

**14/15 School-wide Behavior Plan
Palm Harbor Middle School**

2/26/2015

Guidelines for Success:

1. Have the school-wide GFS expectations been clearly identified?
 2. Are common-area expectations posted and clearly communicated?
 3. Have the classroom expectations/rules been clearly identified, posted and clearly communicated?
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Questions to guide discussion:

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 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.

Goal 1: To decrease the number of classroom disruption referrals.

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

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

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 8, 2014
2. Teachers discussed with students during the first week of school - August 18-20, 2014
3. The initial report will be run on February 13 and the assistant principals and the behavior specialist will meet those black students with 2 or more referrals for classroom disruption.

Initiated

3/4/15 Revised
Pending

ongoing

Goal 1 Data Collection and Management:

1. Did your team access and use the student data information systems?
 2. What is the correlation between reinforcement of positive behaviors and targeted behaviors?
 3. Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?
 4. Does the plan identify a regular schedule of data and analysis?
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Strategy

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

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

8/12/2014

3/4/15 Revised

Ongoing

Completed

Goal 2: Decrease the number of bus misconduct referrals.

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

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

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 18, 2014.
3. The initial report will be run on February 13 and the assistant principals and the behavior specialist will meet those black students with 2 or more referrals for bus misconduct.

Initiated
8/19/2014

3/4/2015 Revised
Ongoing

Completed
8/22/2014

Goal 2 Data Collection and Management:

1. Did your team access and use the student data information systems?
 2. What is the correlation between reinforcement of positive behaviors and targeted behaviors?
 3. Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?
 4. Does the plan identify a regular schedule of data and analysis?
-

Strategy

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

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

Status

Completed

Goal 3: Decrease the number of referrals for defiance.

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Administrators visit all classrooms to discuss student behavior expectations. Administrators review student behaviors in the student dining facility as well. Teachers review school and classroom expectations at the beginning of each semester. Staff members build relationships with students to build trust among staff.

Implementation Steps

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

8/13/2014

revised 3/17/15

Ongoing

ongoing

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Administrators visit all classrooms to discuss student behavior expectations. Administrators review student behaviors in the student dining facility as well. Teachers review school and classroom expectations at the beginning of each semester. Staff members build relationships with students to build trust among staff.

Implementation Steps

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.

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Person(s) Responsible

1. Administrators share expectations.
2. Teachers review school and classroom expectations.
3. All staff and students will build trusting relationships.

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.

Initiated

8/18/2014

revised 3/17/15

Ongoing

ongoing

Goal 3 Data Collection and Management:

1. Did your team access and use the student data information systems?
 2. What is the correlation between reinforcement of positive behaviors and targeted behaviors?
 3. Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?
 4. Does the plan identify a regular schedule of data and analysis?
-

Strategy

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

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 and the Girlfriend's Club.

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
8/13/2014

revised 3/4/15
Ongoing

Completed

Develop A School-Wide Reward/Recognition System Aligned To Targeted Behavior:

1. How, when, where, and by whom will strategies be implemented?
 2. Are documented strategies evidence-based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?
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Strategy

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

Implementation Steps

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.

Person(s) Responsible

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

Timeline / By When?

1. Rewards are distributed on the day of report cards each quarter.

Initiated

8/13/2014

2/16/15 Revised

Ongoing

Completed

Strategy

In an effort to decrease the number of bus referrals, it is in our plan that every nine weeks that the bus that has the least number of referrals will receive an ice cream party. This strategy will allow to hold one another accountable which will build positive relationships on the bus.

Implementation Steps

1. Share plan with students at the beginning of the year.
2. Track number of referrals each grading period, including the break down by black versus non-black students.
3. Determine and reward winning bus with least amount of referrals.

Person(s) Responsible

1. Dr. Wynn, Michelle Lampert, and Patricia Gregory will speak with each bus the first week of school regarding the plan.
2. Patricia Gregory will track the number of referrals.

Timeline / By When?

1. Dr. Wynn, Michelle Lampert and Patricia Gregory will speak with each bus the week of August 18, 2014.
2. Each grading period the number of referrals will be reviewed by bus, including the breakdown of black versus non-black students

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3. Each grading period rewards will be distributed.

Initiated

2/16/15 Revised

Completed

Ongoing

Strategy

In order to reduce or eliminate barriers, expectations are shared with staff and students. Data is collected, analyzed and shared with staff to show areas in need of improvement, including the breakdown of black versus non-black students.

Implementation Steps

1. Review expectations with staff and students.
2. Collect, analyze, share data with staff. Include data on black versus non-black students and discuss.
3. Revise plan as needed.

Person(s) Responsible

1. Administrators and teachers share expectations
2. Discipline Committee and the data management technician will collect, analyze and share results with staff
3. Discipline Committee will revise plan as needed.

Timeline / By When?

1. Reviewed the week of August 18, 2014.
2. Data is reviewed and shared on a monthly basis.
3. Final data is reviewed, analyzed and shared at the last staff meeting in June, 2015.

Initiated

2/16/15 Revised

Completed

Ongoing

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

1. How, when, where, and by whom will strategies be implemented?
 2. Are documented strategies evidence-based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?
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A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

In order to reduce or eliminate barriers, expectations are shared with staff and students. Data on the number of referrals is collected, analyzed and shared with staff to show areas in need of improvement including the data on black versus non-black students.

