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IUS Educational Administration Practicum

ELCC 4

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Abstract

This instrument is the completed ELCC 4 Administrative Practicum piece for the Administrative licensing program at IUS. The three projects within the ELCC are present in this document: the specific experience project, the PLC rubric, the new teacher induction project, and the future trends essay. This document represents a thorough review of the systems and structures present at The Phoenix School of Discovery at the time of its writing (Winter 2019), and contains data and discussion relevant to this time frame.

A695 Specific Experiences

Student Discipline Specific Experience Summary

For the completion of the ELCC 4 specific experience “Activities related to student discipline,” I observed three disciplinary meetings with two different students. The first disciplinary meeting was with a white, male, ECE, Junior/Senior; the second was with a Hispanic, female, non-ECE, Junior; and the third meeting was a follow up and re-appraisal of goals for the hispanic female student.

Both students were the highest suspension and referral rate for the year in their classes, and presented OD (oppositional defiant) behavior during the meetings, though only the male student had an active formal diagnosis of OD. Both students had diagnosis of EBD (Emotional-Behavioral Disability) and had spent time during the year in Our Lady of Peace, the JCPS alternative school for students who are under extreme mental duress or who have posed a threat to themselves that is actionable.

Two out of the three meetings had parental involvement, and one of the meetings was with the student upon return from suspension to modify an existing behavioral contract with the student prior to return to the classroom. Each meeting was led by an administrator or teacher team-lead (11/12 team lead teacher). The meetings were each scribed by a specified teacher. These typed notes were not presented to the parents after either meeting, nor were the requested later by administration or other teachers.

In two of the three meetings, students were meeting with authority figures within hours of extreme emotional outbursts, if not sooner. Both students struggled to maintain their emotional state during the disciplinary meetings, with one actively throwing furniture at staff and the other threatening self-harm. This is potentially an outcome of hosting these procedures so soon after

the behavioral outburst, however, the administration is required to provide students with due-process prior to a suspension as soon as possible if they believe a student can be presented with due process without a violent outcome towards others during the meeting.

In all three meetings, the students were presented with the cultural norms of the Phoenix school, and were invited to discuss their actions in the context of those norms. Both students were presented with positive and punitive responses to their behaviors, should they continue. Both students were presented with alternative educational facilities as a possibility, should they continue to present extreme and dangerous behaviors.

Because the white, male student was ECE, his suspensions were “capped” at 9 days suspension due to the necessity of the manifestation meeting with the board of education if he were to go over 9 days suspension. This “cap” caused the student to decline behaviourally once he became aware of the policy, as he was struggling with severe EBD and OD behaviors. The student had recently posted information on social media that had alerted the JCPS behavioral response team as “terroristic threatening,” and was potentially going to be relocated under JCPS guidelines for alternative placement.

Both students expressed their belief that they could “get away with anything” at Phoenix, and that they may be placed in an alternative setting State School (Peace Academy or Brooklawn), but that they would invariably return to Phoenix. Both students expressed that they enjoyed being at Phoenix because they felt they could harass other students with impunity, knowing that they would be allowed to return. The AP of the program has corroborated their belief, saying, “it is district policy that a Junior cannot be moved from their school once the year gets going.”

I have not found this policy yet, and the JCPS website for student transfers states that the only criteria determining if a student can transfer to another program in high school are,

“Students must have a grade point average (GPA) of at least 2.0, an attendance rate of at least 90 percent, and no suspensions during the current or previous school year” (Student Transfers, 2019).

Case Conference Observation

The terminology for a case conference is different for JCPS. Meetings for IEP creation and renewal are called Admissions and Release Committee meetings or “ARC” meetings. The ARC meeting that I observed was to determine eligibility for a student to receive co-teaching minutes for a speech impediment and reading deficiency (african american, female, sophomore).

The adults present at the meeting were: the administrator for ECE students, a special-ed teacher who would become the student’s TOR upon the implementation of a new IEP, a speech therapist, and the student’s mother (via conference call).

The meeting begins with the administrator or facilitator of the ARC offering the parent the student’s rights under IEP/504 law and introducing the adults present and their roles in the production of the IEP and determination of needs.

The speech therapist spoke first, and shared the student’s current data as measured on two different tools, one to measure stuttering and the other the MAP assessment for reading proficiency and growth. The student scored high on the stuttering incidence tool, indicating a severe stutter when producing unplanned speech, and low on the MAP assessment, indicating severe deficiency in timed reading settings and in vocabulary usage and lexile level.

The student’s mother was supportive of the new plan, and that her daughter would be receiving specified assistance in reading and writing specifically. The student’s mother was also

the caretaker for another sibling who lives at home, who was speaking at times during the meeting, but which did not negatively impact the content or expediency of the meeting.

The special ed TOR recounted the student's testing history for ECE services, explaining how, two years ago, the student had interventions and saw benefits from having them, but had recently had the interventions removed. This indicated that the student has a high sense of self-efficacy, but likely benefits from the interventions at a cognitive structural level.

The ARC meeting adjourned with the decision that the student would receive co-teaching minutes in English for stuttering as well as for reading fluency, due to the 33% reported stuttered syllables on a non-reading task.

Supervision of After-School Activity Summary

The after-school activity that I supervised was the annual Phoenix Halloween dance on Friday the 25th. Supervising this event is divided into three distinct roles: preparation and student onboarding, facilities and safety, and student experience and event agenda.

During the preparation and student onboarding phase of this project, I worked with Ms. King, the primary contact for student activities, to prepare the posters and announcement information to build student interest in the project. Tickets were sold to students in each homeroom for the two weeks prior to the event, with tickets increasing from five to seven dollars at the door to incentivize early ticket purchases, which would give us a better idea of how much food to prepare for the dance. Food was prepared by members of the PTA, and sold for 1\$ per hot-dog, with free chips, punch, and cookies for students and their guests. The total count for the evening was 85 students and guests, with 15 staff and parents working the event. Only one administrator was present, the high school AP, who remained with the students until 10:15 PM, when the final student was picked up by a guardian.

The facilities and safety procedures for the night were fairly simple to plan, with only one entrance, which was staffed by the AP and a security guard for the entire evening. The gym had one entrance open for students to enter and exit, with all other entrances to the school locked. The hallway leading to the gym was barricaded with lunchroom tables (there are no gates installed in the school) and this barricade was staffed with a teacher during the evening, to keep students from entering the school beyond the gymnasium. The safety plan for the evening was that, in the event of an evacuation, students would be taken to the front of the school in the staff parking lot to await first responders. In the event of fire, students would be taken to the front parking lot. In the event of an active shooter, students would be taken to the meeting place across the road (the Lyndon City Council Building) which is the predetermined meeting place for any students or staff fleeing during an ALICE event.

The student experience and event agenda were a few different costume competitions, specific group dances, and a PTA draw for a prize based on ticket number. I was also the MC and DJ of the dance, and spent the evening interacting with students who requested specific songs. I remained at the dance until the final students left with the AP, to approximate an experience as an AP for myself.

Parent Teacher Conferences Involving Diverse Families Summary

During this parent teacher conference, I observed two families with very different students and family structures.

In one family, the student's mother had committed suicide a few years earlier, and the student's birth father is a heavy drug user. The student (white, male, senior) is currently being raised by his grandparents, who are struggling with the student's behaviors and emotional needs. The student is chronically truant, and owns his own car, which he uses for transportation

to school and to work. His goals are to move west after graduation and join his older siblings in a recycling crew start-up that works with large music festivals in California.

The discussion at the parent teacher conference was primarily focused on discussing his socio-emotional needs and the means by which he might obtain an associate or bachelor's degree, rather than joining his siblings, if he chooses to go to further schooling. The student has an IEP for specific identified disability in reading, and struggles to write as well, and his grandparents commiserated their struggle to work with the student, as his behaviors are very defiant towards them, and he often enters into depressive episodes when he is not being defiant.

The teachers at Phoenix who were talking with these grandparents listened more than they spoke, and when they did interject, it was to support the grandparents in their efforts at home, and provide clear methods that the student could use to improve their work at school. The teachers also mentioned the student's truancy, but did not linger on the issue, as it is primarily in the student's hands to change that behavior.

The second family I observed during the parent-teacher conference was a single mother with one student (black, male, junior) who is struggling in the majority of his classes. I did not hear why his father is not a part of the family, but his mother has been a single mom for the majority of his childhood. This student is reading at a BR (beginning reader) Lexile level, and is struggling to understand the content in all of his classes. He has been tested for a reading disability two times (in middle school) and the teachers in the 11/12 team of Phoenix have been advocating that he be tested again to determine if he can receive minutes for a reading disability.

The teachers again listened more than they spoke, giving clear instructions on where and how the student can improve his grades in his content classes to keep advancing on track

towards graduation. The teachers supported the student's mother in her efforts to work with him at home on reading fluency and knowledge of language, providing specific websites, tools, and methods to improve vocabulary and understanding.

Reflection on Specific Experience

During these specific experiences, I have seen how the staff at Phoenix interact with students, parents, and other adult stakeholders in many different capacities. The clearest takeaway, before discussing specifics, is how invested adults at this program are in the continued success of students, and how comfortable adults are in this program advocating for students' needs both academically and socio-emotionally.

The decisions that most clearly reflect ethical practices in these specific experiences were those that showed staff willingness to respond to student needs and follow JCPS standards of ethics when interacting with students in crisis or when supporting the parents and guardians of students in crisis. To ensure that ethical practices are followed as an administrator, I would present staff with regular ethics challenges during whole-staff meetings, to keep ethical questions in the forefront of their minds as the year goes on, with ethics questions specific to that part of the year in particular (i.e. in the Fall, disciplinary and classroom management ethics scenarios, and in the Spring, testing and truancy related ethics questions).

The decisions and procedures that most clearly reflected equity and diversity at Phoenix were those that surrounded the ECE program at the school. With such a small majority ECE population, actions in the school are heavily dictated by students' accommodations and identified IEP and 504 needs. Non-ECE teachers are deeply aware of IEP goals in this program, due to the large number of students on each teacher's case-load. Teachers in this program complete minutes for their ECE students digitally each day, and track data each week in concert

with the designated ECE teachers of record for students with IEP's. As an administrator, I would look to Phoenix as an exemplar of using technology and cross-coverage of data collection between co-teachers to create a more meaningful data footprint for tracking IEP and 504 goals and accommodations

The decisions that most clearly reflect legal principles are those that interact with IEP/504 language and those decisions that are dictated by the JCPS SSBH (Student Support and Behavior Handbook). During the three disciplinary meetings that I observed, the language that administration used when discussing student rights, and due process during suspension (or recommendation to alternative placement in the case of a student with multiple drug distribution events) was very specific to avoid denial of any student rights or production of improper suspensions or unintentional suspension of students who were expressing IEP determined behaviors who had not received the proper interventions and assistance prior to the suspension. To keep teachers and staff in compliance with the law, it is important to have district experts in IEP/504 law speak with teachers during staff meetings to explain the district's reasoning behind IEP/504 suspension limiting, and the many ways in which a student should be assisted prior to a suspension. It is also imperative to have district specialists speak with assistant principals to explain the importance of student due process, the methods of implementing a clear structure for student due process, the instances in which due process must be suspended, and how to return to due process at the nearest time after withholding it for clear and present danger or other just reasons for not following due process (current student arrest, hospitalization, etc).

