Guidelines for Success

1. What are the school-wide Guidelines for Success?

Our school uses PBS. Our school-wide Guidelines for Success (The Phoenix Pledge) is the following:

Prepare for excellence.
Lead and the rest will follow.
Education is everyone's responsibility.
Dress for success.
Give 100% everyday.
Effort is the required to reach your goal.

2. Where are common area expectations posted?

Our Guidelines for Success (The Phoenix Pledge) are communicated continually and posted in the following areas:
* Restrooms
* Cafeteria
* Recreational Area
* Common Area (Hallway, Front Office)
* Classrooms

3. How are common area expectations communicated?

Common area expectations are visibly posted throughout the schools, on bulletin boards, and highlighted during announcements. Staff is encouraged to review the school expectations, vision and mission on a consistent basis.

4. What are the classroom expectations/rules and how are they identified, posted, and clearly communicated?

Classroom Expectations are posted in every class at the entrance way. They are also communicated on morning announcements, in the new student packets and in the orientation process.

The Classroom Expectations are as follows:
1. Use professional and respectful tones and language at all times.
2. Dress for success, school is your job.
3. Be mindful of others personal space.
4. To talk, text or search, ask the teacher first.
5. Prepare and perform for excellence.
6. Report problems or concerns to school staff.

Goal 1

Present Level of Performance

As a newly established school, we have not acquired baseline data regarding student behaviors. However, based upon student history we have identified areas to set goals and monitor.

Expected Level of Performance

Maintain a minimum attendance rate of 95% as a school and by subgroup.

GAP

The is a significant gap in student attendance. Disston Academy is currently experiencing a 60% daily attendance rate. This is marginal to the 2014-15 average attendance rate of 62%.

1. What problem have you identified?

Maintain a minimum attendance rate of 95% as a school and by subgroup.

We want students to understand the importance of attending school daily and the impact of absenteeism on short-term and long-term academic and career-readiness goals.

As a newly established school, we have not acquired baseline data regarding student behaviors. However, based upon individual student history we have identified areas to set goals and monitor.

2. What is your Desired Outcome/Measureable Goal?

All students will attend school at least 95% of the time.

3. What are possible reasons that your goal has not yet been reached (barriers)?

Lack of connectivity or engagement in the instructional setting and school community to support off-track and at-risk student populations.
Lack of skill development in instructional staff to implement evidence-based/data-driven instructional practices for struggling students.
Lack of effective implementation of a multi-tiered system of support for off-track and at-risk student populations.
Access to technological and coaching support in the implementation of the blended curriculum model.

3a. What is the most valid and alterable barrier (your priority)?

Lack of effective implementation of a multi-tiered system of support for off-track and at-risk student populations.

3b. How do you know that this is the right barrier to address (validation)?

Based upon student response to engagement survey and by response during entrance interview.

Goal 1

4. How will this problem be solved?

Implementation of a modified cohort modeled for tracking and monitoring of student progression though Student Services, guidance, administration and instructional staff.

Implementation Steps
(Including professional development)

Develop cohorts to support students with year of entry, centralized team support systems.
Provide specific teams professional development to access and disaggregate student data.
Provide specific teams with resources (training, processes) to streamline interventions and monitor student progress.

Person(s) Responsible

Tamika Hughes-Leeks (Primary)

Dr. Celeste Thomas (Secondary)

Timeline / By When?

Beginning 8/24/2015.

This strategy is ongoing.

Initiated: 8/13/2015
Ongoing: Y
Pending:
Completed:

Identify evidence-based interventions to support school population in all tiers.

This strategy is inclusive of a structured PBS model.

Implementation Steps
(Including professional development)

Assign students to interventions based upon documented need.
Implement a staff to student mentoring/monitoring system inclusive of data chats, review of extracurricular activities, and career planning.
Provide supplemental academic instructional opportunities through the Extended Learning Program.
Implement a definitive referral and monitoring process to support students through the MTSS and Child Study team.

Person(s) Responsible

Mr. Nathan Layton, Behavior Specialist

Ms. Debbie Belk., School Social Worker

Timeline / By When?

Plan development will begin on August 13, 2015.

