

# School Wide Behavior Plan

Due in Area Superintendent's Office by Wednesday, August 14, 2013

## School Name Gibbs 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. Baseline school-Wide Benchmarks of Quality Score:  $50/108=54\%$
2. Engagement Data (attendance/suspension/etc):
  - a. [https://pbsis.fmhi.usf.edu/users/pbsis\\_login.aspx](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. \*\*\*\*

Goals for top three targeted discipline infractions:

- a) To decrease the number of skipping referrals by 10%.
- b) To decrease the number of classroom defiance referrals by 10%
- c) To decrease the number of out and in of school suspensions by 10%.

(Please see attachment Tier II Interventions)

With the leadership of our guidance counselors Gibbs will increase parental involvement and utilize community resources to help close the discipline gap. Gibbs will also review the processes of the classroom infraction report for fidelity. (See attachment Tier II Intervention, Alternative Bell Schedule (ABS), and Choice Center.

a. Students with no skipping referrals will be invited to participate in our school-wide PBS celebration. Campus monitors are strategically assigned to cover specific areas throughout the campus and encouraged to establish a relationship with our students. They are also tasked to periodically go into classrooms of high needs and to target known skippers. Our SRO use cameras to assist in identifying skippers. Students found skipping are quickly given a consequence and returned to class.

b. Teachers will incorporate Character Education and Culture building within their lesson plans in order to teach and re-teach expected behaviors. Teachers participate in pre-school rotations and PD sessions that

focus on the establishment of an Effective Classroom System and culture building. Teachers are provided with various strategies and first 10 days of school lesson plans to assist in building class culture. Teacher will participate in monthly Cohort meeting to discuss both academic and behavior needs of the students serviced.

c. Monthly student Cohort Seminars are held to encourage students and remind them of their purpose, to reiterate school and classroom rules. When appropriate, alternative consequences are given to keep students in school. (Choice Center or ABS)

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

See attachments

**Attach or insert your Common Area Expectations/Rules:** See attachments

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

See attachments

**6. Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans**

The staff will participate in pre-school strategic sessions and engage in conversation to understand School-wide behavior Plan. Teachers are expected to teach the guidelines and rules during the first 10 days of school. These guidelines are to be revisited and enhanced throughout the school year. As a resource, teachers will be provided culture building lesson plans. Professional Development support will be shared with classroom teachers and documented within schoolwide professional development agendas. The entire faculty will take part in effectively communicating the guidelines and rules with all students. In addition, reviewing and restating the guidelines and rules will happen in the grade level Cohort success class, seminars and Cohort PLCs. Guideline to Success posters are in each classroom.

During the first week of school homeroom teachers will use the District Student Code of Conduct booklets to direct students to the pages of various expectations and areas of high concern; such as electronic devices, dress code, physical altercations, attendance, and drug and weapon policies. Time will be spent and allowed to briefly read policy. For homework students' will secure a parent signature acknowledging they have received and reviewed the content of that resource.

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

See attachments

**8. Attach or insert the plan to align classroom management systems with the school-wide behavior plan.** Teachers are encouraged to build their classroom systems based on four elements. **(Establish purpose, Set expectations and Goals, Establish a recognition system)**. Systems established in the classroom are supported by components within our overall behavior plan, which includes PBS supports. Teachers are encouraged to make positive parent contact as a way to establish rapport with both the student and parent. A referral process is in place, but teachers are encouraged to create rich classroom cultures where respect and relationships are critical. Such culture reduces the number of classroom disruptions and referrals.

**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).** When a challenge arises or students violate an infraction within the classroom, the referral process is implemented and used as documentation of support. The referral process is based on minor and major offences. Five

minor offences with teacher attempted interventions will result in a referral to administration. Major offences result in automatic referral to administration. To determine appropriate consequences and a sense of consistency, Administrators defer to a flow chart (To avoid time spent out of school an alternative plan is at the discretion of the administrator and encouraged.) The referral was revised with teacher input and is revisited as needed at the start of each year.

**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.**

Data is reviewed weekly by our behavior specialist. Both EDS, Portal, and soon Decision Ed Warehouse are used to review data. Reviewed data includes attendance, discipline, in school and out of school suspension. Data is reviewed by whole school, grade level cohorts, small groups and individuals. Attendance and behavior data is discussed weekly during Child Study meetings and monthly during Cohort meetings with administrators, teachers and key instructional staff members. Data is also discussed during monthly MTSS meetings/SBLT. Data is shared with the student population during monthly Cohort Seminars. Based on the data strategic plans, tier interventions are put in place. Depending on the need of the student some students are referred to our onsite Community Compact mentor support.

