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## **Guidelines for Success**

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

Clearwater High is a PBS school.

Our GFS are:

Rigor Relevance and Relationships in the classroom

School wide Project Based Learning

Expectations are outlined in the Master Discipline Plan

### **2. Where are common area expectations posted?**

1. The school wide guidelines for success have been clearly identified on our campus.
2. Common area expectations are posted in all classrooms and common areas (media center, all offices, cafeteria, halls)
3. Classroom expectations/rules have been updated and posted clearly in each classroom and all common areas.

### **3. How are common area expectations communicated?**

The common area expectations will be communicated via the school-wide Project Based Learning Projects coupled with media created format presentations. We will also communicate via Facebook, school website, newsletters, and connect ed.

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

Teachers will follow the discipline process for tardies as per the master discipline plan which is posted in every classroom.

Teachers will create classroom rules with student input to create a culture of ownership as well

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## Goal 1

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### Present Level of Performance

Last year there was 240 referrals in regards to tardies

### Expected Level of Performance

Our expected level would be to reduce to 216 referrals or less in regards to tardies

### GAP

The gap would be a ten percent reduction by 24 referrals.

### 1. What problem have you identified?

Decrease the number of students arriving late to class. After reviewing the data via focus this was still a concern for us. Previous years data shows a decrease by 4% in regards to referrals based on tardies.

### 2. What is your Desired Outcome/Measureable Goal?

Our goal is a 10% reduction this year in regards.

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

Lack of incentive for student to arrive on time. Teachers not enforcing tardy policy with fidelity.

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

Staff implementation with fidelity...

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

This is the right barrier to address because as a faculty we have to implement as a unified front and all be on the same page.

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**Goal 1**

**4. How will this problem be solved?**

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**PBS**

**Implementation Steps  
(Including professional development)**

School awards students with perfect attendance weekly incentives

**Person(s) Responsible**

Teachers/ Administrative Team

**Timeline / By When?**

Ongoing

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Teachers will follow the discipline process for tardies  
Administrators will process disciplinary referrals and communicate with families to reiterate expectations. PBS system may assist classroom teachers.**

**Implementation Steps  
(Including professional development)**

PBS chart - Follow up with staff to express the importance of accurate attendance recording.  
Provide a discipline chart for all teachers for class rooms. School-wide PBS on school expectations and discipline.

**Person(s) Responsible**

Teachers/ Admin

**Timeline / By When?**

all year

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**15/16 School-wide Behavior Plan  
Clearwater High School**

10/26/2015

**Completed:**

**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:** 8/24/2015

**Ongoing:**

**Pending:**

**Completed:**

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**Goal 1**

**5. Data collection and management**

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Focus and Data Warehouse will be utilized to monitor and track student tardiness. Trend data collected from these sources will be monitored by our CST and MTSS teams as well as shared with the staff regularly.

**Implementation Steps  
(Including professional development)**

Admin, councilors, and support staff will meet with students during the day to have positive conversations about attendance and tardies. Also, CST will share with staff key students to help create a support system for child.

**Person(s) Responsible**

Admin/ CST

**Timeline / By When?**

(incomplete info)RS

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:** 8/24/2015

**Ongoing:**

**Pending:**

**Completed:**

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**Goal 1**

**6. Support Plan**

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**weekly PBS**

**Implementation Steps  
(Including professional development)**

Every Monday admin will bring laptop to cafe during lunch. Students can also use their device to show perfect attendance. Students will be rewarded with treats, school supplies, and local restaurant certificates for arriving on time.

**Person(s) Responsible**

Admin/ Faculty

**Timeline / By When?**

Every Monday this year in cafeteria.

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 1**

**7. Fidelity Plan**

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**Data review through year with staff**

**Implementation Steps  
(Including professional development)**

CST training for staff, MTSS training being made available

**Person(s) Responsible**

CST, Admin, teachers

**Timeline / By When?**

ongoing

**Initiated:** 8/28/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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## Goal 2

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### Present Level of Performance

Last year there were 288 referrals related to skipping.

### Expected Level of Performance

Our goal is to reduce the number to less than 259 or less referrals this year.

### GAP

The gap is 29 referrals in regards to skipping.

### 1. What problem have you identified?

**Reduce the number of students skipping class.**

### 2. What is your Desired Outcome/Measureable Goal?

Last year we were able to reduce the amount of discipline data in regards to skipping class by 22%. Our goal is to reduce this number again by 10%

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

there has not been effective relationship building between students and staff. The more engaging the lesson the less likely a student will skip

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

Creating the 9th grade experience course will help students adjust to the high school life and reviewing attendance policy. Working with teachers to make sure the engagement and rigor is taking place in their classroom.

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

it is in our top 5 issues in regards to discipline data. Also the data shows that 20% of our population has missed at least 10% of the school year.



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**Goal 2**

**4. How will this problem be solved?**

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**CST, working with teachers to make their lessons more engaging**

**Implementation Steps  
(Including professional development)**

teachers will share and review a attendance presentation to the freshman pointing out various facts

**Person(s) Responsible**

CST, Freshman teachers

**Timeline / By When?**

ongoing

**Initiated:** 8/28/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 2**

**5. Data collection and management**

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**Focus and Data Warehouse will be utilized to monitor and track student attendance. Trend data collected from these sources will be monitored by our CST and MTSS teams as well as as hared with the staff regularly**

**Implementation Steps  
(Including professional development)**

MTSS data training

**Person(s) Responsible**

CST/MTSS Team, Teachers, administrators

**Timeline / By When?**

Ongoing

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 2**

**6. Support Plan**

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**Implement 9th grade academy focus class "Freshmen Experience"**

**Implementation Steps  
(Including professional development)**

check and connect with mentors

**Person(s) Responsible**

CTS team, MTSS team

**Timeline / By When?**

ongoing

**Initiated:** 8/28/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Share lessons within department and share best practices**

**Implementation Steps  
(Including professional development)**

Cross curricular PLC

**Person(s) Responsible**

Teachers, Admin

**Timeline / By When?**

Ongoing

**Initiated:** 8/26/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 2**

**7. Fidelity Plan**

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**Data will be reviewed and shared with staff regularly**

**Implementation Steps  
(Including professional development)**

MTSS data training, staff meetings, SBLT meetings

**Person(s) Responsible**

ADMIN, MTSS Team

**Timeline / By When?**

ongoing

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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## Goal 3

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### Present Level of Performance

Last year there was 186 referrals in regards to classroom disruptions with our African American students.

### Expected Level of Performance

Our expected level of performance would be to have 166 or less referrals in regards to classroom disruptions with our African American students

### GAP

The gap is 18 or more less referrals to meet our expected level of performance.

### 1. The identified problem for Goal 3 is:

Reduce the number African American Student involved in Classroom Disruptions. The risk ratio for AA students is 2.1 - AA students are 2 times more likely to receive referrals, ISS, OSS, etc. than all other students. 16% of then population is AA and they are receiving 28% of the referrals.

### 2. What is your Desired Outcome/Measureable Goal?

Students will be familiarized with the master discipline process via a school wide magazine Project Based Learning activity. Thru our various other programs (5000 RM/ Girlfriends/ Check and Connect) we will build/ foster relationships and reduce the number of discipline referrals for "Class Disruption." Our measurable goal is to reduce this by 10% this year.

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

Lack of fidelity due to new teachers not knowing PBL strategies nor our incoming 9th graders understanding the school expectations

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

Coaching new teachers and creating mentors for them in aspects of PBL strategies

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

Our data continues to indicate that the majority of our referrals in this target area are coming from our ninth grade students. Our teachers will continue to collaborate through academic professional learning communities (PLC's) as well as Academy PLC's, which focus on integrated curriculum and cross-curricular projects. This support network of common teachers and common students will assist our students and staff with building relationships.

**15/16 School-wide Behavior Plan  
Clearwater High School**

10/26/2015

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**Goal 3**

**4. How will this problem be solved?**

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**Academy PLC's**

**Implementation Steps**

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

Used to discuss student concerns and unique needs, problem solve with teachers discussing student progression and engagement with curriculum

**Person(s) Responsible**

Admin/ Teachers

**Timeline / By When?**

Ongoing

**Initiated:** 8/21/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Our Behavior Specialist is mentoring/ training with two of our two administrative interns to facilitate the roll of behavioral coach and and will attend the next available training.**

**Implementation Steps**

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

Check and Connect (11 mentors on campus), Behavior Coaching Training (will attend)

**Person(s) Responsible**

Behavior Specialist and Administrative Interns

**Timeline / By When?**

ongoing

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

## 5000 Role Models/ Girlfriends

### Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Meet with mentees to discuss various aspects of behavior/ life skills/ future goals/ etc.

### Person(s) Responsible

Assistant Principal

### Timeline / By When?

ongoing

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

## Peer to Peer Mentoring

### Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Over 20 African American students have been trained to work with other AA students and discuss classroom/ academic expectations

### Person(s) Responsible

Assistant Principal

### Timeline / By When?

ongoing

Initiated: 10/5/2015

Ongoing: Y

Pending:

Completed:



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**Goal 3**

**5. Data collection and management**

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**Focus and Data Warehouse will be utilized to monitor and track classroom disruptions. Trend data collected from these sources will be monitored by our CST and MTSS teams as well as shared with the staff regularly.**

**Implementation Steps  
(Including professional development)**

Teachers have been trained on utilizing and implementation of Project Based Learning in their classrooms. This PBL methodology is student centered, providing increased opportunities for student engagement in the classroom, reducing the number of disengaged students and ultimately reducing the number of class disruptions

**Person(s) Responsible**

teacher, students, admin

**Timeline / By When?**

We will be doing quarterly PBL's

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 3**

**6. Support Plan**

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**Coaching**

**Implementation Steps  
(Including professional development)**

assign new teachers a mentor

**Person(s) Responsible**

admin

**Timeline / By When?**

ongoing this year

**Initiated:** 8/21/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 3**

**7. Fidelity Plan**

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**data will be shared with our staff and administration**

**Implementation Steps  
(Including professional development)**

bi-weekly check in with new staff

**Person(s) Responsible**

Administration

**Timeline / By When?**

ongoing

**Initiated:** 8/21/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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## School-wide Reward System

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### 1. What are your school-wide reward strategies?

Our school-wide reward strategies are:

Tornado Tickets  
Weekly Attendance Cart (lunches)  
3.0 club  
Semester Attendance Drawing  
Principal Recognition Breakfast  
Literacy Initiative Celebration

### 2. Describe the procedure/practice used.

#### 1. Weekly incentives

a. On Mondays students can come to the cafeteria, use their own devices to login to their student Focus account, show a staff member their perfect attendance for the week, and receive a treat and a raffle ticket. The students will save and accumulate raffle tickets for prizes at the Semester Storming Attendance Jam.

#### 2.3.0 Club

a. On each report card day, students who have a 3.0 for the grading period will be invited to the 3.0 club celebration. The 3.0 club celebration will be held in a pre-determined location, students will use report card as their ticket to attend, and prizes will be raffled.

#### 3. Semester Storming Attendance Jam

a. At the end of each semester, students with no more than 4 absences in any class will be admitted to the Semester Storming Attendance Jam that will be held in a pre-determined locations. Students should bring with them their raffle tickets they received every Friday for their weekly treat for a chance to win prizes.

#### 4. Academy Specific

a. Each academy will have positive behavior/academic incentives that relate to their academy.

#### 5. Principal Recognition Breakfast

a. Faculty and staff recommend various students based on criteria related to behavior, character, etc....

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

1. Weekly incentives: Mondays in the cafeteria for Attendance. Coordinated by AP

2. 3.0 Club: At the end of every quarter. Coordinated by AP and Athletic Director

3. Semester Storming Attendance Jam: At the end of each semester in auditorium. Coordinated by an AP/ Principal

4. Academy Specific: Academy T-Shirts, Academy Certificates, Academy Awards. Coordinated by Academy Lead Teachers

5. Principal Recognition Breakfast: The Principal Recognition Breakfast is held once per semester. Coordinated by AP

**15/16 School-wide Behavior Plan  
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**4. Explain how documented strategies are evidence-based and aligned to data?**

Our school uses Positive Behavior Support which a research and evidence based implementation plan.