

# 14/15 School-wide Behavior Plan Tarpon Springs High School

2/2/2015

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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:

Tarpon Springs High School is a unique "small town" school within a large district. The students who currently attend often have parents, grandparents and even great grandparents who previously graduated from our school. Our teachers build positive relationships with our students and parents utilizing several strategies including; being prepared for their students before they start school, researching their students academic background and providing curriculum that is appropriate and yet at the same time challenging for their students. Our teachers are dedicated to the success of our students and are here to help them succeed.

Just like any school we do have specific behavioral issues that need to be addressed. By reviewing our data from the 2013-2014 school year we have decided to address our three discipline areas including;

Tardy to class: 421 referrals

Defiance/Class Disruption/Not Cooperating: 652 referrals

Dress Code: 649 referrals

Each discipline category has been studied and stakeholders were able to provide input as to why they believed the issues were such a large number as compared to our total number of referrals.

In reference to decreasing the discipline GAP between black/non-black students, the School Based Leadership Team examined the data from the 2013 - 2014 school year. The findings included:

Compared to the June 2013 discipline report the discipline GAP between black and non-black students was reduced from the previous year. As of June 2014, the school wide discipline data shows that African American students received 18.1% of the referrals as compared to 21% from the previous year. However, the percentage is not aligned with the school's African American student population of 9.1%. While the decrease in overall percentage has decreased we know we must address the overall percentage disparity.

When developing our School Wide Behavior Plan we included representation from all stakeholders including; administration, guidance, teachers, students, parents, community members and support staff.

We have posted our TSHS student behavior expectations around campus and in classrooms. The expectations were reviewed with students during the first week of class, parents were notified via connect-ed messages, at orientation night and at Back to School Night.

We announce our expectations via the intercom announcements on a routine basis and focus in on any issue of current concern.

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**Goal 1: To reduce number of dress code violation referrals and thereby increase the time students spend in class.**

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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?**

- 1: Discuss expectations with students and address common infractions (spaghetti straps, mid-driff tops and muscle shirts).
- 2: Post expectations in classrooms and around common campus areas
- 3: Remind students of expectations during morning announcements (weekly)
- 4: Place as a message within parent connect-ed

**Implementation Steps**

Meet and discuss expectations with administrators - discuss current data - establish behavior goal  
Meet with teachers to discuss issues with dress code violations - time out of class, consequences  
Post expectations in classrooms and on web site  
Meet with student leaders  
Meet with student body

**Person(s) Responsible**

Administration, teachers, staff members

**Timeline / By When?**

Preschool - Meet with teachers, connect-ed phone call to parents  
Week #1 - Meet with students - emphasize daily on announcements  
Week #2 begin assigning detention slips (1:45 - 2:15 PM).  
On-going - provide numbers to teachers, remind students on a weekly basis on announcement, remind parents every other week during connect-ed call

**Initiated**  
8/20/2014

**Status**  
Ongoing

**Completed**

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**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**

To reduce the time students miss class instruction due to being referred out for dress code violations  
Data collected from Portal Advanced Student Report  
649 referrals 2013-2014  
Goal is to reduce referral number by 10 percent for the 2014 - 2015 school year

**Implementation Steps**

Determine process of data collection  
Each administrator will collect data on number of infractions they processed  
Priority to call parent to gain support of following our dress code  
Students with excessive number of dress code violations will be reported to MTSS team for review  
Parents will be asked to attend conference

**Person(s) Responsible**

9th Grade - Toscani  
10th Grade - Fatolitis  
11th Grade - Hassenplug  
12th Grade - Decatur  
Report - Joyer

**Timeline / By When?**

On-going compilation of data  
Quarterly report at the end of each grading period  
In June 2015, data will be collected and compiled along with recording in end of the year summary

**Initiated**  
08/25/2014

**Status**  
Ongoing

**Completed**

**Strategy**

Our strategy includes steps to decrease the GAP between black and non-black students for dress code violations resulting in increased class time thereby improving individual academic performance.

**Implementation Steps**

Review dress code referrals during our MTSS meetings and identify students needing counseling or a mentor  
Record number of incidents of black and non-black students (compare % of referrals to % of school wide population)  
Administrator will make personal contact with parent seeing if we can be of assistance  
Repeat offenders will meet with Role Model (Mayor Archie's office)

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**Person(s) Responsible**

Assistant Principal  
MTSS Team Members

**Timeline / By When?**

August 18, 2014 - June 2, 2015

**Initiated**

08/18/2014

**Status**

Ongoing

**Completed**

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**Goal 2: To increase the amount of time students spend in class by improving the tardy policy**

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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?**

Develop processes to reduce the amount of time students are missing from class presentation by improving the tardy check-in process.

**Implementation Steps**

- 1: Inform students, parents, teachers of new tardy check -in procedures. During presentation present data from last year's number of infractions and project the amount of time lost due to this infraction  
Period 1: Tardy students report directly to class - teachers handle tardy by working with students, developing a rapport with student, calling parent informing them of their child's tardy and how it is having a negative impact on their academics.  
Periods 2 - 7:  
Any tardy student will report to centralize tardy station and receive detention/tardy slip by administrator
- 2: Assign personnel to specific geographic areas that students will report to in the event they are tardy to class
- 3: Reporting students will be assigned a detention/tardy slip by the administrator
- 4: Administrator will give detention slip to appropriate A.P.
- 5: Administrator will call parent informing them of the detention (1st detention can be held back)
- 6: Repeat offenders will be referred to the MTSS Team

**Person(s) Responsible**

Administration Team  
MTSS members

**Timeline / By When?**

Week 1: Time for students to learn schedules  
Week 2: Warning week  
Week 3 and on: Detention assignment

