

14/15 School-wide Behavior Plan Seminole High School

3/19/2015

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:

The Seminole High School Guidelines for Success have been clearly identified through four systems of communication:

- *Oral Communication at the pre-school Parent and Student Orientation and Grade-level Assemblies.
- *Written Communication in the school newsletter, on the school website, and by signed student contract.
- *Daily review of expectations by Seminole High School school news broadcast and daily announcements.
- *Classroom expectations will be addressed and reviewed in advisement homeroom every four weeks.

The Guidelines for Success are communicated continually and posted in classroom. However expectations for other common areas will need to be posted throughout the school. The areas where expectations should be posted include:

- *Restrooms
- *Cafeteria(s)
- *Gymnasium
- *Auditorium
- *Common Areas

Goal 1: Reduce the total number of disciplinary referrals by 10% from 4843 to 4358.

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?

Identify the top three disciplinary codes and review demographical trends through EDS and FOCUS data.
Identify inconsistencies in data-entry and ensure support staff is properly trained.
Identify patterns in deviation from the disciplinary referral process and review the appropriate steps for instructional staff to take prior to submitting a referral.

Implementation Steps

Currently our focus is guided to three areas of priority.

*Supporting teachers in following the chain-of-command for appropriate administrative notification in cases of severe misconduct.

*Providing school stakeholders with school-wide as well as compartmentalized data regarding discipline, PBS activity outcomes, and attendance.

*Adhering to the procedural safeguards and processes in regarding to writing, addressing, documenting and monitoring the referral process.

Person(s) Responsible

Jane Lucas, Lead Administrator to facilitate Progress-Monitoring, PBS implementation and SHS Behavior Support Team,
and

Tom Scott, Lead Administrator to address tardy reduction process.

Timeline / By When?

We anticipate a 5% reduction by the end of the 1st semester and a total 10% reduction in total discipline referrals by the end of the school year.

Initiated
08/31/2014

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

Assess attendance and discipline data through Early Warning systems, DecisionEd data warehouse, FOCUS and EDS. 2013-14 School year data and baseline data has been collected and reviewed. Data collection and management of components will be ongoing in designated monthly intervals. MTSS Leadership Team will review student data weekly and school-wide data will be disseminated to the staff throughout the school year on a monthly basis.

Implementation Steps

Provide professional development for all instruction staff to review the PCS Student Code of Conduct, SHS Behavior Management Plan, Consequence Hierarchy and Discipline Matrix.

*Establish a concise plan for Student concern reporting by instructional staff to the MTSS Team and processes.

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Person(s) Responsible

Jane Lucas, Lead Administrator and the SHS Behavior Management Team

Timeline / By When?

We anticipate full implementation by the start of the 2nd 9-Week grading period.

Initiated
08/31/2014

3/4/15 Revised
Ongoing

Completed

Goal 2: Reduce the number of Excessive Tardy referrals by 10% from 1847 to 1652 or less.

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?

Revise the tardy policy for consistency of application and effectiveness of implementation.
Determine trends in tardy referral data and use data to develop and implement appropriate engagement interventions.
Initiate Positive Behavior Support systems in an effort to proactively motivate disengaged students.

Implementation Steps

Designate school staff responsible for collecting attendance data on a monthly basis and provide data-analysis of trends in whole school population as well as subgroups.
Use student attendance data to drive tiered intervention supports through the Child Study Team process, MTSS process and School-wide Behavior Modification team.
Develop a clear process for communicating attendance concerns to students and parents, as well as develop a clear process for connection to additional services (i.e. Teen Court referrals, counseling and home environment contact by school staff, internal and external Social Services supports, and/or Truancy Court referral.
Implement school-wide behavior support and reward system (PBS) to provide extrinsic motivation to support student engagement.

Person(s) Responsible

Thomas Scott, Lead Administrator
Anne Pekrul, Aspiring Leader and School-wide Behavior Modification Team Leader

Timeline / By When?

We anticipate a 5% reduction by the end of the 1st Semester and a tottl of 10% reduction in Excessive Tardy referrals by the end of the school year.

Initiated
08/31/2014

3/4/2015 Revised
Ongoing

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?

