

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

3/13/2015

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:

School Wide Expectations - Four A's

Attendance - Students must be physically (on time to each class) and mentally (focused on instruction) present each school day.

Attire - Students must adhere to the dress code at all times

Attitude - Students need to maintain a positive attitude.

Achievement - Students need to complete all assigned task and never accept a zero for any assignment.

Expectations are posted in all classrooms and reviewed by classroom teacher daily and as needed. The administrative team will discuss school wide expectations at the student assemblies and individually with students as needed. There are activities designed around the Four A's and student success in our ISS/ ABS rooms as well.

Classroom expectations are posted and defined by instructors and reinforced by support staff throughout the school day. All instructors are required to develop and implement a PBS plan for their class that coincides with the school- wide expectations and are included in their class syllabus. These expectations are taught to students and provided to parent to assist us in reinforcing the procedures and expectations.

Goals:

1. Decrease the number of referrals in 9th and 10th grade by all instructors using the Classroom Infraction Forms with fidelity for minor infractions.
2. Decrease the discipline gap that exist between ethnic groups.
3. Increase PBS activities school-wide

Goal 1: Decrease the number of referrals in 9th and 10th grade by all instructors using the Classroom Infraction Form with fidelity.

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?

All instructors to use the classroom infraction form for minor classroom infractions.

Professional development on the Four "A's", minor vs major infractions and teaching and reviewing expectations with students.

Implementation Steps

Professional development on the use of the Classroom Infraction Forms and school wide expectations.

Administrative Team to reinforce the use of the Classroom Infraction form when appropriate.

Person(s) Responsible

Instructors, Support Staff, Administrative Team

Timeline / By When?

Professional Development to be completed by Sept. 2014

Monitoring of use of Classroom Infraction forms - ongoing until 6/2015.

Initiated

8/8/2014

3/4/15 Revised

Ongoing

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?
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Strategy

All ninth and tenth grade Teachers will utilize the *Classroom Infraction Report (CIR)* for minor discipline disruptions. The goal is for Teachers to give students opportunities to correct behaviors before receiving a referral. *One* infraction may be issued per day in a given class; after the fourth infraction a referral is issued to the Assistant Principal. Teachers will contact parents/guardians early in the infraction documentation process. All communication with parents needs to be recorded in Focus under the Parent/Guardian Contact Log. The CIR will begin anew each grading period. The CIR must accompany a minor referral. Referral data for the 2013-2014 School year, 9th grade - 949 10th grade - 1097 11th grade - 708 and 12th grade - 343. Daily / Monthly review of student discipline referrals and data to determine trends and additional professional development needs. Reviews will occur in weekly Administrative Team Meeting and Monthly in the PBS committee meeting.

Implementation Steps

Administrator to review discipline referrals to determine use of the Classroom Infraction forms use with minor referrals as outlined in the school wide PBS plan.

Person(s) Responsible

PBS committee, Instructors and Administrative Team

Timeline / By When?

Ongoing - 6/2015

Initiated

8/8/2014

3/4/15 Revised

Ongoing

Completed

Strategy

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

3/4/15 Revised

Completed

Goal 2: Decrease the discipline gap that exist between African-American Students and White Students.

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?

Lack of knowledge that an discipline gap exist, lack of knowledge of successful prevention strategies for all students, Provide professional development on discipline disparities and strategies to assist students to be successful in the school setting.

Implementation Steps

Schedule Professional development re: discipline disparities and strategies for student success in the school setting. Sharing of disparity data relating to student discipline.

Person(s) Responsible

PBS Committee, SBLT, Child Study Team, Administrative Staff

Timeline / By When?

December 2014 / PBS Committee - Administrative Team

Initiated

8/8/2014

3/4/2015 Revised

Ongoing

Completed

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?
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Strategy

Based on the 21013-2014 discipline data, there are discipline disparities that exist between ethnic groups. Hispanics - 12.2% of the population and 11.7% of the infractions. Blacks 15.9% of the population and 32.9% of the infractions. Whites 62.6 % of the population with 50% of the infractions. Asian .4% of the population and .07% of the infractions.

Implementation Steps

Increase the number of school-wide incentives in the school setting to gear focus on positive reinforcement.
Review data and refer students who need additional resources and support to RtI/Child Study team for individualized plans.
Monitor discipline reports monthly for trends and improvement needs.

Person(s) Responsible

School- wide PBS/ Discipline Committee, Instructional and support staff and Administrative Team.

Timeline / By When?

June 2015

Initiated

Status

Completed

Goal 3: Reduce the discipline disparities that exist between ethnic groups.

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?

Reduce the discipline gap that exist between ethnic groups by having professional development with strategies that specifically address the unique needs of African American Students. Share current school data about the disparity and develop a plan of address to address student needs. 2013-2014 School data:

Hispanic 12.2% of the population - 11.7% of the discipline infractions, Black 15.9% of the population - 32.9% of the discipline infractions. Whites - 62.6% of the population - 50% of the discipline infractions. Asian - 0.4% of the population 0.7% of the discipline infractions.

Implementation Steps

Share discipline data of disparities - 8/8/2014.

Professional development on research based discipline strategies to use with ethnic groups.

Person(s) Responsible

SBLT, Content PLC, PBS Committee, Child Study Team, Administrative Team.

Timeline / By When

December 2014

Initiated
8/8/2014

revised 3/17/15
Ongoing

ongoing

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

Review of discipline data indicates Hispanic 12.2 % of the population – 11.7% of the infractions Black 15.9% of the population – 32.9% of the infractions
Whites 62.6% of the population – 50% of the infractions Asian 0.4% of the population – 0.7% of the infractions

Implementation Steps

Monthly review of discipline data to work on continuous improvement and trends.

