



Office of
**Prevention &
Intervention**

THE SCHOOL DISTRICT OF PHILADELPHIA

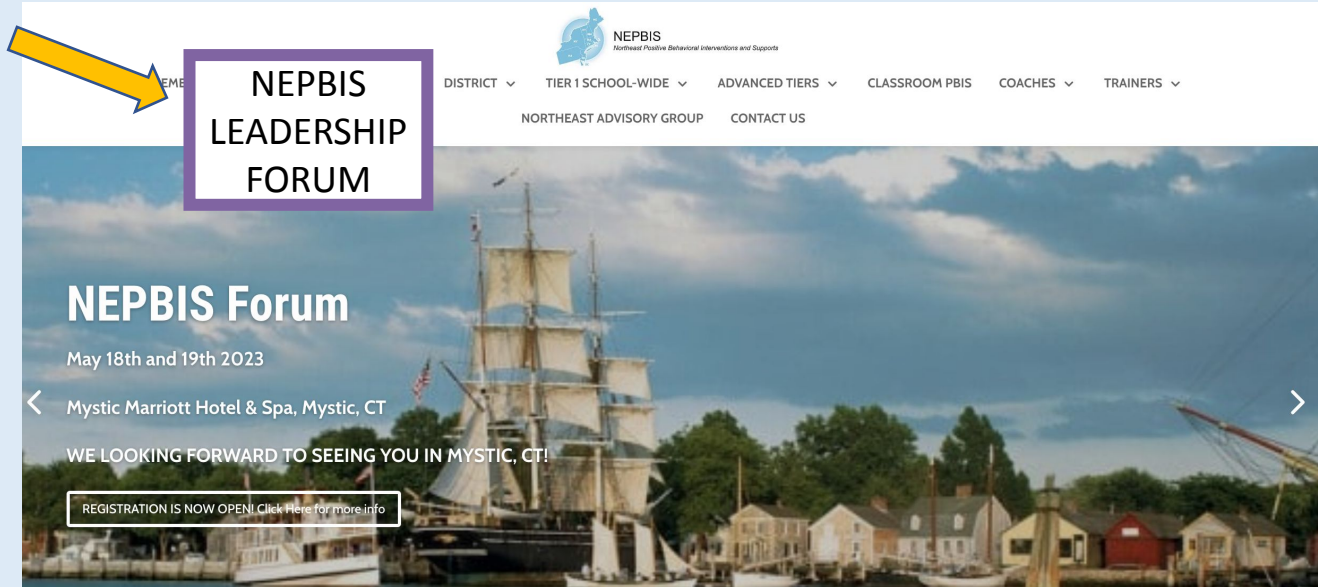
Check-In/Check-Out Implementation Across 3 Urban Schools

May 19th, 2023 | The School District of Philadelphia

**Northeast
PBIS Network
Leadership Forum
MAY 18-19, 2023**



Access Conference Program and Session Materials at NEPBIS.org



The screenshot shows the NEPBIS website homepage. At the top, there is a navigation menu with the following items: DISTRICT, TIER 1 SCHOOL-WIDE, ADVANCED TIERS, CLASSROOM PBIS, COACHES, TRAINERS, NORTHEAST ADVISORY GROUP, and CONTACT US. The NEPBIS logo is located to the left of the menu. A yellow arrow points to a purple-bordered box containing the text "NEPBIS LEADERSHIP FORUM". Below the navigation menu is a large banner image of a harbor with a tall-masted sailing ship and houses. The banner text reads: "NEPBIS Forum", "May 18th and 19th 2023", "Mystic Marriott Hotel & Spa, Mystic, CT", and "WE LOOKING FORWARD TO SEEING YOU IN MYSTIC, CT!". A white box at the bottom of the banner says "REGISTRATION IS NOW OPEN! Click Here for more info".

NEPBIS
Northeast Positive Behavioral Interventions and Supports

DISTRICT ▼ TIER 1 SCHOOL-WIDE ▼ ADVANCED TIERS ▼ CLASSROOM PBIS COACHES ▼ TRAINERS ▼
NORTHEAST ADVISORY GROUP CONTACT US

NEPBIS LEADERSHIP FORUM

NEPBIS Forum
May 18th and 19th 2023
Mystic Marriott Hotel & Spa, Mystic, CT
WE LOOKING FORWARD TO SEEING YOU IN MYSTIC, CT!
REGISTRATION IS NOW OPEN! [Click Here for more info](#)





Community Commitments

I WILL...

*Adapted from The Office of Leadership and Development



Have Courageous Conversations

Confront issues, own difficulty, and be vulnerable. Actively work to listen without bias or judgment, and be mindful of equity in voice.



