



### SCHOOL WIDE BEHAVIOR PLAN

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

School Name Largo 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: <u>47</u>/107 = <u>43.9</u>%
- 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).

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Total Number of Office Discipline Referats Total Number of Days of In-School Suspensions Total Number of Days of Out-of-School Suspensions	5151 3120 1092	
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View / Uplagd Documents		
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Top 5 reasons referrals were made during 2012-2013.	# of referrals	% of referrals
Defiant	1245	24%
Skipping	697	13%
tardies	613	12%
Detention	556	11%
Disruption	525	10%

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. Be respectful.
- b. Be responsible.
- c. <u>Be cooperative.</u>

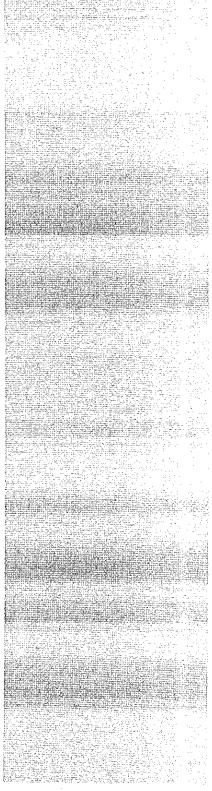
We are hopeful that as our school population continues to change our students will embrace our system of rules and expectations. LHS will continue to work on issues that involve defiance/ insubordination and Profane/ obscene language, as they were our top two reasons for out of school suspensions. Our policies have been instrumental to helping all students achieve at higher levels.

Our campus is committed to narrowing the gap between Black and Non-Black student suspension rates. Largo High's 5000 Role Model's program is very active with character development as well as being a forum in which our Black males can discuss campus issues.

We have a very active Principal's Multicultural Committee. Faculty was asked during meetings to adhere to the idea of progressive discipline and not write frivolous referrals. Several examples were given to the faculty, as well as solutions that could be used in the classroom.

5000 Role Models, and the Principal's Multicultural Committee saw stellar student participation and growth. Majority and minority students were active in all of the previously mentioned groups. We will also recruit African American tutors through our Family and Community Relations office.

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





#### Largo High School Positive Behavior System 2012 - 2013 Per Code of Conduct & Administration

## One Largo - One School - One Mission

A Tommunity of Loarners and Leaders

Alcohol	<b>0</b> 1	•	Mandatory penalty per code of	conduct	1			Directed at or in response to ad	iult –
Arson	26		See PCSB Student Code of Cond	Uct Profession (Observe	1	08	•	• LSS • OSS	
Battery on a student	02		Mandatory penalty per code of	CONDICIONAL PROFILE	P			Not directed to an adult – • In-class consequence •	155
Battery on an adult	03	,	Mandatory penalty per code of	conduct	lensitivity				055
Bus Misconduct	14	٠	See PCSB Student Code of Cond	luct	1			<ul> <li>AP detention</li> </ul>	
Bullying	38	1						Work detail	
			Interventions up to, but not limi	itedRepeated Miscor	duct	09	*	<ul> <li>Review of incident form/confe</li> </ul>	rence
			suspension, reassignment and/o	or expulsion.					OSS
			• On test/quiz - Ø grade	Robbery		31		Referred to SRO	
Cheating/Plaglarism	15	•	to the Boundary Incording here				_	See PCSB Student Code of Cond	
			<ul> <li>Computer - Ø grade</li> </ul>	Sexual Battery		32	*	See PCSB Student Code of Cond	uct
			• OSS	Sexual Offenses		34	٠	See PCSB Student Code of Cond	
Class Disruption	16		Teacher detention     AP detention					<ul> <li>AP detention (½ hr, 1 hr &amp; 2 hr</li> </ul>	)
			Work detail	Skipping a class		10		Work detail	
Campus Disruption			Work detail		ł	_		<ul> <li>Test/make up work dropped on</li> <li>3 days OSS (or \$moker's Clinic 1st</li> </ul>	
	16	*		OSS moking on Scho	<b>4</b> 1	11		<ul> <li>Student search by administrate</li> </ul>	
Computer Violations	19		Computer privileges revoked	Grounds/Building				warranted	or may be
[Internet/Copiers/iD machine]		÷ .	• OSS	Tobacco Product	Possession			· Referred by SRO to court (dvil)	vitation by SR
Defiance			Teacher detention     IS	s				<ul> <li>Fine up to \$500</li> </ul>	
/insubordination	07	•	• Ar detention 4 03	55	-		_	1" Recorded/warning	
			• Work detail	Tardy (per semes	ler)	21		2 Parent contact by teacher	
Missed Teacher Detention	18	•	• A detendon & teacher detentio	on rescheduled				3 <sup>rd</sup> Teacher detention & loss of hal	l pass priviler
			• Work detai/ • ISS	For every three ta	rdias - one obro		1	for semester from that class	
		-	Rescheduled & doubled		class.	nce	Ł	4 <sup>th</sup> AP delention (lunchtime) 5 <sup>th</sup> – 7 <sup>th</sup> ISS for class period	
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			Each time recorded: Parent contra					• 155 = 055	144)
Dress Code	19		dothes to conform to dress code	Act of/possession		12		Restitution      Referre	d to SRO
			• 155	Theft – Grade Bo				• Ø grade	
		_	<ul> <li>Third Infraction OSS</li> </ul>	Possession of Test/C	ula/Grada Book	12		• OSS	
Drugs	04		Mandatory penalty per code of	CONTREE OF ON CONTREE OF		35	4	See PCSB Student Code of Cond	uct
Electronic Devices			1" Offense teacher warning & par	anteontast s s	I				
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Revised: D. Rothgeh 10/3/12

