
Guidelines for Success

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

Clearwater High is a PBS school.

Our GFS are:

Rigor Relevance and Relationships in the classroom

School wide Project Based Learning

Expectations are outlined in the Master Discipline Plan

2. Where are common area expectations posted?

1. The school wide guidelines for success have been clearly identified on our campus.
2. Common area expectations are posted in all classrooms and common areas (media center, all offices, cafeteria, halls)
3. Classroom expectations/rules have been updated and posted clearly in each classroom and all common areas.

3. How are common area expectations communicated?

The common area expectations will be communicated via the school-wide Project Based Learning Projects coupled with media created format presentations. We will also communicate via Facebook, school website, newsletters, and connect ed.

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

Teachers will follow the discipline process for tardies as per the master discipline plan which is posted in every classroom.

Teachers will create classroom rules with student input to create a culture of ownership as well

Goal 1

Present Level of Performance

Last year there was 240 referrals in regards to tardies

Expected Level of Performance

Our expected level would be to reduce to 216 referrals or less in regards to tardies

GAP

The gap would be a ten percent reduction by 24 referrals.

1. What problem have you identified?

Decrease the number of students arriving late to class. After reviewing the data via focus this was still a concern for us. Previous years data shows a decrease by 4% in regards to referrals based on tardies.

2. What is your Desired Outcome/Measureable Goal?

Our goal is a 10% reduction this year in regards.

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

Lack of incentive for student to arrive on time. Teachers not enforcing tardy policy with fidelity.

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

Staff implementation with fidelity...

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

This is the right barrier to address because as a faculty we have to implement as a unified front and all be on the same page.

Goal 1

4. How will this problem be solved?

PBS

**Implementation Steps
(Including professional development)**

School awards students with perfect attendance weekly incentives

Person(s) Responsible

Teachers/ Administrative Team

Timeline / By When?

Ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

**Teachers will follow the discipline process for tardies
Administrators will process disciplinary referrals and communicate with families to reiterate expectations. PBS system may assist classroom teachers.**

**Implementation Steps
(Including professional development)**

PBS chart - Follow up with staff to express the importance of accurate attendance recording.

Provide a discipline chart for all teachers for class rooms. School-wide PBS on school expectations and discipline.

Person(s) Responsible

Teachers/ Admin

Timeline / By When?

all year

Initiated: 8/24/2015

Ongoing: Y

Pending:

**15/16 School-wide Behavior Plan
Clearwater High School**

10/26/2015

Completed:

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated: 8/24/2015

Ongoing:

Pending:

Completed:

Goal 1

5. Data collection and management

Focus and Data Warehouse will be utilized to monitor and track student tardiness. Trend data collected from these sources will be monitored by our CST and MTSS teams as well as shared with the staff regularly.

**Implementation Steps
(Including professional development)**

Admin, councilors, and support staff will meet with students during the day to have positive conversations about attendance and tardies. Also, CST will share with staff key students to help create a support system for child.

Person(s) Responsible

Admin/ CST

Timeline / By When?

(incomplete info)RS

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated: 8/24/2015
Ongoing:
Pending:
Completed:

Goal 1

6. Support Plan

weekly PBS

**Implementation Steps
(Including professional development)**

Every Monday admin will bring laptop to cafe during lunch. Students can also use their device to show perfect attendance. Students will be rewarded with treats, school supplies, and local restaurant certificates for arriving on time.

Person(s) Responsible

Admin/ Faculty

Timeline / By When?

Every Monday this year in cafeteria.

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

Data review through year with staff

**Implementation Steps
(Including professional development)**

CST training for staff, MTSS training being made available

Person(s) Responsible

CST, Admin, teachers

Timeline / By When?

ongoing

Initiated: 8/28/2015

Ongoing: Y

Pending:

Completed:

Goal 2

Present Level of Performance

Last year there were 288 referrals related to skipping.

Expected Level of Performance

Our goal is to reduce the number to less than 259 or less referrals this year.

GAP

The gap is 29 referrals in regards to skipping.

1. What problem have you identified?

Reduce the number of students skipping class.

