Guidelines for Success

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

Self-discipline is the primary responsibility of each member of the Osceola Fundamental High School learning community. OFHS uses PBS. Students are aware how of to behave through their lower grade expectations each year. By the time they reach high school, most of the students have mastered general common area behavior expectations. However, we do utilize a duty chart that all instructional personnel have a share in responsibility in supervising common areas of the school: bus area, hallways, cafeteria, student parking lot, and patio area. All instructional staff is expected to stand outside their doors during the change of classes and monitor the hallways. Administration also assists in supervising common areas of the school before, during and after school in the bus areas, hallways, parking lots, cafeteria, and patio areas with the assistance of the school resource officer.

2. Where are common area expectations posted?

The TV production program displays the expectations on the morning shows and on the TV during the day in the classrooms and in the cafeteria. Expectations are posted on walls and classroom doors throughout the school. Posters with expectations are placed throughout the common areas of the school.

3. How are common area expectations communicated?

Classroom discipline is established by the members of the classroom learning community and enforced by the leader of that community, the teacher. Administrators provide training and support for teachers in their role as classroom leaders in maintaining a safe learning environment in general areas of the school. All staff members are expected to know the rules for conduct and act in support of those rules to the extent that their role requires in the school.

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

Each classroom has a large poster displaying the discipline matrix. It is the expectation that teachers and students follow the fundamental guidelines regarding behavior which are communicated at freshman orientation, in individual classrooms, via the TV during the day in classes and in the cafeteria and on the school's web site.

Goal 1

Present Level of Performance

90% Attendance rate

Expected Level of Performance

95% Attendance rate

GAP

5% increase in attendance

1. What problem have you identified?

Students to come to school every day and attend every class. The early warning indicators data from the school improvement plan data.

2. What is your Desired Outcome/Measureable Goal?

Decrease absences by 5%

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

Student illnesses
Student transportation
Students not motivated to come to school

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

Students not motivated to come to school.

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

Because this is the most common reason for absences provided by parents and students.

Goal 1

4. How will this problem be solved?

Issue certificates for students with zero absences at the end of each semester.

Implementation Steps
(Including professional development)

Communicate the strategy to the staff and students.

Person(s) Responsible

Mark Robertson,
Assistant Principal

Timeline / By When?

December 18/2015 and
June 7/2016

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

Treat students that have zero absences for both semesters with an ice cream party.

Implementation Steps
(Including professional development)

Communicate the strategy to the staff and students.

Person(s) Responsible

Mark Robertson,
Assistant Principal

Timeline / By When?

December 18/2015 and
June 7/2016

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

Completed:

Review the absences data in RTI monthly meetings.

Implementation Steps
(Including professional development)
Teachers and administrators will make calls to parents to stress the importance of student attendance.

Person(s) Responsible

Mark Robertson,
Assistant Principal

Timeline / By When?

September 2015

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Clearly establish a process with clerks to ensure that attendance is accurately monitored.

Implementation Steps
(Including professional development)
Attendance letters will continue to be sent when a student reaches 5 days absence.

Person(s) Responsible

Mark Robertson,
Assistant Principal

Timeline / By When?

September 2015

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Goal 1

5. Data collection and management

A monthly Attendance Report

Implementation Steps
(Including professional development)

The senior data DMT will print and provide an attendance report monthly to the administrator in charge of this goal to be reviewed at the MTSS/Child Study Team meetings.

Person(s) Responsible

Mark Robertson,
Assistant Principal

Timeline / By When?

September 2015

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Goal 1

6. Support Plan

MTSS/Child Study Team members' support.

Implementation Steps
(Including professional development)

A team approach will be taken to review the data and assist in implementing the goal.

Person(s) Responsible

Mark Robertson, Assistant Principal

Timeline / By When?

September 2015

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Goal 1

7. Fidelity Plan

Compare last year's absentee rate to this year's rate.

Implementation Steps
(Including professional development)

Senior DMT will print and run absence reports from last year and this year and provide them to the person responsible for this goal for review at a monthly MTSS/Child Study Team meeting.

Person(s) Responsible

Mark Robertson, Assistant Principal

Timeline / By When?

By the end of each grading period.

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

Goal 2

Present Level of Performance

7.6% of the juniors are considered at risk for graduating on time.

Expected Level of Performance

2% of the juniors are considered at risk

GAP

5.6%

1. What problem have you identified?

All students should be on track with graduation requirements by end of their junior year. Cohort data.

2. What is your Desired Outcome/Measureable Goal?

Increase the number of students on track and on target by their junior year in high school.

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

Low GPA
Lack of credits
Lack of motivation

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

Lack of motivation.

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

Conversations with students and parents have proved that this is most common reason why juniors are not on track.
Due to their low GPA or lack of credits they now lack the motivation to work to catch up.

Goal 2

4. How will this problem be solved?

The MTSS team will identify students that require intervention and a plan will be developed.

Implementation Steps
(Including professional development)

The process involves weekly meetings, minutes taken, and data provided for each team member: principal, all assistant principals, Social Worker, School Psychologist, TSA/VE Specialist, Reading Coach, and counselors to review the list of students who are not on target by their junior year.

Person(s) Responsible

Lynne Mowatt, Assistant Principal

Timeline / By When?

September 2015 - June 2016

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

15/16 School-wide Behavior Plan
Osceola Fundamental High School

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Goal 2

5. Data collection and management

List of students who are not on track by their junior year.

Implementation Steps
(Including professional development)

The person responsible for this goal will print a cohort report and review it with the MTSS.

Person(s) Responsible

Lynne Mowatt, Assistant Principal

Timeline / By When?

September 2015 – June 2016

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Goal 2

6. Support Plan

Assistant principals will support guidance counselors in parent conferences to discuss interventions (i.e. ELP, GEP etc.)

Implementation Steps
(Including professional development)

At risk meetings will be scheduled with parents and students. ELP will be provided after school, GEP referrals will be made for appropriate candidates, student schedules will be adjusted and school psychologist and social worker will serve as support when deemed necessary.

Person(s) Responsible

Lynne Mowatt, Assistant Principal

Timeline / By When?

September 2015 – June 2016

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Goal 2

7. Fidelity Plan

Minutes from MTSS meetings. Parent conference notes. Gradpoint performance records. Report cards. Cohort report updates.

Implementation Steps
(Including professional development)

Data reviewed monthly and student plans adjusted as needed.

Person(s) Responsible

Lynne Mowatt, Assistant Principal

Timeline / By When?

September 2015 – June 2016

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Goal 3

Present Level of Performance

5% students with at least one referral are Black; this group comprises 3.5% of the total population

Expected Level of Performance

2% students with at least one referral are Black

GAP

3%

1. The identified problem for Goal 3 is:

Black students should have a high interest in lessons and increased engagement in order to reduce the total number of Black student referrals school wide. The data used to identify the problem: The At Risk Discipline Report. Note: The Student Discipline data indicated that OFHS had 12 AA students that received referrals. Two of those students each received four referrals from other schools. Eight of the OFHS AA students had one referral, and two other OFHS students had three referrals each. Most of the infractions were for skipping and class disruptions.

2. What is your Desired Outcome/Measureable Goal?

Decreased discipline referrals for Black students.

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

Lack of Differentiation of curriculum based upon student interests, cultural background and prior knowledge.

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

Lack of Differentiation of curriculum based upon student interests, cultural background and prior knowledge.

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

If the content materials are differentiated by students interests, cultural background, prior knowledge of content and skill level and high interest lessons are designed then the AA student engagement is increased and thus behavioral issues are reduced.

Goal 3

4. How will this problem be solved?

Content materials are differentiated by student interests, cultural background, prior knowledge of content and skill level. High interest lessons designed to increase AA student engagement and reduce any behavioral issues.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
Content materials are differentiated.
Content materials are scaffolded to meet diverse learning needs.
Teachers provide small group instruction to target specific student needs.
Use of AVID Strategies (are these strategies for AA students only? if not, what are you doing for this specific population of learners?)RS

Person(s) Responsible

Christina Ouellet,
Assistant Principal

Timeline / By When?

September 2015 - June 2016

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Bridge the Achievement Gap Peer to Peer Mentors

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
Key student leaders will become peer mentors for incoming 9th grade at-risk African American students.

Person(s) Responsible

Michael Bohnet,
Principal

Timeline / By When?

October 2015- June 2016

Initiated: 10/7/2015
Ongoing: Y
Pending:
Completed:

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

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Goal 3

5. Data collection and management

Administrative walkthroughs

Implementation Steps
(Including professional development)
Walk-through data will be shared and discussed during administrative team meetings.

Person(s) Responsible

Christina Ouellet,
Assistant Principal

Timeline / By When?

September 2015 - June 2016

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

9 th grade African American males and females

Junior and senior student leaders

Contact person

Implementation Steps
(Including professional development)
Identify 25 AA at-risk 9th graders (male & female), with key indicators being grades, attendance, and behavior.
Select mentors (juniors and seniors)
Appoint contact person

Person(s) Responsible

Michael Bohnet,
Principal

Timeline / By When?

October 2015-June 2016

Initiated: 10/7/2015
Ongoing: Y
Pending:
Completed:

Goal 3

6. Support Plan

Monitor those teachers that are struggling with behavioral issues with AA students and not meeting the diverse needs of the students or not fully engaging the students.

Implementation Steps
(Including professional development)
Coaching chats with those teachers who are struggling with behavioral issues with AA students to ensure they are meeting diverse learning needs of the AA students.

Person(s) Responsible

Christina Ouellet,
Assistant Principal

Timeline / By When?

September 2015 - June 2016

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Monitor the student leaders

Implementation Steps
(Including professional development)
Bi monthly meetings with student leaders

check the grades, attendance and behavior of the 9th grade students (mentees)

Person(s) Responsible

Michael Bohnet,
Principal

Timeline / By When?