The decisions and procedures that most clearly promoted social justice were the relationships between the staff and the parents and guardians of students during parent-teacher conferences, as well as the emphasis on restorative justice rather than suspension for a majority of non-required suspendable offenses. The Phoenix school staff is dedicated to

avoiding the school-to-prison-pipeline by avoiding suspension as much as is tenable in favor of having students work to restore the damage they have done through restorative circles and restorative justice responses to disturbing the school environment or harming others. This is, of course, more difficult to put into practice than merely turning to the SSBIH and prescribing a punishment to each student behavioral infraction, and requires administration to continuously work with students in a dialectic to produce the most meaningful restorative action after harm has been done. In practice, this is a hit or miss system. As a program lead, I would increase the amount of dedicated time for assistant principals to perform restorative circles each week, and potentially consider paying teachers once a week to take planning after school (in compliance with JCTA contract language) to have a weekly restorative circle space in their planning room for students who are struggling with code-switching and have caused harm to the classroom environment.

The staff at Phoenix are clearly on the side of students as a rule. Staff work with families to improve student long term outcomes all the time, reaching out when students are sick to provide updates on work, calling home regularly across the school with updates and positive messages, and generally cheering students on in their efforts to get to graduation on time, and potentially into a post-secondary program or career work. As an administrator, to build a sense of camaraderie among staff that extends to the parents of the program, it is important to keep a clear vision of the goal of the program, the service of each student in their walk towards their best possible future. The wraparound programs that Phoenix offers, the backpacks of food each weekend, the on-site Centerstone counseling, the four dedicated Phoenix counselors, the emphasis on Seniors working in a Coop position with local businesses to build soft skills and resumes, all serve to showcase how student centered the program is, and how strong the program stands as an exemplar among the alternative programs in JCPS.

Summary of Data in Context of CSIP identified Goal

The CSIP goal I chose to focus on is the 6th goal, specifically for non-cognitive growth, stating: “By 2023, Phoenix will obtain a 90% student attendance rate, and reduce the suspension rate below 15%” (Phoenix CSIP, 2018).

For the current year, the suspension rate for referral events is 9% for 12 referrals out of the 103 referrals total (as of November 11th, 2019). This is a strong indicator that our suspension rate will remain lower than the 15% goal by the end of the year, as previous years behavioral data indicates that September and October are the highest months for serious behavioral referrals. Of the suspensions, however, some may have been unnecessary, or may have been mitigated by restorative circles based on the language used in IC (infinite campus) when they were reported. Four of the twelve offenses were for “Harassing communication towards student” or “Profanity towards staff,” both of which may carry lower punitive responses prior to suspensions.

For the second goal, of 90% student attendance rate, the school is currently near its five year goal at 87.3% attendance year-to-date. This is up from last year’s attendance rate of 83% attendance, at this time last year.

For classroom teachers, both of these goals are worth measuring and tracking during teacher PLC meetings, as they directly impact the amount of time students are in class receiving instruction and accommodations. To improve on attendance, teachers can work to make their classrooms more inviting environments, as well as keeping their classroom spaces clean and calm for students to work in, potentially reducing the number of illness absences and anxiety absences that students experience. For suspensions, teachers can work with administrators to more often rely on restorative circles for emotional outbursts, to re-introduce

students to their classrooms in a controlled manner that retains the dignity of the offending student, and allows other students to retain their dignity and voice their concerns about the classroom environment without antagonizing the offending student or being antagonized, an understandably tall order, but a worthy challenge.

Behavioral Intervention Strategies

The behavioral intervention strategies being utilized at The Phoenix School of Discovery are diverse and are determined on an individual basis in response to student needs and IEP/504 determined accommodations. Program wide Tier 1 interventions are determined by the school PBIS team (Positive Behavior and Information Support team).

The school-wide Tier 1 supports that are in place are:

1. Students have a “mentor” teacher that they meet with once every 5-10 days for ten minutes to discuss current progress in classes as well as interpersonal or socio-emotional issues.
2. Students may work with a number of school counselors, as well as on-site counseling services through Seven Counties Counseling services as provided by JCPS.
3. Teachers are expected to give students multiple warnings before students receive a written referral for non-violent offences.
4. Teachers are expected to know each students’ IEP or 504 plan accommodations and correctly document their use of student plan language when responding to student behaviors or when designing curriculum for students.

To provide personalized learning opportunities that aid students in remaining in classrooms, teachers should recognize the importance of student agency in trauma-informed

instruction and seek to allow students as much control within the curriculum as possible to assist students in self-actualization and remove stigma from academic strain.

Evidence of Team Discussion of Behavioral Supports and Technological Monitoring of Instructional Practice

During this project, I have communicated with the 9th and 10th team, as well as with middle school teachers, and the rest of the 11-12 team (which I am on). The 11-12 team has held weekly meetings (Friday common planning meetings) and the 9-10 and middle school teams meet to plan in common twice a month during content area PLC's (after school on Tuesday PLC days).

During all of these meetings, I have presented fellow teachers with the JCPS DMC (data management center) behavioral tracking data for our program at large, and for their students specifically, with the intent of recognizing antecedents for negative behaviors and determining in-class methods of avoiding those triggers for negative student outcomes and referrals.

Specifically, evidence of these meetings is stored in our shared Google Drive team documents for each week's meeting minutes, with a discussion of behavioral data occurring at the end of each meeting, led by me.

This discussion of behavioral tracking data, as well as an ongoing focus on student reported IEP and 504 behavioral data, has allowed the team to be more proactive in responding to student issues as the data begins to show a decline in grades or an increase in behavioral incidents. We have been able to respond to student needs before they become serious behavioral issues, accurately recognizing when students are entering crisis before they are in a position that requires suspension, alternative assessment, or even alternative placement.

By focusing on students' socio-emotional health in the data that we collect, we recognize the greatest common denominator of our student body: trauma. With this truism at the forefront

of our planning and discussions of data, we can provide students with scaffolds and assistance in a manner that has greater impact on their growth in academics.

Professional Report

During the specific experiences portion of ELCC 4, I was able to observe, coordinate, participate in, and reflect on, a number of meetings and events at The Phoenix School of Discovery. To complete this project, I needed to communicate clearly with stakeholders ahead of meetings to clarify my role as an observer, coordinate coverage for my room when observing or working with stakeholders during specific experiences.

For the three disciplinary meetings, I observed and took notes on the proceedings while the administrators, teachers, and students discussed next steps in the disciplinary process and met due process regulations for student discipline.

For the case conference committee meeting, I had to coordinate coverage for my PM class with another teacher to observe the case conference. A working knowledge of ECE language was also necessary to correctly take notes during this meeting.

For the supervision of one after school student activity, I had to coordinate with other teachers and administrators who would be chaperoning the school dance, determine safety procedures for the dance in the case of adverse scenarios, structure the evening's events, and prepare a procedure for students who had to wait for transportation after the event.

For the observation of the two parent-teacher conferences, I had to clarify to all stakeholders that I was an observer of the meeting and not a participant, and that I was observing their meeting as an IUS student and not as a classroom teacher.

For the monitored instructional practice, results, and identified strategy, I discussed school-wide data with PLC teams and we worked together to identify specific strategies for students who were having behavioral issues.

Current CSIP Outline For The Phoenix School of Discovery

The Phoenix School of Discovery is a program that has shifted its goals and methods many times since its creation in 2006. The school's Comprehensive School Improvement Plan (CSIP) reflects the complexity of the school's mandate as one of Louisville's Alternative Schools. The data sources used to produce the school's CSIP are diverse and reflect the administrative team's willingness to draw from many data sources to plan ahead. Examples of data sources include; formative and summative assessments, behavior records, intervention results, IEPs, Infinite Campus, SLC Dashboard, CASCADE, Summit Learning, Blackboard, various instructional software, staff and student voice surveys, and classroom observations.

According to the CSIP data review, "Recent data tells us that our school community needs improvement in Math and Language Arts skills, college and career readiness, attendance rate, and behavior interventions. Additionally, data from the counseling office indicates that students have an outstanding need for social-emotional therapy. There is also an increased need for special education services due to a high percentage of ECE student enrollment" (CSIP, 2018).

The CSIP includes a discussion of data determined areas of strength, including: 93% of teachers reporting that they, "are encouraged to try new things to improve instruction," and 97% of parents reporting that, "I believe my child's school provides a caring and supportive environment." The report also includes some clear areas of growth in the Kentucky TELL survey data, with stakeholders reporting that: 36% of students at this school "follow rules of conduct,"

and 34% of responders reported that “parents/guardians are influential decision makers in this school” (CSIP, 2018).

During the 2017-18 school year, Phoenix conducted in-house surveys/interviews of students in Grade 6-12. The results of the Phoenix Student Voice Survey (2018) said Phoenix needs more deeper learning initiatives such as Blended Learning, Project-based Learning, Work-based Learning, and more.

The School Improvement Team at Phoenix has determined eight improvement goals with specific stakeholders named to take ownership over progress toward each goal.

Goal	Title	Coordinator
Goal #1 - Proficiency* and SAI*	By 2023, Phoenix will increase student proficiency rates to 50% in all content areas: English/Language Arts, Math, Science, Social Studies and Related Arts.	ILT, Goal Clarity Coach
Goal #2 - Gap*	By 2023, Phoenix will raise proficiency rates among gap group students to 35% in Reading and Math.	ECE Department
Goal #3 - Graduation Rate*	By 2023, Phoenix will maintain a graduation rate of 90%.	Counselors
Goal #4 - Growth*	By 2023, Phoenix will ensure 70% of students meet their Fall to Spring MAP growth goal in Reading and Math.	Goal Clarity Coach
Goal #5 - Transition Readiness*	By 2023, Phoenix will develop a Life Ready program which prepares all students for success in college and/or their career.	Admin Team
Goal #6 - Noncognitive	By 2023, Phoenix will obtain a 90% student attendance rate, and reduce the suspension rate below 15%.	Assistant Principals
Goal #7 - Community	Phoenix parents and community partners will support students' educational experiences.	FRYSC

Goal #8 - Leadership and Equity*	Phoenix leadership team will create equitable systems resulting in proficient performance of all students.	Principal
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The CSIP specifically names areas of most need for content improvement at Phoenix, which drive teacher hiring and professional development planning. Specifically, the plan recognizes,

“our school community needs improvement in Math and Language Arts skills, college and career readiness, attendance rate, and behavior interventions. Additionally, data from the counseling office indicates that students have an outstanding need for social-emotional therapy. There is also an increased need for special education services due to a high percentage of ECE student enrollment.” (CSIP, 2019)

When considering hiring to the program, these program needs should be incorporated into the “desirable qualifications” section of the JCPS job description document for the job posting.

Master Schedule Analysis

The master schedule provided by the high school AP for this project was incomplete and had a number of teachers omitted. The AP described the process of making the schedule as secondary to determining areas for student ECE minutes. With the program housing, at most, 400 students, and the three floors having distinct student groups and schedules (MSD, Middle School, High School) the scheduling has little overlap beyond lunch coordination and usage of the gym and outdoor spaces.

There are four site based administrators in this program (Principal, High School AP, Middle school AP, and ECE AP) as well as two counselors (HS Counselor, MS Counselor) who are all able to discuss and plan the schedule should they wish. The High School AP has the designation of head of scheduling specifically.

