
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 have been clearly identified. Corkboards have been completely filled in all common areas for students with attractive signs of positive character traits for productive, lifelong strategies for learning, social skills, and community success. The walls are well-decorated with posters that communicate school-wide expectations for good character traits, such as our anti-profanity and anti-bullying campaign. Administrators, student services staff, and behavior specialists, and all other designated staff meet and greet students every morning as they enter the building to monitor dress code compliance and identify proper dress code so that our students never have a question as to how we expect them to dress while on campus. Our school recognizes and supports the district-wide policy on electronic devices and tobacco products, and this is communicated to students verbally and in writing via The Student Code of Conduct Manuals, as well as posters that decorate the hallways and classrooms.

In recognition of the districts ever increasing stance against bullying and harassment, our principal has assigned additional staff to the investigative and preventative bullying and harassment team at Pinellas Secondary School. Each member of the team has completed the appropriate professional development training and will meet monthly to communicate goals and progress, and share that information with the school staff.

Our school is geared for behavioral success through tiered levels of support, including the Crisis Prevention and Intervention Team. All members of the CPI team are currently up-to-date with trainings and are certified through June 2015. In this way, our CPI team is fully qualified to deescalate potentially violent behaviors that may occur, and/or prevent minor misbehaviors from becoming major misbehaviors.

Goal 1: Crisis Prevention & Intervention (CPI) Training for all staff for prevention and early intervention of student misbehavior for a safe learning environment.

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 eliminate any barrier to this goal, the principal designated a time prior to the 1st day of school for students this school year for all staff to receive CPI training. The training will enable them to understand and implement the techniques of recognizing potentially problematic behavior without incidentally increasing the misbehavior, and employ techniques that will defuse the situation rather than escalate it.

Implementation Steps

Multiple CPI training dates have been created and assigned to staff according to their expected level of involvement with executing school safety plans. The CPI team has been established, and will receive their training inclusively as a team. Other teaching staff members have received CPI training separately.

Person(s) Responsible

CPI Certified Instructor, Santa Cuccio.

Timeline / By When?

All teaching staff and identified student services staff will have completed CPI training by 8/22/14.

Initiated
8/12/2014

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

The School-based Leadership Team (SBLT) accessed information available through the student data information system to identify behavioral barriers to academic success. The team was able to identify non-violent but aggressive behaviors that can be affected through the positive behavior support (PBS) system and CPI. For example, the incidences of profanity INCREASED from 2012/2013 to 2013/2014 by 69% even though PBS has been a policy at Pinellas Secondary School before the year, 2012. Therefore, the SBLT will has assigned CPI training to all staff in order to increase their awareness of escalating student-behaviors, teach them how to handle them more effectively, and thereby reduce the incidences of profanity.

Implementation Steps

Multiple CPI training dates have been created and assigned to staff according to their expected level of involvement with executing school safety plans. The CPI team has been established, and will receive their training inclusively as a team. Other teaching staff members have received CPI training separately. As a result of CPI training for all staff, the SBLT expects to see the overall incidences of behavior referrals to decrease by at least 10%.

Person(s) Responsible

School-based Leadership Team

Timeline / By When?

The SBLT will meet monthly in order to review the effectiveness of the CPI training based on the total number of referrals during each meeting period to determine if additional training and/or professional development opportunities are necessary.

Initiated

8/12/2014

3/4/15 Revised

Ongoing

Completed

Goal 2: Improve classroom management to build positive rapport with African American students and proactively treat and effectively manage potential bullying and harassing behaviors.

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?

Selected teachers will be requested to attend professional development workshops to address issues of classroom bullying, promoting a positive, multicultural classroom, building positive relationships, and employing proactive classroom techniques in order to decrease behavior issues and increase academic achievement. Our data indicates that the total number of classroom referrals increase from the 2012/2013 to the 2013/2014 school year by almost 75%. We expect to see a complete reverse in that percentage, so that, from the 2013/2014 to 2014/2015 school year, the percentage of classroom referrals will decrease by roughly 43%.

Implementation Steps

The designated supervising administrator will review the Deliberate Practice Plan with each of their assigned staff in order to determine specific areas of training for that staff member. That staff member will then be responsible for registering and completing the appropriate training.

Person(s) Responsible

The principal (Mr. Hammond) & Assistant Principal (Ms. Ramdohr), and all teaching faculty.

Timeline / By When?

June 2015.

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

According to the student data information system, there were no reports of bullying and/harassment at Pinellas Secondary during the 2013/2014 school year. However, referrals regarding defiance and/or insubordination and repeated misconduct were both up by 58% each from the prior school year. PSS believes that both categories of misbehaviors are negatively correlated with our staff's understanding and ability to respond appropriately to students who are in distress. Therefore, our staff members are expected to demonstrate and model how to build positive relationships in a multicultural environment, especially with students whose behavior is impeding their academic success. Highly effective classroom management skills will decrease the amount of behavior referrals within these two categories of misbehavior.

