

# Minnesota Principals' Academy--Action Learning Project

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## Implementing ENVoY:

The impact on student behavior at the classroom and building level

### Abstract

During the 2015-16 school year, a group of five classroom teachers and one administrator participated in ENVoY training and began implementing the practices in their classrooms. Based on their feedback, the decision was made to move forward with building-wide implementation for the 2016-17 school year. All licensed staff attended the initial two-day training. Our theory was that we would see a decrease in behaviors escalating to the need for a behavior referral, and that those behavior that did escalate to the next level would not be as severe as experienced in previous years. We also thought that if we could achieve a decrease in intense behaviors, such as physical aggression towards staff, that it would improve the climate of the entire building. The reform was developed based on review of scholarly research and a collaboration of all building staff including classroom teachers, administrators, paraprofessionals, specialists and special education teachers. The approach required two days initial training for all licensed staff, four half-day trainings for paraprofessionals, week-long training for three internal coaches, observations and feedback sessions performed by certified trainers and internal coaches, and staff meeting collaboration time. The project evaluated the perceptions of staff, and student behavior measured by PBIS behavior data and staff interviews.

The evaluation concluded that staff committed to the implementation perceived there to be a positive impact on the climate of their classroom, reporting greater level of calmness, classroom management competence and less exhaustion. Building visitors, including substitutes, also reported a greater sense of calm to the building compared to past years. The evaluation of student behavior data showed a decrease in total behavior referrals, a steady number of referrals by month vs the rollercoaster of the past, and a decrease in targeted behaviors of "major disruption", "major defiance", and "physical aggression".

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**Vision:** All staff equipped to meet the behavioral needs of students.

**Background/Context:** Sunset Terrace Elementary School is a traditional elementary school of 692 students: 48.3% FRL; 48.4% Students of Color; 15.5% EL; 14.3% SPED. This was a teacher initiated change.

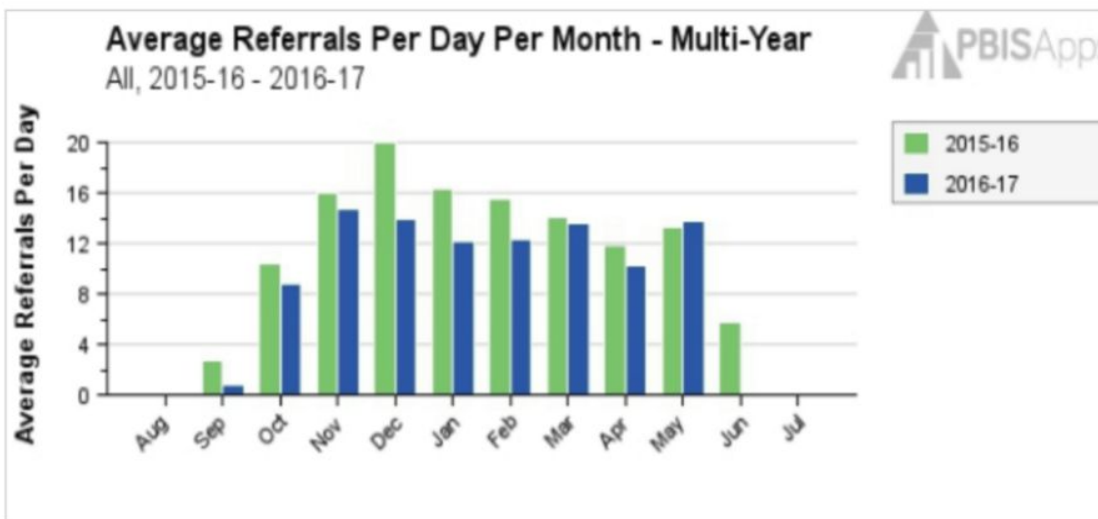
**Why a change?** Current classroom management strategies were proving to be ineffective resulting in a high number of behavior referrals and escalated student behaviors including physical aggression towards staff. Staff were frustrated and feeling helpless. Staff were requesting additional training in behavior management strategies. Staff wanted specific

strategies to lower the energy level of classroom and building, be more proactive, address disproportionality, and provide for positive well-being of students and staff.

**What we did:** As a result of the pilot in the spring of 2015 and review of literature, we decided that all staff would receive the ENVoY training and we would begin the building-wide implementation process which included the observations and feedback sessions for all classroom teachers. We tracked grade level behavior data at PLCs, and building-wide data quarterly at staff meetings. In addition our Building Leadership Team closely monitored the data and implementation process and timeline.

**What we found:**

1. Behavior data showed a decrease in overall referrals.



2. Behavior data showed a decrease in targeted behaviors.

Disruption

2015-2016

Minors: 450

Majors: 137

2016-2017

Minors: 462

Majors: 34

Defiance

2015-2016

Minors: 286

Majors: 210

2016-2017

Minors: 157

Majors: 48

Physical Aggression

2015-2016

Minors: 198

Majors: 312

2016-2017

Minors: 175

Majors: 185

3. Staff interviews included comments of less exhaustion, excitement level of students at break time was decreased, end of the year didn't feel so hectic, fewer power struggles, specific

strategies to use for classroom management, and substitutes reported a greater sense of calm in the building.

**Implication for Practice:**

1. Ongoing staff development was essential.
  - a. The observations and feedback sessions helped teachers refine their skills.
  - b. The internal coach training allowed for more feedback to a greater number of staff.
  - c. Including paras in the training plan allowed them to support the new practices.
  - d. Year two support plan will be critical to support the continued implementation.
2. Collaboration was necessary.
  - a. Staff requested time at staff meetings dedicated to discussion of new practices..
  - b. Paras and support teachers benefitted from observing classrooms with the coach.
3. Data monitoring improved.
  - a. Teachers requested scheduled PLC time be dedicated to behavior data.
  - b. Procedures were aligned throughout the building.