Guidelines for Success

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

Tarpon Springs High School is a community school rich with traditions. Community support and encouragement for student success are paramount as well as student accountability. Tarpon Springs High School believes in the importance of creating an environment that is safe and secure. Maintaining a campus that promotes high student achievement, student accountability and responsibility are key to the success of an effective school environment.

Our school wide Guidelines for Success are as follows:

1. TSHS Best Behavior Expectations

   T: Think Responsibly
   S: Show Respect
   H: Help Others
   S: Seek Opportunities

2. Common Area Rules and Expectations

   All students will:
   * Be prompt for class
   * Use appropriate language
   * Follow all reasonable requests from adults on campus
   * Hats are not permitted to be worn on campus during school hours
   * Cell phones/iPods/Electronics are not be out in the classrooms, unless approved by the teacher
   * Follow the student dress code as defined by the TSHS Modified Student Dress Code for 2015/16 and PCS
Student Code of Conduct

3. Classroom Expectations

   Each classroom will spend time during the first few weeks of school setting the foundation and explaining the TSHS school-wide guidelines for success. Each
   teacher will review and revisit them throughout the year. In addition, each classroom will teacher will align a set of expectations for their classroom
   as an extension of the school-wide and district student expectations.

2. Where are common area expectations posted?

The common area expectations are posted in the Student Services building, cafeteria, media center, and in classrooms. Each teacher has been issued a copy of the TSHS Best Behavior Expectations, Common Area Rules and Expectations as well as a copy of the TSHS Modified Student Dress Code for 2015/16 school year.

3. How are common area expectations communicated?

The common area expectations will be discussed during the first week of school within each classroom across

campus.
In addition, there will be a presentation to SAC at the first meeting scheduled for September and PTSA as well. Alll parent booster clubs and outside organizations will be receiving a copy of them as well in order to keep current with the TSHS student expectations. The TSHS website will also feature them for all current and prospective students and families.

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

Each teacher is responsible for creating an environment conducive for learning. That includes setting the foundation for academic and behavior expectations and guidelines for success. During the first week of school, all staff will teach and review the classroom rules, expectations with all students and all classes. All classroom teachers are expected to design and implement a classroom management plan that promotes student accountability and achievement that includes: 3 - 5 classroom rules, strategies to ensure success in the course, performance and behavior expectations, a list of progressive discipline consequences to follow any lack of adherence to the rules and consequences that align to the PCS and TSHS policies. The classroom management plans will be posted in each classroom as well as printed in each teacher's course syllabus.

Goal 1

Present Level of Performance

The 2014/15 school year discipline data review presents a total of 710 discipline incidences with the following categorical breakdown:
Non Black: 558 referrals
Black: 152 referrals

TSHS top 3 disciplinary infractions for 2014/15 are:
* Defiance   172 incidences
* Unauthorized Location 128 incidences
* Skipping   90 incidences

Expected Level of Performance

The expected level of performance for 2015/16 is to reduce the number of discipline incidences across TSHS campus while increasing student engagement, time on task, and student success with academic goals and expectations.

GAP

The gap between subgroups for the top 3 identified discipline incidences are as follows:

Defiance:
Non Black: 129/172 = 75%
Black: 43/172 = 25%

Unauthorized Location:
Non Black: 102/128 = 80%
Black: 26/128 = 20%

1. What problem have you identified?

To reduce the number of documented incidences or referrals for "Defiance" in the classroom and common areas around campus. Data from Focus was examined from the semester II of the 2014/15 school year.

2. What is your Desired Outcome/Measureable Goal?

To reduce the incidences of Defiance by a minimum of 10% by June 2015 for all students. In addition, address and monitor the disparity between the percentage of the non black students and black students enrolled at TSHS and the percentage of which they are receiving referrals for Defiance while focusing on reducing that gap by a minimum of 5% by June 2015.

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

Progress monitoring of classroom managment plans - implementation, effectiveness and follow up

Cultural competence

Awareness of student diversity

Time of task

Student engagement

Communication with parents

Student service support

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

Cultural competence and social tolerance of the diverse needs of students.

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

Based on the data findings, it presents that there is evidence to support a barrier between the use of classroom management systems and their role to effectively address and student misconduct for discipline incidences between black and non black students at Tarpon Springs High School.

Goal 1

4. How will this problem be solved?

1. Classroom Management Plans

Implementation Steps
(Including professional development)

All classroom teachers will be asked to submit their Classroom Management Plans to their assigned administrator for review. These plans are expected to be correlated to the TSHS common areas rules and PCS policies as outlined by the PCS Student Code of Conduct.

