



Chisago Lakes High School Check and Connect Program

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Problem Identification/Analysis

- ◎ Identified a need for a Tier II behavioral intervention at CLHS
 - ◎ High number of 9th and 10th grade students with high failure rates
 - ◎ Tier I Universal supports in place through advisement; Tier III through special education
 - ◎ Still small group of students who needed something else - failing multiple classes; detached from school

Problem Identification/Analysis

- ⊙ Created a chart to organize data on at-risk students:
 - ⊙ GPA, MS Report (i.e., contract, check-ins), CORE Report, Discipline Referrals, HS Report, Problem Solving/SPED Eval, U of M Student Engagement Survey
- ⊙ SAT team met to select final participants
 - ⊙ Need to be students reinforced by adult attention

Plan Development

- ⊙ Gathered information about two different programs:
 - ⊙ Check and Connect out of the U of M
 - ⊙ Behavior Education Program
- ⊙ Determined what fit with the need we were identifying
- ⊙ Combined aspects of each program to create CLHS Check and Connect

The Plan

⊙ Morning Check-In

- ⊙ Student meets with C & C Coordinator each morning before 1st block
- ⊙ Student enters name in raffle for checking in
- ⊙ Make sure student has supplies for day; check planner
- ⊙ Check student's mindset/attitude for the day
- ⊙ Send student off to class with positives

The Plan - continued

- ◎ Individual Problem Solving Sessions
 - ◎ Meet over student's lunch period weekly or bi-weekly
 - ◎ Students are provided with a free lunch
 - ◎ Discussion centers around areas of concern identified by coordinator on data collection sheet
 - ◎ Work through problem solving process:
 1. Stop! Think about the problem.
 2. What are some choices?
 3. Chose one.
 4. Do it.
 5. How did it work?

The Plan - continued

◎ Reward System

- ◎ Weekly drawing for check-ins
- ◎ Random rewards (i.e., Golden Behavior Tickets)
- ◎ Lunch with coordinator
- ◎ Larger rewards for making progress toward term end goals

Progress Monitoring Data

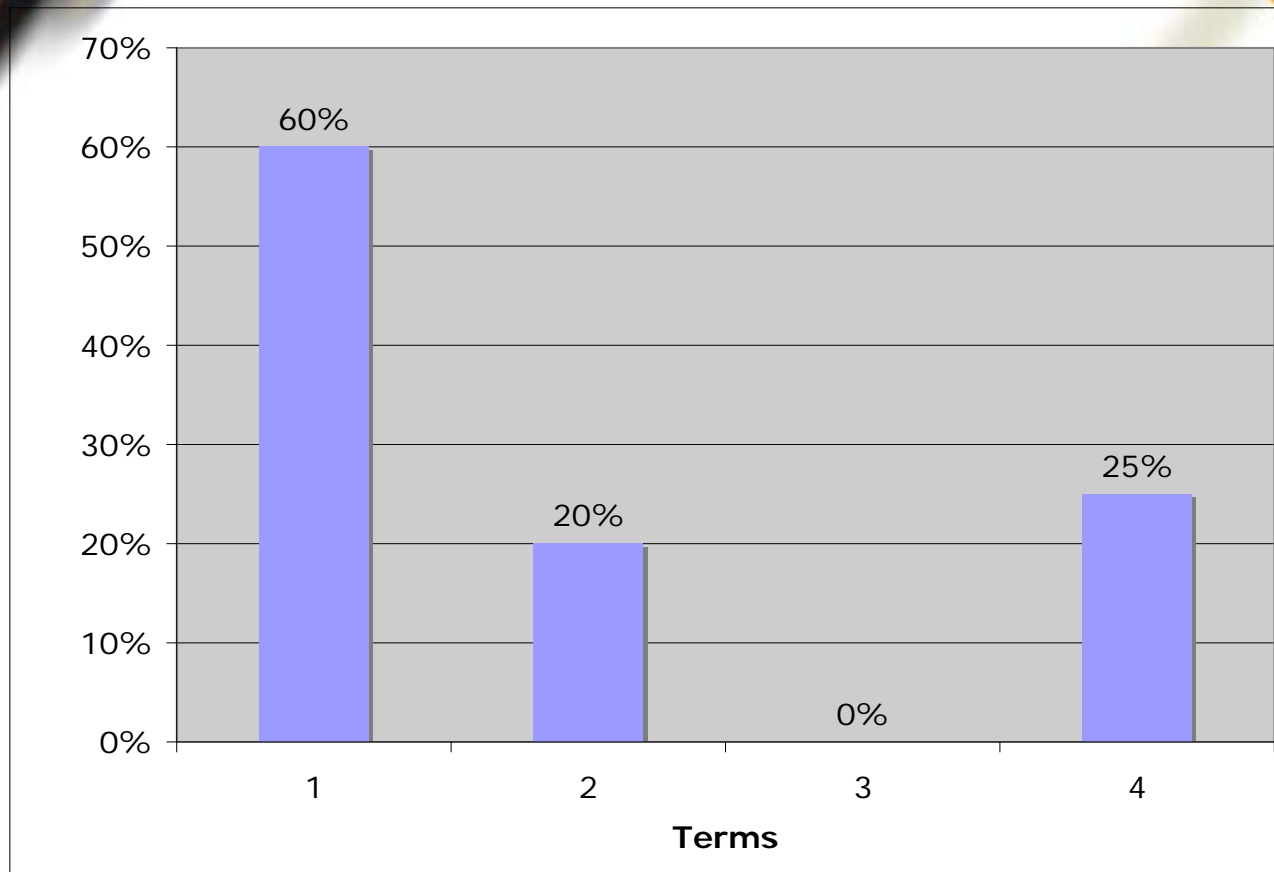
- ◎ Student Engagement Probes (bi-monthly)
 - ◎ Pilot measure - questions from Student Engagement Inventory
- ◎ Grades
- ◎ Discipline referrals
- ◎ Attendance

