

OFFICE OF SCHOOL IMPROVEMENT, OVERSIGHT, AND RECOVERY
Summary of State Board of Education Agenda Items
April 18-19, 2013

OFFICE OF DROPOUT PREVENTION AND COMPULSORY SCHOOL ATTENDANCE ENFORCEMENT

07. Approval of methodology to award discretionary grants to individual schools to pilot a school-wide classroom management process for teachers and administrators to support dropout prevention at the district/school level

Purpose: To provide dropout prevention funding to schools for the purpose of improving and supporting effective and sustainable dropout prevention initiatives.

Eligibility: To receive funds, a school must demonstrate a commitment in implementing a student centered educational and behavioral transformation process with fidelity. The program must provide tools for administrators, faculty and staff to build positive, productive, trusting relationships among themselves and with their students. The program must have supporting data that illustrates a positive restructuring process in the classroom and campus environment, paving the way for high performance. Interested districts will complete an application for funds for each site.

Funding Source: State

Basis for Awarding the Grants: Discretionary

Discretionary funds will be awarded to schools based on the quality of the application and the availability of funding.

Recommendation: Approval

Back-up material attached

Capturing Kids' Hearts

"If you have a child's heart, you have his head."™

Flip Flippen

Truly remarkable outcomes are possible in a classroom where trust, respect, and caring relationships flourish. But creating such an environment is a tremendous challenge. Capturing Kids' Hearts is a 3-day off-site learning experience that provides tools for administrators, faculty and staff to build positive, productive, trusting relationships — among themselves and with their students. These processes can transform the classroom and campus environment, paving the way for high performance.

Outcomes: Participants will learn proven, repeatable skills that help:

- Develop safe, trusting, self-managing classrooms
- Improve classroom attendance by building students' motivation and helping them take responsibility for their actions and performance
- Decrease delinquent behaviors such as disruptive outbursts, violent acts, drug use and other risky behavior
- Utilize the EXCEL Model™ and reinforce the role of emotional intelligence in teaching
- Develop students' empathy for diverse cultures and backgrounds

Approach: CKH is a dynamic, skill-driven, participatory experience. It is not a theoretical or motivational lecture, but the beginning of an important transformational process. Teachers, staff, and administrators learn and practice skills they will use and model in their schools.

Who: Capturing Kids' Hearts is meant for all faculty, staff, and campus-level administrators. CKH is the core of a powerful process that allows every member of the school family to foster and become part of a high-performing, learning community. We encourage schools to get started by sending to Capturing Kids' Hearts training several respected teachers and administrators-influential faculty and staff who encourage and inspire their peers.

When: This is a three-day learning experience. Open-enrollment sessions are available throughout the year in locations nation-wide. We can also schedule client-booked sessions with up to 50 individuals at a time.

Testimonials

The program will help create a culture that our schools need. The techniques aren't mind blowing or even hard to learn and I think that is the beauty of the program. It isn't teaching the change it is becoming the change.

The development of CKH in a school would extend to the outside of the school. I can see parental involvement growing which in turn would help with drop outs. The program would hopefully give the students skills to use in their home or on the streets to reduce conflict.

The idea of CKH is really just focusing on the idea that caring about each other and supporting each other will take us a lot further than a curriculum or a mandate. The human factor of being present with one another as adults, parents, teachers and administrators will be the change that will make MS schools better not the laws or yes, even money.

I do look forward to implementing this program in our district.

Bonnie Owen
Lafayette County School District

I think that not only would the "Capturing Kids' Hearts" process help the general climate and culture of the school of the faculty and staff but help with grades and achievement scores and hopefully with graduation rates as well.

John R. James
Principal
Mendenhall High School

This will fit perfectly into our Positive Behavior Implementation System as our phase III.

Melissa Howard
DeSoto County School District

I really like the program. I am a new administrator to MS. When I took over the campus, I noticed that the relationships between teachers and students were lacking mutual respect. I think that this initiative would really help to rebuild those relationships. Thanks.

Cathy Spearman
Forrest County School District

I thought the training was fantastic. I think because we have many schools where there are communication barriers between the teachers and students, we are hindered as it relates to touching more students. The tool provided by capturing kids' heart provides us with a protocol we can use to get at the very thing we need to motivate and inspire students to strive for success - their hearts. As we constantly evaluate our dropout rates, one of the main factors drop outs state they left the school is based on not having a mentor or someone to connect with at the school. They simply want someone to take notice in them. I hope my insight helps. Thanks for listening.

Robert Lamkin
Principal
McComb High School

Capturing Kids' Hearts can be a profound component in any school. After completing the training, I realized that not only will the program benefit our students but it will aid in building relationships among our building staff. I was amazed about the experience I encountered. Within the short three days training, I discovered something about myself that is vital. If this program is implemented with fidelity, I strongly believe office referrals will decrease and academic achievement will increase. Everyone is taught "**HOW**" to value and respect the differences of others.

Joanna McMurtry
Assistant Principal
Jackson Public School District

I have to tell you, I am so excited about the Capturing Kids Hearts process that I want to implement it right now; however, with all the budget constraints we have to deal with, I am not sure if we will be able to fund even the CKH training for our staff in the fall. We would love to provide the Campus by Design year-round training for the faculty and staff too but as you know, it is even more expensive.

As you well know, this training would be a tremendous help in raising the level of teacher motivation, especially during the spring semester when the proverbial sap is rising in our students, as well as aiding the teacher's in their ability to work with students to help improve poor student behaviors rather than working against the students. On the flip side of that coin, students would know so much more about the hearts of the faculty and staff who serve them daily. Knowing the hearts of the faculty and staff will most certainly provide the students with a sense that the faculty and staff truly care about them and that they are in their corner to provide support as needed. This may help to begin the process of building relationships that will bridge the gap between some of our teachers and students thus improving student behaviors and increasing teacher motivation and efficacy.

Bo Huffman, Principal
Magee High School

Simpson County School District

I truly enjoyed Julie's genuine and sincere manner in which she included all participants at the CKH training. I have met with Rob Kirk and impressed upon my principal, Morgan Dean, the necessity of implementing this process with our teachers and students. I truly enjoyed the common sense and practical ways to empower and engage everyone at D.M. Smith Middle School. I hope that Cleveland School District will allow our faculty and staff the summer training that we so desperately need to capture our kids' hearts :)

Shatanner McFarland-Brown

Counseling Department

D.M. Smith Middle School

Cleveland School District



Lafayette County School District

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Adam Pugh, Ph.D.
Superintendent

March 25, 2013

Dear Ms. Kersh,

When it comes to systemic cultural change, there is no better initiative than Capturing Kids' Hearts (CKH). In a business where programs come and go and schools within a district are rarely on the same page, the investment made with CKH can impact cohorts of students for years to come. The key to effective implementation is the willingness of the leader to continually model the techniques and promote the continued use of them in the classroom.

As principal of Batesville Intermediate School, a high-poverty school in Northwest Mississippi, my staff and I realized the impact CKH techniques could have on the culture of our school and fully implemented the most important components like the social contract and the EXCEL model school-wide. There is no doubt in my mind the significant increase in our Quality Distribution Index (QDI) and substantial decrease in discipline referrals was due to our commitment to the CKH process. We as educators know students must feel safe and have their basic needs met before learning can take place, and the CKH process does just that.

Capturing Kids' Hearts also equips leaders with tools to be used throughout their careers in multiple settings. I have recently accepted a position as Curriculum and Testing Coordinator of Lafayette County School District and Adjunct Professor at The University of Mississippi. I continue to use the tools learned in CKH to build trust, enhance relationships, and provide dynamic, engaging interactions within the classrooms in which I work. I truly believe, as does the founder Flip Flippen, "If you have a child's heart, you have his head." Lafayette County School District would greatly benefit from the dynamic, practical culture change the CKH process initiates, and we so greatly appreciate your consideration in providing the funding to do so.

Sincerely,

Jeremy Stinson, Ph.D.
Curriculum and Testing Coordinator, Lafayette County Schools



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April 4, 2013

Mississippi Board of Education,

Four years ago I spent three days in Capturing Kids' Hearts training. I've been an educator in Mississippi for 26 years and this was the most meaningful and transformational training I've ever attended.

Capturing Kids' Hearts teaches adults to remember the most fundamental rule of engagement; success is achieved through building trusting relationships. Capturing Kids' Hearts gave me the tools I needed to begin that transformation in our school. Through changing my approach to connecting with employees, children, parents and my superiors, Northside, a Title I school, has shown considerable growth. Our QDI has risen from 182 to 211 and less than 3% of our school population, including special needs children, scored minimal on the last State test. In addition, we've seen a 50% decrease in the number of students suspended from school.

My dream would be to offer this training to every teacher in our school. I know that this would be the greatest gift I could give them and I also know that this is what we need to move to the next level of excellence.

Joy Tyner
Principal Northside Elementary
Clinton, MS

Palm Beach Gardens HS - Palm Beach Gardens, FL
Enrollment: 2,600

Effects of Capturing Kids' Hearts™ and Teen Leadership™

	2004	2006	Reduction
Discipline Referrals	4,371	500	89%
Fights on Campus	50	6	88%
Law Enforcement to Campus	60	11	82%
School Grade*	D	B	

* The only secondary school in Palm Beach County to improve two letter grades.

Tomás Rivera Middle School – Perris, CA:
Enrollment: 1,160

Effects of Capturing Kids' Hearts™

2006-07 School Year:

Discipline Referrals decreased 27%

Percentage of A, B, C's went from 55% to 71%

Honor Roll (3.5 GPA and above) increased 17%

Attendance went from 95.3% to 97.1%

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Research Summary

- **Texas Education Agency 8 Case Studies**
- Longitudinal Studies Conducted Between 1996-2003
- Pre/Post-Treatment Studies (Quasi-Experimental)

Behavioral Outcomes

Decrease in discipline referrals (40% to 72%)

Academic Outcomes

Increase in Percent Passing on Standardized Tests
(+1.6 to +31.6 percentile points)

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Thomas Stone High School Waldorf, MD

- Named 2009 Maryland School of Character by Maryland Center for Character Education
 - Discipline referrals declined four years in a row.
 - Principal Larry Martin attributes success to implementing Capturing Kids Hearts.

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Partnership for LA Schools

- 10 of the lowest performing schools in LA Unified ISD.
 - The Mayor's office reported a 5% increase in attendance and sharp declines in discipline referrals after just 6 months.
 - Dr. Angela Bass, Superintendent, attributes much of the PLAS success to Flippen trainings.

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