**Initiated**

**Status**

**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?**

Our strategies include processes to decrease the GAP between black and non-black students by improving the tardy recording process thereby increasing class instruction time resulting in improved academic achievement

**Implementation Steps**

Review tardy assignments for previous week during MTSS meeting  
Identify students with repeated infractions  
Administrator will assign mentor  
Parent conference as needed

**Person(s) Responsible**

Administration

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**Timeline / By When?**

August 2014 - June 2015

**Initiated**  
08/18/2014

**Status**  
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?**

**Implementation Steps**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated**  
8/18/2014

**Status**  
Ongoing

**Completed**

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**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**

Data was collected using PORTAL

Number of incidents: 421

Goal - reduce number by 10% for the 2014 - 2015 school year

**Implementation Steps**

Review data from 2013 school year

Meet with administrative team and discuss process from last year

Develop plan to central tardy check-in and provide immediate consequence - thereby eliminating calling the student out of classroom two time (loss of more academic time)

Review process and data at the end of third week, six weeks and quarterly

**Person(s) Responsible**

Administration

**Timeline / By When?**

On-going

**Initiated**

**Status**

**Completed**



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**Goal 3: To reduce the number of referrals written for defiance/disruption/not cooperating and thereby increase the time students spend in the classroom and teachers spend focused on teaching**

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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?**

To increase the time students spend in class by informing them of our expectations thereby reducing the number of students written up for defiance/disruption/not cooperating which should result in increase student/teacher rapport, improved academic achievement, reduced number of IC days and improvement in standardized testing.

**Implementation Steps**

Proactive steps include meeting with students and explaining what our expectations of them while attending school, promoting self-respect and appropriate behavior expectations during our preschool orientation, at back to school night, in classrooms and over the announcements.

Teachers will post our TSHS expectations in their classrooms

Administrators will visit their 19 classroom and promote positive interactions with everyone at our school

**Person(s) Responsible**

Principal

Assistant Principals

Teachers

Student Leaders

**Timeline / By When**

August 2014 - June 2015

Data will be reviewed during weekly MTSS meetings

**Initiated**  
08/18/2014

**revised 1/26/15**  
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?**

Our strategies include processes to decrease the GAP between black and non-black students by reducing the number of referrals for defiance/disruption and not cooperating thereby increasing class instruction time resulting in improved academic achievement

**Implementation Steps**

Review referrals for previous week during MTSS meeting

Identify students with repeated infractions

Administrator will assign mentor

Parent conference as needed

**Person(s) Responsible**

Principal

Assistant Principals

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Counselors

**Timeline / By When**

August 2014 - June 2015

Data will be reviewed during weekly MTSS meetings

**Initiated**

08/18/2014

**revised 1/26/15**

Ongoing

**Completed**

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**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?
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**Strategy**

Collected data using data information system  
Total number of infractions - 652 (573 occurred in the classroom)

**Implementation Steps**

Targeted behavior is to increase time in classroom by informing students of our expectations, reinforcing appropriate behavior during announcements, at school events, during assemblies and throughout the school day

**Person(s) Responsible**

**Timeline / By When?**

**Initiated**

**revised 1/26/15**

**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**

The staff and faculty of Tarpon Springs High School will continue their current Positive Behavior Support system. The focus will continue on being on-time to class, cooperating with others and following the school dress code utilizing an extrinsic motivation system "Pride Dollars"

**Implementation Steps**

Baseline data will be presented during preschool week and plan to address major issues will be developed  
Students will be informed of PBS system in place in each of their classrooms  
Administrator will recognize appropriate student behavior during assemblies and parent conferences

**Person(s) Responsible**

Administrators  
Teachers

**Timeline / By When?**

August 2014 - June 2015

**Initiated**  
08/28/2014

**Status**  
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?
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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?**

All classroom teachers are required to design and implement a classroom management system that will promote a positive classroom environment for everyone while at the same time hold students accountable for their behavior.

**Implementation Steps**

Teacher develops plan with student input (teacher leads discussion) listing the top five behavior expectations  
Teacher promotes positive strategies and why each is needed  
Records on poster and has students sign understanding of expectations  
Notifies parents in writing of behavior expectations  
Revisit after six, twelve and 18 weeks

**Person(s) Responsible**

Teachers  
Administrators

**Timeline / By When?**

August 2014 - June 2015

**Initiated**  
08/18/2014

**Status**  
Ongoing

**Completed**

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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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Our school-wide behavior plan will be monitored several times throughout the year

- 1: During weekly administration meeting - will discuss previous week's referrals and consequences - realign as needed
- 2: At the end of grading periods - realign as needed
- 3: Present data to stakeholders
- 4: Present findings during SAC meeting
- 5: Record all findings monthly in Admin. meeting notes

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**Professional Development:**

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

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PBS system used in the classroom "Pride Dollars" teachers distribute for doing well in classroom, improvement in behavior, improved attendance, and for doing the right thing. Students can use the dollars to purchase items at the Tarpon Exchange.

We will be determining professional development training needs as the year progresses utilizing the data from discipline referrals (identified teachers).

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**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.**

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**Enter a summary of the current status of implementation**

August 2014

Reviewed end of the year discipline data with stakeholders and developed strategies to improve the chances of student success.

- 1: Reviewed number of referrals
- 2: Reasons for referrals
- 3: Staff numbers
- 4: Plans to address behavior
- 5: Timeline
- 6: Training needed

January 2015

- 1: Revision of MTSS to address AMO students and specific strategies to help group of students be successful
- 2: Review of data including grades, attendance, referrals, credits and GPA of identified students
- 3: Addressing the 10th grade discrepancy in percentage of suspensions between Black and Non-Black students. This issue will continue to be addressed during MTSS, SBLT and LLC meetings along with community outreach program

June 2015

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_



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