Staff to Student Mentoring to begin Sep.tember 2015.
Extended Learning to begin September 2015.
Child Study and MTSS will meet bi-weekly beginning September 7, 2015

Initiated: 9/7/2015
Ongoing: Y
Pending: Y
Completed:

Provide a blended curriculum (digital, direct and project-based) to support students with a variety of learning styles and levels of achievement.

Implementation Steps
(Including professional development)
Provide direct instruction, modeled instruction, and guided practice through dedicated mini-lessons related to content.
Provide students an opportunity to show mastery of a skill through research-based and standard-aligned projects.
Provide high-yield, quality digital curriculum (GradPoint).

Person(s) Responsible

Tamika Hughes-Leeks (Primary)

Dr. Celeste Thomas (Secondary)

Timeline / By When?

Beginning 8/24/2015.

This strategy is ongoing.

Initiated: 8/24/2015
Ongoing: Y
Pending: Y
Completed:

Goal 1

5. Data collection and management

Portal attendance data, Early Warning Systems, Peer Mentoring logs, ELP Attendance Logs, Child Study Team and MTSS team minutes, EDS and Data Warehouse information.

Implementation Steps
(Including professional development)

Administration will provide professional development to all staff on data disaggregation and facilitating data chats on a monthly basis.

All staff and school stakeholders will be provided schoolwide data collectively and by subgroup.

Person(s) Responsible

Tamika Hughes-Leeks

Michelle Parcel

Timeline / By When?

Beginning 09/02/2015.

Initiated: 9/2/2015
Ongoing: Y
Pending: Y
Completed:

Goal 1

6. Support Plan

Dedicated timeline with target dates for disemmination and approval of final actions.

Identification of district supports and services available.

Team approach to supporting each task.

Implementation Steps
(Including professional development)

Set-up dedicated room to facilitate data management.
Assign internal task to stakeholders to maximize ownership of tasks and timeline.

Person(s) Responsible

SBLT leaders

Tamika Hughes-Leeks

Timeline / By When?

09/02/2015

Initiated: 9/2/2015
Ongoing: Y
Pending: Y
Completed:

Goal 1

7. Fidelity Plan

Fidelity check will occur in designated intervals to ensures that students and interventions are being implemented with fidelity.

Outcomes will be presented to all stakeholders on a monthly basis.

Implementation Steps
(Including professional development)

Fidelity plan requires monthly data reviews by the School-based Leadership Team.

Cohort teams will provide bi-monthly data reviews and refer concerns and kudos to the SBLT and MTSS teams.

Staff will maintain mentoring logs to be submitted monthly to the Cohort team leaders for review.

Person(s) Responsible

Karen Mallory (Primary)

Barbara Shannon (Secondary)

Timeline / By When?

Fidelity checks will begin with initial implementation on 09/02/2015

Initiated: 9/2/2015
Ongoing: Y
Pending: Y
Completed:

Goal 2

Present Level of Performance

As a newly established school, we have not acquired baseline data regarding student behaviors. However, based upon student history we have identified areas to set goals and monitor.

Expected Level of Performance

Less than 10% of our student population will receive Out-of-school suspension during the 2015-16 school year.

GAP

There is a marginal gap in the suspension rate. At this time in the 2014-15 school year, there were seven incidences resulting in OSS for the 2015-16 school year there are nine incidences resulting in OSS.

1. What problem have you identified?

As a newly established school, we have not acquired baseline data regarding student behaviors. However, based upon student history we have identified areas to set goals and monitor.

2. What is your Desired Outcome/Measureable Goal?

Less than 10% of our student population will receive Out-of-school suspension as a disciplinary action during the 2015 -16 school year.

3. What are possible reasons that your goal has not yet been reached (barriers)?

Lack of consistent implementation of school-wide processes to improve behavior expectations.
Lack of connectivity or engagement in the instructional setting and school community to support off-track and at-risk student populations.
Lack of skill development in instructional staff to implement evidence-based/data-driven instructional practices for struggling students.
Lack of effective implementation of a multi-tiered system of support for off-track and at-risk student populations.
Access to technological and coaching support in the implementation of the blended curriculum model.

