



AMS COUGAR CHAT

February 2024



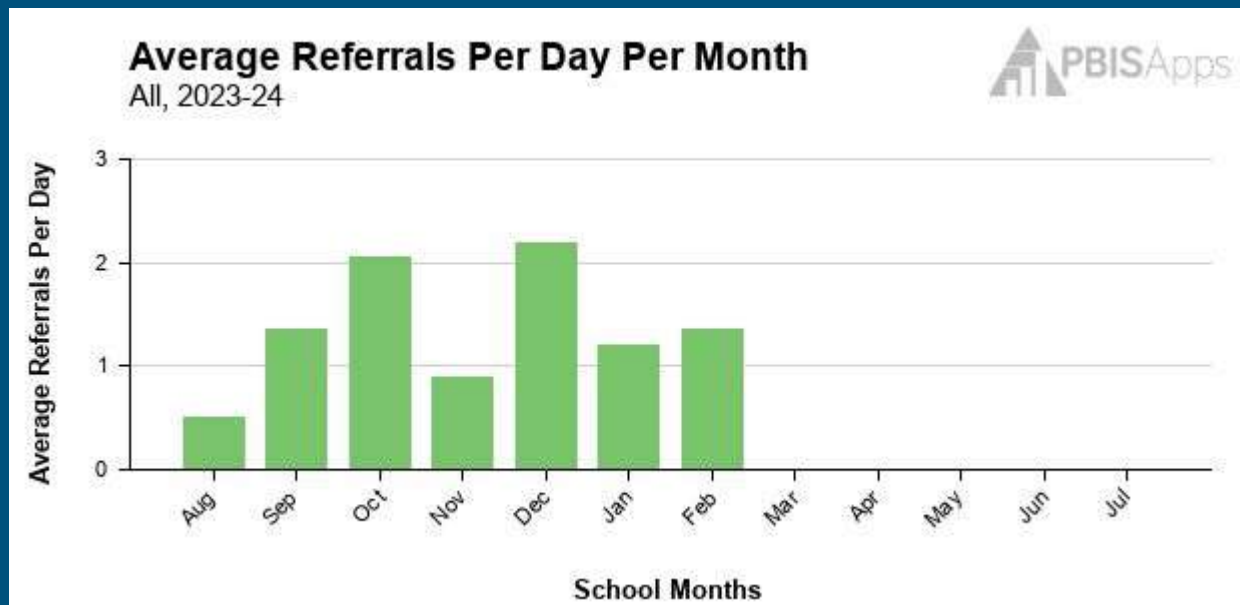
Why?

Our Big 3: Respect, Responsibility, and Resilience, help to build a school atmosphere that reflects the people within our building and our community. Practicing our Big 3 at AMS creates an atmosphere that welcomes students, teachers, and parents, and carries out to our community!

We have to revisit and reteach the expectations we have in place for our students and our school community to continue to make positive gains as we move forward in our academic year, and to eliminate negative behaviors!

What?

What happened in regards to behavior each month at AMS?



School Months

Year	Month	Referral Count	Referrals/School Day
2023	November	18	0.89
2023	December	11	2.18
2024	January	20	1.20
2024	February	20	1.35

What?

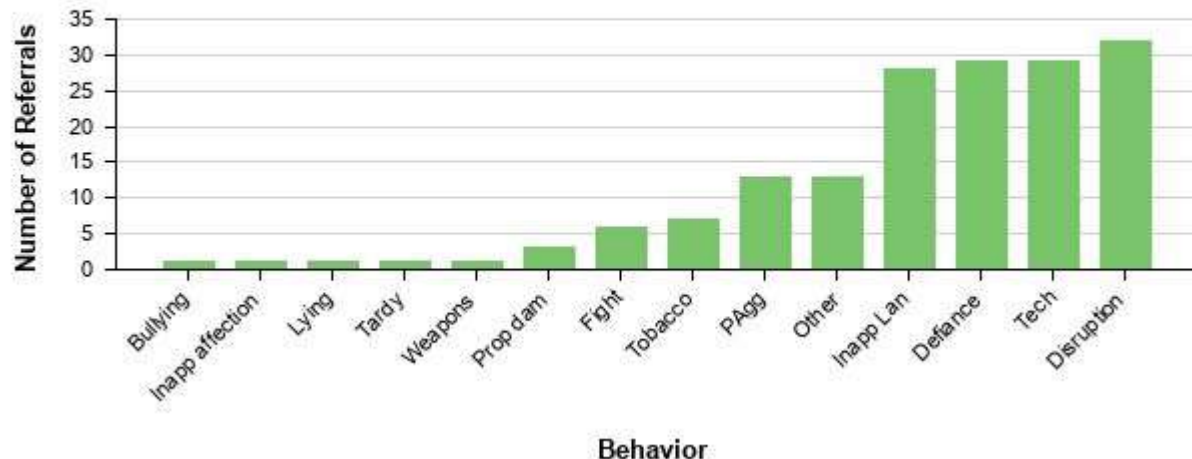
What specific behaviors happened at AMS?

