
Guidelines for Success

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

Show your PRIDE the Patriot Way:
Preparation - Prepare for success
Respect - Be considerate of yourself and others
Involvement - Be active in your school and community
Determination - Work to achieve your goals
Excellence - Strive to do your best

Teachers establish class / school expectations with students.

2. Where are common area expectations posted?

Guidelines are posted in classrooms throughout the school and bulletin boards through the mall.

3. How are common area expectations communicated?

In addition to the posted displays announcements are made on the Patriot Information Network as well as Mr. Patterson.

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

Classroom expectations support the common goal of the school. To support students in all areas to ensure their success. Individual classroom rules are posted accordingly and reflect the atmosphere of the teacher's classroom aligned with school and district guidelines.

Goal 1

Present Level of Performance

18.3%

Expected Level of Performance

11.7%

GAP

6.6%

1. What problem have you identified?

The percentage of referrals for Black students exceeds the percentag of the total Black student population. Black students should receive roughly the same percentage of referrals that makes up the total of schoolwide population. The data used to identify the area of concern and goal is generated by Focus reports.

2. What is your Desired Outcome/Measureable Goal?

Black students should receive a number or percentage of referrals that is closely matched with their percentage of the school population.

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

We continue to work in a positive direction of equality as it relates to percentage of referrals based on demographics, however the continued recognition of cultural norms assists in the process of educating faculty to help Black students be supported and successful.

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

That all students have something to offer to the positive learning environment of the school.

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

The interaction of our students is positive and well receive. The opportunity of success of each student is not negotiable and data reflects that improvement are needed in the equality of referral distribution. If students are out of the classroom their opportunity to be academically successful is reduced.

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Goal 1

4. How will this problem be solved?

Create school structures to reduce or eliminate barriers to this goal.

**Implementation Steps
(Including professional development)**

Advertise opportunities to become actively involved in school clubs or organization

Person(s) Responsible

MTSS team
Administrative team
Guidance

Timeline / By When?

First semester 15/16

Initiated: 9/9/2015

Ongoing: Y

Pending: Y

Completed:

Goal 1

5. Data collection and management

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

**Initiated:
Ongoing:
Pending:
Completed:**

Goal 2

Present Level of Performance

1564 incidents of excessive tardies have been recorded for 14/15 school year (this data is suspect due to incomplete data entry)

When comparing mid year data to 13/14 school year it would be more realistic to use a count closer to 13/14

Mid year: 13/14 - 934; 14/15 - 908

2114 incidents of excessive tardies were recorded for 13/14 school year

Expected Level of Performance

Excessive tardies should number no more than 1800 incidences

GAP

There is a gap of 300 incidents of excessive tardies between current an expected levels

1. What problem have you identified?

Students are expected to be in class on time to class ready to engage in learning activities when the bell rings. Tardy room and Focus discipline data was used to identify the number of times students have been referred for being tardy to class more than twice per grading period (excessively tardy).

2. What is your Desired Outcome/Measureable Goal?

Reduce by 15% the number of students receiving referrals for excessive tardiness.

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

Follow through with consequences assigned to students who have excessive tardies has not been monitored. Students have slipped through the cracks and have not served detentions that were assigned for excessive tardies.

Students do not value punctuality.

Students have transportation/family issues.

Students oversleep and miss the bus.

Teachers do not enforce the tardy policy with fidelity. Some teachers allow students to enter their classroom after the tardy bell without a pass.

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

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Fidelity of implementation of consequences assigned to students with excessive tardies.

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

Detention data collected indicates that approximately 20% of students who were assigned detention for excessive tardies did not serve the detention. Most of this 20% were repeat offenders who then did not receive additional consequences for missing the detention.

Students interviewed said that they were never called to their administrator's office for missing the detention that had been assigned for excessive tardies.

Goal 2

4. How will this problem be solved?

Live data base will be available to administrators indicating students who have been assigned detention

Implementation Steps (Including professional development)

Creation of Microsoft 365 excel spreadsheet

Person(s) Responsible

Administrative team

MTSS facilitator / Tardy room attendant

Timeline / By When?

First quarter 2015

Initiated: 8/31/2015

Ongoing: Y

Pending: Y

Completed:

Administrators will supervise detention

Implementation Steps (Including professional development)

Administrators will be in the detention room to supervise on Tuesdays and Thursdays

Person(s) Responsible

Administrative team

Timeline / By When?

Every Tuesday and Thursday throughout the school year

Initiated: 9/1/2015

Ongoing: Y

Pending: Y

Completed:

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Administrator who is supervising detention will write a referral for absent students

**Implementation Steps
(Including professional development)**

Administrators will review spreadsheet with names of students who have been assigned detention and compare to students actually serving detention and will provide referral to appropriate administrator

Person(s) Responsible

Administrative team

Timeline / By When?

Every Tuesday and Thursday throughout the school year

Initiated: 9/1/2015

Ongoing: Y

Pending: Y

Completed:

Goal 2

5. Data collection and management

Detention logs will be collected every Wednesday and Friday to determine students who have / have not served assigned detention.

**Implementation Steps
(Including professional development)**

Students who have not served their detention will be referred to their administrator
Additional consequences will be assigned

Person(s) Responsible

Administrative team

Timeline / By When?

Weekly until the end of the semester

Initiated: 9/3/2015

Ongoing: Y

Pending:

Completed:

Goal 2

6. Support Plan

Data will be updated each period in Microsoft 365 indicating students who have been assigned detention

**Implementation Steps
(Including professional development)**

Administrators will have names of students who should be serving detention for excessive tardies
Referrals will be written to students who have not served their assigned detention

Person(s) Responsible

Administrative team

Timeline / By When?

Weekly until the end of the semester

Initiated: 9/3/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

**Students receiving referrals for excessive tardies will be reduced.
Individual students will not be receiving multiple referrals for excessive tardies.**

**Implementation Steps
(Including professional development)**

Focus data will be collected monthly to review referral data for excessive tardies

Person(s) Responsible

Administrative team
MTSS team

Timeline / By When?

Monthly

Initiated: 9/24/2015
Ongoing: Y
Pending: Y
Completed:

Goal 2

8. What is the response to your intervention in each goal area?

As of 9/24/2015

Summary of Data Review

Data-based Decision

Next Steps

Goal 3

Present Level of Performance

End of year 14/15
662 students with 10 or more absences
282 students with 19 or more absences

Expected Level of Performance

410 students with 10 or more absences 20% of student body
103 students with 19 or more absences 5% of student body

GAP

252 students
179 students

1. The identified problem for Goal 3 is:

Students are expected to attend school regularly to maintain continuity of learning and achievement, in order to meet and master curriculum standards. Students should miss no more than 4 days per semester. Focus data is used to track student attendance. The Child study team reviews this data bi-monthly and determines interventions to address non-attendance.

2. What is your Desired Outcome/Measureable Goal?

Reduce the number of students who are absent 10% of the time by 5%.

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

Students do not have transportation to school if they miss the bus so they stay home.

Students and their families do not value education and attending school regularly.

Students have to stay home to help support their family by working or babysitting, etcetra.

Students are sick.

Parents are not aware that their student is not attending school.

Students do not feel like anyone cares if they attend school; they are bullied; they do not feel like they fit in.

Students do not see how an education is relevant; they think school is boring.

Students have established a pattern of non attendance in previous grades and are comfortable with it, it has become a

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habit.

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

Students have a variety of reasons why they do not attend school regularly. Finding the reason unique to each student is the challenge. Providing an environment that is welcoming and academically engaging to a variety of students is our priority.

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

High risk ninth grade students who have demonstrated a pattern of non-attendance were identified and focus groups formed to assess their reasons for their poor attendance. The results of the focus groups for the high risk students indicate their reasons for not attending school as follows: 91% - school is boring; 51% - school work is too hard; 34% not prepared for class; 32% did not want to read/answer questions aloud; 23% teased or bullied.

Goal 3

4. How will this problem be solved?

Letter to student asking each to identify their reason for absences and offering solutions to improve attendance

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Students with 10% absences will receive letters via 3rd period teachers each 15 days.

Person(s) Responsible

MTSS team
CST
Social Workers
Nurse
School Psychologist
Guidance team

Timeline / By When?

Every 15 days

Initiated: 9/14/2015

Ongoing: Y

Pending: Y

Completed:

Student Alert form

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Teachers identify students in their class who have excessive absences, or may be exhibiting worrisome behaviors and refer to Social Services team

Person(s) Responsible

Classroom teachers
Social Workers
CST
Guidance team

Timeline / By When?

