
Guidelines for Success

1. What are the school-wide Guidelines for Success?

1. The school-wide GFS expectations have been shared with all staff during our post-school discipline meeting.
2. Expectations are posted in each classroom and reviewed on a regular basis. Discipline Committee meeting minutes are shared each month with all staff.
3. At the beginning of each semester, classroom rules and expectations are identified, posted and communicated to parents and students through written communication, as well as verbal.

2. Where are common area expectations posted?

Expectations are posted in the cafeteria, as well as in each classroom.

3. How are common area expectations communicated?

Expectations are shared every morning on the morning announcements, in the cafeteria daily and in each classroom.

4. What are the classroom expectations/rules and how are they identified, posted, and clearly communicated?

Classroom expectations are shared at the beginning of the school year in each classroom and posted. Many rules are created with the students' input and displayed in the classrooms. Teachers create syllabi and include the rules and are shared with parents at open house and on teacher websites.

Goal 1

Present Level of Performance

There were a total of 454 classroom disruption referrals. Nine percent of those were for black students and ninety-one percent were for non-black students.

Expected Level of Performance

We are expecting to lower the overall number of classroom disruption referrals by 10%.

GAP

The gap of the present level and expected level of performance is a total of 45 referrals.

1. What problem have you identified?

We would like students to know and do is to build positive relationships with teachers. We have built an additional five minutes into first period to allow teachers to become more connected with their students and become their teacher advocate and mentor.

We have reviewed and analyzed the number of classroom disruption referrals and saw that it was the majority of our referrals.

2. What is your Desired Outcome/Measureable Goal?

Our desired outcome is to reduce the number of classroom disruption referrals by 10% or more.

3. What are possible reasons that your goal has not yet been reached (barriers)?

Training of teachers on classroom management and following the posted school-wide discipline plan expectations. We will identify the black students with high number of classroom disruption referrals.

3a. What is the most valid and alterable barrier (your priority)?

Our priority is to have staff follow the school wide discipline policy and work with students to lower the amount of incidents that occur in the classroom.

3b. How do you know that this is the right barrier to address (validation)?

When conducting surveys with the staff, many understand that last year they did not follow the steps of the policy (verbal warnings, contact with parent, detentions and then referrals).

**15/16 School-wide Behavior Plan
Palm Harbor Middle School**

8/27/2015

Goal 1

4. How will this problem be solved?

Training of teachers on classroom management and following the posted school-wide discipline plan expectations.

We will identify the black students with high number of classroom disruption referrals.

**Implementation Steps
(Including professional development)**

1. Share discipline plan with all staff.
2. Have teachers post and discuss discipline plan with students.
3. The data management technician will run an initial report on our minority students with prior classroom disruption referrals.

Person(s) Responsible

Discipline Committee will share the plan with all staff. Teachers are responsible for discussing the plan with students. The three assistant principals, the behavior specialist and the data management technician will meet and track student referrals.

Timeline / By When?

1. Plan discussed/reviewed with staff - August 13, 2015
2. Teachers discussed with students during the first week of school - August 24-28, 2015
3. The initial report will be run mid January, 2016 and the assistant principals and the behavior specialist will meet those black students with 2 or more referrals for classroom disruption.

Initiated: 8/13/2015

Ongoing:

Pending:

Completed:

Goal 1

5. Data collection and management

The Discipline Committee uses Decision Ed and Portal to collect information on referrals, including types of behaviors, ISS and OSS numbers. Palm Harbor Middle School uses positive reinforcements to lessen negative classroom behaviors by students.

**Implementation Steps
(Including professional development)**

1. Discipline Committee collects, reviews and shares monthly data, including comparing black students to non-black students.
2. Teachers uses positive referrals or other positive interventions.

Person(s) Responsible

1. Dr. Julius Wynn, Michelle Lampert, Lisa Lennox and Patricia Gregory collect, analyze and share discipline data.
2. Teachers and administrators conduct positive interventions.

Timeline / By When?

1. Data is collected monthly and discussed the 2nd Wednesday of the month.
2. Teachers and administrators conduct positive interventions on a daily basis.

Initiated: 8/13/2015

Ongoing:

Pending:

Completed:

Goal 1

6. Support Plan

The SBLT and the MTSS team will work together to implement individual PBIP/FBAs where needed to help reduce the number of classroom disruption referrals.

