
Guidelines for Success

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

Pinellas Gulf Coast Academy uses PBS. Our GFS are:

Be respectful and courteous in your words and actions

Be on time and prepared to learn everyday

2. Where are common area expectations posted?

In each classroom and the multi-purpose room (lunch area)

3. How are common area expectations communicated?

Teachers will spend the first two weeks of school explicitly teaching expectations, modeling procedures, and explaining processes. Additionally, new students that enter throughout the school year will have lessons on school expectations during their multi day orientation process.

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

Handle all equipment with care

Remain at your assigned work station

Stay on task!

Do not adjust computer settings

Ask for help

Be courteous and respectful in all of your actions

Goal 1

Present Level of Performance

79 incidents of not cooperating

Expected Level of Performance

20% decrease = 63

GAP

16 less referrals

1. What problem have you identified?

Follow adult instructions the first time given

2. What is your Desired Outcome/Measureable Goal?

Reduce the number of ODR for level one classroom offenses

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

Unclear expectations in the classroom
Limited opportunity to correct undesirable behavior prior to ODR being written
Student frustration due to academic progress

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

Limited opportunity to correct undesirable behavior prior to ODR being written

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

Most the ODRs for not cooperating occurred in the classroom and started off as level one (minor) offenses. Additionally, most of the ODRs had no documentation of classroom level interventions.

Goal 1

4. How will this problem be solved?

Employ student engagement and classroom management strategies based on the Marzano framework that are aligned with the current appraisal system

**Implementation Steps
(Including professional development)**

Teachers received copies of books for summer reading on the Marzano model of classroom management and student engagement.

Pre-school sessions on student engagement and classroom management based on the summer reading selections

Pre-school sessions on how to complete a ODR and what classroom interventions should be employed prior to completing an ODR

Person(s) Responsible

B. Solinsky & D. Patrick

Timeline / By When?

August 24, 2015

Initiated: 6/9/2015

Ongoing: Y

Pending:

Completed:

Document classroom level interventions prior writing ODR

**Implementation Steps
(Including professional development)**

Pre-school professional development on classroom interventions

Document interventions in FOCUS

Require at least 3 interventions prior to ODR being processed - one must be a confirmed parent contact

Person(s) Responsible

**15/16 School-wide Behavior Plan
Pinellas Gulf Coast Academy**

10/30/2015

Teachers and Administration

Timeline / By When?

June 7, 2016

Initiated: 8/20/2015

Ongoing: Y

Pending:

Completed:

Employ a PBS system in every classroom

**Implementation Steps
(Including professional development)**

Classrooms will have posted a positive reward system in each classroom

Positive phone calls will be documented in FOCUS

Teachers will be able to write positive referrals to the administration so students can choose a token prize

Person(s) Responsible

Teachers and Administration

Timeline / By When?

June 7, 2016

Initiated: 8/20/2015

Ongoing:

Pending: Y

Completed:

Goal 1

5. Data collection and management

Discipline Referrals

**Implementation Steps
(Including professional development)**

(incomplete info) RS

Teachers must indicate previous classroom interventions that were taken prior to the ODR. One of those interventions must be a confirmed parent contact.

Person(s) Responsible

D. Patrick

Timeline / By When?

June 7, 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

The PBS team will act as coaches for classroom teachers as they implement their reward system

**Implementation Steps
(Including professional development)**

PBS committee will be established to support teachers in reinforcing desirable behaviors

PBS team will provide resources to the staff on developing and maintaining a positive learning environment.

Person(s) Responsible

Alice Taylor and the PBS Committee

Timeline / By When?

June 7, 2016

Initiated: 9/8/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

Administrative monitoring

**Implementation Steps
(Including professional development)**

As ODRs are processed, administrators will document what classroom level interventions have occurred

Person(s) Responsible

B. Solinsky & D. Patrick

Timeline / By When?

June 7, 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

PBS minutes

**Implementation Steps
(Including professional development)**

PBS minutes and coaching notes will be posted to the PGCA e-Learning site and sent to the area office

Person(s) Responsible

PBS team and administration

Timeline / By When?

June 7, 2016

Initiated: 8/24/2015

Ongoing: Y

Pending: Y

Completed:

Goal 2

Present Level of Performance

47 incidents of classroom/campus disruption

Expected Level of Performance

Reduction of 20% = 37 for fewer

GAP

10 less referrals

1. What problem have you identified?

Reduce classroom and campus disruptions by 20%.
79 instances of classroom/campus disruption last school year

2. What is your Desired Outcome/Measureable Goal?

Reduce classroom and campus disruptions by 20% - no more than 63 in a school year

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

Unclear expectations
Lack of classroom procedures
Frustration with academic progress
Disengaged from the learning environment

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

Lack of classroom procedures

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

Most of the ODRs last school year occurred in the classroom

Goal 2

4. How will this problem be solved?

Teachers must teach expectations (school and classroom) during the first week of school

Implementation Steps (Including professional development)

Teachers develop classroom expectations as a team

GradPoint will not be available for students during the first days of school so teachers can teach expectations

Person(s) Responsible

All teachers

Timeline / By When?

September 4, 2015

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

Teachers will participate in the Marzano Highly Engaged Classroom PLC. This PLC will also contain the Marzano classroom management model

Implementation Steps (Including professional development)

PLC times are already on the school calendar. Teachers will be compensation through Title 1 funds.

Person(s) Responsible

Administrators and teachers

Timeline / By When?

June 7, 2016

Initiated: 09/08/2015

Ongoing: Y

Pending: Y

Completed:

**15/16 School-wide Behavior Plan
Pinellas Gulf Coast Academy**

10/30/2015

Goal 2

5. Data collection and management

ODRs will be monitored by the administration.

