

**14/15 School-wide Behavior Plan
St. Petersburg High School**

2/2/2015

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. Guidelines are identified, they are printed on poster size papers and distributed to all teachers. These are reviewed with teachers by administrators to identify any changes.
2. Common area expectation signs are posted throughout the school in the Cafeteria, Bus Lane, and Hallways
3. Classroom expectations/rules are posted in all classrooms, guidance and administrative offices. Rules are explained in class level meetings as well as by teachers during the first few days of school. These rules are reinforced and re-taught throughout the year as necessary. These are also posted on our school web site.

Goal 1: Providing Tier 2/3 interventions for chronic offenders

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?

Utilize both school psychologist and social worker to work with different needs groups. Behavior Specialist provides support to EBD teachers. APs and Department Chairs complete fidelity checks and walk throughs in ALL classrooms. FAST team mentors meet regularly with all 9th graders not meeting GPA expectations to offer resources. Tutoring is available to any student on campus in all core academic areas on Saturdays, and after school Monday through Thursday for Math. Credit Recovery classes are offered for students who are behind in credits.

Implementation Steps

Establish FAST team students and mentors. Identify students for FAST team as well as mentors to be paired with them. ID students who are in need of credit recovery and schedule them accordingly. Make referrals to school psychologist, social worker and Behavior Specialist as needed to assist with achievement. Create walk-through schedule. Apply for ELP funding.

Person(s) Responsible

School Psychologist, Social Worker, Behavior Specialist, Assistant Principals, Department Chairs, Mentors

Timeline / By When?

Continuously throughout the school year as needed. FAST team mentors will be assigned by the 3rd week of school and will meet regularly with their mentees to keep them on track.

Initiated

1/26/15 Revised

Completed

Goal 2: Re-teaching of behavior expectations

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?

Have class level meetings to review the behavior expectations and discipline guidelines. Teachers will reinforce this message by discussing behavior expectations in class during the first few days of classes as well as periodically when needed. Morning and afternoon announcements will be made when necessary to remind students of the expectations. Connect Ed phone calls will be made to parents as needed as a reminder. This information being posted on our website for both parents and students. Both the dress code changes and tardy policy updates have been continually reviewed with students by administration and faculty.

Implementation Steps

Schedule class level meetings during the first week of school. Have teachers review school wide behavior expectations as well as their own classroom expectations. Write morning and afternoon announcements as needed to serve as a reminder of the expectations for students. Schedule Connect Ed messages as needed as well as post information to Web site as needed.

Person(s) Responsible

Teachers, Administrators, Guidance Counselors

Timeline / By When?

First week of school and then regularly throughout the school year as needed.

Initiated

2/16/15 Revised

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?

Re-teaching and reviewing expectations

Implementation Steps

Teachers will periodically re-teach, remind and review behavior expectations, announcements will be made before and after school reminding students as well

Person(s) Responsible

Entire staff

Timeline / By When?

Continuously throughout the school year.

Initiated

2/16/15 Revised

Completed

Goal 3: To decrease the discipline gap between black/non-black students

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?

5000 Role Models, Girlfriends Group, Community Mentors, FAST team

Implementation Steps

Set up dates for meetings for these groups and recruit students to participate

Person(s) Responsible

Patrick Walker (5000 Role Models), Carolyn Altenore and Lauren Simpson (Girlfriends), Jessica Brown (FAST team), Volunteer Coordinator (Community Mentors), Faculty and Administrators who serve as mentors

Timeline / By When

All of these programs have previously been established. They will work during the first month of school to identify and recruit new members. FAST team student members will be selected by the first week of school, mentors for FAST team will be established and paired with student by the third week of school. Parent Community Liaison/Volunteer Coordinator will work to find outside community mentors for students who are in need during the first grading period of each semester.

Initiated

revised 2/16/15

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?

Use of Girlfriends group, 5000 Role Models

Implementation Steps

Person(s) Responsible

Timeline / By When

Initiated

revised 2/16/15

Completed

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

Provide students with rewards that will be motivating towards helping them to meet the school wide discipline goals. Certificates for perfect attendance, honor roll, drawings for students with zero tardys and zero days absence

Implementation Steps

Establish what rewards will be and how they will be distributed to qualifying students, establish what we specifically want to focus on rewarding (ie. no tardies per grading period, no absences, etc.)

Person(s) Responsible

Administrative team, guidance counselors, teachers

Timeline / By When?

Every 9 week grading period and/or Semester

Initiated

2/16/15 Revised

Completed

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?

Classroom behavior expectations are aligned with the overall school discipline guidelines. All teachers have copies of the attached discipline guidelines in poster form and they are posted in classrooms, guidance office, administrative offices, etc. Teachers and administration reinforce these guidelines by

Implementation Steps

Work to update the discipline guideline poster school wide. Train teachers on school wide-discipline expectations and make sure that their classroom guidelines are in alignment with the overall school.

Person(s) Responsible

Administration, Teachers, Department Chairs, Guidance Counselors

Timeline / By When?

Summer, First Week of Back to School, Regularly as needed throughout the school year

Initiated

1/26/15 Revised

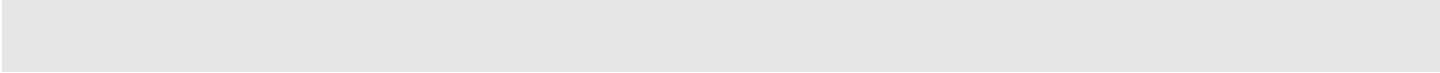
Completed

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Action Plan:

Plan to Monitor for Fidelity of Implementation

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1. Monitor data on dress code change. Compare last year's overall number of referrals by grading period to this year's to see if the number is trending downward
 2. Monitor participation of students in At-Risk groups (Role Model 5000, Girlfriends, FAST, etc.) to see if there is a correlation between being a member and decreased referrals and increased GPA.
 3. Continue with individual Tier 3 student behavior interventions provided to students by social worker, psychologist, behavior specialist, or guidance counselors, which each have a fidelity process.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

All staff have access to Professional Development through the district and site-based trainings. District trainings available include CPI, Positive and Proactive classroom management, PBS. At the site based level, we have many mini trainings during planning periods and built into meetings on behavior management strategies and positive behavior supports. Teachers have access to copies of "Discipline in the Secondary Classroom," and can request assistance at any time from social worker or behavior specialist.

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.

Enter a summary of the current status of implementation

We continue to use Tier 1 supports when addressing the discrepancy between Black and Non-Black discipline. We have been using ABS as an alternative to OSS to help ensure students are able to continue to get their school work while serving consequences for their negative behaviors. We are continuously working to update our Positive Behavior System in hopes of motivating these students to do the right thing.

We conference frequently with these students to explain the desired behaviors. Teachers and staff constantly model the behavior expectations for all students. We use 5000 Role Models and our Girlfriends clubs on campus to help provide additional positive supports for our Black students.