- *Discipline data will be entered into portal daily by the Cohort clerk and student attendance taken by the classroom teachers*
- *Cohort Clerks and automate system will make phone calls to parents daily*
- *The administrative team will periodically review discipline and attendance data in their administrative team meetings*
- *The data (attendance & Discipline) will be shared with the SBLT members for problem-solving and support (tiers)*
- *The data (attendance & discipline) will be shared with grade level Cohort Team to identify common students and implementation of strategies*
- *The data analysis cycle will review to check for success, add support, and/or rewards system.*

**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. Pre-school cooperation training**

**2. Pre-school environment and culture building training**

**3. District support classroom management training for new teacher (Facilitated by Emily Pedlow)**

**4. District support classroom management training for targeted teachers (Facilitated by Emily Pedlow)**

*A book study will be implemented using the following resources: The Tough Kid New Teacher Book, Ginger Rhode, William Jenson, Daniel Morgan, and/or School Discipline and Self-Discipline, George Bear.*

1. Champs-teachers will get trained in behavior management in an effort to support and protect instructional time for all students. CHAMPS will help teachers identify inappropriate behaviors due to inability to perform, teacher/student relationships, and teach appropriate behaviors.

2. Components of Ruby Payne- This training will help give teachers insight about student coming from a Low SES environments and Gibbs subgroup failing to make AYP. Best Practices in this training will help teachers develop a variety

of methods to academically reach Gibbs students, build relationships and develop positive culture in the learning environment.

3 .MTSS/RtI- This training will help Gibbs faculty identify students in need of additional support in the learning environment. It will help distinguish between the three levels (Tier I, II, and III), identify appropriate response, and appropriate personnel to support students' needs.

### **Positive Behavior Support**

#### **What is the purpose of Positive Behavior Support at Gibbs High School?**

The purpose of implementing Positive Behavior Support (PBS) at Gibbs High School is for several reasons:

- To reduce the number of disciplinary incidents of all students.
- To increase the civility in and around campus, including the classroom, cafeteria, restrooms, and hallways.
- To reward students who are exhibiting appropriate behavior and cordialness in and around the school setting, as well as modeling respect.

**What is the process of rewarding students who are exhibiting positive behaviors and modeling respect?** Students are rewarded in various ways through the use of our tier I interventions. See attachment.

#### **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: February 21, 2014**

**End of Year: June 20, 2014**

Principal Signature \_\_\_\_\_

Date \_\_\_\_\_

# Gibbs High School

## School Behavior Plan 2013- 14

### Positive Behavior Support Systems

- A system that provides a positive and effective alternative to the traditional methods of discipline.
- A system designed to understand and dissolve challenging [behavior](#).

### Four Levels

- **Tier 1: Universal** – Processes and procedures intended for all students and staff, in all settings and across campus.
- **Classroom** – Teachers processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within classroom settings.
- **Tier 2: Supplemental** – Processes and procedures designed to address behavioral issues of groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention seeking, escape) and/or across similar settings.
- **Tier 3: Intensive** – Processes and procedures that reflect school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students.

### Tier I Interventions

- School Wide Expectations
- Gladiator Wall of Fame
- Cohort Challenges
- PBS Store
- PBS School Wide Recognitions Special Events (Skip party, No referral Faculty -Student Events, Dress Code Challenge, Caught In the Act Recognition)
- Learning Earnings
- Walk and Talk (Class change expectations)

### Tier II Interventions

- Nulites (*National Urban League Incentives to Excel and Succeed*)
- Prodigy
- Small Groups
- 5000 Role Models
- Community Compact Partnership with Coordinated Child Care
- ABS (*Alternative Bell Schedule*)
- Choice Center

### Tier III Interventions

- SINS/FINS
- FBA
- BIP
- 504

## Tier I Interventions

### School Wide Expectations

- 3 R's for Guidelines to Success
- **RESPECT YOURSELF**  
Be true to yourself and respect your values.  
Respect others and treat them right.  
Don't let others make your choices for you.
- **CHOOSE TO DO "Your Best" THE RIGHT THING**  
What does my heart and conscience tell me?  
Could it hurt anyone - including me?  
Say "no" to negative pressures.
- **BE RESPONSIBLE**  
Set goals and work to achieve them.  
Follow through on commitments.  
Answer for your own actions.

### PBS store (Currently lacking funds to sufficiently stock and maintain)

- Students are rewarded from teachers and staff members with G-Bucks for displaying positive behaviors inside the classrooms, around the campus, and demonstrating the 3'R for Guidelines to Success.
- Students can use their G-Bucks to purchase items from the PBS store. The store is open every Friday's during both lunches. Items consist of: school supplies, book bags, cookies, sun glasses, cow bells, dog tags, long & short sleeve T-shirts, shorts, sweat tops & sweat pants.

### Gladiator Wall of Fame

- Teacher will nominate students in their respective cohort, where names will be drawn and those students will be recognized at the end of each six weeks in the school year.
- The Gladiator Wall of Fame is a tribute to those students that are exemplifying the Gibbs way of doing things on campus. For students that are meeting or exceeding all school expectations they will be nominated by their teachers for this award. Our goal is to provide positive re-enforcement to those students who exemplify these characteristics with a picture displayed on Gibbs High School campus and a \$10.00 gift card to local businesses. This award is sponsored by Panera Bread.

### Cohort Challenges

- Target behavior will be based on the highest percentage of referral data in a challenging behavior category.
- Monitor target behavior for one month with a reward system in place. (Free movie day, student-faculty basketball game, and cohort games.)

