Guidelines for Success

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

Respect
Be Prepared
Positive Attitude

2. Where are common area expectations posted?

Common area expectation signs are posted throughout the school in the cafeteria, bus lane, media center, and hallways.

3. How are common area expectations communicated?

Common area expectations are communicated in grade level assemblies, in classrooms, posted on school web site, and reinforced by teachers and administration in common areas. These rules are reinforced and re-taught throughout the year as necessary.

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

Class room expectations/rules are posted in all classrooms, guidance, and administrative offices. Rules are explained in class level meetings as well as by teachers during the first few days of school. These rules are reinforced and re-taught throughout the year as necessary. They are also posted on our school web site.

Goal 1

Present Level of Performance

Campus Disruption - 435
Defiance / Insubordination 384

Reduce Referral Numbers by 35%- Clarify what constitutes a referral

Expected Level of Performance

Campus Disruption - 250 - (below 11/12 data)
Defiance / Insubordination - 150 - continuous improvement

GAP

382

1. What problem have you identified?

Relationship Building - We as a school community are focused on building and maintaining positive, supportive relationships with each other to support students in attending class and acting appropriately on campus.

The data used is discipline data (referrals, I.C., O.S.S., and A.B.S) and student achievement data (grades, course completion, advanced courses, EOC passing rates).

2. What is your Desired Outcome/Measureable Goal?

Decrease skipping class by 25% from 582 to 400. Decrease Campus disruption by 25% from 435-350. Decrease instances of defiance by 25% from 384-300.

Student achievement is improved, and student passing rates on EOC exams is increased by 10%, The number of student courses completed is also increased as a result of staff members building positive relationships with students

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

Need for increased regular relationship building focus strategies in PLC's, strategies shared with staff and discussion in PLC groups on ways to improve relationships. Improved focus on relationship building in Discipline Committee meetings. PBS training - provided by district twice a semester.

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

Addressing easy relationship building strategies in the Discipline Committee meetings and communicating these strategies to staff during PLC's

Ex. Taking advantage of the time at your door between classes to greet and small talk with students and get to know

them.
Ex. Instead of redirecting behaviors in front of peers, take the time to talk outside and check for well-being / problem solve.
Ex. Offering tutoring opportunities to students and taking time to demonstrate respect toward them and offer support and appropriate friendship.

Positive phone calls home. Building relationships with parents.

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

James Comer - "No significant Learning occurs without a significant relationship."

Marzano - "The quality of Teacher Student Relationships is the keystone for all other aspects of classroom management. In fact, our meta-analysis indicates that on average, teachers who had high-quality relationships with their students had 31 percent fewer discipline problems, rule violations and related problems over a year's time than did teachers who did not have high-quality relationships with their students."

Stephen Covey - "Make frequent deposits into students' emotional bank account." 2/1 ratio minimum

Last year's referral and suspension numbers and student achievement data.

* Relationship Building - We as a school community are focused on building and maintaining positive, supportive relationships with each other to support students in attending class and acting appropriately on campus.

The data used is discipline data (referrals, I.C., O.S.S., and A.B.S) and student achievement data (grades, course completion, advanced courses, EOC passing rates).

Goal 1

4. How will this problem be solved?

Discipline Committee - Communications

Administrative relationship building

Teacher's implementing high-yield relationship building strategies

Implementation Steps
(Including professional development)

Focus on building positive relationships introduction to staff by Mr. Yates / Officer Berthelot

Discipline Committe addresses the relationship building needs and creates and action plan to support staff in PLC's

Teacher modeling / model classrooms

Person(s) Responsible

Admin Team

Discipline Committee

Behavior Specialist

Teachers

Timeline / By When?

By first day of school all teachers should know the school focus is on building positive relationships with all students

Initiated: 8/13/2015
Ongoing: Y
Pending:
Completed:

Reteaching expectations

Implementing Marzano's High Yield Strategies

Humor (No sarcasm)

Phone calls home - structured positively with +/deltas

Proximity

Seat Change

Positive Phone Calls

**Implementation Steps
(Including professional development)**

Communicate strategies with teachers at PLC's

Person(s) Responsible

Admin. Team

Discipline Committee

Timeline / By When?

