

SCHOOL WIDE BEHAVIOR PLAN

Due in Area Superintendent's Office by Friday, September 20, 2013

School Name Dunedin 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: _____/107 = _____%
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).

<u>REFERRAL REVIEW:</u>	<u>2011-2012</u>				<u>2012-2013</u>				<u>2013-2014</u>			
	<u># of students</u>	<u>% of subgroup</u>	<u>Gap #</u>	<u>Gap %</u>	<u># of students</u>	<u>% of subgroup</u>	<u>Gap #</u>	<u>Gap %</u>	<u># of students</u>	<u>% of subgroup</u>	<u>Gap #</u>	<u>Gap %</u>
All students	1362				1374				1456			
African-American students	165	12%			228	17%			203	14%		
Hispanic students	198	14%			163	12%			218	15%		
White students	913	67%			910	66%			921	63%		
Asian Students	36	3%			30	2%			43	3%		
Other ethnicity	52	4%			43	3%			71	5%		
Students on F/R lunch	638	47%			518	38%			664	46%		
SWD	148	11%			165	12%			182	13%		

Males	704	52%			708	51%			750	52%		
Females	658	48%			666	49%			706	48%		
BY GRADE LEVEL: (K, 1, 6, 10, etc)												
Grade level __9__	374	27%			352	28%			401	28%		
Grade level __10__	321	24%			375	27%			380	26%		
Grade level __11__	327	24%			307	22%			385	26%		
Grade level __12__	340	25%			340	25%			290	20%		
	<u>2011-2012</u>			<u>2012-2013</u>			<u>2013-2014</u>					
Top 5 REFERRALS	Black	Non Black	Total	Black	Non Black	Total	Black	Non Black	Total			
Skipping Class	<u>60</u>	<u>147</u>	<u>207</u>	<u>54</u>	<u>110</u>	<u>164</u>						
Class/Campus Disruption	<u>153</u>	<u>193</u>	<u>346</u>	<u>177</u>	<u>251</u>	<u>428</u>						
Other Offenses	<u>29</u>	<u>92</u>	<u>121</u>	<u>26</u>	<u>73</u>	<u>99</u>						
Electronic Devices	<u>44</u>	<u>113</u>	<u>157</u>	<u>32</u>	<u>88</u>	<u>120</u>						
Defiance/Insubordination	<u>22</u>	<u>27</u>	<u>49</u>	<u>38</u>	<u>31</u>	<u>69</u>						
CONSEQUENCES	Black	Non Black	Total	Black	Non Black	Total						
ISS	<u>142</u>	<u>2229</u>	<u>371</u>	<u>94</u>	<u>170</u>	<u>264</u>						
OSS	<u>55</u>	<u>100</u>	<u>155</u>	<u>67</u>	<u>84</u>	<u>151</u>						
Reassignments	<u>2</u>	<u>11</u>	<u>13</u>	<u>5</u>	<u>10</u>	<u>15</u>						
Arrests		<u>26</u>	<u>26</u>	<u>18</u>	<u>32</u>	<u>50</u>						

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. Class/Campus Disruptions

- b. Electronic devices**
- c. Skipping**

A. The strategies to be used to reduce class/campus disruptions are:

- 1. Lessons will provide an interactive environment providing new tasks every 15 minutes or less. The use of RAFT reading and writing prompts will help engage students in our two areas of need.**
- 2. Classes will provide an opening activity or task; something they can start right away—journal, problem of the day, a quick thing to read or a task to perform opening activity or task. The use of writing prompts can serve as an opening bell procedure.**
- 3. Announcing educational goals and performance objectives for students. Teachers will inform students daily what is to be learned and how they will demonstrate this learning. When teachers set high expectations, and provide support as needed, the opportunity for learning and academic success increases.**

B. The strategies to be used to reduce electronic devices are:

- 1. Routine announcements and parent connect message to remind parents, students, teachers, and staff the electronic policy.**
- 2. Teacher/staff confiscation of all student electronics if visible during the school day. Students will serve three days of ABS if they refuse to cooperate with confiscation.**
- 3. Parent, guardian, or an adult 21 years or older named on the emergency card are allowed to pick up confiscated electronics.**

C. The strategies to be used to reduce skipping are:

- 1. Monitor absences using each cohort administrative team.**
- 2. Provide progressive consequences for students found repeatedly skipping or students coming late to school. Students that arrive to class more than ten minutes late will go to the IC room as well as receive an hour detention.**
- 3. There will be higher compliance if all stakeholders perceive rules as fair and fairly enforced.**

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

GUIDELINES FOR SUCCESS:

- 1. Best practices in instructional assessment and intervention are followed**
- 2. Student progress is accurately considered within the context of student progression in their grade cohort.**
- 3. Parents will be properly informed and encouraged to participate in all aspects of their child's educational program**

4. Knowing & Abiding By The Schools Expectations
5. Establishing a strong knowledge of the school mission and vision
6. Establishing core values and setting goals
7. The use of Character Education to make good choices & decisions
8. Use of available resources & services

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

COMMON AREA EXPECTATIONS:

1. Hats and other head coverings will not be worn while on campus.
2. Electronic devices will be turned off and placed out of site from 7:00 AM – 1:35 PM.
3. Students are to arrive on time to class. If students are not in class by the time the tardy bell rings, they must report to the cafeteria and obtain a pass to class. Once four tardies are reached in a semester, students will receive a one hour detention for every subsequent tardy.

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

Grade level assemblies will take place at the beginning of the year and at the start of second semester. Expectations regarding dress code, electronic device policy and tardy policy as well as the following will be discussed.

CORE EXPECTATIONS:

1. Promptness/attendance in class
2. Active participation
3. Respectfulness
4. Responsibility in staying on tasks
5. Pride in our school by words and deeds

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

REWARD/RECOGNITION SYSTEMS:

1. Pep rallies will be held throughout the year. As an incentive, various students will be selected to perform an assortment of talents.
2. Individual classroom teachers will implement a rewards/recognition program in their classrooms.
3. Character Education School-wide initiative as well as Character Education Students of the Month
4. Bars and Letters Award Meeting
5. Honor Roll recognition

6. Additional rewards and recognition may include the following:
 - a. Rewarding positive behavior both in and out of the classroom
 - b. Recognition on FNN
 - c. Stickers
 - d. Tattoos
 - e. Positive referrals

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

DUNEDIN HIGH SCHOOL BEHAVIOR INTERVENTION PLAN

Battery

- 1st & Subsequent Offenses – 3-10 Days Out Of School Suspension/Possible Arrest/Possible Recommendation for Reassignment or Expulsion/Refer to Child Study Team, Parent Contact

Campus Disruption

- 1st Offense - Verbal Reprimand/Out of School Suspension/Possible Arrest, Parent Contact

- 2nd Offense – ABS/3 - 5 Days Out of School Suspension/Possible Arrest, Parent Contact

- 3rd Offense - 5 - 10 Days Out of School Suspension/Possible Arrest/Possible Recommendation for Reassignment, Parent Contact

Cheating/Plagiarizing

- 1st Offense - Teacher handles, Zero on Assignment or Test, Parent Contact

- 2nd Offense - Referral to Administrator, ABS, Zero on Assignment or Test, Parent Contact

Defiance

Students who blatantly refuse to follow a reasonable request or directive of a staff member will be subject to consequences. Consequences will be comparable to infractions

- 1st and Subsequent Offenses – Letter of Apology/IC/Administrative Detention/ABS/Out of School Suspension, Parent Contact

Detention Policy

Teachers must have flexibility in their schedules for more than one day of detention. Under this plan, students must be given options. Allow students 24 hours notice to schedule detention and parent contact.

Dress Code

All tops/shirts must have sleeves. All shorts & skirts must be no more than 3 inches above the knee. All clothing must be free of holes, rips, and tears. No under garments are to be seen. Head coverings and sunglasses are not allowed. All inappropriate clothing or gang related clothes are not to be worn at school. Administration shall be the final judge as to appropriate attire. *For additional information, see PCSB dress code policy.*

- 1st Offense – Office Referral & IC for the remainder of the day

- 2nd & Subsequent Offense - Office Referral, 1 day of ABS and Parent Contact

Failure to Report

Failure to report directly to office/IC with referral will result in disciplinary action.

- IC (all day), Administrative Detention/ABS, Parent Contact

False Name or Eluding School Personnel

- ABS/Out of School Suspension, Parent Contact

Fighting

- 1st Offense - 5- 10 Days Out Of School Suspension/ABS/Possible Arrest/Refer to Child Study Team/Mediation, Parent Contact

Forged Note

Hall Pass/Call Slip/PTL/Parent Note

- Letter of Apology/ABS/2 Days Out Of School Suspension, Parent Contact

Harassment (Bullying or Sexual)

- Verbal Reprimand/Mediation/SRC Referral/ABS/Out of School Suspension/Referral to Child Study Team, Parent Contact

Illegal Parking/Lack of Hang Tag

- 1st Offense - Sticker Notification on Car

- 2nd Offense Vehicle Towed and Parking Privileges

Revoked for the Remainder of the School Year

Indecent Exposure

- 1st Offense - 5 Days Out Of School Suspension/ Possible Arrest, Parent Contact

- 2nd Offense - 10 Days Out Of School Suspension/

Arrest/Possible Recommendation for Reassignment or

Expulsion, Parent Contact

Internet/Computer Violations

- Loss of Privileges for the Remainder of the Year/1-10 Days Out of School Suspension, Parent Contact

