



# Kickboard Professional Services

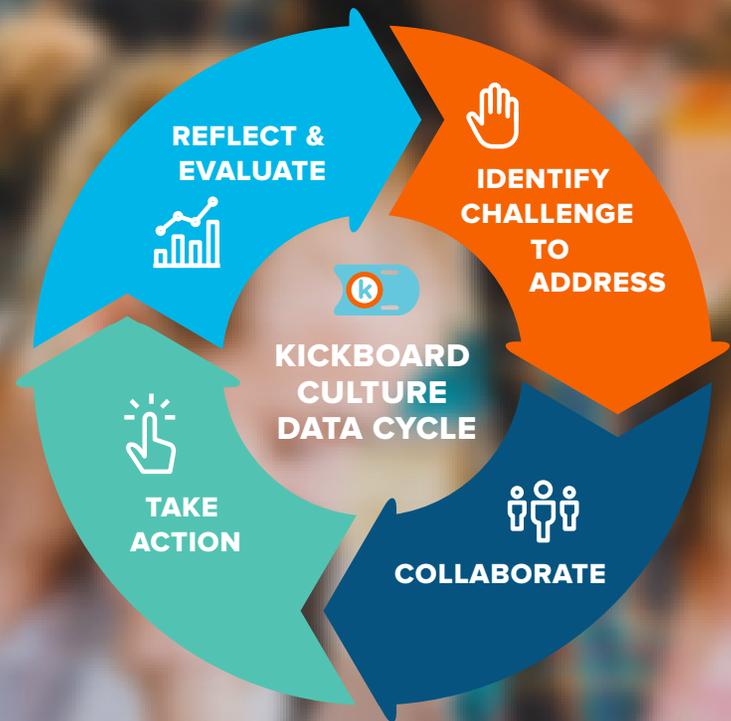
---

A SUSTAINABLE FRAMEWORK FOR  
LEADING SCHOOL CULTURE CHANGE

**At Kickboard**, we realize that making the systemic changes necessary to build positive schools is an enormous challenge. Achieving a thriving school culture requires more than just handing teachers an app and expecting positive results. Leaders must cultivate the right mindsets, systems, practices, and data to create sustainable change.

Whether schools are just beginning this work or are further along, Kickboard Professional Services meet schools where they are. Our team guides leaders and teachers in a continuous cycle of improvement toward the positive culture outcomes students deserve.

**The Kickboard Professional Services Framework** is founded on this premise of continuous improvement. With each session, our coaches engage school leaders and staff in the **Kickboard Culture Data Cycle**. No matter where you are in your journey toward excellence, your school will benefit from collaborating with us.



## Positive School Culture: Planning

### PHASE I

School Culture Audit and Recommendations



Envisioning Excellence and Strategic Planning for Culture



Building Your School's Behavior Logic



Establishing Consistent Systems for Schoolwide Positive and Corrective Consequences



★ Empowering Staff for Success: Mindsets, Tools, and Strategies for a Positive School Culture



*\* Includes in-person software training for staff*

## Positive School Culture: Continuous Improvement

### PHASE II

📄 Engaging Families and Students with Culture Data



📄 Progress Monitoring for PBIS: Systems to Ensure School Culture Goals Are Achieved



★ Culture PLC's: A Framework for Using Culture Data to Drive Improvement



Creating Culture Walkthrough Rubric



★ Instituting Peer Culture Walks



📄 Implementing Data-Based Coaching for Classroom Culture



## Positive School Culture

### ADDITIONAL SESSIONS

📄 Mid-Year Reflection and Planning



📄 Transitions: Planning for an Even Better Next School Year



★ Addressing the Unique Culture Needs of Your School (customized)



## Chronic Absenteeism

Chronic Absenteeism Systems Audit and Recommendations



Implementing Systems and Processes to Reduce Student Absences



A Data Cycle for Reducing Chronic Absenteeism in Schools



## Equity & Diversity

★ Envisioning Equitable Schools



★ Changing the Discourse in Schools



★ Creating and Cultivating a Diverse and Inclusive Staff



## Behavior RTI

Behavior RTI Tiers II and III Audit and Recommendations



Planning, Building and Monitoring Data-Driven Behavior Intervention Plans



★ When Tier I Isn't Enough: Strategies for Managing Challenging Behaviors, Reducing Discipline Referrals, and Keeping Students Learning



★ FULL STAFF    📄 SOFTWARE REQUIRED

• Sessions not designated as full staff are designed for **leadership teams only**. These sessions can be held during regular school days when students are present.  
• All sessions are full onsite days and include a one-hour virtual planning session prior to the visit and a one-hour virtual follow-up session after the visit.