Mid September

Initiated:
Ongoing:
Pending:
Completed:

Teacher's implementing high-yield relationship building strategies

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Goal 1

5. Data collection and management

Student Discipline data - This year compared with previous years

Academic Achievement Data

Implementation Steps
(Including professional development)

Staff PLC's

Person(s) Responsible

Admin. Team

Behavior Specialist

Timeline / By When?

September we will have our discipline committee up and running

Initiated: 8/28/2015
Ongoing: Y
Pending:
Completed:

Goal 1

6. Support Plan

Classroom Walkthroughs
Relationship tips via staff email / weekly update
PLC discussion topics
Teacher conferences

Implementation Steps
(Including professional development)

Team meetings to include relationship building component / discussion

Person(s) Responsible

Admin TeamDiscipline Committee Team

Timeline / By When?

October

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 1

7. Fidelity Plan

Teacher evidence during walkthroughs

Student / Admin. conferences w/ students

Implementation Steps
(Including professional development)

All staff PLC's include a relationship building component

Person(s) Responsible

Admin Team

Timeline / By When?

First day of school Aug, 24th

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 2

Present Level of Performance

316 - Black or African American Students enrolled - 1,471 infractions out of 2,735 total (53.8%)

Reduce discipline / Increase Student Achievement

Expected Level of Performance

Reduce % from 53.8 to 30%

GAP

1. What problem have you identified?

Increase the academic achievement of African-American students and close the achievement gap.

2. What is your Desired Outcome/Measureable Goal?

The achievement Gap is decreased and academic achievement of minority students is increased by 20%.

To reduce infractions received by black students to 33% of the total.

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

Improvement needed in building strong staff/student relationships.
Improvement of minority students attending tutoring.
Improvement of effective mentoring of minority students.

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

Increasing and improving teacher/student relationships through mentoring, tutoring, one-on-one mentor/student discussions

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

Improving relationships, increasing tutoring opportunities, and mentorship are high-yield strategies to increasing student achievement.

Goal 2

4. How will this problem be solved?

Offering after school and Saturday tutoring
Advertising tutoring via announcements, teachers, website
Providing assigning mentors to students

Implementation Steps
(Including professional development)

Offering tutoring in courses that meet students' needs, by effective teachers

Person(s) Responsible

Admin Team

Timeline / By When?

Mid September

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

Goal 2

5. Data collection and management

Tutoring sign-in sheets / mentor logs, student identification for tutoring needs

Academic monitoring each grading period.

Implementation Steps
(Including professional development)
   Effective teacher tutors / mentors identified

Person(s) Responsible
   Admin. Team

Timeline / By When?
   Mid September

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 2

6. Support Plan

Paid Tutoring
Discipline Team meetings to discuss student behavior concerns

Implementation Steps
(Including professional development)
Identify students in need of mentoring / tutoring
Communicate dates and times and mentor availability / clubs / groups
Match students to adult mentors
Progress monitor results

Person(s) Responsible

Admin. Team

Timeline / By When?

Mid September

Initiated:
Ongoing: Y
Pending:
Completed:

Doorways

FAST Team - Student Mentoring/ teacher involvement

Community Mentors weekly

Implementation Steps
(Including professional development)
Connecting students in need with mentors

Person(s) Responsible

Timeline / By When?

15/16 School-wide Behavior Plan
St. Petersburg High School

Initiated:
Ongoing:
Pending:
Completed:

Goal 2

7. Fidelity Plan

Students identified for tutoring and mentoring are notified, and given an opportunity to attend, and also tracked throughout tutoring

Implementation Steps
(Including professional development)
Identify students
Notify students of tutoring opportunities
Track student attendance at tutoring / with mentor logs

Person(s) Responsible

Admin Team

Timeline / By When?

