

Transition Rubric

**Santa Cuccio, Behavior Specialist
Pinellas Secondary School
8570 66th Street N
Pinellas Park, FL 33781**

cuccios@pcsb.org

(727) 736-1296

***Key words:* restorative, attitude, accountability, academics, attendance**

Funding Sources:

Title 1 funding

Project Cost and Budget Narrative:

The project itself does not cost anything. However, the team does provide incentives costing approximately \$500 per year.

Project Description:

The goal of the Pinellas Secondary Transition Rubric Project is to promote exemplary conduct which leads to academic, social, and personal success. In order for students to transition back to traditional school, students must meet a set criteria of the “4 As:” Attendance, Academics, Accountability, and Attitude.

The students at Pinellas Secondary School are reassigned to our school for disciplinary infractions that violate the student code of conduct. Pinellas Secondary supports students in grades 6-12. Their reassignment may be as short as 45 days or as long as one school year depending on the severity of the violation.

A student will be eligible to “roar back to success” as evidenced by meeting the 4 As. The MTSS (multi-tiered systems of support) team will determine if a student has met the criteria (32 points) at the end of their designated reassignment period.

See Rubric, attached.

Staffing Pattern:

The project was a collaborative effort of several members of Pinellas Secondary’s MTSS team consisting of:

Darren Hammond, Principal
Etje Ramdohr, Assistant Principal
Santa Cuccio, Behavior Specialist
Yvette Corbin, Behavior Specialist
Sharon Fahey, School Social Worker
Jamie Donnelly, School Psychologist

Population Served:

Approximately 350 students per semester, aged 11-19, grades 6-12.

The 2018-2019 school year demographics (to start the year) are: total 240 students; 134 black; 28 Hispanic; 11 multi-racial; 66 white; 1 other. New students arrive each day so the demographics are subject to change on a daily basis.

All students reassigned to Pinellas Secondary are utilizing the Transition Rubric.

Project Origination:

This project was originated by the need for students to meet success before transitioning back to their home schools. Pinellas Secondary needed criteria to show that students had been

“rehabilitated” prior to attending a traditional school again in hopes of preventing recidivism. The MTSS team attended trainings to gather ideas and developed this plan.

Issues Addressed:

Students were returning to their sending schools regardless of their enrollment/attendance or academic/behavioral performance at PSS. There was a need for criteria showing student success.

Desired Outcomes and Measurable Objectives:

The desired outcomes were to have improved academics, attendance, and behavior. Measurable objectives were higher grade point average, decrease in referrals and suspensions, and fewer absences.

Results (Outcomes and Achievements):

On average, at the end of each semester, 100 students transitioned back to their home school. This was approximately 50% of students at any given time.

Strategies and/or Interventions:

- Students receive a personal tracking sheet at intake and at the beginning of each grading period
- Tracking sheets were reviewed with staff weekly which increases student/staff relationships
- Teachers were able to discuss student success in terms of the rubric, utilizing common language across the school
- Students were rewarded for keeping a tracking sheet
- Students were able to meet with staff members to calculate points at any time, and be counseled on how to earn more points in order to transition back to their school
- Academic genius cards and character cards are utilized to increase internal motivation for positive behaviors and academics

Project Timeline:

The project was started in August 2016 and is on-going. Each summer, the MTSS team reviews and updates based on data from the previous school year.

Special Conditions and/or Expertise Required to Carry Out the Project:

Expertise in behavior management, computer technical skills, and middle and high school education was required.

Outcomes Related to School Completion, Dropout Prevention, and/or Graduation Rates:

Students earned 32 points and improved their grade point average, setting them up for a higher chance of graduation from their sending schools.

Current Status of Project:

This project is ongoing and continues to be revised and updated each summer.

Role in Project as a NDPS Certification Program Participant:

As an NDPS certification program participant, my objective was to see if there was a correlation between students who engaged in activities that build academic and character skills and their ability to earn their 32 points on the 4A rubric.

- Recess /Leadership program: there student develop skill such as cooperation, empathy, kindness, etc. in a recess setting during lunch.
- Restorative Circles: solving conflicts in a safe environment where they learn to understand differences.
- Wall of Fame: Genius Cards, students who demonstrate academic success in class are given I am an Academic Genius card. These cards are turned in for rewards and the placed on the Wall of Fame bulletin board.
- Leadership wall of Fame: student who demonstrate leadership skills (cooperation, empathy, kindness, etc.) will earn a Character Card. These cards are turned in for rewards and placed in the Wall of character bulletin board.
- Tracking Sheet Celebration: every Friday students go over their sheets with staff to track their points.

Lessons Learned:

- Common language among staff and students help students understand expectations
- Relationships between staff and students matter
- Real-time, accurate student progress tracking is key to interventions and can affect student outcomes dramatically

Advice for Dropout Prevention Practitioners about the Project:

- Collaboration is crucial
- Celebrate accomplishments
- Set reasonable, attainable goals
- Assess the challenges of the project and make revisions as necessary