

SCHOOL WIDE BEHAVIOR PLAN

Due in Area Superintendent's Office by Friday, February 21, 2014

School Name: Seminole 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: 92 /107 = 98 %

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

- a. https://pbsis.fmhi.usf.edu/users/pbsis_login.aspx
- b. Use the End of Year data

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. *

- Tardies – (873 referrals 8/19/13 to 2/21/14 – 90% non-black, 10% black)
(723 referrals 8/19/12 to 2/21/13 -- 95% non-black, 5% black)
(689 referrals 8/19/11 to 2/21/12 -- 96% non-black, 4% black)
(846 referrals 8/19/10 to 2/21/11 – 92% non-black, 8% black)

A steady increase in tardy incidents has been reflected in the data above over the past three years from the beginning of the school year to the date of 2/21 in each subsequent year. We are implementing a new tardy policy this school year and we feel as an administrative team that because the process is new, there will be a surge before the tardy situation improves.

The new tardy policy calls for teachers to lock their doors when the final bell for each period rings (starting the second week of school to allow students and teachers to become accustomed to the new policy). Students will report to the main hallway, where there will be a table set up, manned by a teacher, who will record the student's tardy for that period. We will outline the new policy to families in the first newsletter of the year. It reads as follows:

The policy below has been updated to reflect the most current policy. Our processes have changed slightly.

New SHS TARDY POLICY

- Once the tardy bell rings, all classrooms doors will be locked and closed. Students late to class will not enter until they have a pass giving permission to enter.
- Late students will report to the front of the school – the intersection between the main hallway and hallway B (better known as the "T") where there will be a table set up to process tardies.
- For each tardy, the date will be recorded and students will be given a pass to class. Once a student gets more than five tardies for that period in the semester, a one hour administrative detention will be issued.

- Subsequent to their fifth tardy, all additional tardies will be a one hour administrative detention. Record books will be kept for each period tardies. Students failing to attend administrative detention will be given ABS (Alternate Bell Schedule) for one day.
- Students more than 10 minutes late to first period will be placed in IC (A7 – In-school Suspension Room) until the end of the period. Students who are more than 10 minutes late for periods 2-7 will receive a detention for skipping and will be given a pass to class. Students found roaming the halls will be considered skipping and receive progressive discipline for this infraction.

In addition, the administrative staff will be present in the halls before and after school, at dismissal bells, and intermittently during class periods to ensure students are getting to class on time and not wandering the halls without passes. Each administrator will have a specific duty station and area they are responsible for monitoring.

Faculty will also be reminded to be present at their doors during change of classes to assist with hall monitoring and getting students to class on time. Faculty will be reminded at faculty meetings and through email messages regarding this responsibility.

- **Defiance – (293 referrals 8/19/13 to 2/21/14 – 90% non-black, 10% black)
(111 referrals 8/19/12 to 2/21/13 – 84% non-black, 16% black)
(200 referrals 8/19/11 to 2/21/12 -- 91% non-black, 9% black)
(190 referrals 8/19/10 to 2/21/11 – 90% non-black, 10% black)**

Although the numbers are substantially higher from this time in 2013 in comparison to now, this is due to our strong stance on discipline starting out the 2013/14 school year. The administration team feels the numbers will decline substantially from now till the end of the year in comparison to last year. Our strong stance on discipline will now pay dividends in the form of lower defiance rates.

Faculty members are required to turn in a classroom discipline plan to Mr. Williams, the Assistant Principal for discipline. In addition, teachers are required to implement several progressive discipline steps and consequences before writing a referral. A consistent set of school and classroom rules will establish a seamless delivery of student expectations during the school day.

The administrative team met and discussed discipline consequences for the 2013-14 school year. Our discipline matrix is more stringent with regard to students who receive a referral for discipline infractions, particularly defiance issues.