*Revise the tardy policy for consistency of application and effectiveness of implementation.
*Determine trends in tardy referral data and use data to develop and implement appropriate engagement interventions.
*Initiate Positive Behavior Support systems in an effort to to proactively motivate disengaged students.

Implementation Steps

*Review travel patterns and assess the time from location to location (specifically transitions from the Portables, Field House, Music suite, Arts and Technology wing and CAS transportation) and determine if there is sufficient time for transition.
*Extend the use of the warning bell system to include during the change of periods and both lunches.

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*Continued implementation of the Tardy Table processing during the 1st ten minutes of class. and the use of single period assignment to the Intervention Center for excessive tardy.

*Institute voluntary hall monitoring system by staff during periods of high tardy incidences (1st, 5th, 7th) in the main hallways.

*Develop and implement PBS activities to provide extrinsic motivation to support student engagement.

Person(s) Responsible

Thomas Scott, Lead Administrator
Anne Pekrul, Aspiring Leader and PBS Coordinator
School-wide Behavior Support Plan

Timeline / By When?

We anticipate a 5% reduction by the end of the 1st semester and a total 10% reduction in Excessive Tardy referrals by the end of the school year.

Initiated
08/31/2014

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

Assess attendance and discipline data through Early Warning systems, DecisionEd data warehouse, FOCUS and EDS.

Implementation Steps

Implementation of the peer-counseling, peer-mediation and small group support will begin immediately. Identifying staff that needs additional support will be completed by the second week of school and reviewed at the end of each quarter. PBS activities on a bi-monthly basis to support a reduction in major referrals as determined by trend data. Initiation of the systematic process of diversion to Alternative Bell Schedule in lieu of In-school suspension or out-of-school suspension beginning the second week of school and continue for the duration.

Person(s) Responsible

Thomas Scott, Lead Administrator
Anne Pekrul, Aspiring Leader and PBS Coordinator
School-wide Behavior Support Plan

Timeline / By When?

We anticipate full implementation by the start of the 2nd 9-Week grading period.

Initiated

Status

Completed

Goal 3: Reduce the percentage of In-school suspensions (ISS) and Out-of-school suspensions (OSS) by 10%.

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?

Identify the top three disciplinary codes and review demographical trends through EDS and FOCUS data.

Identify inconsistencies in data-entry and ensure support staff is properly trained on distinguishing major and minor referrals.

Identify patterns in deviation from the disciplinary referral process and review the appropriate steps for instructional staff to take prior to submitting a referral.

Identify additional Tier 2 interventions to support behavior modification such as Peer-mediation, peer-counseling and small group support by specialists.

Effective use of the MTSS process to identify students who are in need of FBAs, PBIPs, and other defined supports.

Implementation Steps

Currently our focus is guided to four areas of priority.

*Providing additional support for students through the implementation of Tier 2 interventions.

*Supporting teachers in following the chain-of-command for appropriate administrative notification in cases of severe misconduct.

*Providing school stakeholders with school-wide as well as compartmentalized data regarding discipline, PBS activity outcomes, and inappropriate behaviors.

*Adhering to the procedural safeguards and processes in regarding to writing, addressing, documenting and monitoring the referral process.

Person(s) Responsible

Tamika Hughes-Leeks, Lead Administrator to facilitate Progress-Monitoring, Suzanne Corry-Lovett, Social Worker, Harry Brown, Behavior Specialist and SHS Behavior Support Team

Timeline / By When

We anticipate a 5% reduction by the end of the 1st semester and a total 10% reduction in ISS and OSS by the end of the school year.

Initiated
08/31/2014

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

Track student data monthly in order to evaluate the effectiveness of behavior interventions and to identify students in need of additional support beyond the school-wide behavior initiatives.

Implementation Steps

Implementation of the peer-counseling, peer-mediation and small group support will begin immediately. Identifying staff that needs additional support will be completed by the second week of school and reviewed at the end of each quarter. PBS activities on a bi-monthly basis to support a reduction in major referrals as determined by trend data. Initiation of the systematic process of diversion to Alternative Bell Schedule in lieu of In-school suspension or out-of-school suspension beginning the second week of school and continue for the duration.

Person(s) Responsible

Tamika Hughes-Leeks, Lead Administrator to facilitate Progress-Monitoring, Anne Pekrul, Aspiring Leader and PBS Coordinator, Harry Brown, Behavior Specialist and SHS Behavior Support Team

Timeline / By When?

