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## **Guidelines for Success**

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

LHS uses PBS. Our GFS expectations:

Our Overarching Moto: Respect, Responsibility & Safety (RRS) Cafeteria Guidelines:

- walk to the end of the line
- use inside voice
- take only what you need- condiments, napkins
- clean up after yourself
- be mindful of others getting lunch and eating
- seek assistance from adults

Parking lot guidelines:

- access the lot before and after school only
- drive safely- follow the law
- be mindful of other people and the cars in the parking lot - keep the parking lot clean

Hallway guidelines:

- walk to the right and keep moving
- use appropriate language
- use inside voice
- keep area clean
- be mindful of others trying to get to class

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

The guidelines for expectations have been posted throughout the campus. They are located in classrooms and high traffic areas such as the Cafeteria, Parking Lot, and Hallways.

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

Expectations are communicated during open house, back to school night, English classes with a focus on incoming 9th graders and grade level assemblies.

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

Teachers maintain classroom discipline plans that align with the Largo High Master Discipline Plan.

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## Goal 1

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### Present Level of Performance

998 Skipping Infractions- (2014-2015)

### Expected Level of Performance

10% Decrease= 898 infractions

### GAP

10%

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

Reduce the number of scholars skipping class

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

We would like to see the number of scholars skipping class decrease by 10% for the 2015-2016 school year.

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

Students may not understand the importance of attendance regularity

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

Students need to be educated upon the importance of attendance regularity. This alterable barrier will assist us with increasing student attendance on campus.

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

Student attendance regularity maintains a strong correlation to student success.

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**Goal 1**

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

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**Increase attendance awareness on campus with check and connect and 5000 Role Models**

**Implementation Steps  
(Including professional development)**

Utilize PBS strategies to increase student attendance regularity

**Person(s) Responsible**

Admin/ All Staff

**Timeline / By When?**

Ongoing

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Check and Connect**

**Implementation Steps  
(Including professional development)**

Students are assigned mentors to monitor their attendance and academic progress

**Person(s) Responsible**

Morre

**Timeline / By When?**

Ongoing

**Initiated:** 8/25/2015

**Ongoing:**

**Pending:**

**Completed:**

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

11/11/2015

**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:**

**Ongoing:**

**Pending:**

**Completed:**

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**Goal 1**

**5. Data collection and management**

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**Data Warehouse data review**

**Implementation Steps  
(Including professional development)**

Ongoing review at MTSS and leadership team meetings

**Person(s) Responsible**

Admin

**Timeline / By When?**

Ongoing

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 1**

**7. Fidelity Plan**

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**Data will be reviewed and shared with the staff regularly**

**Implementation Steps  
(Including professional development)**

MTSS data training

**Person(s) Responsible**

Admin, MTSS Team

**Timeline / By When?**

Ongoing

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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## Goal 2

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### Present Level of Performance

405 Tardy infractions- 2014-2015

### Expected Level of Performance

365 Tardy infractions- 2015-2016

### GAP

10%

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

Decrease the number of students arriving late to class. Date is derived from data warehouse.

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

We would like to see a decrease of 10% of student tardiness.

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

Students may not understand the importance of being to class on time everyday.

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

With our temporary campus, many students have to travel a great distance to their classrooms. We have staff members located strategically throughout the campus to assist students in getting to class.

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

It is critical that students are in attendance every day, every period.

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**Goal 2**

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

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**Review master discipline plan with students in grade level orientation.**

**Implementation Steps  
(Including professional development)**

Students attended grade level orientations to discuss behavioral expectations. This included a review of school wide expectations and school counselors reviewed graduation requirements by cohort year with students.