### Learning Earnings

- A reward program for educational performance.
- Students can earn points in the classroom that may be used online to redeem rewards.
- Teachers can customize the program by determining the criteria and frequency for awarding points in their classrooms.

### Purpose will be to...

Improve student motivation  
Increase academic gains

Increase class participation  
Improve attendance

Increase completion of assignments  
Reduce discipline problems

Increase the excitement for learning

**Walk and Talk-** To decrease stagnation during change of classes, potential confrontations, and to encourage on time arrival to class we have incorporated a "Walk and Talk" process. Students are encouraged to keep the flow of traffic moving while transitioning throughout the campus.

## Classroom

### Teacher's Classroom PBS System

- Teacher's processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within classroom settings. Teachers are encouraged to

establish a classroom system incorporating four key components: Constancy of Purpose, Expectations, Goal setting, and Recognition System.

## **Tier II Interventions**

### **Nulites (National Urban League Incentives to Excel and Succeed)**

- Provides youth with opportunities for personal development and leadership skills.
- Teaches responsibility, encourages, and helps promote goal setting and community involvement.

### **Prodigy**

- Gibbs partners with a community based program designed to provide students with leadership and social skills, career and college preparation, and community service opportunities. The program targets students with a 1.5-3.0 GPA, with early warning attendance or behavior indicators, preferably females between the ages of 13-18. Participants are expected to attend ongoing site-based and off-site meetings, mentoring and intensive small group initiatives, partnership and school field trips.

### **Small Groups**

- Student services provide small group interventions to address social and emotion needs for our students. Groups consist of resiliency, anger management, social skills, and school success and attendance.

### **5000 Role Model**

- A dropout prevention intervention program for minority young boys "at-risk" of dropping out of school and/or choosing a life of crime.

### **Community Compact**

- Community Compact is an onsite mentoring program. Gibbs High School has partnered with Coordinated Child Care (CCC) to implement a state initiated mentoring grant designed to provide support our at risk student population. The program serves as a preventive program to increase student attendance and decrease student dropout rate. Onsite are seven mentors including the coordinator who are assigned to targeted student within each cohort. Two additional consultants were hired by CCC to work in small group settings with an identified group of males and females to enhance the social skills of these students.

### **ABS (Alternative Bell Schedule)**

- Structured environments where students with repeated behavioral referrals are mandated to attend school at an alternative time. Students must attend two hours of tutoring in content areas of reading and math. During the final hours students work on course work.

### **Choice Center**

- A structured environment to help students who have committed an infraction transition back into the classroom. Within this environment support is provided to enhance academic success, improve social skills that may have led to the uncooperative behavior, and to address infractions with students in an alternative learning environment during school hours.

## **Tier III Interventions**

### **FBA (Functional Behavior Assessments)**

- A problem-solving process for addressing student problem behavior.
- It relies on a variety of techniques and strategies to identify the purposes of specific behavior and to help IEP teams select interventions to directly address the problem behavior.

- Functional behavioral assessment should be integrated, as appropriate, throughout the process of developing, reviewing, and, if necessary, revising a student's IEP.

### **BIP (Behavioral Intervention Plan)**

- A BIP may include ways to change the environment to keep behavior from starting in the first place.
- Provide positive reinforcement to promote good behavior, employ planned ignoring to avoid reinforcing bad behavior.
- Provide supports needed so that the student will not be driven to act out due to frustration or fatigue.

### **504**

- Specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or postsecondary schooling.
- Spells out the modifications and accommodations that will be needed for students with disabilities to have an opportunity to perform at the same level as their peers.

## **School Wide Expectations**

### **3 R's for Guidelines to Success (Tier 1)**

### **RESPECT YOURSELF**

- Be true to yourself and respect your values.
  - Respect others and treat them right.
- Don't let others make your choices for you.

### **CHOOSE TO DO "Your Best" THE RIGHT THING**

- What does my heart and conscience tell me?
  - Could it hurt anyone - including me?
    - Say "no" to negative pressures.

### **BE RESPONSIBLE**

- Set goals and work to achieve them.
- Follow through on commitments.
  - Answer for your own actions.





Date \_\_\_\_\_

I was a recipient of the Gladiator Wall of Fame award for the second six weeks. The Gladiator Wall of Fame is a tribute to those students that are exemplifying the Gibbs way of doing things on campus. For students that are meeting or exceeding all school expectations will be nominated by their teachers for this award. Our goal is to provide positive re-enforcement to those students who exemplify these characteristics with a picture displayed on Gibbs High School campus and a \$10.00 gift card to local businesses. This year teachers will also be recognized and receive a \$10.00 gift card. This award is sponsored by Panera Bread.

9<sup>th</sup> Grade Winner \_\_\_\_\_

10<sup>th</sup> Grade Winner \_\_\_\_\_

11<sup>th</sup> Grade Winner \_\_\_\_\_

12<sup>th</sup> Grade Winner \_\_\_\_\_

Principal Signature \_\_\_\_\_

