

Indianapolis Public Schools
Raymond F. Brandes Elementary

KOALATY CAMPUS



A Koalaty Kid
Success Story

Feb.1998 - Feb. 1999



KOALATY CAMPUS

The Continuous Improvement and Learning Process:

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Background Information

Process Name: Koalaty Campus

Area of Opportunity

Lunch hour is an important part of the school day. It is an opportunity for our students to eat, socialize and exercise in a fun and safe environment. Due to a high number of lunch hour problems, it was believed that the lunch hour processes did not effectively meet the needs of students.

We will use Koalaty Kid principles, methods and tools to improve behavior during the lunch hour to include lunch room and playground behavior.

Reason for Selection: Reducing the number of problems that occur during lunch and at recess would improve the school environment and reduce the stress on teachers and students.

Team members:

Mrs. Jann McMillian -- Principal

Dr. Thomas Tobey -- Indiana State University, Professional Development Site Liaison

Mrs. Marsh Byrd - Fifth Grade Teacher

Mrs. Maia Johnson - Second Grade Teacher

Mrs. Sheryl Otter - Primary Special Education Inclusion Teacher

Mrs. Lynette Rikard -- Fourth Grade Special Education Inclusion Teacher

Ms. Eva Sloan - First Grade Teacher

Koalaty Kid Trainer and ASQ Representative: Tim Clark

Project Statement: As educators, we know the effect that lunch hour can have on daily school and classroom climate. It is our belief that the number of lunch hour incidences will decrease if our students' needs are being met during the lunch hour process.

