School Name: Safety Harbor Middle School

School Year: 2013-2014

Each school will have a behavior plan that aligns with a positive and proactive approach to behavior, utilizes data and the problem-solving method, and meets the key components listed in the Bradley MOU. The school-wide behavior plan is designed to meet the needs of most students across all subgroups. Data will be reviewed at the school-wide, classroom, grade, ethnicity, disabilities, and other subgroup levels.

1. Benchmarks of Quality Score: \( \frac{91}{107} = 85\% \)

2. Engagement Data (attendance/suspension/etc):
   b. Use the End of Year data
      i. Attendance
      ii. Timeliness
      iii. Referrals
      iv. Suspensions (both In- and Out-of-School)
      v. Other areas as determined by your school-based leadership team (SBLT).

3. Using the data from EDS School-wide Behavior Plan, Portal, and your Benchmarks of Quality results, identify the top 3 goals and strategies you will use to reduce the occurrence of misbehavior at the school. Attach or insert your Action Steps for each.
   ***Be sure to include strategies to decrease the discipline GAP between black/non-black students, disproportionality, and to increase engagement for all students.****

Safety Harbor Middle School sets high standards for student behavior expectations. The mission is to foster an environment conducive to learning. Through the use of fair and consistent discipline expectations, positive behavior interventions and consequences, Safety Harbor Middle is committed to reducing misbehavior and increasing student achievement for all.

Safety Harbor Middle School also has a strong Character Education program that is focused on infusing character into the daily lives of all students on campus by modeling, providing reward incentives, integrating literature and seeking teachable moments through various aspects of cross curricular activities. The Girlfriend Club will be present on our campus again this year. This club is available to all female students in grades 6, 7, and 8 as a means of uniting all girls from various backgrounds to share their experiences with each other to build a strong bond. The 5000 Role Model Club will be available to male students in grades 6, 7, and 8. This club provides mentors for the young men and promoting a positive environment on campus.

In reviewing the discipline data, three areas that will be of focus this year are: reducing the number of referrals for African American students in the specific area of defiance/insubordination, reducing the number of referrals for incidents happening in the hallway, and reducing the number of referrals for class and campus disruption. Some of the strategies we will use to achieve these goals are as follows: having common area expectations posted in a positive manner especially in “problematic” areas, have
students assist in teaching behavior expectations, continuing to train staff the definitions of problematic behaviors and the processes to deal with them, sharing tips on how to monitor behavior with the community and families, create a plan for sharing expectations with new students, and finalizing the additions to update our positive reward system.

The administrative leadership team along with the school based leadership team will review discipline data each grading period and provide teacher with support necessary to create a classroom that is engaging, caring and respectful. In addition, working closely with the Character Education committee and teachers, we will model the appropriate behaviors and dialogue consistently with all students. We continue to have a strong bullying prevention committee to comply with the district’s vision of bully-free schools.

Discipline data will continue to be closely monitored. Students with a high rate of referrals from the previous year are assigned a faculty mentor to meet with them on a regular basis and provide support, goal setting etc. Support will be issued to teachers in need of additional resources and training through Professional Development and documented on the I.P.D.P. If the data indicates a school wide need, then the administrative team will work closely with the school’s Pro-Ed Facilitator and schedule training that will address and provide support for the area of need.

Guidance counselors reviewed FCAT achievement scores and classes grades of all African American students to determine initial placement in courses. Teachers were also asked to consider looking into moving students into rigorous courses. After each of the grading periods, Guidance Counselors will be asked to review the grades of the African American students to determine if they are eligible to be moved into a higher level course. In addition, student who earned and FCAT score of Level 3 or above and with a G.P.A. of 2.5 and higher were also considered. Students were also encouraged to apply for Doorways Scholarships, join the Multicultural Club and S.T.E.P. Club. With the implementation of these support systems and appropriate placement in rigorous courses, we are setting the foundation for highest student achievement.

4. **Attach or insert your School-wide Guidelines for Success/Expectations:**

The faculty and staff at Safety Harbor Middle School believe in the importance of establishing fair discipline expectations for all students. The entire learning community works collaboratively at ensuring that all students discipline expectations involve the following: principles that correlate to the district Student Code of Conduct, a progressive model of discipline interventions, increased parental communication and awareness in order to maintain a safe learning environment.

*Safety Harbor Middle School Discipline Handbook is attached

5. **Attach or insert your Common Area Expectations/Rules:**

*Safety Harbor Middle School Discipline Handbook is attached

6. **Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.**
The process for teaching Safety Harbor Middle School students the rules and expectations starts at Seahawk Camp. The Seahawk Camp is a two day event where incoming sixth grade students have the opportunity to get accustomed to the Seahawk culture. They attend a general assembly in the morning where they watch a presentation about school rules, and meet their teachers and administrators. During the day the students attend workshops where they learn about school expectations, rules and ways to be a successful student.

