



UCF/SHS Six Sigma Project
Define Presentation

Six Sigma
Discipline Program
Improvement Project
Define Report





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Agenda

- SHS Background
- Process Improvement Statement
- Charter Overview
- Stakeholder Analysis
- Stakeholder Commitment
- Team Organization
- Work Plan
- Next Steps
- Team Member Participation





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SHS Background

- Over 3,400 Students
- Over 340 Faculty
- 1 Principal and 9 Assistant Principals and Deans
- Discipline: 1 Assistant Principal and 3 Deans
- Last year C to B in standing





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SHS Background

- Demographics
 - 45% White
 - 39% Hispanic
 - 9% Black
 - 9% Other
- “Lower 25%”



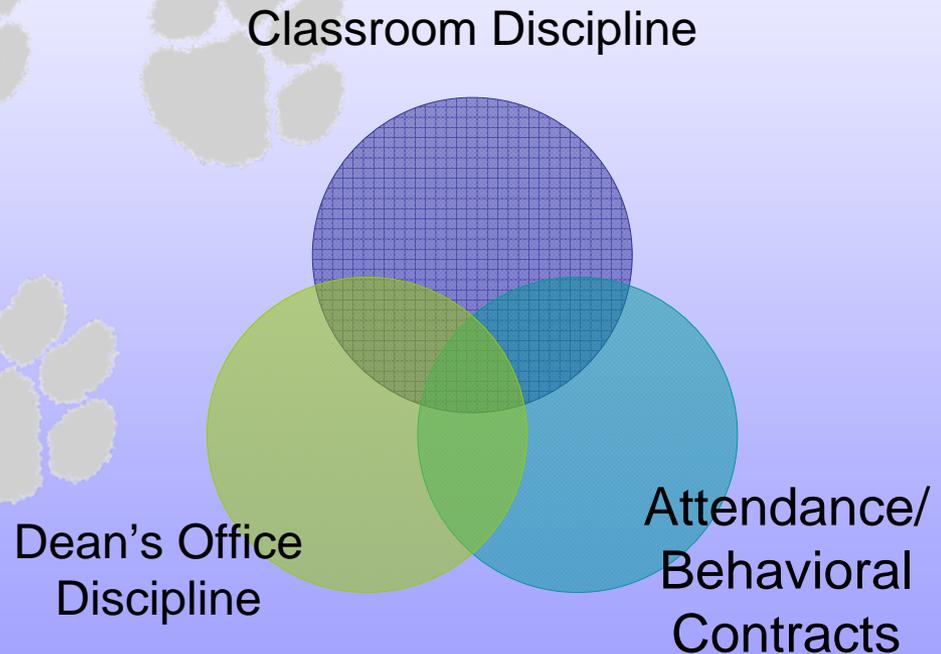


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Process Improvement Statement

- The SHS Six-Sigma team will work on improving the discipline program of University High School.
- The sub-processes are complex in nature and are each affected by multiple factors.
- Lower 25%





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Charter Overview

- Copy on WebCt
- Principal Objectives
- Project Scope
- Critical Success Factors
- Project Assumptions