Reflect

Stay open and curious. Examine my own implicit or explicit biases and challenge my perspectives.



Create the Conditions for Trust

Work to create and sustain a culture of trust that makes our risk-taking possible, exciting, and safe.



Be Here Now

Block out the distractions. Do your best to be present and fully engage. Participate so you and your colleagues can learn from one another.

Meet Our Presenters

Kristina Popkin

*Assistant Director of MTSS Tiers 2 and 3
Office of Prevention & Intervention*

LeRoy Hall

*Principal
Houston Elementary School*

Amy Williams

*Principal
William Dick Elementary School*

Aaron Weston

*CICO Coordinator
William Dick Elementary School*



Agenda

1. Introduction to the School District of Philadelphia!
2. A Quick History of Check-In/Check-Out Implementation at the District Level
3. School Presentations:
 - Henry H. Houston Elementary
 - Lewis Elkin Elementary
 - Wm. Dick Elementary
4. Next Steps and FAQ



School District Of Philadelphia

Total Schools: 246

Student Enrollment: 117, 067

Demographics:

Black/African American 51%

Hispanic/Latino 23%

White 13%

Asian 7%

Multiracial/ Other 5%

Languages Spoken: 173



Office of Prevention & Intervention

History of CICO Implementation at the School District of Philadelphia

- CICO implemented since 2016
- Original model was that Tier 1 PBIS Coaches offered CICO to any school they were actively coaching in at least their 2nd year (1st year of full implementation)
- Began implementing CICO Coaching Levels (Full, Partial, Intermittent) in 2022-23 SY

	2019-2020	2020-2021	2021-2022	2022-2023
# Schools Offered Coaching	75	70	N/A	N/A
# Schools Requested Coaching	N/A	N/A	32	34
# Schools Partially Implemented	8	6	2	5
# Schools Fully Implemented	10	7	6	10
# Students with at least 1 Data Point	152 (2/10/20)	N/A	107	168 (5/8/23)
# Data Points Recorded	N/A	N/A	4237	5854 (5/8/23)

1

Henry Houston:
Principal LeRoy Hall



About Henry H. Houston Elementary

School mission

- “Providing all students with the academic, technological, & social skills needed to be productive and contributing citizens in our society.”

School vision

- The Henry H. Houston Elementary School Community will provide a clean, safe, welcoming, and organized environment for our children. It is a place where teachers use data and rigorous instruction to produce advanced, life-long learners and independent thinkers. With parents and families alongside, our community works collaboratively to build strong partnerships, advance students’ achievement, ensure safety, and guarantee the success of our students.



CICO Implementation Timeline

Henry Houston Elementary School - Daily Progress

Name: _____ Date: _____ Rating Scale: 😊 2 = Great, 😊 1 = Almost, 😊 0 = Try Again!

Goal: 80% Points Earned: _____ Goal Met? Yes No

Category	8:15-8:30	8:30-9:15	9:15-10:00	10:00-10:45 <small>Special</small>	10:45-11:30 <small>Lunch</small>	11:30-12:15	12:15-1:00	1:00-1:45	1:45-2:30	2:30-2:54
*Add description <i>Take Care of Yourself</i>	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊
*Add description <i>Take Care of Others</i>	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊
*Add description <i>Take Care of Our School</i>	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊	<input type="checkbox"/> 2 😊 <input type="checkbox"/> 1 😊 <input type="checkbox"/> 0 😊
Total	/6	/6	/6	/6	/6	/6	/6	/6	/6	/6
Teacher Initials										