We anticipate full implementation by the start of the 2nd 9-Week grading period.

Initiated
08/31/2014

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

Use Positive Behavior Support systems to increase student

Implementation Steps

Person(s) Responsible

Tamika Hughes-Leeks, Lead Administrator
Schoolwide Behavior Support Team- Kristin Reilly, Anne Pekrul, Dr. Janice Monroe, Kathleen Kent, Samantha Ring, Kerri Rohrer

Timeline / By When?

Initiated
08/31/2014

2/16/15 Revised
Ongoing

Completed

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?

Administrative team will meet with the entire instructional staff in a small group setting to develop Guidelines for Success and the main components of the Classroom Management Systems in relationship to the School-wide Behavior plans. Professional development regarding establishing a classroom culture and climate conducive to learning will be provided during Pre-school training .

Implementation Steps

- *All instructional staff will be trained and assisted in developing an outline for the Classroom Management Systems based on the outcomes of the pre-school training.
- *Instructional staff will hold classroom meetings to establish classroom expectations in alignment to the Schoolwide Behavior Plan.
- *Administrative team will review Classroom Management Systems with individual teachers within the first 45 school days and assist with revisions where needed.

Person(s) Responsible

Administrative Team: Dr. Thomas Brittain, Principal
Tamika Hughes-Leeks, Asst. Principal, Lois McKee, Asst. Principal, Tom Scott, Asst. Principal, and Doug Williams, Asst. Principal

Timeline / By When?

All aspects of the CMS Alignment will be completed by no later than the end of the 1st 9-week grading period.

Initiated
08/20/2014

1/26/15 Revised
Ongoing

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?

Provide written communications to instructional staff including timelines, expectations and exemplars for this process.

Implementation Steps

- *All instructional staff will be trained and assisted in developing an outline for the Classroom Management Systems based on the outcomes of the pre-school training.
- *Instructional staff will hold classroom meetings to establish classroom expectations in alignment to the Schoolwide Behavior Plan.
- *Administrative team will review Classroom Management Systems with individual teachers within the first 45 school days and assist with revisions where needed.

Person(s) Responsible

Administrative Team: Dr. Thomas Brittain, Principal
Tamika Hughes-Leeks, Asst. Principal, Lois McKee, Asst. Principal, Tom Scott, Asst. Principal, and Doug Williams, Asst. Principal

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Principal

Timeline / By When?

All aspects of the CMS Alignment will be completed by no later than the end of the 1st 9-week grading period.

Initiated
08/20/2014

1/26/15 Revised
Ongoing

Completed

Action Plan:

Plan to Monitor for Fidelity of Implementation

The Action Plan consists of three primary components:

Data collection, analysis and communication to all Seminole High School stakeholders.

Development and implementation of Positive Behavior Support systems.

Implementation and alignment to the School-wide Behavior Plan.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Site-based Professional Development includes but is not limited to:

Pre-school training (8/3/2014)- Discipline: Behaviors, Attendance and Tardies

Data-driven Decisions: MTSS Addressing Behaviors School-wide from Expectations to Support Implementation

Data-driven Decisions: MTSS Addressing Behaviors in the Classroom

Data-driven Decisions: MTSS Documenting and Modifying Classroom Supports

Crisis Prevention and Intervention Training

Bullying Prevention Training

Support Professional (Clerical/ESE) Professional Development

Success Plan Professional Development (As Needed)

Administrative Team Staff Development

Identifying Trends in School Discipline Data (Ongoing Monthly)

Navigating Multi-tiered Systems of Support (Ongoing Monthly)

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

1. Goal 3, to reduce the of In-School suspensions (ISS) and Out-of-school suspensions (OSS) by 10% was amended to focus the goal on the percentage accumulated by minority student populations. Overall trend data reflects that the majority subgroup continues to maintain at goal level, however there are alarming numbers regarding minority student populations. African-American students as well as Hispanic and economically disadvantaged students total reduction due to the reality of the current trend data.

Barriers that have impeded successful reduction in excessive tardy referrals include:

1. Inconsistencies in the application of the tardy table process
2. Instructional staff

we are practicing for purpose