3a. What is the most valid and alterable barrier (your priority)?

Lack of consistent implementation of school-wide processes to improve behavior expectations.

3b. How do you know that this is the right barrier to address (validation)?

As a newly established school, we have not acquired baseline data regarding student behaviors. However, based upon student history we have identified areas to set goals and monitor.

Goal 2

4. How will this problem be solved?

Create definitive school-wide processes to support appropriate behaviors.

Implementation Steps
(Including professional development)

Meet with staff representation to develop Guidelines for Success.
Develop a discipline matrix and behavior expectations inclusive of a major and minor infractions guide.
Refine identification and screening processes for struggling students inclusive of a referral process for PBIP/FBA and ESE supports as needed.

Person(s) Responsible

Tamika Hughes-Leeks

Dr. Celeste Thomas

Timeline / By When?

School staff and SBLT will begin implementation of steps on 08/13/2015

Initiated: 8/13/2015
Ongoing: Y
Pending: Y
Completed:

Implement a Positive Behavior System to recognize and rewards students in the classroom, subgroup and school-wide level.

Implementation Steps
(Including professional development)

Provide professional development for all school staff in creating and implementing Positive Behavior Systems at the classroom, subgroup and school-wide level.
Post evidence of systems in common areas and provide pertinent information to all school stakeholders in designated intervals.
Develop a calendar of bi-monthly school-wide events as incentives for targeted behaviors.

Person(s) Responsible

Nathan Layton, Behavior Specialist

Karen Mallory

Timeline / By When?

School staff and SBLT will begin implementation of steps on 09/09/2015

Initiated: 9/9/2015
Ongoing: Y
Pending: Y
Completed:

Goal 2

5. Data collection and management

Portal attendance data, Early Warning Systems, Peer Mentoring logs, ELP Attendance Logs, Child Study Team and MTSS team minutes, EDS and Data Warehouse information.

Implementation Steps
(Including professional development)

Administration will provide professional development to all staff on data disaggregation and facilitating data chats on a monthly basis.

All staff and school stakeholders will be provided schoolwide data collectively and by subgroup.

Person(s) Responsible

Tamika Hughes-Leeks

Michelle Parcel

Timeline / By When?

Beginning 09/02/2015

Initiated: 9/2/2015
Ongoing: Y
Pending: Y
Completed:

Goal 2

6. Support Plan

Dedicated timeline with target dates for disemmination and approval of final actions.

Identification of district supports and services available.

Team approach to supporting each task.

Implementation Steps
(Including professional development)

Set-up dedicated room to facilitate data management.
Assign internal task to stakeholders to maximize ownership of tasks and timeline.

Person(s) Responsible

Tamika Hughes-Leeks

SBLT

Timeline / By When?

Beginning 09/02/2015

Initiated: 9/2/2015
Ongoing: Y
Pending: Y
Completed:

Goal 2

7. Fidelity Plan

Fidelity check will occur in designated intervals to ensures that students and interventions are being implemented with fidelity.

Outcomes will be presented to all stakeholders on a monthly basis.

Implementation Steps
(Including professional development)

Fidelity plan requires monthly data reviews by the School-based Leadership Team.

Cohort teams will provide bi-monthly data reviews and refer concerns and kudos to the SBLT and MTSS teams.

Staff will maintain mentoring logs to be submitted monthly to the Cohort team leaders for review.

Person(s) Responsible

Celeste Thomas

Debbie Belk

Timeline / By When?

Beginning 09/02/2015

Initiated: 9/2/2015
Ongoing: Y
Pending: Y
Completed:

Goal 3

Present Level of Performance

As a newly established school, we have not acquired baseline data regarding student behaviors. However, based upon student history we have identified areas to set goals and monitor.

Expected Level of Performance

Less than 10% of our black student population will receive Out-of-school suspension during the 2015-16 school year.

GAP

There is no gap in the suspension rate relative to the black student population. At this time in the 2014-15 school year, there were seven incidences resulting in OSS for the 2015-16 school year there are six incidences resulting in OSS.

1. The identified problem for Goal 3 is:

We will develop this goal as soon as we have collected data. As a newly established school, we have not acquired baseline data regarding student behaviors. However, based upon student history we have identified areas to set goals and monitor.