Define the System

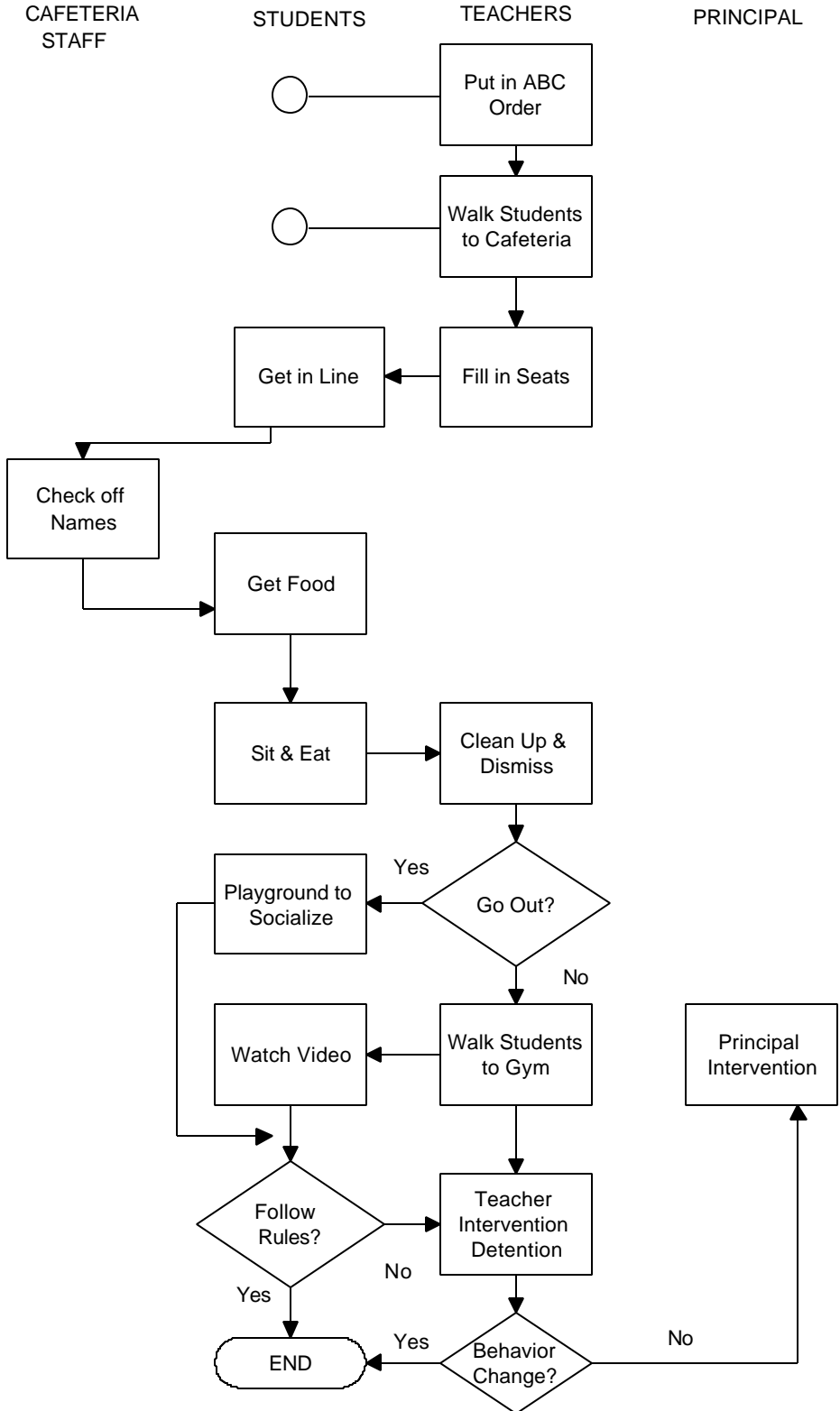
SYSTEM DEFINITION

1. System NAME: Koalaty Campus.
2. System CUSTOMERS. Students.
3. Customer NEEDS: Safe, orderly, fun and enjoyable lunch hour.
4. System PURPOSE. Provide food, socialization, fun and recreation.
5. System OUTPUT: Students eat, exercise and interact with other students.
6. System EXPECTATIONS: Students have food they like and have the opportunity to talk and play with fellow students in a safe, orderly and secure environment.

7. RESOURCES

- a. Materials: Food.
- b. People: Cafeteria staff & administration, teachers, Department of Agriculture, educational support staff, principal.
- c. Environment:
 - (1) Cafeteria can be messy, noisy, institutional; no choice in food selection, crowded, limited socialization; students must line up in ABC order; six ceiling fans.
 - (2) Playground - outside - expansive, well-equipped.
 - (3) Gym - Inside - Too many students to safely play games in the gym. Video is available; gym is unairconditioned but there are four floor fans.
- d. Equipment:
 - (1) Cafeteria. Tables in straight rows.
 - (2) Playground -- well equipped, swings, slides.
 - (3) Gym - TV/VCR, 4 floor fans
- e. Information Aids: Principal's handbook, student policy and procedures, school compact, teacher.

Define the System



Define the System

OPERATIONAL DEFINITION

Quality Measure # 1.

1. Characteristic of Interest: Cafeteria Incidences

2. Measuring Instrument: Tally Sheets

3. Method of Test: Two teachers will count each incident in the cafeteria and record the incident on a check (tally) sheet daily for a four week period. The types of incidences are:

a. **Principal Intervention:** Student sent to the office for a serious incident such as fighting or throwing food.

b. **Throwing Food.** Student throwing/flipping, propelling food in some manner.

c. **Inappropriate noises.** Student makes burping noises intentionally, knocking on the table, etc.

d. **Noisiness.** One student can be heard over rest of students; excessive noise by whole group, forcing teacher on duty to turn off the lights (signal to quiet down.)

e. **Inappropriate Language.** Cursing, name calling etc.

f. **Disrespect.** Student does not comply with a reasonable request by a teacher or back talks to a teacher.

g. **Lights Out.** Number of times the noise level gets so loud it forces the teacher to turn out the lights signaling quiet

h. **Miscellaneous.** Teacher intervention such as telling group and individual students to quiet down

4. Decision Criteria: When an incident is observed, the recorder marks a tally on the check sheet.

Name: Mrs. Otter and Mrs. Rikard

Date: February 1998 through February 1999

Chart Title: Cafeteria Incidences

Define the System

OPERATIONAL DEFINITION

Quality Measure # 2

1. Characteristics of Interest: Playground Incidences
2. Measuring Instrument: Tally Sheets.
3. Method of Test: Two teachers observe each incident on the playground and record the incident on a check (tally) sheet daily for a four week period. The types of Incidences are:

- a: **Principal Intervention.** Student sent to the office.
- b. **Misuse of Equipment.** Standing in swings, running up the slide, use of the equipment in an unsafe manner that may cause injury.
- c. **Injuries.** Student sent to the office for treatment of a physical injury.
- d. **Fighting/hitting.** Student hitting or kicking another student.
- e. **Taunting:** Student teasing another student.
- f. **Tattling/complaints.** Student comes to teacher on duty to tell on another student.
- g. **Transition Problem.** Student talking loud in hallway or running in hallway.
- h. **Throwing Objects.** Student throwing rocks or sticks.
- i. **Knocking people down.** Student knocking, throwing, tripping another student to the ground.
- j. **Not lining up.** Students taking more than two minutes to get in line or intentionally not going to correct line.
- k. **Detention.** Number of students in detention/on the wall for entire recess.

4. Decision Criteria . When an incident is observed, the recorder marks a tally on the check sheet and then looks for the next incident.

Name: Mrs. Otter and Mrs. Rikard

Date: February 1998 through February 1999

Chart Title: Playground Incidences

Define the System

OPERATIONAL DEFINITION

Quality Measure # 3

1. Characteristic of Interest : Student attitudes about the lunchroom and playground.
2. Measuring Instrument: Survey Sheet
3. Method of Test: Students are given a survey about their attitudes toward lunchroom and playground.
4. Decision Criteria. The students answer each question by circling the dog which expresses their feelings (See survey pg. 8). They are also asked open ended questions about what they like best/least about the lunchroom and playground.

Name: Mrs. Johnson, Mrs. Otter, Mrs. Rikard and Miss Sloan.

Date: February 1998 through February 1999

Chart Title: Student Attitudes

Define the System

DATA GATHERING PLAN

WHAT DATA	HOW	HOW MUCH	HOW OFTEN	WHERE	WHO	METHODS
Measure 1 Cafeteria Incidences	Tally number and type of incidences	150-200 students	daily for four weeks	cafeteria	Mrs. Otter Mrs. Rikard	tally sheet
Measure 2 Playground Incidences	tally number and type of incidences	150-200 students	daily for four weeks	playground	Mrs. Otter Mrs. Rikard	tally sheet
Measure 3 Student attitudes	surveys	400 students	once	each classroom	classroom teachers	survey

Define the System

CHECK SHEET

Lunch Room Tally Sheet

Type of Incident	Number of Incidents				
Date:					
Principal Intervention					
Throwing Food					
Inappropriate Noises					
Noisiness					
Disrespect					
Inappropriate Language					
# times lights out					
Miscellaneous					
Total:					