Interruption of Class (Not Your Assigned Class)

- 1st Offense - IC (all day), Parent Contact

- 2nd Offense – ABS, Parent Contact

- 3rd Offense - Out Of School Suspension, Parent Contact

Leaving Campus Without Permission

- 1st Offense - ABS, Parent Contact

- 2nd Offense - 2 - 3 Days ABS, Parent Contact

- 3rd & Subsequent Offense - 5 Days ABS, Parent Contact

Leaving Class Without Permission

- 1st Offense – IC (period)/Administrative Detention, Parent Contact

- 2nd Offense ABS, Parent Contact

- 3rd Offense 2 - 3 Days ABS, Parent Contact

Missed Administrative Detention

- 1st Offense – Rescheduled/1 day ABS, Parent Contact

- 2nd & Subsequent Offenses - 1-3 Days ABS, Parent Contact

Possession of Tobacco

- 1st Offense – Confiscation/Administrative Detention/Possible Fine, Parent Contact

- 2nd & Subsequent Offenses - IC (all day)/Possible Fine, Parent Contact

Profanity (Directed at Adult)

- 1st Offense - ABS 3 days, Parent Contact

- 2nd Offense - ABS 5 days, Parent Contact

- 3rd & Subsequent Offenses - 3 Days Out of School

Suspension, Parent Contact

Profanity (Directed at Student)

- 1st Offense - Administrative Detention, Parent Contact

- 2nd & Subsequent Offenses - IC (all day)/ ABS, Parent Contact

Public Display of Affection

- 1st Offense – Warning/Administrative Detention, Parent Contact
- 2nd & Subsequent Offenses – Administrative Detention, Parent Contact

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).**

Dunedin High School Process for Responding to Problem Behavior

School-Wide

Dunedin has collaboratively worked with its staff to establish a School-Wide Behavior Intervention Plan addressing common school infractions. The plan is adhered to when addressing students who receive disciplinary referrals. Infractions identified in the plan are considered to be major discipline infractions.

Classroom

It is the administrations expectation that each classroom teacher have a Classroom Management Plan that addresses classroom expectations and interventions for minor discipline problems. Each teacher is expected to provide students with a verbal warning, make parent contact, and provide a teacher detention for minor infractions before providing students with an administrative referral.

Goals/Strategies to Reduce Overall Behavior Problems

Using your EDS/Portal data, as well as your baseline Benchmarks of Quality results, identify the top 3 goals and strategies you will use to reduce the occurrence of misbehavior at the school.

*****Be sure to include strategies to decrease the discipline GAP between black/non-black students. ******

Goals/Strategies to Reduce Overall Behavior Problems

Step 1 – Work collaboratively to establish school-wide expectations. Gain buy-in from the staff on the established expectations and compliance in following through with enforcing the expectations.

Step 2 – Provide ample opportunities to communicate the expectations to students and ensure they understand what is expected of them.

Step 3 – Communicate school-wide expectations to parents and community members.

Step 4 – Continue to reinforce and monitor the follow through on the established expectations.

Top Three Goals to Reduce the Occurrence of Misbehavior

Goal 1 – Decrease the number of class/campus disruptions by 5%.

Goal 2 – Decrease the number of students who receive electronic device referral by 5%.

Goal 3 – Decrease the number of students who are referred for skipping class by 5%.

- ❖ At the end of each semester, the administration will review the number of referrals and suspensions regarding black and non-black students. The goal is to reduce by 5% the number of referrals/suspension of black students in the areas of class/campus disruptions, skipping, and electronic devices.

- 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 COLLECTION AND ANALYSIS SYSTEMS:

1. Throughout the year an array of data will be collected, compiled, disaggregated, and disseminated to the Dunedin staff.
2. Data collected will include, but not be limited to the following:
 - a. FCAT
 - b. FAIR
 - c. Attendance
 - d. Discipline
 - e. Math, Science, and Writing CIM
 - f. Grade Point Average
 - g. Course Completion
 - h. Credit Recovery
 - i. End of course exams (Math, Science, and Social Studies)
 - j. Early Warning Signs Data
 - k. Content Data

ASSESSMENT OF FIDELITY OF IMPLEMENTATION OF PLAN:

1. Feedback will be gathered from the staff a minimum of three (3) times during the year.
2. Implementation of initiatives will be monitored for fidelity by the RtI/PS/SBLT.

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. _____
2. _____
3. _____

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

End of Year: June 20, 2014

Principal Signature *Ruben C. Hyson*

Date 4/3/14