Guidelines for Success

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

Safety Harbor Middle School uses PBS and is dedicated to creating the safest environment possible for all students. For the 15/16 school year, SHMS has decided to focus on "Actions Prior to the Referral". This initiative is directed toward being proactive with students and discipline instead of being reactive. As part of the process, we are including a NEST (Nurturing Every Seahawk Today) period, in which students are able to meet with a teacher, and a small group of students in a setting that is intended to provide an environment of sharing and nurturing. The hope is that students will be able to establish a rapport with an adult and other students in which they feel safe sharing information and feel as if they are part of the teacher's "nest" and ultimately the school's nest. SHMS believes that establishing a relationship with students (especially those from troubled backgrounds) will significantly build school culture and lead to less behavior issues throughout the school year.

The SHMS discipline committee works throughout the school year to adapt rules and policies that may or may not be working for the good of the school. Things that the committee focuses on are classroom procedures for disruptive students, tardies and the referral process. Having a group of teachers give input strengthens the discipline process greatly throughout the school year

Some of the other ways we plan to be successful in regards to discipline are as follows:

*Mentoring of students
*Identifying of bubble students (on the verge of a slip or a move up in testing)
*Clubs/Athletics
*Positive interactions by staff with students
*Revamped Tardy Policy (Now up to the discretion of each individual teacher)
*Teachers having to call home on all referrals written, to establish authority as well as the AP
*Return to ISS (as opposed to ABC) with character development
*RTI and Child Study Meetings done every other week.
*Modified Dress Code

2. Where are common area expectations posted?

Common area expectations are posted in hallways (per grade level), the cafeteria and various areas of the school that are deemed potential "hot-spots" for behavior (Bathrooms, Stairways, etc.)

3. How are common area expectations communicated?

Common area expectations are addressed in the following ways:

1. 6th Grade Camp
2. Principal Back to School Video (Filmed by Mrs. Kennedy)
3. Reviewed first week of school via powerpoint in each period, as per the first week plan provided to teachers by discipline committee.
4. Gone over by each Grade Level Administrator in their "Back to School" assemblies.
5. Sent home via the SHMS Discipline Handbook
6. Posting the SHMS Discipline Handbook on the school website

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

Classroom expectations and rules are addressed in the following ways:

1. Individual discipline plans created by each classroom teacher (Encouraged to create plans with input from students)
2. Gone over by the Grade Level Administrator in their "Back to School" assemblies
3. Reviewed the first week of school via powerpoint in each period, as per the first week plan provided to the teachers by the discipline committee.

Goal 1

Present Level of Performance

163 Students with at least one day of OSS
(12%)

Expected Level of Performance

Under 100 Students with at least one day of OSS.
(7-8%)

GAP

45 Black/Mixed students with at least one day of OSS in 14/15

1. What problem have you identified?

We found that 12% of our student population at SHMS were given at least one day of OSS during the 14/15 School Year. We would like students to understand the rules that lead to the consequence of OSS. Data was collected from FOCUS and from Decision ED.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome of Goal 1 is that under 100 of our students are assigned OSS during the 15/16 School Year. This would result in about a 5% drop from the prior year.

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

Some possible reasons that the goal was not reached prior include: Students not understanding consequences of actions, students not being educated on school policy enough, students not buying into the culture/climate of SHMS (feeling as if they take pride in SHMS and as a result don't feel the need to behave or take care of the school and it's environment).

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

We believe that the most valid barrier is students not buying into the culture/climate of SHMS.

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

After collecting school wide feedback, it was determined that too many students simply come and go, without being a part of anything at SHMS. It is thought that if more students felt a part of the school, discipline will decline, as students take more pride in being a Seahawk.

Goal 1

4. How will this problem be solved?

*NEST meetings with teachers

Implementation Steps
(Including professional development)
 *NEST groups created by Admin Team
 *NEST expectations gone over in pre-school training
 *Each teacher created a "nest" in their own class to display information about their students
 *NEST schedule is created
 *NEST groups meet throughout the year

Person(s) Responsible

 All teachers, Admin Team, Counselors, SRO and Parapro

Timeline / By When?

 Ongoing

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

*Promotion of students joining a club, athletic team or intramural

Implementation Steps
(Including professional development)
 *List of clubs and teams is posted in front office
 *Teachers sign up to run/coach various clubs and teams
 *Lead teachers get information out to students and staff about groups
 *Students wear shirts that depict the club or team they are a part of as an effort to spread school spirit.

Person(s) Responsible

 All teachers (It is an SHMS expectation that all teachers partake in at least one group/club/team working with students outside the school day)

Timeline / By When?