Additional Comments: _____ Parent Signature: _____

2018 — Preparing for CICO Implementation

2019 — CICO Implementation

2020 — Remote Learning – No CICO Implementation

2021 — CICO Implementation



Tier 2 Culturally Responsive–Tiered Fidelity Inventory

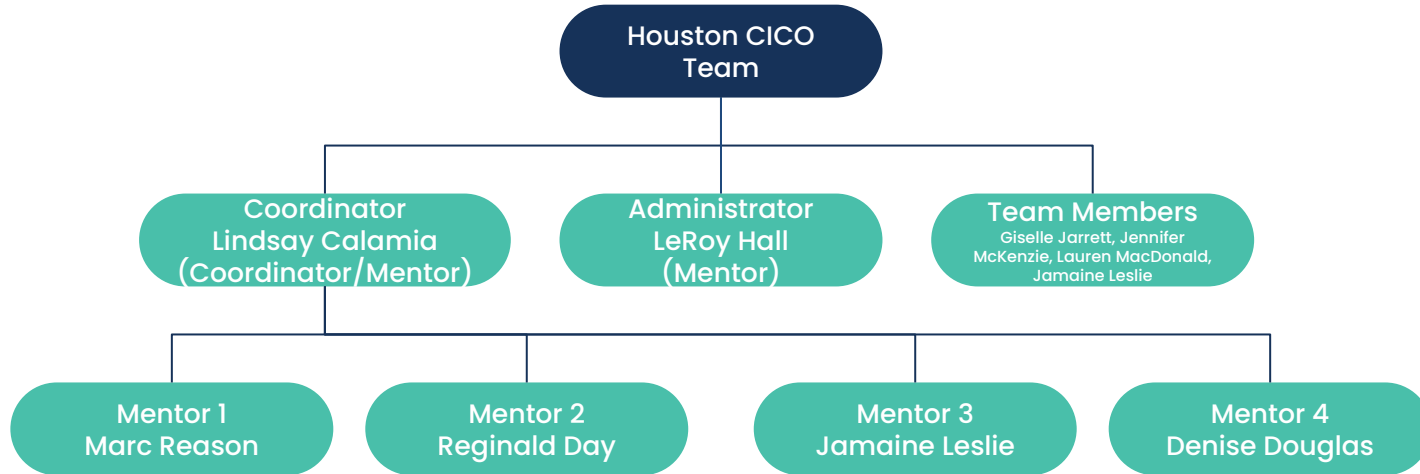
T2 CR-TFI Subscales	21-22 SY	22-23 SY
Overall	85.58%	86.54%
Teams	78.13%	79.17%
Interventions	87.50%	90%
Evaluation	90.63%	89.58%

*Fidelity= 70%

CICO-at-a-Glance

# of kids on CICO	16 students
# of Mentors (mentors' role, i.e. teacher,SBTL, etc.)	7 mentors (1 principal, 1 counselor, 3 teachers, 1 climate manager, 1 climate specialist)
Incentive system	Daily and weekly incentives - prize box, coupons, treats End of the year graduation breakfast
% Responders vs. non-responders and available modifications	60% of students are exceeding their goals of 80%, all students have shown decreases in the number and frequency of behavior referrals

CICO Team



CICO Facilitators and Barriers

Facilitators

- Supportive administrators
- Student engagement and excitement to be a part of CICO
- Consistency in daily, weekly, or monthly rewards
- Student buy-in for individual and group incentives
- Teacher input on student daily progress trackers in order to address all concerns

Barriers

- Teachers completing forms with fidelity
- Students/teachers keeping track of forms throughout the day and returning them to mentor and then coordinator
- Serving students that need additional interventions
- Time for data input and meetings due to lack of coverage



Main Barriers

Lack of Mentors

- **All of our mentors have additional school responsibilities outside of CICO**, so sometimes, they may have to adjust check-in and check-out times depending on things that may unexpectedly pop-up
- **Finding time to properly check-in with students for classroom teachers can be difficult** because they also have their students at those times- using times such as the activity portion of morning meeting while their students are engaged in an activity or computer program intervention times at the end of the day have been helpful

Coordinator Capacity

- **Finding time to input data** can be challenging
- All **trackers don't always make it back to the coordinator for data entry**
- **Time is needed** for the coordinator to reach out to teachers and mentors to collect daily progress trackers- Email reminders have been helpful

Most Impactful Procedures

- Create a schedule for the year with linked agendas/meeting (similar to PBIS Meetings)
- Communicate with the team frequently- reminders to return trackers, upcoming meetings, student progress
- Reach out to teachers and parents when creating trackers and determining rewards because they can provide valuable insight!

Implications for Future Practice

- Scheduling for staff training/roll out
- Formal meeting with teachers of students who are entering CICO to review how to fill out tracker daily

Our CICO Success Story/Stories – Elon Smith



- 1st grade student
- World of Potential
- Extra Support Given
- Progress made!

2

Lewis Elkin:

Carolyn Filano

Edwin Braswell

Presented By:

Kristina Popkin

ELKIN ELEMENTARY SCHOOL

Safe

Orderly

Attentive

Respectful

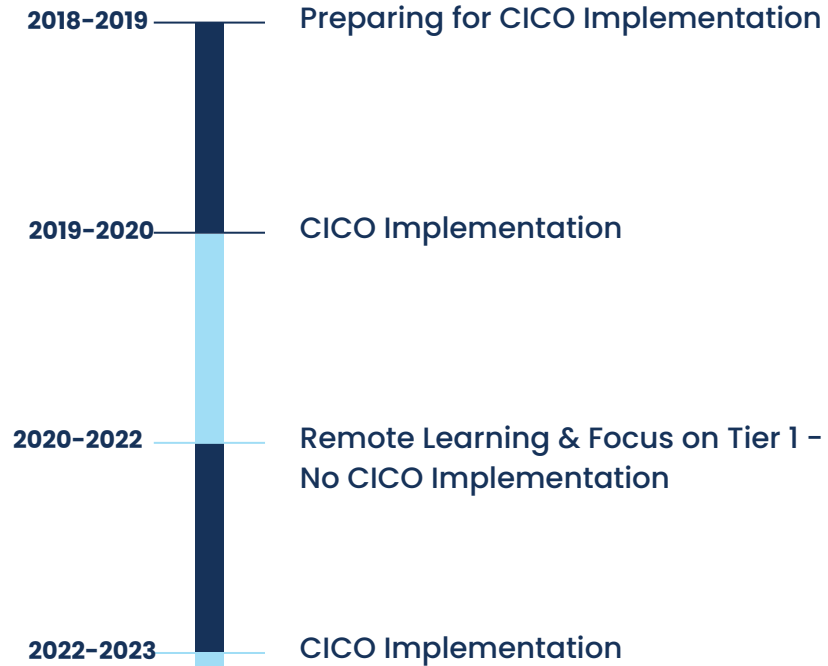


About Lewis Elkin

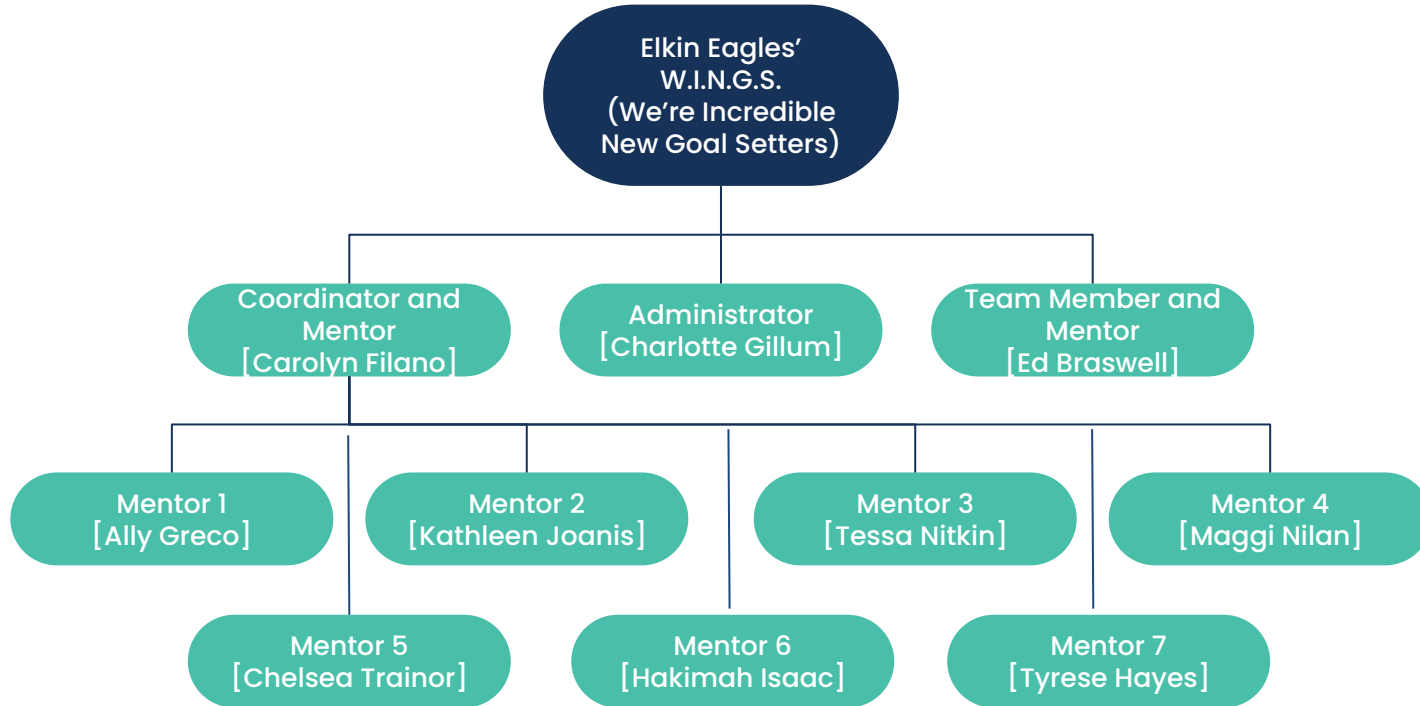
- Carolyn Filano – School Counselor, 6 years at Elkin / Edwin Braswell – Climate Manager, 6 years at Elkin
- **Elkin's Mission:** Lewis Elkin Elementary School is dedicated to engaging our students and their families in academically challenging and culturally relevant instruction. Through collaboration with community partners, we commit to creating a safe, nurturing environment that values the social-emotional well-being of our community. Our students are empowered and motivated to accept and embrace who they are and appreciate the differences in others, realizing their true potential as lifelong learners.
- One of our top priorities at Lewis Elkin is building relationships – among the staff, with the students and their families, and with the community. We are most proud of these bonds that we continue to build!