Implementation Steps

Teachers will be observed on a regularly occurring basis by their designated supervising administrator. The supervising administrator will score the teacher's classroom management skills based on a rubric that has been communicated with the teacher prior to the observation. If necessary, the supervising administrator will recommend appropriate training/professional development opportunities based on the results of that teacher's score report. Satisfactory and/or unsatisfactory completion of any recommended training opportunities will be maintained for each teacher.

Person(s) Responsible

Principal, Assistant Principal, and Teaching Faculty

Timeline / By When?

June 2015

Initiated

Status

Completed

Goal 3: Academic Training: Gradual Release Model & Common Core Workshops

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?

Students at Pinellas Secondary are involuntarily assigned to this school due to significant behavioral issues that occurred at other schools throughout the district. Frequently, the behavioral issue is accompanied by an academic problem as well. It is well documented in scientific and educational journals that students frequently "act-out" due to difficulties in learning in an effort to hide their shortcomings. To eliminate this barrier (student misbehavior) to our goal (highly effective teaching), we attempt to treat each student as if their academic failure is the cause of their misbehavior. In doing so, "we must dig deeper into strategies that involve processes that develop higher level thinking" (commoncoreiss.pbworks.com/f/CCdriversbarriers.doc).

Implementation Steps

The designated supervising administrator will review the Deliberate Practice Plan with each of their assigned staff in order to determine specific areas of training for that staff member. That staff member will then be responsible for registering and completing the appropriate training.

Person(s) Responsible

The principal (Mr. Hammond) & Assistant Principal (Ms. Ramdohr), and all teaching faculty.

Timeline / By When

June 2015

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?
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Strategy

Students must be in school in order to learn, but often they are suspended, truant, or tardy and miss valuable instruction. The attendance section of the student data information system exemplifies the problematic culture of our learning environment. Student absenteeism increased by 6% from the 2012/2013 to 2013/2014 school year, with the highest degree of change - or increase - in students who were absent at least 15%+ of the time or greater. PSS seeks to reduce the amount of time spent away from instruction due to suspensions by increasing our amount of knowledge and effectiveness in instructional delivery. Increased teacher-flexibility leads to a higher degree of success for a broader range of students.

Implementation Steps

Teachers will be observed on a regularly occurring basis by their designated supervising administrator. The supervising administrator will score the teacher's effectiveness of instructional delivery based on a rubric that has been communicated with the teacher prior to the observation. If necessary, the supervising administrator will recommend appropriate training/professional development opportunities based on the results of that teacher's score report. Satisfactory and/or unsatisfactory completion of any recommended training opportunities will be maintained for each teacher.

Person(s) Responsible

Principal, Assistant Principal, and Teaching Faculty

Timeline / By When?

June 2015

Initiated
8/8/2014

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

In order to reach our goal of a safer learning environment - free of bullying and harassment behaviors, warm with supportive rapport, and rich in higher-order learning - PSS will make prominent our school's recognition system via conspicuously posted and regularly announced opportunities for rewards. On an individualized level, classroom teachers will contribute to behavioral and academic success by recognizing each student's success. Behavior specialists acknowledge appropriate and socially adaptive student behavior contiguously in hallways, classrooms, offices, and in the cafeteria. Student services admonish targeted behaviors with additional student activities and opportunities for physical exercise. Administrators will award students school-wide with commemorations and award ceremonies.

Implementation Steps

Each department will implement its own award system and discuss the plan within the school-based leadership team, and evaluate its effectiveness.

Person(s) Responsible

All staff members.

Timeline / By When?

June 2015.

Initiated
8/8/2014

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?

Each department will be represented within the school-based leadership team. And each department will initiate a discussion within the SBLT regarding an explicit description of the procedure or practice to be conducted throughout the year. In addition, progress of each department's award/recognition procedure will be reevaluated on a monthly basis for its effectiveness. It is expected that rigorous reevaluations will lead to a higher degree of student success academically and behaviorally.

Implementation Steps

Each department will implement its own system as described, and continue to revisit its effectiveness on no less than a monthly basis.

Person(s) Responsible

All school staff.

Timeline / By When?

June 2015.

