

SCHOOL WIDE BEHAVIOR PLAN

August Report- Due 8/14/13

School Name Clearwater High

School Year: 2013-2014

Each school will have a behavior plan that aligns with a positive and proactive approach to behavior, utilizes data and the problem-solving method, and meets the key components listed in the Bradley MOU. The school-wide behavior plan is designed to meet the needs of most students across all subgroups. Data will be reviewed at the school-wide, classroom, grade, ethnicity, disabilities, and other subgroup levels.

1. Benchmarks of Quality Score: 95/107 = 88%
2. Engagement Data (attendance/suspension/etc):
 - a. https://pbsis.fmhi.usf.edu/users/pbsis_login.aspx
 - b. Use the End of Year data
 - i. Attendance
 - ii. Timeliness
 - iii. Referrals
 - iv. Suspensions (both In- and Out-of-School)
 - v. Other areas as determined by your school-based leadership team (SBLT).
3. Using the data from EDS School-wide Behavior Plan, Portal, and your Benchmarks of Quality results, identify the top 3 goals and strategies you will use to reduce the occurrence of misbehavior at the school. Attach or insert your Action Steps for each.

Be sure to include strategies to decrease the discipline GAP between black/non-black students, disproportionality, and to increase engagement for all students. *

 - a. Tardies- "On Time Policy": Tardies continue to remain as one of our top three discipline concerns. As an administrative team, tardy sweeps will continue, with the results being documented and recorded. The data is reviewed and trends are noted and shared with CST and RtI teams. The administrative team will continue to communicate and clarify the tardiness as per PCS Policy via the School Wide Expectation video as well as ongoing throughout the school year. The principal will require all teachers to meet and welcome students at the door to their classroom. Administrative staff will define, assign, and consistently apply consequences for tardiness. Teachers will record in grade book incidences of tardiness, coded excused/unexcused. Teachers will establish and use classroom based consequences for tardies. Teachers will follow through with school wide policies and consequences for tardiness. Teachers will communicate with parents to encourage student punctuality. Staff will involve student services personnel appropriately. Staff will establish a reinforcement system with an emphasis on PBS. We have also implemented our Alternative Bell Schedule (ABS) this year to focus on this target behavior. Students who continue to receive tardy referrals will be assigned ABS and will be advised of their need to comply with this expectation. In addition, this year, we have a designated administrator who will handle all tardy referrals to ensure that our process is centralized. This will allow a greater degree of consistency and a main point of contact for student/staff concern. PBS will be implemented allowing more positive support of this outlined expectation.

- b. Class Disruptions-** Reduce the number of discipline referrals for “Class Disruption.” Our data continues to indicate that the majority of our referrals in this target area are coming from our ninth grade students. We are in the third year of implementing our Wall-to-Wall Academy Model, which allows for the majority of our 9th grade population to be housed in one wing. Our teachers will continue to collaborate through academic professional learning communities (PLC’s) as well as Academy PLC’s, which focus on integrated curriculum and cross-curricular projects. This support network of common teachers and common students will assist our students and staff with building relationships. Lesson plans will be developed cross curricular as well as classroom discipline plans which promote fair and consistent discipline. As a whole, teachers will utilize a variety of different classroom privileges and positive behavior management strategies. Classroom discipline plans are created by the individual teacher and may include a variety of possible interventions (discipline strategies and intervention strategies). Every teacher decides how to monitor the effectiveness of their plans and has developed ideas for improvement.
- c. Lack of Cooperation-** Analyzing our previous year’s data in the area of closing the “discipline gap.” We have made gains in this area by placing a greater emphasis on our African American student population by focusing on “relationship building” through our Professional Learning Communities. We have trained our staff to disaggregate the data and provide support and resources to ensure that our African American subgroup feels a sense of belonging at Clearwater High. In addition, we continue to hire more qualified staff that gives our students a visual point of contact of whom they can relate with. We will continue to facilitate our “African American GAP Council.” CHS will continue to have a leadership team in place that is comprised of a cross section of the student population. Individuals will serve as liaison between the administration and their peers and brainstorm ideas as to the lack of student achievement in their culture. This will be a strategic step in the right direction to decrease the discipline GAP between black/non-black students. We will provide additional mentor/mentee support through the facilitation of the district-sponsored initiatives; 5000 Role Models and Girl Friends, Multi-Cultural Programs. In addition, we also added last year a second female support group entitled “Sisterhood For Success.” We also are planning to implement the district sponsored “Born Eagles Program.”

