

# Elijah Stroud Middle School

## FINAL REPORT



# Contents

- Introduction . . . . . 1
  - About This Report . . . . . 1
  - About Elijah Stroud Middle School . . . . . 1
  - Audit Process at Elijah Stroud Middle School. . . . . 1
- Key Findings . . . . . 3
  - Critical Key Findings . . . . . 3
- Recommendations . . . . . 5
  - Overview of Recommendations. . . . . 5
  - Recommendation 1: Student Engagement. . . . . 6
  - Recommendation 2: Positive Schoolwide Behavior Management System . . . . . 12
  - Recommendation 3: Program Evaluation . . . . . 18
- References . . . . . 23
- Appendix. The Path to Success: School Improvement Planning Calendar . . . . . 26

# Introduction

## About This Report

This final report is the result of an external school curriculum audit (ESCA) of Elijah Stroud Middle School by Learning Point Associates, an affiliate of American Institutes for Research. This audit was conducted in response to the school being identified as being in need of improvement under the New York State Education Department differentiated accountability plan, pursuant to the accountability requirements of the Elementary and Secondary Education Act, as reauthorized by the No Child Left Behind Act. The utilized ESCA process was developed for and carried out under the auspices of the New York City Department of Education (NYCDOE) Office of School Development, within the Division of Portfolio Planning.

## About Elijah Stroud Middle School

Elijah Stroud Middle School (K353) is located in Brooklyn in Community School District 17. It is a small school that opened in September 2005. The school is housed on the third floor of a building containing an elementary school with Grades PK through 5. The school community is culturally diverse with students and their families speaking a variety of languages, including English, Spanish, Haitian Creole, and Fulani. Both schools on the campus partner with community-based organizations to provide a variety of skill development and enrichment activities for students and families. There are collaborations with the CHAMPS sports network, the Brooklyn Museum, Brooklyn Botanical Gardens, Brooklyn Public Library, the Children's Museum, and Penny Harvest. Elijah Stroud is a school of choice where students who apply to the school are randomly selected.

In 2009–10, Elijah Stroud Middle School did not make adequate yearly progress (AYP) in English language arts for all students, the black or African-American subgroup, students with disabilities, and economically disadvantaged students. In 2010–11, Elijah Stroud's state accountability status was designated as Improvement (Year 1).<sup>1</sup> Because the school was designated as in need of improvement, the school participated in the ESCA.

## Audit Process at Elijah Stroud Middle School

The ESCA approach utilized at the middle school level examines five topic areas: student engagement, curriculum and instruction, academic interventions and supports, professional learning and collaboration, and support for transitioning students. Data were collected at the school level through teacher surveys, administrator interviews, classroom observations, and an analysis of documents submitted by Elijah Stroud Middle School during March 2011. From these data, Learning Point Associates prepared a series of reports for the school's use.

---

<sup>1</sup><https://www.nystart.gov/publicweb-rc/2010/af/AOR-2010-331700010353.pdf>. Accessed on March 3, 2011.

These reports were presented to the school at a co-interpretation<sup>SM</sup> meeting on June 9, 2011. During this meeting, 26 stakeholders from the Elijah Stroud Middle School community read the reports. Through a facilitated and collaborative group process, they identified individual findings, then developed and prioritized key findings that emerged from information in the reports.

The remainder of this report presents the key findings that emerged from the co-interpretation process and the actionable recommendations that Learning Point Associates developed in response. Please note that there is not necessarily a one-to-one connection between key findings and recommendations; rather, the key findings are considered as a group, and the recommended strategies are those that we believe are most likely to have the greatest positive impact on student performance at Elijah Stroud Middle School.

The Appendix provides a sample school improvement planning calendar.

## Key Findings

After considerable thought and discussion, co-interpretation participants determined a set of prioritized key findings. These key findings are detailed in this section. The wording of the key findings that follow matches the wording developed and agreed upon by co-interpretation participants at the meeting.

### Critical Key Findings

#### **CRITICAL KEY FINDING 1:**

**Teachers employ inconsistent methods to develop a positive climate in the classroom between teacher and students and between students and students.**

Critical Key Finding 1 is supported by information from teacher survey results, review of school submitted documents, and classroom observations. Several documents submitted by the school articulate expectations of student behavior and related discipline measures (including the citywide standard, submitted by the school, which states that each school “is expected to promote a positive school climate and culture”), although they do not indicate a single cohesive plan or strategy for systematically communicating that plan to all students and staff. These documents also lacked examples of positive or exemplary behaviors and/or rewards. Evidence of inconsistent implementation was identified through classroom observations, which showed a lack of positive communication and a lack of observed positive affect between teachers and students. Lack of enthusiasm and enjoyment among teachers and students was noted across most observed classrooms; even when communication was positive, that communication was limited to perfunctory statements such as “good” and “right.” In spite of inconsistent evidence of positive climate between teachers and students, more than 85 percent of teachers surveyed reported that their students often or always show each other respect during class discussions.

#### **CRITICAL KEY FINDING 2:**

**Although there is a behavior plan in place, student behavior continues to be a disrupter across classrooms.**

Critical Key Finding 2 is supported by information from teacher survey results, review of school submitted documents, and classroom observations. As noted earlier, documents submitted by the school showed a behavior policy is in place. The city policies and procedures include the Citywide Code of Behavior, which describes the expected code of behavior for students as well as staff procedures for responding to student violations of the code of behavior. However, surveyed teachers were not universal in their agreement that the school has a schoolwide behavior plan in place. (86 percent said they were aware of such a plan). Evidence of this inconsistency also showed in classroom observations where behavior of students was a disruption to instruction in almost 48 percent of observed classrooms.

**CRITICAL KEY FINDING 3:**

Although there is evidence that a structured academic intervention services (AIS) system exists, this system does not appear to yield the expected student achievement.

Critical Key Finding 3 is supported by information from school interviews and teacher survey results. All respondents to the teacher survey strongly agreed that the school systematically identifies needed academic supports for struggling students. Further, 80 percent of teachers strongly agreed that the principal carefully tracks student academic progress. Interviews and documents revealed several programs intended to meet the needs of struggling students. However, it was not clear that interventions have been evaluated for their efficacy, and administrators interviewed as part of the audit were inconsistent in their evaluation of the effectiveness of supports and interventions for struggling students.

# Recommendations

## Overview of Recommendations

The ESCA process can help Elijah Stroud Middle School gain a clear picture of current conditions in the school beyond AYP status. It can provide focused areas that will positively impact the school learning community and help school staff focus on issues that will move them towards exiting School in Need of Improvement (SINI) status.

Most schools are already overwhelmed with change. They don't need new initiatives; they need an approach that consolidates existing initiatives and makes it easier for people within the school community to work together toward common ends.

Participants at the co-interpretation identified and prioritized three areas to focus on for improvement: positive climate in the classroom, a schoolwide behavior management system, and program evaluation of academic interventions and supports. These priorities were supported by evidence from data collected by Learning Point Associates and presented to the participants during the co-interpretation. With these issues in mind and using relevant research, Learning Point Associates has developed the following three recommendations for Elijah Stroud Middle School:

1. Initiate a schoolwide process for increasing student engagement and creating a sustainable and supportive learning environment. The aim is to improve student attendance, enhance participation, reduce boredom, end negative behaviors and the associated classroom management issues, and increase student achievement in academic and social skills.
2. Develop and implement a schoolwide positive behavior policy and system with clearly established standards for safety, discipline, and respect. The policy and related system should include concise social expectations and a continuum of supports, interventions, incentives/rewards, and consequences—including a clear delineation of activities and programs that students are entitled to rather than those activities that are privileges.
3. Evaluate the impact of interventions, processes, and partnerships through the use of valid and highly usable data.

These recommendations were developed and chosen for Elijah Stroud Middle School based on the included research base and evidence-based priorities created through the co-interpretation process. Each recommendation presents a review of research, specific actions the school may consider during its implementation process, examples of real-life schools that have successfully implemented strategies, and resources for further reading.

Please note that the order in which these recommendations are presented does not reflect a ranking or prioritization of the recommendations.

## Recommendation 1: Student Engagement

**Initiate a schoolwide process for increasing student engagement and creating a sustainable and supportive learning environment. The aim is to improve student attendance, enhance participation, reduce boredom, end negative behaviors and the associated classroom management issues, and increase student achievement in academic and social skills.**

### LINK TO RESEARCH

Student engagement provides an essential foundation for increasing achievement levels. “Educators must work to build engagement levels if they hope to support students in meeting higher standards” (Learning Point Associates, 2005, p. 2).

Literature about middle school reform acknowledges the importance of an academically challenging and supportive environment to engage young adolescent learners. Student motivation, a meaningful curriculum, and student choice also are important factors for engaging middle-level learners (Caskey & Anfara, 2007; Learning Point Associates, 2005; Newmann, Marks, & Gamoran, 1995).

In a report on the 2009 High School Survey of Student Engagement (HSSSE), which was taken by 42,754 students, Yazzie-Mintz (2010, pp. 2–3) describes a spectrum of student disengagement—from temporary boredom to dropping out—and attributes this disengagement to the following: uninteresting and irrelevant material, work being too challenging or not challenging enough, no interaction with the teacher, not liking the school or the teacher, not seeing value in the assigned work, adults at the school not caring about the student, safety and bullying concerns, schoolwork not connecting to real world or real work, feeling little connection with any adult at the school, teacher favoritism, ineffective instruction or instructional methods, feeling unheard and not responded to or respected, and feelings of frustration and disconnection.

When students feel marginalized or alienated at school, they lose interest and become disengaged. Yazzie-Mintz (2010, p. 17) concludes that there are considerable gaps not only in academic achievement but also in student engagement and suggests the integration of engagement data with academic data as a useful tool for school planning and decision making.

Factors that would increase student engagement, according to the surveyed students (Yazzie-Mintz, pp. 18–23) are as follows: supportive and nurturing schools; increased individualization; classes that are more fun as well as interactive, experiential, and relevant; a schoolwide belief in relationships, respect, and responsibility; coaching and modeling for the staff of good student engagement practices; reflection on and response to student ideas; adult understanding of student skills, strengths, and interests and having these qualities inform instruction; experiential learning and interdisciplinary studies; and opportunities for students to work together on finding solutions to real-world problems and issues.

Students need to build a sense of self-efficacy (Alvermann, 2003) in an inclusive environment in which they can achieve competence. They should be engaged in authentic and personally meaningful work, using a culturally relevant curriculum with an appropriate level of difficulty

### QUICK LINKS: Online Sources for More Information

Center for Mental Health in  
Schools (Website)

<http://smhp.psych.ucla.edu/>

Collaborative for Academic,  
Social, and Emotional  
Learning (Website)

<http://www.casel.org>

Illinois Learning Standards  
for Social/Emotional  
Learning (Website)

[http://isbe.state.il.us/ils/social\\_emotional/standards.htm](http://isbe.state.il.us/ils/social_emotional/standards.htm)

Morningside Center  
for Teaching Social  
Responsibility (Website)

<http://www.morningsidecenter.org>

and challenge—one that requires problem solving (Voke, 2002). In addition, Gordon (2006) suggests the recognition and leveraging of individual student strengths and recalls a typical student response from the 2005 Gallup Youth Survey (pp. 77–80):

“My teacher understood the way that I learned and worked. I was never criticized for my ideas or feelings, but I was met with questions and ideas that could change the way I looked at something.” —Jessica, 17, Waverly, IA (p. 77)

A rubric titled the “Partnership Guide for Culturally Responsive Teaching” (Ginsberg & Wlodkowski, 2000, pp. 185–187) offers a list of engagement activities (establishing inclusion, developing a positive attitude, enhancing meaning and engendering competence) and assessment tools. The Executive Summary of *Engaging Schools* (Committee on Increasing High School Students’ Engagement and Motivation to Learn, 2003) provides 10 recommendations for reaching “the goals of meaningful engagement and genuine improvements in achievement” for high school students (pp. 4–9). Easton (2008) discusses engaging struggling high school students by using experiential learning, essential questions and a whole-child perspective in curriculum development, instructional strategies, professional development, and teacher evaluations. “If there is a secret to motivation in the classroom,” says Gordon (2006, p. 80), “it lies in the interaction between the teacher and the student.”

“There is a growing consensus that whatever else is done, schools must also become places where it is easier for students and teachers to know one another well and for students to connect to the school and its purposes, says Sergiovanni (2006, p. 58). “Schools in other words must be caring and learning communities.”

## **IMPLEMENTATION CONSIDERATIONS: WHOLE-SCHOOL PRACTICES**

Incorporating student engagement practices should be part of the annual school improvement process. Whole-school practices such as building a safe and supportive school environment are part of this process. Students can learn effectively only in environments in which they feel safe and supported and where their teachers have high expectations for their learning. Implementation of a schoolwide positive behavior plan that is based on pro-social values, social competencies, incentives, and positive peer relationships will lay the foundation for classroom-level work and must occur before the classroom work can begin.

The following guidelines were developed by the Victoria Department of Education and Early Child Development (2009) for implementation of effective student engagement strategies across whole schools at the building level:

### **1. Create a positive school culture.**

Teachers and staff must recognize students as individuals by acknowledging and celebrating the diversity of the student population. The school must find ways to connect students to school (through clubs, sports, student council, and other activities) so they develop a sense of belonging. The school should provide transition programs and practices at different stages of schooling that will minimize anxiety, increase resilience, and ensure that students develop a readiness to enter their new environment and make successful transitions between year levels.

## **2. Encourage student participation.**

Giving students a voice is not simply about the opportunity to communicate ideas and opinions; it also is about having the power to influence change. Incorporating meaningful involvement of students means validating and authorizing them to represent their own ideas, opinions, knowledge and experiences throughout education to improve the school.

## **3. Proactively engage with parents/caretakers.**

Keys to successful partnerships with parents/caretakers and families include strong two-way communication, volunteer opportunities, curricula-related collaborations, shared decision making, community-based partnerships, and efficacy building.

## **4. Implement preventative and early interventions.**

The school needs to determine how it will intervene when students exhibit disengaged behaviors—specifically poor attendance and anti-social behaviors. Prevention strategies should target the whole school and should be designed to reduce any risk factors that may contribute to attendance or behavioral issues.

## **5. Respond to individual students.**

The school should have a process in place to identify and respond to individual students who require additional assistance and support. It is imperative to coordinate early intervention and prevention strategies that utilize internal as well as external support services in order to identify and address the barriers to learning that individual students may be facing.

Schools also can implement major changes to their structures that can make it easier to develop positive learning relationships, including small learning communities, alternative scheduling, team teaching, teaching continuity, and professional learning communities.

## **IMPLEMENTATION CONSIDERATIONS: CLASSROOM PRACTICES**

Keeping middle school students focused and engaged in the classroom is quite a challenge amid the entire complex of changes—physical, intellectual, emotional, and social—that they experience during this phase of their lives. Youth ages 11 to 13 years (a period sometimes called the “tween” years) are characterized by a growing desire to think and act independently while at the same time caring deeply about being accepted by peers and being part of a group (Caskey & Anfara, 2007).

### **1. Relate lessons to students’ lives.**

A relevant curriculum relates content to the daily lives, concerns, experiences, and pertinent social issues of the learners. Teachers can gain insight into student concerns by taking periodic interest inventories, through informal conversations, and from classroom dialogue (Learning Point Associates, 2005). These issues and topics then can be incorporated into units, lesson plans, and further classroom discussions.

## **2. Make the learning authentic.**

Newmann et al. (1995) advocate for authentic instructional practices to engage learners and offer three criteria for authentic instructional practices: construction of knowledge, disciplined inquiry, and value beyond the school.

The first criterion for authentic instructional practices is to facilitate the construction of knowledge by acknowledging students' existing understanding and experience. Identifying students' preconceptions and initial understanding is critical to the learning process. "If students' preconceptions are not addressed directly, they often memorize content (e.g., formulas in physics), yet still use their experience-based preconceptions to act in the world" (Donovan & Bransford, 2005, p. 5).

The second criterion for authentic instructional practices is to facilitate disciplined inquiry through structured activities; the inquiry process is critical to the construction of knowledge (Marzano, 2003; Newmann et al., 1995). This process consists of building on the learner's prior knowledge to develop a deeper understanding, integrating new information, and using the knowledge in new ways.

The third criterion for authentic instructional practices is value beyond school (Newmann et al., 1995). This criterion may entail connecting content to personal or public issues as well as the demonstration of understanding to an audience beyond the school. Examples of such activities include writing persuasive letters to the city council to advocate for a skate park, interviewing community elders for an oral history project, or communicating the impact of a development project using scientific concepts.

## **3. Give students choices.**

Finally, providing choice in middle-level classrooms will engage learners. Providing opportunities for students to select a topic or text acknowledges young adolescents' need to exercise more decision-making power. Giving students ownership in their learning process increases motivation and keeps interest levels high. Students who have a strong interest in a specific subject may wish to pursue an independent project. These projects may be used as a differentiated way to explore the curriculum. (See "Regard for Adolescent Perspectives in the Classroom.")

## Regard for Adolescent Perspectives in the Classroom

Following are some suggestions for showing regard for adolescent perspectives. These ideas are based on the work of Smutny, Walker, Meckstroth (1997) and Tomlinson (1997).

- Independent projects will extend learning beyond the curriculum in the textbook and develop enthusiasm, commitment, and academic skills in addition to allowing students to develop deeper relationships with subject matter.
- “Brainstorming with...children on what kinds of projects they could do may also generate ideas teachers may never have thought of on their own” (Smutny, 2000, p. 7).
- Surveying students’ interests in the beginning of the school year will give teachers direction in planning activities that will “get students on board” from the start.
- Surveying again at key points during the year will inform teachers of new interests that develop as their students grow.
- Interest centers are designed to motivate students’ exploration of topics in which they have a particular interest. They are usually comprised of objects that students can explore, such as shells, leaves, maps, or projects, and are centered around broad topics. Students can choose from the menu and note their choices accordingly. Teachers decide how many items on the menu (minimum) that each student is required to complete. This is adjusted to meet instructional needs on an individual basis.

## Examples of Student Engagement

**The National Center for School Engagement (2007) compiled the following examples of student engagement best practices from school districts across the United States:**

**Factor in Math Fun:** In Oswego, New York, a Factoring Fan Club was created for 9th grade math students to get them excited about factoring, to keep it fresh in their minds, and to be “good” at factoring. Source: Oswego School District, Oswego, NY

**Celebrate Pi Day on 3/14:** This event was created to help students enjoy math by offering a fun-filled day honoring pi. Events included a pie eating contest, measuring the diameter and circumference of round objects to calculate pi, and other games related to circles. Source: Independence School District, Independence, VA

**Mobilize Community:** Community Now! is an asset-based community development tool of the Connection Institute. It uses asset-based language and planning to bring the community together to discover what values the community shares as a whole. It then works to mobilize community members around its assets and shares values to become proactive in its planning rather than reactive. Source: Kittery Children’s Leadership Council, Kittery, ME

**Collaborate with Higher Education:** In Mesquite, Texas, a local college delivers 3.5 hours of continuing education courses (“Educational Opportunities”) to truant students and their families. The curriculum includes the negative consequences associated with poor school attendance and the positive consequences associated with scholastic achievement. Discussion of transition from high school to college is discussed and a tour of the college is provided. Source: Dallas Independent School District, TX

**Offer Incentives:** As a reward, a lunch-time soccer game is organized for students with good attendance by school staff. Source: Summit School District, Frisco, CO

**Support Positive Behavior:** Jacksonville School District adapted the principles of Got Fish? (a book to build business morale) for the classroom. Principles include: being there, play, choosing your behavior, and make their day. Students are recognized when observed “living” each of the principles. Source: Jacksonville School District, Jacksonville, FL

**Create Student-Generated Classroom Rules:** In Eugene, Oregon, students create a list of classroom rules to be followed. Each student signs off on the rules and is held accountable by fellow students. In addition, they developed their own “honor roll,” in which students are recognized for doing their best, following directions, and not talking out more than 3 times a day. Source: Linn Benton Lincoln Education Service District, Eugene, OR

**Facilitate Positive Student-Teacher Connections:** Some schools in Oregon encourage students to sign up for a one-on-one lunch with their teacher during school time. The teacher uses this time to get to know the student and offers them encouragement and praise. Children and youth benefit when their teachers demonstrate that they care about student well-being in addition to academic success. Source: Linn Benton Lincoln Education Service District, Eugene, OR

---

Reprinted from 21 Ways to Engage Students in School, available online at <http://www.schoolengagement.org/TruancyPreventionRegistry/Admin/Resources/Resources/21WaysToEngageStudentsinSchool.pdf>. Copyright © 2007 National Center for School Engagement. Reprinted with permission.

## Recommendation 2: Positive Schoolwide Behavior Management System

**Develop and implement a schoolwide positive behavior policy and system with clearly established standards for safety, discipline, and respect. The policy and related system should include concise social expectations and a continuum of supports, interventions, incentives/rewards, and consequences—including a clear delineation of activities and programs that students are entitled to rather than those activities that are privileges.**

### LINK TO RESEARCH

One of the greatest obstacles within urban schools is the large number of students whose behavior interferes with their achievement or the achievement of others. Often these students have behaved in a manner that disrupts the educational climate of the classroom and the school. One key element for changing this pattern is the implementation of a schoolwide behavior program that is developed with the input and support of parents and staff.

Effective schoolwide behavior programs have clearly established standards for safety, discipline, and respect. Students need a secure, orderly environment that promotes their personal well-being and supports learning. Rules should also be fair and stress the students' responsibility to the school community, their parents, and themselves. All students in the school need to be aware of the rules, the reasons for the rules, and the consequences for breaking the rules. Effective discipline programs are based on praise and encouragement for positive behavior and clear, consistent consequences for misbehavior (Chicago Public Schools Office of Specialized Services, 1998).

Effective schools build and maintain a positive “social culture.” Successful students are safe (don't hurt themselves or others), respectful (follow adult requests and get along with their peers), and responsible (arrive to class on time and complete assignments). These foundational skills are essential for a safe and orderly school environment. In addition, members of a positive social culture use ‘higher order’ skills, such as (a) impulse control, (b) anger management, (c) conflict resolution, (d) empathy, and (e) drug and alcohol use resistance and prevention. Research studies consistently show that schools that establish a positive social culture also achieve the best academic gains (CalSTAT, 2011).

Positive behavior interventions—when used correctly by teachers, administrators, and parents— encourage or strengthen desirable behavior and reduce inappropriate behavior. Positive interventions have a greater likelihood of enabling a student to change his or her behavior in a way that does not interrupt learning. Effective interventions encourage praise and recognition of positive behavior and demand clear and consistent responses to misbehavior. Children and youth tend to respond to positive techniques. In some cases, however, more restrictive interventions may be necessary to control and change extremely inappropriate and aggressive behavior (Chicago Public Schools Office of Specialized Services, 1998).

#### QUICK LINKS:

#### Online Sources for More Information

Alcott Middle School  
Behavior Expectations and  
Related Teaching Materials  
(Website)

[http://www.pbis.org/swpbs\\_videos/alcott\\_mid.aspx](http://www.pbis.org/swpbs_videos/alcott_mid.aspx)

Discovering School-Wide  
PBS: Moving Towards a  
Positive Future from Florida's  
Positive Behavior Support  
Project (Video)

[http://www.pbis.org/swpbs\\_videos/pbs\\_video-discovering\\_swpbs.aspx](http://www.pbis.org/swpbs_videos/pbs_video-discovering_swpbs.aspx)

Washington Elementary  
School Example (Video)

[http://www.pbis.org/swpbs\\_videos/wash\\_elem.aspx](http://www.pbis.org/swpbs_videos/wash_elem.aspx)

Schoolwide Positive Behavior Support (SWPBS) is based on the research-based application of lessons learned from more than 7,000 schools currently implementing successful changes in their school environment. Schoolwide positive behavioral interventions and supports (SWPBIS) evolved from valid research in the field of special education. SWPBS is not a curriculum, intervention, or practice but a decision-making framework that guides selection, integration, and implementation of the best evidence-based behavioral practices for improving important academic outcomes for all students (Office of Special Education Programs [OSEP] Technical Assistance Center on Positive Behavioral Interventions and Supports, 2011).

Researchers have only recently begun to study the effects of schoolwide behavior management systems and what it takes to implement these systems effectively. Although it is too early to offer “recipes for success,” the work of key researchers and their school-based colleagues is providing some encouraging developments. Although there are many different schoolwide systems of behavioral support, most have certain features in common. The emphasis is on consistency—both throughout the building and across classrooms. The entire school staff is expected to adopt strategies that will be uniformly implemented. As a result, professional development and long-term commitment by the school leadership are necessary in order for this innovation to take hold.

The school-based models featured in the sidebar have been selected to show how different features of a schoolwide behavior management system can be implemented in urban, suburban, and rural locations. These schools understand that change is incremental and are approaching implementation of their schoolwide systems slowly and over an extended period.

### Common Features of Schoolwide Behavioral Management Systems

- Total staff commitment to managing behavior, whatever approach is taken.
- Clearly defined and communicated expectations and rules.
- Consequences and clearly stated procedures for correcting rule-breaking behaviors.
- An instructional component for teaching students self-control and/or social skill strategies.

Reprinted from Schoolwide Behavioral Management Systems by Mary K. Fitzsimmons, at <http://www.eric.ed.gov/PDFS/ED417515.pdf>. Published in 1998 as ERIC/OSEP Digest E563.

## IMPLEMENTATION CONSIDERATIONS

### 1. Incorporate key guiding principles of student behavior management.

The OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (2011) has established the following SWPBS guiding principles:

- “Develop a continuum of scientifically based behavior and academic interventions and supports.”

If not already established, a well-articulated schoolwide behavior policy/student code inclusive of positive expectations, minor and major infractions, and so forth, must first be in place. Clarity around expectations for staff’s handling of in-class behaviors is important in this situation. Authentic faculty feedback and participation are important throughout the policy and system development processes.

- “Use data to make decisions and solve problems.”

Data on both minor and major behavior incidents should be collected, tracked, analyzed, and utilized in decision making by the team and faculty on a monthly basis, at a minimum. Data should be presented in user-friendly format.

- “Arrange the environment to prevent the development and occurrence of problem behavior.”

This principle includes 3–5 positively stated overarching schoolwide social expectations that are posted prominently around the schools, particularly in problematic areas.

- “Teach and encourage prosocial skills and behaviors.”

Students should be introduced to or taught the schoolwide expectations, rules for specific settings, reward/consequence system, and related interventions/supports. Staff should be trained on how to present expectations to students. Ongoing communication and collaboration with families and the community are very important.

- “Implement evidenced-based behavioral practices with fidelity and accountability.”

Interventions should be multitiered, increasing in levels of intensity and inclusive of evidence-based programs or strategies. The primary level (all students) is the overall behavior management plan. The secondary level (some students) is for a targeted group or focused on individual plans for those who did not respond to the first level. The tertiary level (few students) includes highly individualized students who did not respond to the first two levels.

- “Screen universally and monitor student performance and progress continuously.”

There should be a plan for collecting data to evaluate SWPBS outcomes, wherein data are collected as scheduled and used to evaluate effectiveness for future adjustments.

## **2. Build a team.**

Florida's Positive Behavior Support Project (2005) outlines a SWPBS process to provide a systematic structure and formalized procedures that can be implemented during the summer months. The initial steps should be to establish the program, encourage all staff to buy in, and establish a schoolwide leadership team or behavior support team. The goal is not to develop yet another group but to fold SWPBS into the roles and responsibilities of an already established team. Members of the team should include administrators (i.e., principal, assistant principal, or dean), counselors, social workers, the regular education teacher, the special education teacher, a member with behavior expertise, and a coach/district representative. It is vital that the administration supports the process, takes as active a role as the rest of the team, and attends most meetings.

## **3. Determine school capacity.**

Other important implementation consideration points center around gauging and developing the school's individual and collective capacities to implement a comprehensive program. Related initial key questions include the following:

- What are the schoolwide social expectations, routines, and so forth?
- Who at the schoolwide level has the unique disposition necessary to both firmly hold students accountable and support them as they attempt to adjust with fidelity?
- What are the procedural expectations of teachers for managing in-class behaviors?
- What manageable recourse do teachers have for patterns of extremely disruptive and disrespectful instances of behavior "in the moment" (i.e., immediate referrals to a dean/counselor/administration, in-school "timeout room," and so forth), and what are the criteria for reentry?
- What is a specific, realistic, and manageable continuum of interventions and supports?
- What is the specific, realistic, and manageable continuum of consequences for patterns of disruptive in-class behavior?
- How will the efficacy of chosen interventions and supports be intermittently monitored and adjusted as needed in a data-driven manner? Who is responsible for this monitoring?
- What are the mechanisms for notifying and collaborating with students' parents or guardians in the process early and often? Who is responsible for the communication (i.e., teachers, counselors, social workers, deans, or administrators)?
- What are the thresholds for more severe consequences/privilege losses for patterns or disruptive behaviors?
- What outside resources are available to support students and families struggling with issues that are affecting students' behavior but are well outside of the school's capacity to address?

- What privileges and incentives (i.e., extracurriculars, athletics, fieldtrips, social activities, and so forth) are currently in place that can serve as points of leverage? Do more privileges and incentives need to be identified?
- How are students who actively exhibit established desirable social behaviors formally recognized? Perhaps most importantly, how are those students who are actively attempting to make sustained social adjustments formally recognized and supported (without stigmatizing)?

### Positive Behavior Support in the Classroom

- The classroom is arranged to “minimize crowding and distraction.”
- The classroom has “explicit routines [and] directions” that are linked to schoolwide routines and direction.
- There are “3–5 positively stated expectations (or rules)” that are “posted, taught, and reinforced.”
- There are frequent acknowledgments of appropriate behaviors.
- Students have “multiple opportunities to respond and participate during instruction.”
- The teacher actively supervises class during instruction.
- Inappropriate behavior is ignored; instead, quick, direct, explicit reprimands/redirections are provided.
- Multiple strategies are in place to acknowledge appropriate behavior (points, praise) linked to schoolwide strategies.
- Specific feedback is given in response to social and academic errors and correct responses.

Adapted from Classroom Management: Self-Assessment Revised by Brandi Simonsen, Sarah Fairbanks, Amy Briesch, and George Sugai, available at [http://www.pbis.org/pbis\\_resource\\_detail\\_page.aspx?Type=4&PBIS\\_ResourceID=174](http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=174).

## **Jonesboro Middle School**

**Jonesboro Middle School in Jonesboro, Georgia, serves students in Grades 6–8. The school has had success in implementing Effective Behavioral and Instructional Supports (EBIS).**

Jonesboro Middle School (JMS) has a population of 558 students, a 65 percent poverty rate, and sits in the center of Clayton County, Georgia. JMS also is a model demonstration school for the state of Georgia’s School-Wide Positive Behavior Support (SWPBS) efforts. In 2003, JMS was one of several middle schools in Clayton County that received a stipend to send a team of staff members to a three-day training on a SWPBS effort that Georgia calls Effective Behavioral and Instructional Supports (EBIS). The team included the assistant principal in charge of data and discipline, representative core teachers from each grade level, representative special education teachers, representative staff members, and a parent representative. The JMS team learned how to develop capacity by successfully implementing the following characteristics of EBIS:

- Using data-based decision making
- Developing a simple set of behavioral expectations
- Teaching behavioral expectations
- Acknowledging appropriate behavior

Like hundreds of schools across the United States and Canada, JMS has found that implementing SWPBS can have many benefits. The JMS team developed three simple rules, or behavioral expectations, for their school. Once they were developed, the team took the expectations to the entire staff for approval. The staff settled on the following set of behavioral expectations:

- Be respectful of self, others, and property.
- Be responsible and prepared at all times.
- Be ready to follow directions and procedures.

To acknowledge the good behavior of students, the team decided on a “gotcha” system that would be brought to the office to be traded for a small prize such as ice cream at lunch. They introduced the gotchas to the teachers and instructed them on how to use them. They made sure that the entire staff understood that these were not to be given out to every child in their class; rather, the staff was to monitor the nonclassroom areas, looking for good examples of “Doing It the Jonesboro Way” and giving a gotcha for a specific exemplar. This is why unsuspecting students who picked up trash on the school grounds were surprised by the assistant principal jumping out of the bushes or coming out from around a tree to give them a gotcha for picking up litter and respecting property. Students in the cafeteria are quick to assist someone who drops a tray because they never know when someone will be watching to give them a gotcha for respecting their neighbor.

Prior to implementing EBIS, JMS dealt with 1,252 office discipline referrals (ODRs). In the first year of EBIS implementation, they dealt with only 674 ODRs. Assuming the average ODR takes approximately 15 minutes to address, this is a savings of 8,670 minutes. This is equivalent to 145 hours or almost 21 days. That is a month more of contact time that the staff had to spend instructing and interacting positively with their students.

---

(Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Supports, 2011)

## Recommendation 3: Program Evaluation

**Evaluate the impact of interventions, processes, and partnerships through the use of valid and highly usable data.**

### LINK TO RESEARCH

Evaluation is a systematic and objective assessment of an ongoing or completed policy, program, or project and its design, implementation, and results (Marriott & Goyder, 2009). In schools, program evaluation means examining initiatives the school has undertaken to answer the question, “Is what we are doing working?” (Center for Comprehensive School Reform and Improvement, 2006). The primary goal for any evaluation system should be to foster an environment of continuous improvement by providing schools, districts, and providers with data to review the approaches used to improve student learning outcomes (Hassel et al, 2004).

Although school improvement plans are often driven by numerous goals and various strategies school staff will use to support increased student achievement, many plans do not include how schools will determine if the strategies used are effective in meeting school improvement goals, thus increasing student achievement. An evaluation can be an important tool in improving the quality of prevention and intervention programs if it is integrated into the fabric of a program rather than added on after the fact (Muraskin, 1993). The evaluations of implemented strategies, programs, and interventions can provide useful feedback on ways to modify implementation of strategies, track initial changes in outcomes, and provide an early warning of potential problems so they can be addressed (Center for Comprehensive School Reform and Improvement). The overarching goals of evaluation are to inform schools about what is and isn't working and to guide decisions about program adjustments and improvements, thereby increasing the likelihood of positive impact.

The Center on Innovation and Improvement (Harmon et al., 2006) offers the following reasons to conduct evaluations of educational programs:

- To determine the effectiveness of programs for participants.
- To document that program objectives have been met.
- To provide information about service delivery that will be useful to program staff and other audiences.
- To enable program staff to make changes which improve program effectiveness.

Frequent evaluations and communication of the results of the evaluation are critical to ensuring that implementation and outcomes are on track.

### QUICK LINKS: Online Sources for More Information

Program Evaluation for the Practitioner: Using Evaluation as a School Improvement Strategy (Publication)

[http://www.centerforcsri.org/files/TheCenter\\_NL\\_June06.pdf](http://www.centerforcsri.org/files/TheCenter_NL_June06.pdf)

Manual for Monitoring and Evaluating Education Partnerships (Publication)

[http://www.iiep.unesco.org/fileadmin/user\\_upload/Info\\_Services\\_Publications/pdf/2009/Mariott-Goyder\\_Partnership.pdf](http://www.iiep.unesco.org/fileadmin/user_upload/Info_Services_Publications/pdf/2009/Mariott-Goyder_Partnership.pdf)

Evaluating Whole-School Reform Efforts: A Guide for District and School Staff (Publication)

[http://www3.ksde.org/sfp/csr/csr\\_resources/14\\_evaluating\\_whole\\_school\\_reform\\_efforts\\_a\\_guide\\_for\\_district\\_and\\_school\\_staff.pdf](http://www3.ksde.org/sfp/csr/csr_resources/14_evaluating_whole_school_reform_efforts_a_guide_for_district_and_school_staff.pdf)

## IMPLEMENTATION CONSIDERATIONS

Many evaluation techniques are easy to execute; can make use of data that are already being gathered; and can be performed on a scale that is practical for teachers, principals, and other school leaders (The Center for Comprehensive School Reform and Improvement, 2006). Evaluation systems need to be embedded in, or aligned with, schoolwide accountability systems and are most meaningful when integrated early into programs and interventions. In order to design and implement an evaluation process that will reflect the unique needs and context of school improvement programs, schools should consider the following key questions (Yap et al., 2000):

- What does our school want to accomplish overall?
- What will our school have to do to achieve these goals and objectives?
- How will our school know that its program is succeeding at accomplishing its goals and objectives?
- How will evidence be gathered to demonstrate progress toward our school's goal?
- How will our school determine what the data are telling us?
- How will our school use evaluation results?

A critical factor to the success of any program/intervention and its subsequent evaluation is generating support in the school community and dedicating sufficient time and resources to ensure that evaluation findings are considered throughout program implementation and used for constructive changes that will further school improvement efforts.

### **1. Align expectations and set goals.**

- All stakeholders (school leaders, teachers, internal and external service providers, consultants, and so forth) should be involved in the process of designing and aligning program and service expectations. This process should include who will receive the services, where and when services will be delivered, and the frequency and duration of services.
- Identify specific educational goals or outcomes that are to be achieved. For example, a resulting goal might be to achieve a 50 percent increase of students reading on grade level through the implementation of the Reading Matters program.

### **2. Select key indicators to monitor goals and outcomes.**

- Translate outcomes into a set of measurable performance indicators. Select program objectives and performance measures that are meaningful, measurable, and relevant or related to program objectives and goals.
- Indicators should be SMART (Specific, Measurable, Achievable, Relevant/Realistic, and Time-Bound).

- Although indicators may be qualitative or quantitative, accountability should be centered around actual outcomes rather than perceptions of progress.
- Through the regular measurement of key performance indicators, stakeholders can determine if outcomes are being achieved. For example, stakeholders can measure the percentage of students scoring 70 percent or better on interim reading assessments.

### **3. Collect baseline data on indicators.**

- A baseline sets the current condition against which future change can be tracked.
- Obtain baseline data related to performance indicators and directly correlating to school improvement or student performance goals.
- Data sources for indicators can be primary or secondary. For example, primary data would be diagnostic assessments administered by supplemental education services providers or diagnostics assessments that are part of an intervention program. Secondary baseline data may include data already gathered by the school from predictive assessments, teacher created assessments, or any other performance assessments or screening tool used by the school as part of the yearly assessment plan.

### **4. Select results targets.**

- A target defines what can be achieved in a specific time towards reaching an outcome. Targets should be reasonable and feasible given the resources, time, and capacity to deliver services.
- Targets should be reviewed and progress measured through interim checkpoints. This way, schools can identify barriers to success and formulate new strategies or changes to programs along the way.
- Targets can be an incremental increase in the total number of students scoring 70 percent or better on interim assessments or the incremental increase of each student's score on interim assessments.

### **5. Collect data and interpret results.**

- Decide which data collection method to use to obtain relevant information. Consider what data systems already exist, adding only data collection methods that will fill any existing gaps. Although it may be wise to utilize existing data, it is important to ensure that the data are directly related to goals, indicators, and target results.
- Consider having the staff responsible for implementing programs collect and interpret the data. This strategy creates an instantaneous feedback loop to inform decisions about program operations, instructional practices, and strategies.
- Examine data to better understand the effectiveness of programs and services. Consider the following questions when discussing results with stakeholders (Holcomb, 1999; Levesque et al., 1998): What do these data reveal? What else might explain these results? What else do we need to know to better understand the data before we draw conclusions? What good news is here for us to celebrate? What needs to be done to improve program performance and effectiveness?

## **6. Document and communicate progress.**

- The monitoring and evaluation of outcomes, indicators, baseline, and targets are critical to ensuring that services, programs, and interventions are achieving desired goals. Establish an ongoing process to review, interpret, and communicate results. Sharing successes generates enthusiasm, involvement, and commitment to services and programs (Yap, 2000).
- Identify a timeline for evaluations which may include a midterm evaluation and end-of-term evaluation. Midterm evaluations allow improvements in programs, services, and partnerships to be made during the time that implementation continues. The key purpose of end-of-term evaluations is to determine strengths and weaknesses, improve the design for the next term, or decide whether to continue the program's services or partnerships.
- The ongoing monitoring and evaluation of program components provides schools with the necessary data with which they can evaluate the effectiveness of programs in order to correct gaps in services, build upon effective programs, or discontinue ineffective interventions or partnerships.

## **Jefferson Elementary School**

### **Jefferson Elementary School provides an example of program evaluation.**

Jefferson Elementary School has an enrollment of 500 students in Grades K–5. The student population includes 35 percent minority students and approximately 60 percent of students in the free or reduced-price lunch program. Jefferson adopted a comprehensive school reform model—Reading Enhancement—for schoolwide implementation. A school leadership team was formed to oversee the school improvement effort.

The school's assessment plan included a statewide assessment of students in Grade 3 and Grade 5 in reading and mathematics in April of each school year. There was also districtwide writing assessments of Grade 5 students in April of each year.

The school leadership team wanted to know if student performance was improving with the implementation of the school reform model. The team decided to take advantage of existing data available from the state and district assessments to evaluate the impact of the comprehensive school reform model on student achievement. The school leadership team looked at student performance in four areas: reading, mathematics, writing, and attendance. Although the school reform model was primarily focused on reading, the school believed that it was important to look at other success indicators for the entire school.

Relevant data would come from the statewide assessment program, including student achievement in reading and mathematics. The school would also use data from the districtwide writing assessment. Student achievement data were obtained electronically from the statewide and districtwide assessments for the approximately 60 students in each of the assessed grades. School attendance data was collected from school attendance records for all students in Grade 3 and Grade 5.

A database was set up to store and manage all the data, including attendance data collected at the end of the school year. The database contained statewide assessment data in reading and math, as well as districtwide writing assessment data for the current and preceding school years. The data were analyzed to provide percentages of students who meet the state standards of benchmarks for the current school year and the preceding school year prior to the implementation of the school reform model. A difference in percentage points provided an indication of impact. Attendance data were analyzed to provide an average number of days absent for each school year. Similar analyses were to be conducted in future years to detect any consistent trends and patterns.

Once data were collected and analyzed, the results of the analysis were provided in reader-friendly data displays (e.g., bar charts and line graphs) and easy-to-understand narrative. The results were shared and discussed among the school leadership team and other stakeholder groups, including school staff, parents, and district support personnel. The team used the data to determine whether the program had met annual goals set forth by the school when the model was adopted. An in-depth review of the data would be conducted to explore plausible reasons for the findings and to develop recommendations and an action plan for continuous improvement.

---

Description adapted from pages 51–53 of *Evaluating Whole-School Reform Efforts: A Guide for District and School Staff*, by Kim Yap, Inge Aldersebaes, Jennifer Railsback, Joan Shaughnessy, and Timothy Speth, available online at <http://www.eric.ed.gov/PDFS/ED445403.pdf>. This guidebook was published in 2000 by the Northwest Regional Educational Laboratory.

## References

- Alvermann, D. E. (2003). *Seeing themselves as capable and engaged readers: Adolescents and remediated instruction*. Naperville, IL: Learning Point Associates. Retrieved June 24, 2011, from <http://www.learningpt.org/pdfs/literacy/readers.pdf>
- California Services for Technical Assistance and Training (CalSTAT). *BEST/Positive behavioral interventions and supports (PBIS)*. Rohnert Park, CA: Author. Retrieved June 24, 2011, from <http://www.calstat.org/behaviormessages.html>
- Caskey, M. M., & Anfara, V. A., Jr. (2007). *Young adolescents' developmental characteristics* (Research Summary). Westerville, OH: National Middle School Association. Retrieved June 24, 2011, from [http://www.nmsa.org/portals/0/pdf/research/Research\\_Summaries/Developmental\\_Characteristics.pdf](http://www.nmsa.org/portals/0/pdf/research/Research_Summaries/Developmental_Characteristics.pdf)
- The Center for Comprehensive School Reform and Improvement. (2006, June). *Program evaluation for the practitioner: Using evaluation as a school improvement strategy* (Newsletter). Washington, DC: Author. Retrieved June 24, 2011, from [http://www.centerforcsri.org/files/TheCenter\\_NL\\_June06.pdf](http://www.centerforcsri.org/files/TheCenter_NL_June06.pdf)
- Center for Effective Collaboration and Practice. (1997, Fall). *Effective behavioral supports. Research Connection: Emerging models*. Retrieved July 29, 2011, from <http://cecp.air.org/resources/recon/art2.asp>
- Chicago Public Schools. (1998). *Positive behavior interventions: Policy and procedures*. Chicago: Office of Specialized Services.
- Committee on Increasing High School Students' Engagement and Motivation to Learn. (2003). *Engaging schools: Fostering high school students' motivation to learn* (Executive Summary, pp. 1–12). Washington, DC: National Academies Press. Retrieved June 24, 2011, from [http://www.nap.edu/openbook.php?record\\_id=10421](http://www.nap.edu/openbook.php?record_id=10421)
- Donovan, M. S., & Bransford, J. D. (Eds.). (2005). *How students learn: History, mathematics, and science in the classroom*. Washington, DC: National Academies Press. Retrieved June 24, 2011, from [http://www.nap.edu/catalog.php?record\\_id=10126](http://www.nap.edu/catalog.php?record_id=10126)
- Easton, L. B. (2008). *Engaging the disengaged: How schools can help struggling students succeed*. Thousand Oaks, California: Corwin Press.
- Florida's Positive Behavior Support Project. (2005). *Scoring guide: Completing the Benchmarks of quality for school-wide positive behavior support (SWPBS)*. Tampa, FL: Author. Retrieved June 24, 2011, from [http://www.pbis.org/common/pbisresources/tools/Benchmarks\\_Scoring\\_Guide2005.pdf](http://www.pbis.org/common/pbisresources/tools/Benchmarks_Scoring_Guide2005.pdf)
- Ginsberg, M. B., & Wlodkowski, R. J. (2000). *Creating highly motivating classrooms for all students: A schoolwide approach to powerful teaching with diverse learners*. San Francisco: Jossey-Bass.
- Gordon, G. (with Crabtree, S.). (2006). *Building engaged schools: Getting the most out of America's classrooms*. New York: Gallup Press.
- Harmon, J., Ross, S. M., & Potter, A. (2006). *Evaluating supplemental educational service providers: Suggested strategies for states*. Washington, DC: Center On Innovation & Improvement.
- Hassel, B., & Steiner, L. (2004). *Guide to working with external providers*. Naperville, IL: Learning Points Associates.
- Holcomb, E. L. 1999. *Getting excited about data: How to combine people, passion, and proof*. Thousand Oaks, CA: Corwin Press.
- Learning Point Associates. (2005). *Using student engagement to improve adolescent literacy* (Quick Key 10 Action Guide). Naperville, IL: Author. Retrieved June 24, 2011, from <http://www.learningpt.org/pdfs/qkey10.pdf>
- Levesque, K., Bradby, D., Rossi, K., & Teitelbaum, P. (1998). *At your fingertips: Using everyday data to improve schools*. Berkeley, CA: MPR Associates Inc.

- Marriott, N., & Goyder, H. (2009). *Manual for monitoring and evaluating education partnerships*. Paris, France: International Institute for Educational Planning.
- Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Muraskin, L.D., 1993. *Understanding evaluation: The way to better prevention programs* <http://www2.ed.gov/PDFDocs/handbook.pdf>
- National Center for School Engagement. (2007). *21 ways to engage students in school*. Denver, CO: Author. Retrieved June 24, 2011, from <http://www.schoolengagement.org/TruancyPreventionRegistry/Admin/Resources/Resources/21WaystoEngageStudentsinSchool.pdf>
- Newmann, F. M., Marks, H. M., & Gamoran, A. (1995). *Authentic pedagogy: Standards that boost student performance* (Issues in Restructuring Schools, Report No. 8). Madison, WI: Center on Reorganization and Restructuring of Schools. Retrieved June 24, 2011, from [http://www.wcer.wisc.edu/archive/cors/Issues\\_in\\_Restructuring\\_Schools/ISSUES\\_NO\\_8\\_SPRING\\_1995.pdf](http://www.wcer.wisc.edu/archive/cors/Issues_in_Restructuring_Schools/ISSUES_NO_8_SPRING_1995.pdf)
- Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Supports. (2011). *Effective schoolwide interventions* [Website]. Retrieved July 29, 2011, from <http://www.pbis.org/default.aspx>
- Sergiovanni, T. J. (2006). *Rethinking leadership: A collection of articles* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Smutny, J. F. (2000). *Teaching young gifted children in the regular classroom* (ERIC Digest E595). Reston, VA: ERIC Clearinghouse on Disabilities and Gifted Education. Retrieved June 24, 2011, from <http://www.eric.ed.gov/PDFS/ED445422.pdf>
- Smutny, J. F., Walker, S. Y., & Meckstroth, E. A. (1997). *Teaching young gifted children in the regular classroom: Identifying, nurturing, and challenging ages 4–9*. Minneapolis, MN: Free Spirit Publishing Inc.
- Tomlinson, C. A. (1997). *Differentiation of instruction in mixed ability classrooms*. Sun Valley, ID: Idaho Council for Exceptional Children.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- U.S. Department of Education. (n.d.). *Doing what works* [Website]. Retrieved June 24, 2011, from <http://dww.ed.gov>
- Victoria Department of Education and Early Childhood Development. (2009). *Effective schools are engaging schools: Student engagement policy guidelines*. Melbourne, Victoria, Australia: Author. Retrieved June 24, 2011, from <http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>
- Voke, H. (2002). *Student engagement: Motivating students to learn*. (ASCD InfoBrief). Alexandria, VA: ASCD. Retrieved June 24, 2011, from <http://www.ascd.org/publications/newsletters/policy-priorities/feb02/num28/Motivating-Students-to-Learn.aspx>
- Yap, K., Aldersebaes, I., Railsback, J., Shaughnessy, J., & Speth, T. (2000). *Evaluating whole-school reform efforts: A guide for districts and school staff*. Portland, OR: Northwest Regional Educational Laboratory.
- Yazzie-Mintz, E. (2010). *Charting the path from engagement to achievement: A report on the 2009 high school survey of student engagement*. Bloomington, IN: Center for Evaluation and Education Policy. Retrieved June 24, 2011, from <http://ceep.indiana.edu/hssse>

## SUGGESTIONS FOR FURTHER READING

### Student Engagement

- Clark, B. (1992). *Growing up gifted: Developing the potential of children at home and at school* (4th ed.). New York: Maxwell Macmillan International.

- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper and Row.
- Kingore, B. (1993). *Portfolios: Enriching and assessing all students, identifying the gifted, Grades K-6*. Des Moines, IA: Leadership Publishers.
- Seligman, M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York: Free Press.
- Smutny, J. F. (Ed.). (1998). *The young gifted child: Potential and promise, an anthology*. Cresskill, NJ: Hampton Press.
- Winebrenner, S. (1992). *Teaching gifted kids in the regular classroom*. Minneapolis, MN: Free Spirit Publishing Inc.

## Appendix

### **The Path to Success: School Improvement Planning Calendar**

Educational researchers find that successful schools focus their improvement efforts on a few key areas. This school improvement planning calendar can help Elijah Stroud Middle School develop and implement three key areas of focus that, if implemented with fidelity, will lead to whole school improvement. As with all school improvement processes, Elijah Stroud should ensure it has the support of its stakeholders (people who have an interest in the school, including students, parents, administrators, teachers, other school staff and volunteers, local residents and businesses, community organizations, and corporate partners) and the school leadership team.

During 2011–12, the school may wish to utilize this sample improvement calendar as a guide to success by targeting specific action steps that should be taken each quarter to implement the recommendations and utilize the research and successful practice examples laid out within this report.

**The Path to Success: School Improvement Planning Calendar**

		SUMMER	1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	4 <sup>TH</sup> QUARTER
<b>RECOMMENDATIONS</b>	<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>■ Revise curriculum maps to reflect frequency and adolescent perspective topic being implemented per lesson and/or unit</li> <li>■ Incorporate Adolescent Perspective into classroom observation tool (develop rubric)</li> </ul>	<ul style="list-style-type: none"> <li>■ Provide professional development on the adolescent perspective topics:                             <ul style="list-style-type: none"> <li>● Implementing choice and student autonomy and leadership</li> <li>● Making the curriculum relevant</li> <li>● Making learning authentic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Monitor (administrators) adolescent perspective strategies via classroom observations, lesson plans and units</li> </ul>	<ul style="list-style-type: none"> <li>■ Monitor (administrators) adolescent perspective strategies via classroom observations, lesson plans and unit</li> <li>■ Provide targeted review professional development on adolescent perspective topics:                             <ul style="list-style-type: none"> <li>● Implementing choice and student autonomy and leadership</li> <li>● Making the curriculum relevant</li> <li>● Making learning authentic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Monitor (administrators) adolescent perspective strategies via classroom observations, lesson plans and unit</li> <li>■ Determine the level of adolescent perspective occurring across classrooms (grade levels and departments) via observation rubric</li> <li>■ Revise professional development and other supports for teachers (grades and/or departments) based on rubric data</li> </ul>
	<b>School-wide Behavior Plan</b>	<ul style="list-style-type: none"> <li>■ Develop (SWPBIS) a continuum of scientifically based behavior interventions and supports</li> <li>■ Arrange environment to prevent the development and occurrence of problem behavior</li> <li>■ Provide professional development to staff on SWPBIS and on how to teach and encourage prosocial skills and behaviors</li> </ul>	<ul style="list-style-type: none"> <li>■ Teach (all) and encourage prosocial skills and behaviors</li> <li>■ Implement (all) evidenced based behavioral management practices with fidelity and accountability</li> <li>■ Observe PBIS in the classroom and provide feedback</li> <li>■ Monitor (SWPBIS) data for program effectiveness and make adjustments</li> </ul>	<ul style="list-style-type: none"> <li>■ Teach (all) and encourage prosocial skills and behaviors</li> <li>■ Implement (all) evidenced based behavioral management practices with fidelity and accountability</li> <li>■ Observe (administrators) for PBIS in the classroom and provide feedback</li> <li>■ Monitor (SWPBIS) data for program effectiveness and make adjustments</li> <li>■ Use data to make decisions and solve problems</li> </ul>	<ul style="list-style-type: none"> <li>■ Teach (all) and encourage prosocial skills and behaviors</li> <li>■ Implement (all) evidenced based behavioral management practices with fidelity and accountability</li> <li>■ Observe (administrators) PBIS in the classroom and provide feedback</li> <li>■ Monitor (SWPBIS) data for program effectiveness and make adjustments</li> </ul>	<ul style="list-style-type: none"> <li>■ Teach (all) and encourage prosocial skills and behaviors</li> <li>■ Implement (all) evidenced based behavioral management practices with fidelity and accountability</li> <li>■ Observe (administrators) PBIS in the classroom and provide feedback</li> <li>■ Monitor (SWPBIS) data for program effectiveness and make adjustments for 2012-13</li> <li>■ Use data to make decisions and solve problems</li> </ul>
	<b>Program Evaluation</b>	<ul style="list-style-type: none"> <li>■ Design an evaluation process using the following questions:                             <ol style="list-style-type: none"> <li>1. What does our school want to accomplish overall?</li> <li>2. How will our school know that its program is succeeding at accomplishing its goals and objectives?</li> <li>3. How will evidence be gathered to demonstrate progress toward our school's goals?</li> <li>4. How will our school determine what the data are telling us?</li> <li>5. How will our school use evaluation data?</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>■ Align expectations and set goals</li> <li>■ Include all stakeholders in the process</li> <li>■ Determine who will receive the services, where and when will services be delivered, the frequency and duration of services.</li> <li>■ Select key indicators to monitor goals and outcomes</li> <li>■ Collect baseline data on indicators</li> <li>■ Select results targets</li> </ul>	<ul style="list-style-type: none"> <li>■ Collect data and interpret results to inform programming changes for the 3<sup>rd</sup> and 4<sup>th</sup> quarters</li> <li>■ Document and communicate progress</li> </ul>	<ul style="list-style-type: none"> <li>■ Collect data and interpret results to inform programming changes for the 4<sup>th</sup> quarter</li> <li>■ Document and communicate progress</li> </ul>	<ul style="list-style-type: none"> <li>■ Collect data and interpret results to evaluate program effectiveness, to correct gaps in services, build upon effective programs or discontinue ineffective interventions or partnerships for 2012-13</li> <li>■ Document and communicate progress and programming/partnerships for 2012-13</li> </ul>

**LEARNING POINT** Associates®  
An Affiliate of American Institutes for Research®

22 Cortlandt Street, Floor 16  
New York, NY 10007-3139  
800.356.2735 | 212.419.0415  
[www.air.org](http://www.air.org)

Copyright © 2011 American Institutes for Research. All rights reserved.

This work was originally produced in whole or in part by Learning Point Associates, an affiliate of American Institutes for Research, with funds from the New York State Education Department (NYSED). The content does not necessarily reflect the position or policy of NYSED, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement.