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## **Guidelines for Success**

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

PIRATEs follow the Code by being/demonstrating:  
Prepared for high school and life  
Inclusive, working together as The BCHS community  
Respectful of self, others, and the learning community  
Attitude, fostering positive relationships  
Tenacious, never give up  
Empowered, being responsible for our learning

### **2. Where are common area expectations posted?**

Courtyard, Library and Cafeteria

### **3. How are common area expectations communicated?**

Orientation for new students  
Assemblies for all students  
Reinforced in common areas, classrooms

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

Prepared for high school and life  
Inclusive, working together as The BCHS community  
Respectful of self, others, and the learning community  
Attitude, fostering positive relationships  
Tenacious, never give up  
Empowered, being responsible for our learning

Posted in all classrooms - Reviewed beginning of semesters and individually for new students

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## Goal 1

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### Present Level of Performance

46% LVL 3 FSA

### Expected Level of Performance

100% LVL 3 FSA

### GAP

54% LVL 3 FSA

#### 1. What problem have you identified?

9th grade students demonstrating reading proficiency on the FSA test by scoring a level 3 or higher.

#### 2. What is your Desired Outcome/Measureable Goal?

We will improve reading proficiency for 9th graders by 25% to 59.5%

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

Lack of academic focus, unaware of impact on graduation/opportunities, excessive absences, limited progress monitoring, academic rigor, limited parental engagement, environmental factors, etc.

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

Student awareness of impact on graduation/opportunities and importance of self-monitoring.

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

It is the most alterable

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**Goal 1**

**4. How will this problem be solved?**

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**Identify/Engage At Risk**

**Implementation Steps  
(Including professional development)**

Incoming freshman level 1 readers and/or greater than 15% absences their 8th grade year.

**Person(s) Responsible**

Mason

**Timeline / By When?**

Preschool

**Initiated:** 8/21/2015

**Ongoing:**

**Pending:**

**Completed:**

**Engage/Inform**

**Implementation Steps  
(Including professional development)**

Meet with students, communicate with parents

**Person(s) Responsible**

Mason

**Timeline / By When?**

Q1

**Initiated:**

**Ongoing:**

**Pending:**

**Completed:**

**15/16 School-wide Behavior Plan  
Boca Ciega High School**

10/8/2015

**Progress Monitor**

**Implementation Steps  
(Including professional development)**

Monitor students current grades/absences, communicate with academic teachers to identify those falling behind or requiring additional supports

**Person(s) Responsible**

Mason

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

**Instructional Support**

**Implementation Steps  
(Including professional development)**

Teachers utilize consistent WICOR tools in classrooms to monitor student progress, evaluative feedback by AP's on student monitoring.

**Person(s) Responsible**

Teachers/AP's

**Timeline / By When?**

Pre-school and ongoing

**Initiated:** 8/17/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Instructional Behavioral Support**

**15/16 School-wide Behavior Plan  
Boca Ciega High School**

10/8/2015

**Implementation Steps**

**(Including professional development)**

Review behavioral/engagement support strategies with teachers, and provide instruction/remediation/training as necessary

**Person(s) Responsible**

Seriani/APs

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 1**

**5. Data collection and management**

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**14/15 reading levels - HITIDE**

**Implementation Steps  
(Including professional development)**

Reports in preschool

**Person(s) Responsible**

Mason

**Timeline / By When?**

Pre-school and ongoing

**Initiated:** 8/21/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Current Grades - HITIDE, Teacher Reports, MTSS Alerts**

**Implementation Steps  
(Including professional development)**

Review current grades and teacher feedback

**Person(s) Responsible**

Mason

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

**15/16 School-wide Behavior Plan  
Boca Ciega High School**

10/8/2015

**Missed instructional time due to behavioral issues as measured by an overall reduction in ODR's.**

**Implementation Steps  
(Including professional development)**

Ongoing review of ODR's through MTSS comparing totals against last two years.

**Person(s) Responsible**

Mason

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 1**

**6. Support Plan**

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**Review process, progress, support in MTSS Meetings**

**Implementation Steps  
(Including professional development)**

Review progress monthly with teachers, feedback and support to/from MTSS

**Person(s) Responsible**

Mason/MTSS

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**



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**Goal 1**

**7. Fidelity Plan**

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**Review process, progress, support in MTSS Meetings**

**Implementation Steps  
(Including professional development)**

Members accountable to each-other for previously assigned responsibilities and support

**Person(s) Responsible**

MTSS

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:**

**Pending:**

**Completed:**

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## Goal 2

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### Present Level of Performance

37% Gap In Avoidance Referrals

### Expected Level of Performance

0%

### GAP

37% GAP In Avoidance Referrals

#### 1. What problem have you identified?

Gap in avoidance referrals between black and non-black students of 37% as measured by raw referral data presented in TIS Extract used to populate database.

#### 2. What is your Desired Outcome/Measureable Goal?

Reduce the gap in avoidance referrals between black and non-black students by 5% to 32%.

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

Lack of engaging instruction, poor teacher student relationships, learning gaps, academic deficiencies, outside environmental expectations, lack of academic confidence, availability of neighborhood alternatives (unhealthy), lack of early intervention.

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

Early intervention, engaging instruction and positive teacher student relationships.

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

It is the most alterable

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**Goal 2**

**4. How will this problem be solved?**

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**Outline importance of punctual attendance to all students.**

**Implementation Steps  
(Including professional development)**

Freshman orientation and schoolwide assemblies

**Person(s) Responsible**

Vigue

**Timeline / By When?**

Pre-school and week 1

**Initiated:** 8/20/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**AP's engaged in the reinforcement of selective attendance from day 1**

**Implementation Steps  
(Including professional development)**

Run attendance anomalies report regularly to provide student feedback.

**Person(s) Responsible**

Mason/AP's

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

**15/16 School-wide Behavior Plan  
Boca Ciega High School**

10/8/2015

**Engage parents in discussion regarding students with excessive tardies.**

**Implementation Steps  
(Including professional development)**

Meet with students, call parents upon the 5th overall tardy

**Person(s) Responsible**

Mason - Freshman, Seriani - SE, AP's

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

**Instructional support, training, and coaching as needed to increase engagement in classrooms.**

**Implementation Steps  
(Including professional development)**

Individual instructional support and training offered during the school year.

**Person(s) Responsible**

Seriani

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

**Increased individual counseling for student issues.**

**Implementation Steps**

**15/16 School-wide Behavior Plan  
Boca Ciega High School**

10/8/2015

**(Including professional development)**

Guidance counselors meet with students individually and in small groups to support behavioral strategies.

**Person(s) Responsible**

Dias/Meyer

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

**Identify classrooms requiring behavioral coaching to increase engagement levels**

**Implementation Steps**

**(Including professional development)**

Observations using positive engagement tools

**Person(s) Responsible**

Seriani

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

**Implementation Steps**

**(Including professional development)**

**Person(s) Responsible**

**15/16 School-wide Behavior Plan  
Boca Ciega High School**

10/8/2015

**Timeline / By When?**

**Initiated:**

**Ongoing:**

**Pending:**

**Completed:**

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**Goal 2**

**5. Data collection and management**

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**Hi-Tide Attendance Anomalies**

**Implementation Steps  
(Including professional development)**

Run daily by Mason, Fabrizio and Van Dora, reinforced by AP's at least three times weekly.

**Person(s) Responsible**

Mason, AP's

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

**Hi-Tide Tardies**

**Implementation Steps  
(Including professional development)**

Review student lists for frequent tardies

**Person(s) Responsible**

Mason, Seriani, AP's

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

**15/16 School-wide Behavior Plan  
Boca Ciega High School**

10/8/2015

**Avoidance behavior referrals as measured by raw referral data presented in TIS Extract file to populate BCHS database.**

**Implementation Steps  
(Including professional development)**

Load extract data daily, compile trends weekly from database category break down.

**Person(s) Responsible**

Mason

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**



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**Goal 2**

**6. Support Plan**

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**Review process, progress, support in MTSS Meetings**

**Implementation Steps  
(Including professional development)**

Regular support/review/updates

**Person(s) Responsible**

MTSS

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

**Instructional training**

**Implementation Steps  
(Including professional development)**

Engaging instruction, behavioral supports

**Person(s) Responsible**

Seriani

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 2**

**7. Fidelity Plan**

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**Review process, progress, support in MTSS Meetings**

**Implementation Steps  
(Including professional development)**

Review process, progress, support in MTSS

**Person(s) Responsible**

MTSS

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

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## Goal 3

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### Present Level of Performance

44.4% Gap Disruptive Behavior Code

### Expected Level of Performance

0%

### GAP

44.4% Gap in Disruptive Behavior Code

### 1. The identified problem for Goal 3 is:

The gap in black vs. non-black referral totals for disruptive discipline codes 7-Defiance/Insubordination and 16-Class/Campus Disruption is 44.4%

### 2. What is your Desired Outcome/Measureable Goal?

Reduce the gap in black vs. non-black referral totals for disruptive discipline codes 7-Defiance/Insubordination and 16-Class/Campus Disruption by 5% to 39.4%.

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

Instructional behavioral support strategies, learning gaps, student coping strategy deficiencies, outside environmental expectations, lack of academic confidence, lack of early intervention, established personal behavioral patterns, poor teacher student relationships

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

Instructional behavioral support strategies

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

Most alterable

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**Goal 3**

**4. How will this problem be solved?**

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**Identify at risk instructors by student population**

**Implementation Steps**

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

Identify, meet with traditional freshman teachers

**Person(s) Responsible**

Vigue

**Timeline / By When?**

Preschool

**Initiated:** 8/21/2015

**Ongoing:**

**Pending:**

**Completed:**

**Teacher instructional support and feedback**

**Implementation Steps**

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

Ongoing communication with teachers to identify areas of improved support

**Person(s) Responsible**

Mason/Seriani

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

## Professional Development

### Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Training as needed for behavioral support strategies using the STOIC Model

### Person(s) Responsible

Seriani

### Timeline / By When?

Ongoing

Initiated:

Ongoing: Y

Pending:

Completed:

## Increased individual counseling for student issues.

### Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Guidance counselors meet with students individually and in small groups to support behavioral strategies.

