Guidelines for Success

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

Lealman Innovation Academy is a new program for Pinellas County Schools which focuses on Project Based Learning and personalized learning. Although a majority of our learners for the 2015-2016 school year are returning from the old Lealman Intermediate School, our expectations have changed. Our school wide Guidelines for Success are Respect, Responsibility and Trust. We are using the acronym PRIDE (Positive interactions, Respect all, Initiate solutions, Demonstrate trust, Exhibit responsibility) to demonstrate these expectations.

2. Where are common area expectations posted?

Common area expectations are posted throughout the building. There are specific posters for the designated areas of hallway, cafeteria, and restroom. There are also general posters that have these areas and also include all settings/community, bus/bus stop and classroom. These general posters are displayed in the hallways and in each classroom.

3. How are common area expectations communicated?

The common area expectations are communicated through grade level assemblies during the first week of school. Teachers will reinforce these expectations through classroom discussions during our 10 day culture building period and throughout the school year.

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

Grade level teachers are working on consistent expectations, incentives/consequences for the classroom. This will be done during our initial 10 day culture building period. The expectations, incentives/consequences are posted in the classroom. Teachers will teach these expectations and refer to them throughout the school year.

Goal 1

Present Level of Performance

During the 2014-2015 school year, African American learners were 66% of our school's population, but accounted for 70% of referrals. Caucasian learners were 22% of the population and accounted for 23% of referrals. Beginning a new school program this year we do not have data for other ethnicities.

Expected Level of Performance

Being a new school with a new population, our baseline goal for the 2015-2016 school year is that The percentage of referrals will not exceed the percentage of the learner population for each ethnicity.

GAP

Unable to identify gap at this time.

1. What problem have you identified?

We want learners to understand our school-wide behavior expectations and demonstrate mastery.
Data used came from Decision Ed.

2. What is your Desired Outcome/Measureable Goal?

To decrease the number of discipline referrals for each ethnicity group.

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

Lack of fidelity of implementation.
Lack of social skills.

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

Fidelity of implementation of school-wide expectations and interventions.

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

Because it is the barrier we can have the most impact on as a school.

Goal 1

4. How will this problem be solved?

Common reinforcement of school-wide processes and expectations.

Implementation Steps
(Including professional development)

PRIDE, MTSS, SBLT, Student Discussion at PLC, PBS,

Person(s) Responsible

All Staff

Timeline / By When?

Ongoing

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

Goal 1

5. Data collection and management

Decision Ed
Demographics
Discipline Referrals

Implementation Steps
(Including professional development)
Monthly reviews in PLC and PBS

Person(s) Responsible

All Staff

Timeline / By When?

Ongoing

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

Goal 1

6. Support Plan

New Teacher Mentors
Team PLC Support
Professional Development

Implementation Steps
(Including professional development)
New Tech Network, New Teacher Monthly Meeting,

Person(s) Responsible

All Staff

Timeline / By When?

Ongoing

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

Goal 1

7. Fidelity Plan

Minutes from meetings
Walkthroughs

Implementation Steps
(Including professional development)

Coaching, PLC, SBLT

Person(s) Responsible

All Staff

Timeline / By When?

Ongoing

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

Goal 2

Present Level of Performance

Average daily attendance for the 2014-2015 school year was 92%

Expected Level of Performance

Our goal for the 2015-2016 school year is an average daily attendance of 94%.

GAP

we have a 2% gap

1. What problem have you identified?

A small percentage of the total learner population are repeat offenders for missing school.

2. What is your Desired Outcome/Measureable Goal?

To increase average daily attendance to at least 94%.

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

Not all strategies were tried.

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

Implementation of strategies with fidelity.

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

Because it is the one the school can impact most.

Goal 2

4. How will this problem be solved?

Child Study Team

Implementation Steps
(Including professional development)

Phone calls, Connect Ed, Home visits

Person(s) Responsible

All Staff

Timeline / By When?

Ongoing

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

100% attendance

Implementation Steps
(Including professional development)

Certificates and other rewards for all learners with 100% attendance per 9 weeks period.

Person(s) Responsible

Student Services

Timeline / By When?

Ongoing

Initiated: 10/16/2015
Ongoing: Y
Pending:
Completed:

Goal 2

5. Data collection and management

FOCUS Data

Implementation Steps
(Including professional development)

Child Study Team. PLC, phone calls, visits,

Person(s) Responsible

All Staff

Timeline / By When?

Ongoing

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

Goal 2

6. Support Plan

Professional Development

Implementation Steps
(Including professional development)

Child Study Team training

Person(s) Responsible

All Staff

Timeline / By When?

