
Guidelines for Success

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

2. Where are common area expectations posted?

- Classrooms
- Guidance Office
- Front Office
- Hallways
- Door Entrances and Exits
- School Website
- Newsletter
- District Website

3. How are common area expectations communicated?

- Verbally - everyday talks and communication with students, grade level assemblies on 8/26, Back-to-School Night, Freshmen Orientation
- Electronically - email, parental phone calls, School Messenger
- Visually - images and postings around campus

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

To be successful, one must be present and engaged as active participants in the classroom.

Electronic devices are not allowed unless utilized for enhancing the learning process (teacher discretion). The school's disciplinary matrix enforces these rules with fidelity because it is clear cut as to number of infractions and how the electronic device was being used.

Students must be on time to class or suffer the consequences of the school's tardy policy. Tardies are to be handled by a school-wide tardy team (the burden is off the teachers). A table is housed in a central location where aspiring leaders and teacher leaders work collaboratively to monitor, collect, and record the data for students tardy to each class period

These are identified and posted in the following ways:

- VERBALLY in classrooms, assemblies, orientations, Back-to-School Night, via intercom before and after school
- ELECTRONICALLY via email, telephone communication with parents, School Messenger, and the school's web page

Goal 1

Present Level of Performance

Reduce referrals by 8%
2013-14 (4843) 2014-15 (4469)
(-7.7%) Reduction

Expected Level of Performance

2015-16 Projection
Reduction of total referrals by 8% (4111)

GAP

1. What problem have you identified?

The data indicates a reduction in number of disciplinary referrals from the year 2013-14 to 2014-15. The goal was set at a 10% decrease, but the results were 2.3% less. The total decrease in disciplinary referrals written in 2014-15 was 7.7% from the previous year. With the rate of turn over for the administrative team, it was difficult for Seminole High School to achieve the goal of 10%, however a 7.7% decrease is heading in the right direction. With a firm staff in place for the 2015-16 school year, the goal should be reachable.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome for Seminole High School during the 2015-16 school year is to reduce the total number of student disciplinary referrals by 8%.

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

Seminole High School teachers have been guided to take care of discipline by being proactive through student conferencing, parent phone calls, and developing a success plan within their own class. Teachers will see the benefit to this as they will build rapport with students and parents; administrators will be able to support the teachers more effectively if proper steps have been followed by the teacher.

Teachers might not use Academic Success Plans as well as a behavior plan for their students that are aligned to the school's policies, but focus more on building relationships than they do with repercussions or consequences.

Teachers might not post themselves in the hallways during passing times as to eliminate or slow the progress of any potential disturbance to the learning environment. Being visible is the key to impeding students and teachers will see the benefits within their classroom culture as being visible allows for them to build a rapport with students and show the students that teachers are there to assist with safety measures.

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Finally, the administrative team must follow the disciplinary matrix and support teachers within their classes. If the matrix is not followed with fidelity – one AP provides a different consequence than prescribed by the matrix – teachers will not feel supported and will hold dissention towards the leadership team. This will affect the overall school culture and teachers who do not feel support will not follow newly adopted methods of dealing with disciplinary issues.

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

The most valid and alterable barrier is parent communication. It is the priority of Seminole High School to start the line of communication among parents with the teacher. Once teachers have opened these lines of communication and documented their contact in Focus, administration will be able to better facilitate their needs in the classroom and with further parent communication.

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

This is the right barrier to address because it is a proactive approach to disciplinary referrals and the support from household members will help decrease the number of repeat infractions.

Goal 1

4. How will this problem be solved?

Teacher led Parent Contact

**Implementation Steps
(Including professional development)**

Pre-School PD
DWT

Person(s) Responsible

Teachers

Timeline / By When?

all year

Initiated: 8/24/2015

Ongoing: Y

Pending: Y

Completed:

Logging of Parent Contact

**Implementation Steps
(Including professional development)**

Training on Focus/Portal
DWT

Person(s) Responsible

DMT
Administration
ProEd Facilitators

Timeline / By When?