October 2015-June 2016

Initiated: 10/7/2015

Ongoing: Y
Pending:
Completed:

Goal 3

7. Fidelity Plan

Minutes will be taken at each administrative team meeting
Conference notes will be taken with those teachers struggling with behavioral issues with AA students.

Implementation Steps
(Including professional development)
Regularly review minutes and conference notes at team meetings to monitor progress of teachers and AA students.

Person(s) Responsible

Christina Ouellet,
Assistant Principal

Timeline / By When?

September 2015 - June 2016

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Schedule of meetings with the mentors and mentees.

Schedule of meetings with the student leaders and the contact person.

Implementation Steps
(Including professional development)
Regularly review the input of the mentees with the student leaders.

Regularly review the input and conference with the student leaders.

Person(s) Responsible

Michael Bohnet,
Principal

Timeline / By When?

October 2015-June 2016

Initiated: 10/7/2015
Ongoing: Y
Pending:
Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

a.   Academic Celebration for all students with a 3.0 GPA or higher in all grade levels – recognizes Valedictorian & Salutatorian as well as CTE Certifications, FBLA winners, and Fine Arts   competition winners.
b.   Athletic Recognitions for Fall Sports, Winter Sports and Spring Sports.
c.   Athletic College Signings, Athletic Booster Scholarships for one male and one female athlete.
d.   3.0 Club – students who have a GPA of 3.0 or better do not have to have their homework signed each day by their parents.
e.   Seminole Lake Rotary Club recognizes Outstanding Seniors each month
f.   Elks Club recognizes outstanding seniors each month
g.   FCAT retakes – those students who are successful are treated to an ice cream social

2. Describe the procedure/practice used.

a.   Specific students are identified in each category.
b.   Committee organizes fall, winter and spring sports recognition
c.   Athletic Booster organization distributes scholarship applications to senior athletes and athletic director organizes athletic signings with coaches, athletes, parents and colleges
d.   Determine students who have 3.0 semester GPA or better
e.   Determine one male and female senior with 3.5 GPA or higher for Seminole Lake Rotary Club Recognition
f.   Determine one male and female senior with 3.5 GPA or higher for Elks Club Recognition
g.   Determine students who passed the FCAT retakes.

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

a.   The Literacy Committee organizes an assembly in the auditorium during 7th period for all students in May to recognize students.
b.   The Homecoming Committee organizes a Pep Rally in the gym during 7th period for all students on the Friday of Homecoming Week and all fall and winter sports team members are recognized. The athletic director recognizes the spring sports team members at the Orange and Blue game spring scrimmage
c.   The president of the Athletic Booster Association presents the scholarship winners to the one male and one female athlete at the Senior Awards Night in May. The athletic director organizes the athletic signings with the students, parents and college coaches after school in the media center throughout the year.
d.   A list of students with a 3.0 GPA is sent to all teachers at the beginning of each semester by the senior data prep clerk.
e.   Administrative team determines one male and female student with 3.5 GPA or higher. Principal attends Seminole Lakes Rotary breakfast with students each month. Students receive plaques and pictures are taken with Seminole Lakes Rotary representative, principal and students and are published in school newsletter, web site and in the "Seminole Beacon" newspaper.
f.   Administrative team determines one male and female student with 3.5 GPA or higher. Principal attends Elks Club breakfast with students each month. Students receive plaques and pictures are taken with Elks Club representative, principal and students and are published in school newsletter, web site and in the "Seminole Beacon" newspaper.

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

All of the strategies are aligned to academic data and athletic data and are positive reinforcements to keep students motivated to succeed.

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

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

As a fundamental school there are overarching fundamental behavioral principles that are infused into the teachers' classroom management plan. In addition teachers are following the classroom principles for classroom management based on Marzano's "Teaching and Learning Frameworks". Within the frameworks, STOIC principles such as cooperative learning, choice making, high levels of engagement, teacher-student conferencing, and high levels of positive vs negative reinforcement are utilized on a daily basis. Due to the nature of being a fundamental school, Osceola has expectations that are designed to promote safe, respectful and civil behavior and high academic standards. As such, there is a behavior hierarchy in place which is part of the fundamental school guidelines as well as a school-wide discipline plan. The plan is posted in the classroom so that students are able to view the expectations at any given time. Fundamental guidelines are reviewed at Freshman Orientation, and parent meetings. A high level of communication with parents and students is maintained throughout each school year. There is a system for demerits and detentions. Demerits and detentions are tracked, interventions put into place and whenever necessary reviewed by the school's Intervention and Appeals Committee for recommendations. The Master Discipline Plan is reviewed prior to each school year and throughout the year if needed. Staff are trained at the beginning of each school year in order to ensure consistent application of the policies. Components of Positive Behavior supports are embedded into our School-Wide Behavior Plan, SIP and Master Discipline Plan.

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

The classroom management system is based on Marzano's "Teaching and Learning Frameworks".

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

Because high yield strategies are used to manage classroom behavior as well as the infused fundamental guidelines, office referrals and disciplinary actions are kept at a minimum.

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

Students' instructional time is maximized. Office referrals and disciplinary actions are minimized.