
Guidelines for Success

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

Pinellas Secondary School serves as an alternative educational setting for students who have been reassigned from their normally zoned school due to a violation of the Pinellas County School's Code of Student Conduct. PSS uses PBS system. In order to reestablish an academic focus for these students, a firm series of guidelines for success have been established and are communicated via posters, signs, parent letters, handbooks, and verbal reminders. In addition to their alignment with those of the Pinellas County School Board, our guidelines for success contain dogmatic elements that assist us in steering students away from the self-defeating behaviors that led to their reassignment to Pinellas Secondary School. For instance, our students are held to a uniform dress code to help rule out provocative and inappropriate attire that diverts attention away from instructional time in the classroom. All staff at Pinellas Secondary are trained in Crisis Training & Intervention (CPI), and all staff will be retrained in the latest update to CPI, called Management of Actual or Potential Aggression (MAPA). Our school operates on the Positive Behavior System, including school-wide and individualized classroom incentives and other types of recognition for student successes. Our students are strongly encouraged to develop and practice skills in civility and communication at school because these are the attributes that lead to post-secondary and lifelong success. Our staff are constantly encouraged to make positive contacts with parents because parents are key in their student's degree of success.

2. Where are common area expectations posted?

Common area expectations are posted all over the campus, including the front office, all main hallways, quad hallways, classrooms, administrative and clerical offices.

3. How are common area expectations communicated?

After students have been enrolled at Pinellas Secondary School, they are required to attend intake along with a parent. The process is conducted by administrative and student services staff. Afterward, the orientation class covers our Guidelines for Success and all other aspects and policies required of our students. These expectations are consistently and repeatedly communicated from staff to students throughout the course of the semester according to each student's demonstrated need for review. Students who find themselves continuously violating the Student Code of Conduct during any school activity have an opportunity to review common area expectations continuously and frequently until learning occurs.

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

Since each classroom and subject area are somewhat unique, each classroom, each teacher, and every student are encouraged to design their own set of unique classroom expectations together. Once identified, they are posted conspicuously in the classroom. Teachers review the expectations daily with students, and these expectations should be a part of the daily dialogue the entire semester.

Goal 1

Present Level of Performance

Upward trend of referrals written without evidence of tiered interventions with 'Classroom' as the location of incident.

Expected Level of Performance

100% evidence that all classroom interventions are clearly posted, explained and exhausted before writing referrals for 'Minor' behavior offenses.

GAP

Not applicable.

1. What problem have you identified?

By using the 'Discipline' tab in Focus to run data reports in March 2015, we observed an upward trend in the number of referrals written listing 'Classroom' as the location of the incident. The majority of our students come to Pinellas Secondary with a negative perspective of education, and they have developed creative strategies to get out of participating. After the student has been reassigned to Pinellas Secondary, a parent is required to attend the intake process with them. This is typically the point when our Intake Team encounters resentment displayed by the student. Sometimes the student is more subdued during the initial meeting and the negative attitude is masked, but the maladaptive behaviors begin appearing in the classroom as soon as challenging or difficult tasks are presented by the teacher. Our entire staff must read and interpret these negative reactions quickly and act with genuine concern and compassion in order to prevent an escalation of misdirected emotions. We realize that our students have had many years of success developing strategies to help avoid participating in academic activities, and it is our job to implement processes to change their negative perspectives. We want to teach our students how to recognize and communicate their thoughts and feelings more effectively, and to not allow miscommunication to escalate a neutral situation into another negative incident.

2. What is your Desired Outcome/Measureable Goal?

Every year, instructional staff are expected to follow proper procedure for classroom behavior interventions prior to writing a referral for minor misbehaviors. Major misbehaviors sometimes require quicker and more immediate reaction by behavior specialists, psychologists, SRO's, and/or administration before instructional staff have an opportunity to notify parents/guardians; however, follow-up by the reporter soon after a major incident is still expected.

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

At the beginning of every school year, behavior specialists meet with all instructional staff to explain the protocol for writing behavior referrals. Again, Pinellas Secondary School is an alternative educational setting whose enrollment begins light, then builds upward as students are reassigned from other schools. As our enrollment grows, so does the number of behavior referrals. So, while the instructional staff acknowledge the proper protocol for completing and submitting behavior referrals at the beginning of the semester, their perspective of the process becomes clouded as the number of students in the classroom creating chaos increases. While completing a referral in the middle of

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instruction, specific student behaviors or teacher interventions can be left unchecked, or undone. One of the reasons behavior specialists meet with instructional staff prior to the beginning of the semester is to discuss the importance of teachers developing a protocol of classroom interventions with the students, to stress the importance of reviewing it frequently with students, and to remind the instructional staff to use the interventions prior to writing the referral.

