**Directions:** Using your own school data, complete the following components of the problem-solving process.

|  |  |
| --- | --- |
| **Precision Problem Statement:** | *Physical altercations are occurring daily in the hallway outside the cafeteria. These are most often occurring during lunch, while entering and exiting during first recess, with a large number of students (about 40%) involved. The altercations are likely related to students wanting to access the lunch line first.* |
| **Set Measurable Goal:** | *Reduce hallway ODRs by 50% per month for January through May. (currently 24 per month average)* |
| **Proposed Solution and Action Plan:** | Prevention strategies: *The principal put 2 lines down the middle of the hall (everyone was to stay out of the middle of the 2 lines). The swinging doors at the cafeteria were taken out to increase traffic flow in and out of the cafeteria and the lights were lowered.*Teaching strategies: *Students taught to stay to the right of the stripes and keep moving. Reteach staff definition of cafeteria location vs. hallway location to support clean ODR data.*  Recognition strategies: *Administrators and teachers patrolled the area to acknowledge students as they entered the cafeteria peacefully and safely* |
| **Fidelity Monitoring Plan:** | *Team members will each take one cafeteria transition period a day, and count the number of staff patrolling areas & using specific praise for cafeteria expectations.**1x per week, social worker will randomly select two students in each class to observe entering or exiting the cafeteria. Will observe to note if they entered the cafeteria peacefully (hands/feet/materials to self) and safely (walked right of hallway stripes & kept moving). Will track on phone using Google Survey**Referrals to be collected and analyzed.*  |
| **Monitor Outcome vs Goal:** | What outcome data do you see as a result?*ODR data decreased each month (February &March by 50%) with a rise in April.* Did you achieve the goal, or do you need to revise a component of your problem-solving process?*Team feels progress towards goal with success in February and March. Strong fidelity to teaching strategies in January-February. Revising action plan to reteach expectations in early May and monitor fidelity.* |