Implementation Steps

1. Review expectations with staff and students.
2. Collect, analyze, and share data with staff including data breakdown on black versus non-black students
3. Revise plan as needed.

Person(s) Responsible

1. Administrators and teachers share expectations with students
2. Discipline Committee will collect, analyze and share results with staff on a monthly basis.
3. Discipline Committee will revise plan as needed.

Timeline / By When?

1. Reviewed the week of August 18, 2014.
2. Data is reviewed and shared on a monthly basis during the Discipline Committee meeting, the second Wednesday of the month.
3. Final data is reviewed, analyzed and shared at the last staff meeting in June 2015.

Initiated

1/26/15 Revised

Completed

Ongoing

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

In order to reduce or eliminate barriers, expectations are shared with bus drivers and students. Data is collected, analyzed and shared with bus drivers to show areas in need of improvement.

Implementation Steps

1. Review expectations with bus drivers and students.
2. Collect, analyze, share data with bus drivers.
3. Revise plan as needed.

Person(s) Responsible

1. Administrators, teachers and bus drivers share expectations
2. Discipline Committee will collect, analyze and share results with staff and bus drivers
3. Discipline Committee will revise plan as needed.

Timeline / By When?

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1. Reviewed the week of August 18, 2014.
2. Data is reviewed and shared on a monthly basis.
3. Final data is reviewed, analyzed and shared at a meeting with bus drivers in June, 2015.

Initiated

1/26/15 Revised

Completed

Action Plan:

Plan to Monitor for Fidelity of Implementation

Actions to take place for goals:

1. Review expectations with staff and students.
2. Collect, analyze, share data with staff on a monthly basis, which will include the breakdown by ethnicity.
3. Revise plan as needed.

Those responsible for fidelity:

1. Administrators and teachers share expectations with students
2. Discipline Committee will collect, analyze and share results with staff
3. Discipline Committee will revise plan as needed.

Time line for implementation:

1. Reviewed the week of August 18, 2014.
2. Data is reviewed and shared on a monthly basis during the monthly Discipline Committee meeting.
3. Final data is reviewed, analyzed and shared at the last staff meeting in June 2015.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

True Colors, AVID Training

Dealing with Differences, Cultural Diversity, Differentiation Training

Safe Team Training

CPI 1 & 2 Training

3 Book studies

-September 2014 (Hanging In: Strategies for teaching the students who challenge us the most.)

-October (10 Things Every Child with Autism Wishes You Knew)

January 2015 (Students with Disabilities Can Meet Accountability Standards)

Midyear:

1. Which goals, barriers and strategies were revised based on response to intervention?
2. What evidence was used to drive the revisions?

Be sure to include how you are addressing the discrepancy between Black and Non-Black discipline in your response to intervention discussion.

Enter a summary of the current status of implementation

Dr. Wynn continues to meet with the 5000 Role Models for Excellence students. This helps reduce the number of referrals for Black Males. We have also discussed the MOU in our faculty and grade level meetings. Our referral totals are as follows:

Total Number of Black Students- 40

Total Number of Referrals for Black Students - 25

Total Number of White Students - 1088

Total Number of Referrals for White Students - 186

We realize the number of Black student referrals is low compared to White students, but the percentage of black students receiving referrals is higher. We have recently reminded teachers to make parent contact and believe this will reduce the need to write a referral.

Further analysis of the data states that the number of referrals for black students as of February 13, 2015 was 159. There were a total of 21 students that received referrals. Seventeen of those students received 103 referrals. Four of those students received 56 referrals; three students have relocated to other schools and one was expelled for his one referral.

The administrative team continues to address this disproportionate number of referrals for black students by meeting with them both formally and informally on a weekly basis. The volunteer coordinator is currently trying to pair students with high number of referrals with a mentor. The behavior specialist is also mentoring two black students who have the highest number of referrals, in an effort to change their attitude with their misbehaviors.

Below is more general information on our discipline plan and what we have worked on this school year.

In September 2014, a NOPE assembly was presented to all 6th grade students. Our daily attendance has been fluctuating each month; currently each grade level's attendance has slightly increased. Our school wide behavior referrals have increased compared to the previous year. However, compared to two years ago, the severity of referrals is less. Weekly, administrators are discussing the discipline challenges and we are also discussing it at our monthly discipline committee meeting. Because of the book studies, we are giving teachers strategies on how to deal with students with behavior challenges and SWD. These strategies are also being put into place to help improve scores on high stakes testing. We continue to strive to meet our vision of 100% student success.

1. Discipline Data

As of mid-January, 2015, we had 663 (160 in the last month alone) referrals processed this year, most being classroom disruption, defiance/insubordination, excessive tardy, bus misconduct, missed detentions.

192 (6th grade); 214 (7th grade); 257 (8th grade)

Each administrator has met with the "frequent flyers" (students with behavior challenges) to build relationships and mentor those students.

Average daily attendance: Total 1383 students

6th grade -95.7% ; 7th grade-95.3%; 8th grade-95%

Daily average attendance *has increased* between October 2014 and February 2015 in all three grade levels.

Guidance counselors and administrators are meeting with students who are not being academically successful and in need of course recovery.

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2. The staff is continuing to use the Panther Reward Cards for honor roll students.
3. Ms. Chaisson (behavior specialist) states that the district wide behavior issues are up in the county; PHMS is in the middle compared to others.
4. Our course recovery classes for those students, who needed to make up full-year credit, began in September 2014. Semester course recovery classes are beginning January 28, 2015. There are