### Person(s) Responsible

Meyer, Dias

### Timeline / By When?

Ongoing

Initiated:

Ongoing: Y

Pending:

Completed:

## MTSS Alerts utilized and supported

### Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

**15/16 School-wide Behavior Plan  
Boca Ciega High School**

10/8/2015

Teacher submissions, support by Mason, Seriani, AP or Counselor

**Person(s) Responsible**

Mason, Seriani, Meyer, Dias, Bernstein, Craun

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 3**

**5. Data collection and management**

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**Hi-Tide referral totals by instructor**

**Implementation Steps  
(Including professional development)**

Reviewed regularly in MTSS and by T. Seriani for instructional support

**Person(s) Responsible**

Seriani

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

**SE Referral totals by student**

**Implementation Steps  
(Including professional development)**

Reviewed in MTSS and SE meetings for student support

**Person(s) Responsible**

Seriani/Fonti

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 3**

**6. Support Plan**

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**Regular reviews of progress, process and fidelity in MTSS meetings.**

**Implementation Steps  
(Including professional development)**

Regular reviews of progress, process and fidelity in MTSS meetings.

**Person(s) Responsible**

MTSS

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

**Professional Development**

**Implementation Steps  
(Including professional development)**

Instructional training on behavior supports using the STOIC Model

**Person(s) Responsible**

Seriani

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**



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**Goal 3**

**7. Fidelity Plan**

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**Regular reviews of progress, process and fidelity in MTSS meetings.**

**Implementation Steps  
(Including professional development)**

Regular reviews of progress, process and fidelity in MTSS meetings.

**Person(s) Responsible**

MTSS

**Timeline / By When?**

Ongoing

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

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## School-wide Reward System

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### 1. What are your school-wide reward strategies?

AP Early lunch release  
AP/Dual Enrollment acknowledgment  
Honor Roll acknowledgments  
Student of the month in each department

### 2. Describe the procedure/practice used.

AP Early lunch release: AP students given a laminated pass to dismiss to lunch 3 minutes early daily.  
AP/Dual Enrollment acknowledgment: Student names presented on poster in common area (cafeteria, library)  
Honor Roll Acknowledgment: Student names presented on poster in common area (cafeteria, library)  
Student of the month by department: Traditional student pictures in building four stairwell, Fundamental students in building one hallway and CWMP students in building 6 hallway.

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

AP Early Lunch Release: Students identified by Mr. Vigue who will print and distribute passes during the first three weeks. Teachers dismiss AP students early daily.  
AP/Dual Enrollment Acknowledgment: Students identified by Mr. Vigue annually, Posters printed by Mr. Medici  
Honor Roll Acknowledgment: Students identified by Mrs. Parker, Posters printed by Mr. Medici  
Student of the month by department: Students identified by department and shared with appropriate assistant principal (Fabrizio - CWMP, Van Dora - Fundamental, Craun/Bernstein - Traditional). Pictures taken and hung by Mr. Friley

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

Strategies and celebrations are aligned directly to student academic success data

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

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

Many of the staff have been trained to use CHAMPs strategies in their classrooms. With an emphasis on the five STOIC elements, the staff receive training, practice and feedback on implementation and improvement. Classroom routines and procedures are planned, shared and posted. Students are taught classroom expectations and continually reinforced for meeting those expectations. Staff continually observes student behavior and interacts with students to a greater degree when displaying positive behaviors. Inappropriate behaviors are dealt with quietly, quickly and instructionally. Support is provided via the behavior specialist with emphasis on teachers with high risk populations to increase classroom engagement.

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

The STOIC classroom management elements are an integral part of the CHAMPs process. This training is research-based with a focus on building positive teacher-students relationships, increasing student classroom engagement and using a data driven process to increase student success. Dr. Randy Sprick's books, CHAMPs, Positive Classroom Behavior and CHAMPs for the Secondary Classroom, are being used by local colleges and universities in their teacher education programs. With a certified trainer on staff, on-going support is available to all staff.

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

The school MTSS Team meets weekly to review student, grade level and/or classroom data. Individual teacher data addresses grades, referrals and student alerts submitted when need arises. Upon review via the MTSS Team, supports are assigned and scheduled.

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

Effective classroom management systems increase the likelihood of increased positive student engagement in the classroom, positive relationship building with all students, higher student success where implemented and decreased referral rates.