Progress reviewed by C & C coordinator weekly, C & C coordinator and school psychologist biweekly, and the entire SAT team monthly

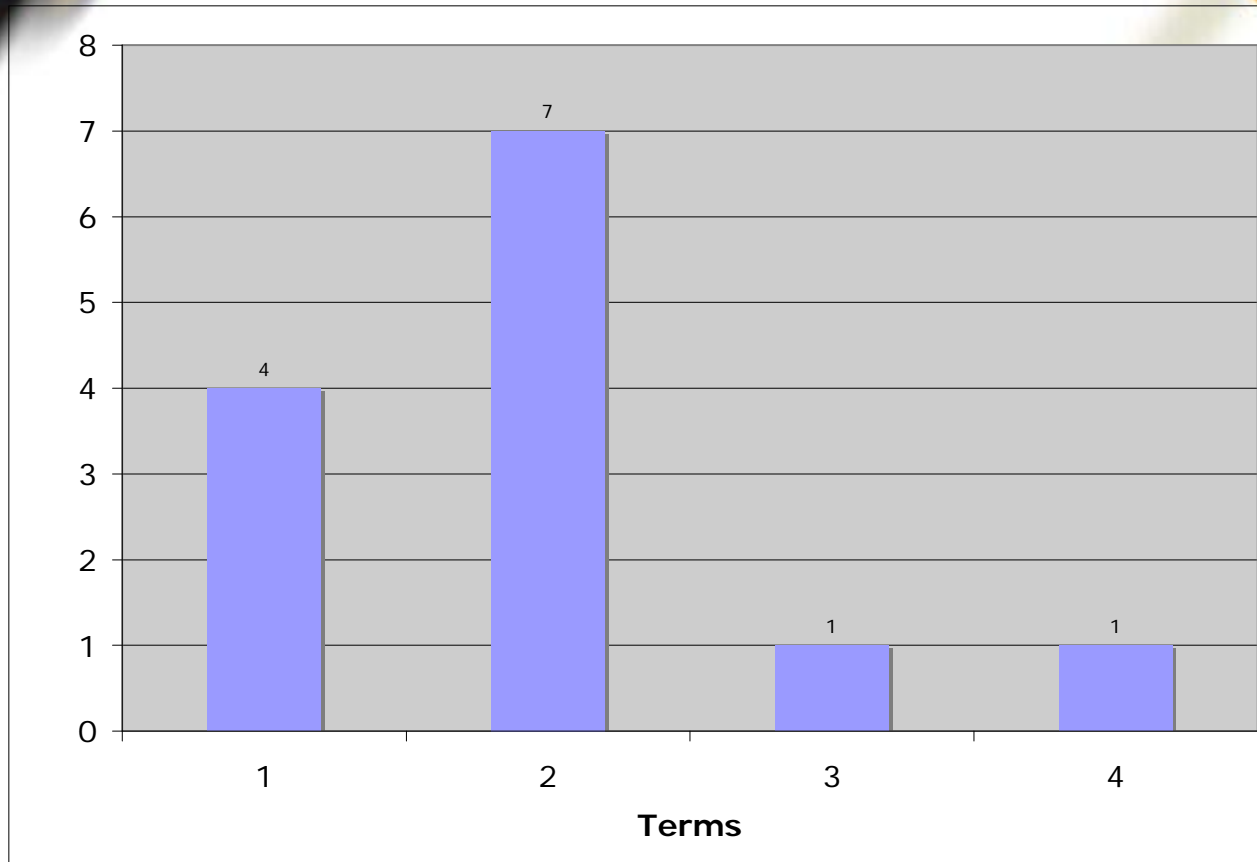
