

West Feliciana High School

2023-2024

Behavior Action Plan

Observations & Trends

- Willful Disobedience is among the highest number of incidents in our school. An overwhelming 81% of the referrals for that incident are males.
- 90% of the students receiving the most referrals have a special education classification, and the exceptionality receiving the most referrals is "specific learning disability."
- 89.6% of consequences resulting from referrals do not require students to miss in class time or any instruction.
- The 2nd highest incident for referrals is "failure to serve the assigned consequence." Often, students refuse to fulfill the consequence resulting in additional referrals and consequences having to be given. This has a detrimental impact on school behavior data.

Areas of Strengths

- WFHS has reduced the number of out-of-school suspensions for 2 consecutive years.
[21-22 SY 20.7%]
[22-23 SY 15%]
[Current 23-24 SY 5%]
- The protection of instructional time for all students, including those with behavior referrals has had a positive impact on school culture and academics.

Areas of Concerns

- Students with a special education classification are receiving the highest number of referrals throughout the year.
- Since the 21-22 SY, underlying mental health issues for students have been part of what has led to an increase in inattentive and/or aggressive behaviors resulting in high numbers of referrals. Traditional consequences do not adequately address the greatest need for those students.

SMART Goals

Goal #1

90% of students with the most referrals being students identified as special education will reduce to no more than 70% of the top ten referral receivers by the end of the 24-25 school year.

Goal #2

WFHS will increase student counseling and home support strategies for students receiving a high number of referrals by the end of the 24-25 school year.

Monitoring Schedule

- Every 2 weeks, special education teachers will conduct "check-ins" with their students and monitor their academics, behaviors, and social emotional supports.
- Each month, the Behavior Intervention Team will review discipline records to identify students who need a conference and/or meet with their parents to discuss the student needs and develop a plan for support.

Monitoring Schedule

- Daily, any stakeholder can place a request for a student to be reviewed for counseling services, including the students themselves.
- Each month, the school leadership team will receive updates on numbers of students receiving counseling services.
- By the end of the semester, the district leadership team will advise the school on the projected time remaining for

<ul style="list-style-type: none"> • Each semester, the district will conduct an Attendance and Discipline PLC to assess the conditions of all schools in terms of discipline and truancy. • Each summer, the school leadership team will conduct a forensic analysis of discipline data to find areas of concern and update school-wide plans. 	<p>the additional counseling providers and begin brainstorming ways to help parents/guardians continue counseling services as needed.</p> <ul style="list-style-type: none"> • By the end of each semester, the parents/guardians of students receiving counseling services will complete a satisfaction survey for feedback on the program.
<p><u>Stakeholders</u></p> <ul style="list-style-type: none"> • Grade-level orientations are held prior to the start of the school year where parents will be made aware of school goals and plans for implementation. • Teachers will participate in discussions around the school-wide plan and offer feedback at the start of each school year. In addition, all staff will receive professional development on classroom strategies to promote engagement and knowing when to write a referral. • The district leadership will receive the school action plan and be invited to provide feedback and ask questions during the district PLC. • This plan is posted to the school website for public view. 	<p><u>Stakeholders</u></p> <ul style="list-style-type: none"> • West Feliciana Parish Schools submitted a Reimagine Grant to obtain a large number of licensed counselors (in addition to our school counselors and social worker) to provide weekly counseling for students. All stakeholders, parents, staff, and students were informed of the offering and provided the procedure for requesting services. • Teachers received 8 hours of professional development from a licensed counselors on what to look for from students who may be in need of mental health support. • All students assigned to an alternative school program as a result of behavior are required to participate in weekly group sessions with a licensed counselor and individual sessions. • A community team was organized as part of the Reimagine Grant that includes community leaders, school board members, and parents to provide updates on the success of the counseling program.
<p><u>Implementation Steps</u></p> <ol style="list-style-type: none"> 1. The Behavior Intervention Team will meet in a Special Education PLC to discuss Goal #1 and design strategies and plans to increase support for special education students receiving referrals. 2. Special education will progress monitor their students every 2 weeks in an assigned study skills class. 3. Special education teachers will assess which students are in need of a Functional Behavior Assessment and a behavior plan or will review the current behavior plans to ensure the 	<p><u>Implementation Steps</u></p> <ol style="list-style-type: none"> 1. West Feliciana was awarded the Reimagine Grant to contract with licensed counselors to provide counseling services to students for no charge. 2. Parents and stakeholders were notified through open forum meetings, at all "back to school" events, and through social media and website blasts 3. Teachers received in-depth counseling professional development as well as training on the procedure to recommend a student for counseling.

<p>best supports are in place to support students.</p> <ol style="list-style-type: none"> 4. Members of the Behavior Intervention Team will “check-in” with the top 10 referral students regularly in an effort to build relationships with these students and their guardians. 5. Each month, the Behavior Intervention Team will monitor the discipline data of students with special education identification to ensure the reduction in referrals. 	<ol style="list-style-type: none"> 4. The Family Support Coordinator places students with counselors and works with their schedule to identify the best times for counseling. 5. Parent surveys are conducted to ensure the satisfaction of the program and make adjustments as needed.
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