

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

By: Greg Dettinger, Concord High School

Team Members Names: Kathy Greene, Joe Wharton

Contact: greg.dettinger@gmail.com

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

PRIDE Program Overview

Overview:

- PRIDE
 - Stands for persistence, respectfulness, integrity, dependability, efficiency - - comes from the state
 - Modeled after Jeffersonville but tweaked to fit CHS
 - The Big 5
 - We chose to focus on 5 behaviors - - be on time, be on task, responsible use of technology, appropriate language, respect - - to put the program in action
 - This is a small component of the overall PRIDE program and an effort to start something without overwhelming everyone
 - Each all call will target at least one of these behaviors
 - Goals for current year:
 - We are in the very early stages and are taking it slow in order to do it right
 - Monthly "big" prize rewards given through a drawing
 - PRIDE store where students can use white tickets to purchase various items
 - Staff Expectations
 - Participate or don't; it's 100% up to you
 - Team Members:
 - Staff - - Gay Burton, Mike Jackowiak, Kathy Greene, Maries Leszczynski, Joe Wharton, Heather Bohn, Dan Ross, Katie Shafer (co-leader), and Layla Wirt (co-leader)
 - Students - - Will Boyer, Violeta Campos, Andy Ross
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All Call/Monthly Reward

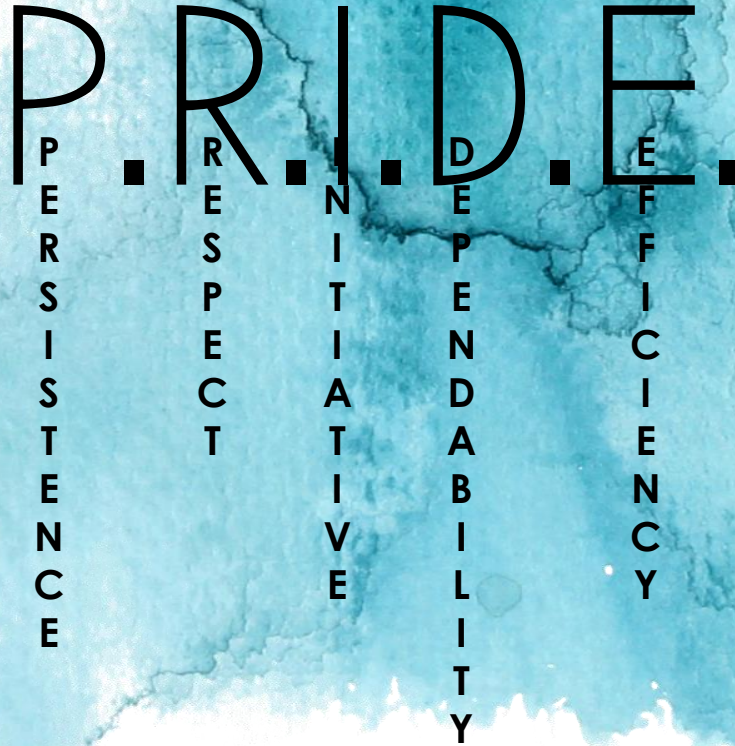
- Purpose:
 - To reward specific behavior - - the Big 5 - - that is aimed at improving the overall climate at CHS
- When to hand it out:
 - Only when prompted by an announcement which will identify the specific action to reward
 - Announcements will be made minimum once a week
- Ticket Color
 - Currently, this changes each time because we are making copies, cutting & counting them, and distributing them each round
 - Eventually: will be gold when we get enough from the print center
- Rewards:
 - Handed out monthly; packages will vary month to month
 - Come from a variety of donations
 - Ideally, we will have a theme and the prizes will reflect the theme.

- If you have any ideas or know of someone-- individual, organization, company, etc.--that would like to donate money or prizes let one of us know.

White Tickets

- **Purpose:**
 - To reward students for doing good things
 - Think pride card or character coin behavior
 - Put in place to acknowledge reward those students who do good things everyday as well as encourage those who might not always make the right choices to make the right choices
- **When to hand it out:**
 - As you see fit; when you see someone doing something good or kind or positive give them a ticket. It's your call
- **Tickets**
 - White cardstock tickets; our intentions are to continually reuse them--kinda like money
 - Students save their white tickets so they can purchase items from the PRIDE store
- **PRIDE store:**
 - Opening Soon
 - The concession stand in the cafeteria commons will house the store and will be supervised by at least 1 adult (volunteers?)
 - Hours are to be determined but we know the store will not be open 5 days a week
 - Items in the store will vary according to supplies, seasons, demands, etc.--the plan is to change the menu once a trimester
 - Items will range in cost of 5 tickets to 50+ tickets
 - the 50+ items will regularly require students to also pay a small dollar amount
 - All money collected will go back into the store by purchasing items
 - Items vary from basic school supplies (5 tickets) to all sport tickets, movie tickets, pizza delivered, etc.
 - If you have any ideas or know of someone-- individual, organization, company, etc.--that would like to donate money or prizes let one of us know.