Person(s) Responsible

Administrator(s)

Timeline / By When?

August to September 2015

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

2. M.T.S.S. Team

Implementation Steps
(Including professional development)

Systemically scheduled meetings to address academic, social and emotional concerns.
Data review of student discipline, achievement and graduation Cohort tracking.

Person(s) Responsible

Administrator(s)
Guidance Counselor(s)
School Psychologist
School Social Worker
Behavior Specialist

Timeline / By When?

September to June 2016

Initiated: 9/8/2015
Ongoing: Y
Pending:
Completed:

3. TSHS Discipline Committee

Implementation Steps
(Including professional development)

Review of monthly discipline data.
Referral data - total incidences
Referral data - disagregated with a focus on tracking students in black and non black subgroups.

Person(s) Responsible

Administrator(s)
Guidance Counselors
Behavior Specialist
IC Coordinator
Campus Activities Monitor
Teachers

Timeline / By When?

September to June 2016

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

4. S.T.O.I.C based classroom managment system

Implementation Steps
(Including professional development)

Professional development sessions led by the Behavior Specialist to assist teachers with implementing a research based program within their classroom to reduce misconduct and confrontations with students while increasing time of task and student achievement.

Person(s) Responsible

Administrator(s)
Behavior Specialist

Timeline / By When?

September to June 2016

Initiated: 9/8/2015
Ongoing: Y
Pending:
Completed:

5. Cultural Competence - awareness and support programs

Implementation Steps
(Including professional development)

Provide professional development to staff focusing on interacting with students with diverse backgrounds and understanding cultural awareness, diversity and the importance of building culture within classrooms.

Person(s) Responsible

Administrator(s)
Guidance Counselors
PMAC sponsors
ESE Case Managers
IC Coordinator
Teachers
Support Staff

Timeline / By When?

October to June 2016

Initiated: 10/6/2015
Ongoing: Y
Pending:
Completed:

6. Partnership with SPC - Be the Bridge program

Implementation Steps
(Including professional development)

Continue to work with St. Petersburg College and increase awareness of post secondary programs for students with culturally diverse backgrounds.

Monthly meetings on TSHS campus with students, staff and SPC staff

Person(s) Responsible

Administrator(s)
School Resource Officer - Corporal Mathis
SPC staff - Tarpon Campus

Timeline / By When?

October to June 2016

Initiated: 10/6/2015
Ongoing: Y
Pending:
Completed:

Goal 1

5. Data collection and management

Student discipline data from Focus

Implementation Steps
(Including professional development)

Reports - monthly, quarterly and semester

Progress monitoring walkthroughs

Person(s) Responsible

DMT
Administrator(s)

Administrator(s)
Behavior Specialist

Timeline / By When?

September - June 2016

Monthly
Quarterly
Semester

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

Reports - indicating the total number of referrals written per teacher from Focus

Implementation Steps
(Including professional development)

Reports - monthly, quarterly and semester

Progress monitoring walkthroughs

Person(s) Responsible

DMT

Administrator(s)

Administrator(s)
Behavior Specialist

Timeline / By When?

September -
June 2016

Monthly
Quartely
Semester

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

Student achievement grades (grade book grades) - Focus

Implementation Steps
(Including professional development)

Review of teacher grade book on a weekly basis and examine the grade distribution and class average on an ongoing basis.

Support interventions will be provided as needed. In addition, ESE case managers will be consulted for students with IEP's.

Person(s) Responsible

Administrator(s)

Timeline / By When?

September - May 2016

Initiated: 8/31/2015
Ongoing: Y
Pending:
Completed:

Discipline data - disaggregated by sub groups from Focus

Implementation Steps
(Including professional development)

Review and discussion of discipline data by sub group to determine and monitor the achievement gap between black and non black students.

Person(s) Responsible

MTSS Team

Timeline / By When?

September - June 2016

Initiated: 9/8/2015
Ongoing: Y
Pending:
Completed:

Goal 1

6. Support Plan

S.T.O.I.C Classroom Management Systems

Implementation Steps
(Including professional development)

Professional development sessions will take place where staff will be introduced to the STOIC management system with the Behavior Specialist will take place

Person(s) Responsible

Behavior Specialist

Timeline / By When?