CICO Implementation Timeline



CICO Team



CICO-at-a-Glance

# of kids on CICO	46
# of Mentors (mentors' role, i.e. teacher, SBTL, etc.)	7 - Carolyn Filano (School Counselor), Ed Braswell (Climate Manager), Kathleen Joanis (Climate Liaison), Ally Greco (Interventionist), Chelsea Trainor (Teacher), Hakimah Isaac (SSA), Tyrese Hayes (SSA)
Incentive system	Daily: Scholar dollars, candy, dojo points Weekly: Prizes from the prize box Graduation: Pizza party
% Responders vs. non-responders and available modifications	76% of CICO students achieved a daily score of 80% or more

CICO Facilitators and Barriers

Facilitators

- 11 staff members offered to be mentors (our highest number ever!)
- A variety of staff (teachers, admin, SSA's, specialists) became mentors
- Mentors handed in Daily Reports every Friday
- Intervention Coordinator entered data every Monday
- Parent notes/involvement via Class Dojo
- Mentors were mostly consistent with check-in's and check-out's
- Prizes were varied to keep students engaged
- Bi-weekly student supports meeting allowed us to analyze how the intervention was going for each student

Barriers

- Staff absences, staff on maternity leave
- Some inconsistency with mentors checking out at the end of the day
- Parents not on Class Dojo needed to be contacted via phone calls
- Student absences
- Coordinator being the only one who could input data



Main Barriers

Absences

- Student attendance is low across all grades, and some of our CICO students were not coming to school consistently
- There were also a couple of teachers out on maternity leave! While this was very exciting, we had different rotations of teachers covering their classes, which lead to different routines. We re-introduced CICO to those teachers but it was difficult to implement with fidelity

Coordinator Capacity

- It was very time consuming to put in CICO data weekly and difficult to balance with many other responsibilities

Parent Contact

- Difficulty contacting parents if they weren't at drop-off/pick-up due to student absence
- Some parents are not on Class Dojo
- Phone numbers and contact information were not always current

Addressing CICO Barriers

Barriers	How We Addressed Them
<ul style="list-style-type: none">Absences	<ul style="list-style-type: none">hosting special events, implementing incentives, and giving families a seat at the table to discuss barriersWe held conversations with families to see how we can support and tried to adjust accordingly
<ul style="list-style-type: none">Coordinator Capacity	<ul style="list-style-type: none">put in data weekly for all students
<ul style="list-style-type: none">Parent Contact	<ul style="list-style-type: none">print pages out and hand them to students, or have phone calls with the families



Looking Back to Look Ahead

Lessons Learned

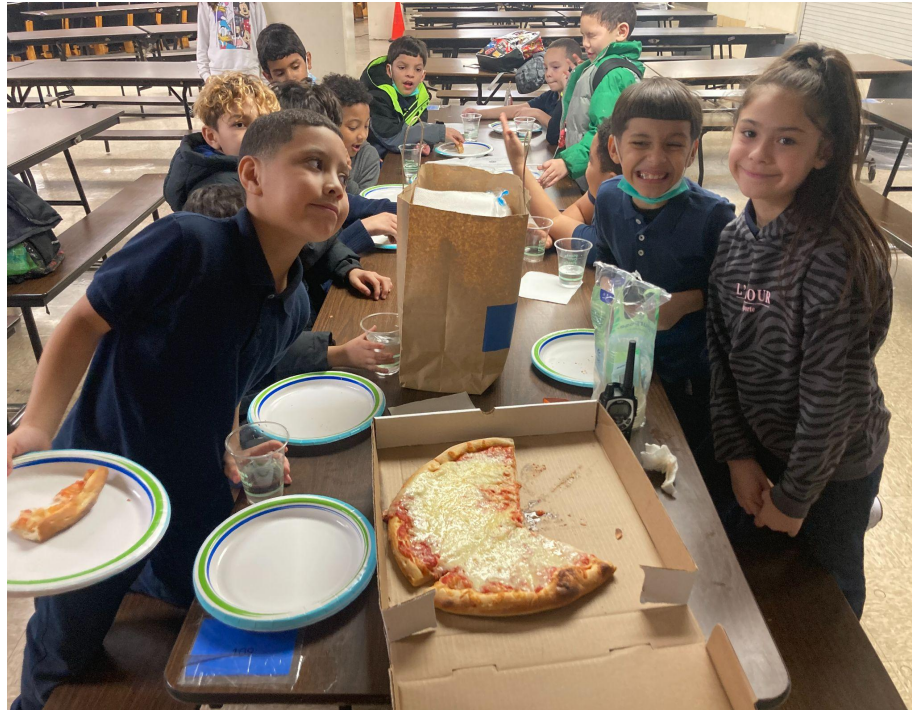
- Incentivize staff if necessary (or at the very least, thank them for volunteering!)
- Have systems in place (ie: Fridays-turn in reports, Mondays-input data, etc)
- Vary the rewards so that students don't get bored
- Keep parents involved
- Dedicate time with a team to analyze intervention data
- Keep the relationships going beyond their CICO graduation, so students know you really care and are still there to support them!