During the first week of school, the teachers are required to review the school rules during first period in all grade levels. Each classroom has the school rules posted in plain view of the students. This is consistent throughout the school.

Also during the first week, the Mrs. Kennedy records a welcome back video which is broadcast throughout the school. In this video, Mrs. Kennedy reviews the guidelines and expectations of students. Topics include but are not limited to: dress code, classroom and hallway behavior, respect, cafeteria procedures and dismissal procedures.

Each grade level administrator holds a meeting for all students in their grade level during the first weeks of school. During this meeting, the grade level administrator explains the guidelines and expectations for students and shares any information specific to his/her grade level.

Teachers will continue to teach appropriate behavior expectations in their classes. This may be done through lessons, positive reinforcement, reward systems etc. We will also be working with Mrs. Trotto and the NewsScan class to have the students create videos or public service announcements to show throughout the school year reminding students of the behavior expectations.

7. Attach or insert the planned and/or established Reward/Recognition System:

Safety Harbor Middle School rewards and recognizes student for behavior and grades. Every six weeks students earning Principal’s List attend a pizza party in the cafeteria. Students earning Honor Roll receive a coke social and candy in the courtyard. Student earning all “E’s” in conduct receive an ice cream social every six weeks as well.

The Successful Seahawk program is where teachers and staff recognize students for their positive attitude, contributions to the school, grades and even students who have make a significant turnaround in the aforementioned areas. Parents are invited to attend a breakfast and award ceremony in the cafeteria each six weeks.

Each grade level is also working on having established reward/recognitions systems. For example, the 6th grade teams have an award called the Soaring Seahawk where each of the grade level teams recognizes a student every six weeks. The 6th grade administrator has a “Stepping Up” award every week for students who have been stepping it up behaviorally and/or academically.

Through the Character Education Committee and PTSA students are able to receive a “character coupon” for showing respect, responsibility or citizenship. The students redeem their coupons each six weeks to the character coupon store for prizes.

We have also established a Positive Reward committee to help develop other reward/recognition systems that we can put in place school wide.
8. Attach or insert the plan to align classroom management systems with the school-wide behavior plan.

Each grade level administrator has developed a process to record, monitor, and compare student discipline and other data on a monthly basis. The data collected each month is shared with teachers at the grade level team meetings as well as with the SBLT team. During monthly Professional Learning Community meetings, teachers and staff will have the opportunity to discuss data trend and findings. At the end of each school year, the data record or spreadsheet provides an account of the entire grade level’s performance in relation to academics, behavior, and positive recognition.

*Safety Harbor Middle School Sample Data Report is attached

9. Attach or insert a copy of your plan addressing the process for responding to problem behavior. This may include the referral process flowchart, minor/major behavioral definitions, and responses to misbehaviors (consequence hierarchy).

In addition to the discipline handbook, all teachers at Safety Harbor Middle School are expected to maintain a discipline plan which includes a list of progressive interventions to assist in maintaining a productive, positive and orderly classroom environment. Plans may vary from teacher to teacher, however typical classroom interventions include: re-teaching the expectation, a seating change, a time out, parent contact by phone, e-mail, or planner, verbal warning, conduct concern notice, teacher detention, student/teacher conference, guidance referral and disciplinary referral. For a severe classroom or campus disruption, students may be referred directly to the grade level administrator.

*Safety Harbor Middle School Behavior Tracking Form is attached

*Safety Harbor Middle School Menu for Effectively Responding to Classroom Misbehavior is attached

10. Attach or insert your data analysis plan that includes how often data are entered, reviewed, the types of data examined regularly, how the SBLT communicates the data patterns to faculty, staff and students.

Administrators work closely to develop positive relationships with all students during the school year. Holding students accountable for their actions is the primary focus. When a student is referred to the grade level administrator, the following measures take place:

- Due process hearing-opportunity for student to share their side of the incident and write a written statement. If applicable, witnesses are called in for written statements.
- Administrator reviews referral with student.
- Discussion between administrator and student regarding a resolution to the issue.
- Administrator reviews student discipline record in PCS FOCUS.
- Administrator decides on fair and consistent behavioral consequence.
- Parent is contacted and notified of referral as well as behavior consequence for his/her actions.
Suggestions are given to student to assist in improving behavior on campus.

The Safety Harbor Middle School SBLT in agreement with the SHMS administrative team believes that if a student has issues of academic, behavior, and/or attendance, the first line of approach is for the teacher to communicate with the family.

Prior to writing a guidance referral for issues of academic, behavior, and/or attendance, the teacher should communicate with the student’s family. By this, it is understood that communication is a two-way process. The guidance counselors agreed to respond to parent request with teachers by monitoring Parent Communication logged into PCS FOCUS. This will note how and when the family was made aware of the problem and what the family response to the problem was prior to referring to the guidance counselor. After the teacher has received feedback from the family regarding the issue of concern, then the guidance counselor and referring teacher will determine the next course of action. If the problem can be solved with parent/teacher communication, then that may be sufficient to address the area of concern. However, the guidance counselor may wish to speak with the student regarding the issue of concern and/or follow up with the family. If the problem persists, then the guidance counselor will collect data (grades, progress reports, attendance from PCS FOCUS, discipline referrals from PCS FOCUS) and present the case at the next SBLT meeting. The student will then be assigned a “go-to person” to work on the Rti Tier 2 interventions. This will usually generate a Request for Service to the School Psychologist and/or School Social Worker for support.

List of Projected Staff Training and follow-up coaching to promote an understanding and implementation of positive & proactive multi-tiered systems of support for 2013-2014. Include specific professional development aligned to improving social behavior at the school-wide, classroom, and subgroup levels.

1. Train staff on data collection, menu of misbehavior, and defining problem behaviors.

2. Continue professional development on higher order thinking/questioning, differentiated instruction and the implementation of the Common Core.

3. Continue to train staff in the new positive reward/recognition systems and the positive to negative ratio of interactions.

Evaluation/PDSA

Please provide a statement describing the status of the school’s goals at the following intervals, and forward a copy to your Area Superintendent.
Explanations for Responsible Classroom Behavior

1. Students will show courteous and respectful behavior at all times.
2. Students will show good citizenship and be responsible for their own behavior and the welfare of other students as well as the school at large.
3. The student will always be prepared to teach and prepare for all classes.
4. The student will always be prepared to leave the classroom.
5. The student will always be prepared to leave the school.
6. The student will always be prepared to leave the school district.
7. The student will always be prepared to leave the school district.
8. The student will always be prepared to leave the school district.
9. The student will always be prepared to leave the school district.
10. The student will always be prepared to leave the school district.

**Criteria for Conduct Grades**

Students are expected to demonstrate courteous and respectful behavior at all times. Students are expected to respect the property of others and the property of the school at large.

**Cell Phones/Electronic Devices**

Students will be required to leave cell phones and electronic devices at school.

The faculty and staff are committed to keeping our school looking nice.

**On Duty at Simonds**

Students found smoking inside a school building will be referred to the principal for punishment.

**Note:**

Continued poor conduct and failure to follow rules and regulations will result in suspension and expulsion.

**Notes:**

For students who fail to follow rules and regulations, continued poor conduct and failure to follow rules and regulations will result in suspension and expulsion.

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### IN SCHOOL SUSPENSION (ISS)

- **Plan:**
  - An initial suspension can only be issued for 3 days, with a maximum cumulative suspension of 30 days within a school year.

- **Receivables for Policy Violations:**
  - Possession, use, or sale of tobacco or alcohol.
  - Possession, use, or sale of weapons or explosives.
  - Possession, use, or sale of stolen property.
  - Possession, use, or sale of illegal drugs.
  - Possession, use, or sale of controlled substances.
  - Possession, use, or sale of fireworks.
  - Possession, use, or sale of fireworks.

- **Suspension Details:**
  - Students are suspended from all school activities for the duration of the suspension.
  - Students are not allowed to return to school premises until the suspension is lifted.

- **Consequences:**
  - The expectation is that students will not participate in any extracurricular activities during the suspension.
  - Students must make up all missed work upon return.

### CHEATING

**Policy:**

Students who cheat on any test or assignment, or engage in any form of academic dishonesty, will be subject to suspension and other disciplinary actions.

**Consequences:**

- Loss of academic credit
- Suspension from school
- Expulsion from school

### CONFLICT RESOLUTIONS / PROCEDURES / LIST OF HONOR ROLE

**Suspension and Expulsion:**

Students who engage in any form of misconduct may be subject to suspension, expulsion, or both.

**Consequences:**

- Loss of academic credit
- Suspension from school
- Expulsion from school

### CRITICALLY IMPORTED RESOURCES

- Water
- Food
- Clothing

### TRAFFIC / INJURY / VIOLATION / BOMB THEMES

**Suspension Details:**

- Students are suspended from all school activities for the duration of the suspension.
- Students must make up all missed work upon return.