Ongoing

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

RTI Meetings every other week

Implementation Steps
(Including professional development)

Determine students who are in jeopardy of OSS

Person(s) Responsible

SBLT Team

Timeline / By When?

Ongoing

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

Goal 1

5. Data collection and management

Number of referrals

Implementation Steps
(Including professional development)

    *Check the number of referrals for the school at the end of each grade period and project the numbers moving forward

    *Meet and discuss ways to reach students on different levels (if numbers are projecting to be higher than our goal)

Person(s) Responsible

    Admin Team and Counselors

Timeline / By When?

    After every grading period

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

Goal 1

6. Support Plan

*Professional Development (Vera Jones, Passport Trainings, Book Studies)

Implementation Steps
(Including professional development)
   *Find and bring professional development that focuses on building relationships with students

Person(s) Responsible
   Admin Team

Timeline / By When?
   Ongoing

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

*Suggest Topics for NEST conversation

Implementation Steps
(Including professional development)
   *Depending on the time of the year, come up with topics for teachers to talk to students about in their NEST

Person(s) Responsible
   Admin Team, Counselors, Teachers

Timeline / By When?
   Ongoing

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

*Encourage the development of clubs and athletics that may not have been a part of SHMS in the past

Implementation Steps
(Including professional development)
    *Ask teachers to bring their ideas to the table and create unique experiences for SHMS students

Person(s) Responsible
    Admin Team

Timeline / By When?
    Ongoing

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

Goal 1

7. Fidelity Plan

Monitoring of NEST Groups and Clubs

Implementation Steps
(Including professional development)
Admin team collect feedback regarding NEST

Person(s) Responsible

Admin Team

Timeline / By When?

Ongoing

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

Goal 2

Present Level of Performance

254 referrals written for Defiance/Insubordination in 14/15

Expected Level of Performance

200 referrals written for Defiance/Insubordination in 15/16

GAP

96 Referrals by Black/Mixed students in 14/15

1. What problem have you identified?

Defiance/Insubordination referrals increased from 203 (in 13/14) to 254 in 14/15). Due to this increase, it has been determined that the 15/16 number of Defiance/Insubordination referrals needs to come down. We would like students to be aware of the proper way to speak to ALL staff members, not just teachers and administrators. We would like students to be able to calm themselves down, and not be as reactive in situations of frustration.

2. What is your Desired Outcome/Measureable Goal?

The goal is that by the end of the 15/16 School year, SHMS will have 200 referrals (or less) of that fall under Defiance/Insubordination.

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

Students have not been taught the proper way to engage an adult. No alternatives have been presented for students who are not sure how to control their emotions when dealing with a frustrating situation. Classroom rules and expectations have not been consistent across the board.

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

Classroom rules and expectations are consistent in each and every class that a student attends.

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

There are numerous times that students have stated that they are allowed to do this in one class and not another, teachers have presented information stating that certain colleagues are not following through on simple rules and procedures as set forth by SHMS.

Goal 2

4. How will this problem be solved?

Teachers read discipline plan to students as laid out in first week plans.

Implementation Steps
(Including professional development)
   Follow the schedule and go over behavior expectations with each class, as per discipline plan

Person(s) Responsible
   Individual Teachers

Timeline / By When?
   (8/24-8/28)

Initiated: 8/24/2015
Ongoing: Y
Pending: Y
Completed:

Admin Team will continue to communicate rules and expectations to teachers and students

Implementation Steps
(Including professional development)
   Via email, announcement and assemblies, teachers and students will be reminded of rules and expectations

Person(s) Responsible
   Admin Team

Timeline / By When?
   Ongoing

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

Goal 2

5. Data collection and management

Number of referrals for Defiance and Insubordination

Implementation Steps
(Including professional development)

Check the number of referrals for Defiance and Insubordination after every marking period. If projection is higher than desired goal, meet with Admin Team and SBLT to think of new strategies to reduce numbers.

Person(s) Responsible

Admin Team and Counselors

Timeline / By When?

Ongoing

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

Goal 2

6. Support Plan

NEST Meetings

Implementation Steps
(Including professional development)
    *Development of NEST Teams
    *Develop NEST space in class
    *Meet with NEST students and develop relationship

Person(s) Responsible

    Classroom Teachers

Timeline / By When?

    ongoing

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Mentoring for students that are in need

Implementation Steps
(Including professional development)
    Assign students mentors based on need (discipline data)

Person(s) Responsible

    Teachers

Timeline / By When?