The schedule provided has many blank spaces where there are classes, this is partially due to the “flex schedule” that the HS uses, and partially due to an incomplete schedule. There is room to improve this schedule visually for easier understanding. Conceptually the “flex schedule” is a positive reflection of the administration’s confidence in the teachers to determine scheduling within the week. In effect, however, the flex schedule is rarely used outside of shifting the schedule around unplanned absences or school-wide disruptions, and the loss of “seat-time” has had a negative effect on students’ ability to complete recovery courses at the rate of three credits per year under the Trimester system at Phoenix.

Phoenix School of Discovery Budget Analysis

The Phoenix School of Discovery 2019 budget is best discussed in comparison with the other non-punitive alternative school in JCPS, Liberty High school. Because Phoenix and Liberty both lack athletics teams, due to their A5 alternative status, their budgets are dominated by payroll and specific vendor purchases determined by each year’s specific facility fixes, academic program pushes, and technology needs. To this end, this budget analysis will compare the 2019 Phoenix program budget to Liberty High School’s budget.

In the 2018-19 school year, Phoenix’s total expenditures were \$6,760,111, and Liberty totalled \$7,082,980 (fig.1). The most recent student population data available for Liberty and Phoenix is the 2017-18 JCPS data books report, which included alternative schools and quotes Liberty at 269 students total, and Phoenix at 337 students total. The schools are similarly sized

(around 350 students at maximum capacity), and their program structures are similar enough that this instrument may be used to consider each program's spending decisions and the efficacy of those decisions.

Payroll for each site was the single largest expense, with Liberty spending \$4,963,670 and Phoenix spending \$4,355,085. The most marked differences between the schools' budgets is the Vendor and Other Transactions sections of the final budget. Phoenix spent \$639,403 on vendors in 2018-19 and Liberty spent only \$103,895. Also, Phoenix spent \$1,765,623 on "Other Expenses" while Liberty spent \$2,015,415. To understand the differences in spending, we have to dig into each section specifically.

In Vendors, the most expensive items for Phoenix were mostly labelled "Technology and Furniture" which reflects the school's renovation and the school leadership's allocation of the vendor funds towards continuing the beautification of the school into the physical appearance of the classrooms to the students and staff. All expenditures come from the JCPS General Fund at both schools, and the majority of vendor expenses fall under the categories "property" or "Supplies." The single largest vendor item for Phoenix was " SCHOOL SPECIALTY" at \$105,368 and saw a majority of the funds go to, "FURNITURE AND FIXTURES[2]" (\$35,095, 11/16/2018), "FURNITURE AND FIXTURES[1]" (\$30,546, 09/21/2018), and "TECHNOLOGY-RELATED HARDWARE" (\$12,865, 11/16/2018). This Vendor spending at Phoenix was primarily due to the renovations that JCPS undertook over the summer in 2019.

In the "Other Transactions" section of the 2019 budget, the payments are also funded through the JCPS General Fund, with the most common categories being, "SUPPLIES," "OTHER PURCHASED SERVICES," "ON BEHALF PAYMENTS," and "EMPLOYEE BENEFITS." The single largest payment in this section was \$1,100,511 on 06/30/2019 for Employee benefits, likely reflecting summer escrow for employee benefits. This seems like a fair

assumption, as Liberty has a similar payment of \$1,470,615 on 06/30/2019 for “EMPLOYEE BENEFITS” as well.

Phoenix’s budget reflects a specific focus on improving school technology, and classroom appearance through furniture and fixtures, as well as employing many staff with masters degrees and higher. By contrast, the Liberty Vendor expenditure of only \$103,895, reflects a school that was operating in a normal year, without specific program upgrading or beautification. Liberty’s highest single vendor expense was for \$29,537 for “TECHNOLOGY-RELATED HARDWARE.”

By comparing the two programs, it is apparent that the leadership team at Phoenix is currently prioritizing improving the way the school is perceived visually, as well as, improving the student and teacher technology experience in the program.

Specific Recommendations Based on Analysis of CSIP, Master Schedule, and School Budget (2018-19)

The specific recommendation that I would make for the current CSIP would be to move most of the goals from proficiency to growth. With the district championing the MAP assessment as a means of measuring even A1 programs, Alternative schools should jump at the chance to shift the metric of success from proficiency to growth, and focus on improving all students individually and designing their program around methods that provide growth to all students, and are not aimed at getting students to “proficient” while triaging time investments in students who are below ability or who are already at proficiency.

As the program currently stands, curriculum is aimed at bringing all students to proficiency or above, with little focus on the majority of the student body with severe deficits in academic or socio-emotional (soft) skills. A refocus on growth would bring the school CSIP in

alignment with more realistic needs of the student body as an alternative education program with greater than 50% of the student population labelled “at-risk” or “ECE.”

The specific recommendation that the school should adopt to improve the day schedule would be to return to a “seat-time” based schedule for student advancement and credit acquisition. The current schedule reflects the credit acquisition method of “performance based grading” which, conceptually is a clear strength for allowing students to perform “mastery” projects for their standards, but in effect bars students from completing remedial courses in classrooms, and requires students to take online courses for all remediation, which is only truly effective when students are “self-starters” to begin with.

By returning to seat-time student credit acquisition, the school would return to a Trimester schedule where students can earn three credits per year, allowing students to make-up for lost time in other programs again, and to graduate on time without leaning so heavily on online programs.

The specific recommendation for the school-wide budget is to pivot from chromebook technology to technology that does not include planned obsolescence, to allow the school budget to be balanced over a five year period, rather than balanced each year. The current chromebook technology that the school relies on will expire in the next two years, requiring another expensive investment.

If the school instead invests the technology budget in desktops or laptops, the program will see potential upgrades for their technology, as well as allowing students to work on more robust programs than the chromebooks currently allow.

The only other specific suggestion for the budget would be to consider allowing the team leads from each PLC team to sit in on budget discussions similarly to a SBDM at an A1 program, allowing teachers to have some agency in the discussion regardless of the outcome

may improve teacher understanding of budgetary decisions or even improve the allocation of funds to student impact ratio.

A5 PLC Rubric

Tool for Assessing PLC's in A5 Alternative Schools, Choice Schools, and Behavioral units in Jefferson County

Defense of this instrument:

Alternative programs often find themselves in the position of fitting round pegs into square holes when it comes to rubrics for effective methods and implementation. Working with students who comprised the outlier data at other schools often means bell curves and data sets that resemble random number generators, rather than the classic bell curve of ability and behavior that larger educational programs work with. Because educators working in Alternative schools work with a data set that requires contextualization, this rubric seeks to measure the efficacy of PLC's with an eye towards that need to produce a narrative for the most extreme outliers, as well as a focus on behavioral interventions that whole groups of teachers can implement and track during PLC meetings.

Rubric methods and reasoning

- 1. The first section of this two-part rubric is based on a text designed to guide PLC implementation and efficacy in response to actionable data. This rubric has been modified to specifically target and assist programs that have Alternative School style student bodies with high GAP student numbers and a statistically relevant number of extreme outliers in their data sets due to small student bodies and high student mobility during the school year, often due to unforeseen family, health, and housing circumstances.*
- 2. For A5 schools, proper planning for defiant or behaviorally exceptional students is necessary for classroom management as well as for content growth and success. By incorporating the following two sections in this tool, A5 schools specifically can improve and measure the efficacy of their PLC's in responding to and planning for best student outcomes in light of disruptive or exceptional behavioral needs. An important reality of A5 institutions is responding to student behavioral needs, by creating a common language of planning and responding to student negative behaviors, teachers can recognize student behavioral gains in the non-ECE population as well as specified ECE behavioral goals.*

Sources Used:

1. Learning by Doing, (DuFour et. All, 2006) – Specific Rubric for successful PLC’s that shift programs towards best practices using reflective discussions and structured meetings.
2. Tough Kids Book, (Rhode et. All, 2010) – Specific language for working with Defiant students and students who struggle with traditional schooling, to be incorporated into the rubric for A5 PLC’s
3. Lost at School, (Greene, 2008) – Contains language for producing Tier 2 and 3 interventions that PLC’s at A5 programs will benefit from using during regular meetings to increase efficacy in responding to student needs and decrease burnout through language that recognizes modified goal setting as positive. This text discusses a system of discussion for behavioral interventions that allows for a healthy way for teachers to internalize their work in the classroom through the Plan A (Authoritarian), Plan B (mediated control and agency), and Plan C (intentional ignoring with intent to reteach) methods of behavioral response.

PLC Response to Data Assessment – Learning by Doing

I-Ineffective; D-Developing; A-Accomplished; E-Exemplary; N/R-Not Rated

Aspect of PLC Data Use Efficacy	Ineffective	Developing	Accomplished	Exemplary	Rate of Appearance in minutes	Source
PLC assesses and responds to student Achievement Data	Assess school data and plan with <u>no reference to previous year’s achievement data as a guidepost.</u>	Assess and respond to school, district, and state achievement data.	Assess and respond to school, district, state, and national achievement data.	Assess and respond to school, district, state, and national achievement data with contextual narrative for outlier scores.	During any whole program review (at least once per year)	(DuFour, 2006)
PLC assesses and responds to student Engagement data	Planning with <u>no reference to attendance, graduation, or extracurricular involvement data.</u>	Assess and respond to attendance and extra-curricular data.	Assess and respond to student graduation , attendance, and extracurricular involvement data.	Assess and respond to student graduation, attendance, and extracurricular involvement data with contextual narrative for outlier data.	During any whole program review (at least once per year)	(DuFour, 2006)
PLC assesses and responds to student Discipline data	Planning may reference discipline data but <u>not respond with intervention methods</u> OR may have <u>no reference to disciplinary data.</u>	Assess and respond to student referral data (including top three reasons for referrals), suspension rates, and expulsions.	Assess and respond to student referral data (including top three reasons for referrals), suspension rates (by ECE status, race, gender, GAP status, and GPA), expulsions and parent conferences regarding discipline.	Assess and respond to student referral data (including top three reasons for referrals), suspension rates (by ECE status, race, gender, GAP status, and GPA), expulsions and parent conferences regarding discipline. Includes narrative for outlier data.	During any whole program review (at least once per year)	(DuFour, 2006)
PLC collects and responds to Survey Data	Collects survey data but <u>does not produce a plan that will improve</u>	Collects and responds to school survey data and determines a plan	Collects and responds to school survey data and determines a plan to improve	Collects and responds to school survey data and determines a plan to improve stakeholder	Once per year (review last year’s data in	(DuFour, 2006)

	<u>stakeholder satisfaction</u> OR <u>does not reference survey data in minutes.</u>	to improve stakeholder satisfaction among, students, alumni, parents, teachers, administration.	stakeholder satisfaction among, students, alumni, parents, teachers, administration and community.	satisfaction among, students, alumni, parents, teachers, administration and community. Includes a narrative for outlier data.	August-September)	
PLC collects and plans in context of Demographic data	<u>Does not address demographic data of student body in PLC</u> OR <u>addresses demographics without planning in response to demographics.</u>	Collects and plans in response to demographic context of school program, including, free and reduced lunch, student body racial demographics.	Collects and plans in response to demographic context of school program, including, free and reduced lunch, student mobility , student body racial demographics.	Collects and plans in response to demographic context of school program, including, free and reduced lunch, student mobility, student body racial demographics, percent homeless, percent with parent or guardian incarcerated or disenfranchised, percent with ACES scores over 4.	During any whole program review (at least once per year)	(DuFour, 2006)