PreSchool
Ongoing

Initiated: 8/19/2015

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Ongoing: Y
Pending: Y
Completed:

Administration led Parent Contact

**Implementation Steps
(Including professional development)**

A-Prep
Targeted Selection
DWT

Person(s) Responsible

Principal
APs
Guidance

Timeline / By When?

all year

Initiated: 8/3/2015
Ongoing: Y
Pending: Y
Completed:

Child Study Team

**Implementation Steps
(Including professional development)**

Monthly meetings

Person(s) Responsible

Campus Security
SRO
Administration

Timeline / By When?

monthly

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

Academic Success Plans

**Implementation Steps
(Including professional development)**

PLC
Discipline Committee Meetings

Person(s) Responsible

Teachers

Timeline / By When?

as needed

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

Behavior Contracts

**Implementation Steps
(Including professional development)**

as needed

Person(s) Responsible

Teachers

Timeline / By When?

as needed

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

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Goal 1

5. Data collection and management

Quarterly Reports from Focus

**Implementation Steps
(Including professional development)**

1. Collect Data
2. Organize data
3. Analyze data
4. Address needs
5. Revise plan

Person(s) Responsible

DMT
Administration
Child Study Team
Discipline Committee

Timeline / By When?

Quarterly

Initiated: 8/24/2015

Ongoing: Y

Pending: Y

Completed:

Infraction Breakdown from Focus

**Implementation Steps
(Including professional development)**

1. Collect data
2. organize data
- 3.. analyze data
4. address referral specific needs
5. revise plan

Person(s) Responsible

DMT
Administration

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Child Study Team
Discipline Committee

Timeline / By When?

Quarterly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

PLC/Faculty Meetings

**Implementation Steps
(Including professional development)**

1. Discuss strategies
2. Train for Behavior/Success Plans
3. Practice and revi

Person(s) Responsible

Administration

Timeline / By When?

Monthly

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

Child Study Team

**Implementation Steps
(Including professional development)**

1. Identify troubled students
2. Discuss interventions
3. Implement interventions
4. Review same students monthly
5. Adjust interventions

Person(s) Responsible

Administration

Timeline / By When?

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All year

Initiated:

Ongoing: Y

Pending:

Completed:

Administrator lead meetings with teachers

Implementation Steps

(Including professional development)

1. Identify teachers in need
2. Discuss potential issues
3. Develop plan for reduction of referrals
4. Meet with parents

Person(s) Responsible

Administration

Timeline / By When?

As needed

Initiated:

Ongoing: Y

Pending:

Completed:

Discipline Committee

Implementation Steps

(Including professional development)

1. Discuss disciplinary matrix
2. Address chronic offenders
3. Contact Parents
4. Provide Interventions

Person(s) Responsible

Administrators

Discipline Committee

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Timeline / By When?

Monthly

Initiated: 8/20/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

Compare data from Quarter to Quarter

**Implementation Steps
(Including professional development)**

1. collect data
2. organize data
3. analyze data

Person(s) Responsible

Kevin Schottler (AP)

Data Clerk
DMT

Timeline / By When?

Quarterly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Compare data to previous year

**Implementation Steps
(Including professional development)**

1. collect data
2. organize data
3. analyze data

Person(s) Responsible

Kevin Schottler (AP)

Data Clerk
DMT

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Timeline / By When?

end of 1st semester and again at the end of second semester

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

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

As of

Summary of Data Review

Data-based Decision

Next Steps

Goal 2

Present Level of Performance

Excessive tardies
2013-14 (1847)
2014-15 (1728) reduction of (-6.4%)

Expected Level of Performance

Reduction of excessive tardies by 8%
2015-16 (1590)

GAP

1. What problem have you identified?

The data indicates a reduction in number of student infractions for excessive tardies from the year 2013-14 to 2014-15. The goal was set at a 10% decrease, but the results were 3.6% less. The total decrease in student infractions for excessive tardies in 2014-15 was 6.4% from the previous year. This decrease was due to a more helpful staff during second semester. At the tardy table, a teacher volunteer and teacher assistant, recorded the number of tardies for all students for that specific period. The downfall with this process is that students had to go to multiple places once they reached a specified number of tardy infractions.

