

SCHOOL WIDE BEHAVIOR PLAN

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

School Name Dixie Hollins 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: 61 / 107 = 89 %
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. ***
 - a. Improve school-wide attendance. Improve attendance rate to 90% or above.
 - b. Reduce out of school suspensions for all students. Lower number of days out of school.
 - c. Reduce referrals, time out of class for African American and Hispanic students.
4. Attach or insert your School-wide Guidelines for Success/Expectations...Attached
5. Attach or insert your Common Area Expectations/Rules. Attached.
6. Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.

All teachers went over school rules / expectations on the first day of school and again on the first day of the SECOND week. The principal went over school-wide expectations via the intercom each day of the first week of school.

7. Attach or insert the planned and/or established Reward/Recognition System...Attached.
8. Attach or insert the plan to align classroom management systems with the school-wide behavior plan...Attached.

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).**
- Teacher Warning / Parent Contact.
 - Teacher Contacts Administrator for Conference with Student or Mentor Assigned.
 - Teacher Referral – Warning or Detention. Parent Contact
 - Teacher Referral – ABS or Suspension.

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.**

SBLT team meets twice a month to review trend data and make changes accordingly. Data shared for this year will be attendance and suspension data. In addition, the Child Study Team will be meeting every Thursday and reviewing individual students and overseeing a new mentoring plan. That data will be shared and communicated regularly with faculty and staff.

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. New Teacher PLC – Weekly with Training related to PBS, etc.
2. Weekly PLCs for all teachers – MTSS and PBS training will be part of this PLC structure.
3. Champs Training for all Staff.

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

As for February, we are making strong progress in meeting our goals and we also have met to revisit and revise our expectations per our implementation data checks:

- **Our Attendance Intervention Team** has meet each Thursday and our efforts to celebrate strong attendance and follow-up on interventions is much better than previous years. Our first semester attendance rate was at 90% and our goals were met. As second semester begins, our attendance rate has slipped below 90% and we have met to discuss this in more detail in hopes of still reaching that goal by June.

- **Our effort to reduce the suspension rate** has worked but not to the degree we expected so far. One critical change this year per our plan was the implementation of ABS – an alternative bell schedule – to foster more learning time and fewer days of OSS. We found that while ABS is working quite well in the way it operates and facilitates learning, it has not provided a significant reduction in suspensions out of school because more students are missing ABS and that has led to suspensions that were not anticipated. We have met to discuss this and make changes accordingly.

End of Year: June 20, 2014

Principal Signature **Daniel J. Evans** Date **2-20-14**