Playground Tally Sheet

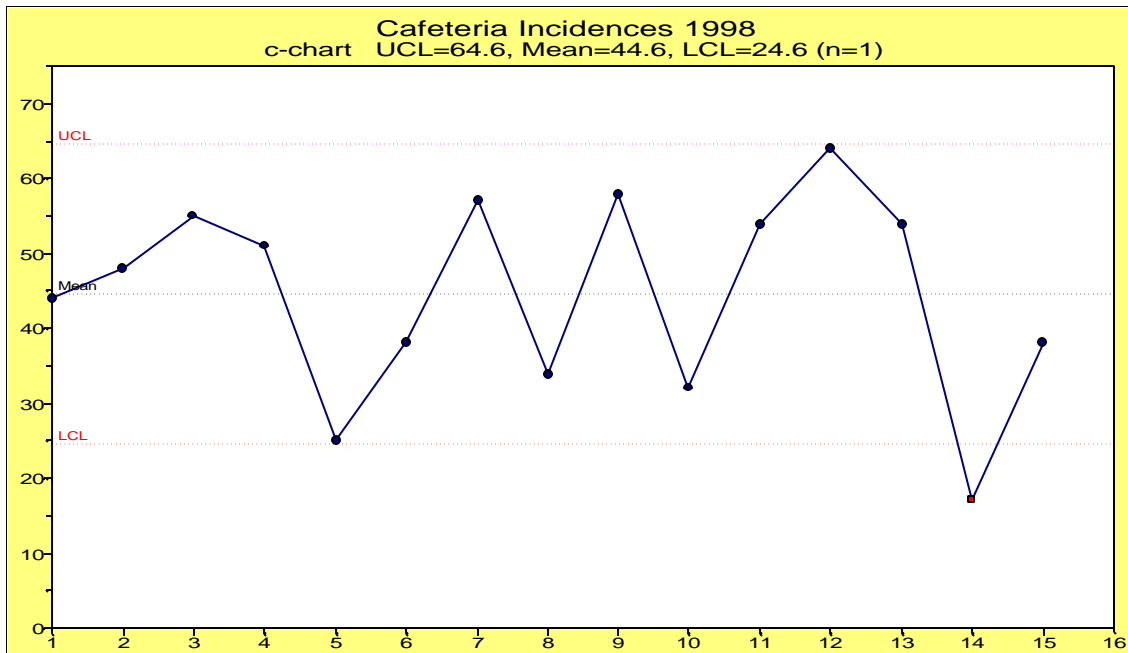
Type of Incident	Number of Incidences				
Date:					
Principal Intervention					
Misuse of Equipment					
Injuries					
Fighting/Hitting					
Taunting					
Tattling/Complaints					
Transition Problem					
Throwing Objects					
Knocking People Down					
Not Lining Up					
Detention					
Total:					

Define the System

SURVEY ON LUNCH HOUR ATTITUDES

Assess Current Situation

ATTRIBUTES CONTROL CHART

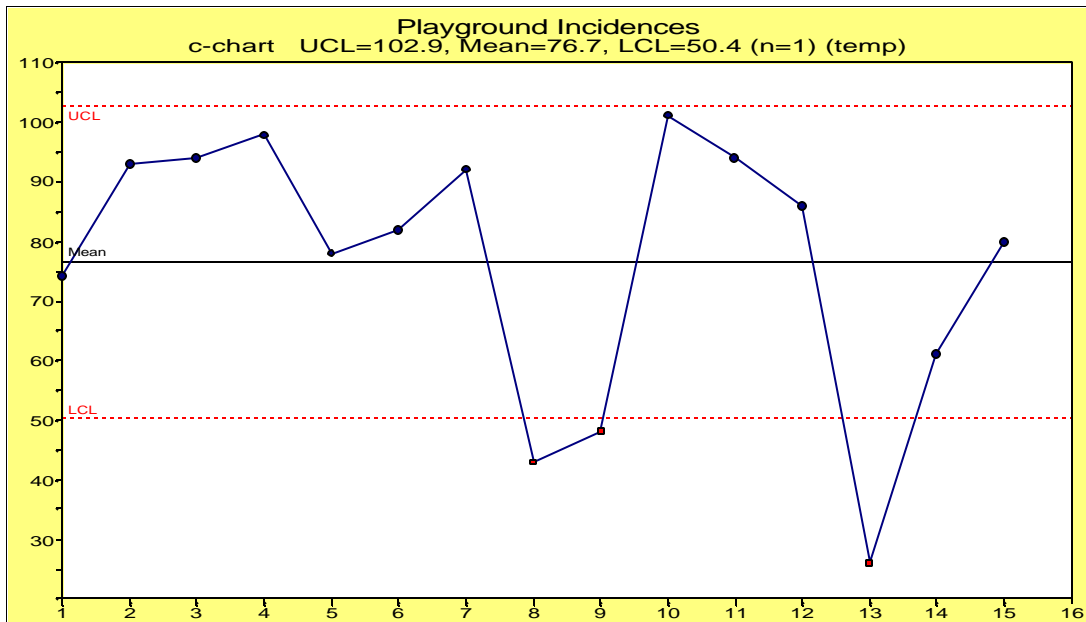


Number	Date	Total	Number	Date	Total
1	3/6/98	44	16		
2	3/9/98	48	17		
3	3/10/98	55	18		
4	3/11/98	51	19		
5	3/12/98	25	20		
6	3/13/98	38	21		
7	3/16/98	57	22		
8	3/17/98	34	23		
9	3/18/98	58	24		
10	3/19/98	32	25		
11	3/20/98	54			
12	3/23/98	64			
13	3/24/98	54			
14	3/25/98	17			
15	3/26/98	38			

Response to Special Causes: Point number 14 represents a special cause, thus making the system unstable. The reason for the special cause was not determined. Action taken was to continue to monitor the process.

Assess Current Situation

ATTRIBUTES CONTROL CHART



Number	Date	Total	Number	Date	Total
1	3/6/98	74	16		
2	3/9/98	93	17		
3	3/10/98	94	18		
4	3/11/98	98	19		
5	3/12/98	78	20		
6	3/13/98	82	21		
7	3/16/98	92	22		
8	3/17/98	43	23		
9	3/18/98	48	24		
10	3/19/98	101	25		
11	3/20/98	94			
12	3/23/98	86			
13	3/24/98	26			
14	3/25/98	61			
15	3/26/98	80			

Response to Special Cause: Points number 8, 9 and 13 represent special causes, thus making the system unstable. The reasons for the special causes were not determined. Action taken was to continue to monitor the process

Assess Current Situation

SURVEY RESULTS

	Primary Grades		
This is how I feel about	Happy	OK	Sad
1. Eating Lunch in the Cafeteria	72	51	14
2. Having Recess on Playground	115	15	7
3. Staying inside for recess	8	18	110

	Intermediate Grades		
This is how I feel about	Happy	OK	Sad
1. Eating Lunch in the Cafeteria	27	66	43
2. Having Recess on Playground	98	27	12
3. Staying inside for recess	16	15	96

Positive Comments		
4. Like Best about lunch & recess	Intermediate (I)	Primary (P)
Interaction with Friends	72	29
Eating	52	24
Playing Outside	42	23
Sitting Anywhere	13	-
Particular Food	-	22
Not doing school work	5	-
Playing Games	-	14

Negative Comments		
5. Like Least about lunch & recess	Intermediate	Primary
Fighting	14	14
Food	32	12
Inside Recess	15	10
Loudness	6	6
Boys/Girls can't play together	23	-
Can't talk in cafeteria	22	3
Detentions	16	4

Analyze Causes

1. Cafeteria Incidences: Not enough positive rewards and recognition for appropriate behavior. Lunch room is crowded and uncomfortable for the students.
2. Playground Incidences. Not enough student-led and structured activities.

Analyze Causes

Improvement Theory

1. Cafeteria Incidences:

1998. Recognize and reward students for good behavior. Establish a “Koalaty Kafe” where kids are given treats and are allowed to sit at a special table.

1999. Increase the number of lunch periods from two to three which will reduce overcrowding and decrease the amount of time spent in the cafeteria from 30 minutes to 20.

2. Playground Incidences. Not enough student-led and structured activities. The team also felt that many of the playground incidences were due to problems between students that originated at home, in the neighborhood, or at a bus stop.