2. What is your Desired Outcome/Measureable Goal?

Last year we were able to reduce the amount of discipline data in regards to skipping class by 22%. Our goal is to reduce this number again by 10%

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

there has not been effective relationship building between students and staff. The more engaging the lesson the less likely a student will skip

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

Creating the 9th grade experience course will help students adjust to the high school life and reviewing attendance policy. Working with teachers to make sure the engagement and rigor is taking place in their classroom.

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

it is in our top 5 issues in regards to discipline data. Also the data shows that 20% of our population has missed at least 10% of the school year.

Goal 2

4. How will this problem be solved?

CST, working with teachers to make their lessons more engaging

**Implementation Steps
(Including professional development)**

teachers will share and review a attendance presentation to the freshman pointing out various facts

Person(s) Responsible

CST, Freshman teachers

Timeline / By When?

ongoing

Initiated: 8/28/2015

Ongoing: Y

Pending:

Completed:

Goal 2

5. Data collection and management

Focus and Data Warehouse will be utilized to monitor and track student attendance. Trend data collected from these sources will be monitored by our CST and MTSS teams as well as as hared with the staff regularly

**Implementation Steps
(Including professional development)**

MTSS data training

Person(s) Responsible

CST/MTSS Team, Teachers, administrators

Timeline / By When?

Ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

6. Support Plan

Implement 9th grade academy focus class "Freshmen Experience"

**Implementation Steps
(Including professional development)**

check and connect with mentors

Person(s) Responsible

CTS team, MTSS team

Timeline / By When?

ongoing

Initiated: 8/28/2015

Ongoing: Y

Pending:

Completed:

Share lessons within department and share best practices

**Implementation Steps
(Including professional development)**

Cross curricular PLC

Person(s) Responsible

Teachers, Admin

Timeline / By When?

Ongoing

Initiated: 8/26/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

Data will be reviewed and shared with staff regularly

**Implementation Steps
(Including professional development)**

MTSS data training, staff meetings, SBLT meetings

Person(s) Responsible

ADMIN, MTSS Team

Timeline / By When?

ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

Present Level of Performance

Last year there was 186 referrals in regards to classroom disruptions with our African American students.

Expected Level of Performance

Our expected level of performance would be to have 166 or less referrals in regards to classroom disruptions with our African American students

GAP

The gap is 18 or more less referrals to meet our expected level of performance.

1. The identified problem for Goal 3 is:

Reduce the number African American Student involved in Classroom Disruptions. The risk ratio for AA students is 2.1 - AA students are 2 times more likely to receive referrals, ISS, OSS, etc. than all other students. 16% of then population is AA and they are receiving 28% of the referrals.

2. What is your Desired Outcome/Measureable Goal?

Students will be familiarized with the master discipline process via a school wide magazine Project Based Learning activity. Thru our various other programs (5000 RM/ Girlfriends/ Check and Connect) we will build/ foster relationships and reduce the number of discipline referrals for "Class Disruption." Our measurable goal is to reduce this by 10% this year.

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

Lack of fidelity due to new teachers not knowing PBL strategies nor our incoming 9th graders understanding the school expectations

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

Coaching new teachers and creating mentors for them in aspects of PBL strategies

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

Our data continues to indicate that the majority of our referrals in this target area are coming from our ninth grade students. Our teachers will continue to collaborate through academic professional learning communities (PLC's) as well as Academy PLC's, which focus on integrated curriculum and cross-curricular projects. This support network of common teachers and common students will assist our students and staff with building relationships.

**15/16 School-wide Behavior Plan
Clearwater High School**

10/26/2015

Goal 3

4. How will this problem be solved?

Academy PLC's

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Used to discuss student concerns and unique needs, problem solve with teachers discussing student progression and engagement with curriculum

Person(s) Responsible

Admin/ Teachers

Timeline / By When?

Ongoing

Initiated: 8/21/2015

Ongoing: Y

Pending:

Completed:

Our Behavior Specialist is mentoring/ training with two of our two administrative interns to facilitate the roll of behavioral coach and and will attend the next available training.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Check and Connect (11 mentors on campus), Behavior Coaching Training (will attend)

Person(s) Responsible

Behavior Specialist and Administrative Interns

Timeline / By When?

ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

5000 Role Models/ Girlfriends

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Meet with mentees to discuss various aspects of behavior/ life skills/ future goals/ etc.

Person(s) Responsible

Assistant Principal

Timeline / By When?

ongoing

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

Peer to Peer Mentoring

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Over 20 African American students have been trained to work with other AA students and discuss classroom/ academic expectations

Person(s) Responsible

Assistant Principal

Timeline / By When?

ongoing

Initiated: 10/5/2015

Ongoing: Y

Pending:

Completed:

Goal 3

5. Data collection and management

Focus and Data Warehouse will be utilized to monitor and track classroom disruptions. Trend data collected from these sources will be monitored by our CST and MTSS teams as well as shared with the staff regularly.

**Implementation Steps
(Including professional development)**

Teachers have been trained on utilizing and implementation of Project Based Learning in their classrooms. This PBL methodology is student centered, providing increased opportunities for student engagement in the classroom, reducing the number of disengaged students and ultimately reducing the number of class disruptions

Person(s) Responsible

teacher, students, admin

Timeline / By When?

We will be doing quarterly PBL's

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

6. Support Plan

Coaching

**Implementation Steps
(Including professional development)**

assign new teachers a mentor

Person(s) Responsible

admin

Timeline / By When?

ongoing this year

Initiated: 8/21/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

data will be shared with our staff and administration

**Implementation Steps
(Including professional development)**

bi-weekly check in with new staff

Person(s) Responsible

Administration

Timeline / By When?

ongoing

Initiated: 8/21/2015

Ongoing: Y

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Our school-wide reward strategies are:

Tornado Tickets
Weekly Attendance Cart (lunches)
3.0 club
Semester Attendance Drawing
Principal Recognition Breakfast
Literacy Initiative Celebration

2. Describe the procedure/practice used.

1. Weekly incentives

a. On Mondays students can come to the cafeteria, use their own devices to login to their student Focus account, show a staff member their perfect attendance for the week, and receive a treat and a raffle ticket. The students will save and accumulate raffle tickets for prizes at the Semester Storming Attendance Jam.

2.3.0 Club

a. On each report card day, students who have a 3.0 for the grading period will be invited to the 3.0 club celebration. The 3.0 club celebration will be held in a pre-determined location, students will use report card as their ticket to attend, and prizes will be raffled.

3. Semester Storming Attendance Jam

a. At the end of each semester, students with no more than 4 absences in any class will be admitted to the Semester Storming Attendance Jam that will be held in a pre-determined locations. Students should bring with them their raffle tickets they received every Friday for their weekly treat for a chance to win prizes.

4. Academy Specific

a. Each academy will have positive behavior/academic incentives that relate to their academy.

5. Principal Recognition Breakfast

a. Faculty and staff recommend various students based on criteria related to behavior, character, etc....

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

1. Weekly incentives: Mondays in the cafeteria for Attendance. Coordinated by AP

2. 3.0 Club: At the end of every quarter. Coordinated by AP and Athletic Director

3. Semester Storming Attendance Jam: At the end of each semester in auditorium. Coordinated by an AP/ Principal

4. Academy Specific: Academy T-Shirts, Academy Certificates, Academy Awards. Coordinated by Academy Lead Teachers

5. Principal Recognition Breakfast: The Principal Recognition Breakfast is held once per semester. Coordinated by AP

**15/16 School-wide Behavior Plan
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10/26/2015

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

Our school uses Positive Behavior Support which a research and evidence based implementation plan.

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

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

Teachers will utilize the STOIC process to create a learning environment that fosters success and rigor....

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

Teachers will review their discipline plans with their administration

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

Classroom discipline and the master discipline plan are reviewed regularly by the MTSS team, administration, and leadership team. This will ensure that we are providing our students with a structured learning environment. Data is reviewed and areas of concern are addressed and problems will be solved.

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

It is our expectation that teachers utilize effective management processes in their classroom to allow effective and authentic instruction to occur. It is also our expectation to see a decrease of overall school discipline as teachers utilize these processes.