

Secondary Schools Panel Discussion 3

Rolling Out

So looking at the primary plan. The next big challenge is rolling it out. So you went through this year-long training, you've built this plan and now you need to introduce your solidified plans to your faculty to your students and to your community. So what we'd like to get some input now is how did you roll it out each time like the first time you introduce it or our new times to introduce it and Gary, if that's alright we'll go ahead and start with you. Well one thing I want to add which is also about the rollout is you know teachers are overwhelmed like she said and got so much going on but the big thing that I can say looking back is if you invest this time then you're going to gain tons more time and so it only takes a little bit of time like entrance and exit activities as one thing that we put in our plan sharing good news the actual handing out of tickets to reward behaviors. I always take a little bit of time but in the long run you get a lot of time back and as an assistant principal who does discipline when we implemented our plan I was probably spend in eighty percent of my days handling only discipline and now here several years later and I'm probably spending on average twenty percent of my day doing discipline. So not only your discipline improved but that gives me a lot more time to be proactive to work on those secondary and tertiary students, to work more than my teachers to be an instructional leader and help improve our academics. We've done several different things again we're trying to keep it fresh and new year every year but as far as rolling it out to the students at the beginning of the year. Obviously the first time that you made with your students to start the year you want to be handing out tickets as they come in or as they sat there to reinforce them and have some really good prizes and some drawings to start the year off just to get them excited about it before we even started about this I talked about my kids still a lot I don't know if you ever seen those claw things you know you put a quarter in and you reach down and they won't even grab the animal. I think only they are programmed only every tenth time is it possible to pull something out and you're putting four bucks in there and then you getting a \$0.29 stuffed animal but kids love those. My kids would shell money and so it's that chance of getting a prize especially for middle school students it's very reinforcing. So if they see somebody get 20 bucks, 50 bucks, a bike, whatever some really good prize than just the chance of that is going to mean a lot to them to want to do the things that were reinforcing. So we've. Gary, will you tell a little bit about the one year you did the Olympic theme roll out. You did a big assembly. Do you remember that? Yeah. It was to start the year we had the Olympic music and we had the Rings up there. I think actually we had our teachers come in like each grade level of teachers walked into the gym like the country's do in the Olympics and we had the music going and gave a lot of prizes and did those kind of things. As far as selling it with the teachers like their balances said you really need to give the opportunity give them opportunity give their input and also give them an opportunity to voice their concerns while I don't want to do this and you know we need to do this those kind of things just so they have the opportunity to get that out and that you can address those things. Our teachers had been so invested on the front end and in creating the plan that at the beginning of the school year we took about two days the staff development time and we worked through the details the questions that they would have about how to reward students and how to teach the matrix to the student. Just the nuts and bolts of the plan and we came back with the teachers about every two or three weeks initially and were calibrated and we answered questions and we worked through things we had not thought of. We even had some teachers who were rather creative. Make these small purses or pouches that several of us wore to keep our money in. So is visible

to the students. With the students we took the first week school and we had an extended period each morning in their homeroom teacher would teach him a portion of the matrix and at the end of the week they took a test over it and it was their first grade. They had a tour through our Mustang coral the school store to see some of the neat school store to see some of the night prizes that would be available to them and we got everyone excited on the front end. The hardest part for us was to just stop and reward the average kid for doing the right thing and that's continues to be a challenge just to hit all of the kids. Um, we did ours letting the kids know about kind of what was going on. We actually teach it in our sixth grade we have introductions when the kids come over from our fifth grade feeder schools into our sixth grade we talked to them about it when we do our orientation and just a visual of the school. We go over it two or three times actually before they ever become actual students across the middle school and we actually give them their first two hot dollars by the by the first day of school they get \$1 for which is our reinforcements, they get a hot dollar for orientation and they get a hot dollar for attending what's called our jump start which we have a lot of activities built around school a lot of positive behavior at that point. The first couple of weeks of school we take our time we go over kind of what behavior is expected we go through it in the seventh and eighth grade our implementation our kids have been in this implementation in school wide positive behavior for several years. So our 7th and 8th graders are very familiar with it but they still need some catching up in our sixth grade we really teach them we actually send out a matrix of where the kids should go and I actually kind of go through and model does behavior one of the other ideas that we've talked about is visual prompts to go along and we haven't done yet but that's one of the things that we want to do is just visual pictures of where they go because _____ County where we work is very transient and so just because you have the 300 kids are in the sixth grade, four hundred kids were in the sixth grade this year day one is not going to be the same kids that you're going to have a week from now. So it's very important to kind of keep that up and we're working on registration process and that kind of thing. So that's the hard part for us is just making sure that the kids are in our building know kind of what's going on and what the expectations and our sixth grade coming in does a real good job of that our 7th and 8th grade kind of support that as they go through Parents is a pretty easy sale. We have six grade parent meetings for a jump start which is the kids coming in they believe that it takes a village to raise a child and we sort of approach it that way it's like we're here to help you we not only want to build kids and academics but we also want to make sure that your kids go out into the world being good responsible human beings and you see the head shakes all over the room and then we say in this is the way that we do it and we talked about our rules and we talked about what that means that we talked about what our biggest challenges are and we talk about the things that will try to help with that we talked about the voice that we want parents to come back with and then was teachers are sometimes the hardest because that's their job and they have a lot to do. So we have to constantly work on our teachers getting the message out and remember this is where we have to do one of the things that we need to do in our in our future planning is making sure that we have booster trainings for our students that change and our faculty that changes over a period of time just to make sure that we have to sort of booster trainings throughout the school year to make sure that we're still on track and we do that by using our data so that's how we roll it out. At _____ which I was with Gary at the middle school rolling out the plan was kind of what Brian always put me in charge of and was part of the things I like to do the most because it involved me working with the kids and we had a great technology teacher there Sarah Reynolds who worked with me and we did in the summers a video that was students that were coming back to the school to explain the new rules and how you get tickets what you use them for and at the beginning of every school year we

