Guidelines for Success

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

Vision- The vision of Palm Harbor University High school is to provide a learning environment that results in a graduation rate of 100 % each year.

Mission- The mission of Palm Harbor University High school is to educate all students by using effective systems that promote life long learning.

Values:

Provide a challenging, academically rigorous, and appropriate curriculum for all 9th-12th grade students

Provide a safe and physically comfortable environment that promotes life long learning

Literacy is emphasized in all courses

Students are provided opportunities and experiences that will prepare them for college and career readiness.

Provide opportunities for students to learn about various college and career paths

2. Where are common area expectations posted?

In Classrooms, Hallways and the front office

3. How are common area expectations communicated?

*Pre School faculty meeting on 8/15/14 to go over common area expectations and classroom expectations.

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

Each teacher has their own rules which are posted in their classroom, provided and distributed on their syllabus

Some common ones include:

1st offense- Verbal Warning

2nd offense-Teacher Intervention and Parent Contact

3rd offense- Detention

4th + offense- Office Referral

*Severe Clause- Office Referral

Goal 1

Present Level of Performance

Most teachers implement the PBS system

Expected Level of Performance

Ensure that all teachers are implementing the PBS system with fidelity

GAP

Getting the teachers who do and those who dont all to implement the PBS system

1. What problem have you identified?

In the CST/RTI meetings we review student data and found that there were a high number of absences and tardies with the students at school. Continue to decrease School wide Tardies which were at .9% at the end of year from 1.3% at mid year

2. What is your Desired Outcome/Measureable Goal?

The system was put into place to help reduce tardies and absences and in turn increase student achievement

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

Not all teachers have bought into using the PBS system

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

Making sure every teacher is aware of the PBS system and its importance

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

If every teacher is aware of the system and they promote it then more students will be involved in the school allowing more students to participate in the program.

Goal 1

4. How will this problem be solved?

Re-introduce "Storm Chasers" to faculty on 8/12/14

Implementation Steps
(Including professional development)
Present in faculty meeting

Person(s) Responsible

Dupee

Timeline / By When?

8/12/14

Initiated: 8/12/2015
Ongoing: Y
Pending:
Completed:

Meet with new faculty on 8/14/14 to go over system

Implementation Steps
(Including professional development)
Present in New Teacher Orientation

Person(s) Responsible

Dupee

Timeline / By When?

8/14/14

Initiated: 8/14/2015
Ongoing: Y
Pending:
Completed:

Put on morning news for students the first week of school

Implementation Steps
(Including professional development)

Made videos that will play on weekly morning announcements

Person(s) Responsible

Dupee/Santana/Titus

Timeline / By When?

8/24/15

Initiated:
Ongoing:
Pending:　　Y
Completed:

Goal 1

5. Data collection and management

Student absences and tardies

Implementation Steps
(Including professional development)
review biweekly in CST/RTI meetings

Person(s) Responsible

Dupee

RTI/CST team

Timeline / By When?

ongoing throughout year

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

Goal 1

6. Support Plan

I am the person so I will rely on the team to help me implement the steps

Implementation Steps
(Including professional development)
   pull data biweekly for meetings

Person(s) Responsible

   Dupee

Timeline / By When?

   Ongoing

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

Goal 1

7. Fidelity Plan

The weekly drawing of names will help to determine what teachers are participating

Implementation Steps
(Including professional development)

Continue to encourage all teachers to participate by sending out e-mail of winners and teachers who have participated

Person(s) Responsible

Santana

Timeline / By When?

weekly

Initiated: 9/4/2015
Ongoing: Y
Pending:
Completed:

Goal 2

Present Level of Performance

Some students attend every day but still have low GPA's

Expected Level of Performance

All students have at least a 2.0 or above

GAP

Those who succeed and those who do not

1. What problem have you identified?

Students needing more indvidualized support

2. What is your Desired Outcome/Measureable Goal?

To assisst students in student achievement

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

Some students attend school every day but their GPA prevents them from playing sports and graduation

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

Large population in school
Large class size

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

Having a smaller class focused on specific barriers for these students will help with their student achievement

Goal 2

4. How will this problem be solved?

Create check and connect class

Implementation Steps
(Including professional development)
　　Identify low achieving students who can be successful

Person(s) Responsible

　　Dupee/ Santana

Timeline / By When?

　　First day of school

Initiated:　8/21/2015
Ongoing:
Pending:
Completed: 8/21/2015

Monitor students through lessons, Homework help, Psychologist and social worker intervention

Implementation Steps
(Including professional development)
　　Daily help in the classroom

Person(s) Responsible

　　Santana
　　Fisher
　　Montgomery

Timeline / By When?

　　Ongoing

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

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Goal 2

5. Data collection and management

Grades
Behavior
Attendance

Implementation Steps
(Including professional development)
Pull data to determine correct placement of students

Person(s) Responsible

Dupee/Santana

Timeline / By When?

