



SPRING BRANCH ISD'S SYSTEM OF CARE

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SBISD System of Care

- ▶ A team that is responsible for monitoring and supporting cultural and climactic change through:
 - ▶ Establishing partnerships to address our highest needs as a district.
 - ▶ Embedding a strong Culture of Achievement throughout our schools.
 - ▶ Shaping new mindsets around student support and discipline.



System of Care Make-up

- ▶ Administrator
- ▶ 4 Care Coaches
- ▶ TOTAL Program Facilitator/Teacher
- ▶ TOTAL Program Paraprofessional
- ▶ Part-time social worker
- ▶ Addictions Counselor (LPC)
- ▶ District Counselor (LPC)



What are we trying to accomplish?

2011-2012	2012-2013	2013-2014		Current
15,659	13,193	10,063	6,339	



3 Year Initiative Goal

Target elementary schools will have a behavioral student support system at every grade level that will decrease out-of-classroom suspensions by 45%.

2015-16 Goal	2016-17 Goal	2017-18 Goal
8% reduction of days spend in suspension (comparison to 2014 data)	25% reduction of days spent in suspension (comparison to 2014 data)	45% reduction of days spent in suspension (comparison to 2014 data)



3 Year Initiative Goal

Targeted secondary schools will have an In School Suspension Program at every grade level that will decrease out-of-classroom suspensions by 40%.

2015-16 Goal	2016-17 Goal	2017-18 Goal
8% reduction of days spend in suspension (comparison to 2014 data)	20% reduction of days spent in suspension (comparison to 2014 data)	40% reduction of days spent in suspension (comparison to 2014 data)



3 Year Initiative Goal

Students at the TOTAL program will reach their behavior growth goals within 8 weeks.

2015-16 Goal	2016-17 Goal	2017-18 Goal
<p>30% of students meet behavioral growth goals.</p> <p>25% of campuses are able to implement student support recommendations from the TOTAL program.</p>	<p>55% of students meet behavioral growth goals.</p> <p>50% of campuses are able to implement student support recommendations from the TOTAL program.</p>	<p>80% of students meet behavioral growth goals.</p> <p>90% of campuses are able to implement student support recommendations from the TOTAL program.</p>



Partnerships: Our Highest Needs as a District

- ▶ Bipolar Depression Alliance—provides peer support groups once a week to student who are battling bipolar and cutting.
- ▶ Aspire- Youth mental health service to all secondary staff to identify and support mental illness.
- ▶ MHA—Monarch Partnership to support students being sent to our alternative school
- ▶ PDAP- North/South side community centers and APGs
- ▶ The Harris Center for Mental Health and IDD



Partnership Impact

- ▶ 1,520 Students
- ▶ 26 Campus-wide student support
- ▶ 46 nurses
- ▶ 10 counselors
- ▶ 200 Administrators



Culture of Achievement

4 Care Coaches:

- Observe students who are not thriving in a regular academic environment and determine Tier II/III interventions that should be put in place
- Coach for classroom management and incorporating a positive culture of achievement.
- Model individual student support and/or documentation of intervention
- Pull small groups of Tier II students weekly to teach targeted social skills.



Crafting a Culture of Care: School Level

- ▶ Campus specific professional development to address discipline/behavioral needs
- ▶ Work with assistant principals and counselors to create/strengthen the behavioral Response to Intervention (RTI)
- ▶ Work with Grade Level Chairs to strengthen Tier I foundations
- ▶ Coordinate Tier II/III behavioral support systems for students at risk of DAEP or returning from DAEP.



Shaping Mindsets Around Student Support

- ▶ Creating a reflective cycle on district and campus specific discipline data
- ▶ Discipline Dashboard for all campuses: give real time breakdown of discipline data across several identity markers.
- ▶ Incorporating SOC into the New Teacher Orientation program to provide skill development, raise awareness of partnerships, as well as shape mindsets around student discipline.
- ▶ Creating a new In School Suspension (ISS) program at target campuses.



Investing Admin in the Solution

Discipline Dashboard SBISD

School Level: Elementary

Trends for .all

- All Referrals
- All Actions
- ISS Suspensions
- OSS Suspensions
- DAEP Suspensions
- JJAEP Suspensions

Elementary	Total Referrals	Total Actions	ISS Suspensions	OSS Suspensions	DAEP Suspensions	JJAEP Suspensions	Total Referrals
	1,996	1,727	349	379	3	0	

Campus	Total Referrals	Total Actions	ISS Suspensions	OSS Suspensions	DAEP Suspensions	JJAEP Suspensions	Total Referrals
BUNKER HILL EL	36	36	3	2	0	0	
EDGEWOOD EL	132	118	20	6	1	0	
FROSTWOOD EL	3	3	0	0	0	0	

Discipline Dashboard SPRING OAKS MIDDLE

School Year Grade Level

2015

- All--
- 06
- 07
- 08

Summary Information.

