Guidelines for Success:

1.   Have the school-wide GFS expectations been clearly identified?
2.   Are common-area expectations posted and clearly communicated?
3.   Have the classroom expectations/rules been clearly identified, posted and clearly communicated?

Questions to guide discussion:

Pinellas Park High has established the following 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

These guidelines are posted in classrooms throughout the school. Bulletin boards in the mall tout the 5 concepts, announcements on the Patriot Information Network, and by Mr. Johnston on his daily broadcast encourage students to follow the guidelines.

Teachers establish classroom expectations, and review them along with consequences, both positive and corrective at the beginning of each semester.

Goal 1: Reduce the number of African American students receiving disciplinary referrals for defiance by 5%.

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Create school structures that support collaborative practices that accommodate the needs of each student.

Implementation Steps

Advertise opportunities for students to become actively involved in school clubs and organizations
Provide monthly disciplinary, attendance, academic data to PLC's
Establish a peer mentoring program involving at risk / off track 9th grade African American students

Person(s) Responsible

MTSS team; Administrative team; Guidance

Timeline / By When?

First semester 2014 / 2015

Initiated	1/26/15 Revised	Completed
9/9/2014	Ongoing	

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implement a comprehensive and positive school-wide disciplinary policy.

Implementation Steps

Provide a plan for reinforcing positive and appropriate student behaviors, student guidelines for success.
Use a system for managing / responding to specific problem situations (discipline plan) which includes suggestions for talking to the student, implementing consequences, and setting up long-range behavior plans

Person(s) Responsible

MTSS; Administrative team;

Timeline / By When?

Each grading period

Initiated	1/26/15 Revised	Completed
8/18/2014	Ongoing	

Goal 1 Data Collection and Management:

1.   **Did your team access and use the student data information systems?**
2.   **What is the correlation between reinforcement of positive behaviors and targeted behaviors?**
3.   **Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?**
4.   **Does the plan identify a regular schedule of data and analysis?**

Strategy

A combined system of early detection fortified with the use of a schoolwide positive behavior plan can work to improve student behavior resulting in students benefitting from fewer class disruptions and increased instructional time.

Implementation Steps

Collect data bi-monthly and provide to PLC's for data inquiry

Person(s) Responsible

MTSS team; PLC facilitators

Timeline / By When?

First semester 2014

Initiated	**2/16/15 Revised**	**Completed**
9/30/2014	Ongoing	

Goal 2: Reduce the number of students who are absent 10% of the time by 5%.

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Reinforce with students the importance of good attendance and academic success.
Provide opportunities for students to correct their poor attendance issues by connecting them to available resources.

Implementation Steps

Provide regular announcements on the PIN encouraging students to attend school regularly.
Use an early intervention system for addressing students who reach 10% absences during the first 15 days of school each semester

Person(s) Responsible

MTSS team; Administrative team; Social Services team; Guidance

Timeline / By When?

First semester 2014

Initiated	**2/16/15 Revised**	**Completed**
9/9/2014	Ongoing	

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Grade level PLC's review data and discuss individual students who may be struggling to meet expectations academically or behaviorally.

Implementation Steps

MTSS provides data to PLC's monthly; Student Alert forms are available to staff to refer students for intervention services.
Use a system for addressing students

Person(s) Responsible

PLC facilitators; MTSS team;

Timeline / By When?

Monthly

Initiated	**2/16/15 Revised**	**Completed**
8/18/2014	Ongoing	

Goal 2 Data Collection and Management:

1. **Did your team access and use the student data information systems?**
2. **What is the correlation between reinforcement of positive behaviors and targeted behaviors?**
3. **Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?**
4. **Does the plan identify a regular schedule of data and analysis?**

Strategy

Grade level PLC's review data and discuss individual students who may be struggling to meet expectations academically or behaviorally.

Implementation Steps

MTSS provides data to PLC's monthly; Student Alert forms are available to staff to refer students for intervention services.

Person(s) Responsible

PLC facilitators; MTSS team;

Timeline / By When?

Monthly

Initiated	**Status**	**Completed**

Goal 3: Reduce by 5% the number of students in each subgroup who receive referrals for excessive tardiness.

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Establish a clearly defined and consistent tardy policy.

Implementation Steps

Advertise tardy policy and guidelines to students
Identify students who are repeat offenders
Provide data to Administrative team

Person(s) Responsible

MTSS team; Administrative team.

Timeline / By When

First 9 week grading period.

Initiated	**revised 2/16/15**	**Completed**
9/30/0214	Ongoing	

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implementation Steps

Person(s) Responsible

Timeline / By When

Initiated	**revised 2/16/15**	**Completed**

Goal 3 Data Collection and Management:

1. **Did your team access and use the student data information systems?**
2. **What is the correlation between reinforcement of positive behaviors and targeted behaviors?**
3. **Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?**
4. **Does the plan identify a regular schedule of data and analysis?**

Strategy

Define and inform students of clearly established tardy policy and process. Implement the process with fidelity, eg. students must arrive to class on time or be sent to tardy room by classroom teacher. Tardy data will be collected and provided to Administrative team for the first 3 weeks of grading period, and at the end of the grading period.

Implementation Steps

Conduct student orientation assemblies within the first 2 weeks of school. Data will be reviewed and analyzed by the Administrative team and compared to previous school year's data.

Person(s) Responsible

MTSS team; Administrative team; hall monitors; classroom teachers

Timeline / By When?

Each grading period.

Initiated	**revised 2/16/15**	**Completed**
9/30/2014	Ongoing	

Develop A School-Wide Reward/Recognition System Aligned To Targeted Behavior:

1. How, when, where, and by whom will strategies be implemented?
2. Are documented strategies evidence- based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?

Strategy

Students recognized for complying with schoolwide guidelines for success.

Implementation Steps

Teachers and staff present students with red Patriot Pride tickets to be entered into a drawing for prizes.

Person(s) Responsible

MTSS team; Administrative team

Timeline / By When?`

Each grading period

Initiated	**2/16/15 Revised**	**Completed**
8/18/2014	Ongoing	

Strategy

Positive recognition of students for adhering to schoolwide guidelines for success.

Implementation Steps

Teachers use electronic Patriot Reward site to recognize students; recognition will be communicated to parents/guardians.

Person(s) Responsible

MTSS team

Timeline / By When?`

First semester 2014

Initiated	**2/16/15 Revised**	**Completed**
9/30/2014	Pending	

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

1.   How, when, where, and by whom will strategies be implemented?
2.   Are documented strategies evidence- based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Establishing positive classroom discipline policies aligned with the school-wide behavior plan assists staff with increasing consistency, clarifying expectations, increasing positive interactions, improving student motivation and reducing office referrals.

Implementation Steps

Teachers establish classroom management systems that follow a hierarchy of consequences designed to handle discipline within the classroom before writing an office referral.

Person(s) Responsible

Classroom teachers; department heads; administrators

Timeline / By When?

End of the school year

Initiated	1/26/15 Revised	Completed
8/18/2014	Ongoing	

Action Plan:
Plan to Monitor for Fidelity of Implementation

Portal / Focus will be used to manage student data school-wide

Disciplinary referral data will be used as ongoing progress monitoring to measure effectiveness of Tier 1 and Tier 2 behavior interventions

MTSS will review discipline data monthly and distribute data to PLC's

Individual teacher's classroom management plans will be reviewed by Administrative team each semester

The progress of students who are receiving Tier 2 interventions on alterable indicators including: attendance, tardiness, disciplinary consequences and academic performance will be logged and reviewed by MTSS each grading period

Random sample checks of both students and staff will be conducted each grading period via classroom walk throughs and recorded on the walk through checklist

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Demonstration Day master classrooms will provide teachers opportunities to observe classroom systems at work.
Semester 1 Demonstration days - September 30 and October 1
Semester 2 Demonstration days - TBA
C-PLC monthly meetings to provide opportunities for teachers to collaborate regarding individual students and classroom/school-wide systems; discipline data provided by the MTSS is reviewed, and analyzed

Midyear:
1. Which goals, barriers and strategies were revised based on response to intervention?
2. What evidence was used to drive the revisions?
<mark>**Be sure to include how you are addressing the discrepancy between Black and Non-Black discipline in your response to intervention discussion.**</mark>

Enter a summary of the current status of implementation

GOAL 3
PPHS midyear trend data reflects a decrease in the overall number of infractions for Excessive tardiness as indicated:

School year	Number of incidents
12/13	1264
13/14	934
14/15	908

Continuing present interventions should result in end of the year numbers indicating an overall decrease in number of students receiving referrals for Excessive tardies when it comes time to review end of year data. Since fewer students are receiving referrals for Excessive tardies, fewer students are being assigned detention therefore fewer students are missing detention. This has the additional benefit of fewer students receiving additional consequences for missing detention. The number of incidents of missed detention mid year 12/13 was 184 with the number of incidents for missed detention mid year 14/15 is 117. Missing detention can result in ISS or OSS. The MTSS team determined that the data does not indicate a need to revise the current action plan addressing this goal.

GOAL 2
After review of mid year data of students with excessive (10%) or more unexcused absences the MTSS team has implemented an early intervention parent contact. At the midpoint of the current grading period there are 155 students with 5 or more absences. Teachers are provided with an Attendance Alert form indicating the name of each student who has accumulated 5 unexcused absences, their parent/guardian contact information (phone number and email address if available. Teachers will make 2 attempts to reach the parent/guardian and log the information on the form which will be provided to the Child Study Team for additional interventions. This intervention has been added to the PPHS Attendance process flow chart. Data will be collected and reviewed to determine its' effectiveness.

GOAL 1
Referrals at the mid year for Black or African American students for the past 3 years as compared to the overall population:

School year	Number of incidents				Number of students / % of population		
12/13	B - 694 (23%)	All - 3090	W - 1512 (49%)	H - 564 (18%)	B - 243 (12%)	All - 2104	W - 1202 (57%) H - 364 (17%)
13/14	B - 558 (22%)	All - 2579	W - 1291 (50%)	H - 449 (17%)	B - 254 (12%)	All - 2113	W - 1186 (56%) H - 388 (18%)
14/15	B - 602 (27%)	All - 2220	W - 918 (41%)	H - 449 (20%)	B - 261 (12.5%)	All - 2081	W - 1125 (54%) H - 424 (20%)

Defiance/Insubordination referral data at the mid year:

School year	Number of incidents	
12/13	B - 38 (31%)	All - 122
13/14	B - 67 (37%)	All - 180
14/15	B - 97 (34%)	All - 284

Note: This data has been gleaned from Focus SIS to ensure evaluative consistency since previous years' data had been

collected in that manner; it differs somewhat from the attached Decision Ed report.

The number of incidents of Defiance/Insubordination for Black/African American students remains consistent for the timeframe, and also disproportionate with the number of students in the population. It is expected that the number of incidents would more closely mirror the number of students of each particular subgroup in comparison to the whole. An additional intervention is being introduced to assist with closing the gap between Black/African American students' response to current schoolwide processes. The inclusion of a mentoring program specific to ninth grade off track