

### III. STUDENT RECOGNITION and PRINCIPAL'S REPORT - Mrs. Holli Hunt, Middle School

#### Discussion:

Principal, Dr. Holli Hunt presented the Middle School's North Star which says they will be a preeminent model of culture and climate for the district, state and country. It also outlines the Middle School's Strategy, Vision Statement, Mission Statement and Pride

Dr. Hunt also talked about the Early Impacts of PBIS (Positive Behavior Interventions and Supports).

The handout provides strategies and data collected thus far. Did survey with students asking how they felt about these initiatives.

Included results from teachers' survey, they provided feedback on how we could grow.

Behavioral data was collected.

Dr. Hunt also provided numbers on expulsions and behavior events, out of school suspensions and in-school suspensions.

Dr. Hunt advised the initiatives being taken, are showing significant improvements. The biggest thing has been the implementation of our Student Council.

Middle School Teacher Mrs. Allie Webster created a program for these students and they have taken the lead. Three of the students were there to present. They advised the Board of what was currently happening in Middle School, or what was on their agenda.

1st was the importance of keeping fresh and some frozen fruits in the cafeteria, at all times.

2nd was the creation of a "point system" for students.

3rd was the importance of upcoming dances, trips and special things to do on Fridays.

Dr. Hunt believes the climate and culture will grow with the help of the Student Council.

The SEL check everyday, will show if students are calm, tired/bored, stressed or angry. These findings will help us get them to a person that can better support them with issues outside of school. Superintendent Hammond thinks this will make a huge difference.

Superintendent Hammond and the Board Members thanked the students for coming to give updates and sharing their thoughts.

# Gallatin Co. Middle School

## North Star:

To be the preminent model of culture and climate for the district, state and country.

## Strategy:

Gallatin County Middle School will implement Multi Tiered Systems of Support (MTSS), with a focus on Positive Behavior Interventions and Supports (PBIS), to improve the culture and climate for our students and staff. Improvement of culture and climate will create a learning environment that is conducive to learning; therefore, improving student proficiency.

#gcmspride

# Gallatin Co. Middle School

## Vision Statement

The Vision of Gallatin County Middle School is to establish a community where students know they are cared for and develop skills necessary to become productive citizens.

## Mission Statement

Gallatin County Middle School is dedicated to developing a learning environment that promotes patience, responsibility, determination, empathy, & is inclusive of all students.

#gcmspride

# Wildcat



## Patient

Accept problems without becoming upset

## Responsible

Take control of your actions & be prepared for your day

## Inclusive

Make sure no one is left out & each person feels valued

## Driven

Stay motivated towards your goal

## Empathetic

Treat people the way you want to be treated & understand how others feel

**Early Impacts of PBIS**  
**Gallatin County Middle School**  
**Fall 2021**

climate were among the top influences in affecting improved student achievements. The reform efforts of the last 30 years have failed to improve student achievement in schools because they failed to adequately address the importance of culture and climate of schools (MacNeil et al., 2009).

While the main goal of Gallatin is the instructional proficiency of our students, without a positive climate and culture, proficiency cannot occur. To improve school culture at Gallatin County Middle School, district and school leaders have focused on the creation of Positive Behavior Interventions and Supports (PBIS) and Multi Tiered Systems of Support (MTSS). The purpose of the PBIS/MTSS implementation is to improve the climate and culture of Gallatin County Middle School.

### **Strategies**

Multi Tiered Systems of Support (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs (PBIS Rewards, 2021). There are various systems that fall under the MTSS umbrella. Positive Behavior Interventions and Supports (PBIS) is one of those systems. To fully execute PBIS, Gallatin County Middle School is working to implement new initiatives and build upon established systems to support the creation of a positive school climate and culture.

- Positive Behavior Interventions and Supports (PBIS Rewards, 2021)
  - PBIS describes methods used to identify and support desired behaviors in the school setting. The hope is that an increase in desired behaviors will in turn lead to an increase in academic proficiency.
  - PBIS implementation involves a three tiered approach.
    - Tier One - Involves universal support for all students.
      - Designed to reduce problem behaviors
      - May not work for all students
    - Tier Two - Involves support for students who are not responding to tier one supports.
      - Addresses at risk behaviors
      - Specialized interventions for students who are demonstrating this behavior.
      - Goal is to prevent the worsening of problem behaviors
    - Tier Three - Involves students who do not respond to the interventions and support in Tier Two.
      - Individual Support for a few students
      - Designed to reduce severity of ongoing problem behaviors.