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

Walk to the right and keep moving Use appropriate language Use inside voice Walk versus play Keep area clean Be mindful of others trying to get to class

#### If we all work together, our hallways will be safe!

Hallway Guidelines

#### Cafeteria Guidelines

Walk to the end of the line Use inside voice Take only what you need – condiments, napkins Clean up after yourself Be mindful of others getting lunch and eating Seek assistance from adults

#### Parking Lot Guidelines

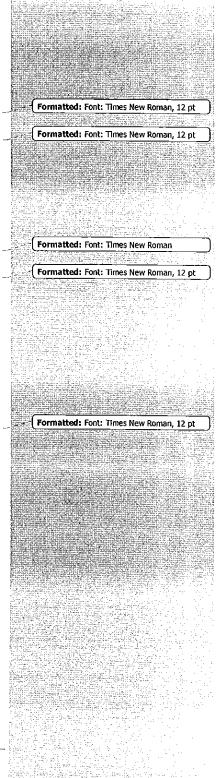
Park only in assigned spot Access the lot before and after school only Drive safely -- follow the law Be mindful of other people and the cars in the parking lot Keep the parking lot clean

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

During pre-school training, teachers were directed to start the year with detailed expectations of students and to document this within their lesson plan books. Several sample lesson plans were share at the training. Staff is aware that they will have to revisit the guidelines periodically with their classes.

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

Largo High is working to procure partnerships with community and online entities to supply extrinsic rewards. Stickers and tickets have been purchased to recognize students. The program is in its infancy stage and all stakeholders are part of the process to help formulate and grow the program. We will be using Largo VIP program, in which staff members will pass out lanyard to students that are seen doing something positive on a small or large scale. Prizes associated with the lanyard will change and the



lanyards will be recycled to new batches of kids periodically. The Principal's 200 will also be deployed from The Administrator's briefcase of Tough Kids.

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

LARGO HIGH SCHOOL - TEACHER CLASSROOM PBS PLAN

Teacher:

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Grade:

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Classroom Rules: (3-5 Positively Stated Observable Behaviors aligned with Expectations)

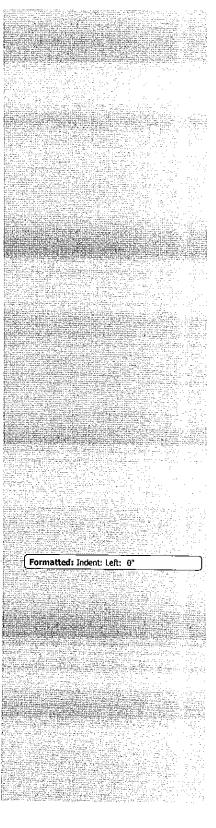
Classroom Procedures: (daily routine, when to sharpen pencils & use restroom, etc ...)

Teaching Rules/Procedures: (How you will teach, when you will teach, how you will remind students, etc ...)

Positive Reinforcement: (in addition to School-Wide system, how you will recognize appropriate behavior)

Positive Reinforcement: (in addition to School-Wide system, how you will recognize appropriate behavior)

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).



Tier 1	Tler 2	Tler 3		
Classroom Discipline Plan	Administrator/Parent Conference Admin. / Teacher / Student	Request for Service - Social Worker Request for Service - School		
School Discipline Plan	Conf.	Psychologist		
	ISS (consider adding Social			
Teacher / Parent Contact	Skills)	Student Behavior Contract		
Parent Conference	5000 Role Models / Girlfrlends	Functional Behavioral Assessment)		
Teacher Detention	Mentor			
Guidance Counselor				
Referral	Peer Mediation			
After school Admin.	-			
Detention	Journaling			
Work Detail	No Hall Pass List			
	Schedule Change			
	Sm. Group counseling -			
	Psychologist			
	Sm. Group counseling - Social Worker			
	Sm. Group counseling - Guidance			

Auto Phone Call	Referral to Attendance Specialist	Teen Court
Parent Connect Guidance contacts parent	Attendance Specialist sends 3 day	Truancy Court
(3 days)	warning letter to comply	Home visit
Warning Letter Sent - 5 Days		Drivers license suspended
4		
1 <sup>2</sup>	· ·	<u> </u>
<u>s 1</u>		

Parent Connect	Reading I	Read 180
Progress Reports	Reading II	Problem Solving Worksheet
Differentiated Instruction Guidance referral	Intensive Math Co-teaching	Dropout Prevention SAIL

Academic

Behavior Attendance

	: 	Tutoring - BTAG	2 j.V 2 j.V 2 i i i
		Review placement of courses	
· ·			
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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 will be compiled on a monthly basis by Jon Marina (Assistant Principal). Discipline data is inputted daily by Beth Brock (Student Services Secretary). Data to review included attendance lapses and tardies, as well as number of referrals and the level of consequences received. Information is shared with the SBLT in RTI meetings and distributed further via department chairs.

List of Projected Staff Training and follow-up coaching to promote an understanding and implementation of positive & proactive multi-tiered systems of support for 2012-2013. Include specific professional development aligned to improving social behavior at the school-wide, classroom, and subgroup levels.

1. <u>Continued training on higher order thinking strategies of AVID (Frayer model, WCIR, Cornell Note-taking)</u>

2. \_Further training in Response To Intervention (RTI) techniques and tiers

3. Bully Prevention training

#### 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