Data Table

Behavior	Frequency	P	
Bullying	1		
Inappropriate Display of Affection	1	0.61%	0
Lying	1	0.61%	0
Tardy	1	0.61%	0
Use/Possession of Weapons	1	0.61%	0
Property Damage/Vandalism	3	1.82%	0
Fighting	6	3.64%	2
Use/Possession of Tobacco/Nicotine	7	4.24%	0
Physical Aggression	13	7.88%	4
Other Behavior	13	7.88%	4
Abusive Language/Inappropriate Language/Profanity	28	16.97%	3
Defiance/Insubordination/Non-Compliance	29	17.58%	7
Totals:	165	100%	25

Referrals by Behavior

All, Aug 1, 2023 - Feb 19, 2024



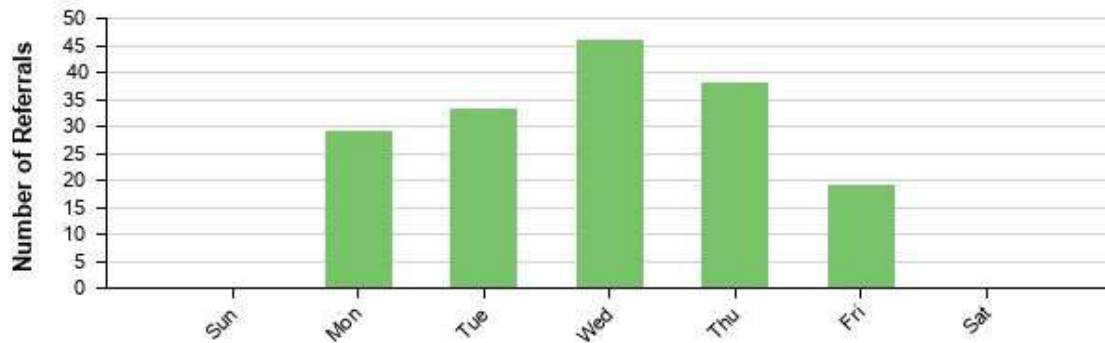
Other = mostly horseplay

When?

When did it happen?

Referrals by Day Of Week

All, Aug 1, 2023 - Feb 19, 2024

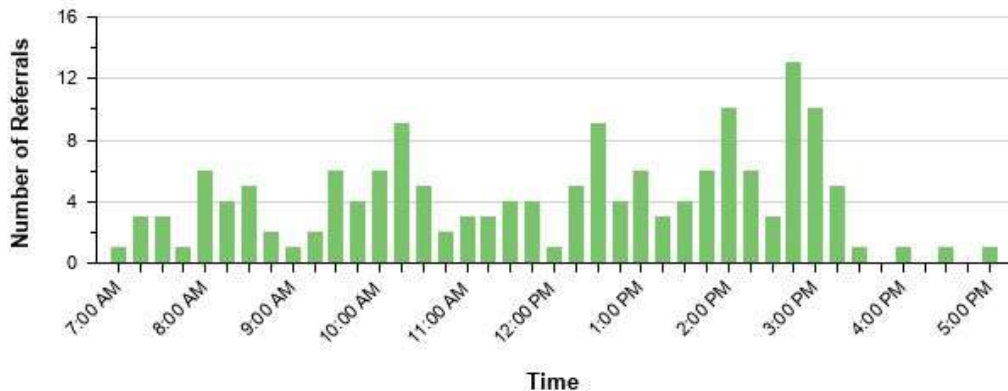


Referrals by Time

All, Aug 1, 2023 - Feb 19, 2024



Days of the Week

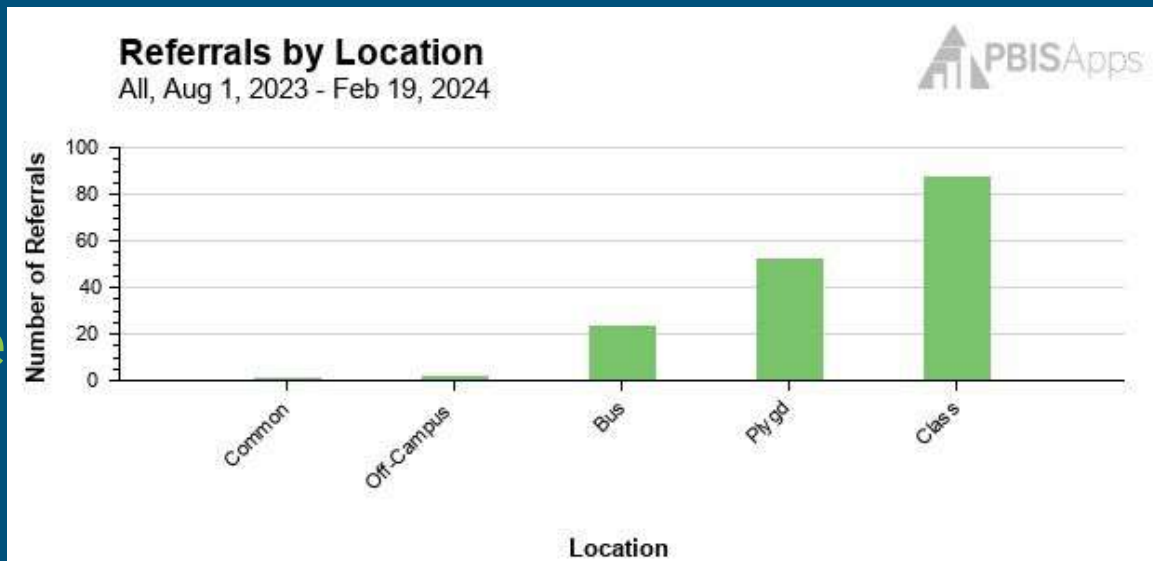


Where?

Where did it happen?

Where do we spend the majority of our time while at school?

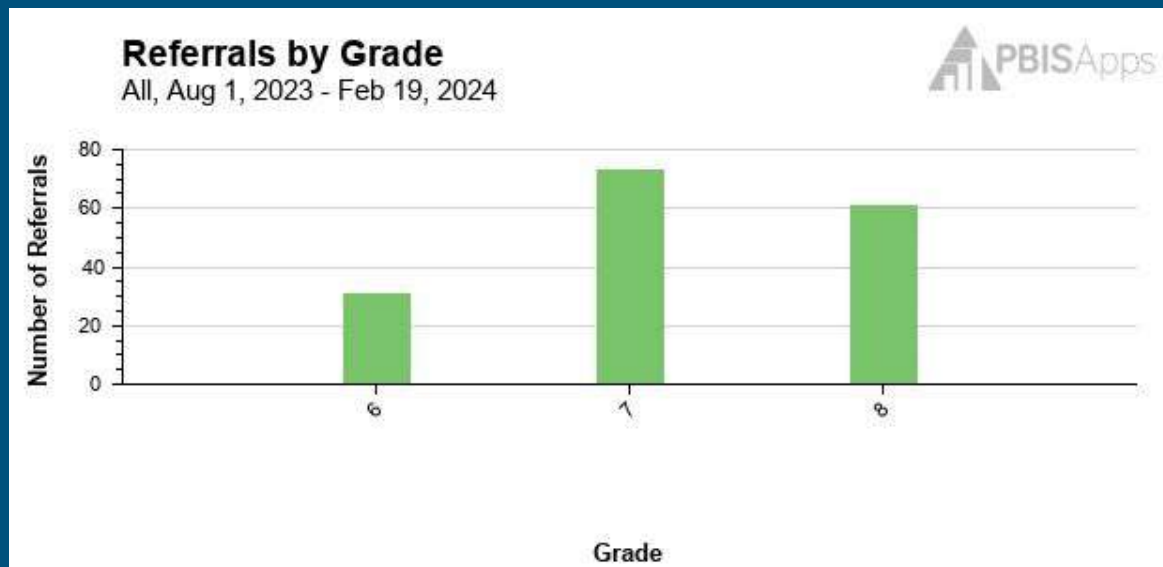
What are we expected to do with our time at school? (What is your job?)



Playground = hallway,
cafeteria, gym

Who?

What grade levels are seeing the highest number of referrals?



Data Table		
Grade	Frequency	Proportion
6	31	18.79%
7	73	44.24%
8	61	36.97%

Who?

- There are five students who created 46 of the 165 referrals written at AMS.
- We have a total of 354 students, so $5/354 = 1.4\%$
- Those five students make up approximately 28% of referrals written so far this academic year.
- So what does this mean?

