



MASTER PLAN

School Climate and Discipline

2019

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Course Group Number: 10454522

Purpose

Research shows that when schools and districts focus on improving school climate, students are more likely to engage in the curriculum, develop positive relationships, and demonstrate positive behaviors, therefore, deliberate and strategic attention to school climate and discipline must be fostered in order to create said environment.

Participants who engage in professional learning from School Climate & Discipline will be able to acquire and use evidence-based strategies in a continuous improvement model to enhance climate and discipline within schools, thus supporting academic achievement of K-12 students along a pathway to college and career readiness, in alignment with the District's Strategic Plan.

Needs Assessment

To support the District's Strategic Plan and to ensure continuous improvement of instructional and administrative staff, a review and analysis of districtwide data on incidents and suspensions is annually performed by Student Assessment and Research and the School Climate and Discipline Departments.

According to the Department of Education, ineffective discipline such as suspensions impacts everyone. When students are out of class, they cannot learn, and evidence does not show that discipline practices that remove students from instruction help to improve either student behavior or school climate.

Suspensions are associated with negative student outcomes such as lower academic performance, higher rates of dropout, failures to graduate on time, decreased academic engagement, and future disciplinary exclusion. This is concerning because in 2011-2012, 3.45 million students were suspended out-of-school. Of those suspended, students with disabilities and students of color are generally suspended and expelled at higher rates than their peers.

The good news is there are effective alternatives to suspension. Evidence-based, multi-tiered behavioral frameworks, such as Positive Behavioral Interventions and Supports (PBIS), can help improve overall school climate and safety.

Proactive and preventative schoolwide and individual interventions address the underlying cause or purpose of the behavior and reinforce positive actions. Used with fidelity, they have been associated with increases in academic engagement, academic achievement, and reductions in suspensions and school dropouts. This in turn, improves both classroom and schoolwide climate.

To allow for authentic progress monitoring, needs assessment must include both baseline and target data relevant to participant objectives. Data points can be collected from discipline data from sources such as, BCPS's Suspension Brief and Appendices, BASIS panels, Florida Department of Education's School Environmental Safety Incident Report (SESIR) and the Center for Disease Control and Prevention's Youth Risk Behavior Survey (YRBS). Data from BASIS is updated on an ongoing basis, while the YRBS is semi-annually to support the District and schools foster more positive school environments.

Desired Outcomes and Performance Indicators

1.0 Instructional and Non-Instructional Staff (who are non-administrative)			
Desired Outcome: Participants will be able to use evidence-based strategies in a continuous improvement model to enhance climate and discipline in order to support academic achievement of K-12 students along a pathway to college and career readiness, in alignment with the District’s Strategic Plan.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Collects, reviews, and analyses both student and district data from disparate sources.</p> <p>Implements evidence-based strategies with fidelity and collects resulting data.</p> <p>Modifies strategies as needed based on collected data in a continuous improvement model.</p> <p>Data indicates academic achievement goals of K-12 students along a pathway to college and career readiness exceeded.</p>	<p>Collects and reviews both student and district data from disparate sources.</p> <p>Uses evidence-based strategies to plan and prepare facilitation of climate and disciplinary improvement, without consideration of data.</p> <p>Keeps data on strategies but does not evaluate for effectiveness or need for modification of strategies in a continuous improvement model.</p> <p>Data indicates academic achievement goals of K-12 students along a pathway to college and career readiness reached.</p>	<p>Collects limited student data or receives data, but does not use to determine student needs and learning.</p> <p>Uses evidence-based strategies inconsistently and without advanced planning.</p> <p>Fails to consistently utilize the continuous improvement model.</p> <p>Data indicates limited academic achievement goals of K-12 students along a pathway to college and career readiness not met.</p>	<p>Fails to collect data.</p> <p>Does not use evidence-based strategies.</p> <p>Fails to utilize the continuous improvement model.</p> <p>Data indicates academic achievement goals of K-12 students along a pathway to college and career readiness declined.</p>

Data Collection Plan: Instructional and non-instructional staff who are non-administrative			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants’ reactions	Sign in sheets/attendance Post-surveys or participant evaluation	On-Going	School Climate & Discipline Department
2. Participants’ Learning	Pre-test, post-test Embedded and formative assessments	On-Going	School Climate & Discipline Department
3. Organizational Supports	Discipline data, Customer Survey Youth Risk Behavior Survey	On-Going	Student Assessment and Research, Leadership teams, CDC
4. Participants’ Practice	Fidelity of Implementation Checklist Scales and Rubrics, Participant portfolios, Personal growth plans, Self-reflections	On-Going	Instructional and non-instructional staff Administrators Leadership teams
5. Student Outcomes	Student portfolios, Discipline data, Customer Survey	On-Going	Administrators Leadership Teams

2.0 School and District Administrators			
Desired Outcome: Participants will be able to use evidence-based strategies in a continuous improvement model to enhance climate and discipline in order to support academic achievement of K-12 students along a pathway to college and career readiness, in alignment with the District’s Strategic Plan.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Collects, reviews, and analyses both student and district data from disparate sources.</p> <p>Implements evidence-based strategies with fidelity and collects resulting data.</p> <p>Modifies strategies as needed based on collected data in a continuous improvement model.</p> <p>Data indicates academic achievement goals of K-12 students along a pathway to college and career readiness exceeded.</p>	<p>Collects and reviews both student and district data from disparate sources.</p> <p>Uses evidence-based strategies to plan and prepare facilitation of climate and disciplinary improvement, without consideration of data.</p> <p>Keeps data on strategies but does not evaluate for effectiveness or need for modification of strategies in a continuous improvement model.</p> <p>Data indicates academic achievement goals of K-12 students along a pathway to college and career readiness reached.</p>	<p>Collects limited student data or receives data, but does not use to determine student needs and learning.</p> <p>Uses evidence-based strategies inconsistently and without advanced planning.</p> <p>Fails to consistently utilize the continuous improvement model.</p> <p>Data indicates limited academic achievement goals of K-12 students along a pathway to college and career readiness not met.</p>	<p>Fails to collect data.</p> <p>Does not use evidence-based strategies.</p> <p>Fails to utilize the continuous improvement model.</p> <p>Data indicates academic achievement goals of K-12 students along a pathway to college and career readiness declined.</p>

Data Collection Plan: School and District Administrators			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants’ reactions	Sign in sheets/attendance LAB Post-surveys Workshop evaluation forms	On-Going	School Climate & Discipline Dept.
2. Participants’ Learning	Pre-test, post-test Embedded and formative assessments LAB Post-surveys Workshop evaluation forms	On-Going	School Climate & Discipline Dept.
3. Organizational Supports	Discipline data, Customer Survey Youth Risk Behavior Survey	On-Going	Student Assessment & Research, Leadership Teams, CDC
4. Participants’ Practice	Fidelity of Implementation Checklist Scales and Rubrics, Participant portfolios, Personal growth plans, Self-reflections	On-Going	Instructional and NI Staff, Administrators, Leadership Teams
5. Student Outcomes	Student portfolios, Discipline data, Customer Survey	On-Going	Administrators Leadership Teams

Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Instructional and non-instructional staff	Attendance and Feedback Forms in PD Management System	Summary of Attendance and Feedback
School and District Administrators	Attendance and Feedback Forms in PD Management System	Summary of Attendance and Feedback
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Instructional and non-instructional staff	Pre/post-tests Embedded and formative assessments	Summary of pre/post tests and embedded and formative assessments
School and District Administrators	Pre/post-tests Embedded and formative assessments	Summary of pre/post tests and embedded and formative assessments
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Instructional and non-instructional staff	Discipline data, Customer Survey Youth Risk Behavior Survey	Summary of discipline data, Customer Survey CDC Reports from YRBS
School and District Administrators	Discipline data, Customer Survey Youth Risk Behavior Survey	Summary of discipline data, Customer Survey CDC Reports from YRBS
Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Instructional and non-instructional staff	Fidelity of Implementation Checklist Participant portfolios, Personal growth plans, Self-reflections	Fidelity of Implementation Checklist Participant portfolios, Personal growth plans, Self-reflections
School and District Administrators	Fidelity of Implementation Checklist Participant portfolios, Personal growth plans, Self-reflections	Fidelity of Implementation Checklist Participant portfolios, Personal growth plans, Self-reflections
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Instructional and non-instructional staff	Student portfolios Discipline data Customer Survey	Summary of student portfolios, discipline data, and customer survey
School and District Administrators	Student portfolios, Discipline data, Customer Survey	Summary of student portfolios, discipline data, and Customer Survey