

SCHOOL WIDE BEHAVIOR PLAN

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

School Name: Northeast High School

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: 47 /107 = 44 %

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. *

- We will implement a school-wide PBS with emphasis on positive reinforcement strategies in the 9th and 10th grade due the substantial number of infractions in this grade level.
- We will strengthen our PBS with expanding the committee across all grade levels for consistency in behavioral modification strategies within the school community.
- We will modify our dress code policy to decrease the incidents of infractions in this area.

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

Northeast High School Guidelines for Success:

The Four A's

Attendance- Be on time and mentally focused on instruction.

Attire- Adhere to dress code at all times.

Attitude- Be positive.

Achievement- Do your best and complete all assignments.

5. Attach or insert your Common Area Expectations/Rules:

	<i>Classroom</i>	<i>Cafeteria</i>	<i>Campus</i>
Safety	Keep your hands and feet to yourself	Keep your hands and feet to yourself	Keep your hands and feet to yourself, walk on the right side
Academic Success	Bring materials to class & participate	Have your money/ID number ready	Move efficiently to class
Integrity	Use appropriate language & tone with staff/peers	Use appropriate language & tone with staff/peers	Role model appropriate behavior to others
Life Skills	Come to class on time, rested, & prepared	Remain in your place in line	Exhibit self-control
School Spirit	Keep your work area clean, with no food or drinks	Keep the cafeteria clean	Keep your campus clean

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

Implementation Plan

Instructional and Support staff will be trained on the new PBS plan on August 12th. Students will be trained on August 19th in all classroom and reemphasized on August 23rd during grade level assemblies. The PBS committee will be expanded to include instructors from all grade levels with emphasis on 9th and 10th grade instructors. These grade levels are emphasized due to the increase number of infractions recorded in these grade levels.

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

Celebrations/Rewards (PBS)

1. Teachers will be able to utilize the *Viking Bucks* system to reward students who are behaving in an appropriate manner. Students will be able to use the Viking Bucks for a variety of rewards (Ice cream, fast pass to the front of the line in the café, teacher classroom incentives, chips and candy, items from PBS store, etc...). The idea is to create a token system that will encourage all students to behave in an appropriate manner.
2. *Character Traits of the Month* will be modeled by all staff, announced daily by the principal, and displayed in classrooms to foster the desired positive behaviors.
3. School-wide *Celebrations* will be conducted throughout the year to reward students for their good behaviors, grades, and attendance. Also, we will reward students who show Improvements in behaviors throughout the academic year. Celebrations may include: Drama Productions, Faculty/Student Basketball Game, Red/White Football Game, Soccer Culture, Band/Choral Productions, Food Rewards, and Field Day (TASCO).

4. Teachers may use the four A's or the six ships as criteria to reward students for positive behavior. The six ships are: Scholarship, Relationship, Leadership, Citizenship, Partnership, and Sportsmanship.
5. *Future Plans* may include: dinners, breakfast, lunch, awards to acknowledge accomplishments, parent assemblies to recognize students etc...

Viking Bucks (VB) Prize System:

1. **One VB** = pencil from VB store in 17-29 –Ms. Fajardo
2. **Two VB** = pen
3. **Three VB** = paper, folders, candy, chips
4. **Five VB** = ice cream voucher, prize from VB store
5. **Fifteen VB** = t-shirt
6. **Twenty VB** = gift card drawing

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

Discipline Supports RtIB

1. Teachers will assist with enforcing *The Four A's* as part of the school-wide discipline plan.
 - **Attendance**- Students must be physically (on time to each class) and mentally (focused on instruction) present each school day.
 - **Attire**- Students must adhere to the dress code at all times.
 - **Attitude**- Students need to maintain a positive attitude.
 - **Achievement**- Students need to complete all assigned tasks and never accept a zero for any assignment.
2. All ninth and tenth grade Teachers will utilize the *Classroom Infraction Report (CIR)* for minor discipline disruptions. The goal is for Teachers to give students opportunities to correct behaviors before receiving a referral. One infraction may be issued per day in a given class; after the fourth infraction a referral is issued to the Assistant Principal. Teachers will contact parents/guardians early in the infraction documentation process. All communication with parents needs to be recorded in Focus under the Parent/Guardian Contact Log. The CIR will begin anew each grading period. The CIR must accompany a minor referral.
3. Student receiving an excessive amount of referrals will be placed on *Repeated Misconduct Status*. Repeated Misconduct Status Includes: ABS/OSS, Ground Notice, Peer Mediation, Child Study Team Support, and Guidance/Social Worker Supports. Students may be placed on Repeated Misconduct Status after receiving ten major referrals determined by the administrator. The goal is to use supports to correct the students' misbehaviors; students may be removed from Repeated Misconduct Status after demonstrating appropriate behavior over a six week time frame.