    Ongoing

Initiated: 9/1/2015
Ongoing: Y
Pending: Y
Completed:

RTI Tracking (Every other week)

Implementation Steps
(Including professional development)

Meet with SBLT and look into any necessary students whose behavior is trending downward. Discuss an action plan moving forward for/with that student to attempt to reduce number of referrals.

Person(s) Responsible

SBLT Team

Timeline / By When?

Ongoing

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

Goal 2

7. Fidelity Plan

Monitoring of NEST Groups

Implementation Steps
(Including professional development)
Collect feedback regarding NEST

Person(s) Responsible
Admin Team

Timeline / By When?
Ongoing

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

Monitor Mentoring Plan

Implementation Steps
(Including professional development)
Collect feedback on mentor program

Person(s) Responsible
SBLT

Timeline / By When?
Ongoing

Initiated:
Ongoing:
Pending: Y
Completed:

Goal 3

Present Level of Performance

44% of Black/Mixed students received at least one referral in the 14/15 School Year

Expected Level of Performance

30% of Black/Mixed students will receive at least one referral in the 15/16 School Year

GAP

20% of Non-Black/Mixed students received one referral in the 14/15 School Year.

1. The identified problem for Goal 3 is:

44% of Black/Mixed students received at least one referral in the 14/15 school year. This was 24% higher than Non-Black/Mixed students during the same school year. The goal of SHMS is to lower the gap between these two groups by 14%, having, at most, 30% of Black/Mixed students receiving referrals in 15/16. Data was collected from FOCUS and Discipline reports. The risk ratio for AA students is 2 to 1.   AA students are 10% of the population and they receive 20% of the referrals, ISS, OSS etc.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome is that eventually the gap between the two groups is completely closed, but for the 15/16 School Year the goal is to reduce the number of referrals received by Black/Mixed students from 44% to 30%.

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

Lack of parent involvement, lack of staff awareness of cultural background, lack of diversity among staff, failure of Black/Mixed students to feel a part of the school culture, Black/Mixed students not living up to proper academic potential.

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

Failure of Black/Mixed students and families to feel a part of the school culture at SHMS.

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

Because our population of teachers and students is predominantly Non-Black/Mixed it has been observed that Black/Mixed students at times may not feel connected to the school culture.

Goal 3

4. How will this problem be solved?

NEST Meetings

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
   Identify specific Black/Mixed students who would benefit from a specific NEST mentor (Male, Female, SRO)

Person(s) Responsible

   All Teachers, Counselors, Admin and SRO.

Timeline / By When?

   Ongoing

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

Identification of Black/Mixed students who could take advanced classes.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
   *Counselors review grade level lists of Black/Mixed students and identify those students who could move up
   *Admin and Counselors review potential students
   *Schedules are changed when applicable

Person(s) Responsible

   Counselors and Admin Team

Timeline / By When?

   First 3 weeks of school.

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

ELP Busing

(Cancelled due to budget concerns)

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)

Person(s) Responsible

Timeline / By When?

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed: 10/1/2015

Encouragement for Black/Mixed Students to join Clubs (Especially STEP, and Girlfriends Club) and Athletics at SHMS

5,000 Role Models will be offered to Black/Mixed students only.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
    *Creation of clubs
    *Promotion of clubs and athletics
    *Followthrough with students and parents about participation

Person(s) Responsible

    All Staff

Timeline / By When?

    Ongoing

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

Staff Trainings geared toward building rapport and relationships with students

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)

Ruby Payne Institute (Not scheduled yet)

Vera Jones (Had Pre-School)

Person(s) Responsible

Admin

Timeline / By When?

Various times during the year

Initiated: 8/14/2015
Ongoing: Y
Pending:
Completed:

Mentoring for AA students with specific data

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)

*Using RTI data, pick students who could use a mentor

Person(s) Responsible

SBLT

Timeline / By When?

Ongoing

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

Goal 3

5. Data collection and management

Black/Mixed referral data

Implementation Steps
(Including professional development)

Pull data after every marking period and address and discrepancies.

Person(s) Responsible

Admin Team

Timeline / By When?

At the end of each marking period.

Initiated: 8/28/2015
Ongoing: Y
Pending:
Completed:

Goal 3

6. Support Plan

Monitoring of Black/Mixed student participation in advanced classes, clubs, athletics and ELP

Implementation Steps
(Including professional development)
    *Check rosters
    *Pull Data

Person(s) Responsible

    Admin Team and Counselors

Timeline / By When?

    Ongoing

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

Goal 3

7. Fidelity Plan

The number of referrals will drop as the year goes on for Black/Mixed

Implementation Steps
(Including professional development)
Monitor referral data at each grading period end.