- a. **Skipping Class – (218 referrals 8/19/13 to 2/21/14 – 94% non-black, 6% black)
(138 referrals 8/19/12 to 2/21/13 – 94% non-black, 6% black)
(94 referrals 8/19/11 to 2/21/12 – 94% non-black, 6% black)
(199 referrals 8/19/10 to 2/21/11 – 89% non-black, 11% black)**

Although our numbers are substantially higher this year, this is due to our strong stance on discipline at the beginning of the 2013/14 school-year. Over the remainder of the year, we feel these numbers will decline substantially in relation to previous years.

We have been given a full-time hall monitor this year. This person will patrol the hallways during the school day, as well as monitoring the halls and perimeter of the school during both lunches. This position is being used to curtail the number of referrals students receive for skipping class.

*Strategies to decrease the discipline GAP between black/non-black students and to increase engagement for all students include an ESE Associate that will be working with our SRO and our Assistant Principal to engage our black students in the STEP and 5000 Role Model clubs. They will be working together to target students who are in need of mentoring and bring them into active participation in these clubs.

In addition, an Assistant Principal and our Social Worker are leading our Sister Talk program. This is a program designed to provide mentoring to minority females and to encourage them to do well academically. In addition, this program will provide opportunities for the young ladies to develop their professional wardrobe and teach them how to present themselves in a positive, professional manner.

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

It is the expectation and belief of the faculty and staff of Seminole High School that all students can learn and should have every opportunity to achieve their goals to the best of their ability in an environment that is conducive to learning and supportive of highest student achievement. Students will be provided with a safe learning environment including classrooms that are clean, hallways that are safe, and support personnel to provide services necessary for each student to achieve.

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

It is the expectation that students in common areas during hall change will remain in dress code, keep their hands and feet to themselves, and treat other students, faculty, and staff with respect. Students are allowed to use their electronic devices in the hallways, during lunch, and before and after school, but they must be turned off and put away during class.

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

Each instructor will go over the guidelines and rules of Seminole High School as well as specific classroom expectations during the first week of each semester.

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

Our reward / recognition system includes Student of the Month, where students are nominated by faculty and staff for monthly recognition and breakfast by the Kiwanis Club. In addition, teachers are encouraged to use their teacher lead money for classroom incentives to recognize student achievement.

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

All teachers are requested to submit their classroom management plan to administration. It is reviewed for alignment with the school-wide behavior plan. In addition, all classroom management plans are required to have positive consequences and a progressive plan for discipline. One step in the classroom management plan must include parent contact before a referral is written, with the exception of an egregious student behavior that warrants immediate referral. A common template is available to any teacher that requests one. This will assist

students with a seamless delivery of classroom expectation which will increase student compliance in the classroom.

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).

In conjunction with our Discipline Matrix (attached), the progressive discipline procedures for teachers to address inappropriate behavior are as follows: 1) Discuss classroom expectations with students 2) warning 3) teacher consequence (a) teacher warning or conference with student, b) teacher time-out area c) teacher detention, 4) Teacher contacts parent and documents in Portal, 5) Referral to administrator

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.

Our data analysis plan: 1) Data for discipline is entered into Portal on a daily basis. Teachers make every attempt to exhaust their classroom management plan before referring students to the office. 2) The data are reviewed by the SBLT committee on a monthly basis, the MTSS team on a bi-weekly basis, and by the discipline committee on a bi-monthly basis. In addition, the principal periodically reviews school wide discipline data and reviews it with his administrative team as needed. 3) The types of data examined regularly are infraction type, infractions most often written up on referral and grade levels or subgroups receiving the most referrals. – The SBLT & MTSS Team communicated the data patterns to faculty, staff and students through the discipline committee meetings, the faculty advisory committee, and the school newsletter.


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. Crisis Prevention (CPI)
2. Cultural Competence
3. Multi-Tiered Support System (MTSS)
4. Bullying Prevention
5. Gradual Release Model of teaching

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
End of Year

Principal Signature 

Date 2/21/14