PLC Efficacy of Behavioral Management in the Classroom – The Tough Kid Book and Lost at School

PLC influenced aspects of Behavioral Management and Interventions	Ineffective	Developing	Accomplished	Exemplary	Rate of Appearance in minutes	Source
PLC monitors that classroom rules are posted and appropriate to student need/ability level	<u>Too many (more than 5-6).</u> <u>Too complex</u> <u>Majority of rules are negatively worded</u> <u>Not publicly posted</u>	Publicly posted Simple rules Rules are written using positive language	Publicly posted Simple and observable rules Whole team has the same classroom rules	Publicly posted Simple and observable rules Whole team has the same classroom rules Variations only when narrative provided in minutes and discussed among team.	During any whole program review (at least once per year)	(Rhode, 2010, p. 31-33)
PLC referral discussion for consistency	<u>PLC does not discuss their behavioral norms for referable offenses</u>	PLC discusses behavioral norms for referable offenses	PLC codifies referable offenses and posts the referable offense code on each teachers' desk for reference	PLC codifies referable offenses and posts the referable offense code on each teachers' desk for reference. PLC records instances of referable offenses not being referred with narrative explaining the non-referral in behaviorist terms.	During any whole program review (at least once per year)	(Rhode, 2010, p. 36-37)
PLC determines "Group Contingencies" for positive behavior	<u>PLC does not have a plan for group rewards for group positive behaviors.</u>	Teachers individually have group reward plans for positive student behaviors. Rewards may be	PLC group has a plan for rewards for positive group behaviors. Rewards may be food or recognition related and affect the	PLC group has a plan for rewarding positive student behaviors as a group, and students have input into the nature of the reward, which is experiential	As needed throughout the year (2-3 times)	(Rhode, 2010, p. 37)

		food or recognition related.	structure of the school day.	(trips, large day structure shifts, etc.) in nature.		
PLC has common language for positive teacher student feedback expectations	<u>PLC does not have common language for student feedback</u>	PLC has common language for student feedback but does respond to administratively collected data on student teacher interactions	PLC has common language for student feedback but and responds to administratively collected data on student teacher interactions with actionable goals in minutes	PLC has common language for student feedback but and responds to administratively collected data on student teacher interactions with actionable goals in minutes. PLC routinely includes anecdotal evidence of positive interactions with students.	During any whole program review (at least once per year)	(Rhode, 2010, p. 37)
PLC includes a discussion of classroom management structures and methods of behavioral tracking	<u>PLC does not discuss classroom management structures and behavior tracking</u>	PLC discusses classroom management structures (point board, color scale, level system, gamification, etc) and there may be some classroom systems for tracking behaviors.	PLC implements a group-wide behavioral tracking systems that assist in rewarding and identifying social-skills lesson needs	PLC implements a group-wide behavioral tracking systems that assist in rewarding and identifying social-skills lesson needs. Individual classrooms have systems that are unique to the teacher and subject and allow for clear reinforcement of classroom norms and expectations.	During any whole program review (at least once per year)	(Rhode, 2010, p. 180-185)

PLC influenced aspects of Behavioral Management and Interventions	Ineffective	Developing	Accomplished	Exemplary	Rate of Appearance in minutes	Source
PLC plans emotional regulation / coping skills lessons	<u>PLC does not plan formal emotional / coping skills lessons</u>	PLC plans and implements emotional / coping skills lessons sporadically or without follow-up data collection	PLC plans and implements emotional / coping skills lessons that are taught at regular intervals throughout the year.	PLC plans and implements emotional / coping skills lessons that are taught at regular intervals throughout the year and student disciplinary and behavioral data is reviewed in the context of these lessons.	Throughout the year in response to student behavioral issues or needs (3 minimum for accomplished)	(Greene, 2008, p.21/27)
PLC reframes challenging behaviors as skill deficits	<u>PLC refers to challenging behaviors in negative or defeatist terminology without solution-oriented language</u>	PLC discusses problem behaviors as the reason for academic failing without reference to social skill deficits	PLC discusses problem behaviors as skill deficits and records skill deficits for further discussion.	PLC determines skill deficits as problem behaviors arise, and social-skill lessons are planned to respond to the highest incidence problem behaviors.	Language should be present during discussions of student behavior throughout the year	(Greene, 2008, p.23)

PLC emphasizes student behavioral contracts when appropriate	PLC <u>does not use student behavioral contracts.</u>	PLC uses formal student behavioral contracts in response to, or as an extension of disciplinary referrals.	PLC uses formal student behavioral contracts prior to disciplinary referrals after warnings given.	PLC uses positive referral system as well as preventative behavioral contracts to avoid or reduce disciplinary referrals for high-incidence students	As needed throughout the year	(Greene, 2008, p.52)
PLC communicates with parents during behavioral intervention process	PLC <u>does not communicate with parents during behavioral intervention process, OR first communication with parents is after a negative behavioral event.</u>	PLC reaches out to parents of students with academic and behavioral deficits during scheduled Parent-Teacher Conferences	PLC reaches out to parents with positive messages outside of scheduled parent-teacher conferences and following all negative behavioral incidences.	PLC determines students who are at-risk behaviorally and academically and reach out to parents pre-emptively with positive messages about student. PLC involves parents in behavioral contract production.	As needed throughout the year	TPGES JPCS
PLC uses Plan A-C language when discussing behavioral interventions being used with students	PLC <u>does not use or understand Plan A-C language and does not use the language when discussing behavioral interventions for individuals or for whole classroom management decisions.</u>	PLC understands Plan A-C language but does not use it when discussing interventions or modifications.	PLC uses Plan A-C language when discussing interventions and classroom management methods	PLC actively works to maximize the use of Plan B (student agency and voice) interventions as the norm with minimized usage of Plan A (Authoritarian) and Plan C (intentional ignoring).	Language should be present during discussions of student behavior throughout the year	(Greene, 2008)

Implementation Guide for PLCs

This guide will be most useful at the end of a school year (last 3-4 weeks) or directly before the beginning of a school year as a framing and reflection guide.

Week One

Recorded Discussion with notes

Three guiding principles to begin aligning PLCs

- a. **How holistic is our program review data?**
 - i. Data Use Efficacy
- b. **How do we know when to reward groups of students?**
 - i. Behavioral Management and Interventions
- c. **How and when do we teach social-skills and coping skills? How flexible should our in-class RTI (response to intervention) be?**
 - i. Behavioral Management and Interventions

Consider the first page of the A5 PLC rubric and self-score your team as a group.

1. What kind of narratives could you produce as a team for your outliers?
2. How far from your expected averages academically does a student need to score to *be* an outlier?
3. What can you tell about your PLCs academic and behavioral expectations based on your answer to the previous question? (I.e. are you lowballing or over-expecting student success based on your experience?)

At the end of the first meeting, assign members of your PLC to bring the following data to the next PLC

1. **Pertinent Test scores for your team's grade level (2 years)**
2. **Attendance data for your team's grade level (1 year or more)**
3. **Discipline data for your team's grade level (2 years)**
 - a. **ECE status**
 - b. **Race**
 - c. **Gender**
 - d. **High flyers (repeat offending students)**
4. **Student name data for GPA for your team's grade level (last year or current year)**
5. **Demographic data for school**
 - a. **Free-Reduced Lunch**
6. **School survey data**
7. **Student Profile Data (DMC)**

The majority of this information for JCPS teams can be found in the district data books [here](#) and in the DMC (data management center) [here](#). The DMC website is a GOLD mine for alternative programs, as much of our academic data is untracked in the district data books. You should spend a day looking through the DMC as a team, separate from this rubric just to see what you can learn in general about your program. Also, the comprehensive school survey data can be found [here](#).

Week Two

People-Centered Data Review

Collect data together that team members researched using the links from week one (or finding the data using in-school or other district data tools for non-Jefferson County A5 PLCs)

1. **As a team determine:**
 - a. **Our students' data-driven strengths and weaknesses:**
 - i. Our students (just those the team affects) clearest:

1. Academic strength (highest test scores)
2. Academic weakness (lowest test scores)
3. Disciplinary need (most reported offense in DMC)
4. Contextual hurdles (Standout information from demographic data and student profile data)

b. Our plan of response and discussion as a PLC:

- i. Are there any lines that can be drawn from the academic strength to the academic weakness?
- ii. What lessons could be taught or norms could be changed to avoid the most common disciplinary problem?
- iii. What can we plan, as a PLC, to account for the largest contextual hurdle negatively impacting our students? (food, experiences, classroom materials, clothing, etc.)

c. What kind of whole group rewards can we implement for success in academic and behavioral data?

d. What kind of in-class or whole PLC positive behavior tracking can we implement?

Week Three

Rising to the challenge of Challenging Kids

As a team, read the [Bill of Rights for Challenging Kids](#)

1. Discuss the document, what language stands out? What rings true, or falls flat? What experiences and examples from your work with A5 students does your mind go to while reading this document?
2. Some of the language in this document will likely challenge and test our comfort zones when we think about behavioral management as a team.

As a team, watch this three-minute [video-clip](#) (I know, video examples... bleh)

1. That's you. Not in the ship, not on the way to the moon. That's you, looking at the data readouts. Certain, up until the last few moments, that this was going to be a routine flight. Certain, until the last few moments, that today's lesson was going to go swimmingly. Certain, until crisis.
2. And that's them, our kids, riding in a machine paid for by taxes. Riding towards, what they thought, was going to be a trip to the moon. Until they had a problem, mid-flight, and now must turn an exploratory mission into a mission of survival. The mission parameters have changed.
3. As A5 teachers, we are more closely related to the men and women working at Mission Control at Cape Canaveral than to other PLCs in A1 programs. When we are at our best, we are listening to the radio, and checking our data, working together to find the solution, regardless of how strange it is. We plan for the moon, we design for the moon and for those with cabin pressure, we send them to the moon. But when the oxygen tank blows, and when the moon isn't an option, we find a way to plan them home safe.
4. One more [video](#). Look familiar?

5. When students with behavioral skill-deficits attend our programs, they present us with novel problems that require novel solutions, both behaviorally and academically. A5 PLCs spend their time working towards those solutions, but we generally use language that is aimed at A1 programs, where our students are outliers and either spend their year in ISAP, or failing quietly in the back of class due to lack of self-advocacy or anxiety. We need to use language that is specific to our student body, a student body that is produced by the inability of A1 Regular Education program structure to account for, adapt to, and meet our students' needs.
6. The last task for this meeting (or the first task for week 4) is to discuss the CPS model of behavioral intervention that this rubric uses.

Discuss the CPS model of behavioral intervention (link below)

[This is a one-page breakdown of the CPS model](#)

Week 3 Part 2 (if a long meeting 1 hr) or Week 4

CPS Discussion with tools (Collaborative and Proactive Solutions)

(I agree, it does make me think of Child Protective Services, too! It's a great system though!)

This last piece can feel overwhelming with the amount of tools and explanations present in the CPS method.

It is important to remember that this is not a tool for use with all students, but rather a response and methodology to use with students who are "challenging," and most specifically with students who are defiant, either clinically or just generally within your PLC student body.

Tools to discuss

1. [This is a one-page breakdown of the CPS model](#)
2. This tool is called the [ALSUP](#) (Assessment of Lagging Skills and Unsolved Problems) and is used to begin the process with a challenging student.
3. This is a [guide](#) to using the ALSUP sheet
4. This is a fillable version of the [Problem Solving Plan \(PSP\)](#) for use after completing an ALSUP
5. This is a [cheat sheet](#) for the *empathy* step of the PSP

Goal for this meeting

Complete an ALSUP for one of your top three “high flyer” students as determined by your discipline data.

Remember that when you check off a “lagging skill” on the left side of the sheet, you must write a specific “unsolved problem” example from your classroom or school site before moving down the list. The goal is to name struggles, not build an angry checklist.

That’s it! Hopefully the CPS model can aid your PLC in formalizing some of the language you use when working with your challenging students, and I hope that

A collection of ongoing [research supporting this model](#) of behavioral interventions.

Message from rubric author:

The majority of this rubric points to what most strong A5 PLCs are already doing when they meet. As such, the goal of this tool is primarily to begin formally recording and collecting information on what great A5 teacher teams already do.

Much of your efforts go unmeasured and unrewarded, and I know that added instruments feel like another layer of compliance. As an A5 teacher, I produced the rubric I wish my administrators had when considering the efficacy of my team’s PLC, and the Exemplary level for each domain represents a level of functionality that my PLC team wishes we could attain all of the time (and as such, makes a great goalpost for evaluating administrators who want to see their A5 PLCs support the greatest need within their programs).

Your work as an A5 PLC team is invaluable. Truly. You respond to needs far beyond the curriculum guides and your contract as-written. You work to aid, support, and carry your heavily traumatized student body towards a life that you see ahead of them. A life that is not defined by their ACES score, where their Lexile level was in the 8th grade, or their suspensions. You are the heart of the state, its mercy and its patience, and you are the life-blood of our country in your work with children. Thank you so much for coming in today to work and fighting the good fight.

So much of education is compliance, let this instrument be a conversation rather than a compliance check for your team. Know that, from one person on the wall to another, you and your work are valued. Your time and your effort is valued. And know that the people for whom it is most valuable, your students, will benefit from the focus and benchmarks set down in this document.

To that end, my email is (john.brewer@jefferson.kyschools.us) and if you have new data/sources that support or conflict with this instrument, please reach out to me so I may modify and adapt this tool to the most recent human centered language for A5 PLCs.

God bless, good luck, and I hope your moon-shots all have happy landings!

Mr. B

Project 4a: Teacher Induction

Powerpoint overview of research identified new teacher issues



Phoenix New Teacher Induction

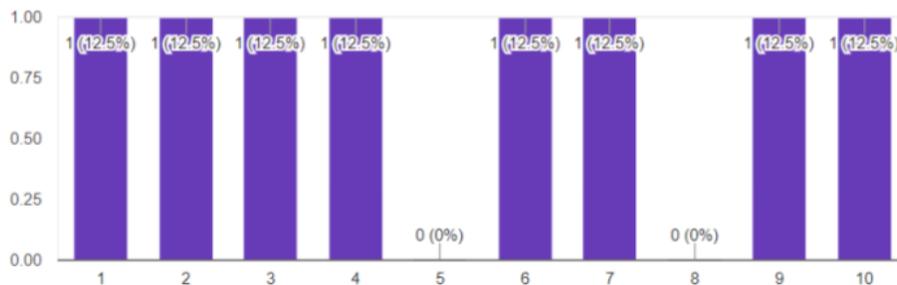
Goals of this presentation

- Discuss common issues new teachers struggle with at Phoenix
- Confront expectations that do not align to school norms
- Present action items to present to new teachers

Survey Respondents

How many years have you been working at The Phoenix School of Discovery?

8 responses

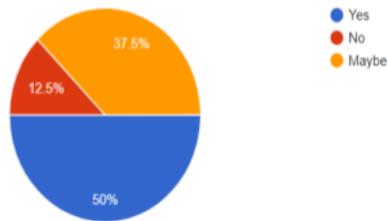


School Wide Behavioral Norms

Survey data on Behavioral Norms - Strengths

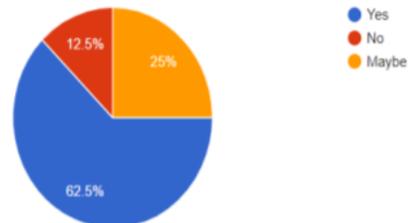
Have you been trained to respond to students in crisis?

8 responses



Have you been trained to deescalate student behaviors?

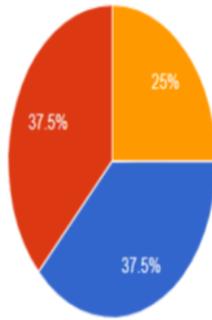
8 responses



Survey data on Behavioral Norms - Areas for growth

Have you been presented with texts on behavioral interventions?

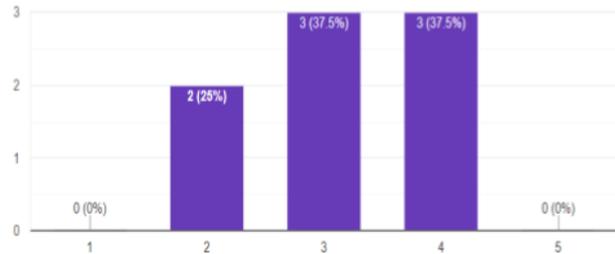
8 responses



What is your current level of comfort deescalating student behavioral issues?

8 responses

● Yes
● No
● Maybe



Response to survey

Action items

For new teachers:

Observe your students in another teacher's class.

For experienced Phoenix teachers and administrators:

Discuss student behaviors and your response to behavior and interventions with new teachers intentionally.

Texts for new Phoenix Teacher:

The Tough Kid Book: Practical Classroom Management Strategies

Reasoning for inclusion: This text explains a myriad of student behaviors alongside useful intervention and de-escalation strategies to try before a referral gets written. This is a powerful starting point for new teachers working with students with extreme trauma that attend alternative schools.

School and Grade Level appropriate Classroom Management

Survey data on Classroom Management - Strengths

What methods of classroom management are you familiar with? (check all that apply)

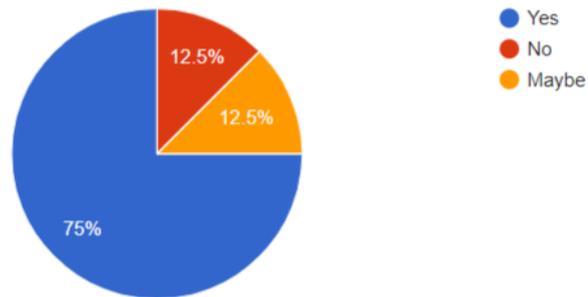
8 responses



Survey data on Classroom Management - Strengths

Do you feel comfortable explaining your classroom management methods to others?

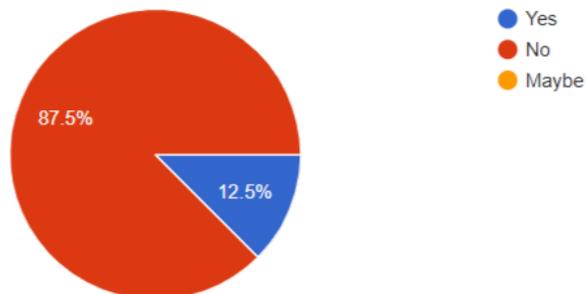
8 responses



Survey data on Classroom Management - Areas for growth

– Do you believe your college classroom management courses were sufficient preparation for your work at Phoenix?

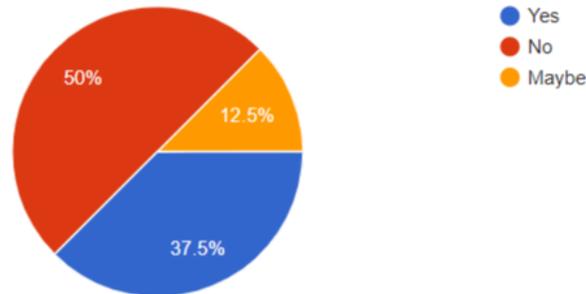
8 responses



Survey data on Classroom Management - Areas for growth

Have you been presented with texts on classroom management methods?

8 responses



Response to survey

Action items

For new teachers:

Make an annotated bibliography (no really) of your colleagues classroom management methods, with notes on your favorite tricks and systems.

For experienced Phoenix teachers and administrators:

Don't hide your fire. Share the good stuff and explain why some things work and some things don't in alternative settings.

Texts for new Phoenix Teacher:

Teach Like Your Hair is On Fire: The Methods and Madness Inside Room 56

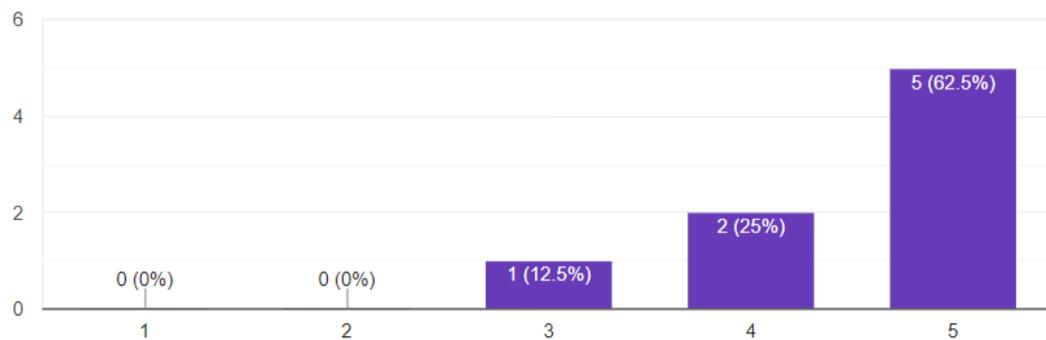
Reason for inclusion: This text is a fun and realistic look into one teacher's struggle with a student body that was uninterested and underprepared for his content, and his own search for a sense of success. This is a story arc that is familiar to anyone who has worked in difficult schools, and serves as a great discussion piece for a new teacher and their teacher-mentor.

Planning for high/low split inside the classroom

Survey data on differentiation - Strengths

How important do you believe differentiation is in student success?

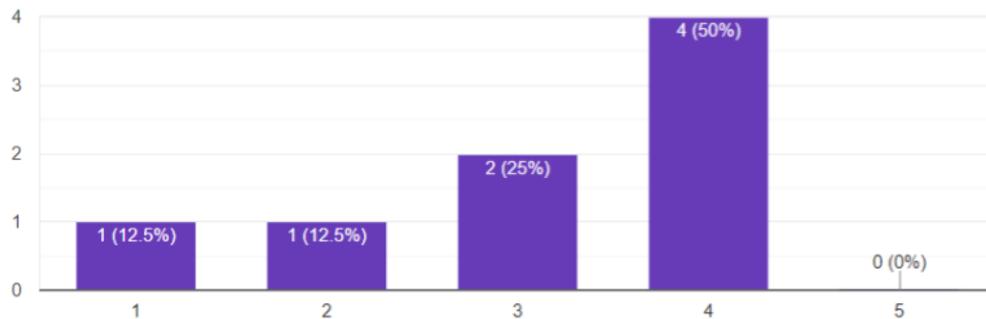
8 responses



Survey data on differentiation - Strengths

How comfortable are you differentiating work horizontally?
(individualizing work to student interests)

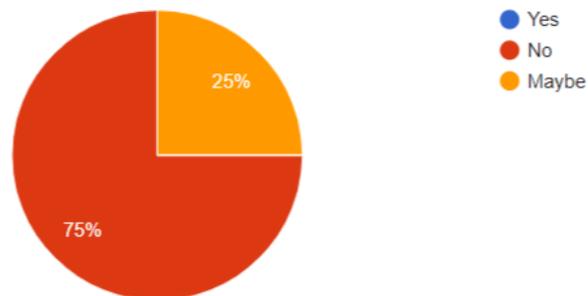
8 responses



Survey data on differentiation - Areas for growth

Do you believe your college classroom management courses were
sufficient preparation for your work at Phoenix?

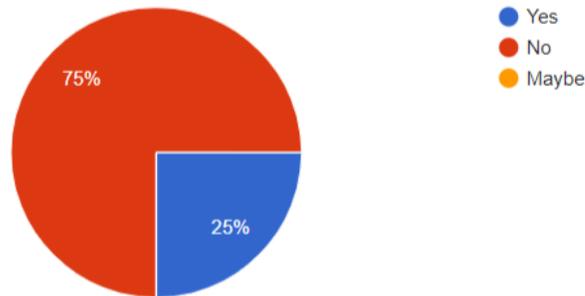
8 responses



Survey data on differentiation - Areas for growth

Have you been presented with texts on content differentiation methods?

8 responses



Response to survey

Action items

For new teachers:

Know at least one non-content related fact about all of your students' interests.

For experienced Phoenix teachers and administrators:

Assist the new teacher in incorporating student interests into their lessons wherever possible.

Texts for new Phoenix Teacher:

The Struggling Reader,
Interventions that Work: J. Cooper

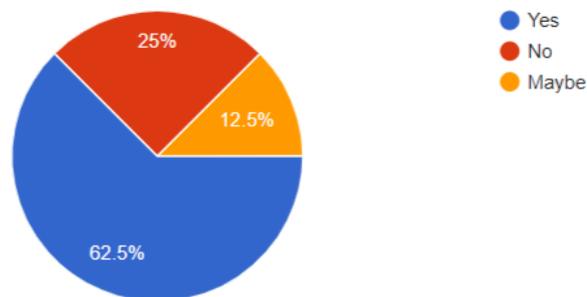
Reasoning for inclusion: This text has been invaluable in planning for students of different ability and for meeting student IEP and 504 goals and improving students' scores on their goals.

Not Taking Trauma Home

Survey data on Trauma informed methods - Strengths

Do you have staff at Phoenix you can speak with regularly when confronting student trauma?

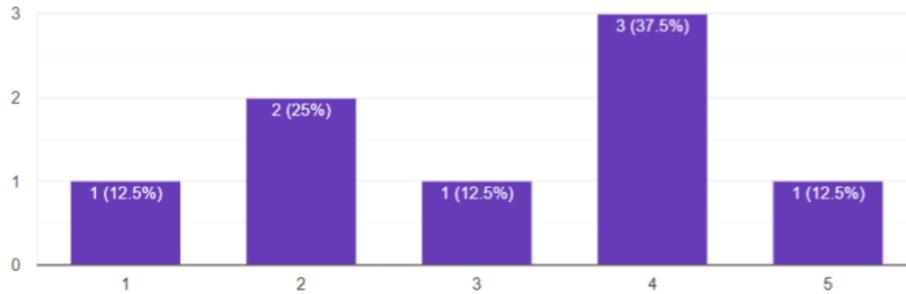
8 responses



Survey data on Trauma informed methods - Strengths

What is your current level of comfort responding to student trauma verbally?

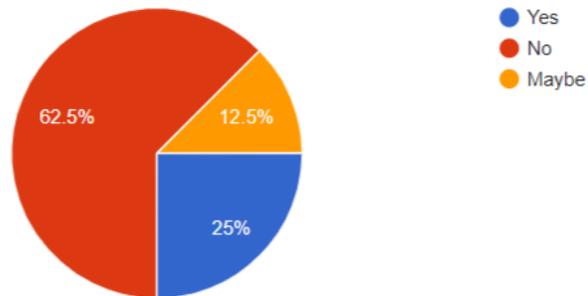
8 responses



Survey data on Trauma informed methods - Areas for Growth

Have you been presented with information on ACEs? (adverse childhood experiences)

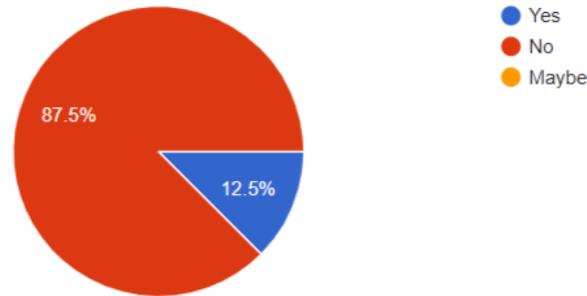
8 responses



Survey data on Trauma informed methods - Areas for Growth

Do you believe your college student psychology courses were sufficient preparation for your work at Phoenix?

8 responses



Response to survey

Action items

For new teachers:

Read about ACES, and work to separate student actions from the students themselves.

For experienced Phoenix teachers and administrators:

Work with new hires to build an understanding that the negative antecedents are the problems, not the children.

Texts for new Phoenix Teacher:

First Aid for Teacher Burnout: How You Can Find Peace and Success

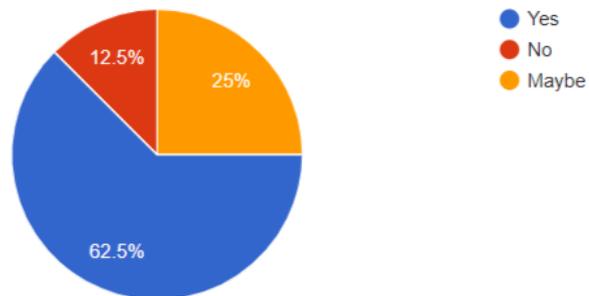
Offering clear strategies rooted in research and expert recommendations, First Aid for Teacher Burnout empowers teachers to prevent and recover from burnout while finding success at work. Chapter coverage includes fighting low morale, diminishing stress, streamlining grading, reducing workload, leveraging collaboration, avoiding monotony, using technology to your advantage, managing classroom behavior, advocating for support from your administration, securing the help of parents and community, and more.

PLC Best Practices

Survey data on PLC relationships - Strengths

Do you feel that your department PLC's improve for student outcomes?

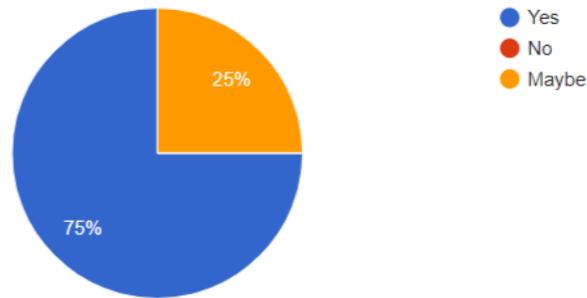
8 responses



Survey data on PLC relationships - Strengths

Do you have a group of teachers or friends to discuss your week/day with?

8 responses

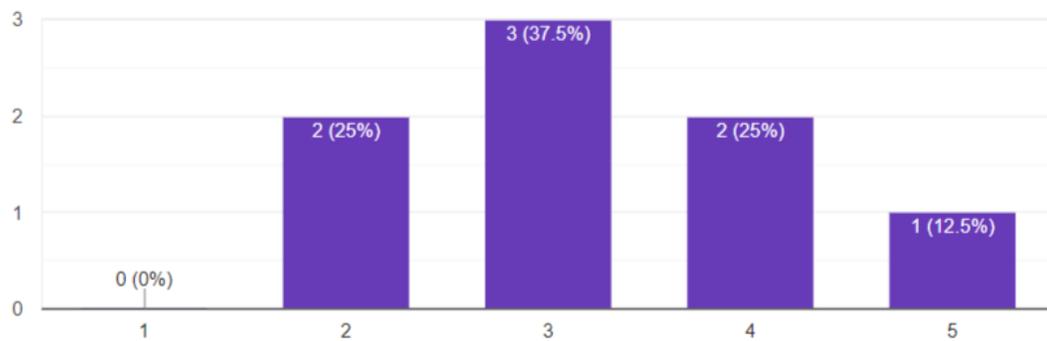


Survey data on PLC relationships - Areas of Growth

What is your level of comfort navigating your student testing data?



8 responses

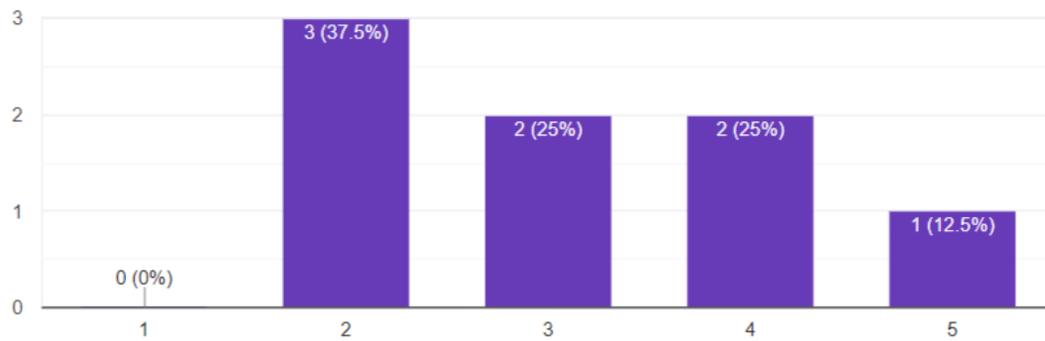


Survey data on PLC relationships - Areas of Growth

What is your level of comfort navigating your student behavioral data?



8 responses



Response to survey

Action items

For new teachers:

Set aside time to talk with other teachers at your program without structure. Bring positivity into this space, too, whenever possible.

For experienced Phoenix teachers and administrators:

Give the new teacher space to vent, and help them keep their focus on antecedents, not children as the source of classroom woes.

Texts for new Phoenix Teacher:

Learning By Doing: A Handbook for Professional Learning Communities at Work™ (An Actionable Guide to Implementing the PLC Process and Effective Teaching Methods)

Reason for inclusion: No man is an island, and this goes double for alternative school teachers. Because the program relies on a collection of complex systems and communication that teachers are primarily responsible for introducing the new hires to DuFour is a strong way to emphasize the research behind leaning on their team when they have questions.

Survey Used to collect information from staff

Phoenix Teacher Induction Survey

This is a survey on the methods of new teacher "induction" present at Phoenix. The goal of this survey is to create a clear picture of teacher's sense of assistance during their first few years working in this program, and potential ways that this induction process can be formally improved.

The survey is broken down into five five-question sections representing the different aspects of work at Phoenix and your experience.

Thank you for your help!

~Mr. Brewer

Your email address (john.brewer@jefferson.kyschools.us) will be recorded when you submit this form.

Not [john.brewer](#)? [Sign out](#)

* Required

1. How many years have you been working at The Phoenix School of Discovery? *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
1	<input type="radio"/>	10+									

Behavioral Response Induction

2. Have you been presented with texts on behavioral interventions? *

Mark only one oval.

- Yes
 No
 Maybe

3. Have you been trained to respond to students in crisis? *

Mark only one oval.

- Yes
 No
 Maybe

4. Have you been trained to deescalate student behaviors? *

Mark only one oval.

- Yes
 No
 Maybe

5. What is your current level of comfort deescalating student behavioral issues? *

Mark only one oval.

1	2	3	4	5
<input type="radio"/>				

6. What comments (if any) do you have on the new teacher induction at Phoenix for teacher response to student behaviors?

Classroom Management Induction

7. Have you been presented with texts on classroom management methods? *

Mark only one oval.

- Yes
 No
 Maybe

8. What methods of classroom management are you familiar with? (check all that apply) *

Check all that apply.

- Lesson Planning
 Proximity
 Modeling
 Student assisted rule production
 Avoiding group punishment
 Specific Praise
 Positive Calls home
 Gamification systems or methods

9. Do you believe your college classroom management courses were sufficient preparation for your work at Phoenix? *

Mark only one oval.

- Yes
 No
 Maybe

10. Do you feel comfortable explaining your classroom management methods to others? *

Mark only one oval.

- Yes
 No
 Maybe

11. Have you observed another teacher's class for classroom management techniques? *

Mark only one oval.

- Yes
 No
 Maybe

Differentiation of Methods Induction

12. Have you been presented with texts on content differentiation methods? *

Mark only one oval.

- Yes
 No
 Maybe

13. How comfortable are you differentiating work vertically? (low to high difficulty) *

Mark only one oval.

	1	2	3	4	5	
Very uncomfortable	<input type="radio"/>	Very comfortable				

14. How comfortable are you differentiating work horizontally? (individualizing work to student interests) *

Mark only one oval.

	1	2	3	4	5	
1 Very uncomfortable	<input type="radio"/>	1 Very comfortable				

15. Do you believe your college classroom management courses were sufficient preparation for your work at Phoenix? *

Mark only one oval.

- Yes
 No
 Maybe

16. How important do you believe differentiation is in student success? *
- Mark only one oval.

	1	2	3	4	5	
Unimportant	<input type="radio"/>	Very important				

Trauma Induction

17. Have you been presented with texts on responding to student trauma or trauma informed pedagogy? *

Mark only one oval.

- Yes
- No
- Maybe

18. What is your current level of comfort responding to student trauma verbally? *

Mark only one oval.

	1	2	3	4	5	
Very uncomfortable	<input type="radio"/>	Very comfortable				

19. Have you been presented with information on ACEs? (adverse childhood experiences) *

Mark only one oval.

- Yes
- No
- Maybe

20. Do you have staff at Phoenix you can speak with regularly when confronting student trauma? *

Mark only one oval.

- Yes
- No
- Maybe

21. Do you believe your college student psychology courses were sufficient preparation for your work at Phoenix? *

Mark only one oval.

- Yes
- No
- Maybe

PLC and Safety Net Induction

22. Do you feel that your department PLC's improve for student outcomes? *

Mark only one oval.

- Yes
 No
 Maybe

23. Do you have a group of teachers or friends to discuss your week/day with? *

Mark only one oval.

- Yes
 No
 Maybe

24. Have you been presented with texts on correctly leading or facilitating a PLC meeting? *

Mark only one oval.

- Yes
 No
 Maybe

25. What is your level of comfort navigating your student testing data? *

Mark only one oval.

	1	2	3	4	5	
Very uncomfortable	<input type="radio"/>	Very comfortable				

26. What is your level of comfort navigating your student behavioral data? *

Mark only one oval.

	1	2	3	4	5	
Very uncomfortable	<input type="radio"/>	Very comfortable				

Thank you very much!

Thanks for your time!

The goal of this project is to reduce teacher turnover and increase the happiness of new teachers at The Phoenix School of Discovery.

Have a good one!

~Mr. Brewer

Send me a copy of my responses.

After meeting with teachers and administrators, the Phoenix school new teacher induction methods have room to grow and become more codified going forward. Both teachers and administrators indicated that they would like greater commonality in the new teacher induction process, and that the process should be formalized for new teachers in a system.

The survey and discussion indicated a few key areas to focus on when designing a new teacher induction process for the Phoenix site. The survey and discussion identified areas were: school-wide behavioral norms, school and grade-level appropriate classroom management techniques, lesson planning to accommodate different student needs both ECE and unidentified socio-emotionally, learning how to avoid taking student trauma home at the end of the day, and PLC best practices to avoid burnout and maximize PLC meeting times.

In each area, the survey and discussion allowed the team to determine specific needs for the induction process, as well as who would be carrying them out and when during the induction. The largest outliers were that teachers at Phoenix are all proud of their classroom management methods and are willing to discuss them with others, and that nearly all teachers at Phoenix in the survey and discussion felt that their undergraduate education courses did not prepare them to teach with the student needs present at Phoenix.

This new teacher induction program for Phoenix will aim to solve some of these issues that teachers run into in their first few years working at Phoenix, and potentially, at other alternative programs around the district.

Vision statement developed by team

The Phoenix vision statement for new teacher induction follows:

New teachers at Phoenix will find they have a strong support group of veteran educators who are prepared to: listen to their struggles, align their language to positive outcomes, and support their classroom goals and methods, while forever searching for the best response to our students' needs.

Research-based teacher induction plan

New Staff Orientation PPT Follows



AGENDA/TOPICS TO BE COVERED



MISSION
STATEMENT/GOALS



ACCLIMATION
STAFF AND
RESPONSIBILITIES



TEACHER
MENTOR/MENTEE



SCHOOL POLICIES



SUMMARY

MISSION STATEMENT/GOALS

- New teacher induction Vision Statement
 - New teachers at Phoenix will find they have a **strong support group of veteran educators** who are prepared to: **listen to their struggles, align their language to positive outcomes, and support their classroom goals and methods**, while forever **searching for the best response to our students' needs.**

ACCLIMATION STAFF AND RESPONSIBILITIES

Procedures for student discipline

- **Responsible Staff:** Administrator in charge of discipline for teacher's grade level

Schedules and instructional time expectations

- **Responsible Staff:** Evaluating Administrator

Professional Development Plan and Evaluator Procedures

- **Responsible Staff:** Evaluating Administrator

Information about the school community

- **Responsible Staff:** Counselor for teacher's grade level

ACCLIMATION STAFF AND RESPONSIBILITIES

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Professional Development Plan and Evaluator Procedures

- **Responsible Staff:** Evaluating Administrator

Information about the school community

- **Responsible Staff:** Counselor for teacher's grade level

TEACHER MENTOR/MENTEE

- Experienced teachers (5+ years at the program) may request a mentoring position each year and be paid a stipend not to exceed \$700 each year. The responsibilities of the mentor teacher are outlined below:
 - Will designate a one hour period to meet with the mentee teacher every two weeks for the entirety of the school year.
 - Will keep minutes of these meetings and provide the mentee teacher with assistance to questions posed during the minutes.
 - Will assist the mentee teacher in the completion of their gradebook in compliance with JCPS and JCTA contract language.
 - Will present the mentee teacher with best-practice methods and language to respond to mentee identified issues and challenges.
 - Will coordinate and conduct two observations for their mentee, at their chosen time and date prior to May 1st.
 - Will notify the mentee first and the evaluative administrator second, when the mentee is struggling to comply with JCPS and JCTA regulations and expectations that do not endanger students or break JCPS or JCTA written codes and expectations. (Caveat: if a JCPS or JCTA regulation is being broken and a child is in danger, administration and proper authorities must be notified immediately by the mentor teacher or other adult with knowledge of the issue).
 - Will work at all times to assist the mentee teacher in supporting student growth, academic and socio-emotional success as they improve in their craft.

SCHOOL / DISTRICT POLICIES

- Required reporting events
 - Suspected child abuse reporting
- Morning / Afternoon duty
- Early or emergency leave
- Planning period coverage form
- Requesting Sick and Personal leave



WHAT IS PHOENIX?

WHO ARE WE?

- Who are we? ([Houston we have a problem](#))
- Who are we? ([Square peg in a round hole](#))
- Who are we? ([to boldly go](#))
- Who are we? ([The frontier is everywhere](#))
- [Phoenix Video](#)
- Who are they? ([Phoenix Gives](#))
- Who are they? ([Graduation song](#))



WE RISE



WE TRANSFORM



Acclimation Staff Responsibilities

The staff named below must meet with the new teacher during their planning period to present their information no later than the sixth week of the new school year. Preferably, these meetings occur before the end of the second week.

1. Procedures for student discipline
 - a. Responsible Staff: Administrator in charge of discipline for teacher's grade level
2. Schedules and instructional time expectations
 - a. Responsible Staff: Evaluating Administrator
3. Professional Development Plan and Evaluatory Procedures
 - a. Responsible Staff: Evaluating Administrator
4. Information about the school community
 - a. Responsible Staff: Counselor for teacher's grade level
5. Information about school resources
 - a. Responsible Staff: Library and A/V head
6. Information about families and caregivers
 - a. Responsible Staff: Counselor for teacher's grade level
7. Information on trauma informed teaching
 - a. Responsible Staff: Counselor for teacher's grade level and PLC lead for grade-level
8. Information on differentiated instruction
 - a. Responsible Staff: PLC Lead teacher for grade-level
9. Information on PLC best practices

- a. Responsible Staff: PLC Lead teacher for grade-level
- 10. Information on self-advocacy and Union rights
 - a. Responsible Staff: Union Representative and Principal / Assistant Principal

Mentoring / Sponsorship

1. Experienced teachers (5+ years at the program) may request a mentoring position each year and be paid a stipend not to exceed \$700 each year. The responsibilities of the mentor teacher are outlined below:
 - a. Will designate a one hour period to meet with the mentee teacher every two weeks for the entirety of the school year.
 - b. Will keep minutes of these meetings and provide the mentee teacher with assistance to questions posed during the minutes.
 - c. Will assist the mentee teacher in the completion of their gradebook in compliance with JCPS and JCTA contract language.
 - d. Will present the mentee teacher with best-practice methods and language to respond to mentee identified issues and challenges.
 - e. Will coordinate and conduct two observations for their mentee, at their chosen time and date prior to May 1st.
 - f. Will notify the mentee first and the evaluative administrator second, when the mentee is struggling to comply with JCPS and JCTA regulations and expectations that do not endanger students or break JCPS or JCTA written codes and expectations. (Caveat: if a JCPS or JCTA regulation is being broken and a child is in danger, administration and proper authorities must be notified immediately by the mentor teacher or other adult with knowledge of the issue).
 - g. Will work at all times to assist the mentee teacher in supporting student growth, academic and socio-emotional success as they improve in their craft.

Scaffolding requirements for new & experienced teachers

1. First Year
 - a. Induction Presentation
 - b. Mentor assigned
 - c. Acclimation Committee Meetings
 - d. Non-Tenured - three observations
 - i. Additionally - Two observations from mentor teacher separate from evaluatory process
 - e. Previously Tenured - One observation from evaluator
 - i. Two observations from mentor teacher separate from evaluatory process
 - f. End of the year reflection with teacher collected data (1-2 pages)
 - i. Data may be academic or behavioral
 - g. Professional Development Focus:
 - i. Classroom Management

- ii. Grading Procedures
- iii. Behavioral Interventions

2. Second Year

- a. Mentor assigned - mentor should remain the same if possible
- b. Non-Tenured - three observations
 - i. Additionally - Two observations from mentor teacher separate from evaluatory process
- c. Previously Tenured - One observation from evaluator
 - i. Two observations from mentor teacher separate from evaluatory process
- d. End of the year reflection with teacher collected data (1-2 pages)
 - i. Data may be academic or behavioral
 - ii. Reflection should include a defense of preferred classroom management methods
- e. Professional Development Focus:
 - i. Classroom Management
 - ii. Behavioral Interventions
 - iii. Trauma Informed teaching

3. Third Year

- a. Mentor assigned - mentor should remain the same if possible
- b. Non-Tenured - three observations
 - i. Additionally - Two observations from mentor teacher separate from evaluatory process
- c. Previously Tenured - One observation from evaluator
 - i. Two observations from mentor teacher separate from evaluatory process
- d. End of the year reflection (2-4 pages)
 - i. Reflection should include a personal goal statement for classroom at Phoenix. Personal goal statement should reflect an understanding of current academic or behavioral needs in the student body, and teaching efficacy and growth over the past two years.
- e. Professional Development Focus:
 - i. Differentiation
 - ii. Trauma Informed teaching
 - iii. PLCs and Data response

Reflection on New Teacher Induction Project

After presenting these suggestions to administrators, I found that administrative feedback to these plans and suggested methods was generally positive. The suggestion that mentors be paid for their position was potentially problematic due to JCTA regulations that I did

not foresee, but through working with on-site JCTA representatives and the lead for our district, language may be changed to allow for allocation of funds to teacher-mentor positions in the future (though likely not simply because of this instrument).

The problem of turnover at Phoenix is very real, and weighs heavily on the administrators at our site. The school has a resting turnover rate of around 30% of staff per year, which is very high for the district (though about average when compared to the other alternative programs in the district).

I believe that I did well in the collection and presentation of meaningful data in this project, though the sample size could have been larger (only eight teachers responded, which, considering the size of the program, was the majority of the high school and two middle school teachers). As I begin my work as a building level administrator, I will certainly use the concepts in this project to focus my language when interacting with newly hired teachers, particularly with teachers new to the profession. Due to the nature of the program, the takeaways from this project will be particularly salient when working as an administrator in an alternative program, or in any program with high turnover and high rates of student delinquency.

Throughout this project, I have demonstrated reflective practices through my writing and thoroughness in production of data, notes, and communication with stakeholders both staff and parent/students. I have been transparent with co-workers in my aspirations towards an administrative position, and the intent and methods of my data collection and discussion note taking, and I believe that my behaviors and goals during this project reflect ethical norms for JCPS and for IUS grad students as well.

Future Trend Paper

The future trend that I will be focusing on for this paper is the shift to performance-based grading and the return of portfolio defense projects to the Jefferson County School District in Louisville, KY. With the implementation of the “JCPS Backpack of Success Skills,” the district is emphasizing personalized learning and individual student defense of ability and college and career readiness alongside more traditional testing methods.

This emphasis on students filling their “digital backpacks” stems from a renewed focus on personalized learning in the classroom that meets student individual interests and life goals. The Chief Academic officer, Carmen Coleman explains the shift by saying,

“Rather than just be successful academically, we are making a much broader definition of success,” said Coleman. Superintendent Marty Pollio says this will be a dramatic change for this district. “Our students, teachers, and families will see a transformation in our classrooms with our new Backpack of Success Skills. For the first time, students’ districtwide will fill their virtual backpacks with examples of their work and defend that work during the school year.” (JCPS, 2019)

This shift towards personalized backpack defenses has the potential to shift the district as a whole away from “banking model” classroom delivery of content, towards a more Friirian model of inquiry based education that places students at the center of their core content courses. This exciting possibility is best expressed through the distinction between differentiation within a classroom and true personalized learning, where, “[the difference] between personalized learning and differentiated learning. Differentiation is the teacher working to align instructional practices to students’ needs through a process of tailoring instruction to the diverse needs of individual students (Tomlinson et al., 2003; Tomlinson & McTighe, 2006)” (DeWaters, 2017, p.1).

It is worth noting that moves towards allowing students' greater agency and control over their final products are often met with warranted skepticism, as the nature of a common program of public education seems to place individuals and the importance of individual student interests beneath the goals of program coherence and simplified classroom plans. The danger of such "personalized learning" initiatives is to adopt a token nod towards student agency, or only adopting student agency on the surface without truly recognizing students as the prime-mover in the classroom where, "the pretense surrounding student voice only serves to sidestep more fundamental inequalities experienced by many young people in the education system" (Biddulph, 2011, p. 7).

This false consideration for student voice can be avoided by emphasizing individual classroom methods that allow for greater student agency. That agency can come from a myriad of classroom structures as students populate their digital backpacks and prepare their defenses. The false support of student growth can further be avoided by continuing to support the oral defense structure itself, as "These performance accomplishments help to minimize individuals' anxieties around learning and the self-efficacy that they help develop will transfer to other scenarios and enable the individual to counter anxiety from past failures (Bandura, 1977)" (Conley, 2014, p. 9).

This moment in JCPS, where personalized learning and portfolio defenses are making a comeback, is partially reliant on new "growth assessment" testing adopted by the district, which allows schools to rely less on "proficiency assessments" like the ACT to determine whether or not programs are providing value added to their student bodies. Tests like the MAP assessment which functions, "By dynamically adjusting to each student's responses, MAP Growth creates a personalized assessment experience that accurately measures performance. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead" (MAP Growth,

2017). Assessments like the MAP Growth test allow the district to add data to programs that previously were structured almost exclusively around trying to make benchmark on the ACT. By adding more metrics to produce data that measures programs' positive effects on students, the district has created an environment where schools can once again begin to turn their pedagogy back towards students as individuals, rather than treating students primarily as potential test passes or failures.

This does not mean that ACT scores will cease to play an important role in student lives and in school data comparisons. While student portfolio defenses will be required for advancement in fifth, eighth, and twelfth grades, ACT scores are still tracked as part of the College and Career readiness indicator that schools are measured by in the KDE school data-books at the end of each year. Student completion of portfolio defense will be added to the other metrics of college and career preparedness. I do not see the ACT score diminishing in importance to college entrance any time soon, as there are far too many systems in place to allow colleges to use this single metric as a method of gatekeeping students in remedial courses.

The discussion of ACT proficiency style measurement and MAP Growth style assessments belongs in a conversation about personalized learning in JCPS because, as a district, JCPS cannot make sweeping changes like the emphasis on personalized learning in the digital backpack without a clear data source that allows for such innovation. Because of the size of the district and the weight of liability and importance of successfully advancing students through courses and towards colleges, the district is loathe to move quickly in any direction, preferring to rather iterate slowly towards 21st century instruction.

The digital backpack and emphasis on personalized learning and portfolio defense is an outgrowth of new metrics by which to measure student success and program efficiency and

methods. This shift in emphasis is present in the language the district uses to describe the backpack defenses when it tells parents to, “communicate with [your] child’s teacher to find out how the school will customize the curriculum to meet the needs of the students” (JCPS 2019).

When I began my undergraduate work before becoming a teacher, I would never have believed that a new, more equitable and human method of testing may eventually be the answer to the problems of equity that a proficiency based assessment like the ACT produce. By emphasizing student performance and presentation of content in their preferred domains, we approach a methodology worthy of Paula Chan’s questions,

“How much are we listening to student voice, being responsive to student voice, and, most importantly, enabling student voice that leads to action? Are the structures, procedures, rules, and guidelines we hold onto so dearly enhancing students’ personal integrity, or are we more interested in reaffirming our authority?” (Chan, Graham-Day, Ressa, Peters, & Konrad, 2014, p.2)

JCPS has the ability to step into the 21st century by following the digital backpack initiative to its logical conclusion, moving beyond “reaffirming our authority” with banking model classrooms and simplified road maps towards a more equitable and dynamic student centered curriculum that responds to individual students as the most important person in the classroom. As an administrator, I will continue to follow the guiding star of student-centered instruction and pedagogy. I know that, as a profession, our strength is in our focus on student outcomes and connecting students with resources and methods that will best serve their “future selves.” By emphasizing individual student pathing towards a presentation that summarizes the content through the lens of student interests and passions, the district is becoming a place where I am increasingly excited to operate as an administrator and advocate for individualized curricular responses to student goals.

Resources

Backpack of Success Skills | JCPS. (2018). Retrieved November 25, 2019, from Kyschools.us website:

<https://www.jefferson.kyschools.us/departments/communications/monday-memo/backpack-success-skills>

Biddulph, M. (2011). Articulating student voice and facilitating curriculum agency. *The Curriculum Journal*, 381-399.

David T. Conley, E. M. (2014). Student Ownership of Learning as a Key Component of College Readiness. *American Behavioral Scientist*, 1018-1034.

DeWaters, C. (2017). Getting Personalization Right! *The Reading Teacher*, 71(2), 221–224.
<https://doi.org/10.1002/trtr.1612>

MAP Growth: Precisely measure student growth and performance. (2017). Retrieved from NWEA website: <https://www.nwea.org/map-growth/>

Paula E. Chan, M. K.-D. (2014). Beyond Involvement: Promoting Student Ownership of Learning in Classrooms. *Intervention in School and Clinic*, 105-113.

Student Transfers | JCPS. (2019). Retrieved October 27, 2019, from Kyschools.us website:

<https://www.jefferson.kyschools.us/schools/how-apply/student-transfers>

Appendix

Fig. 1 Budget for Liberty and Phoenix (2018-19 School Year)

Department	Payroll Expenses	Vendor Payments	Other Transactions	Total Expenditures
LIBERTY HIGH SCHOOL	\$4,963,670	\$103,895	\$2,015,415	\$7,082,980
Vendor Payments	\$0	\$103,895	\$0	\$103,895
Payroll Expenses	\$4,963,670	\$0	\$0	\$4,963,670
Other Transactions	\$0	\$0	\$2,015,415	\$2,015,415
Total	\$4,963,670	\$103,895	\$2,015,415	\$7,082,980

Department	Payroll Expenses	Vendor Payments	Other Transactions	Total Expenditures
THE PHOENIX SCHOOL OF DISCOVER	\$4,355,085	\$639,403	\$1,765,623	\$6,760,111
Vendor Payments	\$0	\$639,403	\$0	\$639,403
Payroll Expenses	\$4,355,085	\$0	\$0	\$4,355,085
Other Transactions	\$0	\$0	\$1,765,623	\$1,765,623
Total	\$4,355,085	\$639,403	\$1,765,623	\$6,760,111

Fig. 2 Admin provided Master Schedule

Phoenix (H) Grades: All

Behavior Event Focus: All
Resolution Focus: SSP3 Out of
School Suspension [Reset to All](#)

For Year-to-Date
8/14/2019 - 11/8/2019 (57 school days)

There were 12 Behavior Events for 10 students for this Behavior Event/Resolution Focus

Top 12 Behavior Events
for Selected Behavior Event/Resolution

Click on a Behavior Event to Refresh Page Stats to Just That Behavior Event

Event	# Students (Not Distinct)	Event Count	% of Total Events
Harassment/Harassing Communication toward student	2	2	22.2%
Profanity or Vulgarity towards student/staff	2	2	22.2%
Striking -Student	2	2	22.2%
Drug Distribution	1	1	11.1%
Striking -Staff or other	1	1	11.1%
Inappropriate sexual behavior	4	1	11.1%

Top 12 Resolutions (%) for Selected Behavior Event(s)

Click on a resolution bar to refresh page stats to that resolution