Ongoing

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

Goal 2

7. Fidelity Plan

Documentation

Implementation Steps
(Including professional development)

CST Minutes on template

Person(s) Responsible

School Social Worker

Timeline / By When?

Bi-weekly

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

Goal 3

Present Level of Performance

During the 2014-2015 school year, African American learners were 66% of our school's population, but accounted for 70% of referrals.

Expected Level of Performance

The percentage of discipline referrals for African American learners will not exceed the total percentage of the African American learner population.

GAP

3% reduction

1. The identified problem for Goal 3 is:

African American learners receive a disproportionate amount of discipline referrals based on school population. Our risk ratio is almost 2:1

2. What is your Desired Outcome/Measureable Goal?

To decrease the number of discipline referrals African American learners receive.

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

Lack of fidelity of implementation of interventions.

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

Change the culture of our school in a positive way.

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

Because it is the one thing we can have control over.

Goal 3

4. How will this problem be solved?

Monthly faculty PLCs to address culture, team building activities with learners and staff, professional development.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
Culture Club, culture building activities school-wide. The Culture Club is currently staff only, but will soon include learners in the Multicultural Committee.

Person(s) Responsible

Administrators

Timeline / By When?

Ongoing

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

Power Hour is an afterschool program where African American learners will be empowered to set and achieve both short term and long term goals, receive tutoring, collaborate with community partners, and learn new skills.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
A flyer was distributed to all African American students. Power hour will occur weekly starting Thursday, 10/29 from 2:35 - 3:35.

Person(s) Responsible

Administrators and Teacher Sponsor

Timeline / By When?

Ongoing

15/16 School-wide Behavior Plan
Lealman Innovation Academy

Initiated: 10/29/2015
Ongoing: Y
Pending:
Completed:

Goal 3

5. Data collection and management

FOCUS data

Implementation Steps
(Including professional development)
Monthly PLC review of data

Person(s) Responsible
Administrative

Timeline / By When?
Ongoing

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

Attendance data will be collected for Power Hour and student performance date will be collected using Focus (i.e. grades, behavior, attendance)

Implementation Steps
(Including professional development)
Monthly review

Person(s) Responsible
Administrative

Timeline / By When?
Ongoing

Initiated: 10/29/2015
Ongoing: Y
Pending:
Completed:

Goal 3

6. Support Plan

Monthly PLC

Implementation Steps
(Including professional development)
  Book study, Best practices

Person(s) Responsible

  Administrative Team

Timeline / By When?

  Ongoing

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

SBLT will review information and identify and implement supports

Implementation Steps
(Including professional development)
  Bi-monthly SBLT meetings

Person(s) Responsible

  Administrative Team

Timeline / By When?

  Ongoing

Initiated: 11/2/2015
Ongoing: Y
Pending:
Completed:

Goal 3

7. Fidelity Plan

Walkthroughs
Observations
Learner Surveys
Data

Implementation Steps
(Including professional development)
   Monthly PLC

Person(s) Responsible

   Administrative Team

Timeline / By When?

   Ongoing

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

SBLT will review information and identify and implement supports

Implementation Steps
(Including professional development)
   Bi-montly SBLT meetings

Person(s) Responsible

   Administrative

Timeline / By When?

   Ongoing

Initiated: 11/2/2015
Ongoing: Y
Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

A) All learners will be issued a "Trust Pass" after our initial 10 day culture building period.

B) All staff will possess "PB$ CA$H" that learners can earn throughout the day as an added incentive.

2. Describe the procedure/practice used.

A) With the "Trust Pass", learners will have specific privileges that include, but are not limited to, use of personal technology, freedom of movement (working in the hallway, restroom), attend field trips and the ability to go outside during lunch.

B) Learners will be able to spend their "PB$ CA$H" on items such as school supplies, snacks and sports equipment in classroom and school stores. There will also be activities throughout the year (dances, etc.) that they may use their "CA$H" to buy tickets

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

The "Trust Pass" is a constant and can only be lost (on a temporary basis) for abuse of one of the trust issues. This can be implemented by any staff.

The "PB$ CA$H" is ongoing throughout each day. All adults in the school will have the "CA$H" and may reward students for exemplary behaviors.

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

Newtech network model schools in Indiana that were observed by Leaman staff showed positive trends in improved behavior. This process has been proven to support project based learning and personalized learning.

PB$ CA$H is an evidence-based token economy.

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

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

Classroom set-up Rubric aligned to STOIC with peer and self reviews.

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

STOIC is research based.

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

Administrative walkthrough data would reflect the fidelity of the classroom management plan.

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

Increased academic engagement time and learner achievement.