

**14/15 School-wide Behavior Plan
Dixie Hollins High School**

3/17/2015

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. Somewhat. We have clearly articulated these expectations to administrators and other key leaders but not to all teachers and students to full fidelity.
2. No. We have them posted in some areas but not all.
3. Yes. Posted in most classrooms and communicated.

Goal 1: To reduce OSS suspensions by implementing a stronger in-school suspension (ISS) and alternative bell schedule (ABS) that is academically focused.

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?

Educate and re-align processes so that administrators consistently use ISS or ABS as alternatives to OSS.

Implementation Steps

Discuss / re-align progressive discipline steps.
Implement regular checks to see if OSS is behind handled consistently.
Run data / problem-solve around data.

Person(s) Responsible

Dr. Evans, principal
Dr. Taylor, assistant principal
Mr. Kademoff, assistant principal

Timeline / By When?

August 2014

Initiated
8-1-2014

3/4/15 Revised
Ongoing

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?

Re-train all teachers and administrators to view these alternative to OSS as viable options and critical to student academic success.

Implementation Steps

Designate a room / time for ISS and ABS.
Select the proper teacher / monitor to support this effort.
Re-align progressive discipline plan to reflect these alternatives.

Person(s) Responsible

Dr. Evans, principal
Mr. Kademoff, assistant principal
Dr. Taylor, assistant principal

Timeline / By When?

By August 2014

Initiated
9-1-2014

3/4/15 Revised
Ongoing

ongoing

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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?
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Strategy

Run monthly progress reports regarding OSS data.
Discuss / problem-solve with administrative team.
Share data at monthly SBLT.

Implementation Steps

Decide who will run data and when it will be released
Discuss and review tiered interventions as required.

Person(s) Responsible

Dr. Mary Taylor, assistant principal

Timeline / By When?

September 2014

Initiated

9-15-2014

3/4/15 Revised

Ongoing

Completed

Goal 2: To reduce incidences of "skipping" both on and off campus so as to increase academic success.

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?

Increase expectations for students and teachers as to school's focus on this issue.

Change duty stations / times to ensure that students who are "skipping" as caught and face a consequence.

Implementation Steps

Review / revise expectations for skipping.

Educate administrators / teachers to new expectations and how to report / react to students who are skipping.

Person(s) Responsible

Dr. Evans, principal

Dr. Mary Taylor, assistant principal

Timeline / By When?

August 2014

Initiated
10-20-2014

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?
-

Strategy

Review skipping data to ensure that repeated offenders are less likely to "repeat."
Review skipping data to see if other causes are leading to students missing class.

Implementation Steps

Run data regularly.
Review data as part of SBLT.

Person(s) Responsible

Dr. Mary Taylor, assistant principal

Timeline / By When?

September 2014

Initiated

Status

Completed

Goal 3: To increase attendance to at least 90 percent (ADA) so as to increase academic success and reduce failure / frustrations.

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?

Meet week (CST) to discuss students who are not attending regularly and to provide interventions.
Educate teachers / staff as to students who are not attending and what interventions are available.
Provide positive recognition to students who are attending regularly.
Increase use of Check and Connect mentoring intervention.

Implementation Steps

Review attendance expectations / interventions.
Assign data monitoring to attendance committee (CST) and focus on that data weekly.

Person(s) Responsible

Dr. Mary Taylor, assistant principal

Timeline / By When

September 2014

Initiated
9-1-2014

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

Regular use of student data to review progress / interventions.
Strong correlation between reinforcement of positive behaviors and targeted behavior.

Implementation Steps

Make sure data is accurate.
Run reports weekly.
Share with stakeholders and review interventions.

Person(s) Responsible

Dr. Mary Taylor, assistant principal.

Timeline / By When?

September 2014

Initiated

9-1-2014

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

Use of school-wide reward systems in place ... Dixie PBS ... use of Dixie "dollars" and PBS store.
Posters and announcements related to Dixie's IRAP Expectations -- Students should be "involved, responsible, accountable and prepared."

Implementation Steps

System is already in place. Has been in place for seven years.
Need to re-orient teachers / staff to expectations.
Place new leader in charge / ensure that students are aware.

Person(s) Responsible

Dr. Mary Taylor, assistant principal
Mrs. Brenda Hankin, teacher / PBS coach

Timeline / By When?

August 2014

Initiated

8-20-2014

2/16/15 Revised

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?

Our School-wide Behavior Plan expectations are communicated during the FIRST week of school in ALL classes. Complete a more systematic review of these expectations as the year progresses.

Implementation Steps

Develop / update School-wide Expectations list / Powerpoint.
Share with all staff before school begins and with all students during the first week of school.
Share with staff and students again each nine weeks.

Person(s) Responsible

Dr. Evans, principal

Timeline / By When?

August 2014

Initiated

8-1-2014

1/26/15 Revised

Ongoing

Completed

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Action Plan:

Plan to Monitor for Fidelity of Implementation

SBLT to review plan and data each 9 weeks.

SBLT to problem-solve around new problems or implementation concerns.

Administrative team to adjust accordingly.

Staff / students re-engaged with updates each 9 weeks.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Check and Connect trainings for new mentors.
An additional 5 mentors are needed this year (2014-2015).

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

1. We have revised our strategies related to Goal 2 regarding skipping on campus in light of a response to intervention that doesn't appear to be greatly reducing this problem. We are pleased to report that most of the tier 1 and 2 processes seem to work quite well but that no real tier 3 intervention is in place that is working to fidelity. An updated plan has been considered and is being implemented that puts these tier 3 offenders on a pass restriction plan. Other goals, barriers and strategies remain unchanged.

2. We have reviewed our discipline data to revise our plan for Goal 2. The other goals around reducing OSS and raising attendance rate appear to be working. Each number is at the best it has been in five years. Our review of our gap in black and non-black data appears to be consistently flat and not a significant problem that needs further intervention at this time.