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Throughout the school year

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

Teachers practice the Marzano Model of instruction

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

Marzano Framework professional development.

Teachers plan for high engagement by considering specific engagement strategies prior to a unit of instruction.

Person(s) Responsible

Classroom teachers
Administrators

Timeline / By When?

Throughout the school year

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

Parent contact

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

Phone message to homes of students who have accumulated 5 absences.
Focus report provided with phone numbers to send Connected message

Person(s) Responsible

Classroom teachers
Administrators
CST

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Timeline / By When?

Throughout the school year

Initiated: 9/1/2015

Ongoing: Y

Pending: Y

Completed:

Goal 3

5. Data collection and management

Focus attendance reports are collected of students with 5 or more UNX absences.

**Implementation Steps
(Including professional development)**

CST reviews the report and determines appropriate interventions

Person(s) Responsible

CST

Timeline / By When?

bi monthly

Initiated: 9/14/2015

Ongoing: Y

Pending: Y

Completed:

Focus attendance reports will be run every 15 days

**Implementation Steps
(Including professional development)**

Students with 10% UNX absences will receive a letter asking for reasons for their absence
3rd period teachers will give letter to students who will complete and return

Person(s) Responsible

MTSS
Social Services - Social Worker, Psychologist, nurse, Guidance counselor

Timeline / By When?

every 15 days throughout the school year

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Initiated: 9/14/2015
Ongoing: Y
Pending: Y
Completed:

Focus attendance reports will be run every 15 days

**Implementation Steps
(Including professional development)**

Attendance of students who have received and returned letters will be tracked to determine change in attendance

Person(s) Responsible

MTSS
Social Services - Social Worker, Psychologist, nurse, Guidance counselor

Timeline / By When?

every 15 days throughout the school year

Initiated: 10/5/2015
Ongoing: Y
Pending: Y
Completed:

Goal 3

6. Support Plan

MTSS team will collect student letters and disseminate to appropriate service provider

**Implementation Steps
(Including professional development)**

Student responses will be reviewed and determination made as to how best to address individual attendance issue

Person(s) Responsible

MTSS
Social Services - Social Worker, Psychologist, nurse, Guidance counselor, Administrative team

Timeline / By When?

every 15 days throughout the school year

Initiated: 9/15/2015

Ongoing: Y

Pending: Y

Completed:

Goal 3

7. Fidelity Plan

Number of student letters received that have been completed by students; undeliverable to student; delivered but not completed and returned by student

**Implementation Steps
(Including professional development)**

Data will be recorded

Person(s) Responsible

MTSS
Social Services - Social Worker, Psychologist, nurse, Guidance counselor

Timeline / By When?

End of first semester

Initiated: 9/15/2015
Ongoing: Y
Pending: Y
Completed:

Goal 3

8. What is the response to your intervention in each goal area?

As of 10/15/2015

Summary of Data Review

Data-based Decision

Next Steps

School-wide Reward System

1. What are your school-wide reward strategies?

Students are recognized for following schoolwide Guidelines for Success.

2. Describe the procedure/practice used.

Teachers and faculty have access to a shared document that is used to submit information for deserving students to be celebrated for positive behavior.

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

Teachers input student information into the database as warranted. The access point is an icon located on faculty desktops to link them to the SWBP form.

Teachers and faculty initiate the recognition and the MTSS team completes the recognition process.

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

Positive recognition provides celebration of student choices, actions and outcomes. The process supports the desired shift away from negative reactionary behaviors to a proactive approach to positive recognition.

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

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

Through the implementation of the Marzano Model the process of teaching and learning has shifted. The focus is on what the student is doing to engage with the material to better understand concepts and apply them in a related complex setting. The classroom management system is focused on keeping students engaged through collaborative learning structures.

The outcome of the collaborative learning structures allows students to interact in a positive fashion with their peers establishing mutually supportive relationships that cross all demographic borders. This in turn supports a safe and secure learning environment that students seek to join.

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

The Marzano Model is research based and supported by PCS.

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

Data supports that along with the increase in engagement and connectable interactive lessons, increases in the academic progress of students and a decrease in behavioral infractions are also realized.

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

Student ownership of their learning. When students are personally vested in the outcome of their learning they are more willing to maintain the level of engagement needed to reach a challenging stage of instruction.