Plan Implementation

© Integrity Script and Checklist

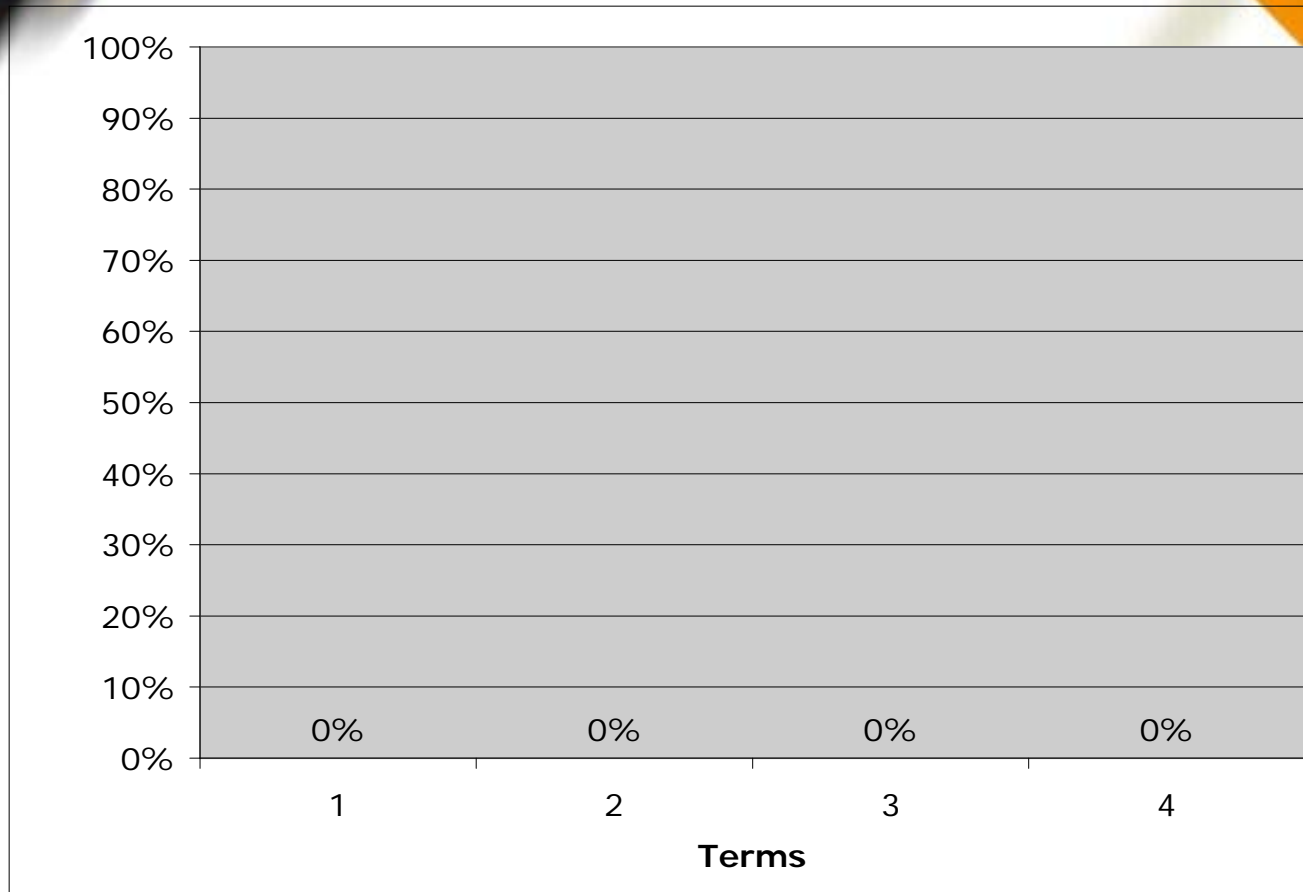
Failure Rates – Sample Student #1