- **1,161** Total Referrals for the 2015 School Year.
- **1,096** of all referrals have disciplinary actions.
- **1,142** Total actions.
- **345** ISS suspensions total **526** days served for this school year.
- **66** OSS suspensions total **100** days served for this school year.
- **23** DAEP suspensions total **395** days served for this school year.

Students Facts

Total Active Students	Students With Referrals	Students With ISS Suspension	Students With OSS Suspension	Students With DAEP Suspension	Students With JJAEP Suspension	Students Without Referrals	Students Without Suspensions
794	302 / 38.0%	130 / 16.4%	36 / 4.5%	21 / 2.6%	0 / 0.0%	492 / 62.0%	658 / 82.9%

Trends YTD as of March 02

Total Referrals	Total Referrals with actions	Total ISS	Total OSS	Total DAEP	Total JJAEP
-16.7% ↓	-21.1% ↓	-35.6% ↓	-7.0% ↓	21.1% ↑	0.0%

Trends of Incidents By Month
Last three school years

700

2013

Top 5 discipline types (2015) [See All...](#)

L88 - DISRUPT ACT	246 / 21.2%
L80 - INSUBORDINATE	186 / 16.0%
L83 - TARDIES	169 / 14.6%
L66 - NS DETENTION	81 / 7.0%
*TR - TEACHER REF	58 / 5.0%
Other	421 / 36.3%

Counts by Gender (2015)

Gender	% Population	Referrals
Male	53.3%	846 / 72.9%
Female	46.7%	315 / 27.1%

Counts by Grade Level (2015)

Grade Level	% Population	Referrals
Seventh Grade	30.7%	567 / 48.8%
Eighth Grade	36.3%	307 / 26.4%
Sixth Grade	33.0%	287 / 24.7%

Ramirez, Juan (RAMIRJUA030)

Profile

[Discipline Dashboard](#)

[Attendance Dashboard](#)

General Information



Enrolled Since: 8/23/2010

Other Id: 989868

Gender: Male

Grade Level: 07

Is LEP: Yes

Is SPED: No

Has Dyslexia: No

Advanced: No

Retained: No

Is Resident: Yes

Is Hispanic: Yes

Birth Date: 2/13/2002

Family Information

Language

No Information

Guardians

Name

EMail

Phone(s)

Address

Petra Rolz

8323711573(Primary) / 8325377510(Secondary)

1776Gessner Rd # 511, 77080

Juan Manuel Ramirez

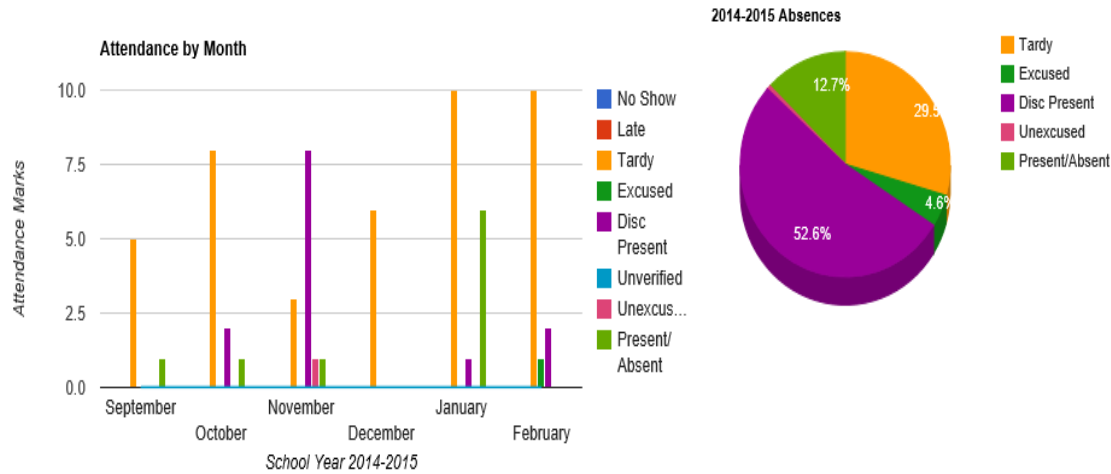
8327583838(Primary) / 7134746456(Secondary)

1776Gessner Rd # 1706, 77080

Attendance Summary.

61 days have absence marks for School Year 2014-2015

17 of them were taken on the funding period



Date	Periods	Funding Period	Created By	Absence Type	Absence Reason	Date Created	Comment
February 27, 2015 Friday	1, 2, 3, 4, 5, 6, 7, 8	2	Carina Razo	EXCUSED	OSS <=3 DAYS	2/27/2015 12:50:00 PM	
February 25, 2015 Wednesday	1, 2, 3, 4, 5, 6, 7, 8	2	Carina Razo	DISC PRESENT	CAMPUS ISS	2/25/2015 1:21:00 PM	
February 24, 2015 Tuesday	3, 6		Sean Michael Sherrard	TARDY		2/24/2015 1:02:00 PM	
February 23, 2015 Monday	7		Carina Razo	TARDY		2/23/2015 3:05:00 PM	
February 20, 2015 Friday	3		Mary Kelly	TARDY		2/20/2015 10:02:00 AM	