Implementation Steps (Including professional development)

ODRs must contain level 1 interventions before being processed. Teachers may be asked to explain the antecedent as a part of the student's due process.

Person(s) Responsible

Administration

Timeline / By When?

June 7, 2016

Initiated: 08/24/2015

Ongoing: Y

Pending:

Completed:

MTSS and PBS team will monitor ODR data

Implementation Steps (Including professional development)

ODRs will be monitored by the MTSS and PBS teams and tier 1 and 2 processes will be implemented as needed

Person(s) Responsible

Administration

Timeline / By When?

June 7, 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

**15/16 School-wide Behavior Plan
Pinellas Gulf Coast Academy**

10/30/2015

Goal 2

6. Support Plan

The PBS team will provide coaching, teaching points, and professional development

**Implementation Steps
(Including professional development)**

PBS team and administrative team will monitor referral rates school wide and by teachers. PD will be developed based on that data

Person(s) Responsible

Administration

Timeline / By When?

June 7, 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

Monitor ODRs

Implementation Steps
(Including professional development)

ODRs will be monitored and reductions will be celebrated by the staff and students

Person(s) Responsible

Administration

Timeline / By When?

June 7, 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Use PBS supports

Implementation Steps
(Including professional development)

Monitor the participation in school wide PBS events

Person(s) Responsible

PBS team

Timeline / By When?

June 7, 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

Present Level of Performance

African American students are 1.8 times more likely to receive an ODR

Expected Level of Performance

African American students will be 0 times more likely to receive an ODR

GAP

1.8 reduction to 0%

1. The identified problem for Goal 3 is:

Reduce the number of ODRs for African American students. At this time, PGCA has a low risk ratio. AA students are 20% of the student body and they are receiving 23% of the referrals, ISS, OSS, etc. for a risk ratio of 1.15. The district and state goal is to reduce the risk ratio to below 1%.

2. What is your Desired Outcome/Measureable Goal?

Close the gap between black and non-black students receiving ODRs.

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

Not enough alternatives to suspension have been implemented.
Limited structured opportunities for African American students to be mentored

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

Limited structured opportunities for African American students to be mentored

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

The mentoring program at PGCA was centered around course completion and did not focus on social and behavioral issues. We were in the beginning stages of mentoring African American students using the Girlfriends of Pinellas.

Goal 3

4. How will this problem be solved?

Provide mentors to African American students

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Establish Girlfriends and 5000 role model programs

Person(s) Responsible

S. Myles

Timeline / By When?

January 1, 2016

Initiated: 8/24/2015

Ongoing: Y

Pending: Y

Completed:

Follow progressive discipline guidelines suggested by the Student Code of Conduct when mandatory action is required. However, when there is flexibility allow for additional interventions that will keep the student engaged.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

As students receive due process for infractions utilize progressive discipline including parent contact, conferences, guidance referrals, ect.

Students may also be referred to their mentor for assistance with developing desirable behaviors

Person(s) Responsible

Administration

Timeline / By When?

June 7, 2016

**15/16 School-wide Behavior Plan
Pinellas Gulf Coast Academy**

10/30/2015

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

African American Students will have at least one trusted adult on campus - this is only for AA students.

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

Students will have a trusted adult on campus they can process with as needed.

Person(s) Responsible

D. Patrick

Timeline / By When?

June 7, 2016

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

Goal 3

5. Data collection and management

Participation rates in Girlfriends and 5000 Role Models

**Implementation Steps
(Including professional development)**

Compare participation rates in Girlfriends and 5000 Role Models to those students who receive ODRs that lead to out of school suspension

Person(s) Responsible

Administration

Timeline / By When?

June 7, 2016

Initiated: 8/24/2015

Ongoing: Y

Pending: Y

Completed:

Goal 3

6. Support Plan

Assistant principal will be an active advisor for both groups

**Implementation Steps
(Including professional development)**

Assistant principal will provide active coaching and updates to the sponsors of the 5000 Role Models and Girlfriends

Person(s) Responsible

Mr. Patrick

Timeline / By When?

June 7, 2016

Initiated: 8/24/2015

Ongoing: Y

Pending: Y

Completed:

Goal 3

7. Fidelity Plan

Assistant principal will monitor ODRs for African American students

**Implementation Steps
(Including professional development)**

Assistant principal will pull ODR reports quarterly and review them with principal.

Person(s) Responsible

Assistant principal

Timeline / By When?

June 7, 2015

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

At PGCA we attempt to build relationships with students and parents by focusing on the positive and desirable behaviors. To that end, teachers are required to make at least five positive contacts with parents within the first 30 days of the student being enrolled at PGCA.

Additionally, as a school that has a required uniform PGCA will leverage "dress down" days to promote positive behavior.

2. Describe the procedure/practice used.

As students enroll, teachers are expected to make five positive contacts with parents and document the contacts in FOCUS. The contact can be face to face during drop off and pick up times, an email, or a telephone call. The contact can be centered around positive behavior or academic progress. Teachers are also expected to contact parents when a student completes a course.

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

How - progress monitoring of courses in GradPoint and monitoring of procedures that were taught during direct instruction.

When - the first 30 days of school and beyond

Where - in the classroom and in small group assemblies led by the administration. The PBS team will also coordinate small group lessons

Whom - all hands on deck

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

The opportunity to dress down will encourage students to remain engaged in their education, follow instructions the first time given, and promote overall positive behaving reducing the number of ODRs.

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

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

Classroom Management that Works - Robert Marzano

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

The Marzano system is based on an analysis of more than 100 studies on classroom management.

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

The Marzano model - Classroom Management That Works - focuses on procedure, consequences, and relationship building. If implemented with fidelity our number one offense, not cooperating, should decrease.

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

Increased student engagement and an overall decrease in ODRs