

## Understanding the impact of changes in adult practices



# Vision in Action

## Appleton West High School, Appleton

IN 2010, APPLETON WEST High School's leadership team knew that staff buy-in would be critical to building a more positive school culture. The team decided to use the Self-Assessment Survey to identify staff perceptions about how well they thought their system was working and then use these results for action planning. The results showed that staff policies and practices needed to be put in place that would unify efforts, empower adults to cultivate a consistent environment, and build relationships with students.

APPLETON WEST'S DEMOGRAPHICS (2015-16)	
Total number of students	1067
Free and reduced lunch	453 (42%)
Students with disabilities	215 (20%)

(source: wisedash public)

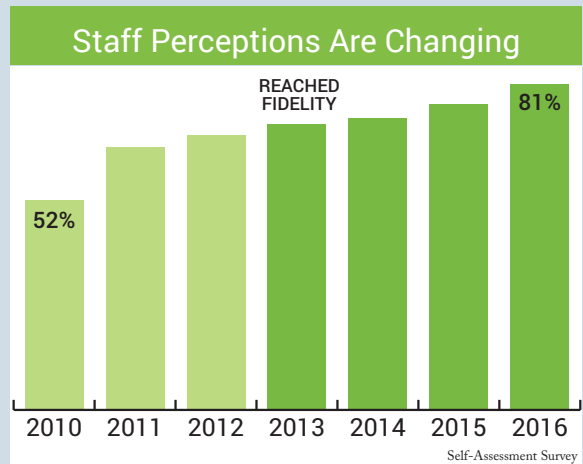
*In 2011, Appleton West staff began assessing in PBIS. They reached fidelity at the universal level for PBIS in 2013. Appleton West began assessing in reading in 2012 and assessing in math in 2016.*

*Appleton West has been at fidelity at the universal level for PBIS for four years (2013-16).*

*Implementation Snapshot*

**"It takes time to see everything come together—year five was when everything seemed to fall into place for us."**

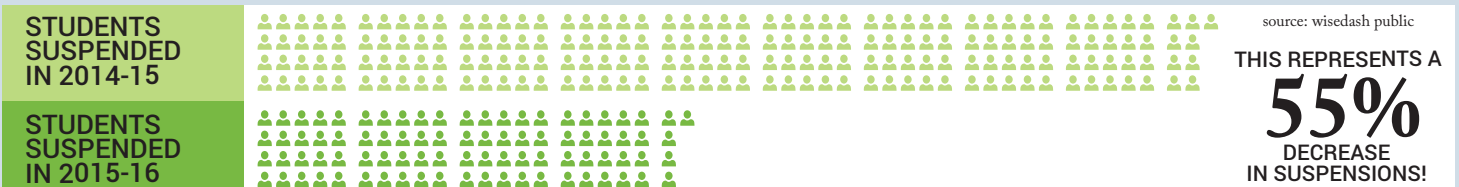
**— Associate Principal Cheryl Klinger**



The use of restorative

practices has transformed the way that staff handle suspensions and office disciplinary referrals. Put into effect during the 2014-15 school year, these techniques gave teachers the opportunity to teach rather than punish, according to Principal Greg Hartjes.

Instead of removing students from the classroom, staff are able to work with students to reflect on the misguided behavior, brainstorm ways to correct it, and write a letter of apology, including the behavior correction technique. This has led to sharp decreases in suspensions, as shown below.



*In 2014-15, Appleton West had a **95%** pass rate.*

Appleton West also saw a 37% drop in office disciplinary referrals between 2014-15 and 2015-16! This reduction alone means 22 more days in the classroom.

One result linked to keeping students in the classroom was the increase in the number of students with passing grades. Principal Hartjes noted that in 2014-15 they had the highest percentage of students passing classes with a 95% pass rate. This equates to a 26% drop in classes failed in one school year. It took hard work and dedication for staff to reframe their approach to discipline practices, but their efforts have certainly paid off.