# POSITIVE SCHOOL CULTURE: PLANNING

## PHASE I

### SCHOOL CULTURE AUDIT AND RECOMMENDATIONS

#### AUDIENCE

**Principal and Leadership Team**

#### OVERVIEW

School leaders are often faced with the challenge of spending all their time on misbehavior. A “revolving door” of office referrals steals time from other critical, more proactive work. Kickboard Coaches will study your current Tier I schoolwide behavior support systems by conducting staff and student interviews, observing existing school culture practices, analyzing results of a leadership self-assessment, and reviewing current culture data. You will then receive actionable recommendations for improvement based on this audit of your Tier I culture systems.

#### CHALLENGES ADDRESSED

- Teacher and administration losing time on discipline
- Any proactive improvement planning that is done addresses only academics
- Teachers have adopted a punitive mindset
- Different teachers have different behavior expectations creating inconsistency across the school
- A large number of interventions for struggling students
- A lack of schoolwide positive support systems

#### PROGRAM OUTCOMES

- A comprehensive report of current systems and written recommendations for improving and progress monitoring Tier I culture systems
- Leadership Self Assessment survey results for continued areas of improvement

#### FORMAT

**Two 1-Hour Planning Meetings (Virtual) + Full-Day (6 hrs) in-person collaborative session**

## ENVISIONING EXCELLENCE & STRATEGIC PLANNING FOR CULTURE

### AUDIENCE

**Principal and Culture Leadership Team**

### OVERVIEW

Studies have shown that a large majority of U.S. school leaders realize school culture is adversely affecting academic success but they don't know what steps they should take to improve. During this session, Kickboard will guide the team to collaboratively create a vision for schoolwide culture excellence based on their shared beliefs. The vision will reimagine the school they wish to become, illustrating how the school culture will look, sound, and feel. From the vision, the Kickboard coach will guide the school team to develop explicit goals and an actionable long-term strategic plan that will chart the course for success.

### CHALLENGES ADDRESSED

- School leaders know they have a culture problem but don't know how to fix it
- Absence of intentional work on school culture
- Lack of consensus among leadership regarding school culture
- No vision for excellence for culture
- School improvement plans that are only academic in focus
- Lack of clear school culture improvement goals
- Random or individual acts of improvement without a system-wide effort or plan

### PROGRAM OUTCOMES

- School culture belief statements
- School vision statement for culture excellence
- A strategic plan for improving campus culture that is aligned to the school's mission, vision, and values.

#### **Plan will include:**

- School Culture Goals
  - Metrics for Success
  - Action Steps
  - Responsibilities
  - Resources Needed
  - Plan for Monitoring
- A plan for the leadership team to get the full staff invested in the school culture plan

### FORMAT

**Two 1-Hour Planning Meetings (Virtual) + Full-Day (6 hrs) in-person collaborative planning session**

## BUILDING YOUR SCHOOL'S BEHAVIOR LOGIC

### AUDIENCE

**Culture Leadership Team**

### OVERVIEW

Individual classroom culture efforts often result in isolated “silos” of excellence that don’t result in schoolwide consistency. Kickboard coaches will provide leaders with a collaborative process to use with their full staff to determine what common behaviors adults across the school will reinforce. Coaches can also guide the leadership team in re-evaluating current discipline practices and creating a behavior matrix that clearly spells out campus expectations for common areas and classrooms.

### CHALLENGES ADDRESSED

- Differing behavior expectations from classroom to classroom
- Students showing misbehavior only in certain areas or classrooms
- Student confusion about expectations or inconsistency of behavior in common areas of the school

### PROGRAM OUTCOMES

- Group consensus on behaviors to reinforce schoolwide
- Schoolwide common area behavior matrices
- Consistent behavior expectations
- Plan for leadership team to invest the full staff in common area behavior matrices

### FORMAT

**Two 1-Hour Planning Meetings (Virtual) +  
Full-Day (6 hrs) in-person collaborative planning session**

## ESTABLISHING CONSISTENT SYSTEMS FOR SCHOOLWIDE POSITIVE AND CORRECTIVE CONSEQUENCES

### AUDIENCE

**Culture Leadership Team**

### OVERVIEW

Your culture leadership team will collaboratively create a detailed calendar of schoolwide student recognition systems and incentives as well as the criteria for earning each. They will also define an exact protocol for teachers to follow when corrective action is necessary and a negative consequence is earned. Kickboard will provide proven best practices and lead the group session to create a plan that ensures focus on positive achievements throughout the year.