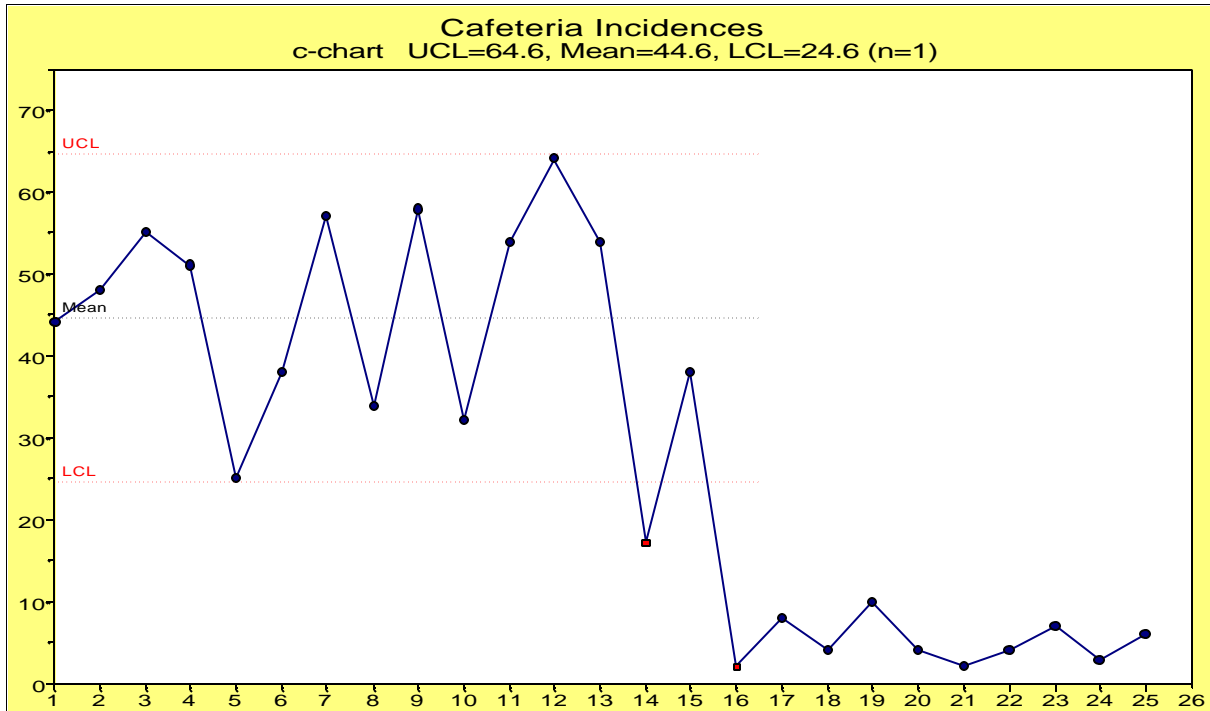
Try Out Improvement Theory

1. Koalaty Kafe: Students earn stickers for good behavior. After 5 stickers, students would be recognized and given the opportunity to redeem their stickers for a special treat (such as a Little Debbie cake or cookie) and select where they would like to sit. Students whose friends also earned five stickers could sit together. When the students earned 10 stickers, a post card would be mailed to their parents recognizing the student as a Koalaty Kid.

2. Beginning with the 1998/99 school year, increase the number of lunch periods and better optimize the time needed to eat lunch.

Study the Results

ATTRIBUTES CONTROL CHART - CAFETERIA INCIDENCES



Number	Date	Total	Number	Date	Total
1	3/6/98	44	16	1/25/99	2
2	3/9/98	48	17	1/26/99	8
3	3/10/98	55	18	1/27/99	4
4	3/11/98	51	19	1/28/99	10
5	3/12/98	25	20	1/30/99	4
6	3/13/98	38	21	2/1/99	2
7	3/16/98	57	22	2/2/99	4
8	3/17/98	34	23	2/3/99	7
9	3/18/98	58	24	2/4/99	3
10	3/19/98	32	25	2/5/99	6
11	3/20/98	54		Avg	5
12	3/23/98	64			
13	3/24/98	54			
14	3/25/98	17			
15	3/26/98	38			

Changes to the process indicate significant reductions in the number of cafeteria incidences from an average of 44.6 to 5.

Standardize Improvements

1. Maintain the Koalaty Kafe process and recruit volunteers from the community to help recognize students for good behavior during the lunch period.
2. Monitor the number of cafeteria incidences periodically to ensure that improvements are maintained.

Plan Continuous Improvement

Playground Incidences. Raymond Brandes Elementary will be supporting Project Peace which will teach students how to resolve conflict and mediate disputes. The Koalaty Kid methods and tools will be applied to Project Peace to determine if the program leads to reductions in the number of conflict related incidences on the playground.

Conduct a follow-up survey on student attitudes in May 1999.