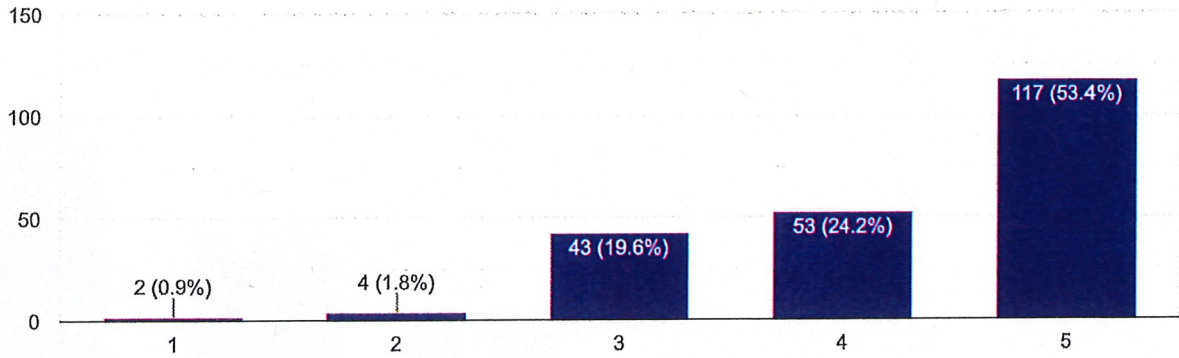
### **Gallatin County Middle School MTSS/PBIS**

- Tier One
  - Core Values

- Students who are exhibiting problematic behaviors and are not responding to Tier One supports are referred to behavioral therapists for observation.
  - Behavior Plans - Behavioral therapists will design a behavioral plan to set goals and provide strategies to improve student behaviors.
- Small Group Therapy
  - Students with specific needs impacting behavior in the classroom are identified and invited to participate in small group therapy with behavioral therapists and other students.
- Student Teacher Assistance Teams
  - Teachers are able to request STAT meetings for students who are not responding to Tier One interventions.
  - This team provides suggestions and creates a plan to help students be successful.
- Access to District Social Worker
- Tier Three
  - Tier three interventions occur when tier one and tier two interventions have not been successful. Each of these interventions allow for students to return to a regular classroom setting once goals have been achieved.
    - SHIELD Academy
      - In many situations alternative placement is necessary. SHIELD Academy provides an opportunity to meet the needs of individual students.
      - Students complete their coursework and learn strategies to be successful in the classroom.
    - Renew Academy
      - Many students required more intense Social Emotional support. In these instances, students are recommended for the Renew Academy.
      - The Renew Academy is a day treatment program in which students spend half of the day working on academics and the other half in group therapy.
      - These students are evaluated by Holly Hill to determine if services are required.

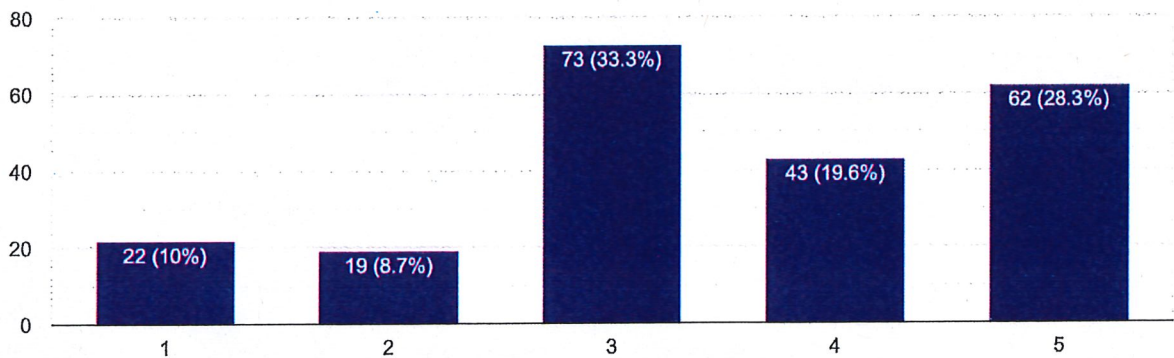
### Are you enjoying GCMS PRIDE Points?