Classroom Infraction Report:

All 9th and 10th grade instructors are required to use the Classroom Infraction Report(CIR), however, 11th and 12th grade instructors can use as part of their individual classroom management plans.

Please use these directions to complete the CIR. If you have questions, see Mrs. Fields or Mrs. Latimore. Also, note that the CIR starts over each grading period.

1. Please write your name and the student information requested.
 2. Make sure you have warned students (counted as a first offense), taught behaviors and reviewed classroom procedures.
 3. Students are requested to sign the form, but if they don't note that on the form.
 4. You may use other interventions not listed on form under other.
 5. Call or contact parent between the first and fourth offense. Note the date and method of contact on the form.
 6. Fill in "Possible Motivation" and "Others Involved" cells. This will help in trying to find the root cause of the behavior.
 7. Attach all copies of the CIR to the minor referrals you write and keep the gold or last copy for your records.
 8. Students may receive ABS after receiving a completed CIR.
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).**

Major vs. Minor Referral Infractions:

Minor infractions are infractions that can be handled by the classroom teacher. (9th and 10th grade instructors will follow the procedure as outlined in the next section, Classroom Infraction report). Major infractions are infractions that result in an immediate discipline referral and the student will report immediately to the office.

Minor Infractions	Major Infractions
<ul style="list-style-type: none">• Class disruption• Lack of cooperation• Not completing homework / classwork• Off task• Profanity• Rude/ Discourteous• Sleeping in class not working or participating• Talking out / excessive talking	<ul style="list-style-type: none">• Bullying / Threats / Intimidation• Drugs – possession or under the influence• Fighting (Minor or Major)• Leaving campus• Profanity directed towards an adult• Sexual Harassment• Weapons Possession

Instructor and Administrative Intervention Strategies:

Intervention strategies are strategies that instructors can try to alter a students' behavior in the classroom setting.

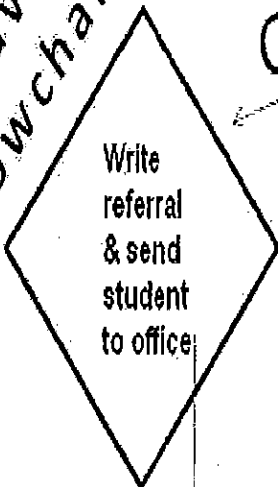
Teacher Interventions Strategies	Administrative Intervention Strategies
<ul style="list-style-type: none">• Classroom Infraction Report (CIR)• Guidance Referral• Humor• Parent conference• Parent contact• Phone call home• Proximity• Seat change• Signal / Gestures• Teacher detention• Temporary time-out in another class• Verbal Warning	<ul style="list-style-type: none">• ABS- Alternative Bell Schedule• Administrative Detention• Attendance conference• Individualized Behavior Plan• ISS Room• OSS• Parent Conference• Peer Mediation• Phone call home• Referral to CST• Referral to Social Services• Repeated Misconduct Contract

Behavior Flowchart

Incident is managed in the ...