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

Our priority is to ensure that the instructional staff have the necessary and adequate support needed to understand how to write and follow an established set of classroom interventions that will help decrease the number of referrals written for minor behaviors in the classroom.

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

There are actually at least three barriers to address. First, we must follow through with our request for instructional staff to develop, post and frequently review classroom interventions with the students. Secondly, we must provide the proper support/communication to instructional staff regarding the importance of following protocol when completing a referral because students are the first to point out and take advantage of inconsistencies. Lastly, before accepting a behavior referral for a minor offense, we must first ensure that the teacher has utilized their own established interventions with the student and not just handing off a problem.

Goal 1

4. How will this problem be solved?

Updates on the referral process at monthly staffings.

**Implementation Steps
(Including professional development)**

Present data from Focus.

Person(s) Responsible

Behavior specialists

Timeline / By When?

Monthly

Initiated: 8/20/2015

Ongoing: Y

Pending:

Completed:

Goal 1

5. Data collection and management

Student data taken from Focus

**Implementation Steps
(Including professional development)**

Staffing Agenda

Person(s) Responsible

Wrazen

Timeline / By When?

Monthly

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

Goal 1

6. Support Plan

Collaboration

**Implementation Steps
(Including professional development)**

Discussion at Behavior PLC

Person(s) Responsible

Wrazen

Timeline / By When?

Monthly

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

Record Review

**Implementation Steps
(Including professional development)**

Discussion at Behavior PLC

Person(s) Responsible

Wrazen

Timeline / By When?

Monthly

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

Goal 2

Present Level of Performance

Updating to new procedure: Management of Physical or Actual Aggression (MAPA)

Expected Level of Performance

100% Compliance

GAP

Not applicable.

1. What problem have you identified?

Students should be able to identify to themselves and to staff how they react to their environment, and to identify how staff can help them in the case of an emotional/intellectual crisis, such as uncontrollable crying, physically acting out, etc. Our staff should be able to help students identify when they are in crisis, help them to deescalate, and to be able to help students to help themselves.

2. What is your Desired Outcome/Measureable Goal?

100% of Pinellas Secondary Staff will successfully complete training in Management of Actual or Potential Aggression within the first semester of the 2015/2016 school year.

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

Last year was the first year that 100% of Pinellas Secondary School staff were required to complete training in managing physically or potentially aggressive behaviors. The goal was completed successfully. This year, our district has mandated a new and similar type of training, called Management of Physical or Actual Aggression (MAPA).

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

Our only barrier is ensuring that 100% of Pinellas Secondary Staff are present for training and complete it successfully.

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

Our teachers spend the longest amount of time with students and have more opportunities to get to know our students in the most unique manner. Therefore, it follows that this skill - managing physical or potential aggression - would highly benefit instructional staff who spend time learning behavioral patterns with students.

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Goal 2

4. How will this problem be solved?

MAPA Training

**Implementation Steps
(Including professional development)**

Attend each assigned session

Person(s) Responsible

All Staff

Timeline / By When?

June 2016

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

Goal 2

5. Data collection and management

Focus, Performance Matters, DecisionEd

**Implementation Steps
(Including professional development)**

Weekly monitoring of Behavior Referrals

Person(s) Responsible

Wrazen

Timeline / By When?

June 2016

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

Goal 2

6. Support Plan

Behavior Specialist PLCs

**Implementation Steps
(Including professional development)**

Discussion Follow Up

Person(s) Responsible

Wrazen

Timeline / By When?

June 2016

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

Monitor Completion Records

**Implementation Steps
(Including professional development)**

Behavior Specialist PLCs

Person(s) Responsible

Cuccio, Wrazen

Timeline / By When?

June 2016

Initiated: 9/1/2015

Ongoing: Y

Pending:

Completed:

Goal 3

Present Level of Performance

This goal will address the disproportionate number of behavior referrals between black and non-black students.

Expected Level of Performance

100% completion of training that leads to significant reduction in the amount of referrals written for minor behaviors.

GAP

Although 100% of White students have referrals, Black students received more than 30% referrals than White students.

1. The identified problem for Goal 3 is:

A preliminary review of disciplinary data polled from the 2014/2015 school year at Pinellas Secondary School indicates a disproportionality in referrals written between black and non-black students. We want our staff to connect with every student

2. What is your Desired Outcome/Measureable Goal?

All staff will understand and implement our Guidelines for Success and behavioral expectations for students at Pinellas Secondary School, demonstrated by a decrease in the discrepancy in discipline referrals between black and non-black students.

