

# Creating a Positive High School Culture, Climate, and Community

Haines City High School, Haines City, Florida



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## Introduction

Haines City High School is located in Haines City, Florida. The school is one of the six target schools receiving additional support as part of the School Climate Transformation Grant. The Grant support team has partnered with the school to help develop a multi-tiered behavioral framework to help support the diverse needs of students. One of the school's goals is to increase and strengthen support systems for all students by building positive relationships and providing opportunities for success.

The school offers a variety of opportunities to students with a wide range of interests. In addition to hosting an International Baccalaureate program, the school has several academies students can attend in the areas of Children's Educational Studies, Media Production, Environmental Agriculture & Technology, and Visual & Performing Arts. There are also multiple extra-curricular and leadership activities for students to participate in, such as U.S. Army JROTC, sports, clubs, and various programs involving the arts.

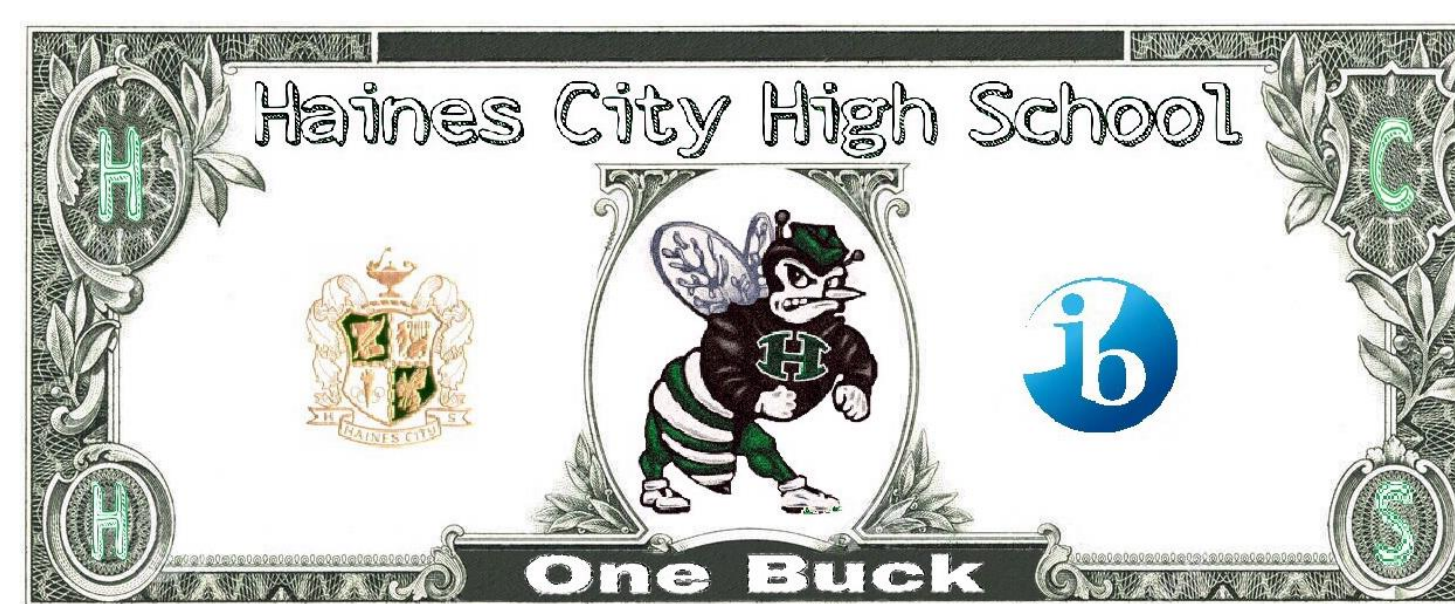
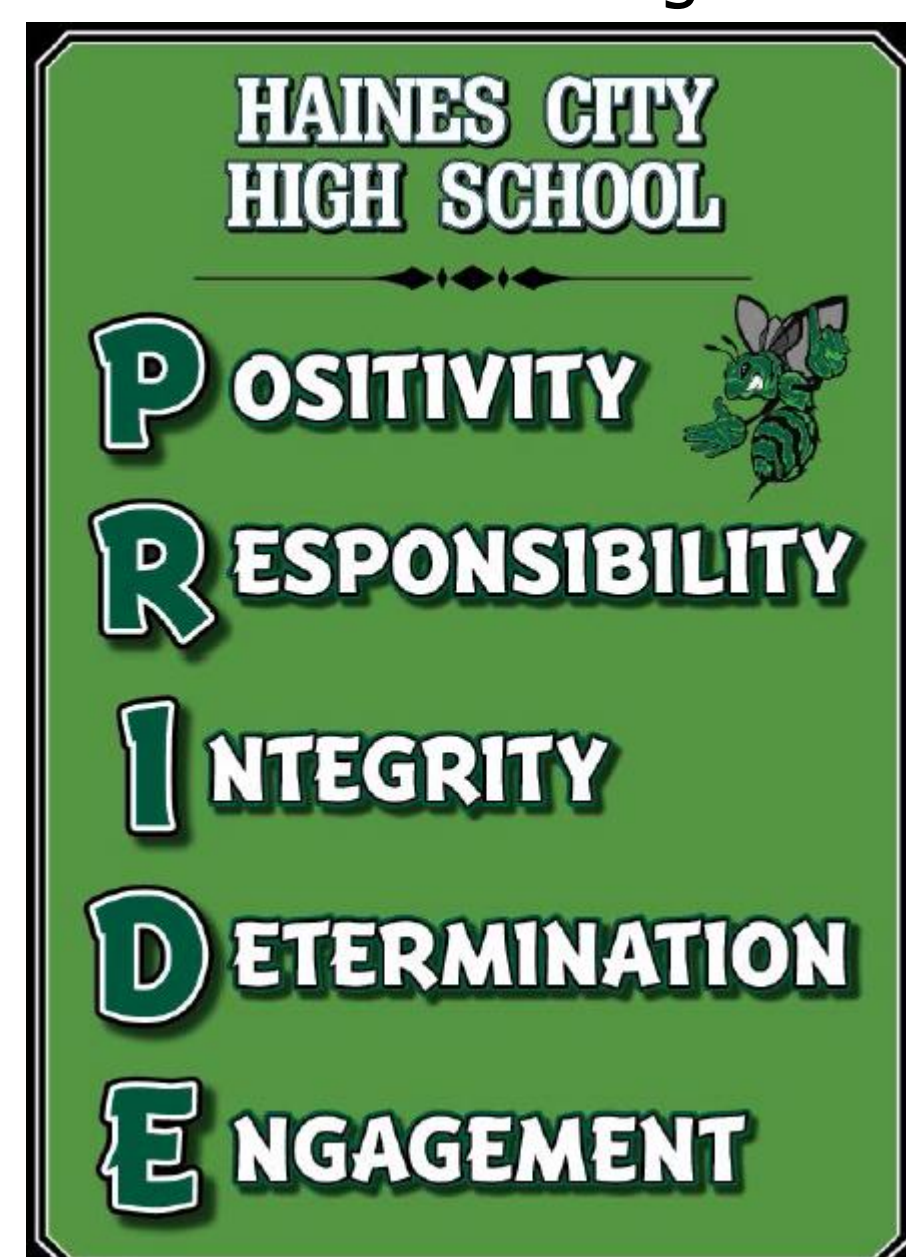
Haines City High School educates students in grades 9-12 and the current enrollment of the school is 2,439 students, 143 teachers and 32 support staff. The student demographic information is 54% Hispanic, 26% Black, 14% White, 3% Asian, 2% more than one race and 1% American Indian.

Mr. Adam Lane is the principal of Haines City High School. He believes in the vision of the school, in which all students should serve as productive, responsible citizens and be prepared to enter the work force, a branch of the military, or a post-secondary institution upon graduation.

The Haines City High School mission is to provide a high-quality education by forging strong communal relationships, achieving academic proficiency, and reinforcing positive behavior. Through these provisions, Haines City High School creates Hornet Nation, which is a sense of pride; a feeling of comfort and confidence; a common ground; and a connection felt between students, faculty, parents, and community members.

## Initial Planning Stages

Student leaders worked to develop expectations, created signs for the school and designed Hornet Bucks to use as incentives.



## Implementation

### Highlights of PBIS Implementation

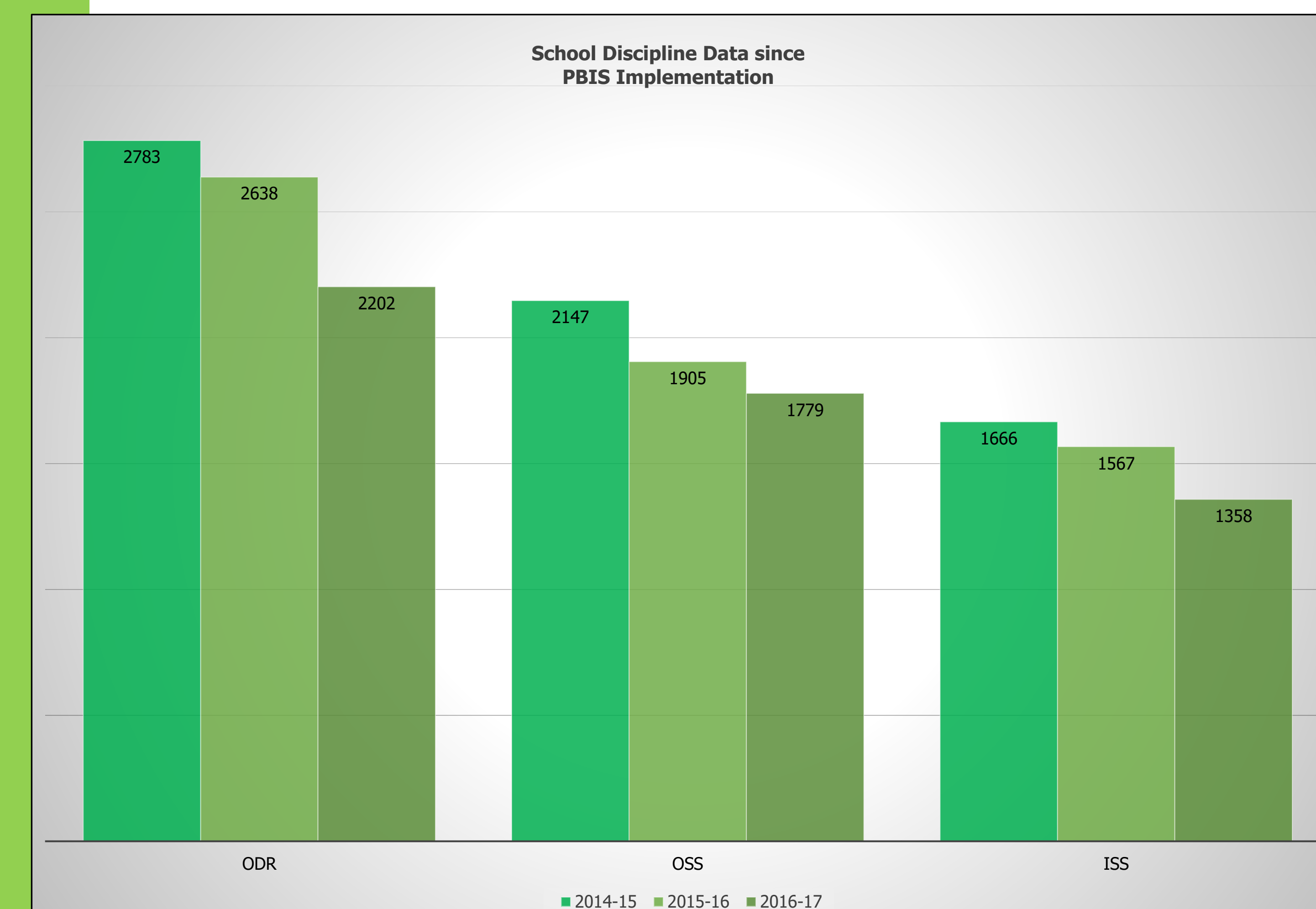
- Shifting the mindset of all staff to catch students doing the right thing and also reward students doing the right thing
- Recognition of students on morning announcements for public praise involving athletics, clubs, activities and academic accomplishments
- Staff voice – staff presented with information and voted in favor of utilizing PBIS on a campus wide basis.
- Core team selected with staff and student leaders to develop SWPBIS system which involved creating expectations, preferred reinforcers, developing materials for visibility at the school and filming creative ways to teach expectations
- ALL staff are invited and encouraged to participate in PBIS meetings and all staff are provided professional development on using the PBIS system to reward students and teach behavior expectations.
- Clubs and student leaders involved in running school store used for students to spend Hornet Bucks in exchange for school spirit items
- Emerald Leadership Award - Nominate a Student & Develop a Star
- Chance Tickets are exchanged for students to win various items – Pizza with the Principal, School theater Productions, Movie Viewing, Athletic Events, and Tickets to the Homecoming Dance and Prom
- Hornet Nation Award – recognizes outstanding students at monthly faculty meetings. Family members are also recognized.
- Positive Behavior Referral – Positive written and verbal recognition from a staff member to a student.

## Student Leadership

*Leadership Skills Development* is offered to 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders as an elective credit. This class gives the student body the opportunity to serve the school as PBIS liaisons while learning leadership skills that will benefit them in the future. The responsibilities for this class are as follows:

- Peer mediation through guidance department
- Peer mentoring through guidance department
- Development of video lessons for the *PRIDE* expectations
- Development of PBIS activities and events
- Data collection: *Hornet Bucks*, positive referrals, etc.
- Operate all aspects of the school store

## Results



Data collected using discipline information from the first full year of implementation

- Office Discipline Referrals decreased by 21%
- Out of School Suspension days decreased by 17%
- In School Suspension days decreased

- Year Prior to Implementation
- Year of Planning/Partial Implementation
- Year of Full Implementation

## Reflections and Moving Forward

- Staff are continuously encouraged to build positive connections with students. They act as de-escalators, communicators, and peacemakers.
- "People with their differences can also be right", is an approach to classroom teaching, discussions and learning that all staff keep at the forefront of their thoughts.
- Tier 2 & Tier 3 supports are implemented by using small group counseling, Second Step, behavior interventionist support & a mentoring program. Individual student counseling is an option for students identified as having more intense needs.
- Leadership classes are built into the schedule for all incoming 9<sup>th</sup> grade students.