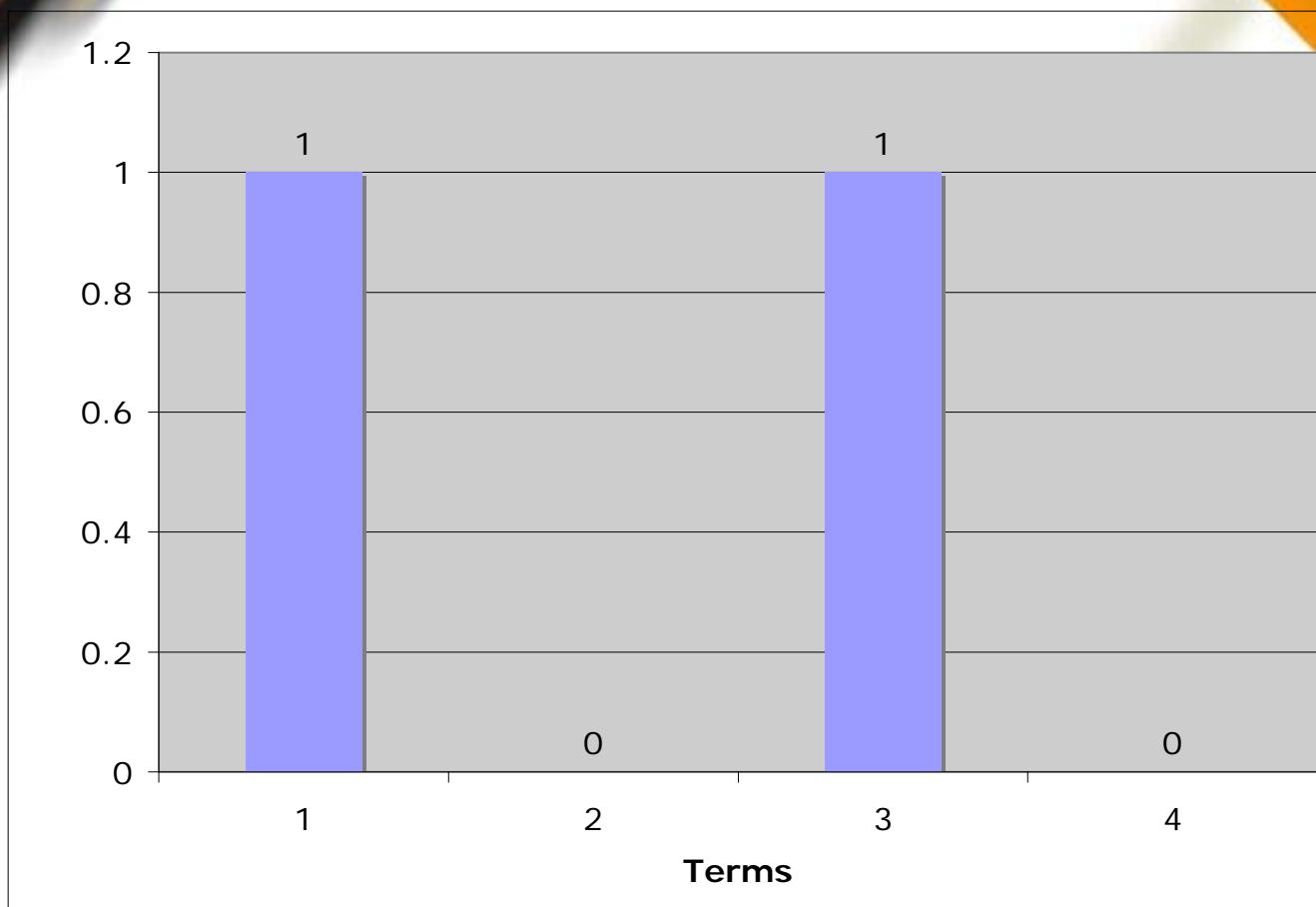
Referral Rates – Sample Student #1



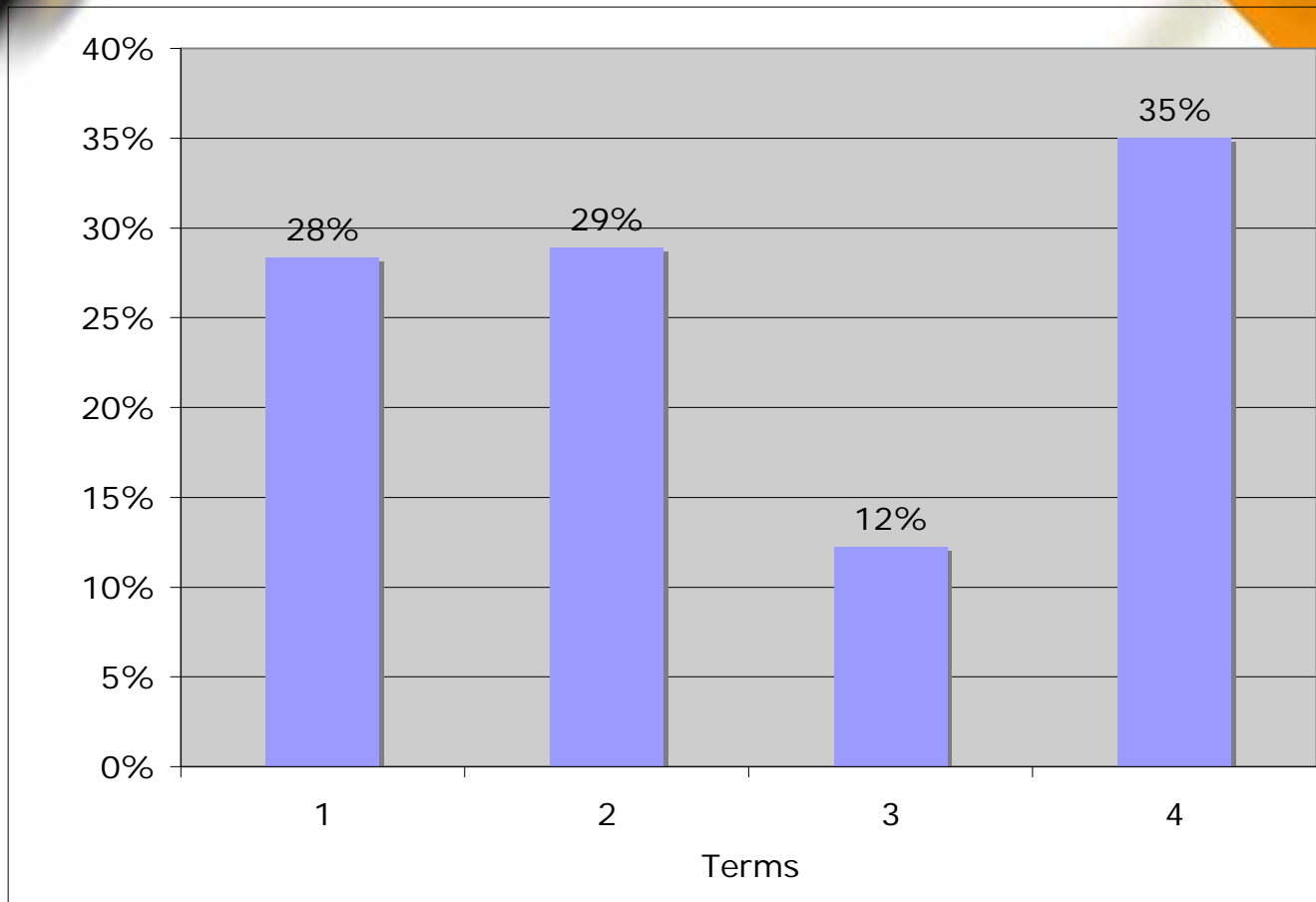
Failure Rates – Sample Student #2