2. What is your Desired Outcome/Measureable Goal?

Seminole High School's goal is to reduce the number of excessive tardy infractions by 8%.

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

To implement this updated process with fidelity, we need the assistance of more teachers and teacher assistants. If limited teachers volunteer for this process, the administrative team will have to fill the void which then will limit the efficiency of this process. If two teachers and one student assistant are at the table after the tardy bell rings, the process will be run very smoothly and allow for disciplinary infractions for tardies to be taken care of immediately.

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

The most valid and alterable barrier is the need to immediately respond to students and take care of all disciplinary referrals instantaneously. This will hold students more accountable and impeded them from repeating the offense because they know they won't have to report to a different location for their consequence. In previous years, students would just wander campus instead of reporting to grade level clerks and their disciplinary consequence would be incomplete. Ultimately this resulted in more processed referrals because of a student's failure to report.

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

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This is the correct barrier to address because it will ultimately produce a positive effect for both Goal 1 and Goal 2.

Goal 2

4. How will this problem be solved?

New/Updated Tardy Policy Matrix

**Implementation Steps
(Including professional development)**

1. Revise last year's plan
2. Identify teacher volunteers
3. Identify teacher leaders
4. Set up coverage schedule
5. Revise plan quarterly
6. Create new coverage schedule
7. PDSA with volunteers

Person(s) Responsible

Kevin Schottler
APs

Timeline / By When?

Pre-school

Initiated: 8/31/2015

Ongoing:

Pending:

Completed:

Goal 2

5. Data collection and management

Referral Data from Focus

**Implementation Steps
(Including professional development)**

1. Collect data
2. organize data
3. analyze data
4. revise plan

Person(s) Responsible

DMT
Kevin Schottler
APs
Data Clerks

Timeline / By When?

Quarterly

Initiated: 8/31/2015

Ongoing:

Pending:

Completed:

Goal 2

6. Support Plan

**Supply Materials -
(binders with records of tardies, hall passes, timer, and detention slips)**

**Implementation Steps
(Including professional development)**

1. Create binders
2. Create hall passes
3. Organize other materials

Person(s) Responsible

Clerks
Kevin Schottler (AP)

Timeline / By When?

Beginning of Q1
Q2, Q3, Q4

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

Monitor student/teacher interactions

**Implementation Steps
(Including professional development)**

Be visible to assist

Person(s) Responsible

Kevin Schottler (AP)

Timeline / By When?

Daily

Initiated: 8/31/2015

Ongoing: Y

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Pending:
Completed:

Create a rotation schedule for teacher volunteers

**Implementation Steps
(Including professional development)**

1. Request assistance
2. Collect names of volunteers
3. Organize names by planning period
4. Create a rotational schedule
5. Request feedback from teachers
6. Revise schedule as needed

Person(s) Responsible

Kevin Schottler
(AP)

Timeline / By When?

August 24, 2015

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

Teacher buy in

Implementation Steps (Including professional development)

1. Request help
2. Organize names
3. Create schedule
4. Ask for feedback
5. Make adjustments
6. Check for satisfaction among volunteers

Person(s) Responsible

Kevin Schottler (AP)

Timeline / By When?

End of each quarter

end of semester 1 and 2

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Students not tardy to classes as often (Chronic offenders change behavior)

Implementation Steps (Including professional development)

1. Follow plan
2. Communicate with parents
3. Keep accurate records
4. Refer students who defy plan

Person(s) Responsible

Grade level APs
Teacher volunteers

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Timeline / By When?

End of each quarter

End of semester 1 and 2

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

Goal 3

Present Level of Performance

Out of School Suspension

13-14 (284) 14-15 (262) (-7.7%)

Expected Level of Performance

Reduce OSS by 8% in 2015-16
(241)

GAP

1. The identified problem for Goal 3 is:

Although there was a 4.0% overall increase for suspensions during the 2014-15 school year, the number of students being suspended off site decreased by 7.7%. The increase came from the In-School Suspension codes which provided an alternative to students for major or repeated infractions. ISS is an appropriate alternative to OSS because students remain on campus. This also indicates that students at Seminole High School were less inclined to commit major infractions requiring automatic days of out-of-school suspension. Instead students were more likely to repeat smaller infractions of misconduct.