**Implementation Steps
(Including professional development)**

- Identify students with numerous classroom disruption referrals.
- Collect data if needed.
- Create a support system for the child.

Person(s) Responsible

Behavior Specialist/ VE Liasion

Timeline / By When?

1st and 3rd Monday of each month.

Initiated: 8/14/2015

Ongoing:

Pending:

Completed:

Goal 1

7. Fidelity Plan

The Discipline Committee will meet each month to discuss data and see if there are any improvements.

**Implementation Steps
(Including professional development)**

1. The DMT will collect the number of classroom disruption referrals and report to the Discipline Committee.
2. The Discipline Committee will meet and analyze the data.
3. The Discipline Committee will conduct a PDSA on individuals as necessary.

Person(s) Responsible

1. DMT
2. Discipline Committee
3. Behavior Specialist

Timeline / By When?

The second Wednesday of each month

Initiated: 8/14/2015

Ongoing:

Pending:

Completed:

Goal 2

Present Level of Performance

There were a total of 149 bus referrals for the 2014-15 school year. Seven percent of those were for black students, while there was ninety-three percent for non-black students

Expected Level of Performance

We are expecting to lower the overall number of bus referrals by 10%.

GAP

The gap of the present level and the expected level of performance is 15 referrals.

1. What problem have you identified?

We would like the students to know how to properly behave on the school bus so that it is a safe environment for all students and the drivers.

We collected and analyzed the number of bus referrals for the 2014-15 school year.

2. What is your Desired Outcome/Measureable Goal?

We are expecting to lower the overall number of bus referrals by 10%.

3. What are possible reasons that your goal has not yet been reached (barriers)?

Dr. Wynn meets with the bus drivers prior to the school year beginning. Expectations are shared and with the bus drivers. A written list of bus rules and expectations are given to each student and must be signed and returned to the school.

We will identify black students with bus misconduct referrals and contact students to discuss their behavior and also contact their parents.

3a. What is the most valid and alterable barrier (your priority)?

Due to the safety of all of our students, we find it our priority to reduce the number of distractions on our school buses.

3b. How do you know that this is the right barrier to address (validation)?

Safety is our number one concern. It has been a concern from several bus drivers and our goal is to make sure our students get to and from school in a safe manner, without having disruptions to the bus driver.

**15/16 School-wide Behavior Plan
Palm Harbor Middle School**

8/27/2015

Goal 2

4. How will this problem be solved?

Dr. Wynn meets with the bus drivers prior to the school year beginning. Expectations are shared and with the bus drivers. A written list of bus rules and expectations are given to each student and must be signed and returned to the school.

We will identify black students with bus misconduct referrals and contact students to discuss their behavior and also contact their parents.

Implementation Steps (Including professional development)

1. Dr. Wynn meets with all bus drivers
2. List of bus rules and expectations are given to each student the first day of school
3. Forms are collected from the students
4. Identify black students with bus misconduct referrals and contact students and parents; create a success plan for those in need.

Person(s) Responsible

1. Dr. Wynn and bus drivers
2. Homeroom teachers
3. Dr. Wynn and the data management technician will run the reports on the bus referrals by ethnicity

Timeline / By When?

1. Dr. Wynn meets with the bus drivers during pre-school days
2. Homeroom teachers distribute and collect bus rules/expectations the week of August 24, 2015.
3. The initial report will be run mid January, 2016 and the assistant principals and the behavior specialist will meet those black students with 2 or more referrals for bus misconduct.

Initiated: 8/24/2015

Ongoing:

Pending:

Completed:

Goal 2

5. Data collection and management

The Discipline Committee uses Decision Ed and Portal to collect information on referrals, including types of behaviors, ISS and OSS numbers. Palm Harbor Middle School uses positive reinforcements to lessen negative bus behaviors by students.

Implementation Steps (Including professional development)

1. Discipline Committee collects, reviews and shares monthly data, including comparing black and non-black students.
2. Bus drivers or teacher associates use positive referrals or other positive interventions.
3. Dr. Wynn meets with the bus drivers on a bi-weekly basis for bus protocol.

Person(s) Responsible

1. Dr. Julius Wynn, Michelle Lampert, Lisa Lennox and Patricia Gregory collect, analyze and share discipline data during the Discipline Committee.
2. Bus drivers, teacher associates and administrators conduct positive interventions.
3. Dr. Wynn and bus drivers meet together

Timeline / By When?

1. Data is collected monthly by the second Wednesday of the month.
2. Teachers associates and administrators conduct positive interventions on a daily basis.
3. Dr. Wynn and bus drivers meet bi-weekly.

Initiated: 8/14/2015

Ongoing:

Pending:

Completed:

Goal 2

6. Support Plan

The SBLT and the MTSS team will work together to implement individual PBIP/FBAs where needed to help reduce the number of bus disruption referrals.

**Implementation Steps
(Including professional development)**

- Identify students with numerous bus disruption referrals.
- Collect data if needed.
- Create a support system for the child, including peer support or if available an associate that rides the bus.

Person(s) Responsible

Behavior Specialist/ VE Liasion

Timeline / By When?

1st and 3rd Monday of each month

Initiated: 9/14/2015

Ongoing:

Pending:

Completed:

Goal 2

7. Fidelity Plan

The Discipline Committee will meet each month to discuss data and see if there are any improvements.

**Implementation Steps
(Including professional development)**

1. The DMT will collect the number of classroom disruption referrals and report the the Discipline Committee.
2. The Discipline Committee will meet and analyze data.
3. The Discipline Committee will conduct a PDSA on individuals as necessary.

Person(s) Responsible

1. DMT
2. Discipline Committee
3. Behavior Specialist

Timeline / By When?

The second Wednesday of each month

Initiated: 8/14/2015

Ongoing:

Pending:

Completed:

Goal 3

Present Level of Performance

There were a total of 194 defiance referrals for the 2014-15 school year. Nine percent of those were for black students, while there was ninety-one percent for non-black students

Expected Level of Performance

We are expecting to lower the overall number of defiance referrals by 10%.

GAP

The gap of the present level and expected level of performance is a total of 19 referrals.

1. The identified problem for Goal 3 is:

We would like students to know and do is to build positive relationships with teachers. We have built an additional five minutes into first period to allow teachers to become more connected with their students and become their teacher advocate and mentor.

We have reviewed and analyzed the number of defiance referrals and saw that it was the third highest cause our referrals.

2. What is your Desired Outcome/Measureable Goal?

Our desired outcome is to reduce the number of defiance referrals by 10% or more.

3. What are possible reasons that your goal has not yet been reached (barriers)?

Training of teachers on classroom management and following the posted school-wide discipline plan expectations. Many teachers skip steps in the discipline plan.

We will identify the black students with high number of defiance referrals.

3a. What is the most valid and alterable barrier (your priority)?

Our priority is to have staff follow the school wide discipline policy and work with students to lower the amount of incidents that deal with defiance.

3b. How do you know that this is the right barrier to address (validation)?

When conducting surveys with the staff, many understand that last year they did not follow the steps of the policy (verbal warnings, contact with parent, detentions and then referrals). Many of our teachers stated defiance is a topic

**15/16 School-wide Behavior Plan
Palm Harbor Middle School**

8/27/2015

Goal 3

4. How will this problem be solved?

When conducting surveys with the staff, many understand that last year they did not follow the steps of the policy (verbal warnings, contact with parent, detentions and then referrals). Many of our teachers stated defiance is a topic

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

1. Administrators review student behavior expectations in the classroom and student dining facility.
2. Teachers review school and classroom expectations the first week of school and at the beginning of 2nd semester.
3. The Discipline Committee will identify students, both black and non-black students with 2 or more referrals for defiance.
4. Offer teachers with higher referrals for defiance to attend professional development in classroom behavior management.

Person(s) Responsible

1. Administrators share expectations.
2. Teachers review school and classroom expectations.
3. All staff and students will build trusting relationships.
4. The assistant principals and data management technician will run reports on both black and non-black students
5. The Pro-Ed Facilitator and county Professional Development office will offer various classroom management courses to all personnel.

Timeline / By When?

Expectations are shared at the beginning of each semester and as needed to improve behaviors. Ms. Hawkins will do the morning announcements daily.

By the second Wednesday of each month, the proper reports regarding the number of referrals for defiance will be generated and discussed at the monthly Discipline Committee.

Pro-Ed will offer classes throughout the year.

Initiated: 8/13/2015

Ongoing:

Pending:

Completed:

Goal 3

5. Data collection and management

The Discipline Committee uses Decision Ed and Portal to collect information on referrals, including types of behaviors, ISS and OSS numbers, as well as break down the information by ethnicity with focus on black versus non-black students.

Palm Harbor Middle School uses positive reinforcements to lessen negative classroom behaviors by students.

