

SCHOOL WIDE BEHAVIOR PLAN

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

School Name: Lakewood 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: _____ 81__/107 = _____%

2. Engagement Data (attendance/suspension/etc):

a. Use the End of Year data

i. Attendance

Absences

Currently we have **139 less absences** through the month of March for the 2013/21014 school year than we had through the month of March for the 2012/2013 school year.

ii. Timeliness

Tardies

iii. Referrals

Currently we have **698 less referrals** through the month of March for the 2013/21014 school year than we had through the month of March for the 2012/2013 school year.

iv. Suspensions (both In- and Out-of-School)

291 In-School Suspensions/160 Out-of-School suspensions

Currently we have **75 less suspensions** through the month of March for the 2013/21014 school year than we had through the month of March for the 2012/2013 school year.

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.** Establish a Positive Behavior Support team which meets with fidelity to establish systems which support Tier 1, Tier 2, and Tier 3 processes and interventions.
- b.** Implementation of Positive Behavior Support systems which focus on proactive Tier 1 classroom management strategies, as well as a positive reward and recognition process for students and teachers.
- c.** Revisit and re-establish the Lakewood High School Guidelines for Success in order to support the school wide culture and expectations for our school, as it relates to positive behavior.
- d.** Discipline data being aggregated in order to problem solve around any barriers causing disproportionality between black/non-black students receiving discipline actions and referrals.

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

Our school does not have an active GFS process at this time. This process will be initiated, however, by the PBS Team.

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

Common area rules and expectations to be established and developed through the PBS team.

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

The Lakewood PBS Team meeting on Friday, February 28th to include establishing a plan and schedule for meeting on processes such as GFS and school wide rules. This plan will be developed under the CHAMPS/STOIC model, and will include strategies which encourage staff buy-in.

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

Student of the Week

Currently, students who qualify for this award have no referrals for the week and have been present on a daily basis. We have discussed, however, making some modifications to this process in order to provide a more structured data collection and progress monitoring process.

Teacher of the Month

Currently teachers are chosen at random by various staff. Teachers chosen for this award are selected for going above and beyond in their role as a teacher, in providing instances for students to be successful learners. We are currently making modifications to this process in order to provide a more defined and consistent way of work for the selection process. We also hope to incorporate a way to track data for teachers who are recognized with this prestigious award.

Principal’s List and Honor Roll Wall

This wall is comprised of students who make Principal’s List or Honor Roll every grading period. We currently are determining how to track these students in a data base other than FOCUS, so we may progress monitor their growth or problem solve around barriers we may find for current and future recipients.

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

The LwHS PBS Team will develop and establish a suggested classroom management reward/consequence system which aligns with the LwHS GFS and SIP.

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).

The following interventions have been offered to teachers as suggestions to use prior to writing a discipline referral:

Verbal Warnings
Parent Contact

Change of Seat
Teacher Detention

Time in Another Classroom
Guidance Referral

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.

A plan for is being developed by the LwHS MTSS team on how we will collect, analyze, monitor, and present behavior data to administrators and staff. Presently, however, we have begun to problem solve around discipline referral data in areas such as location, reporters, and infractions. This data was used to lead a data chat with staff regarding where we are now as it relates to the behavior goals in our SIP, as well as some suggestions as what we can do to get better.

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. Continuing to Explore Data Dialogue - January 17, 2014
2. Staff meeting centered around LwHS discipline process and expectations - February 13, 2014
2. STOIC training for the staff - Summer 2014
4. Ongoing meetings with Phoenicia Wright, Area 4 MTSS Instructional Staff Developer
5. PD on proactive and positive classroom management by Susan Schilt - Spring 2014
6. FBA training for Tier 3 staff who write and maintain FBA's and PBIP's

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

The following steps are being taken to help create a positive culture of learning inside and outside of the classroom at Lakewood High School:

- Implementation of a PBS Team.
- Implementation of a MTSS Team
- Revision of the LwHS Discipline Plan
- Revision of the data collection process for referrals.
- Implementation of MTSS form for referring students with academic and behavior concerns.
- Ongoing development of additional student and staff recognition process.
- 5000 Role Models – 17 students

- **Spartan SPARKS (Supportive Practices Activated to Refocus and Kindle Success)**

End of Year: June 20, 2014

Principal Signature _____ Date _____