

**14/15 School-wide Behavior Plan  
Boca Ciega High School**

1/30/2015

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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:**

1. Yes
2. Yes
3. Yes

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**Goal 1: BCBS will increase our average student daily attendance rate from 90.06% to 92.0%**

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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?**

Modify 1st block tardy policy to remove immediate reinforcements that lead to avoidance behaviors and provide ongoing support strategies for 1st block teachers.

**Implementation Steps**

Preschool information, policies and procedures, student reinforcement/teacher support through MTSS Alerts.

**Person(s) Responsible**

Teachers, administrators, MTSS

**Timeline / By When?**

Ongoing

Initiated

Status

Completed

Ongoing

**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?**

Weekly review of attendance trends in MTSS, weekly reiew of students with consecutive absences.

**Implementation Steps**

Team members assigned group to contact and progress monitor.

**Person(s) Responsible**

MTSS Team

**Timeline / By When?**

Ongoing

Initiated

Status

Completed

Ongoing

**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?**

Incorporate Marzano engagement indicators in classroom visitations to better reinforce instructional objectives.

**Implementation Steps**

Introduce to staff in preschool

**Person(s) Responsible**

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Administrative team

**Timeline / By When?**

Ongoing

**Initiated**

**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**

**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?
- 

**Strategy**

Weekly attendance summaries, students with excessive absences and students with consecutive absences reviewed weekly in MTSS.

**Implementation Steps**

Pull, export, combine, formulate, present, review

**Person(s) Responsible**

Mason/MTSS

**Timeline / By When?**

Ongoing

**Initiated**

**Status**  
Ongoing

**Completed**

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**Goal 2: BCHS will reduce the gap between the rate of suspension of black and non-black students by 1.92% from 9.58% to 7.66%**

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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 teachers encouraged to utilize the CHAMPS model to communicate explicit expectations during classroom activities.

**Implementation Steps**

Introduction of CHAMPS in preschool, revisit regularly in PLC's, individually as needed, monthly newsletter related to positive behavior strategies.

**Person(s) Responsible**

Seriani

**Timeline / By When?**

Ongoing

**Initiated**

**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?**

Classroom management focus during visitations and PLC's, including DQ5 questions in visitation form.

**Implementation Steps**

Introduced form to staff in preschool, during visitations

**Person(s) Responsible**

Administrative Team

**Timeline / By When?**

Ongoing

**Initiated**

**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**

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**Initiated**

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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?
- 

**Strategy**

Utilize Focus disposition codes and demographic data to analyze progress toward goals

**Implementation Steps**

Quarterly rotational view of student discipline during MTSS meetings.

**Person(s) Responsible**

Mason/MTSS

**Timeline / By When?**

Ongoing

**Initiated**

**Status**

**Completed**

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**Goal 3: Decrease overall loss of instructional time school wide as measured by ODR by 5% from 5739 to 5452.**

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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?**

Include DQ5 questions on visitation form and during visitations, align STOIC model to Marzano framework, provide ongoing instructional strategies and support.

**Implementation Steps**

Preview form in preschool, utilize during classroom visitations, share instructional strategies monthly.

**Person(s) Responsible**

Administration

**Timeline / By When**

Ongoing

**Initiated**

**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?**

**Implementation Steps**

**Person(s) Responsible**

**Timeline / By When**

**Initiated**

**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**

Review Focus ODR data on a quarterly rotational basis summarizing overall trends, and trends by discipline code to measure progress.

**Implementation Steps**

Pull Focus ODR data, format and upload to database for display.

**Person(s) Responsible**

Mason/MTSS

**Timeline / By When?**

Ongoing

**Initiated**

**revised 1/26/15**

**Completed**

Ongoing

**Strategy**

Review Focus ODR data on a quarterly rotational basis summarizing by student, location and reporter.

**Implementation Steps**

Pull Focus ODR data, format and upload to database for display.

**Person(s) Responsible**

Mason/MTSS

**Timeline / By When?**

Ongoing

**Initiated**

**revised 1/26/15**

**Completed**

Ongoing

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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**

Perfect attendance recognition established each grading period

**Implementation Steps**

Student recognition certificates printed, delivered each report period, lunch time tangible reward.