Office
Major

Classroom
minor



Admin determines consequence

- Conference
- Re-teach expectation
- Detention
- Guidance referral
- ISS
- OSS
- ABS
- Expulsion
- Reassignment

Copy of referral given to staff
Copy retained
Copy given to parent

- Interventions
- Seat Change
 - Parent Contact
 - Student conference
 - Redirection
 - Proximity
 - Restitution
 - Apology
 - Verbal/Non-Verbal
 - Prompts
 - Positive classroom duties

Re-state expectation/rule

Behavior stops no further action

(Same behavior)
Re-teach expectation, document infraction

Behavior stops no further action

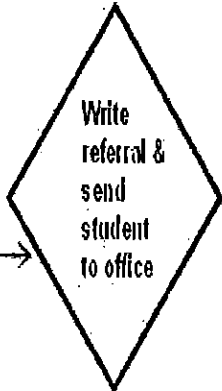
(Same behavior)
Apply Intervention
Contact Parent

Behavior stops no further action

(Same behavior)
Document infraction
Contact Rti Coach for further interventions

Behavior stops no further action

(Same behavior)
Document infraction



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 Analysis Plan

Data source	How often entered?	How Often reviewed?	How communicated to students, staff and other stakeholders
Attendance <ul style="list-style-type: none"> • Tardiness by student, class period and instructor • Total days absent 	Daily	Monthly	SBLT, Department PLC, PMAC, Principals' Student Council, PTA, SAC, Child Study Team, LLT/ AVID
Grades <ul style="list-style-type: none"> • By student • By Instructor • By grade level 	Daily	Every Three Weeks	SBLT, Department PLC, Child Study Team, SAC, PTA, LLT/ AVID
Discipline Referrals <ul style="list-style-type: none"> • By student • Location • By staff member 	Daily	Monthly	SBLT, Department PLC, PMAC, Principals' Student Council, PTA, SAC, Child Study Team, LLT/ AVID

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. August 12, 2013 -- Instructional and support staff training on new PBS procedures and implementation guidelines.
2. Development and expansion of School PBS committee and development of school-wide support and training to improve staff development and implementation with fidelity within the school community. This will include monthly committee meeting and training based on staff needs assessments.
3. Data Analysis (SBLT, CST, PLC's) to determine areas of improvement and staff development needs.

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

(Please see attached sheets for mid-year data)

- Year over Year Infraction Count by grade level (Attachment A)
- Date Range Infraction Counts by grade level (Attachment B)
 - If referrals continue at current rate we should have less referrals this school year as compared to last school year.
- School Date Range Infraction by Ethnicity (Attachment C)
- School Data Range Response Counts by Ethnicity (Attachment D)
 - These data sets show that African American Students make up 15-16% of the population but produce 31% of the referrals whereas white students make up 62-63% of the population but account for 51% of the referrals.
 - African American students are 16% of the population and white students are 62% of the population. 47 African American students were suspended in comparison to 53 white students.

Strategies:


- We will continue to implement school-wide data sessions to discuss the disparity and solutions for change.
- Continue to implement African-American students peer to peer mentoring and adult to student mentoring
- Continue to follow the process of alternative to suspension – ABS, ISS.
- Continue to monitor and utilize the Behavior Infraction Sheet for 9th and 10th grade students.

End of Year: June 20, 2014

Principal Signature _____

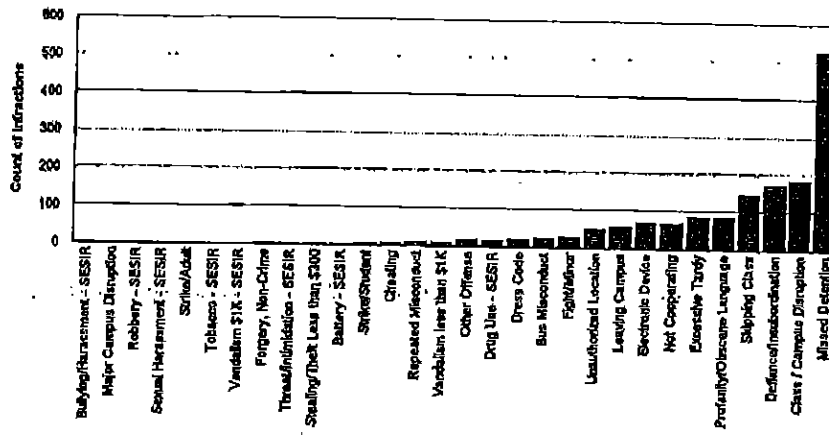


Date _____



School - Date Range Infraction Counts by Grade Level

School: Northeast High School (2641) Start Infraction Date: Aug 19, 2013 End Infraction Date: Jan 10, 2014



