

**14/15 School-wide Behavior Plan  
Palm Harbor University High School**

2/13/2015

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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. Vision- The vision of Palm Harbor University High school is to provide a learning environment that results in a graduation rate of 100 % each year.

Mission- The mission of Palm Harbor University High school is to educate all students by using effective systems that promote life long learning.

Values:

Provide a challenging, academically rigorous, and appropriate curriculum for all 9th-12th grade students

Provide a safe and physically comfortable environment that promotes life long learning

Literacy is emphasized in all courses

Students are provided opportunities and experiences that will prepare them for college and career readiness.

Provide opportunities for students to learn about various college and career paths

\*Pre School faculty meeting on 8/15/14 to go over common area expectations and classroom expectations.

2. Attached

3. Attached

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**Goal 1: Positive Behavior System aligned to School Wide Behavior Plan**

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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?**

Ensure that all teachers are implementing the PBS system with fidelity

**Implementation Steps**

Re-introduce "Storm Chasers" to faculty on 8/12/14  
Meet with new faculty on 8/14/14 to go over system  
Put on morning news for students the first week of school

**Person(s) Responsible**

RTI Team, Assistant Principal

**Timeline / By When?**

Re- introduce to faculty on 8/12/14  
Meet with new faculty on 8/14/14  
Put on morning news first week of school

**Initiated**  
9/2/2013

**1/26/15 Revised**  
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**

**1/26/15 Revised**

**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?
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**Strategy**

RTI/Child Study team reviews on a bi-weekly basis students tardies, referrals, and absence data

**Implementation Steps**

Biweekly meetings to assess data  
Weekly drawings of winners of all tickets submitted  
Winners announced and posted weekly

**Person(s) Responsible**

RTI Team/ Assistant Principal/Principal

**Timeline / By When?**

On going throughout year

**Initiated**  
9/2/2013

**2/16/15 Revised**  
Ongoing

**Completed**

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**Goal 2: Utilize a School Wide Behavior Plan**

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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?**

Work with teachers through monthly PLC, House, Mini-faculty and faculty meetings to ensure ongoing implementation

**Implementation Steps**

Administrators revisit Master Discipline Plan and make changes based on teachers input

New Discipline Plan posters posted in classrooms

Go over House meetings and PLC meetings responsibilities in Faculty meeting

**Person(s) Responsible**

RTI Team/ Assistant Principals, Principal

**Timeline / By When?**

Revisit master discipline plan and make posters during pre school

Go over house meetings and PLC meeting responsibilities during pre school

**Initiated**

8/11/2014

**2/16/15 Revised**

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**

8/11/2014

**2/16/15 Revised**

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?
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**Strategy**

Using Teacher input, RTI data and Child Study data assessed current systems in place

**Implementation Steps**

Teachers submit changes they want to behavior plan

Administrators review changes and make necessary changes

RTI and Child Study team reviews data at the end of previous school year to assess changes needed in House and PLC meetings

**Person(s) Responsible**

Principal/ Assistant Principals/ RTI team/ Child Study Team

**Timeline / By When?**

During Pre School

**Initiated**

**Status**

**Completed**

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**Goal 3: Utilize Administrator mentors, WHIP, Tutoring and Check and Connect to decrease the gap between African American and non African American students**

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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?**

Work with all students to increase the graduation rate

**Implementation Steps**

Principal assigns administrator mentors for our African American students  
Looking at RTI Data Child Study team reviews students who are in need of mentors based on absences and grades  
Behavior Specialist works with students during WHIP to remediate before EOC's  
Night tutoring instituted to assist all students who need tutoring

**Person(s) Responsible**

Principal/ Assistant Principals/ Behavior Specialist, RTI/ Child Study Team

**Timeline / By When**

Assign African American mentors during Pre School  
Look at initial lists of mentees and decide on check and connect mentors by the end of September  
Night tutoring started by the end of October  
Whip in place February before EOC's

**Initiated**

8/6/2014

**revised 2/16/15**

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?**

Work with all students to increase the graduation rate

**Implementation Steps**

Principal assigns administrator mentors for our African American students  
Looking at RTI Data Child Study team reviews students who are in need of mentors based on absences and grades  
Behavior Specialist works with students during WHIP to remediate before EOC's  
Night tutoring instituted to assist all students who need tutoring

**Person(s) Responsible**

Principal/ Assistant Principals/ Behavior Specialist, RTI/ Child Study Team

**Timeline / By When**

Assign African American mentors during Pre School  
Look at initial lists of mentees and decide on check and connect mentors by the end of September  
Night tutoring started by the end of October  
Whip in place February before EOC's

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**Initiated**  
8/11/2014

**revised 2/16/15**  
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**

Look at data on students in need of the most assistance

**Implementation Steps**

Assign African American mentors  
Assign Check and Connect mentors  
Start Night tutoring

**Person(s) Responsible**

Principal/ Assistant Principals/ Behavior Specialist/ RTI/Child Study Team

**Timeline / By When?**

African American mentors during Pre school  
Check and Connect mentors by the end of September  
Night tutoring by the end of October  
WHIP by the end of February

**Initiated**  
8/6/2014

**revised 2/16/15**  
Ongoing

**Completed**

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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**

Continue to decrease School wide Tardies which were at .9% at the end of year from 1.3% at mid year  
Continue to increase Check and connect mentors for priority students which were at the end of the year we had 57 priority students with 37 staff mentors

**Implementation Steps**

Implement PBS System school wide  
Tutoring at night two days a week  
Enlist staff members for Check and Connect

**Person(s) Responsible**

RTI team, Administrators, Faculty and staff

**Timeline / By When?**

Implement PBS system by first week of school  
Start tutoring at night by end of October  
Enlist staff members for Check and Connect during Pre school

**Initiated**

8/13/2014

**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?**

During Pre school present adjusted school wide behavior plan to faculty and staff to ensure school wide success  
Collect teachers Classroom Behavior plans

**Implementation Steps**

Present during Pre school  
Monitor implementation during mini faculty meetings and adjust/correct as needed  
Review teachers classroom behavior plans to ensure alignment

**Person(s) Responsible**

Principal/ Assistant Principals

**Timeline / By When?**

Present to faculty during Pre School  
Mini Faculty meetings are ongoing through out the year  
Collect Teachers classroom behavior plans by the end of August

**Initiated**

8/12/2014

**1/26/15 Revised**

Ongoing

**Completed**

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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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RTI and Child Study Team will continue to review data during bi-weekly meetings

SBLT will meet weekly to review data and implement needed changes

Student feedback will be used to guide ongoing implementation of PBS system

Reports from school safety committee will guide safety of students, teachers and schools

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**Professional Development:**

List Professional Development Opportunities Aligned To The Positive Behavior Supports

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School based RTI/MTSS Trainings

ESE Book Study

Behavior Trainings as needed for Staff

ESE Trainings (True Colors 10/20/14, Differentiated Instruction 3/16/14)

PLC meetings

House Meetings

Reading interventions during Mini Faculty meetings

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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**

Palm Harbor University High School analyzed the 2014 – 2015 first semester discipline data:

- 1115 total referrals were generated
- Of the 1115 referrals 54 were generated by African American students
  - o 14 individual students – 9th thru 12th grade
  - o 9th, 10th, & 12th grade students generated 96% of the 54 referrals
- Within each grade level listed there was one student that generated the majority of the referrals
  - o 9th grade – 1 student generated 6 of the 11 referrals
  - o 10th grade – 1 student generated 8 of the 19 referrals
  - o 12th grade – 1 student generated 15 of the 22 referrals

Practices currently in place at Palm Harbor University High School

- At the beginning of the 2014-2015 school year each African American Student was assigned an administrator as their mentor. The administrator periodically meets with the student to ensure their academic needs are being met and to answer any questions or concerns they may have.
- Students who demonstrate attendance, academic, or discipline issues are assigned a staff member to Check and Connect with them periodically to ensure they are staying on track and address any concerns they may have.
- Storm Chasers – is a whole school positive behavior support system to encourage positive behavior and decrease attendance and tardy issues.
  - o 8 student weekly winners (Canes Cash to spend in cafeteria) and 1 weekly teacher winner (Canes Cash to spend in cafeteria)
  - o 9 week winners 1 student (movie theater gift card) and 1 teacher (\$25 Outback gift card)
  - o Once per semester all students who were nominated as a weekly Storm Chaser is invited to an ice cream social.
- § Students
  - Mentors – Community members are paired with students. Students are identified by administrators, guidance counselors, or teachers as needing the support of a community mentor.
  - SBLT – meets bi-weekly to address student needs.
    - o Identified students meet with their mentor to action plan and goal set. If goals are achieved student receives a \$5 Chick Fil A gift card.
  - Administrators meet with parents to develop success plan
  - Guidance and administration hold parent teacher conferences to address issues or concerns.
  - Positive Behavior Referrals – teachers and staff will issue a positive behavior referral to a student who demonstrates positive behavior.
  - Counseling Intervention Sessions conducted by the school psychologist and social worker.
    - o Attendance, social skills, anger management, self esteem and motivation.
  - PLC's and House meetings are utilized to discuss student concerns and discuss strategies to address concerns.

Additional layers of support that will be added to the current practices to support PHUHS African American students and decrease discipline referrals.

- PHUHS Administrator and check and connect staff member will address and support the 3 students who had repeated referrals during first semester to determine the root cause. They will develop an action plan and set goals with the student to eliminate referrals.

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- o Tie positive behavior rewards to achieving goals
- Guidance counselors will meet with students to discuss academics and classes. If discipline issues are due to class schedule the guidance counselor will work with the administrator on options to eliminate this as a barrier.
- Administrators will continue to meet with parents and have their buy in when creating success plans.
- School Psychologist or Social worker will meet with the three students identified above to share coping strategies.
- Administrator will meet with the student's teachers to discuss the discipline issues and develop a plan that would support the student academically and also curtail the behavior or behaviors that could lead to a referral.