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

After an area administrator has determined that a student's behavior has met the criteria for reassignment - either through an accumulation of many minor offenses or a single violation of a major offense - the student is added to the list of intakes at Pinellas Secondary School. Even if the student's behavior required notification of law enforcement and resulted in an arrest, the student is still guaranteed a Free and Appropriate Public Education (FAPE) by federal law. For this reason, Pinellas Secondary serves as an alternative educational placement for students with a wide variety of maladaptive/criminal behaviors. As these students begin to gather at our school over the course of a semester, a large majority of them compare offenses as if they were a rite of passage, forming a hierarchy of their own type of student government. We anticipate this behavior as our enrollment increases from the beginning of the semester, and use our training to build relationships and stay connected. However, as our enrollment increases, so do the variety of conduct offenses. Our environment necessitates a constant state of change, depending either on the variety of offenses, the male-to-female ratio, or sometimes the ratio of races and gangs. Because of this constant state of change and dealing with the unexpected on a daily basis, it is sometimes more challenging here than at other types of schools to quickly predict and change maladaptive behaviors, or to reach what once seemed like a reasonable goal.

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

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Our teachers are highly qualified and continue to meet local, state, and federal guidelines, policies, and laws required to teach in the state of Florida. To maintain a highly qualified instructional environment, each teacher must work toward professional development goals as set forth by the staff person and his/her administrative supervisor. In addition, our principal has mandated specific trainings to increase our staff's effectiveness in recognizing student conflict, problem resolution, and prevention. To supplement, our entire staff will receive updated training on the Management of Potential or Actual Aggression (MAPA). We recognize that it is easier to change our own behavior than the behaviors of others, and to this end, we view ourselves as the most valid and alterable barrier to reaching our goal.

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

As stated previously in Question 3, our population, type, and amount of students changes constantly, but our staff remains fairly constant. Therefore, we choose to train our staff with new and innovative techniques to help us alter our strategies as necessary and meet the needs of an ever fluctuating student population.

Goal 3

4. How will this problem be solved?

5000 Role Models - select students are chosen for targeted interventions recognizing student-strenghts and promoting positive development in a community setting.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Successfully complete 5000 Role Models of Excellence Program trainings/meetings.

Person(s) Responsible

Eugene Williams

Timeline / By When?

June 2016

Initiated: 8/17/2015

Ongoing: Y

Pending:

Completed:

PMAC (Principal's Multicultural Advisory Committee) Rep. to act as an advisory group to the principal, engage in a facilitative dialogue about diversity centered concerns and make recommendations to the principal, promote multicultural activities and programs school-wide, learn and implement conflict resolution and mediation skills, provide service to school and community, and improve school climate.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Successfully complete PMAC trainings/meetings.

Person(s) Responsible

Tamariay Gordon

Timeline / By When?

June 2016

Initiated: 8/17/2015

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Ongoing: Y
Pending:
Completed:

AA Boys Group - An opportunity for AA staff and AA male students to gather and discuss and describe school environmental dynamics that female students typically experience, and develop strategies to become and remain behaviorally successful.

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

Meet at least 2X's each semester.

Person(s) Responsible

Ron Wrazen

Timeline / By When?

June 2016

Initiated: 8/17/2015
Ongoing: Y
Pending:
Completed:

AA Girls Group - An opportunity for AA female staff and AA female students to gather and discuss and describe school environmental dynamics that female students typically experience, and develop strategies to become and remain behaviorally successful.

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

Meet at least 2X's each semester.

Person(s) Responsible

Santa Cuccio

Timeline / By When?

June 2016

Initiated: 8/17/2015

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Ongoing: Y
Pending:
Completed:

School-wide MAPA Training - All staff will learn and utilize verbal skills needed when responding to behavioral challenges to help prevent and de-escalate potentially disruptive and aggressive behaviors.

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

Each staff person will successfully complete the required session(s).

Person(s) Responsible

Administrator, or designee.

Timeline / By When?

June 2016

Initiated: 8/17/2015
Ongoing: Y
Pending:
Completed:

Safety PLC - discuss and present best practices for reducing minor-offense referrals and maximizing positive outcomes.

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

Members will attend monthly meetings.

Person(s) Responsible

Santa Cuccio

Timeline / By When?

June 2016

Initiated: 8/17/2015
Ongoing: Y

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Pending:
Completed:

Crisis PLC - discuss and present best practices for reducing minor-offense referrals and maximizing positive outcomes.

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

Members will attend monthly meetings.

Person(s) Responsible

Santa Cuccio

Timeline / By When?

June 2016

Initiated: 8/17/2015
Ongoing: Y
Pending:
Completed:

Behavior Committee PLC - discuss and present best practices for reducing minor-offense referrals and maximizing positive outcomes.