Implications for Future Practice

- Figure out a different way to input data
- How to get even more staff involved
- Switch up rewards for next year
- Give mentors the ability to send notes home, input data, give feedback about handing in daily reports once a week, etc.
- Add to graduation package - (Pizza party AND special shout out on bulletin board? Feature them on the announcements?)
- Ask students what they would like to see differently moving forward

Our CICO Success Story/Stories

Here are some graduates celebrating the completion of CICO!



WILLIAM DICK

3

William Dick School:
Principal Amy Williams
Aaron Weston



About William Dick School

VISION: The William Dick School Vision is to motivate students to integrate academic achievement and social responsibility in order to become successful members of society.

MISSION: Our mission is to develop lifelong learners who are prepared to meet their individual potential and be productive in society.

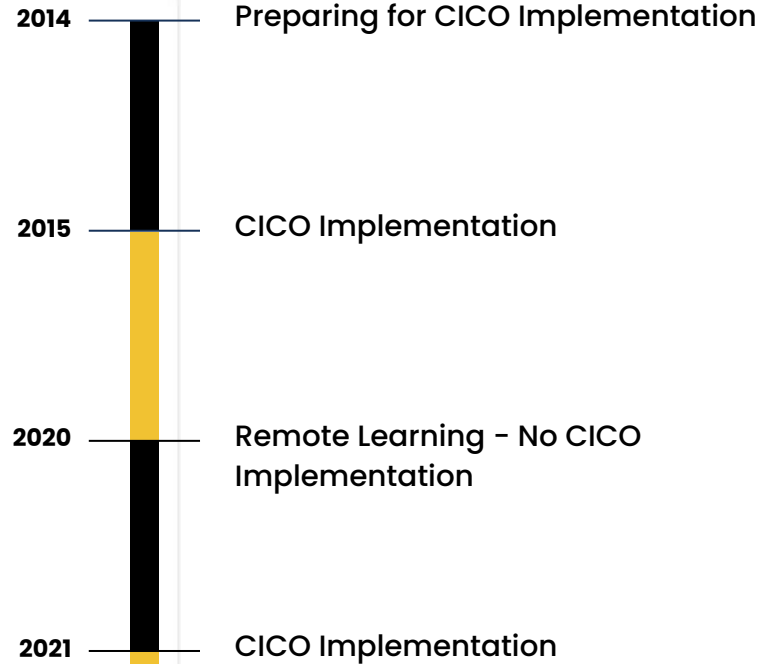
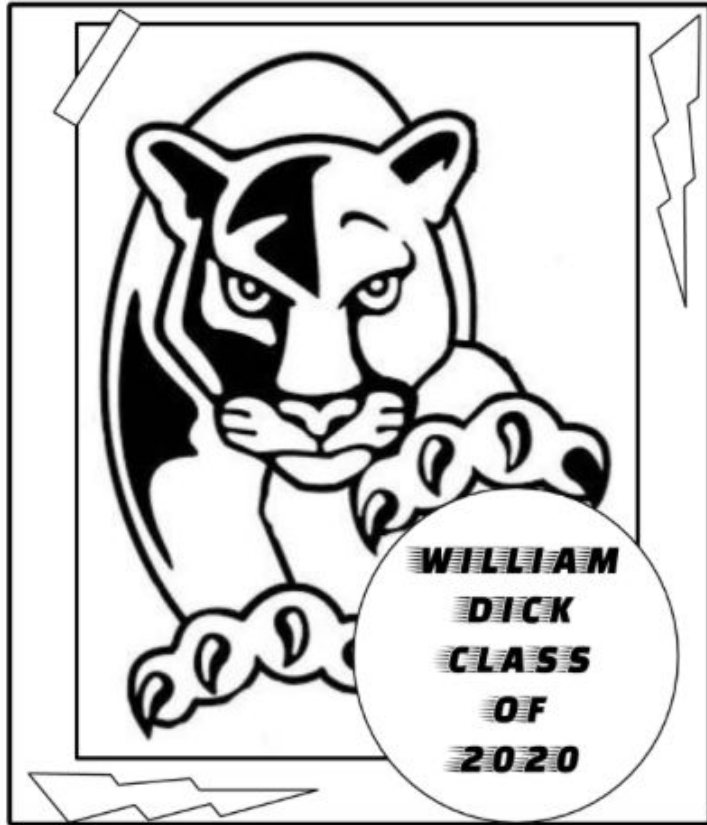


