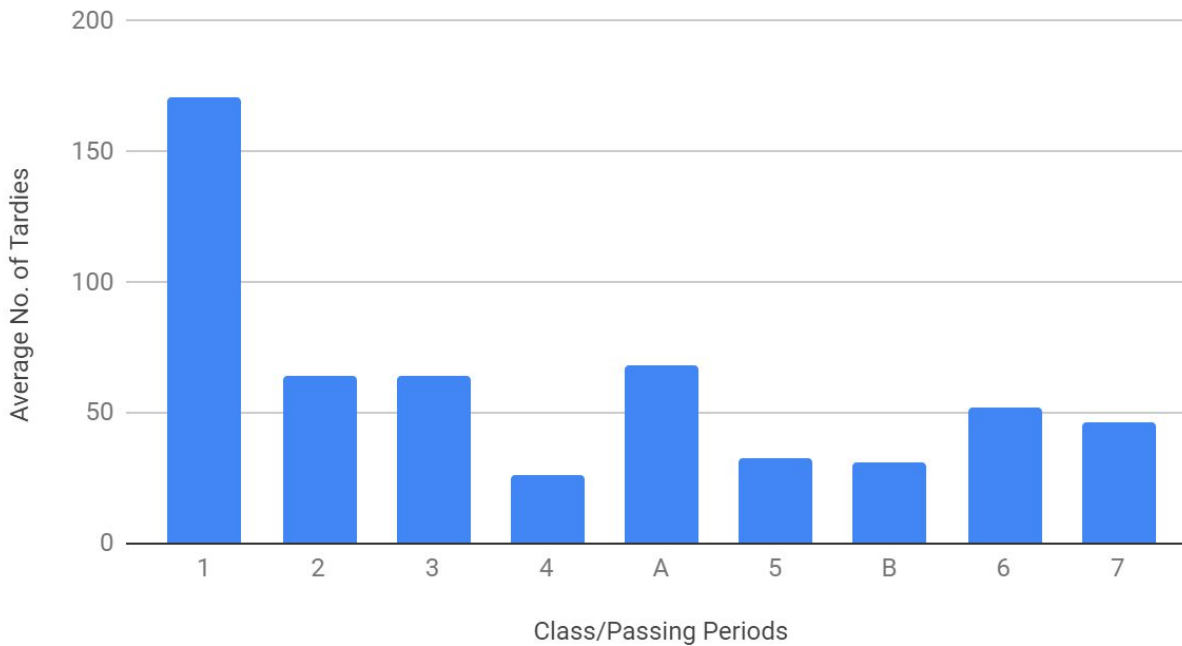


Our Data



Our Data

10 Week Averages--Tardies Per Passing Period



Total Averages:

Students: 263.1

1st hour: 170.9

2nd hour: 64.3

3rd hour: 64.1

4th hour: 26.6

A: 68.2

5th hour: 32.6

B: 30.8

6th hour: 51.7

7th hour: 46.3

Total Average Tardies
Per Week: 566.2



Our Data

Anecdotal Responses From Staff:

- Whoever is shagging them out of their halls, their coming to our halls back in CTE / Mechanics..
- "I like the morning late passes and color coding because i know if they've pocketed it it's from a different day."
- People aren't returning them to the office.
- Staff needs to help in halls in the morning or on their passing periods.
- Any progress on allowing us to do the attendance where it says "late bus" or gives a reason for tardies. Also wants time increments.
- If we really were implementing where the security is at their posts, we would be able to round them up. Security is not at their posts or they just shoo them to different areas but they never really get to class



Our Discoveries

- We still have an attendance issue / tardies.
- We are still trying to break a long-standing culture.
- Bussing is still an issue.
- Lack of consistency among staff.
- Teachers not taking attendance.
- We don't have specific buttons in PowerSchool for reasons why students are tardy.
- Teachers not letting late students in which added to our hallway problem.
- Secretary not giving passes.



Where We Are Heading Next

1. We will dedicate more time to our PBIS and core team meetings.
2. We will offer more professional development.
3. We will pull data on a regular basis and address concerns and red flags.
4. We will regularly pull students who are habitual attendance offenders, call home and talk to the student. This will help our students not fall through the cracks.
5. We will talk to security about a plan to enforce.



Bibliography

Marzano, R. J., Warrick, P., Simms, J. A., & Livingston, D. (2014). *A handbook for high reliability schools: The next step in school reform*. Bloomington, IN: Marzano Research Laboratory.

McDowell, M. (2018). *LEAD LEARNER: Improving clarity, coherence, and capacity for all*. Los Angeles: Sage Publications.

Ritchhart, R. (2015). *Creating cultures of thinking: The 8 forces we must master to truly transform our schools*. San Francisco: Jossey-Bass & Pfeiffer Imprints, Wiley.