- 4. Attach or insert your School-wide Guidelines for Success/Expectations: Please see attachments**
- 5. Attach or insert your Common Area Expectations/Rules: Please see attachments**
- 6. Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans. Please see attachments**
- 7. Attach or insert the planned and/or established Reward/Recognition System: Please see attachments**
- 8. Attach or insert the plan to align classroom management systems with the school-wide behavior plan. Please see attachments**

9. **Attach or insert a copy of your plan addressing the process for responding to problem behavior. This may include the referral process flowchart, minor/major behavioral definitions, and responses to misbehaviors (consequence hierarchy). Please see attachments**
10. **Attach or insert your data analysis plan that includes how often data are entered, reviewed, the types of data examined regularly, how the SBLT communicates the data patterns to faculty, staff and students. Please see attachments**

List of Projected Staff Training and follow-up coaching to promote an understanding and implementation of positive & proactive multi-tiered systems of support for 2013-2014. Include specific professional development aligned to improving social behavior at the school-wide, classroom, and subgroup levels.

1. **PBS (Wall to Wall Academies- Student Success Celebrations, Academy Themed Projects/Activities)**
2. **AVID Trainings, Ongoing**
3. **Check & Connect (A model to address truancy, dropout prevention, and school completion)**

Evaluation/PDSA

Please provide a statement describing the status of the school's goals at the following intervals, and forward a copy to your Area Superintendent.

Mid-year:

The SBLT Team at Clearwater High School has worked diligently to modify processes and procedures to support the Wall-to-Wall Academy model. As a second semester push, we are taking a laser like focus on the 2010 Graduation Cohort. Seniors that are identified as at-risk are targeted and an individualized support plan for success is put into place. We are assisting students with ACT registration, FCAT tutoring, and Credit Recovery opportunities via our Extended Learning Program and "Safety Net" class. We have articulated this process through the other cohorts as well.

Our team is also disaggregating the data of our freshman, sophomores and juniors, targeting those students who are at risk and are creating preventative plans for those students. We are also implementing the Check-and-Connect program, which will assist our staff in connecting and building relationships with at risk students.

Discipline concerns have continued to decrease, with the implementation of the Wall-to Wall academy model and modified student uniform dress code. Our three main discipline areas of focus this year are; tardies, class disruptions and lack of cooperation. Some interventions implemented include but are not limited to Role Models 5000 Girlfriends, Hispanic/African American Gap Councils, and our Positive Behavior System. In concert, these interventions have assisted us with reducing our disciplinary concerns across campus. We will continue monitoring and actively working to reduce discipline concerns across campus.

End of Year:

Principal Signature _____

Date _____

#4

Attach or insert your School-wide Guidelines for Success/Expectations:

Clearwater High School has a positive, proactive philosophy of discipline that encourages input from all stakeholders. We have policies and procedures in place, which are communicated to the students, parents, and community. Teachers must build supportive relationships with the students and parents. CHS believes that teachers and students will work together to achieve a civil and safe learning environment.

#5

Attach or insert your Common Area Expectations/Rules:

(See Master Discipline Plan)

#6

Attach or insert your plan/schedule for teaching the Guidelines and Rules:

The 2013-2014 plan to inform the CHS Community about “Guidelines and Rules” is as follows:

1. School Wide Newsletter-Mailed to parents/students (4x) per year-August-June
2. Freshman Orientation-August
3. Back to School Night-September
4. School Wide Expectations Video-Broadcast to entire faculty/student body (2x) per year
5. Intimate group orientations with ninth-grade students

6. Academy Based Assemblies that reiterate expectations and Academy direction to build unity
7. Connect Ed messages-Sent as needed-August-June
8. CHS Morning Show-Broadcast daily-August -June

#7

Attach or insert the planned and/or established Reward/Recognition System:

Recognition- The Principal's Recognition Breakfast will be held again this year once per semester. This event recognizes outstanding students on campus that demonstrate "Tornado Character" and pride.

