



Prodeo Academy Semi-Annual Report September 2018-February 2019

3. At a minimum, the semi-annual report will include the following information for each strategy the plan identified:

- a. The intended outcomes;
- b. Specific steps the Charter school took to implement the strategy;
- c. Metrics the Charter school developed to measure the effectiveness of the strategy; and
- d. Any changes implemented by the Charter School in light of results in the reporting period.

1 Reactive Support: A space to support scholars (Options Room)

- a. **The intended outcomes**
 - Decrease the number of send-outs across the school
 - Decrease the percent of students being suspended
- b. **Specific steps the school took to implement this strategy**
 - Designated a quiet space where trained adults can teach pro-social replacement behaviors replacing negative reactionary behaviors
 - Training for staff on the process and purpose of the options room.
 - Communication with families on our process of consequences not punishment
- c. **Metrics developed to measure the effectiveness of the strategy**
 - A daily behavior log is filled out by our Dean of students which calculates the number of send outs, push in support calls, and suspensions. The purpose of this log is to track trends, identify areas of additional support needed as well as to ensure we are decreasing the overall numbers in each throughout the school year.
 - Deans meet weekly with principals to develop a plan of intervention for students who are appearing often on the support document. This ensures that we are addressing students in need early and often.
 - Parents are brought into the process early. This ensures that parents are able to assist in creating individual plans for their scholars.
- d. **Any changes implemented in light of results in the reporting period**
 - In light of our increased number of send outs in September we added another member to the Options room staff. By increasing the volume the staff could work with we are able to better teach the skills of decision making and choices.
 - Added push in support option for teachers. Instead of sending students out we first try and push in to work with the student in their least restrictive environment-the classroom. This allows teachers to observe and replicate the process of the options room within their own classroom.

PERSEVERANCE RESPECT INTEGRITY DEVELOPMENT ENTHUSIASM

- Re entry process was created so that there is a seamless entry back into the classroom after having done pro-social work in the options room. Teachers are more involved with the reentry and there is a focus on relationship repairing between the students involved.

2. Changing adult mindset

a. The intended outcomes

By providing staff with a more robust professional development plan we will align our staff in mindset as well as strategies when addressing and supporting different levels of behavior. By addressing implicit bias and aligning teachers to our mission and mindset we believe we will see alignment across the academies in disciplinary actions.

b. Specific steps the school took to implement this strategy

Professional Development for all staff Included:

1. Therapeutic crisis intervention
2. Verbal de-escalation continuum
3. Replacement behavior scripts for increasing positive teacher/student interactions
4. Implicit bias training- through St. Mary's graduate school
5. School wide behavior system

c. Metrics developed to measure the effectiveness of the strategy

By using staff surveys we are able to address the effectiveness of our trainings. Also, each teacher is observed weekly and the coach is able to make notice of gains in any and all of our previous taught strategies.

d. Any changes implemented in light of results in the reporting period

As a result of staff surveys we added a professional development in non verbal redirections. ENVoY training provides students and staff ways to de escalate non verbally. This ultimately restores the relationship and allows all parties involved to feel safe and productive in their learning space. Our staff engaged in two full days of training onsite with a professional ENVoY trainer.

3. School to Family Communication

a. The intended outcomes

Create a partnership between school and family to support the scholar's school experience.

b. Specific steps the school took to implement this strategy

- Inform families of positive days scholars are having
- Inform families of small behaviors to prevent escalation of behavior
- Continue to survey families semi annually hearing what parents think about the behavior plan and asking for their input

PERSEVERANCE RESPECT INTEGRITY DEVELOPMENT ENTHUSIASM

c. Metrics developed to measure the effectiveness of the strategy

Parent survey given twice a year. We use this data to inform our plan and make edits based on our families responses.

d. Any changes implemented in light of results in the reporting period

- We have now adopted a robo call system to better inform our families in a timely manner.
- We have adopted multiple forms of communication. In addition to our life's work folders that go back and forth between home and school where teachers and families are able to write to one another we use texting, class dojo class messaging, phone calls and behavior forms for self reflection done by the scholars.

4. PBIS school wide system

a. The intended outcomes

schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

- Promote proactive behavior support
- Teach behavioral expectations and reward scholars

b. Specific steps the school took to implement this strategy

Prodeo academy has created different rewards and systems to help influence and promote our students to demonstrate positive behaviors which align with our core values: Perseverance, Respect, Integrity, Development and Enthusiasm. The following strategies implemented include

- Spirit stick
- Spirit tie
- Kindness scholar
- Scholar dollars
- Classroom Dojo

c. Metrics developed to measure the effectiveness of the strategy

- Our daily behavior log which is filled out by our Dean of students calculates the number of send outs, push in support calls, and suspensions are also reviewed weekly and monthly to track the trend of behaviors as new strategies are added.

d. Any changes implemented in light of results in the reporting period

We have implemented "scholar dollars" which is a positive reinforcer which promotes positive behavior by rewarding scholars with tickets when scholars are demonstrating our core values.

5. Family School Network

a. The intended outcomes

Teach families about educational terms, their influence on scholars and the school experience at Prodeo for their scholar/s. Align families with school expectations and philosophy.

PERSEVERANCE RESPECT INTEGRITY DEVELOPMENT ENTHUSIASM

b. Specific steps the school took to implement this strategy

- Onboarding sessions for all new families with our student / family liaison in which they learn about Prodeo's wholistic school experience and the importance of creating a partnership with the school.
- Engaging with families in discussion around the importance of a positive role model
- Engage in discussions about ways to feel connected to their child's experience at Prodeo Academy.
 - Passwords for at home login of school work
 - Personal communication set up with parent/ teacher
 - Ability for parents to volunteer in their students classroom to better understand our daily mission

c. Metrics developed to measure the effectiveness of the strategy

Prodeo Academy uses parent surveys semi annually to gauge our parents satisfaction. Within this survey they are asked how connected they feel to our school and we make changes based on their experiences.

d. Any changes implemented in light of results in the reporting period

Based on feedback we have started to register families mid year in a different and more personalized way. This new way is closer to our summer enrollment process with one on one discussions around our mission and systems. We have found that by onboarding families in a personalized way their scholars are more successful on their start date. Families also feel more connected as they have a person in the school they have already developed a relationship with.

PERSEVERANCE RESPECT INTEGRITY DEVELOPMENT ENTHUSIASM