**Person(s) Responsible**

Seriani/Mason/SBLT

**Timeline / By When?**

Ongoing

**Initiated**

**Status**

**Completed**

Ongoing

**Strategy**

Student recognition each grading period to honor academic success (honor roll, students names posted in main corridor, honor roll certificates distributed, ice cream celebration

**Implementation Steps**

Certificates printed, rewards purchased, posters printed

**Person(s) Responsible**

Seriani/SBLT

**Timeline / By When?**

Ongoing

**Initiated**

**Status**

**Completed**

Ongoing

**Strategy**

Advanced placement students recognized for academic excellence each grading period and by semester.

**Implementation Steps**

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AP scholars and honor roll students honored in main corridor on posters outside the library.

**Person(s) Responsible**

SBLT/Medici

**Timeline / By When?**

Ongoing

**Initiated**

**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 teachers encouraged to utilize CHAMPS model to communicate explicit expectations during classroom activities.

**Implementation Steps**

Introduction of CHAMPS in preschool, revisit regularly in PLC's, individually as needed, monthly newsletter related to positive behavior strategies.

**Person(s) Responsible**

Seriani

**Timeline / By When?**

Ongoing

**Initiated**

**Status**

**Completed**

Ongoing

**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?**

Teachers encouraged to use the STOIC model, aligned with the Marzano framework and positive behavior engagement strategies.

**Implementation Steps**

Introduction during preschool, revisited monthly, feedback from visitation tool

**Person(s) Responsible**

Ongoing

**Timeline / By When?**

**Initiated**

**Status**

**Completed**

Ongoing

**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?**

Increased school wide focus on increasing positive student/staff interactions as measured by the percentage of staff welcoming students to campus, classrooms, and buildings.

**Implementation Steps**

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Introduction in preschool, monthly newsletters, PLC discussion and walkabouts.

**Person(s) Responsible**

MTSS/Administration

**Timeline / By When?**

Ongoing

**Initiated**

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Ongoing

**Completed**

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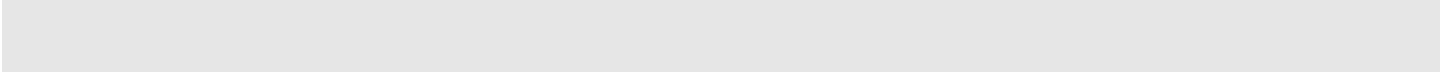
1/30/2015

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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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**Professional Development:**

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

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Professional development designed to increase positive reinforcement of school-wide guidelines for success, use of the STOIC checklist, CHAMPS strategies and increasing positive staff/student interactions.

1. Secondary CHAMPS instruction and STOIC checklist in preschool
2. Secondary CHAMPS 10 hr training
3. ESE Improve Practice book study
4. CPI Level 1 6hr and 3hr refresher

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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**

Through 1/23/15 the 68.85% of referrals recorded for black students, compared to a total enrollment of 48%, represents a gap of 20% between black and non-black referral rates.

When disaggregating referral data for black students the most distinct variable is grade level.

Freshman students have accounted for 43.27% of all black student referrals and represent 32.11% of black individuals receiving a referral through Jan 23rd. 9th grade black student referrals, for discipline codes that are easily categorized, are almost evenly split between disruptive behaviors (47.83%) and avoidance behaviors (52.17%).

A leadership class was developed for 9th graders to facilitate a more rapid transition to the rigors of high school and to sustain the student's academic, behavioral and social success. Summary/trend data (academic, attendance, discipline) of these students is provided by class for teachers of leadership courses. Individual student data is summarized similarly for leadership teachers who meet regularly with struggling students for review.

Assistant principals meet with each of these classes on a regular basis to reinforce behavioral expectations and share the benefits of academic engagement.

Assistant principals review a student's trend data when processing referrals, contact parents to increase involvement and generate tier two interventions for students requiring more intensive or consistent reinforcement. Students who are not demonstrating improvement with tier two interventions are forwarded to our social worker, psychologist and behavior specialist for follow up and tier three interventions (PSW, PBIP and/or individual counseling).

66.67% of active tier two interventions represent black students  
64.29% of these interventions are for 9<sup>th</sup> grade students  
38.46% of active tier three interventions represent black students  
30.00% of these interventions are for 9<sup>th</sup> grade students