

**14/15 School-wide Behavior Plan  
Largo High School**

9/4/2014

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**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?
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**Questions to guide discussion:**

GFS expectations

Our Overarching Moto: Respect, Responsibility & Safety (RRS)

Cafeteria Guidelines:

- walk to the end of the line
- use inside voice
- take only what you need- condiments, napkins
- clean up after yourself
- be mindful of others getting lunch and eating
- seek assistance from adults

Parking lot guidelines:

- access the lot before and after school only
- drive safely- follow the law
- be mindful of other people and the cars in the parking lot
- keep the parking lot clean

Hallway guidelines:

- walk to the right and keep moving
- use appropriate language
- use inside voice
- keep area clean
- be mindful of others trying to get to class

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**Goal 1: To increase and strengthen implementation of school-wide positive behavior support strategies**

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**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?**

- Provide ongoing trainings / information to staff on PBS philosophy and strategies
- Identify tangible and other incentives for students, to be used for PBS

**Implementation Steps**

- Identify sub-committee that will implement PBS strategies and supporting staff on implementing strategies

**Person(s) Responsible**

MTSS committee: Adam Lane, AP; Kris Moore, Social worker; Linda Ray, Behavior Specialist; Alfredo Blanco, VE Specialist; Jesse Steif, Psychologist; Jon Marina, AP

**Timeline / By When?**

6 weeks

**Initiated**

**Status**

**Completed**

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**Goal 2: To decrease the number of student discipline referrals**

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**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?**

- Teachers will use infraction reports, which provides alternative classroom interventions for behaviors
- Teachers will have ongoing training/support on implementing alternative classroom interventions.

**Implementation Steps**

- Referrals that are generated by teachers for minor behaviors will have infraction reports stapled to the referral to show classroom interventions used
- MTSS committee will pull data on referrals rates for teachers
- MTSS committee will identify a group of students with high referrals rates for more intensive supports

**Person(s) Responsible**

MTSS committee: Adam Lane, AP; Kris Moore, Social worker; Linda Ray, Behavior Specialist; Alfredo Blanco, VE Specialist; Jesse Steif, Psychologist; Jon Marina, AP

**Timeline / By When?**

6 weeks

**Initiated**

**Status**

**Completed**

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**Goal 3: To decrease the discipline gap between black and non-black students**

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**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?**

- Teachers will use infraction reports, which will provide alternative classroom interventions for behaviors
- Teachers will have ongoing training/support on implementing alternative classroom interventions
- Provide education to staff on multi-cultural awareness

**Implementation Steps**

Provide opportunities for engagement in various student activities such as 5,000 role models, Largo Leaders, assigned mentors, etc. through morning announcements, promotional tables during lunch, etc.

- Establishing a multi-cultural committee

**Person(s) Responsible**

MTSS committee: Adam Lane, AP; Kris Moore, Social worker; Linda Ray, Behavior Specialist; Alfredo Blanco, VE Specialist; Jesse Steif, Psychologist; Jon Marina, AP

**Timeline / By When**

6 weeks

**Initiated**

**Completed**

**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?**

- Teachers will use infraction reports, which will provide alternative classroom interventions for behaviors
- Teachers will have ongoing training/support on implementing alternative classroom interventions
- Provide education to staff on multi-cultural awareness

**Implementation Steps**

- Provide opportunities for engagement in various student activities such as 5,000 role models, Largo Leaders, assigned mentors, etc. through morning announcements, promotional tables during lunch, etc.
- Establishing a multi-cultural committee

**Person(s) Responsible**

MTSS committee: Adam Lane, AP; Jack Crum, Campus monitor; Kris Moore, Social worker; Denise Soffos, English teacher; Linda Ray, Behavior Specialist; Lisa Bagley, Art Teacher; Alfredo Blanco, VE Specialist; Jesse Steif, Psychologist; Robyn Oyer, English/Reading Teacher; Jon Marina, AP; Larry Ducey, Science Teacher

**Timeline / By When**

6 weeks

**Initiated**

**Completed**

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**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?
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**Strategy**

- Will implement school-wide PBS recognition program for all students
- All students will be eligible to receive tangible reward and/or privileges through the PBS recognition program. - - - - Specific guidelines will be established for students to earn rewards and/or privileges. Guidelines for earning the rewards/privileges will be through data such as attendance, referrals, demonstrating positive character traits, etc.

**Implementation Steps**

- Review data (attendance, referrals, etc)
- Provide teachers with PBS recognition bucks and guidelines how to use them.

**Person(s) Responsible**

MTSS committee: Adam Lane, AP; Kris Moore, Social worker; Linda Ray, Behavior Specialist; Alfredo Blanco, VE Specialist; Jesse Steif, Psychologist; Jon Marina, AP

**Timeline / By When?**

6 weeks

**Initiated**

**Status**

**Completed**

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**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?
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**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?**

- Teachers will have training/educational opportunities available to assist them in identifying alternative classroom interventions for behaviors.
- Teachers will be expected to use infraction reports for minor behaviors before completing a referral, which will demonstrate alternative interventions used in their classroom management system.

**Implementation Steps**

- Teachers will complete Pre-teacher training, content enrichment trainings, classroom management plan, Classroom management STOIC checklist, trained on use of infraction reports to address behaviors before they become a referral, and following discipline flow chart

**Person(s) Responsible**

Teachers will be responsible for completing the above items and turning in their classroom management plans and infraction reports to AP Adam Lane  
MTSS committee will review data (referrals, infraction reports received from teachers) and determine if classroom management plans are being used.

**Timeline / By When?**

6 weeks

**Initiated**

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**Completed**

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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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- Administrators will track teacher attendance at training opportunities (district and/or school-based)
- Administrators will review teacher classroom management plans and monitor implementation, to increase accountability
- MTSS committee will review relative data at committee meetings
- MTSS committee will look for patterns in focus data
- Administration will observe behavior plan implementation (classroom and school-wide)
- Staff will be strategically placed throughout campus common areas to model/teach/review Guideline for Success to increase student accountability.

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**Professional Development:**

**List Professional Development Opportunities Aligned To The Positive Behavior Supports**

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- Teachers will participate in one of the two following Moodle online trainings during their Professional Development Day:
  1. Positive & Proactive Classroom Management: STOIC Overview 6403095C - 15/001 online
  2. Positive & Proactive Classroom Management: Using tools to review & revise your classroom management plan 6403096C - 15/001 online
- Administration and the MTSS committee will identify additional training/educational opportunities during Professional Development Days that will focus on school-wide behavior plan goals.