University High School Discipline Process Improvement	
Project Charter	
Project Name University High School Discipline Improvement Project	Project Champion Mr. David Christansen, Principal
Project Sponsor(s) Mr. Mark Matthews Mr. Fernando Vasquez (Discipline) Ms. Barbara Bennett (Discipline) Ms. Theresa Heam (Discipline) Ms. Dowman (West Attendance) Ms. Melanie French (East Attendance)	Project Master Black Belt Sandra Furterer, Ph.D. Professor, TQI
Educational Opportunity University High School is one of the largest in the Orange County, FL school district. This high school facilitates a very diverse population of over 3,400 students. The discipline process is guided by one assistant principal and 3 deans dedicated to the process/system. Discipline is impacted by multiple variables and provides for the structure needed to facilitate a safe and efficient learning environment. This process is impacted and impacts many processes within the UHS system, therefore by analyzing and improving this process, many educational factors will be could be enhanced directly and/or indirectly.	
Objective Complete a comprehensive DMAIC analysis of this process/system using Six Sigma tools and methodology. The end state of the project will yield recommendations to the UHS administrative staff for improvements of the process.	
Principal Project Objectives Define: <ul style="list-style-type: none">• Complete a comprehensive Charter that serves as the contract between the Six Sigma team and the project Champion and Sponsors• Stakeholder Analysis: Complete analysis of all stakeholders of this process• Organize the project team: This includes completing a detailed work plan that facilitates all aspects of the project within the allotted timeline (semester). This also includes a responsibilities matrix inclusive of all team personnel. Measure: <ul style="list-style-type: none">• Map the entire discipline system and sub-process to include a high level view (SIPOC) and detailed view (Process Flow diagrams). This mapping will also include an informational flow diagram depicting the flow of information	



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Stakeholder Analysis

- Copy on WebCt
- Primary Stakeholders
 - Administrators
 - Faculty
 - Students
 - Parents
- Secondary
 - School Security/Courtesy Officers
 - Orange County Public School System

Stakeholder Analysis				
	Stakeholders	Who Are They?	Potential Impact or Concerns	
PRIMARY	UHS Faculty	Customer: This includes all UHS permanent faculty and substitute teachers. They are customers of the discipline system. Their input into the system is referrals into the system with the expected output of a disciplinary action.	<ul style="list-style-type: none"> ▪ Standardized processes ▪ Reduction of errors and rework ▪ Continuity of infraction enforcement ▪ Resistance to enforcing codes. 	<ul style="list-style-type: none"> + + + +
	UHS Students	Customer: This includes the over 4500 students that attend UHS. They are customers of the discipline system as they are the inputs to the system and the expected outcome is a fair and consistent reaction to infractions.	<ul style="list-style-type: none"> ▪ Reduction of repeat offenses ▪ Increase of academic performance ▪ Resistance to imposition of strict policies 	<ul style="list-style-type: none"> + + -
	UHS Parents/Guardians	Customer: This includes all parents or guardians of the students of UHS. Their children are the inputs to the discipline system. The expected output is a safe environment conducive to a positive learning environment to their children.	<ul style="list-style-type: none"> ▪ Increase of knowledge of code of conduct ▪ Reduction of communication gaps ▪ Resistance to change current procedures 	<ul style="list-style-type: none"> + + -
SECONDARY	UHS Administration	Stakeholder: The assistant principals and deans are charged with a tremendous responsibility of educating young adults to include quality academic programs and a safe learning environment free of classroom disruption. Oversight of the discipline system and it's sub processes	<ul style="list-style-type: none"> ▪ Decrease instances of classroom disruption. ▪ Resistance to change of discipline procedures that impact administrative focus areas. 	<ul style="list-style-type: none"> + -
	UHS Security and Law Enforcement	Stakeholder: UHS security and law enforcement is responsible for the oversight of campus security. They require swift and consistent enforcement by the process owners of the discipline system in order to assist in maintaining good order and discipline on the school campus.	<ul style="list-style-type: none"> ▪ Reduction of campus related security issues. ▪ Resistance to change of discipline procedures that impact campus security. 	<ul style="list-style-type: none"> + -
	Orange County Public School System	Stakeholder: The school district is financially liable for the security and safety of all students within the entire school system. The Public school system requires good order and discipline on all campuses and within all classrooms.	<ul style="list-style-type: none"> ▪ Decrease instances of classroom and campus disruptions from discipline infractions. ▪ Potential OCPS restrictions on recommended improvements. (Bureaucracy) 	<ul style="list-style-type: none"> + -



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Stakeholder Commitment

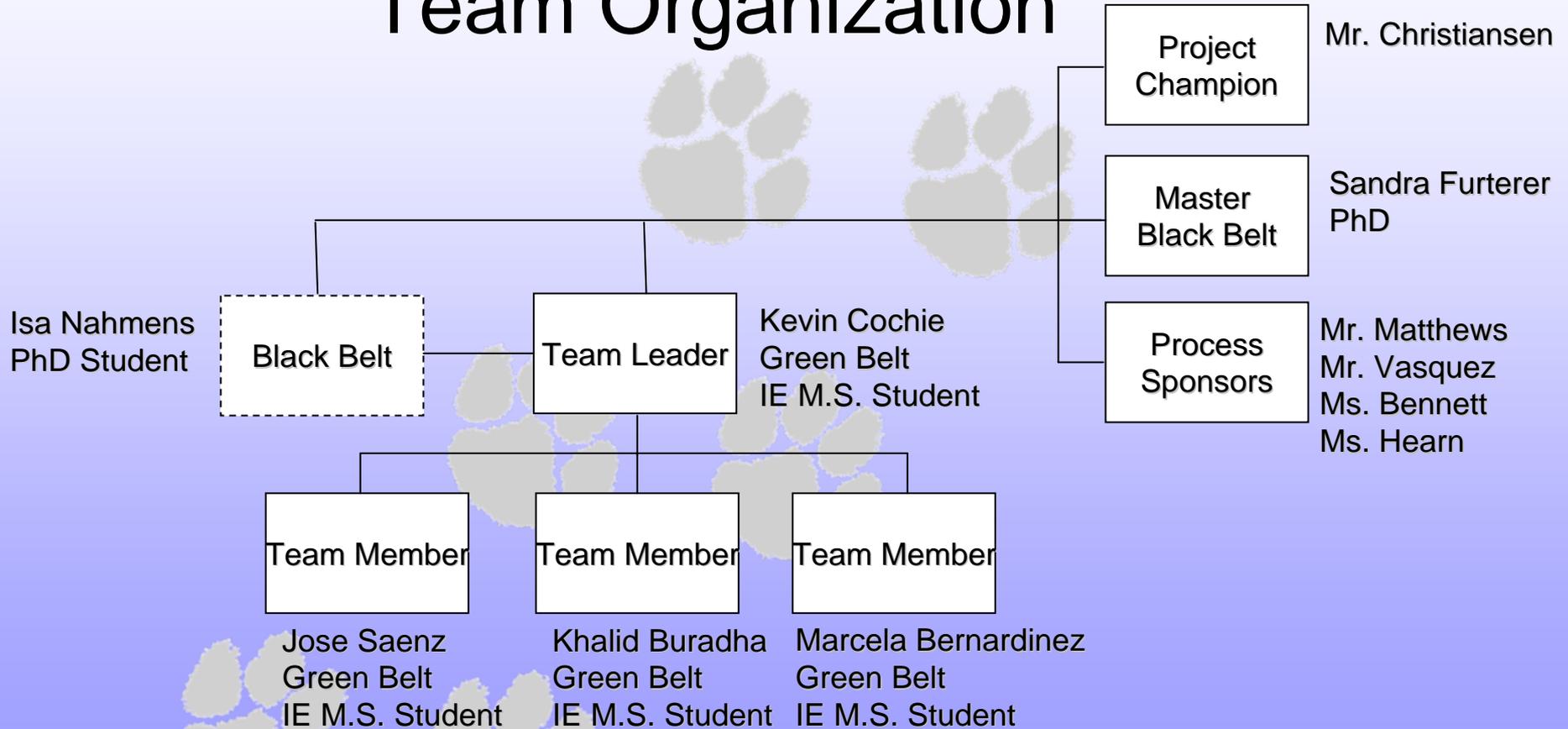
Commitment Level	Administration	Faculty	Students	Parents	OCPS	Security/Courtesy Officers
Enthusiastic	★					
Helpful	★	★		★		★
Hesitant		★				
Indifferent			★		★	
Uncooperative			★			
Opposed						
Hostile						