2. What is your Desired Outcome/Measureable Goal?

Less than 10% of our black student population will receive Out-of-school suspension during the 2015-16 school year.

3. What are possible reasons that your goal has not yet been reached (barriers)?

Lack of consistent implementation of school-wide processes and application of the discipline matrix.
Lack of connectivity or engagement in the instructional setting and school community to support off-track and at-risk student populations.
Lack of skill development in instructional staff to implement evidence-based/data-driven instructional practices for struggling students.
Lack of effective implementation of a multi-tiered system of support for off-track and at-risk student populations.
Access to technological and coaching support in the implementation of the blended curriculum model.

3a. What is the most valid and alterable barrier (your priority)?

Lack of consistent implementation and school-wide processes and application of the discipline matrix.

3b. How do you know that this is the right barrier to address (validation)?

As a newly established school, we have not acquired baseline data regarding student behaviors. However, based upon student history we have identified areas to set goals and monitor.

Goal 3

4. How will this problem be solved?

Disston Academy has instituted a definitive pro-active behavior plan inclusive of one-to-one mentoring, speakers and panel discussions, and classroom and schoolwide incentives for appropriate behavior.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)

All AA students have been assigned a staff mentor. Mentors will have data chats on a bi-weekly basis. Additionally, staff will contact families of students who have significant deficiencies on a bi-weekly basis. The behavior specialist will work with student and staff to develop PBIP for individual students needing support. The PBS team will develop Tier 1 and 2 interventions to promote positive behaviors in school setting. Additionally, the guidance counselor will establish a Scholarly Seminar to promote speakers and representatives of higher education entities and small business owners.

Person(s) Responsible

Nathan Layton, Behavior Specialist
Maria Erickson, Guidance Counselor

Timeline / By When?

Plans will be developed by 09/07/2015 and revisited, revised and reviewed on a monthly basis.

Initiated: 9/7/2015
Ongoing: Y
Pending:
Completed:

Goal 3

5. Data collection and management

Portal attendance data, Early Warning Systems, Peer Mentoring logs, ELP Attendance Logs, Child Study Team and MTSS team minutes, EDS and Data Warehouse information.

Implementation Steps
(Including professional development)

Administration will provide professional development to all staff on data disaggregation and facilitating data chats on a monthly basis.

All staff and school stakeholders will be provided schoolwide data collectively and by subgroup.

Person(s) Responsible

Tamika Hughes-Leeks

Michelle Parcel

Timeline / By When?

Beginning 09/02/2015

Initiated: 9/2/2015
Ongoing: Y
Pending: Y
Completed:

Goal 3

6. Support Plan

Dedicated timeline with target dates for disemmination and approval of final actions.

Identification of district supports and services available.

Team approach to supporting each task.

Implementation Steps
(Including professional development)

Build capacity in the administrative team and student services staff to identify students needing additional supports.

Person(s) Responsible

Tamika Hughes-Leeks

SBLT

Timeline / By When?

Beginning 09/02/2015

Initiated: 9/2/2015
Ongoing: Y
Pending: Y
Completed:

Goal 3

7. Fidelity Plan

Fidelity check will occur in designated intervals to ensures that students and interventions are being implemented with fidelity.

Outcomes will be presented to all stakeholders on a monthly basis.

Implementation Steps
(Including professional development)

Fidelity plan requires monthly data reviews by the School-based Leadership Team.

Cohort teams will provide bi-monthly data reviews and refer concerns and kudos to the SBLT and MTSS teams.

Staff will maintain mentoring logs to be submitted monthly to the Cohort team leaders for review.

Person(s) Responsible

Celeste Thomas
Ms. Martinez

Timeline / By When?

Beginning 09/02/2015

Initiated: 9/2/2015
Ongoing: Y
Pending: Y
Completed:

School-wide Reward System

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1. What are your school-wide reward strategies?

