



# School Culture for Learning

Connections:

District Strategic Plan • Goals 2, 3

Marzano Leadership • Domain 5

## Pinellas Park Middle School

### School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

PPMS has school wide Guidelines for Success – Responsible, Respectful, Accountable. These guidelines are posted in all common areas as well as in classrooms. These guidelines serve as the outline for teachers to create their classroom expectations and should be infused with their lessons in the first week of school. Teachers refer to these guidelines when students are praised for following directions and also when they need reminders.

Pinellas Park Middle School strives to create a school environment in which students want to come to school, be in class, and have a voice. Our faculty and staff diligently works to create opportunities for students to come and talk about things going on in their lives that are difficult to sort through. Mentoring service clubs, such as the 5000 Role Models of Excellence Program and the Girlfriends club, meet once every week with students who volunteered for the programs to learn about social, personal, and career skills. Many teachers open up their classrooms during their lunch period as a safe place for students to eat their lunch or to get additional help with class work. PPMS offers several sports programs for boys and girls, including volleyball, basketball, and track and field. Other extracurricular clubs PPMS offers includes: Science/STEM club, National Junior Honor Society, jazz band, chorus, gardening club, fencing, Girl Talk and Student Council.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

PPMS uses Guidelines for Success in and out of the classroom. Teachers base their classroom expectations around these guidelines as well as using the STOIC classroom management strategies presented to them throughout the year. The PBS team is analyzing the data for our student behavior and problem solving around the gap of 4.4. Strategies are being put in place for T1, T2 and T3 to address these gaps.

Teachers were provided with a 3-hour training on STOIC / CHAMPS and how it aligns with the Guidelines for Success for PPMS. The expectation is that teachers formulate their classroom expectations within the Guidelines for Success. Samples were given, coaches were available to help and continuous PD offered through 40 and Outs focused on Classroom Management and Authentic teaching / Learning.

Teachers are asked to follow the 3:1 positive interaction / negative interaction model. Writing positive referrals to recognize students who consistently follow rules or who have made significant improvements in class.

All classrooms have posters displaying the GFS and the expectations that flow from each guideline.

Each grade level ADMINISTRATORS came together to create a progressive discipline plan for EVERY student ensuring that all students receive equal consequences for their actions. Teachers are expected to follow this progression plan in their classroom for minor infractions. Phone Calls home by the teacher are mandatory before a discipline referral is processed by administration.

**3.** What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

All 6<sup>th</sup> graders receive T1 support with our Prevention Specialists funded through the JWB. This happens through Health class. In 7<sup>th</sup> grade, students receive additional Support through Peer Counseling and specialized groups with JWB. Any student is able to receive Prevention Specialist support through different social groups that the JWB offers. All students have access to counseling with our Guidance team and MTSS Coach. Parent conferences are made before a student is referred to other Tiers of services.

Students who are not successful in the JWB program or who receive over 4 referrals are referred to our T2 groups run by school Social Worker, Guidance Counselors and mentors through Role Models and Girlfriends. Our Community Liaison reaches out to the community and obtains mentors through Girl Scouts and other local affiliations. If these interventions are unsuccessful, students are placed on behavior or academic plans that are monitored biweekly.

Character education takes place in classrooms following the monthly Character Education guide provided by PCSB. Each month students and staff are nominated and invited to a breakfast in their honor.

#### **Data-Based Problem Solving**

**4.** Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Pinellas Park Middle School strives to create a school environment in which students feel safe and want to come to school each day focused on learning. In order to support this environment, PPMS is staffed with a full-time Campus Activities Monitor, a full-time School Resource Deputy, a full-time Behavior Specialist, a full-time MTSS Coach, a psychologist, Social Worker, and two Violence Prevention Specialists through the Juvenile Welfare Board. Along with the guidance counselors and administrative personnel, the individuals listed above provide a multitude of services to our students, including, but not limited to, providing one on one and small-group counseling, mediation, and mentoring.

**5.** Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

1. School Dashboard is used by MTSS Coach and administration
2. BBcard / Scorecard is used by teachers for classroom assessment information and selective grouping
3. Formative Assessments (teacher created, team created and district created) in order to differentiate instruction within a classroom
4. SRI assessments and TTM data used to ensure students are (Intensive classes are provided for all students scoring at a level 1 or 2 in Math and Reading in order to help them gain the necessary skills to become proficient.)
5. Title 1 Hourly teacher data is used to help identify students in need of extra support in and out of the classroom.

#### **High Expectations for All**

**6.** How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Pinellas Park Middle School uses student achievement data to differentiate instruction:

Students are placed in advanced, regular, and/or intensive classes for the subjects of Language Arts, Reading, and Mathematics based off of previous FSA / assessment scores.

1. Students scoring at achievement level 1 or 2 on the Reading FSA will have a regular Language Arts class in addition to an intensive reading class (L1 students will have Read 180; Level 2 students will have Intensive Reading or possible on grade level Reading class). Level 3 students will be placed in a regular Language Arts class and an on grade level Reading class. Levels 4 and 5 students will be placed in an advanced Language Arts class. Some of our L4 and L5 students may have on grade level reading, depending on prior scores, Pre-AICE 6th and 7th grade students may have Advanced Reading or have a CAR-PD elective class.

2. Students scoring at a level 1 on the Mathematics FSA will have a regular math class and an intensive math class. A student scoring at a level 2 will have a traditional math class (with additional supplemental supports in place, ie: ELP). A student scoring at a level 3 or higher will be placed in an advanced math class.

3. A new initiative will be put into place in January, 2017. Peer Mentors will be established under the guidance of Mrs. Obartuck, MTSS Coach. These students will offer support, tutoring and mentoring for any student struggling in Advanced or Cambridge classes. Students will be recommended by guidance, teachers or parents.

### School Culture / SWBP / Key Strategies

**Goal 1:** What is your primary goal and strategy to improve the overall culture, climate at your school?

Goal: Reduce incidences of classroom disruptions by 20%.

What is the key strategy that you will implement to accomplish this goal?

Name of person(s) responsible

All teachers will implement Guidelines for success and STOIC classroom management plans. Teachers will receive a 3 hour refresher on the STOIC Classroom management system.

Administration

MTSS Coach

**Goal 2:** What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.

Goal: Reduce the percentage of discipline referrals for black students by 10%

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Teachers will use collaborative structures (AVID) in class to increase movement and engagement in classrooms.	Administration