September - June 2016

Initiated: 9/8/2015
Ongoing: Y
Pending:
Completed:

Cultural Competence

Implementation Steps
(Including professional development)

Professional development sessions will be scheduled

PMAC activities will be scheduled during lunch each month

Person(s) Responsible

PMAC sponsors
Administrator(s)
Guidance Counselor(s)

Timeline / By When?

September - June 2016

Initiated: 9/8/2015
Ongoing: Y

Pending:
Completed:

Goal 1

7. Fidelity Plan

Data review

Implementation Steps
(Including professional development)
Discipline data
Student Achievement data
Graduation Cohort data
Gradebook grades

Person(s) Responsible

MTSS Committee
Administrator(s)
Guidance Counselor(s)
Behavior Specialist
ESE Liaison

Timeline / By When?

September - June 2016

Initiated: 9/22/2015
Ongoing: Y
Pending:
Completed:

Classroom walkthrough and observations

Implementation Steps
(Including professional development)
Walkthroughs and observations will be conducted based on the data and student observations in the classroom settings will take place in order to provide on going student intervention support.

Person(s) Responsible

Administrator(s)
Behavior Specialist
School Social Worker
School Psychologist

Timeline / By When?

September - June 2016

Initiated: 9/22/2015
Ongoing:
Pending:
Completed:

Goal 1

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

As of 1/5/2016

Summary of Data Review

Semester I - Discipline Data Review and Progress Monitoring Update

Data-based Decision

Next Steps

As of 3/8/2016

Summary of Data Review

Semester II - Quarter III Discipline Data Review and Progress Monitoring Update

Data-based Decision

Next Steps

Goal 2

Present Level of Performance

The 2014/15 school year discipline data review presents a total of 710 discipline incidences with the following categorical breakdown:
Non Black: 558 referrals
Black: 152 referrals

TSHS top 3 disciplinary infractions for 2014/15 are:
* Defiance   172 incidences
* Unauthorized Location 128 incidences
* Skipping   90 incidences

Expected Level of Performance

The expected level of performance for 2015/16 is to reduce the number of discipline incidences across TSHS campus while increasing student engagement, time on task, and student success with academic goals and expectations.

GAP

The gap between subgroups for the top 3 identified discipline incidences are as follows:

Defiance:
Non Black: 129/172 = 75%
Black: 43/172 = 25%

Unauthorized Location:
Non Black: 102/128 = 80%
Black: 26/128 = 20%

1. What problem have you identified?

To reduce the number of documented incidences or referrals for Unauthorized Location in the common areas around campus. Data from Focus was examined from the semester II of the 2014/15 school year.

2. What is your Desired Outcome/Measureable Goal?

To reduce the incidences of Defiance by a minimum of 10% by June 2015 for all students. In addition, address and monitor the disparity between the percentage of the non black students and black students enrolled at TSHS. The goal is to reduce the percentage between the GAP of black and non black students who receive the referrals by a minimum of 5% by June 2016.

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

At this time, the projected possible barriers include:
* Lack of student engagement in the classroom
* Classroom culture may not support the emotional, social and academic needs of students
* Lack of building classroom capacity among learners
* Lack of team building activities during the 1st week of school to engage students
* Need for Cultural Competence training among staff with dealing with diverse students needs and backgrounds

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

Maintaing and developing a process to monitor the halls and common areas on campus during the school day. This also includes the school's perimeter areas, parking lot, cafeteria and restrooms. In addition, work collaboratively with the TSHS Campus Activities Monitor, administrative team and SRO unit to ensure there is adequate visibility in the halls.

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

Based on the data findings, it presents that there is evidence to support a barrier between the use of classroom management systems and their role to effectively address and student misconduct for discipline incidences between black and non black students at Tarpon Springs High School.

Goal 2

4. How will this problem be solved?

Increase of Instructional Time - focusing on "Time on Task"

Implementation Steps
(Including professional development)
1. On going professional development on the use of Gradual Release Model for Instructional Delivery
2. Building a classroom culture
3. Building student capacity as learners
4. Progress monitoring as needed with support

Person(s) Responsible

Teacher leaders
Administrator(s)

Timeline / By When?

Monthly September - June 2016

Initiated: 9/2/2015
Ongoing: Y
Pending:
Completed:

Classroom Management System

Implementation Steps
(Including professional development)
1. Creating a system that will build and focus on A.C.E. - Adopting a Caring Environment
2. Classroom walkthroughs for progress monitoring as needed with support.

Person(s) Responsible

Behavior Specialist
Social Worker
School Psychologist

Timeline / By When?