Bi-weekly, reoccurring incentives (gift cards, Phoenix Points, Gradpoint Stars, food items, acknowledgment, privileges.
Quarterly special events: Lip Sync Battle, Talent Search, Faculty vs. Student Field Day, Bowling, and Trip.
Semester special activity: College tour participation and Busch Gardens Trip

2. Describe the procedure/practice used.

Identify the top three disciplinary codes and review demographical trends through EDS, Portal and Data Warehouse.
The school PBS team will identify the targeted behavior from the top disciplinary code by cohort, subgroup and school-wide and present data to the staff.
Based on student survey for preferred incentives, the PBS team will identify and promote the appropriate reward with a definitive timeline, target dates, and marketing strategies.
Students who are eligible to receive the incentive will be announced and displayed around the school, in the school newsletter and over the intercom.

3. How, when, where, and by whom will strategies be implemented?

All activities and events will be developed and supported by the PBS team and school staff.
Ongoing "Phoenix Fire" reward systems will be monitored and presented on a bi-weekly basis.
Special events geared toward specific events will be developed promoted and facilitated by the PBS team on a quarterly basis.
Student of the Month and Character of the Month recognition will be displayed and announced monthly.

4. Explain how documented strategies are evidence-based and aligned to data?

Strategies are a part of the Positive Behavior System supports and will be directly aligned to our interval data as denoted above.

Alignment of Classroom Management Systems With The School-Wide Behavior Plan

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1. What STOIC-based classroom management system is implemented in your school?

We have adopted the SAFE and CIVIL Schools model that is inclusive of STOIC processes.
STRUCTURE
Classrooms are structure for a blended curricular model with all student computers and monitors arranged for easy viewing by staff.
Classrooms also have a designated area for small-group support, one-to-one support and assessment centers with more detailed monitoring.
Classrooms are brightly-lit and promote school processes, exoectations, student work, student progression and class celebrations.

TEACHING EXPECTATIONS
School staff review classroom and school expectations at least once bi-weekly.
School expectations are reviewed continually on the morning announcements, through school flyers and PBS posters.
School expectations are posted in common areas and revisited upon any interaction with administration or school counselor and behavior specialist.
School expectations are covered in orientation, through the new student packet, in assembly and at open house and parent night.
Students understand staff expectations regarding independent work, collaborative work, assessment and teacher-directed instruction.

OBSERVATION
School staff display "withitness" by monitoring students and consistently circulating and interacting during independent practice.
Students displaying repeated misconduct are monitored and data is collected in the classroom to determine next steps or develop a plan.
Classroom walkthroughs are a staple.
Classrooms are observed at least once a week by an administrator and guests are welcome to gain a pick during orientation.
Classrooms are highlighted anytime we have dignitaries and corporate partnership visits.
Staff and students understand that we may have guest on any given day without notice.

INTERACTIONS
School staff supports students in positive praise and affirmation when appropriate behaviors are modeled.
School staff participate in monitoring processes to identify "Student of the Week", "Student of the Month" and "Turnaround Student."
School staff provides feedback in a productive and clarifying manner.
Students respect and understand appropriate boundaries when interacting with school staff.

CORRECTION
School staff is trained to address inappropriate behavior in a timely manner.
School staff is trained to notify administration or specialists when students present chronic or disruptive behavior.
School staff communicates with family to identify triggers and/or methods to deescalate in appropriate responses and behaviors.
School staff has a system of interventions and a system of progressive discipline to address inappropriate behaviors.

2. How do you know that your classroom management system is research based?

Safe and Civil Schools is an approved research-based model currently implemented in Pinellas County Schools. It is the basis for STOIC and the source of quality resources, documented research and global professional development to support systems in classrooms.

3. How is your classroom management system aligned to data?

School-wide and subgroup data is provided to the staff on a monthly basis and discussed by the SBLT on a bi-weekly basis. This data drives Positive Behavior Support systems and incentive programs to support behavior modification. This data also provided administration information to assist with identifying staff needing additional training or additional human resources. Individual student data is also used to support a refined progressive discipline model and to support the one-to-one mentoring and data chats.

4. What specific outcomes are expected as a result of your classroom management system?

Reduction in classroom behaviors that impede academic success. Reduction in lost instructional time due to consequences for misbehavior. Increased academic success due to increased instructional time. ON TIME GRADUATION!