Person(s) Responsible

PBS/ Discipline Team, Administrative Team, Child Study/ Rtl Team

Timeline / By When?

Monthly until the end of the school year

Initiated

8/18/2014

revised 3/4/15

Ongoing

Completed

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

Listed below are pieces that will be implemented at Northeast High School to enhance our PBS/RtIB structures for continued student success.

Celebrations/Rewards (PBS)

1. Teachers will be able to utilize the *Viking Bucks* system to reward students who are behaving in an appropriate manner. Students will be able to use the Viking Bucks for a variety of rewards (ice cream, fast pass to the front of the line in the café, teacher classroom incentives, chips and candy, items from PBS store, etc...). The idea is to create a token system that will encourage all students to behave in an appropriate manner.
2. *Character Traits of the Month* will be modeled by all staff, announced daily by the principal, and displayed in classrooms to foster the desired positive behaviors.
3. School-wide *Celebrations* will be conducted throughout the year to reward students for their good behaviors, grades, and attendance. Also, we will reward students who show improvements in behaviors throughout the academic year. Celebrations may include: Drama Productions, Faculty/Student Basketball Game, Red/White Football Game, Soccer Culture, Band/Choral Productions, Food Rewards, and Field Day (TASCO).
4. Teachers may use the four A's or the six ships as criteria to reward students for positive behavior. The Four A's are: Attendance, Attire, Attitude and Achievement. The six ships are: Scholarship, Relationship, Leadership, Citizenship, Partnership, and Sportsmanship.
5. *Student of the Month - Monthly recognition program.*

Implementation Steps

Professional development of use of PBS system.
Monitor student numbers at celebration and Viking Bucks distribution.

Person(s) Responsible

Instructors, PBS Committee, Child Study Team, Administrative Staff.

Timeline / By When?

Continues all school year

Initiated
8/18/2014

2/16/15 Revised
Ongoing

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?
-

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?

All instructors are required to submit a syllabus that aligns with the SWPBS plan. The components of the plan are to include their classroom PBS plan and how they will use Viking Bucks in their classroom to reward students. Components of the plan were discussed on 8/8/2014.

Implementation Steps

Teachers to submit their PBS plan and syllabus by August 18, 2014.

Person(s) Responsible

Instructor and Administrative Team.

Timeline / By When?

August 2014 - Ongoing

Initiated
8/8/2014

1/26/15 Revised
Ongoing

Completed

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Action Plan:

Plan to Monitor for Fidelity of Implementation

Daily check of all referrals by Administrative staff to determine if Classroom Infraction form was used for 9th and 10th grade students.

Monthly review of Discipline data by SBLT, Child Study Team, Administrative Team and PBS Committee to determine needs and continuous improvement efforts.

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Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Teacher inservice on plan overview, requirements and alignment of classroom management plan and School wide PBS plan - August 2014

Professional development on discipline disparity and strategies for improvement by December 2014.

School-wide PBS expectations and guidelines - August 2014

Monthly review and PDSA of current plans - Ongoing.

Midyear:

1. Which goals, barriers and strategies were revised based on response to intervention?
2. What evidence was used to drive the revisions?

Be sure to include how you are addressing the discrepancy between Black and Non-Black discipline in your response to intervention discussion.

Enter a summary of the current status of implementation

Goal 1: Decrease the number of referrals in 9th and 10th grade by using the Class Room Infraction form with fidelity.

Progress: Only about 20% of the 9th and 10th grade teachers are using the Classroom Infraction forms consistently with fidelity our current data shows

9th Grade - 534 referrals

10th grade - 587 referrals

11th grade - 494 referrals

12th grade - 212 referrals

If current trends continue our referrals rates for 9th and 10th grade students would be on the current trend as they were last school year.

Actions Taken -

We have held training for staff on completing the Classroom Infraction Form. Due the fact that only a small percent of the 9th and 10th grade teachers are using this form. It appears we need to reevaluate this process due to lack of staff buy in. We will continue to monitor and looks for other avenues to improve our referral rates for 9th and 10th Grade students.

Goal 2 and 3: Reduce the disparity that exist between ethnic groups. Reduce the discipline gap that exist between African American and White Students.

Please see data attached.

Actions Taken:

There are several steps that have been taken to help reduce disparities at Northeast High School.

1. Our students are not reassigned as often as other schools, here at Northeast High School. Our plan at Northeast High is student success both academic and social with work with our many resources, social worker, clinic and school counselor to devise plans and assist students in being successful in school.
2. We had several instructors who received culturally relevant teaching at AVID Institute this summer. Our goal is to continue to train our staff members by offering this training to more teacher on our staff this summer.
3. We had data review with our teachers a session for them to devise solutions to decrease the disparities. This training will continue. Student discipline data is also discussed at our Child Study Team that meets every two weeks. Students who are having difficulty are provided a conference and resources to meet their individual needs.
4. We have increased our enrollment in career programs and AVID classes to provide our Black students more access to these programs and strategies.
5. Arrest rates have decrease as a result of NEHS working with students and opting to provide them with school consequences rather than criminal charges, additional resources are offered to support their learning such as Saturday School, ELP and after-school tutoring.
6. We have the following support/ mentoring groups available: CROP, 5000 Role Models, Girlfriends, All Pro Dads, and Peer Mentoring.

We will continue to monitor our discipline rates knowing and look for ways to continue to improve our effort in decreasing our discipline gap.

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