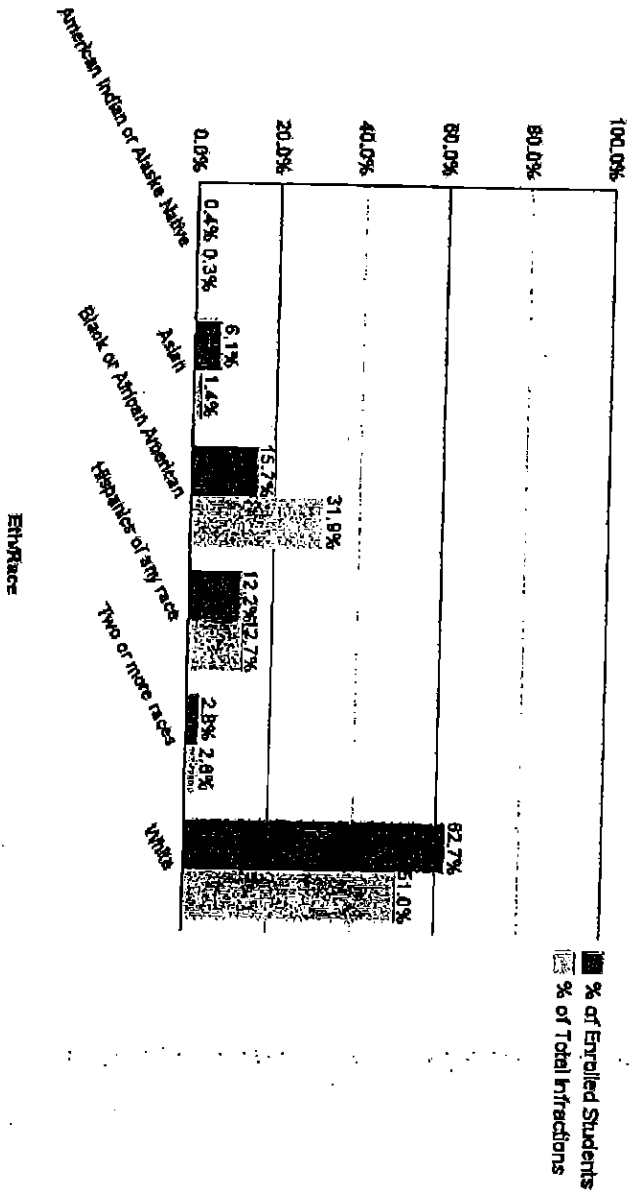
Infraction Count	Grade Level					Total
	09	10	11	12	20	
18 - Mixed Detention	148	204	89	73	1	625
16 - Class / Campus Disruption	54	84	33	10	1	182
07 - Defiance/Insubordination	54	49	45	25	1	174
10 - Skipping Class	28	61	44	11	3	147
08 - Profanity/Obscene Language	13	36	25	11	1	86
21 - Excessive Tardy	22	48	10	7		87
22 - Not Cooperating	22	13	29	5		69
37 - Electronic Device	8	34	18	8		68
06 - Leaving Campus	5	19	20	12		56
23 - Unauthorized Location	7	14	22	7		50
05 - Fight/Minor	10	7	8	3		28
14 - Bus Misconduct	3	8	7	4		22
39 - Dress Code	3	8	8	6		21
04 - Drug Use - SESIR	1	8	5	3		17
19 - Other Offense	2	4	8	2		16
09 - Repeated Misconduct	1		8			9
17 - Vandalism less than \$1K	3	1	1	4		9
15 - Cheating	5	2				7
02 - Strike/Student	2	3				5
03S - Battery - SESIR		2	2			4
12 - Stealing/Theft Less than \$300	2	1				3
25 - Forgery, Non-Crime		1	1			2
35 - Threat/Intimidation - SESIR	2					2
03 - Strike/Adult	1					1
11 - Tobacco - SESIR		1				1
16S - Major Campus Disruption		1				1
17S - Vandalism \$1K - SESIR		1				1
31 - Robbery - SESIR			1			1
33 - Sexual Harassment - SESIR	1					1
38 - Bullying/Harassment - SESIR			1			1
Total	387	607	393	191	7	1,594

(Attachment B)