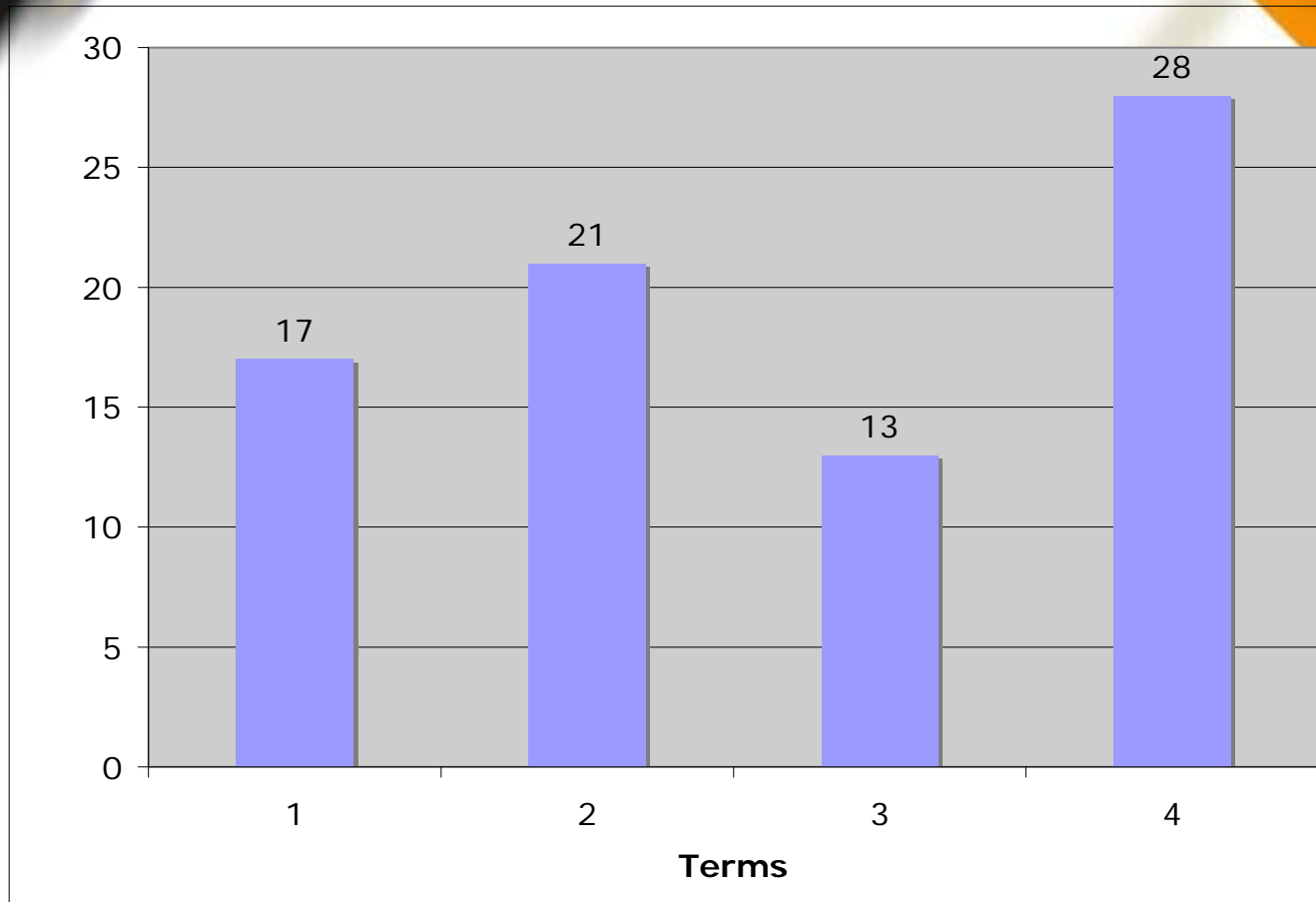
Referral Rates – Sample Student #2



Program Failure Rates



Program Referral Rates



Plan Evaluation

- ◎ Overall decreased failure rates
- ◎ Overall lower number of referrals
- ◎ Need to do problem solving around Term 4's increased failure rates and referrals