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

Members will attend monthly meetings.

Person(s) Responsible

Ron Wrazen

Timeline / By When?

June 2016

Initiated: 8/17/2015
Ongoing: Y
Pending:
Completed:

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Behavior Specialist PLC - discuss and present best practices for reducing minor-offense referrals and maximizing positive outcomes.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Members will attend monthly meetings.

Person(s) Responsible

Ron Wrazen

Timeline / By When?

June 2016

Initiated: 8/17/2015

Ongoing: Y

Pending:

Completed:

Goal 3

5. Data collection and management

DecisionEd

**Implementation Steps
(Including professional development)**

Weekly Review

Person(s) Responsible

Wrazen

Timeline / By When?

June 2016

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

Performance Matters

**Implementation Steps
(Including professional development)**

Weekly Review

Person(s) Responsible

Wrazen

Timeline / By When?

June 2016

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

Goal 3

6. Support Plan

Administrative Supervisor

**Implementation Steps
(Including professional development)**

DPP Review

Person(s) Responsible

Hammond and/or Ramdohr

Timeline / By When?

June 2016

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

DecisionEd

**Implementation Steps
(Including professional development)**

Weekly Review

Person(s) Responsible

Wrazen

Timeline / By When?

June 2016

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

Performance Matters

**Implementation Steps
(Including professional development)**

Weekly Review

Person(s) Responsible

Wrazen

Timeline / By When?

June 2016

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Classroom Reward System: (1) Each teacher is encouraged to develop and maintain a reward system.

School-wide Reward System: (1) Students with no referrals within past 24 hours earn free time outside after lunch everyday. (2) Students who earn A's or B's each grading period receive Honor Roll. (3) Ms. Cuccio has collaborated with middle school teachers to reward students at lunch for students who earned a card during class.

2. Describe the procedure/practice used.

Classroom Rewards: Each teacher is encouraged to implement their own classroom reward system to recognize good academics, good behavior, or both.

Physical Activities: Students who have gone without receiving a referral for the prior 24 hour period are eligible to participate in outdoor physical activities immediately after eating lunch, during their lunch period.

A/B Honor Roll: Students who have met the criteria for A/B Honor Roll are eligible to participate in Honor Roll celebrations at the end of that particular grading period.

Academic Rewards: Ms. Cuccio has collaborated with middle school teachers to admonish students with treats during lunch who were caught doing good academically.

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

Classroom Rewards: Each teacher is encouraged to implement their own classroom reward system to recognize good academics, good behavior, or both.

Physical Activities: Students who have gone without receiving a referral for the prior 24 hour period are eligible to participate in outdoor physical activities immediately after eating lunch, during their lunch period.

A/B Honor Roll: Students who have met the criteria for A/B Honor Roll are eligible to participate in Honor Roll celebrations at the end of that particular grading period.

Academic Rewards: Ms. Cuccio has collaborated with middle school teachers to admonish students with treats during lunch who were caught doing good academically.

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

Our data shows that the majority of referrals are written in the classroom. A moderate number of referrals were written for misbehavior in the hallway. Our rewards currently focus primarily on classroom behavior, regardless of where the reward was given (i.e., the cafeteria, administrative offices, etc.).

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

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

Our teachers are asked to employ all of the STOIC elements in their classroom. Since Pinellas Secondary is an alternative school, classrooms are STRUCTURED according to safety principles first, then modified to fit the nature of the subject. Each teacher sets the pace with a guided question, and ends the class with a 'ticket out the door' question. The daily activity is posted on the board, along with the expected outcome and other relevant information. Instruction is centered on TEACHing how the routine is designed for each particular subject area. Our administration expects that teachers will OBSERVE students 100% of the time in the classroom as well as all other areas of campus. Teachers should maintain contact with all students by circulating the isles, modeling desired behaviors, and collecting data. Our emphasis is to INTERACT POSITIVELY with every student by smiling, speaking as students enter, and engaging every student in the class regardless of what may have happened the previous day. When necessary, teachers CORRECT behavior in such a way as to not interfere with the flow of instruction or cause disparity.

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

Our classroom management system is modeled after the well-known research and experiences of Robert J. Marzano, and supported by our district.

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

Disciplinary data for Pinellas Secondary School suggests that the majority of our behavior calls originate from the classroom during instruction. Therefore, our teachers realize the value of expert classroom management skills and are reminded sometimes on a daily basis that active classrooms are productive classroom. The more closely we align our behavioral issues (as demonstrated with data) with researched-based classroom management skills, the more successful our students become.

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

Specifically, we aim to maximize the scores on class work and standardized tests and minimize the total number of classroom behavior referrals.