Monthly
September - June 2016

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

M.T.S.S. Committee - referrals

Implementation Steps
(Including professional development)
1. Early identification of students in need of academic, social, emotional and behavioral support
2. Requests for service - social work, psychological support
3. Follow up at the M.T.S.S. meeting and progress checks

Person(s) Responsible

Guidance Counselor(s)
Administrator(s)
MTSS Committee
Social Worker
School Psychologist
Behavior Specialist

Timeline / By When?

Bi-Monthly
September - June 2016

Initiated: 9/2/2015
Ongoing: Y
Pending:
Completed:

Goal 2

5. Data collection and management

Attendance data

Implementation Steps
(Including professional development)
1. Data reports run from Focus
2. Meeting with stakeholders to examine and study for trends
3. Implementation of school based support systems - communication with parents, teachers, parent conferences and academic resources to assist with classroom engagement.

Person(s) Responsible

Data Management Technician
Administrator(s)
MTSS Committee
Discipline Committee

Timeline / By When?

Quarterly - by June 2016

Initiated: 10/23/2015
Ongoing: Y
Pending:
Completed:

Discipline data

Implementation Steps
(Including professional development)
1. Data reports run from Focus
2. Meeting with MTSS Committee and Discipline Committe
3. Implement supports and increase/fade supports as needed pending individual student needs.

Person(s) Responsible

Administrator(s)
Guidance Counselor(s)
MTSS Committee
Discipline Committee
Behavior Specialist

Timeline / By When?

   Quarterly - by June 2016

Initiated: 10/23/2015
Ongoing: Y
Pending:
Completed:

Goal 2

6. Support Plan

Student discipline data from Focus

Implementation Steps
(Including professional development)

Reports - monthly, quarterly and semester

Progress monitoring walkthroughs

Person(s) Responsible

DMT
Administrator(s)

Administrator(s)
Behavior Specialist

Timeline / By When?

September - June 2016

Monthly
Quarterly
Semester

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

Reports - indicating the total number of referrals written per teacher from Focus

Implementation Steps
(Including professional development)

Reports - monthly, quarterly and semester

Progress monitoring walkthroughs

Person(s) Responsible

DMT
Administrator(s)

Administrator(s)
Behavior Specialist

Timeline / By When?

September -
June 2016

Monthly
Quartely
Semester

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

Goal 2

7. Fidelity Plan

S.T.O.I.C Classroom Management Systems

Implementation Steps
(Including professional development)

Professional development sessions will take place where staff will be introduced to the STOIC management system with the Behavior Specialist will take place

Person(s) Responsible

Administrator(s)
Teacher(s)
Discipline Committee
MTSS Committee

Timeline / By When?

Monthly - September thru June 2016

Initiated: 9/2/2015
Ongoing: Y
Pending:
Completed:

Cultural Competence

Implementation Steps
(Including professional development)

Professional development sessions will be scheduled

PMAC activities will be scheduled during lunch each month

Person(s) Responsible

Administrator(s)
PMAC Advisor(s)
Teacher(s)
Guidance Counselor(s)
Behavior Specialist

Timeline / By When?

Monthly - September thru June 2016

Initiated: 9/2/2015
Ongoing: Y
Pending:
Completed:

Goal 2

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

As of 1/6/2016

Summary of Data Review

Semester I - Discipline Data Review and Progress Monitoring Update

Data-based Decision

Next Steps

As of 3/8/2016

Summary of Data Review

Semester II - Quarter III Discipline Data Review and Progress Monitoring Update

Data-based Decision

Next Steps

Goal 3

Present Level of Performance

The 2014/15 school year discipline data review presents a total of 710 discipline incidences with the following categorical breakdown:
Non Black: 558 referrals
Black: 152 referrals

TSHS top 3 disciplinary infractions for 2014/15 are:
* Defiance   172 incidences
* Unauthorized Location 128 incidences
* Skipping   90 incidences

Expected Level of Performance

The expected level of performance for 2015/16 is to reduce the number of discipline incidences across TSHS campus while increasing student engagement, time on task, and student success with academic goals and expectations.

GAP

The gap between subgroups for the top 3 identified discipline incidences are as follows:

Defiance:
Non Black: 129/172 = 75%
Black: 43/172 = 25%

Unauthorized Location:
Non Black: 102/128 = 80%
Black: 26/128 = 20%

1. The identified problem for Goal 3 is:

To reduce the number of documented incidences or referrals that students received for "Skipping" class. Data from Focus was examined from the semester II of the 2014/15 school year.