Attendance, discipline and academics are the key indicators that qualify students to be selected for this program. In the 2011-2012 school year, this positive intervention showcased (90) students accompanied by their parents/guardians with certificates of distinction.

Commitment to Character- The Tornado Behavior Support System was established and will continue to provide (3) positive interventions to reduce the occurrence of problem behaviors. These strategies will use a reward system to acknowledge students for the following school-wide expectations and rules.

Rewards are earned each six weeks for fewer tardies, perfect attendance, zero referrals and being "caught in character."

Academy Celebrations- Celebrations by Academy will occur with the expectations and requirements to be outlined and communicated via Academy Assemblies

#8

Attach or insert the plan to align classroom management systems with the school-wide behavior plan:

Each teacher develops a classroom discipline plan that includes a minimum of three classroom interventions. These interventions may include verbal warning, parental contact, teacher detention, and guidance alerts. Teachers are expected to follow their classroom discipline and be flexible in assigning discipline outside of their class time. (See Classroom Discipline Plan, PLC feedback)

#9

Attach or insert a copy of your plan addressing the process for responding to problem behavior. This may include the referral process flowchart, minor/major behavioral definitions, and responses to misbehaviors (consequences hierarchy):

When a student is given a referral he/she is to report to their designated Assistant Principal. The Assistant Principal then gives the student due process prior to assigned school discipline. The Master Discipline is posted in every classroom in the school and various infractions are listed with consequences. The Master Discipline Plan is developed with input by all stakeholder groups, students, parents, SAC, PTSA, teachers, administration, and staff. Consequences range from verbal reprimand, parent notification, administrative detention, Intervention Center, work detail, Peer Mediation, Teen Court, suspension, or recommendation for reassignment or expulsion per school board policy.

#10

Attach or insert your data analysis plan that includes how often data are entered, reviewed, the types of data examined regularly, how the SBLT communicates the data patterns to faculty, staff and students:

Response to Instruction/Intervention (RtI)

Principal: Provides a common vision for the team and its data-based decisions ensures that RtI is being implemented properly and conducts assessment of RtI skills of school staff, ensures implementation of

recommended support and communicates with parents school-based RtI plans and activities. Also provides professional development to support team. Gen. Education Teachers: Provides information about core instruction, participates in collecting student data, delivers Tier 1 instruction Exceptional Education Teachers (ESE): Participates in data collection on students and integrates core instruction and materials into Tier 3 instruction. Collaborates as necessary with general education teachers. Instructional Coaches: Reading: Develops, leads, and evaluates core instruction provided to all Tier 1 students. Identifies scientifically based curriculum and behavior assessments to identify patterns of student need. Assists the school as a whole in analyzing FAIR data to provide Tier 2 interventions to students considered "at risk" K-12 Facilitator: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; provides support to the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in data collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical support and professional development for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation.

Technology Specialist: Develops technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link the child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The leadership team will focus on identifying and maintaining a process to bring out the best in our schools, our teachers, and our students. The team will meet weekly and will engage in the following activities: Review universal screening data and link instructional decisions; review progress monitoring data at the grade level and classroom level to identify students that are meeting/exceeding benchmarks; at moderate/high risk for benchmarks. The team will identify professional development and resources available. The team will collaborate regularly to problem solve, share effective practices, evaluate implementation, make decisions, and practice new skills. The team will focus on building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI leadership team will conduct meetings with the principal to help develop the SIP. The team will provide data on Tier 1, Tier 2, and Tier 3 targets.

RtI Implementation

Describe the data management system used to summarize tiered data.

The team will use the FAIR assessment in Reading for data, and will utilize the FOCUS lessons provided by the state for intervention. In Mathematics, the team will utilize the Differentiated Accountability lessons/tests to determine students that are in need of intervention. Florida Achieves! Benchmark Assessments will be administered to students in Algebra, Geometry, and Biology to assess learning regularly throughout the school year.

Describe the plan to train staff on RtI. The staff will be trained regularly on each assessment and professional development will be ongoing for staff understanding of the Tier 1, 2, and 3 processes and support systems.