Initiated

8/8/2014

1/26/15 Revised

Ongoing

Completed

Action Plan:

Plan to Monitor for Fidelity of Implementation

In order to reach our goal of a safer learning environment - free of bullying and harassment behaviors, warm with supportive rapport, and rich in higher-order learning - PSS will make prominent our school's recognition system via conspicuously posted and regularly announced opportunities for rewards. On an individualized level, classroom teachers will contribute to behavioral and academic success by recognizing each student's success. Behavior specialists acknowledge appropriate and socially adaptive student behavior contiguously in hallways, classrooms, offices, and in the cafeteria. Student services admonish targeted behaviors with additional student activities and opportunities for physical exercise. Administrators will award students school-wide with commemorations and award ceremonies.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Common Core in ALL Subject areas
Behavior Specialist Trainings
Leadership Meetings
Mentorship Programs
Leading the Learning Cadre
Classroom Management Trainings
ESE trainings
ESOL trainings
Safety meetings
Child Study Team meetings

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

By December 2014, Pinellas Secondary School (PSS) had 10.8% more black students than white students. While there may be more black students who earned behavior referrals than white students, the percentage does not take into account that some students earned no referrals at all, and the majority of the students who did are repeat offenders. This holds true for all subgroups. A more accurate reflection would be to disaggregate the ethnic data to show the percentage of repeat offenders for each ethnical category which would help correct the incorrect percentage of students receiving infractions as well as students receiving a suspension. This would help illuminate disparities between and within the subgroups because it takes into account the repeat offenders who are skewing the data by making it appear as if one subgroup receives more infractions and suspensions than the others. To create a column that illustrates the population of a subgroup who received referrals rather than just the number of referrals received by a subgroup would help explain why there are more students receiving infractions than there are students in that category (i.e. 70 out of 45 African American students received infractions). Our internal data (copies of all referrals) demonstrates that some students exhibited repeated misbehavior with multiple referrals while most students demonstrated acceptable behavior with little or no referrals at all.

This point is best illustrated in the column listing the percentages of students receiving infractions. It is impossible for 155.6% of black or African American students to receive infractions when only 100% exist. In addition, if we know that there are some students in each subgroup that receive no infractions at all, then the true percentage of students receiving infractions would have to be at least 99% or less. A good example of this type of skewing is evident in the number of PSS economically disadvantaged students – a total of three students in all – who rose to 1,000% infractions received according to the district data fact sheet. When using only the district data fact sheet, it is impossible to discern if 1, 2, 3 or all of them accumulated those 101 infractions. The same problem exists when examining the percentage of students in each category who received out-of-school (OSS) and/or in-school (ISS) suspensions because it is impossible to discipline 102.2% (Black or African American) of any student population. This is a situation in which it would be more helpful to base the percentage of students who received suspensions on the number who committed the infraction rather than on the entire percentage of students in a subgroup. Hypothetically, it would be more helpful to know that 40% of subgroup "X" who received referrals were also suspended than it would be to know 40% of students from subgroup "X" were suspended, because the first formula accounts for the students who did not receive infractions, but the second formula does not. Therefore, the first formula will convey more meaningful data that makes sense, and the second formula will simply relay erroneous and meaningless information, such as the following example from the district data sheet: Out of 93 total students, 115 students received infractions. It appears as if the chart is counting each referral as a different student, when in fact, it could have been 10 students with 11.5 referrals each or any other combination. Finally, without the use of ratios, suspending 20% of students from subgroup "X" and only 10% of students from subgroup "Y" naturally lends an appearance of bias. Adapting the use of ratios in these comparisons will dramatically increase our ability to draw accurate inferences, problem-solve, and implement changes when and where necessary.

Despite the issues we find with true ethnic representation, there are facts that cannot be argued, including the top five locations and reasons for the infractions. Not surprisingly, the majority of infractions are occurring inside the classroom and in the hallways, respectively. As well, our primary reasons for documenting infractions were defiance/insubordination and profanity/obscene language. Location and reasoning are more related to the matter of control (management) than design (purpose) because we can attempt to regulate the safety and security of chosen locations within our school environment, but we are unable to exercise any control over ethnical proportionality in PSS reassignments, nor would we chose to do so.

With this in mind, PSS has designed and maintained a data room that demonstrates not only areas of academic

**14/15 School-wide Behavior Plan
Pinellas Secondary School**

3/3/2015

growth and need, but areas of discipline and attendance concerns as well. Prominently displayed are charts that highlight in chronological order the faculty with the most referrals written, the location where the misbehavior occurred, and the reason the referrals were written. At this point, the information collected for the data room has not been disaggregated by ethnical or demographical factors because we follow the district's discipline policy regardless of the student's ethnical background. Since, however, our goal is to continue to align with the goals of the district, we will begin collecting ethnical disciplinary data to display in the data room and for discussion in the school improvement team, the behavior specialists departmental meetings, and for the behavior committee.

With regard to the goals set for in our School-wide Behavior Plan (SWBP) back in September 2014, 100% of our staff