Concord HS Presents:



P.R.I.D.E.

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Greg Dettinger: Principal
Kathy Greene: Teacher Leader
Joe Wharton: Teacher Leader



Recognition

A team of teachers and students recognized that negative consequences was having little impact on changing student behaviors and attitudes in areas of:

Attendance, Tardies and Respect

Will a Positive Based Rewards System Improve Our School Atmosphere and Environment?

Students:
Will student attendance, tardies, behavior and wearing ID's improve?

Faculty:
Will faculty members buy into the effort it will take to implement this program and will they see a difference in their classrooms?

**A team of
teachers, admin
and counselors
visited
Jeffersonville HS**

P . R . I . D . E .
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R E S P E C T
I N I T I A T I V E
D E P E N D A B I L I T Y
E F F I C I E N C Y

Team Members

Students

Will Boyer
Violeta Campos
Andy Ross

Faculty

Kathy Greene
Mike Jackowiak
Marlies Leszczynski
Katie Shafer
Joe Wharton
Layla Wirt
Gay Burton

Overview

- Modeled after Jeffersonville Community Schools
- Represents state's PRIDE initiative
- Very early stages; going slow to do it right
- Chose small component--the big 5--as focus
- Utilizes ticket system

Goals & Results

- Impact positive student culture change
- Increase student personal pride
- Bring together student & staff
- Bonus
 - Fewer behavior issues
 - Fewer referrals
 - Higher pass rate/lower fail rate
 - Increased test scores
 - Increased graduation rate
 - Reduce absences & tardies

The Big 5

Be on time.

Be on task.

Be
respectful.

Appropriate
technology
use.

Appropriate
language.

Tickets Tickets

Gold

- Focuses on Big 5
- Handed out when directed through PA announcement
- Monthly drawings for “big” prizes
- Several opportunities for students to earn tickets

White

- Focuses on recognizing students doing good things
- Handed out by teachers at their discretion
- Students save to buy items at PRIDE store
 - Items vary from tri to tri

Observations and Tracking

Students

Qualitative Data:
Listening to student comments about program and watching the faces of those submitting their cards or turning them in for trade

Faculty

Quantitative Data:
Teacher referrals are tracked via a Google Doc Form which is submitted by teachers for each referral they submit

These submissions go to all four administrators daily

Faculty

Qualitative Data:
Teacher feedback and response to their own observations has been encouraging even though it is estimated that only 60-70% are participating

Pride Store Menu

5 tickets	10 tickets	20 tickets	50+ Tickets
Basic School Supplies	Snacks	5-Day Budge Pass	Headphones
Friday Cookie (Character Coin)	Fuzzy Socks	2 Tickets to CHS Musical Event	Movie Tickets
Chapstick OR Lotion	Coloring Book	Choose Cell Phone Accessory -Earbuds -Arm Band -Case	All-Sport Pass for next fall.
Free Admission to Sporting Event	1 Pack of AA or AAA batteries	1 Dozen Martin's Donuts- Order in advance for a Friday morning	2 Little Caesar's Pizzas delivered during your lunch on a Friday (advance order)
1-Day Budge Pass	Nike Lanyard	\$10 Food/itunes/Amazon Gift card	CHS 2017-2018 Yearbook Coupon ½ Price (you pay \$32.00 for yearbook)

Data & Findings

Students

Qualitative Data:
Listening to student comments about program and watching the faces of those submitting their cards or turning them in for trade

Faculty

Quantitative Data:
Teacher referrals for Disrespect decreased from 1.8 to 1.6 per day and overall referrals reduced by 33% from last year

Faculty

Qualitative Data:
Teacher feedback and response to their own observations has been encouraging even though it is estimated that only 60-70% are participating

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Future Steps

Continue the program as designed while trying to encourage further teacher engagement and buy-in through sharing data and positive results:

Identify and find business partners to help fund increased rewards and opportunities