219 responses



### Is the SEL Daily Check in helpful?

219 responses



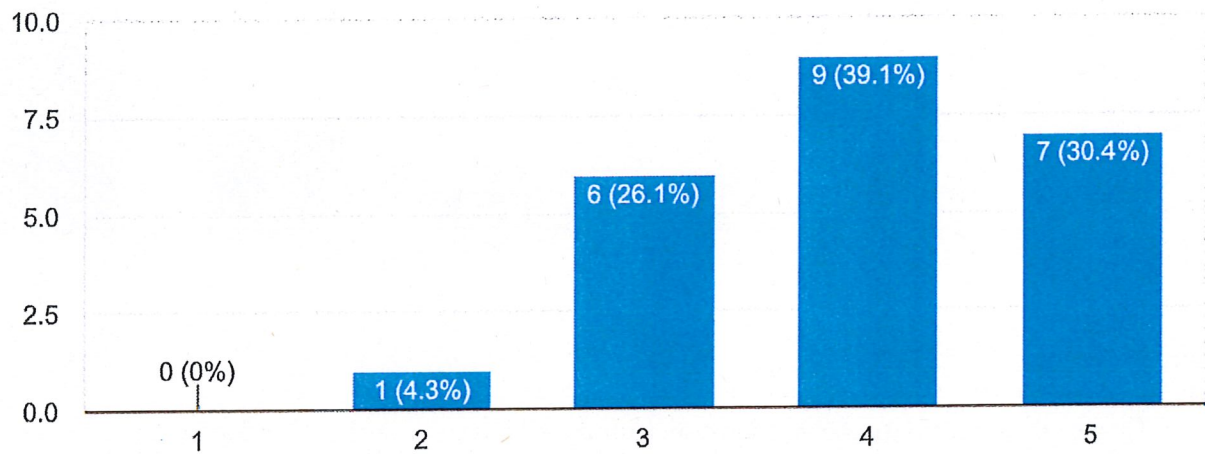
### Teacher Responses

Teachers were also given the opportunity to provide feedback on our PBIS program. Approximately 73.9% of teachers felt positively about the initiative, 21.7% were indifferent, and 4.3% did not like the PBIS reward initiative. About 61.3% of teachers felt as though the PBIS initiative was improving our overall school culture, 26.1% were indifferent, and 4.3% did not feel that PBIS was helping to improve our overall school culture. Teachers were also able to provide feedback on suggested improvements.



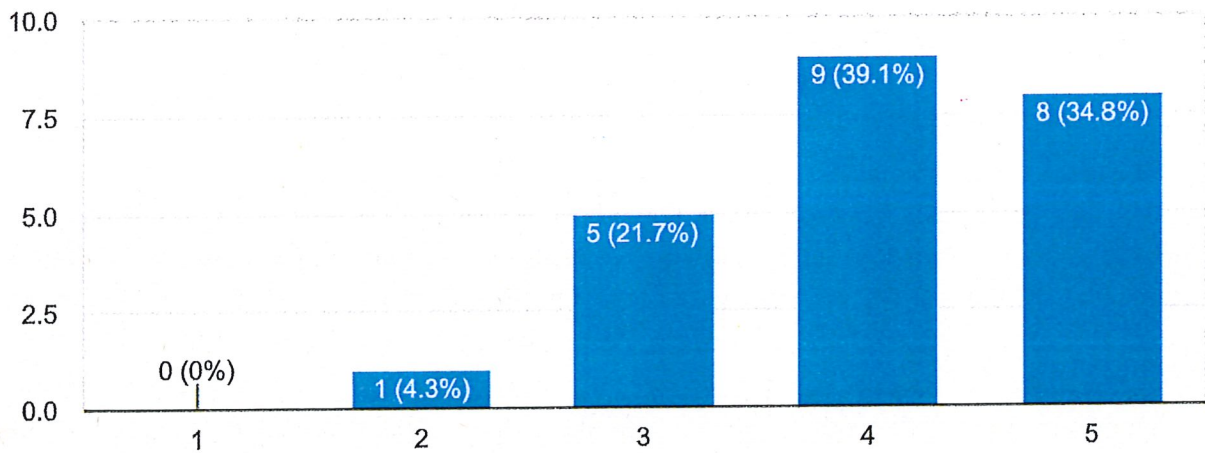
Thus far, the GCMS PRIDE program is helping to improve our overall culture at GCMS