From the Hallways to the Classroom

By: Tim Pletcher, Principal South Bend Clay High School

Dakota Foster, English Teacher

Ian Lewis, Special Education Teacher

Background That Led to Our Inquiry:

Clay High School has a history of attendance / tardiness issues with students wandering in the hallways. Recently the school had a transition in leadership during the middle of the first semester. We have an undeveloped school culture and have not been implementing PBIS. One assistant principal and Mrs. Foster and Mr. Lewis attended PBIS training in the fall, and we needed to formulate a plan for implementation. As a result, we took an initial survey of the staff to get input from the staff as to what they thought were the larger issues in the school. The results were:

*Students in the halls-53%

*Security--20%

*Betterculture/Climate/Relationships--18%

*Teacher Accountability--14%

*Student Behavior--10%

The purpose of this inquiry, then, was to improve student academic performance by implementing Positive Behavior Interventions and Supports (PBIS) and strategies into our school culture. However, we will need to scaffold our roll out to address more pressing needs first and then systematically roll out new strategies. In this instance, we started with the hall issue.

Statement of Wondering:

How will modifying our attendance/tardy policies affect student attendance, specifically the number of tardies students accumulate, begin to change the culture at our school, putting an emphasis on being consistently in class on time?

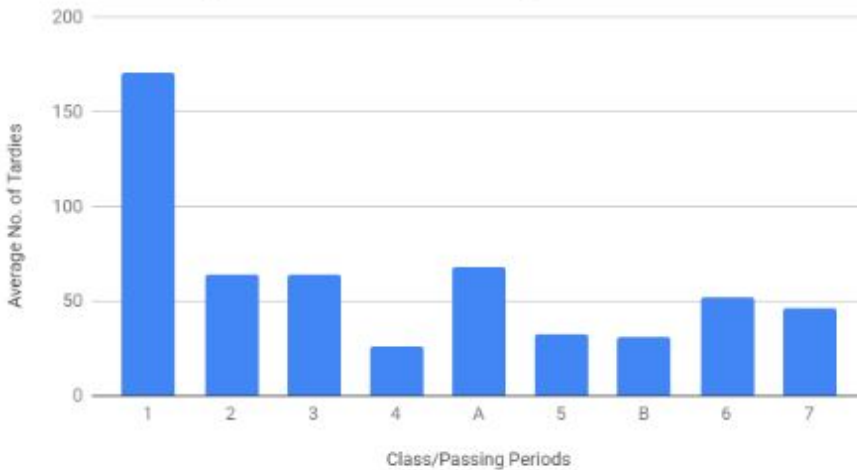
Methods/Procedures:

We began by surveying our staff to gather feedback on what our hallway issues were specifically and how this is shaping our school culture. Are biggest issues were tardies, specifically at first hour and around our lunches.

Then, we implemented a new attendance policy with the aim of all staff consistently adhering to this policy, while also articulating the importance of being to class on

This next chart shows that our problem times are 1st hour and 4th hour around lunch time.

10 Week Averages--Tardies Per Passing Period



Total Averages:

Students: 263.1
1st hour: 170.9
2nd hour: 64.3
3rd hour: 64.1
4th hour: 26.6
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Total Average Tardies
Per Week: 566.2

Based on our formative surveys and post staff survey, the staff appreciates the progress we are making. With that said, there are some other concerns that have developed. For example, in trying to have security be more mobile as they police the building, students have shifted their "hiding spots". Students are now taking different routes to different hideouts in parts of the building that were not common such areas before. Also, the staff has identified that too few of them are consistently doing hall duty between passing periods. However, most appreciate our new colored late pass system to start the day. This pass allows students who are legitimately late to school because of bus issues or other late arrivals, to grab breakfast and be admitted to class.

Our final analysis brought us to the following conclusions:

- We are still trying to break a long-standing culture.
- Bussing is still an issue.
- Lack of consistency among staff in monitoring, taking attendance, and following the new tardy policy.
- We don't have specific buttons in PowerSchool for reasons why students are tardy.

Providing Concluding Thoughts:

To move forward, we need to work to be more consistent in reshaping our school culture. This action research was tough in that there was an administrative change in the middle of the school year. Mr. Pletcher was dropped in mid-stream, and he had to assemble a team on the fly. With that said, we have made good strides, but the project could have been more well thought out and executed. It does, however, give us a good starting point.

We all agree we need to reconsider our attendance policies and how we track that data. We need additional codes added to PowerSchool to collect more accurate attendance/tardy data.

Next, we need more consistent professional development for staff. This will go a long way toward calibrating our expectations and how to interact with our students. We also need to revisit how we communicate regarding tardiness and attendance. This will require a reorganization of administrative duties, which is underway as we speak.

Once these items fall into place, we can begin to scaffold more PBIS interventions to the masses. This is also part of our long range professional development plan. We understand that changing culture can take time, but it is a worthwhile investment.

References:

Marzano, R. J., Warrick, P., Simms, J. A., & Livingston, D. (2014). *A handbook for high reliability schools: The next step in school reform*. Bloomington, IN: Marzano Research Laboratory.

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