To reduce the incidences of students skipping class by a minimum of 10% by June 2015 for all students at Tarpon Springs High School. In addition, address and monitor the disparity between the percentage of the non black students and black students enrolled at TSHS receiving referrals for "Skipping". Also, monitor and track the percentage of which they are receiving referrals for skipping class while focusing on reducing the gap between each group by a minimum of 5% by June 2015.

2. What is your Desired Outcome/Measureable Goal?

To reduce the incidences of students skipping class by a minimum of 10% by June 2015 for all students at Tarpon Springs High School. In addition, address and monitor the disparity between the percentage of the non black students

and black students enrolled at TSHS receiving referrals for "Skipping". Also, monitor and track the percentage of which they are receiving referrals for skipping class while focusing on reducing the gap between each group by a minimum of 5% by June 2015.

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

At this time, the projected possible barriers include:
* Lack of student engagement in the classroom
* Classroom culture may not support the emotional, social and academic needs of students
* Lack of building classroom capacity among learners
* Lack of team building activities during the 1st week of school to engage students
* Need for Cultural Competence training among staff with dealing with diverse students needs and backgrounds

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

The most valid and alterable barrier is working with staff to create a classroom environment that is engaging to all learners and also focuses on increasing time on task.

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

Based on the data findings, it presents that there is evidence to support a barrier between the use of classroom management systems and their role to effectively address and student misconduct for discipline incidences between black and non black students at Tarpon Springs High School.

Goal 3

4. How will this problem be solved?

Increase of Instructional Time - focusing on "Time on Task"

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
1. On going professional development on the use of Gradual Release Model for Instructional Delivery
2. Building a classroom culture
3. Building student capacity as learners
4. Progress monitoring as needed with support

Person(s) Responsible

Teacher leaders
Administrator(s)

Timeline / By When?

Monthly September - June 2016

Initiated: 9/2/2015
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

Attendance data

Implementation Steps
(Including professional development)
1. Data reports run from Focus
2. Meeting with stakeholders to examine and study for trends
3. Implementation of school based support systems - communication with parents, teachers, parent conferences and academic resources to assist with classroom engagement.

Person(s) Responsible

Data Management Technician
Administrator(s)
MTSS Committee
Discipline Committee

Timeline / By When?

Quarterly - by June 2016

Initiated: 10/23/2015
Ongoing: Y
Pending:
Completed:

Discipline data

Implementation Steps
(Including professional development)
1. Data reports run from Focus
2. Meeting with MTSS Committee and Discipline Committe
3. Implement supports and increase/fade supports as needed pending individual student needs.

Person(s) Responsible

Administrator(s)
Guidance Counselor(s)
MTSS Committee
Discipline Committee
Behavior Specialist

Timeline / By When?

    Quarterly - by June 2016

Initiated: 10/23/2015
Ongoing: Y
Pending:
Completed:

Goal 3

6. Support Plan

Student discipline data from Focus

Implementation Steps
(Including professional development)
   Reports - indicating the total number of referrals written per teacher from Focus

Person(s) Responsible

   DMT
   Administrator(s)

   Administrator(s)
   Behavior Specialist

Timeline / By When?

   September - June 2016

   Monthly
   Quarterly
   Semester

Initiated: 10/23/2015
Ongoing: Y
Pending:
Completed:

Reports - indicating the total number of referrals written per teacher from Focus

Implementation Steps
(Including professional development)
   Reports - monthly, quarterly and semester

   Progress monitoring walkthroughs

Person(s) Responsible

   DMT
   Administrator(s)

   Administrator(s)

Behavior Specialist

Timeline / By When?

September -
June 2016

Monthly
Quartely
Semester

Initiated: 10/23/2015
Ongoing: Y
Pending:
Completed:

Goal 3

7. Fidelity Plan

S.T.O.I.C Classroom Management Systems

Implementation Steps
(Including professional development)

Professional development sessions will take place where staff will be introduced to the STOIC management system with the Behavior Specialist will take place

Person(s) Responsible

Administrator(s)
Teacher(s)
Discipline Committee
MTSS Committee

Timeline / By When?

Monthly - September thru June 2016

Initiated: 9/2/2015
Ongoing: Y
Pending:
Completed:

Cultural Competence

Implementation Steps
(Including professional development)

Professional development sessions will be scheduled

PMAC activities will be scheduled during lunch each month

Person(s) Responsible

Administrator(s)
PMAC Advisor(s)
Teacher(s)
Guidance Counselor(s)
Behavior Specialist

Timeline / By When?