23 responses



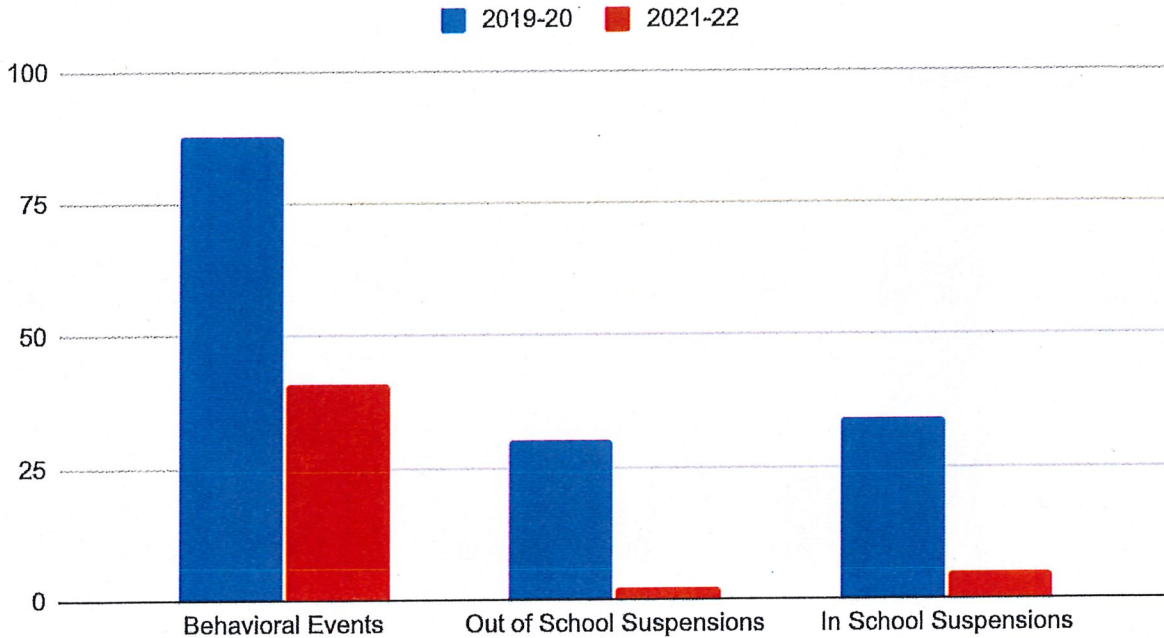
Overall, I feel as though the new initiatives and protocols implemented this year will ultimately improve school culture for our students and staff at GCMS

23 responses



## September

### Behavioral Events & Consequences







## October\*

For the month of October (thus far\*) the data shows a similar pattern. During the 2019-20 school year, for the first 19 school days of October, there were 74 behavior events, 10 out of school suspensions, and 28 in school suspensions. During the same time frame, for the 2021-22 school year, there have been 13 behavior events, three out of school suspensions (two of which are expulsions), and one in school suspension. That is a 82.5% reduction in behavior events, 70% reduction of out of school suspensions, and a 99% reduction of in school suspensions.

## References

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SEL Check by Student

Grades	 Calm	 Tired/Bored	 Stressed	 Anger	Total
Total	3723	1247	291	36	5297
Grade 6	1408	362	111	8	1889
Grade 7	1219	425	113	14	1771
Grade 8	1096	460	67	14	1637