School - Date Range Infractions by Ethnicity

School: Northeast High School (2641) Start Date: Aug 19, 2013 End Date: Jan 10, 2014

Percentage of all enrolled students by ethnicity and percentage of infractions by ethnicity



Ethnicity	# of Enrolled Students on Jan 10, 2014	# of Infractions	% of Enrolled Students	% of Total Infractions
American Indian or Alaska Native	8	5	0.4%	0.3%
Asian	111	23	6.1%	1.4%
Black or African American	287	509	15.7%	31.9%
Hispanics of any race	223	208	12.2%	12.7%
Two or more races	52	42	2.8%	2.6%
White	1,145	813	62.7%	51.0%
Total	1,826	1,595		

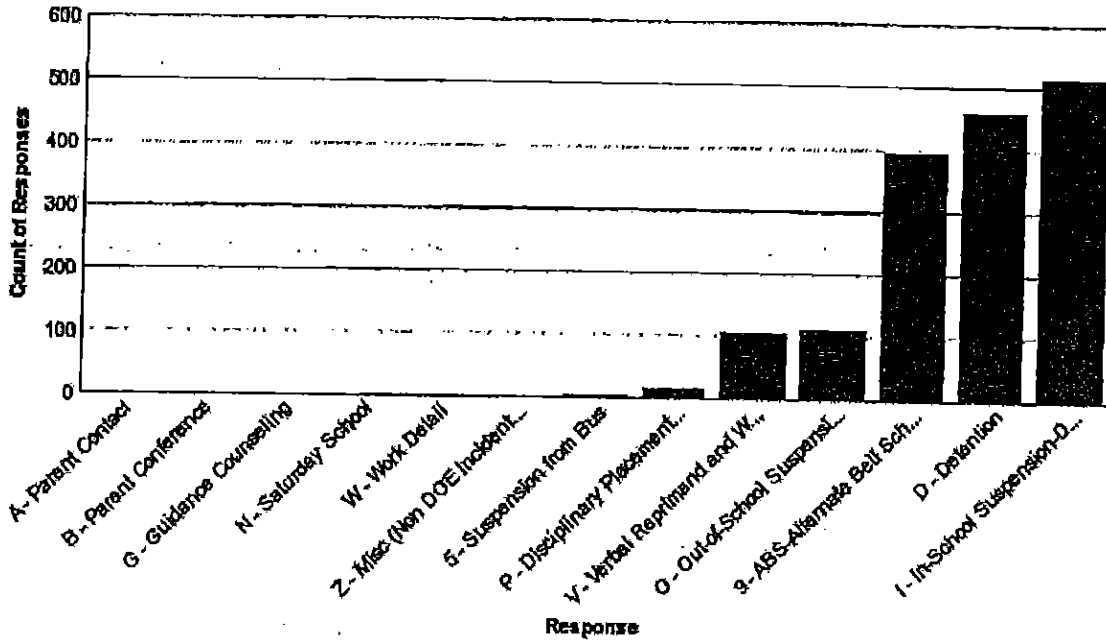
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(Attachment C)

http://www.northeasthighschool.edu/...

School - Date Range Response Counts by Ethnicity

School: Northeast High School (2641) Start Response Date: Aug 19, 2013 End Response Date: Jan 10, 2014



Response Count	Ethnicity						Total
	Asian	Black or African American	Hispanics of any race	American Indian or Alaska Native	Two or more races	White	
I - I - In-School Suspension-DOE	5	190	68	2	17	234	516
D - D - Detention	7	131	59		13	251	461
9 - 9 - ABS-Alternate Bell Schedule-DOE	8	107	45	3	10	226	399
O - O - Out-of-School Suspension-DOE	1	47	10			53	111
V - V - Verbal Reprimand and Warning	2	33	20		2	49	106
P - P - Disciplinary Placement-DOE		4	2			8	14
5 - 5 - Suspension from Bus		3				1	4
A - A - Parent Contact						1	1
B - B - Parent Conference			1				1
G - G - Guidance Counseling						1	1
N - N - Saturday School						1	1
W - W - Work Detail			1				1
Z - Z - Misc (Non DOE Incident)						1	1
Total	23	515	206	5	42	826	1,617

(Attachment D)