### NOTICE OF CONDUCT CONCERNS

- Teachers are expected to follow the following procedures when students are behaving inappropriately.

<table>
<thead>
<tr>
<th>Teacher Action</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Falsification of grades</td>
<td>Must report to administrator</td>
</tr>
<tr>
<td>Cheating on assignments</td>
<td>Must report to administrator</td>
</tr>
<tr>
<td>Physical violence</td>
<td>Must report to administrator</td>
</tr>
</tbody>
</table>

### SHOOTING PRECAUTIONS

- All students must be aware of the potential dangers associated with firearms and firearms-related activities.

### STUDENT INTERVENTIONS

- Teachers are expected to follow the following procedures when students are behaving inappropriately.
Students with certain problems.

School Staff Responsibilities: Teachers, counselors, bus drivers, plant operators, and

Students are expected to maintain regular and punctual

Parent Responsibilities: Parents are expected to assist teachers and

behavior.

disciplinary issues and the promotion of educational programs

students are expected to observe school dress codes.

Discipline Plan

Safety Harbor Middle School

Intervention Incentive Programs at

ACG - Alternative Boundary Center

Students who earn an A in a core course.

4. To develop a system of local tribunals.

1. To create a positive school climate.

objectives.
<table>
<thead>
<tr>
<th>Excelent Conduct</th>
<th>Honor Roll</th>
<th>Principal's List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students/Parents</td>
<td>Students/Youth Ranch</td>
<td>Student/Youth Ranch</td>
</tr>
<tr>
<td>Golden Joshua Scholarship</td>
<td>EIP</td>
<td>EIP</td>
</tr>
<tr>
<td>SLP</td>
<td>504 Plans</td>
<td>Level 1 &amp; 2 &amp; 3 CAT</td>
</tr>
<tr>
<td>Level 1 &amp; 2 &amp; 3 CAT</td>
<td>Reading</td>
<td></td>
</tr>
</tbody>
</table>

**Student Achievement**

- PeerMediation
- Reading/Study
- Parent Conferences
- Schedule Changes/Concerns
- Student Concerns
- Guidance Referrals

**Guidance**

- ABC/Comerton
- Out of School Suspensions
- In School Suspensions
- Reassignments
- Saturday School
- Discipline Referrals

**Discipline Data**

- New Students
- Student Population

**General Information**

August 15, 2013-2014

6th Grade Data Report
### Safety Harbor Middle School Behavior Tracking Form

<table>
<thead>
<tr>
<th>Incident Type</th>
<th>Teacher:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>❏ Defiance (07)</td>
<td>❏ Lack of Cooperation (22)</td>
<td>❏ Harassment/Bullying</td>
</tr>
<tr>
<td>❏ Profanity (08)</td>
<td>❏ Failure to give ID / False ID (22)</td>
<td>❏ Dress Code</td>
</tr>
<tr>
<td>❏ Campus Disruption (16)</td>
<td>❏ Unauthorized Location (23)</td>
<td>❏ Other</td>
</tr>
<tr>
<td>❏ Tardiness (21)</td>
<td>❏ PE Misconduct (24)</td>
<td></td>
</tr>
</tbody>
</table>

#### Comments:

<table>
<thead>
<tr>
<th>1st Step</th>
<th>Date:</th>
<th>Time:</th>
<th>Possible Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-teach Expectation</td>
<td>❏ Verbal Warning</td>
<td>❏ Avoid Adult / Peer</td>
<td></td>
</tr>
<tr>
<td>Seating Change</td>
<td>❏ Conduct Concern</td>
<td>❏ Avoid Task / Activities</td>
<td></td>
</tr>
<tr>
<td>Time Out</td>
<td>❏ Teacher Detention</td>
<td>❏ Obtain Adult / Peer Attention</td>
<td></td>
</tr>
<tr>
<td>Phone parent</td>
<td>❏ Guidance Referral</td>
<td>❏ Obtain Activities / Items</td>
<td></td>
</tr>
<tr>
<td>E-mail parent</td>
<td>❏ Student/Teacher Conference</td>
<td>❏ Don't Know</td>
<td></td>
</tr>
<tr>
<td>Planner Note</td>
<td>❏ Parent/Teacher Conference</td>
<td>❏ Other</td>
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</tbody>
</table>

#### Comments:

<table>
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<tr>
<th>2nd Step</th>
<th>Date:</th>
<th>Time:</th>
<th>Possible Motivation</th>
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<tbody>
<tr>
<td>Re-teach Expectation</td>
<td>❏ Verbal Warning</td>
<td>❏ Avoid Adult / Peer</td>
<td></td>
</tr>
<tr>
<td>Seating Change</td>
<td>❏ Conduct Concern</td>
<td>❏ Avoid Task / Activities</td>
<td></td>
</tr>
<tr>
<td>Time Out</td>
<td>❏ Teacher Detention</td>
<td>❏ Obtain Adult / Peer Attention</td>
<td></td>
</tr>
<tr>
<td>Phone parent</td>
<td>❏ Guidance Referral</td>
<td>❏ Obtain Activities / Items</td>
<td></td>
</tr>
<tr>
<td>E-mail parent</td>
<td>❏ Student/Teacher Conference</td>
<td>❏ Don't Know</td>
<td></td>
</tr>
<tr>
<td>Planner Note</td>
<td>❏ Parent/Teacher Conference</td>
<td>❏ Other</td>
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</tr>
</tbody>
</table>

#### Comments:

<table>
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<tr>
<th>3rd Step</th>
<th>Date:</th>
<th>Time:</th>
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<tbody>
<tr>
<td>Re-teach Expectation</td>
<td>❏ Verbal Warning</td>
<td>❏ Avoid Adult / Peer</td>
<td></td>
</tr>
<tr>
<td>Seating Change</td>
<td>❏ Conduct Concern</td>
<td>❏ Avoid Task / Activities</td>
<td></td>
</tr>
<tr>
<td>Time Out</td>
<td>❏ Teacher Detention</td>
<td>❏ Obtain Adult / Peer Attention</td>
<td></td>
</tr>
<tr>
<td>Phone parent</td>
<td>❏ Guidance Referral</td>
<td>❏ Obtain Activities / Items</td>
<td></td>
</tr>
<tr>
<td>E-mail parent</td>
<td>❏ Student/Teacher Conference</td>
<td>❏ Don't Know</td>
<td></td>
</tr>
<tr>
<td>Planner Note</td>
<td>❏ Parent/Teacher Conference</td>
<td>❏ Other</td>
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#### Comments:
<table>
<thead>
<tr>
<th>Behavior</th>
<th>Immediate Referral</th>
<th>Follow Discipline Plan</th>
<th>Mid Misbehaviors</th>
<th>Severe Misbehaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Aggression / Touching Others</td>
<td>Profanity to Self / Another Student</td>
<td>Taking Back</td>
<td>Off-task / Head Down</td>
<td>Taking Out</td>
</tr>
<tr>
<td>Verbal Aggression</td>
<td>Verbal Disruption</td>
<td>Non-compliance / Lack of Cooperation</td>
<td>Dress Code Violation</td>
<td>Delay in Following Directions</td>
</tr>
<tr>
<td>Minor Vandalism (less than $1k)</td>
<td>Walking Out of Classroom</td>
<td>Class Disruption</td>
<td>No Materials / No Homework</td>
<td></td>
</tr>
<tr>
<td>Vandalism (More than $1k)</td>
<td>Walking of Campus</td>
<td>Unauthorized Location</td>
<td>Lateness</td>
<td></td>
</tr>
<tr>
<td>Stealing</td>
<td>Skipping Class (more than 1 day)</td>
<td>Unauthorized Computer Use</td>
<td>Pe Misconduct</td>
<td></td>
</tr>
<tr>
<td>Weapon</td>
<td>Theft</td>
<td>Refusal to Hand Over Electronic Device</td>
<td>Electronic Device out of use</td>
<td></td>
</tr>
<tr>
<td>Bullying / Harassment</td>
<td>Fighting</td>
<td>Refusal to Partner Expected Behavior</td>
<td>Record Misbehavior</td>
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<tr>
<td>Previous Responses Plus</td>
<td>Behavior Improvement Form</td>
<td>Positive Response</td>
<td>Positive Response</td>
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<tr>
<td>Reference Level System</td>
<td></td>
<td>Time Out</td>
<td>Time Overdrew</td>
<td></td>
</tr>
<tr>
<td>Teach / Practice Expected Behavior</td>
<td>Restitution</td>
<td>Loss of Privileges, Points, etc.</td>
<td>Record Misbehavior</td>
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<tr>
<td>User Agreement Support</td>
<td>De-Escalation</td>
<td>Teach / Practice Expected Behavior</td>
<td>Teach / Practice Expected Behavior</td>
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</tr>
<tr>
<td>Parental Involvement</td>
<td>Parental Contact</td>
<td>Planned Ignoring</td>
<td>Planned Ignoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Humor</td>
<td>Humor</td>
<td></td>
</tr>
</tbody>
</table>

Menu for Effectively Responding to Classroom Misbehavior