William Dick

PANTHERS



CICO Implementation Timeline

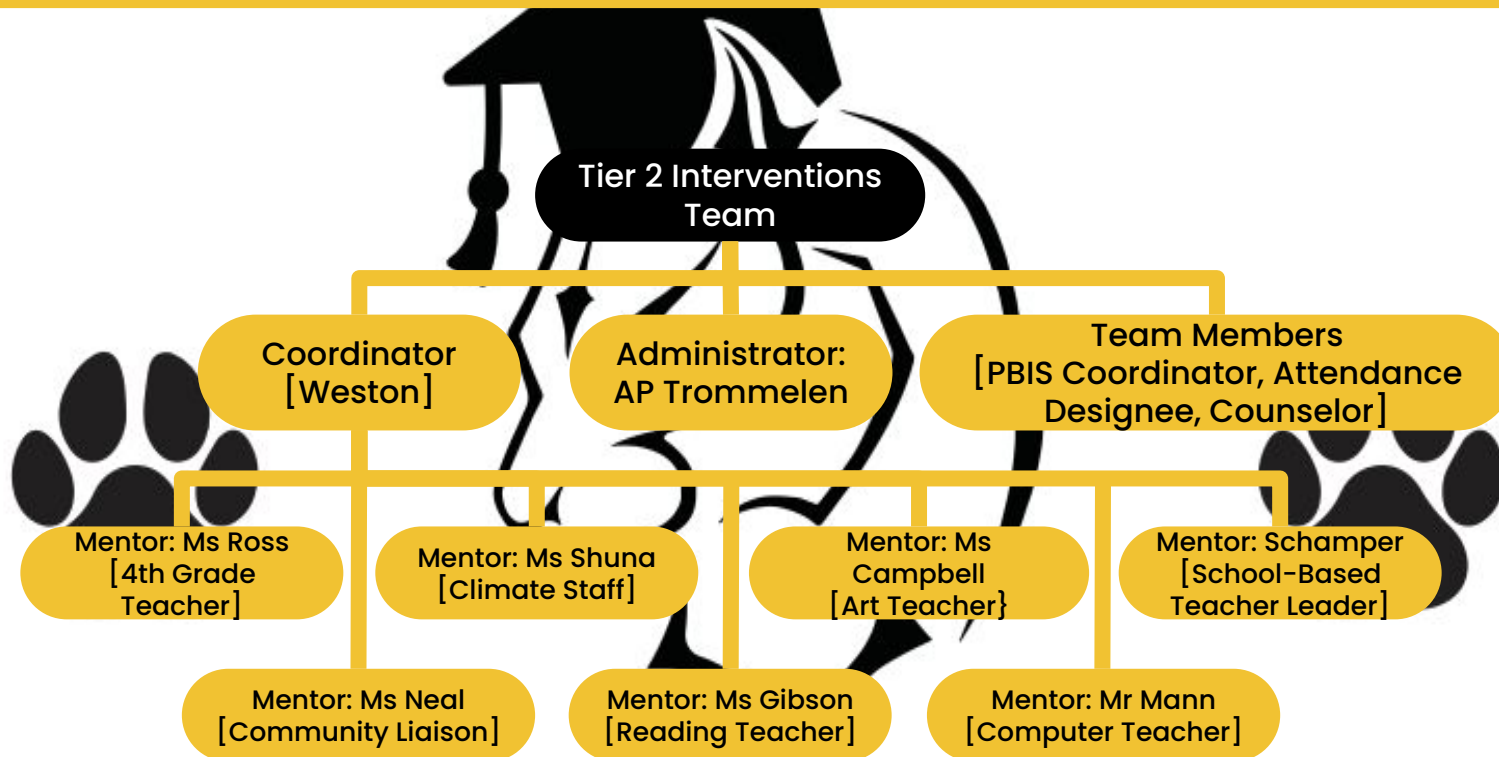


Tier 2 Culturally Responsive–Tiered Fidelity Inventory

T2 CR-TFI Subscales	21-22 SY	22-23 SY
Overall	85%	91.03%
Teams	95%	100%
Interventions	90%	80%
Evaluation	82.5%	95.83%

*Fidelity= 70%

CICO Team



CICO Info

Students Being Served: 25

Mentors Serving Students: 16 (20 on list officially, max. 4:1)

Incentive system: Students and Mentors work together on incentives, although suggestions are provided.

Progress monitoring:

84.7% school-wide average this year (Pride cards turned in)

88% of enrolled CICO students showed improvement in data this year

Addressing CICO Barriers

Barriers	How We Addressed Them
<ul style="list-style-type: none">● Lack of Mentors	<ul style="list-style-type: none">● Administrative Engagement
<ul style="list-style-type: none">● Coordinator Capacity	<ul style="list-style-type: none">● Streamlined process, organized coordinator, administrative support
<ul style="list-style-type: none">● Teacher Buy-In	<ul style="list-style-type: none">● Proper Teacher Training in CICO system
<ul style="list-style-type: none">● Serving Tier 3 Students	<ul style="list-style-type: none">● Assessing Individual with Team (Is this specific scholar demonstrating growth in CICO?)● Working closely with counselor to be sure students get needed Tier 3 supports● Implementing other Tier 2 supports for students that don't fit into CICO or Tier 3
<ul style="list-style-type: none">● Graduation/Fading Process Difficult	<ul style="list-style-type: none">● Specific on-going reward for both graduate and mentor (quarterly PBIS reward for those continuing to show ROAR behaviors)

Main Barriers

Lack of Mentors

Assumptions:

- Teachers are overwhelmed / overworked, incapable of taking on more responsibility.
- Climate Staff can't/don't want to/shouldn't have to handle this level of responsibility.
- Released teachers and administrators are too busy to give students time twice daily.

Coordinator Capacity

Assumptions:

- Finding a coordinator is difficult because overwhelmed / overworked people don't want more responsibility.
- Coordinator position is split into facilitator and data analyst (creating a need for an extra monthly meeting to prepare).

Main Barriers

Teacher Buy-In

Assumptions

- Teacher Buy-In can be difficult because they may not see the whole picture of individual improvement, especially if they are not themselves implementing the intervention with fidelity.
- Teachers give arbitrary scores based on how disruptive the student was during the given period.

Serving Tier 3 Students

Assumptions

- CICO will become overwhelmed with students that need Tier 3 supports.
- There are too many students that need supports to have an effective system
- CICO isn't for everyone.

Main Barriers

Graduation/Fading

Assumptions

- Students become “dependent” on the CICO system
- Students need their mentors’ attention and approval to continue to succeed
- Students return to prior behaviors as soon as CICO ends

Check-In/-Out for UH

Assumptions

- Students do not use the time properly
- Students wander in the hallways during check-in and check-out times
- Middle schoolers aren’t interested in adult relationships
- Middle schoolers aren’t motivated by small prizes

Looking Back to Look Ahead

Lessons Learned

Some students will become dependent on the CICO process.

Not everyone will be suited for CICO

Middle schoolers are especially good at using circumstances to their advantage.

Getting teachers and mentors to buy into a system doesn't work after the fact.

Creating confidence in a system isn't easy.

Splitting responsibilities isn't always effective.

Implications for Future Practice

Prepare the students/mentors for graduation/fading before they begin the CICO process, and have a graduation/fading process aligned during the implementation phase.

Have other Tier 2 interventions for students that are not ideally suited to grow from this intervention and work closely with counselor/school psychologist to get students services.


Create strong systems to combat student loopholes.

Create a culture of encouragement and understanding.

Our CICO Success Stories

WILLIAM DICK

**PANTHER
PRIDE**

A stylized black and white panther head logo is centered between the words 'PANTHER' and 'PRIDE'. The background of the graphic features jagged, claw-like shapes in a dark color.

Deamain:

lack of support from home;
needed a “go-to” at school

Kamir:

too bright for his own good:
tough teacher fought for no
lowered goal

Tymir:

too young to express how much
he needed attention

Joshua:

needs attention: willing to go
down whatever road that gets
him there

Closing & Q&A



Office of
**Prevention &
Intervention**

THE SCHOOL DISTRICT OF PHILADELPHIA

Session Evaluation

Your feedback is critical to future planning of this event.

PLEASE take a moment to share your valuable insight!

THANK YOU!



<https://bit.ly/NEPBISForum2023>



Thank You!

Phone: 215-400-4930

Email: preventionandintervention@philasd.org



Office of
**Prevention &
Intervention**

THE SCHOOL DISTRICT OF PHILADELPHIA