### CHALLENGES ADDRESSED

- Overall negative school culture
- Lack of positive recognition for students
- Lack of schoolwide student recognition to motivate positive choices
- Large number of behavior interventions for struggling students
- Budget constraints for maintaining schoolwide incentives in the past
- Inconsistent consequences within the school
- Recognition and incentives are arbitrary and not based on data

### PROGRAM OUTCOMES

- School Recognition Plan and Calendar
- Criteria for student recognition
- School recognition systems
- School corrective consequence ladder
- Plan for leadership team to get full staff invested in recognition and consequence systems

### FORMAT

**Two 1-Hour Planning Meetings (Virtual) + Full-Day (6 hrs) in-person collaborative planning session**

## EMPOWERING STAFF FOR SUCCESS: MINDSETS, TOOLS, AND STRATEGIES FOR A POSITIVE SCHOOL CULTURE

*\* Includes in-person software training for staff*

### AUDIENCE

**Whole Staff (including Leadership Team)**

### OVERVIEW

Is your staff ready for the transformation? During this session, leaders and teachers in your building will be empowered as the agents of change necessary to achieve a positive school culture. A Kickboard coach will first lead staff to explore mindsets critical for success. Staff will learn the software tools that will help them reinforce positive choices with students and be guided through a group norming process to ensure consistency in behavior capture. They will also learn strategies and gain resources for defining and explicitly teaching behaviors with children.

### CHALLENGES ADDRESSED

- Low teacher buy-in
- Punitive mindsets or mixed beliefs about how to motivate students
- Widespread assumptions among adults that children should just know how to behave without being taught
- Wide variance in reasons for office referrals
- Inconsistency of behavior expectations across classrooms

### PROGRAM OUTCOMES

- Increased teacher buy-in and investment for improving school culture
- Tools for continued mindset reflection
- Ability to use the Kickboard software to capture behaviors
- Clear definition of behaviors for both teachers and students
- Schoolwide consistency of behavior expectations
- Lesson framework and examples for teaching children behavior skills
- Consistent process across classrooms for narrating and reinforcing behavior

### FORMAT

**Two 1-Hour Planning Meetings (Virtual) +  
One full-day, in-person interactive PD session (6 hours)**

*\* Limited to 45 participants per session purchased*

# POSITIVE SCHOOL CULTURE: CONTINUOUS IMPROVEMENT PHASE II

## ENGAGING FAMILIES AND STUDENTS WITH CULTURE DATA

### AUDIENCE

**Culture Leadership Team**

### OVERVIEW

During this work session, a Kickboard coach will guide the school leadership team in making decisions about and planning specifics for systems to engage stakeholders in Kickboard behavior data. Plans may include ways to regularly share and set goals with students, configuring reports to share with students and parents, rolling out the online parent portal, and planning incentives to increase student desire to make positive choices.

### CHALLENGES ADDRESSED

- Low student buy-in
- Teachers doing the heavy lifting of behavior motivation
- Lack of student culture goals
- Parents and students “in the dark” about student behavior

### PROGRAM OUTCOMES

- Schoolwide system for parent communication and engagement
- Schoolwide system for increased student investment in Kickboard data

### FORMAT

**Two 1-Hour Planning Meetings (Virtual) +  
Full-Day (6 hrs) in-person collaborative planning session**

## PROGRESS MONITORING FOR PBIS: SYSTEMS TO ENSURE SCHOOL CULTURE GOALS ARE ACHIEVED

### AUDIENCE

**Culture Leadership Team**

### OVERVIEW

So often culture goals are set and strategic plans get developed, but the synergy stops when school starts. By mid-year, goals are no longer top of mind and schools are not aware of their progress toward attaining them. By year's end, the school is no further along in improving school culture.

During an onsite collaborative working session, a Kickboard coach will guide the school leadership team to create efficient systems, determine data sets, and build a calendar to progress monitor their school culture goals. They will also make a plan for engaging the full school in their strategic efforts.

Following the onsite day, virtual accountability meetings scheduled throughout the school year will ensure school leaders act on short-cycle data as they make their way to achieving their school culture goals.

### CHALLENGES ADDRESSED

- Failure to attain school culture goals
- Lack of strategic focus for improving school culture
- Missing systems for monitoring data-based culture goals
- Lack of schoolwide synergy toward improving school culture collectively

### PROGRAM OUTCOMES

- Culture goal attainment
- Increased staff buy-in and investment in school culture goals
- Data sets for progress monitoring
- Protocol for leadership culture data meetings
- Calendar of monitoring and reporting progress
- Accountability partner

### FORMAT

**Four 1-Hour Planning Meetings (Virtual) + Half-Day (3 hrs) in-person collaborative planning session**

## CULTURE PLC'S: A FRAMEWORK FOR USING CULTURE DATA TO DRIVE IMPROVEMENT

### AUDIENCE

**Whole Staff**

### OVERVIEW

Kickboard will model how to lead a Professional Learning Community (PLC) meeting where teachers analyze and reflect on their classroom culture and its alignment with Kickboard data. Teachers will share best practices and create an action plan to improve culture.