Implementation Steps (Including professional development)

1. Discipline Committee collects, reviews and shares monthly data.
2. Teachers use positive referrals or other positive interventions.
3. Refer black and non-black students to mentors, as well as becoming involved in extra curricular activities offered by the school. We will also utilize the 5000 Role Models of Excellence Program.

Person(s) Responsible

1. Dr. Julius Wynn, Michelle Lampert, Lisa Lennox and Patricia Gregory and the data management technician collect, analyze and share discipline data during the monthly Discipline Committee meeting.
2. Teachers and administrators conduct positive interventions.
3. The assistant principals and other staff members

Timeline / By When?

1. Data is collected monthly
2. Teachers and administrators conduct positive interventions on a daily basis.

Initiated: 8/13/2015

Ongoing:

Pending:

Completed:

Goal 3

6. Support Plan

The SBLT and the MTSS team will work together to implement individual PBIP/FBAs where needed to help reduce the number of defiance referrals.

**Implementation Steps
(Including professional development)**

- Identify students with numerous referrals for defiance.
- Collect data if needed.
- Create a support system for the child.

Person(s) Responsible

Behavior Specialist/ VE Liasion

Timeline / By When?

1st and 3rd Monday of each month

Initiated: 8/14/2015

Ongoing:

Pending:

Completed:

Goal 3

7. Fidelity Plan

The Discipline Committee will meet each month to discuss data and see if there are any improvements.

**Implementation Steps
(Including professional development)**

1. The DMT will collect the number of referrals for defiance and report the the Discipline Committee.
2. The Discipline Committee will meet and analyze data.
3. The Discipline Committee will conduct a PDSA on individuals as necessary.

Person(s) Responsible

1. DMT
2. Discipline Committee
3. Behavior Specialist

Timeline / By When?

The second Wednesday of each month

Initiated: 8/14/2015

Ongoing:

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

In order to promote positive behavior that will decrease classroom disruption, students who make the principal's honor roll and have satisfactory or exceptional behaviors on their report cards are rewarded with a "Panther Card". Those who made the principal's honor roll may leave 2 minutes early for lunch.

2. Describe the procedure/practice used.

1. During the distribution of report cards, homeroom teachers determine who qualifies for Panther Card.
2. Teacher distributes cards to students.
3. Students use cards for their reward.

3. How, when, where, and by whom will strategies be implemented?

1. Mrs. Lampert will create and distribute the Panther Card to teachers at the end of the grading period.
2. Homeroom teachers are responsible for determining who qualifies for the Panther Card.

4. Explain how documented strategies are evidence-based and aligned to data?

We will document the number of students who make the Principal's Honor Roll and reward them. We are hoping that others will want the same positive reward to be released 2 minutes to lunch. We will track the progress at the end of each grading period to see if numbers increase.

Alignment of Classroom Management Systems With The School-Wide Behavior Plan

1. What STOIC-based classroom management system is implemented in your school?

The Discipline Committee created a school-wide discipline plan and received input from all staff. We created our guidelines that include: being to school and class on time, being an active learning and showing respect to yourself and others. We have conducted a PLC where the plan and guidelines were shared and stating the expectations of all staff. The Discipline Committee will collect data and monitor both positive and negative behaviors. To support students positively, we have instituted the Panther Reward Program to honor those who have made the Principal's Honor Roll each quarter. In addition, those who have made the Principal's Honor Roll each year in middle school will have special recognition at the end of the year, during the 8th grade awards assembly. Also, we are offering the SOS Program where our AVID students will be "Supporting Other Students" academically during all lunches. We will do a PDSA each month during our Discipline Committee to look for areas of improvement.

2. How do you know that your classroom management system is research based?

Through various professional development opportunities, we implement a system that is widely used and accepted, such as CHAMPS. We recommend teachers to attend classroom management classes offered through the district. Each semester, we conduct a couple book studies and other professional development, approved by the district including True Colors, AVID Training, Dealing with Difference, Cultural Diversity, and CPI 1 & 2.

3. How is your classroom management system aligned to data?

Through various surveys that are conducted through the year, the Discipline Committee analyzing data to determine areas of concerns from staff and students. We also look at Decision Ed and Portal to analyze the types of incidences that are occurring most frequently.

4. What specific outcomes are expected as a result of your classroom management system?

We are expecting that our staff will utilize research based strategies to improve classroom management that will lead to less referrals and higher student achievement.