Person(s) Responsible

Admin Team

Timeline / By When?

Ongoing

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

At SHMS we use a variety of strategies to help students feel celebrated. These strategies include:

*Character Coupons
*Lunch Fast Passes
*Honor Roll Party
*Principal List Party
*Excellent Conduct Party
*Announcement Commendation
*Positive Referrals
*End of Year 8th Grade Celebration
*Field Trips
*Successful Seahawk Breakfast
*Attendance Party
*Kiddos for Character

2. Describe the procedure/practice used.

*Character Coupons- Passed out by all staff members to students who exhibit good character. These are either collected at lunch and prizes are raffled off, or students may turn them in at the character coupon store.

*Lunch Fast Passes- Students who are got caught exhibiting good behavior may be given a lunch pass to skip to the front of the lunch line.

*Honor Roll Party- Students who receive Honor Roll grades will be invited to attend an Honor Roll Party put on by PTSA

*Principal List Party- Students who get all As are invited to a party put on by the PTSA

*Excellent Conduct Party- Students who receive excellent conduct in all of their classes will be invited to a party put on by the PTSA

*Announcement Commendations- When a student exhibits good behavior, goes above and beyond, excels in a club or athletics, etc. they are commended on the morning announcements for the whole school to hear.

*Positive Referrals- Teachers and Admin may write positive referrals for students who go above and beyond.

*End of Year 8th Grade Celebration- Subject Area awards are given during an award ceremony (followed by a dance)

*Kiddos for Character- Students who exhibit above and beyond consistent positive character get names written on newly acquired marquee.

*Field Trips- Various field trips are held throughout the year, with students who have been discipline problems being held out (unless it is an academic required trip)

*Successful Seahawk Breakfast- Students are nominated by teachers and during a breakfast presentation the

teachers come up and speak briefly about the students

*Attendance Party- Students who achieve a certain amount of days attended school will be invited to a party held by the PTSA

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

*Character Coupons- Throughout the whole school by all staff every day.

*Lunch Fast Passes- Throughout the whole school by Admin every day.

*Honor Roll Party- Put on by PTSA after each marking period in the courtyard.

*Principal List Party- Put on by PTSA after each marking period in the cafeteria.

*Excellent Conduct Party- Put on by the PTSA after each marking period in the courtyard.

*Announcement Commendation- Daily (as needed) by Principal over the morning announcements.

*Positive Referrals- Daily (as needed) by teachers and administrators throughout the building.

*End of Year 8th Grade Celebration- Put on by 8th Grade Team and PTSA at the end of the school year in the cafeteria and gym.

*Field Trips- Put on by all grade levels at various points during the year.

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

The strategies we use are run through a team of staff members and are tweaked/added to as needed (based off of new data, research, etc.) Mrs. Lunin who leads our character program at SHMS brings back data and information from local, state and national meetings to help us develop our reward needs for students.

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

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

All of the STOIC-based system is used at SHMS:

Structure/Environment: One way hallways, locker schedules, assigned seating in cafeteria (by previous period's teacher), daily PE procedures, flags system for bus riders

Teaching of Expectations: All teachers were given a powerpoint and rules guide with specific dates and times to review during the first week of school (all students heard the same rules at the same time), Admin team explaining lunch procedures to each lunch, even if students had been at school in prior years.

Observing/Monitoring: Teachers are expected to be out from behind their desk during lessons, even when students are working collaboratively or on their own. Admin team makes frequent walkthroughs in the classroom and is in the hallways (as are the teachers and counselors) at each class change.

Interactions: All members of the SHMS staff are expected and encouraged to build positive relationships with students: Saying hello, high fives, secret handshakes, verbal praise, greeting students at the door and in the hallways, frequent thank you and praise during lunch for groups and individual students, creation of NEST groups.

Corrections: Pull students aside for "mentoring" talks, have consistent discipline plan when discipline is needed, communicate with parents consistently about a child's behavior.

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

In an effort to have a congruent classroom management system SHMS teachers and administrators have brought ideas together from National Conferences (Character, Administrator, Math) and from training (Vera Jones, Ruby Payne Institute), as well as from educators such as Marzano.

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

Teachers are encouraged to collect data and use it to help develop individual classroom management plans. Teaches use Class Dojo, rubrics, FOCUS and other tools to collect data in their class.

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

The expectation is that all students are aware of the rules and procedures in place at SHMS for not only individual class settings, but for school settings as a whole. If all students are aware of the rules, are reminded of the rules and are praised when following the rules, discipline numbers will decrease and we can teachers and administrators can focus more on curriculum and academic gains of students.