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Team Organization





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Team Member Ground Rules

- **Everyone is responsible for the success of the meeting.**
 - **Be On Time and Prepared**
- Be a team player. Respect each other's ideas. Question and participate.
- Respect differences.
- Be open to new concepts and to concepts presented in new ways. Keep an open mind. Appreciate other points of view.
- **Be willing to make mistakes or have a different opinion.**
- Share your knowledge, experience, time, and talents.
- When members miss a meeting we will share the responsibility for bringing them up to date.
- **When you miss a meeting, don't wait for the info you missed; seek it out!**
- 100% focus and attention while meeting.
- Stay focused on the task and the person of the moment.
- **Communicate openly and don't assume someone knows what you know**
- Don't interrupt someone talking.
- **Keep up-to-date**
- **Have Fun**

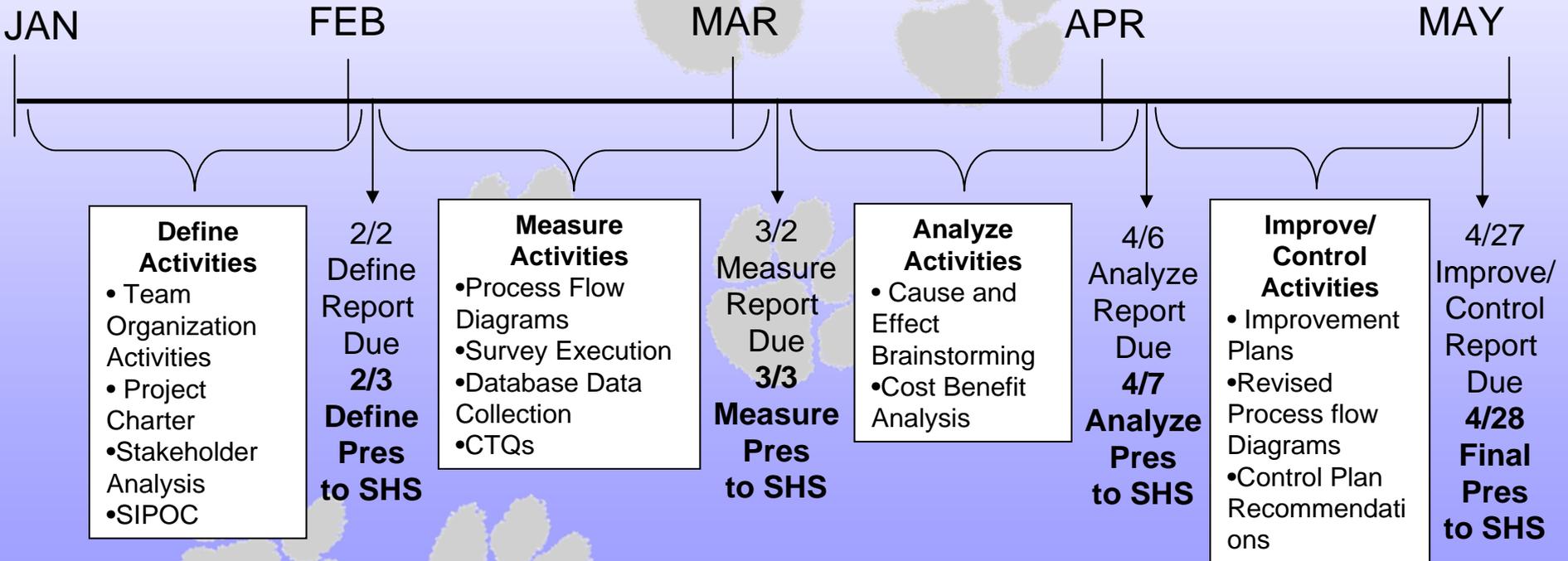
This is an abbreviated list. See Define Report for ground rule in it's entirety