Monthly - September thru June 2016

Initiated: 9/2/2015
Ongoing: Y
Pending:
Completed:

Goal 3

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

As of 1/6/2016

Summary of Data Review

Semester I - Discipline Data Review and Progress Monitoring Update

Data-based Decision

Next Steps

As of 3/8/2016

Summary of Data Review

Semester II - Quarter III Discipline Data Review and Progress Monitoring Update

Data-based Decision

Next Steps

School-wide Reward System

1. What are your school-wide reward strategies?

The mission of the Positive Behavior System (P.B.S) was designed on the premise of rewarding students extrinsically for demonstrating appropriate behavior and making good choices as students of Tarpon Springs High School. "Pride Dollars" or "PBS Tickets" are distributed to students for doing well in the classroom, displaying significant improvement in behavior, improving attendance and for being responsible citizens on campus at TSHS.

Our strategies include the following components:

1. Positive Behavior Store
2. Positive Referrals
3. Campus wide intermittent rewards for demonstration of desired behaviors
4. Structured activities to celebrate academic successes

2. Describe the procedure/practice used.

Students may receive Positive Behavior Store Tickets or "Pride Dollars" for demonstrating a desired behavior, changing challenging behaviors to more successful behaviors, as well as reinforcing positive character traits, improving attendance and being a responsible citizen.
Teachers may utilize Character Development Referrals to acknowledge positive attributes of a student. The student's parent will then be notified with positive praise from school staff. The student will then receive a PBS ticket or "Pride Dollars"

All TSHS staff will monitor campus and award students who are complying with expectations and displaying responsible behaviors. Breakfasts and luncheons will be organized to celebrate successful academic and behavior success. Students will also a weekly opportunity to visit the Positive Behavior Store during lunch to redeem their tickets or dollars.

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

The steps to success of the TSHS Positive Behavior Support System are as follows:

1. Faculty and staff will receive PBS tickets or Pride Dollars each semester
2. Teachers and staff will recognize and award worthy students for the achievement and positive behaviors in the classroom and in the common areas on campus
3. Students have the option of redeeming their rewards weekly with a visit to the Positive Behavior Store

These strategies will be implemented and monitored by the Teachers, Support Staff, Behavior Specialist, Social Worker, School Psychologist, Guidance Counselors and Administrators collaboratively throughout the year. Data will be collected, monitored and discussed each month at the TSHS Discipline Committee meetings. The goal is to reduce the number of student discipline referrals by 5% for semester 1.

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

The Positive Behavior Support System has been in place at TSHS since 2013. Continuous improvement and realignment of resources has taken place. Discipline data reports will be generated and shared with all stake holders on a quarterly basis. Data will be examined for trends, identification of gaps between ethnic groups, discussion of student intervention resources and allocations for mentoring and positive behavior support clubs will be a primary focus.

The TSHS Positive Behavior Support Plan was created utilizing resources from Florida's Positive Behavior Support Project - A Multi-Tiered Support System. The Benchmark of Quality Assessment was taken in August 2015 and TSHS scored 99/107=92.5% which is an increase of almost 50% since implementing a researched based Positive Behavior Support system since 2013.

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

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

All TSHS classroom teachers are expected to design and implement a classroom management system that promotes student success, accountability and personal responsibility. During the first week of school, each teacher will be focusing on developing a plan involving student input listing the top five behavior expectations while focusing on promoting positive strategies and teaching students the importance and value of each. Copies of the Classroom Management Plan along with progressive interventions that will be used in addressing incidences of misconduct will be shared with students and parent in the course syllabus. Additionally, teachers will review at Open House with parents. Copies will be shared with the teacher's assigned administrator during the Deliberate Practice conferences.

Progress monitoring of classroom discipline will be conducted every 3 weeks using the data from Focus. Also, data will be monitored from the Positive Behavior referrals, tickets and Pride Dollar redemptions to ensure there is a consistency with recognizing positive student behavior as well.

On going training will be provided by the TSHS Administrative Team and Behavior Specialist.

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

Focus for 2015/16, the TSHS Discipline Committee will be focusing on revising and better aligning classroom management systems across campus.

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

Each classroom management system at TSHS will be part of an ongoing progress monitoring cycle. Every 3 weeks, data will be collected and shared with stake holders. During weekly administration team meetings, data will be examined and discussed. Realignments will take place as needed. At the end of each quarterly grading period, data will be shared with staff, SAC and PTSA.

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

The specific outcomes for each classroom management system at TSHS are: