

---

## **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.

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

9/28/2015

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 dissent 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

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

9/28/2015

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

# 15/16 School-wide Behavior Plan Seminole High School

9/28/2015

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:

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

9/28/2015

---

## 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



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

9/28/2015

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?**

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

9/28/2015

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

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

9/28/2015

**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

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

9/28/2015

**Timeline / By When?**

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

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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

9/28/2015

---

**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)?**



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

9/28/2015

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

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

9/28/2015

**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

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

9/28/2015

**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.



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

9/28/2015

**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?

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

9/28/2015

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

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

9/28/2015

**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.