### CHALLENGES ADDRESSED

- Inconsistent classroom cultures
- Administration doing the heavy lifting on analysis and action planning
- PLCs only academic in nature
- Lack of collaborative systems for improving culture

### PROGRAM OUTCOMES

- Protocol for culture data reflection and planning
- Tools to lead culture PLCs

### FORMAT

**Two 1-Hour Planning Meetings (Virtual) + Full-Day (6 hrs) in-person collaborative session with rotating teacher groups throughout the day**

## CREATING CULTURE WALKTHROUGH RUBRIC

**AUDIENCE**

**Culture Leadership Team**

**OVERVIEW**

Improving school culture requires incorporating systems to explicitly check which areas are showing progress and which need more attention. Kickboard will work side-by-side with leaders to create a rubric for measuring school culture and an aligned walkthrough tool. The session will also include an action plan for testing and calibrating the rubric.

**CHALLENGES  
ADDRESSED**

- Schoolwide inconsistency of culture
- Lack of clear expectation for culture excellence
- Absence of culture observation tool

**PROGRAM  
OUTCOMES**

- Culture Rubric
- Protocol for culture observations using the rubric

**FORMAT**

**Two 1-Hour Planning Meetings (Virtual) +  
Full-Day (6 hrs) in-person collaborative planning session**

## INSTITUTING PEER CULTURE WALKS

**AUDIENCE**                      **Whole Staff**

**OVERVIEW**                      Peer Culture Walks are a powerful, non-evaluative routine that instantly spreads promising practices for creating positive classroom cultures. In advance of the visit, Kickboard will work with school leaders to organize Peer Culture Walks, including building a simple protocol for teachers to use, determining scheduling, and planning the debrief. On the day of the Culture Walks, Kickboard will facilitate the first round of Peer Culture Walks and debriefing sessions side-by-side with a campus-based facilitator.

**CHALLENGES  
ADDRESSED**                      • Inconsistent classroom cultures  
   • Lack of collaborative systems among staff members

**PROGRAM  
OUTCOMES**                      • A non-evaluative process for classroom culture improvement that can be replicated and sustained in the future  
   • Protocol for note-taking and debriefing peer culture observations

**FORMAT**                              **Two 1-Hour Planning Meetings (Virtual) +  
Full-Day (6 hrs) in-person collaborative session**

## IMPLEMENTING DATA-BASED COACHING FOR CLASSROOM CULTURE

### AUDIENCE

**Principal and Leadership Team**

### OVERVIEW

School leaders always want to support teachers when it comes to building positive classroom cultures conducive to learning. But sometimes the process for doing so isn't clear. Letting data guide the improvement is key. Kickboard Coaches will help you institute a powerful, yet supportive, observation and feedback cycle that uses student behavior data trends combined with rubric-based observational data to drive continuous improvement in classrooms.

### CHALLENGES ADDRESSED

- Absence of classroom culture observation and feedback routines
- Observations centered solely around academic outcomes when a culture problem exists
- Observations centered solely around what is seen in the moment without student behavior data trends considered

### PROGRAM OUTCOMES

- Tools and protocols for initiating an observation and feedback cycle
- Classroom culture walk-through rubric
- Increases in classroom positivity
- Decreases in classroom discipline referrals
- Improvement in classroom culture based on walk-through rubric
- Perceptual data increases from stakeholder surveys

### FORMAT

**Four 1-Hour Planning Meetings (Virtual) + Full-Day (6 hrs) in-person collaborative sessions**

# POSITIVE SCHOOL CULTURE

## ADDITIONAL SESSIONS

### MID-YEAR REFLECTION AND PLANNING

**AUDIENCE**

**Culture Leadership Team**

**OVERVIEW**

Taking time to reflect, recalibrate, and renew midway through a school year is an important step to ensure you meet your school culture goals. Your Kickboard Coach will guide your team through a specific process for reflecting on your schoolwide systems, practices, and software usage. You will leave with a specific action plan for what adjustments you'll make in order to ensure results in the second semester.

**CHALLENGES  
ADDRESSED**

- Lack of clarity for school culture improvement area
- Declines in positive school culture metrics
- Effective practices that taper off over the semester

**PROGRAM  
OUTCOMES**

An action plan for adjusting systems, practices, and the software to ensure you're on track for meeting your goals.

**FORMAT**

**Two 1-Hour Planning Meetings (Virtual) +  
Half-Day (3 hrs) in-person collaborative planning session**

## TRANSITIONS: PLANNING FOR AN EVEN BETTER NEXT SCHOOL YEAR

### AUDIENCE

**Culture Leadership Team**

### OVERVIEW

With a school year's worth of data and improvement efforts behind you, it's time to build on what you've accomplished. During this collaborative planning session, your team will reflect on a range of data showing evidence of school culture change. Then, you will create next year's strategic plan for school culture to move from good to great.

### CHALLENGES ADDRESSED

- Need to continue improving school culture but unclear what steps to take to advance

### PROGRAM OUTCOMES

A strategic plan for next school year for improving campus culture that is aligned to the school's mission, vision, and values.

#### The plan will include:

- School Culture Goals
  - Metrics for Success
  - Action Steps
  - Responsibilities
  - Resources Needed
  - Plan for Monitoring
- A plan for leadership team to present to the full staff

### FORMAT

**Two 1-Hour Planning Meetings (Virtual) + Full-Day (6 hrs) in-person collaborative planning session**

## ADDRESSING THE UNIQUE CULTURE NEEDS OF YOUR SCHOOL

### AUDIENCE

**Culture Leadership Team or Full Staff**

### OVERVIEW

Often your district or school's needs are so unique, we need to customize a day specifically for you. A Kickboard school culture coach will walk you through a needs analysis and together, you will design a customized agenda for your professional services day to address your specific culture challenges. The session can also be a hybrid of other sessions in this framework.

#### **A few examples of customized sessions our schools have chosen include:**

- Half day of leadership strategic planning with a half day teacher session on the power of positivity
- Multi-school culture audits with a district-level report
- Positive school culture staff training (Kickboard software not required)

### CHALLENGES ADDRESSED

School leaders will collaborate with school culture coach to determine unique challenges to address.

### PROGRAM OUTCOMES

Outcomes will be identified by the Kickboard culture coach and school culture leader based on the agenda collaboratively created.

### FORMAT

**Two 1-Hour Planning Meetings (Virtual) + Full-Day (6 hrs) in-person collaborative planning session**

# CHRONIC ABSENTEEISM

## CHRONIC ABSENTEEISM SYSTEMS AUDIT AND RECOMMENDATIONS

### AUDIENCE

**Principal and Leadership Team**

### OVERVIEW

More than 7 million students are chronically absent from school leaving them at risk both academically as well as socially and emotionally. The Every Student Succeeds Act (ESSA) requires states to have a non-academic measure, and absenteeism is an important one to use.

The unique focus that Kickboard has on improving climate and culture can drive significant increases in school attendance and the reduction of student dropouts. Kickboard Coaches will facilitate your team as you discover the underlying root causes of chronic absenteeism and guide you in using data to identify, monitor and support your campus on the journey of having students Show Up!

### CHALLENGES ADDRESSED

- Understanding the difference between chronic absenteeism and truancy and why it matters
- Identifying students who are at risk for chronic absenteeism
- Analyzing existing attendance data and how to effectively use data to increase attendance
- Classroom engagement that encourages student daily attendance

### PROGRAM OUTCOMES

- A comprehensive report of current systems and written recommendations for improving and progress monitoring chronic absenteeism
- Kickboard Attendance Survey results for continued areas of improvement

### FORMAT

**Two 1-Hour Planning Meetings (Virtual) + Full-Day (6 hrs) in-person collaborative session**

## IMPLEMENTING SYSTEMS AND PROCESSES TO REDUCE STUDENT ABSENCES

### AUDIENCE

**Principal and Leadership Team**

### OVERVIEW

Once the underlying causes of chronic absenteeism have been determined in Phase 1 sessions, it is time to ensure that effective, efficient and consistent systems are in place to improve attendance. We will audit current practices and put monitoring and evaluation tools into place. We will examine how the school's climate and culture affects school attendance and develop consistent practices to ensure that students will "Show Up" on a regular basis.

### CHALLENGES ADDRESSED

- Absence of easy-to-use data to monitor root causes of chronic absences
- Confusion between chronic absenteeism and truancy
- Ineffective ways to collect data on chronic absences
- Lack of consistency in ensuring engaging learning environments
- Poor understanding about the link between chronic absence and student achievement

### PROGRAM OUTCOMES

- Strategic Plan, phase 1 evaluation
- Develop consistent, school-wide practices to support students at risk of chronic absence or dropping out
- Establish metrics to support and monitor classroom engagement practices
- Establish metrics to monitor the attendance/achievement link

### FORMAT

**Two 1-Hour Planning Meetings (Virtual) + Full-Day (6 hrs) in-person collaborative session**

## A DATA CYCLE FOR REDUCING CHRONIC ABSENTEEISM IN SCHOOLS

### AUDIENCE

**Principal and Leadership Team**

### OVERVIEW

Kickboard will model a meeting protocol during which staff analyze data and reflect on practices associated with reducing chronic absenteeism. Teams will use data to monitor progress of existing systems, share best practices, plan for adjustments to current systems and commit to new action steps in order to continuously reduce chronic absenteeism.

### CHALLENGES ADDRESSED

- Current systems for chronic absenteeism not getting desired results
- Lack of formative data to reduce chronic absenteeism
- Insufficient data analysis processes for reducing Chronic Absenteeism

### PROGRAM OUTCOMES

- Process for establishing a chronic absenteeism data cycle
- Tools to lead progress monitoring attendance meetings
- Action steps for continuous improvement of attendance

### FORMAT

**Two 1-Hour Planning Meetings (Virtual) + Full-Day (6 hrs) in-person collaborative session**

# EQUITY AND DIVERSITY

## ENVISIONING EQUITABLE SCHOOLS - WORKING TO BUILD AN ACTIVELY ANTI-RACIST, AND CULTURALLY RELEVANT SCHOOL CULTURE

### AUDIENCE

**Teachers and Leadership Team**

### OVERVIEW

Systemic Racism, if not the absolute cause, is one of the major contributors to the “achievement gap.” Schools that cultivate teachers, and build systems, that are intentionally anti-racist are, in effect, addressing the achievement gap head on. In order to reverse disproportionate trends in academic achievement and discipline, schools must work to build a culture that embraces, values, and respects students cultural identity.

### CHALLENGES ADDRESSED

- Addressing microaggressions and stereotype threat
- Teacher mindset around the achievement of black and brown students
- School-wide systems that aren't currently culturally responsive
- Teacher-led classrooms that aren't currently culturally responsive
- Collaboration between teachers across racial difference
- Teachers not identifying with their students across racial identity

### PROGRAM OUTCOMES

- To begin the process of building a multi-ethnic, inclusive and anti-racist organization.
- To begin, or further, the process of developing culturally relevant classrooms.
- To train staff on how systems of oppression impact learning and life trajectory, and to apply this understanding to interrupting that cycle.
- To collectively define the role that race, and racism play in our school systems.
- To cultivate an environment where all students feel seen, heard, welcomed and valued.

### FORMAT

**Two 1-Hour Planning Meetings (Virtual) + Full-Day (6 hrs) in-person collaborative session**

## CHANGING THE DISCOURSE IN SCHOOLS - CREATING SCHOOLS THAT TRANSFORM, RATHER THAN REPRODUCE OUTCOMES BASED ON RACE

### AUDIENCE

**Teachers and Leadership Team**

### OVERVIEW

“Schools are a major part of society’s institutional processes for maintaining a relatively stable system of inequality. They contribute to these results by active acceptance and utilization of a dominant set of values, norms and beliefs, which, while appearing to offer opportunities to all, actually support the success of a privileged minority and hinder the efforts and visions of a majority.”

— Eugene Eubanks, Ralph Parish, and Dianne Smith

Schools either reproduce, or transform the societal realities of race and racism. This course is meant to help schools to develop an intentional path forward towards developing a school culture that embraces culturally responsive practices. Most importantly, this course helps to build in teachers and leaders a critical understanding of how race and racism undermine the educational pursuits of their students. Once we have identified the problem, we can begin working together to find the concrete solutions that are best for the students, families, and communities we serve.

### CHALLENGES ADDRESSED

- Discipline systems that push kids out of the learning environment
- School culture systems that unintentionally promote dominant narratives around race
- Microaggressions and stereotype threats that undermine student learning
- Lack of racial pride and self-esteem in students of color

### PROGRAM OUTCOMES

- To provide participants with a shared vocabulary on common and important terms dealing with race and anti-racism
- To provide participants with a framework to affirm the culture and identity of the students that they serve
- To develop a lens of how systemic racism has functioned historically, and functions presently in order to create a plan of how we address its realities in our schools
- To begin thinking about school-wide systems that seek to transform, rather than reproduce outcomes around race
- To begin the process of building an multi-ethnic, inclusive, and anti-racist organization

### FORMAT

**Two 1-Hour Planning Meetings (Virtual) +  
Full-Day (6 hrs) in-person collaborative session with rotating teacher groups  
throughout the day**

## CREATING AND CULTIVATING A DIVERSE AND INCLUSIVE STAFF

### AUDIENCE

**Teachers and Leadership Team**

### OVERVIEW

A recent study conducted by New York University scholar, Hua-Yu Sebastian Cherng, denotes that students learn better from a diverse sampling of teachers. His research goes on to suggest that students of all races learn better when they have access to teachers of color. Hiring a diverse staff is just one step in the equation. Cultivating a diverse staff that works together across differences and regularly has critical conversations about race and equity takes work. The goal of this workshop is to invest schools in the power of developing positive staff culture around race, and the benefits that this provides for the students that they serve.

### CHALLENGES ADDRESSED

- Fears that arise when thinking about having important conversations about race with co-workers
- Passive diversity - Diversity on staff that doesn't lead to collaboration
- Lack of institutional support for staff members of color
- Low retention of staff members of color

### PROGRAM OUTCOMES

- Develop a deeper understanding of how race impacts our interactions with one another as well as with our students.
- Begin the process of building a multi-ethnic, inclusive and anti-racist organization.
- Begin developing the tools to have crucial conversations about race across racial difference
- Examine their biases, and how they might impede upon the creation of meaningful relationships with co-workers or students.
- Train staff and students on how systems of oppression impact learning, and life trajectory and how to apply this understanding to interrupting that cycle.

### FORMAT

**Four 1-Hour Planning Meetings (Virtual) + Full-Day (6 hrs) in-person collaborative sessions**

# BEHAVIOR RTI

## BEHAVIOR RESPONSE TO INTERVENTION: TIERS II AND III AUDIT AND RECOMMENDATIONS

### AUDIENCE

**Principal and Leadership Team**

### OVERVIEW

Students with intensive behavior challenges require additional support but the effort doesn't have to be all-consuming for school leaders. With the right goals, exact plans, and effective progress monitoring systems in place, students will achieve their behavior goals. Your Kickboard Coach will conduct a comprehensive review of your current Behavior Response to Intervention (RTI) supports via interviews, observations, and data analysis to audit your current systems then make recommendations for improvement.

### CHALLENGES WE SOLVE

- Schoolwide culture is generally good, but there are still some “heavy-hitters” that are disrupting culture
- Behavior intervention plans currently in place are not helping students achieve their goals
- Behavior intervention plans in place without clear, measurable goals or progress monitoring systems
- Not making use of reliable behavior data to drive decisions for students in need of additional behavior support
- Lack of effective meetings for collaborative decision-making surrounding students in need of behavior support

### PROGRAM OUTCOMES

- A comprehensive report of current systems and written recommendations for improving Behavior RTI Tier 2 and 3 systems
- Tools and protocols to support student behavior goal attainment

### FORMAT

**Two 1-Hour Planning Meetings (Virtual) +  
Full-Day (6 hrs) in-person collaborative planning session**

## PLANNING, BUILDING AND MONITORING DATA-DRIVEN BEHAVIOR INTERVENTION PLANS

### AUDIENCE

**Culture Leadership Team and Behavior Intervention Team**

### OVERVIEW

Sometimes students with extreme behavior needs get all of our attention. Other times, students with less obvious needs fall through the cracks. During this working session, a Kickboard Coach will guide school leaders to develop automated lists for identifying students needing Tier 2 and Tier 3 behavior support based on their Kickboard data. Leaders will determine identification criteria and develop a process for systemically responding to students in need of support. The coach will share best practices for developing behavior goals based on student behavior data rather than intuition, as well as how to manage plans within Kickboard, and use intervention plan data to monitor the effectiveness of the interventions.

### CHALLENGES ADDRESSED

- Reactive approach to discipline
- High numbers of office referrals and suspensions
- No systemic, data-driven process for identifying students in need of extra behavior support
- Lack of data-driven behavior interventions in place
- “One-size-fits-all” interventions that aren’t aligned to the root cause of the behavior need
- Misidentification of behavior needs
- No system to effectively monitor progress of student interventions

### PROGRAM OUTCOMES

- Decrease in discipline instances
- Proactive system for identifying and meeting student behavior needs
- Auto-generated list of students who need more support
- A set of intervention plans managed in Kickboard
- Intervention plans based on appropriate student need

### FORMAT

**Two 1-Hour Planning Meetings (Virtual) +  
Full-Day (6 hrs) in-person collaborative planning session**

## WHEN TIER I ISN'T ENOUGH: STRATEGIES FOR MANAGING CHALLENGING BEHAVIORS, REDUCING DISCIPLINE REFERRALS, AND KEEPING STUDENTS LEARNING

### AUDIENCE

**Whole Staff (including Leadership Team)**

### OVERVIEW

Quite often, the student misbehavior we're trying to reduce is inadvertently fueled by adults actions. The adult response can easily escalate situations unnecessarily, leading to an often-unwarranted office referral or other punitive consequence that pulls students from the learning environment. This cycle, in turn, prevents administrators from the proactive work of improving Social, Emotional and Academic Development (SEAD).

In this small group session, teachers, staff, and leaders will first reflect to ensure their Tier 1 systems for positive classroom culture are in place. They will then learn strategies for managing minor and moderate misbehavior, preventing escalation, and keeping students in the classroom and learning.

### CHALLENGES ADDRESSED

- Instructional time lost due to misbehavior
- Teacher frustration about misbehavior
- Insufficient classroom management
- Low classroom positivity
- High numbers of discipline referrals or classroom send-outs for minor or unwarranted misbehaviors

### PROGRAM OUTCOMES

- Tools for increasing classroom positivity
- Instructional strategies for managing minor and moderate misbehavior
- Strategies for de-escalating behavior
- Gains in instructional time
- Decrease in discipline referrals

### FORMAT

**Two 1-Hour Planning Meetings (Virtual) + One full-day, in-person interactive PD session (6 hours) conducted in small, rotating groups of teachers of 45 minutes each**



# Kickboard Professional Services Leadership Team



## Jolynn Greene Professional Services Manager

Jolynn Greene has served students, teachers and school leaders for over twenty-five years. She began her career as an elementary school teacher, continuously striving to improve her craft each year. In Texas public schools she's served as a professional development lead teacher, a campus principal, and a district administrator for school improvement. Jolynn has also consulted with hundreds of educators across the U.S. and abroad to improve in a variety of areas including including high-yield instructional practices, Response to Intervention, technology integration, and leadership development.

As a Kickboard Leadership Coach, Jolynn helps school leaders build organizations focused on data-driven, continuous improvement. She guides leaders to cultivate the right mindsets, systems, practices, and data in their schools in order to create positive school culture that results in student learning.

Jolynn holds a BS in Elementary Education from The University of Texas at Austin and a Masters in Educational Administration from Texas State University. She lives in Austin, Texas with her husband, almost-grown children, and miniature schnauzer.



## Melinda Snover Head of Customer Success

Melinda Snover began her teaching career at an alternative school in Jefferson Parish, Louisiana as a Teach For America corps member. She has been a middle school teacher, a math planning team leader, a TAP mentor teacher, and a data-driven instructional coach. In her previous role as Director of Data and Assessment in Jefferson Parish, Melinda designed and implemented school-wide data-driven instruction programs, helping a school grow from an F to a C in two years and meeting all Turnaround school goals.

As Head of Customer Success at Kickboard, Melinda currently leads professional services, customer support and outreach, and new customer onboarding. She also serves as a Leadership Coach at Kickboard, helping schools analyze and act on data Kickboard provides, ensuring maximum impact.

Melinda holds a Bachelor's degree in Economics from the University of Pennsylvania and a Masters in Educational Leadership and Administration from George Washington University. She lives in Philadelphia, Pennsylvania.



## LaTisha Vaughn-Brandon

### School Culture Coach

LaTisha Vaughn-Brandon received her first Bachelor's degree in Accounting from the University of Missouri. After working for about six months in the field, she realized she needed to heed her calling to work in education and immediately returned to school to obtain a Bachelor of Arts in Elementary Education from Park College (now Park University), and Master of Educational Leadership from Georgia State University.

Vaughn-Brandon taught first, fourth, and fifth grades before leaving her "first love" to become a curriculum leader, assistant principal, principal and school district leader. Her school based experiences have been varied including teaching and leading traditional public schools, teaching in a multiage classroom, teaching and serving as a school administrator in charter schools, and working for a charter school management company. These opportunities provided her with a unique insight into education and a renewed passion to ensure all children have access to high quality educational experiences.



## Krista Reed

### School Culture Coach

Krista Reed began her career as special education teacher in Louisiana. She has served as a mentor teacher, teacher coach, curriculum specialist, elementary curriculum and instruction leader, as well as a special education administrator. Krista's areas of interest are special education, Response to Intervention, and education technology. As a Kickboard Leadership Coach, Krista enjoys working alongside leaders as their vision becomes reality with each new school year. Krista graduated from Drew University in New Jersey. She lives in the San Diego area with her husband and dog, Cajun.



## Matthew Kincaid

### CEO, Overcoming Racism

### Kickboard Partner

Matthew Kincaid is both an educator as well as an advocate for social justice. For fifteen years Matthew has been working with teachers and students to envision, work towards, and maintain equitable environments. While studying at Tufts University, as a public service scholar, Matthew Kincaid helped to organize the initiative that led to the university's creation of the Center for the Study of Race and Democracy. Most recently Matthew has served as both a history teacher, as well as an assistant principal in New Orleans. Matthew Kincaid has combined his experience as an advocate against racism, with his expertise as a teacher and school administrator to create Overcoming Racism, which seeks to change the way that we navigate race in schools.