always showed that video and it would explain what our PBS program looks like this year and the kids knew that is they came in I gave each teacher five PBS tickets and the tickets were handed out to the students they came in and sat down that were dressed properly that that looks really nice on the first day of school. They could get them out for no reason they make sure to give out five. After we explain the program and we showed the video we would collect all those tickets and we gave away a \$100 cash to one student that day that was immediate buy in for everybody in the school that was a student there and the teachers name that was on the ticket also get \$25 cash so there's an our reward to the teacher and the incentive for them to hand the five tickets out So what we try to do is find out what motivates the students and then what motivates to teachers to hand these out. To do those extra things we need and I did a survey again from teachers whether they want vacations to Hawaii, we couldn't afford but we could afford up to we gave gas cards, we gave massages (I didn't personally) but we gave a massage coupons we gave we gave a lot of things away to teachers that actually helped them to buy it because a lot of our teachers were just like our students they needed a little extra push to do what we needed him to do so I was used a lot of my positive behavior techniques on some of the faculty as much as I was some of the students 85% of our faculty buys in and the other 15% need a little extra boost. So we had some secondary intervention to help them along. Which I'm just. a lot of that was done on our own but the buying at the start of school of the videos were very entertaining and we actually when we wrote our primary plan out we talk our school expectations on a three-minute video every morning and it took a lot of time and I had great administration they gave me the time between classes sometimes even during classes. I'm going to get fired for this but we did these videos and hand them already and we replayed a lot of them we had some videos that were really also and the kids were so excited they were getting to school on time. They wanted to see what the video was for that and they were wondering if maybe they might be in the video that day so that was the way we rode our planet and I thought it works really great. We're a little different than all of that because we're in high school so we had to figure out a way to make it cool but not too cheesy and not too over the top because if they thought that it was they wouldn't want to do it because it was about that so we had to figure out all the adolescent components of figuring those pieces out. So the very first year the way we did it and I don't know if it was great but it worked for us the first several weeks we just had posters around school and created this element of mystery like what are these tickets and we would just have pictures of tickets are pictures of kids getting the ticket and the kids just didn't know what that what it was and then we kind of rolled it out and started teaching we used videos as well we have an incredible media dept. and we got kids on board who would just come to me and I'd say this is this is what I need kids to know and they would just go create it and that was perfect because it wasn't in Julie's hand in and it wasn't anybody from the PBS team saying it and it was just the kids saying "hey what is it?" so it was interesting because in the first and second year it kind of became known as the golden ticket because the kids created this golden ticket where kids were jumping out of lockers and giving kids tickets it was amazing and that was just student led we didn't have to do any of that the other piece of the implementation we've got all talked about the element of this related to the teacher burden if you will and one of the things that we talked about as the team was how we eliminated that burden every step along the way so we made a decision in the very beginning that teachers weren't going to have to put any effort into getting their ticket into giving the tickets back to what we do is we have a specific person who wanted to be a member of the PBS team but knew she was lacking in time to come she but she was always at school early and she had some time during the day so she's our supply person so every month she takes care of all the copying all the paper ordering all the cutting and all the stuffing the tickets into the

teacher's mailboxes so we have an expectation at our school we kind of broke it down mathematically so we give teachers 30 tickets every month and our tickets are different colors because of the way that we collect data related to how many tickets were giving out by month so teachers don't have to work for that at the beginning of the month they get extra tickets I created a little PBS stash that they can go and get extra tickets if they want we gave them the matrix. We gave them everything that they needed in order to buy publicized in their classroom, to publicize it us in the beginning we gave everybody in extra poster that they could hang wherever they wanted, we found posters in bathrooms, and we found posters even in the teachers' lounge. Same idea and so we really put we put some of that ownership back on the students and back on the teachers so that they just got to use their energy instead of figuring out how to make the program work and I think that that it was an organizational technique but it was also a secondary benefit was the buy-in for them that all the sudden there was ownership that they didn't even know who's coming so that was a big piece of the implementation for us.