Mid September

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 3

Present Level of Performance

316 - Black or African American Students enrolled - 1,471 infractions out of 2,735 total (53.8%) Reduce discipline / Increase Student Achievement

Expected Level of Performance

Reduce % from 53.8 to 30%

GAP

1. The identified problem for Goal 3 is:

Increase student connections to school - activities, clubs, tutoring, mentoring, support groups

2. What is your Desired Outcome/Measureable Goal?

All underperforming African-American students are paired with a mentor.

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

Students may be unaware of various support groups, clubs, activities, and mentors.
Students may be bus-riders and lack transportation.
Students may not have initiative to seek out support.

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

Increase awareness of resources, FAST mentors, Community mentors, teacher mentors, and Tutoring opportunities.

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

Students need to be informed about various activities on campus and mentorship opportunities that can support them academically and socially. Any barriers need to be overcome with staff support during the school day or whenever the student is able.

Goal 3

4. How will this problem be solved?

Saturday and after-school Tutoring

Mentorship - 5000 Role Models, Girlfriends, FAST Team, Peer-Tutoring, AVID tutoring, and community mentors

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
Target and advertise for student participation
Target highly-effective teachers for participation in mentorship and tutoring

Person(s) Responsible

Admin. Team
Club Sponsors
Teacher Tutors
Mentor Teachers
Behavior Specialist

Timeline / By When?

Mid September

Initiated:
Ongoing: Y
Pending:
Completed:

Increase student connections to school - activities, clubs, tutoring, mentoring, support groups

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

Person(s) Responsible

Timeline / By When?

15/16 School-wide Behavior Plan
St. Petersburg High School

Initiated:
Ongoing:
Pending:
Completed:

Goal 3

5. Data collection and management

Student Achievement Data
EOC scores
ACT prep
AP tutoring

Implementation Steps
(Including professional development)
Target and invite students
Advertise programs / activities

Person(s) Responsible

Administration

Timeline / By When?

Mid September

Initiated:
Ongoing: Y
Pending:
Completed:

Attendance Data -
  Students absent 10%+ 863
  Students absent 15%+ 609
  Students absent 20%+ 451

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Goal 3

6. Support Plan

Resources / Materials
Funding as applicable
Support / Relationship building

Implementation Steps
(Including professional development)

School Resources as well as human resources and financial resources provided

Person(s) Responsible

Admin. Team
Teacher Tutors

Timeline / By When?

Mid September

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 3

7. Fidelity Plan

Student attendance tracking
Student achievement tracking
Student activity participation tracking

Implementation Steps
(Including professional development)

Organize the various tutoring and mentoring opportunities
Be sure to have club sponsors and Effective teachers in place

Person(s) Responsible

Admin Team

Timeline / By When?

Mid September

Initiated:
Ongoing: Y
Pending:
Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Academic and Behavior recognition - Awards ceremonies, luncheons, certificates, student of the month, teacher of the month, field trips

2. Describe the procedure/practice used.

Students who improve behaviors and also maintain high levels of academic success or behavioral success are identified and recognized.

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

The administrative team, Child Study Team, FAST team, and various clubs and organizations such as the 5000 Role Models and Girlfriends clubs will identify and recognize student success.

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

Student achievement data and discipline data are used to identify students who demonstrate growth and improvement.

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

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

Teach and reteach expectations throughout year
Observe/monitor behaviors - Focus on PBS - Praise and reinforcement of positives, redirection by proximity and private one-on-one talks outside of room

1 verbal/non-verbal redirection
2 talk-outside (during, after, or before next class) - problem solve, check for comfort and understanding of expectations
3 classroom consequence / detention / parent contact / build relationships with parents, notify of infraction and concerns as well as positives, reassign once as needed
4 Administrative referral for major infractions

Repeat steps
All interactions are based on positive behavior support and building positive relationships

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

All strategies align with Marzano and Champs

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

Target Goal is a reduction in discipline referrals and an increase in student achievement data.

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

Teachers are focused on building relationships with ALL students and as a result the achievement Gap is closed and the classroom climate is improved