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Macro Project Timeline

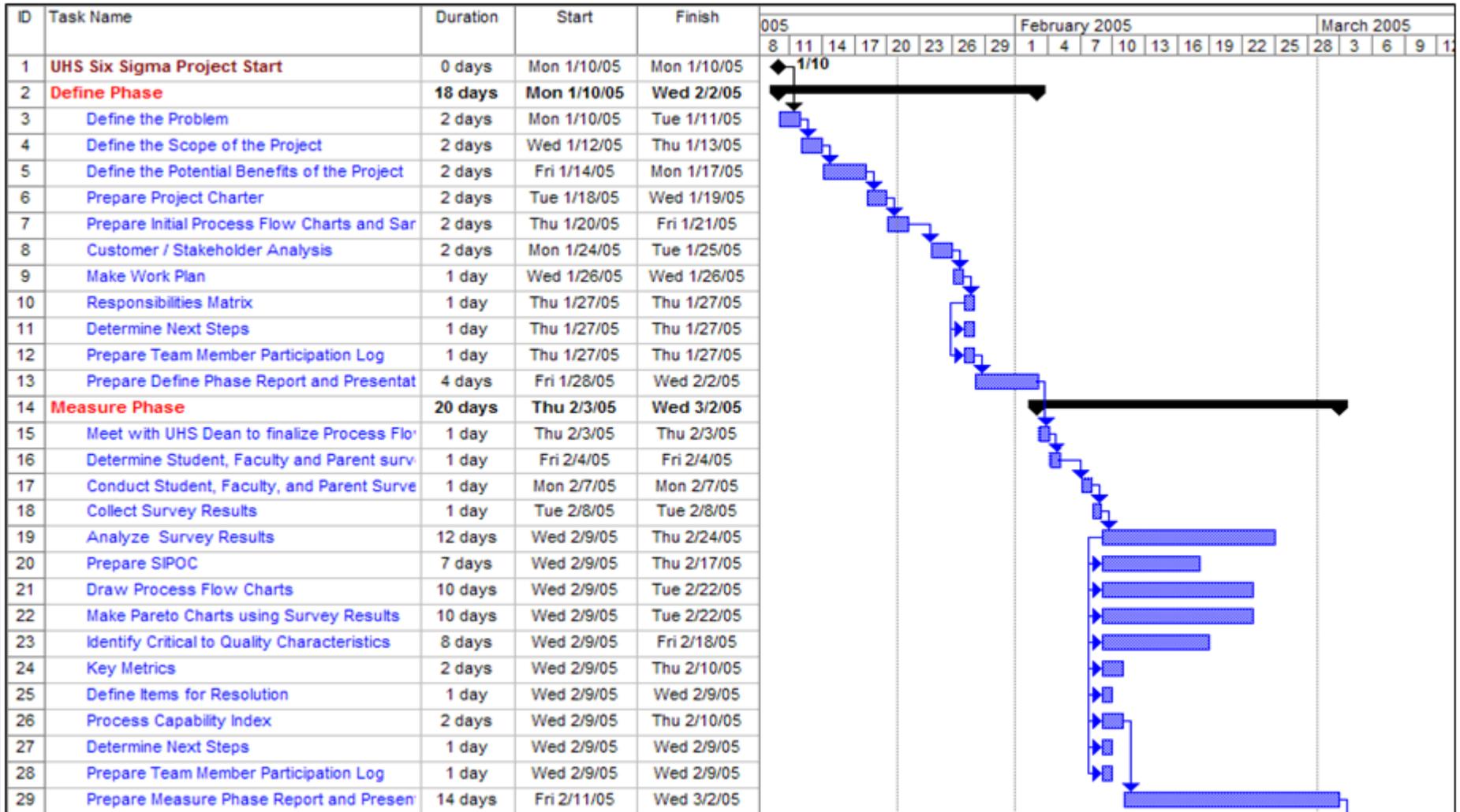




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Define & Measure Work Plan





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Next Steps

- Measure Phase
 - SIPOC Diagram
 - Process Flow Diagrams
 - Data Collection Plan
 - Survey Construction
 - Database Orientation
 - Data Extraction Sessions



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Questions