Last year, our suspension rates dropped 7.7%, but they could have met the 10% goal had we allotted more time for ISS or alternatives to suspension. This year ISS will be utilized 5 days a week instead of 4 allowing for a 20% increase in time allotted to provide alternatives to suspension. We are also planning on providing more days of ABS because we are funding and implementing tutoring programs differently which will provide sufficient funds for ABS.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome for Seminole High School is to reduce the total number of students receiving OSS by 8%. The previous year, 262 days of OSS were assigned and our goal to to reduce that to 241 or fewer.

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

ABS was only funded for two days a week last year during 2nd semester.

ISS/IC was not utilized on Fridays.

Students who chronically defied school rules were not given a sequence of consequences that is set by the Discipline Matrix.

Large turn over with administrative staff lead to a lot of confusion and lack of follow through.

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

The most valid and alterable barrier is funding for ABS.

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

We have already addressed this as the main barrier because the lack of ABS appointments for students was limited and the alternative consequence to ABS based on the Matrix was OSS. We are reallocating funds from ELP to help fund two more days of ABS every week this year.

Goal 3

4. How will this problem be solved?

Fund ABS for 4 days per week

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

1. Reallocate funds for ELP
2. Create schedule for teachers to work
3. Monitor chronic behaviors of students
4. Communicate with parents
5. PDSA at Admin. Team meetings

Person(s) Responsible

Jane Lucas
APs
Principal

Timeline / By When?

Both 1st and 2nd semester

Initiated:

Ongoing:

Pending: Y

Completed:

Open ISS/IC 5 days per week

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

1. Utilize support staff personnel to house ISS/IC one additional day per week
2. Ensure a room is assigned daily on the master schedule

Person(s) Responsible

Jane Lucas
Ursula Parris
APs
Principal

Timeline / By When?

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Beginning of 2015-16 school year

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

5. Data collection and management

Data from Focus/Portal

Implementation Steps (Including professional development)

1. Review data during each disciplinary infraction
2. Contact parents
3. Meet with guidance counselors
4. Discuss behavior issues at Admin.. Team meetings

Person(s) Responsible

APs
Principal

Timeline / By When?

all year

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Parent Contact Log

Implementation Steps (Including professional development)

1. Contact parents during each infraction
2. Log contact into Focus
3. Review the contact log during each infraction

Person(s) Responsible

APs
Principal

Timeline / By When?

all year

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

Goal 3

6. Support Plan

Colaborate as a cohesive Administrative Team

**Implementation Steps
(Including professional development)**

1. Meet weekly
2. Review data
3. Discuss alternatives

Person(s) Responsible

Admin. Team

Timeline / By When?

weekly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

The percentage of suspension will reduce by 8% during both 1st and 2nd semester

Implementation Steps
(Including professional development)

Person(s) Responsible

Admin. Team

Timeline / By When?

Daily/Year long

Initiated: 8/24/2015

Ongoing:

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

PBS - Positive Behavior Systems

* Quarterly, students who have been free of referrals, have fewer than 5 tardies, and have limited absences will be eligible to attend a school-wide celebration.

Freshmen PBS -

* Freshmen who are not tardy, absent, or referred to the office will attend a PBS celebration after the first 10 days of school.

2. Describe the procedure/practice used.

Reports will be run through Focus/Portal to match the above stated criteria. If a student is successful in adhering to these standards, their name will be placed on a list to be released during 6th and 7th period towards the end of each quarter.

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

These steps will be followed quarterly on school grounds. Data clerks and APs will review the collected data and create the list. Teachers will work with the PBS team to ensure students are rewarded for their positive behaviors.

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

Attendance is key for students to earn participation in PBS.

Tardies need to be limited if a student is to earn participation in PBS.

Disciplinary infractions must be zero for students to participate in PBS.

All of these forms of data will ultimately increase student engagement, time on task, and academic success.