First day of school

Initiated: 8/21/2015
Ongoing:
Pending:
Completed: 8/21/2015

Goal 2

6. Support Plan

Provide support to Behavior Specialist through rewards, materials, TA assistance

Implementation Steps
(Including professional development)

Work with behavior specialist to ensure a successful program

Person(s) Responsible

Dupee

Timeline / By When?

Ongoing

Initiated:
Ongoing: Y
Pending: Y
Completed:

Goal 2

7. Fidelity Plan

Monthly review of student data/success

Implementation Steps
(Including professional development)

Look at students behavior and attendance on a monthly basis to see if that has helped with student achievement

Person(s) Responsible

Dupee

Timeline / By When?

Monthly

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 3

Present Level of Performance

Not all students have high level of achievement

Expected Level of Performance

All students have high achievement

GAP

African American students and non African American students who achieve

1. The identified problem for Goal 3 is:

Utilize Administrator mentors, WHIP, Tutoring and Check and Connect to decrease the gap between African American and non African American students

2. What is your Desired Outcome/Measureable Goal?

Work with all students to increase the graduation rate

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

Some of our students fall between the cracks due to large school size

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

Work with our African American students to ensure success

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

Because of the small population enrolled in our school it is an attainable goal

Goal 3

4. How will this problem be solved?

Principal assigns administrator mentors for our African American students

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
    Identify students and assign to Assistant Principals

Person(s) Responsible
    Principal

Timeline / By When?
    By the end of the first month of school

Initiated:
Ongoing:
Pending: Y
Completed:

Looking at RTI Data Child Study team reviews students who are in need of mentors based on absences and grades

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
    Look at data
    Identify students
    Assign mentors

Person(s) Responsible
    RTI/CST team

Timeline / By When?
    By the end of the first month of school

Initiated:
Ongoing:
Pending: Y
Completed:

Behavior Specialist works with students during WHIP to remediate before EOC's

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
Identify students
Begin WHIP program

Person(s) Responsible

Santana

Timeline / By When?

Before EOC's

Initiated:
Ongoing:
Pending: Y
Completed:

Night tutoring instituted to assist all students who need tutoring

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
Gather interested teachers
Start tutoring

Person(s) Responsible

Berry

Timeline / By When?

By the end of the first month of school

Initiated:
Ongoing:
Pending: Y
Completed:

Goal 3

5. Data collection and management

Grades
Behavior
Absences
Test scores

Implementation Steps
(Including professional development)
Look at trends to decide on the students who will be a part of any of the strategies

Person(s) Responsible

RTI/CST team

Timeline / By When?

By the end of the first month

Initiated:
Ongoing:
Pending: Y
Completed:

Goal 3

6. Support Plan

Assist with collecting data

Implementation Steps
(Including professional development)

Pull data and help to determine students who will need services

Person(s) Responsible

By the end of the first month

Timeline / By When?

By end of the first month

Initiated:
Ongoing:
Pending: Y
Completed:

Goal 3

7. Fidelity Plan

Students will have mentors
Students will attend WHIP
Students will attend tutoring

Implementation Steps
(Including professional development)
Train and recruit mentors
Identify students for program
Recruit teachers for tutoring

Person(s) Responsible

RTI/CST team

Timeline / By When?

By the end of the first month of September

Initiated:
Ongoing:
Pending:
Completed:

School-wide Reward System

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1. What are your school-wide reward strategies?

STORM CHASERS

2. Describe the procedure/practice used.

The RTI Committee wants to encourage students to have the character traits of being Studious, Tenacious, On-time, Respectful, Motivated, Cooperative, Honest, Achieving, Supportive, showing Effort, and being Responsible. Teachers can reward students who demonstrate those traits through the S.T.O.R.M C.H.A.S.E.R recognition program. The details of this program are listed below:

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

1.   Each teacher will receive 5 STORM CHASER recognition tickets each week.

2.   Teachers, fill in recognition tickets for their students who show the traits of being a STORM CHASER. Teachers need to print their own name at the bottom of the recognition ticket for future staff prizes.

3.   The student office near Mrs. Owens has a box decorated with the STORM CHASER theme. The student can deposit their ticket in the prize drawing box any time during the day.

4.   Once a week 8 tickets will be drawn from the prize box two students per grade level and announced over the PA.

5.   Winning students will receive a prize of 1.00$ in CANES CASH to use in the cafeteria.

6.   One name of a teacher from the winning student recognition tickets will be drawn to win 3.00$ in CANES CASH to use in the cafeteria.

7.   At the end of every 9 weeks; One student and One teacher will be drawn for a grand prize. Student winner will

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

Continue to decrease School wide Tardies which were at .9% at the end of year from 1.3% at mid year

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

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

Teachers teach and post their expectations in the classroom

Teachers monitor student behavior

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

If teachers teach their expectations and monitor for success and students know they will be held accountable then their will be less behavior problems in the classroom

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

If you look at the incidences for the school most if not all have decreased year after year so by enforcing the rules it has helped to decrease the number of incidences on campus

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

Students should know the expectations of the classroom and be able to follow the rules put into place