**Person(s) Responsible**

Admin

**Timeline / By When?**

Ongoing

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**



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**Goal 2**

**5. Data collection and management**

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**Data Warehouse/Focus**

**Implementation Steps  
(Including professional development)**

Monitor and review data with MTSS and Leadership team

**Person(s) Responsible**

All

**Timeline / By When?**

Ongoing

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 2**

**6. Support Plan**

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**Monitor data**

**Implementation Steps  
(Including professional development)**

Monitor and review data with MTSS and Leadership team

**Person(s) Responsible**

All

**Timeline / By When?**

Ongoing

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 2**

**7. Fidelity Plan**

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**We will evaluate data quarterly to measure implementation**

**Implementation Steps  
(Including professional development)**

Monitor and review with MTSS and Leadership team

**Person(s) Responsible**

Admin

**Timeline / By When?**

Ongoing

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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## Goal 3

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### Present Level of Performance

371 AA Infractions of Defiance/Insubordination (2014-2015)

### Expected Level of Performance

10% Decrease= 334 infractions

### GAP

10%

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

Reduce the number of African American students involved in Defiance/Insubordination. Data generated from Data Warehouse and EDS indicated a concern when reviewed by SBLT. The risk ratio for AA students at LHS is 2:1 They are 15% of the student body and receive 25% of the referrals, ISS, OSS.

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

We would like to see a decrease of African American students involved in Defiance/Insubordination situations thereby reducing the risk ratio.

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

There have not been effective relationships built between students and staff

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

Students and staff need to continue to build relationships and develop processes to deescalate behavioral situations.

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

Effective student and staff relationships are the foundation to academic success for students.

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**Goal 3**

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

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**Implement 9th grade Academy**

**Implementation Steps**

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

Denise Soffos attended the Safe and Civil Schools Conference in June 2015. As a result, there is a curriculum purchased and is being implemented through our 9th Grade English classes. This "Focus on Freshman" assists students with developing a 10 year plan. 4 years for High School, 4 years of Post Secondary, and 2 years of the "Real World"

**Person(s) Responsible**

Soffos/Marina/ English I teachers

**Timeline / By When?**

Ongoing

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**5000 Role Models of Excellence**

**Implementation Steps**

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

Hold monthly meetings with African American students to provide hope, as well as the vision of greatness to emulate in their everyday lives

**Person(s) Responsible**

Marina

**Timeline / By When?**

Ongoing

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

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

11/11/2015

**Completed:**

**Check and Connect**

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

Students are assigned mentors to monitor their attendance and academic progress

**Person(s) Responsible**

Moore

**Timeline / By When?**

Ongoing

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**AA Advisory Board**

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

Dr. Finkbiner is developing a monthly meeting with families of African American students to discuss their children's progress and listen to any of their concerns. This collaborative effort will be data driven and utilize the problem solving process.

**Person(s) Responsible**

Finkbiner/Liem

**Timeline / By When?**

Ongoing

**Initiated:** 10/26/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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

11/11/2015

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**Goal 3**

**5. Data collection and management**

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**Focus/Data Warehouse data review**

**Implementation Steps  
(Including professional development)**

Monitor and review data.

**Person(s) Responsible**

All

**Timeline / By When?**

ongoing

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**



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**Goal 3**

**7. Fidelity Plan**

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**MTSS and Admin team will review and revisit data on a weekly basis.**

**Implementation Steps  
(Including professional development)**

Monitor data in weekly team meetings

**Person(s) Responsible**

Admin

**Timeline / By When?**

Ongoing

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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## **School-wide Reward System**

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

Students will earn Packer Bucks that will be provided by teachers and staff to reward students for doing the right thing. Students may redeem these bucks to purchase school supplies and other incentives.

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

Teachers provide the dollars to students that are following the school wide expectations and continually reinforce the school wide expectations.

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

All staff; administrators, teachers, support, cafe workers, plant operators will have access to the dollars and may distribute them to students that earn them.

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

Positive Behavior Support is an evidence based, researched program to work with students and reward positive behavior.

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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?**

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 review their discipline plans with their administrator and utilize support from the behavior specialist on campus ensuring the strategies and processes utilized are researched based.

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

Classroom discipline and the mater discipline plan are reviewed regularly by the MTSS team, administrative and leadership team, and the discipline committee to ensure we are providing our students with a structured learning environment. Data is reviewed and areas of concern are addressed and problem 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.