Tardiness Quarter 2: (during the school day)

- 6th Grade = 21 total tardies
 - 0 students got to 5 tardies
- 7th Grade = 97 total tardies
 - 6 students got to 5 tardies
 - 3 students got to 6 tardies
 - 2 student got to 7 tardies
- 8th Grade = 89 total tardies
 - 6 students got to 5 tardies
 - 3 students got to 6 tardies
 - 3 students got to 7 tardies

Tardiness to School:

6th Grade = 60 Students have at least 1 tardy to school

- 20 students have 5 or more tardies to school

7th Grade = 64 students have at least 1 tardy to school

- 16 students have 5 or more tardies to school

8th Grade = 59 students have at least 1 tardy to school

- 22 students have 5 or more tardies to school

Absences:

chronically absent means missed 10% of the school year, which at this point equals 11 days absent.

6th Grade = 109 students have missed at least 1 day

- 20 of those students would be considered chronically absent

7th Grade = 101 students have missed at least 1 day

- 21 of those students would be considered chronically absent

8th Grade = 101 students have missed at least 1 day

- 17 of those students would be considered chronically absent

Currently we have 58 students out of 354 or 16.4% who would be considered chronically absent.

Who can make a difference at AMS?



You

Every decision you make impacts your success; academically, socially, and future opportunities!



Administrators

Responsible for ensuring and encouraging others to meet and follow the rules for the safety of all people in our building.



All Faculty and Staff

Responsible for the learning and safety of the students in their classrooms, this building, and buses.

HOW?

Live the
AMS

Big 3!

SETTING	All Settings	Bathroom	Hallways	Cafeteria	Assembly	Classroom	Bus
Be Respectful	-Use school appropriate language and voice level. -Practice the Golden Rule; be polite and kind -Listen to and follow directions the first time.	- Plan to use facilities. -Use manners. -Respect school property.	-Walk on the right side of the hallway. -Maintain personal space -Consider people at lockers	-Use manners/be polite and kind -Share microwave time. -Lights off=No talking	-Enter and exit assemblies quietly. -Be a good audience.	-Eyes on the speaker -Respond appropriately when spoken to	-Listen to and follow directions given by the driver, the first time. -Use manners/be polite and kind -Be on time to stop and at dismissal.
Be Responsible	-Be at school all day everyday; on time and prepared -Use school and personal property appropriately. -Have Agenda with you.	-Use your time wisely; • Flush • Wash • Leave -Plan to use facilities during hallway breaks -Clean up after yourself	-Use your locker at breaks and make sure it's neat and locked. -Keep personal items in lockers.	-Wait your turn for microwave and clean up after yourself. -Use time wisely, eat then talk.	-Be a good audience. -Be mindful of personal space. -Be on time and present.	-Pay attention to and be engaged with the lesson -Bring all supplies and homework to class	-Turn in bus pass note the morning, and pick up at lunch. -Stay seated in assigned seat. -Maintain backpacks and personal items.
Be Resilient	-Surround yourself with positive influences and be positive yourself. -Complete tasks to the best of your ability and be a problem solver. -Set high expectations for yourself and your peers.	-Report inappropriate behaviors to an adult. -Be mindful of time.	-Stay organized. -Be mindful of time.	-Be positive and ignore drama. -Make new friends, include others	-Be an example of a positive and mature audience. -Be engaged in the performance	-Complete tasks to the best of your ability. -Ask for help as needed. -Be a problem solver	-Ignore drama. -Pay attention to surroundings. -Report inappropriate behaviors to an adult.

Practice and Model our Big 3!



Improved Student Outcomes

academic performance
(Horner et al., 2009)

social-emotional competence
(Bradshaw, Waasdorp, & Leaf, 2012)

social & academic outcomes for SWD
(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)

reduced bullying behaviors
(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of student-reported drug/alcohol abuse
(Bostatic, Kittelman, McIntosh, & Heselton, 2015; Bradshaw et al., 2012)



Reduced Exclusionary Discipline

office discipline referrals
(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)

suspensions
(Bradshaw, Mitchell, & Leaf, 2010)

restraint and seclusion
(Reynolds et al., 2016; Simonson, Bittan, & Young, 2010)



Improved Teacher Outcomes

perception of teacher efficacy
(Kohn & McIntosh, 2012; Ross, Horner, & Horner, 2012)

school organizational health and school climate
(Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2009)

perception of school safety
(Horner et al., 2009)

School-Wide Positive Behavior Interventions and Supports