

SCHOOL WIDE BEHAVIOR PLAN

Due in Area Superintendent's Office by Friday, August 14, 2013

School Name: Tarpon Springs 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: $87/107 = 81\%$**
2. **Engagement Data (attendance/suspension/etc):**
 - a. https://pbsis.fmhi.usf.edu/users/pbsis_login.aspx
 - 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. *****

a. Defiance/Insubordination – 39.88%

Tarpon Middle has chosen to reduce the number of referrals for defiance by 10 % as our 1st discipline goal.

The students will also take part in a classroom orientation program during the first week of school of school through their assigned homerooms. Teachers will present lessons, developed by the Foundations Team that includes our common area expectations for the cafeteria, restroom, outside areas and hallways.

Teachers will develop their classroom STAR management plan that includes classroom expectations, in class process, transitions within the class, positive reinforcement and consequences. STAR plans will be reviewed with students and posted in classrooms.

Our Guidance Counselors, Social Worker, Behavior Specialist and Violence Prevention Specialist will support our teachers and students with positive interventions. They will assist students with organization, anger management and the development of positive classroom skill sets.

b. Classroom Disruption – 19.46%

Tarpon Middle has chosen to reduce the number of referrals for classroom disruptions by 10 % as our 2nd discipline goal.

The students will also take part in a classroom orientation program during the first week of school of school through their assigned homerooms. Teachers will present lessons, developed by the Foundations Team that includes our common area expectations for the cafeteria, restroom, outside areas and hallways.

Teachers will develop their classroom STAR management plan that includes classroom expectations, in class process, transitions within the class, positive reinforcement and consequences. STAR plans will be reviewed with students and posted in classrooms.

Our Guidance Counselors, Social Worker, Behavior Specialist and Violence Prevention Specialist will support our teachers and students with positive interventions. They will assist students with organization, anger management and the development of positive classroom skill sets.

c. Profanity – 5.94%

Tarpon Middle has chosen to reduce the number of referrals for profanity by 10 % as our 3rd discipline goal.

The students will also take part in a classroom orientation program during the first week of school of school through their assigned homerooms. Teachers will present lessons, developed by the Foundations Team that includes our common area expectations for the cafeteria, restroom, outside areas and hallways.

Teachers will develop their classroom STAR management plan that includes classroom expectations, in class process, transitions within the class, positive reinforcement and consequences. STAR plans will be reviewed with students and posted in classrooms.

Our Guidance Counselors, Social Worker, Behavior Specialist and Violence Prevention Specialist will support our teachers and students with positive interventions. They will assist students with organization, anger management and the development of positive classroom skill sets.

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

**Tarpon Springs Middle School
STAR Card Guidelines**

Vision: To connect all students to their learning by providing relevant and rigorous instruction that challenges each student's ability and potential.

Mission: To fully engage students in their education. Through effective teaching practices, family involvement, and the students' application of knowledge, students will be prepared for the Global Community.

Tarpon Springs Middle School Values

- S = Sincerity
- P = Positive Attitude
- A = Accountability
- R = Respect
- T = Trustworthiness
- A = Acceptance
- N = Noteworthy Actions

Following are the qualifications for receiving a “STAR CARD”. At the end of the first marking period and each subsequent marking period a student must:

1. Have all “E’s” and/or “S’s” on their Tarpon Springs Middle School report card
2. Have had no suspensions that marking period
3. Have had no ISS room assignment for that marking period
4. Have had no more than **two unexcused** absences for that marking period
5. Have had no more than **two unexcused** tardies for that marking period
6. Have outstanding library or fines for textbooks or equipment

In addition Grade Level Clerks will issue a list of all students who do not qualify for STAR CARDS due to suspension, or ISS assignments, unexcused absences and/or students owing library fines will have a card issued until the fine is clear. It is the responsibility of the classroom teacher that distributes the report card to check the report cards for conduct grades and complete and issue the STAR CARDS.

PLEASE RETURN UNUSED CARDS TO THE OFFICE ASAP. If you are short cards please contact the office to receive additional cards. Thank you for your cooperation.

STAR Behavior for Success

S = Sincere

T = Trustworthy

A = Accountable

R = Responsible

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

Lesson Plan for Expectations Worksheet

(Lesson Plan for Teaching Expectations)

1. Expectation

To act responsibly and to be safe in the cafeteria

2. Definition and Critical Attributes

To use consideration for safety and for the well-being of others when in the cafeteria. Behaviors that allow people to have a pleasant, peaceful, and enjoyable lunch/breakfast.

3. Examples

Sits Appropriately: stays in one seat
has permission to leave area
walks from place to place

Talks Quietly

Always Polite: uses manners
pays for food items
cleans own area

3. Non-Examples

Visits other tables
Leaves without permission
Runs to get in line
Shouts to others
Calls names
Cuts in line
Leaves trash and mess on table
Tosses food to/at others

4. Activities to Enhance Concept Development

Begin by discussing what you would/would not see and hear in a 1) fast-food restaurant, 2) table service restaurant, 3) family dinner table. In small groups, have students brainstorm appropriate and inappropriate behaviors for the cafeteria. As a large group, share results of brainstorming including examples and non-examples.

5. Activities to Check for Understanding

Have students develop posters and/or role-plays for behavior expectations in the cafeteria.
Have students present to large group.

6. Activities to Extend Concept Development

Have a contest to select posters for display in the cafeteria and to select role-plays to be recorded for public announcements.
In cafeteria, specific tables and students can be recognized for demonstrating the expectations (ie, the best table gets dismissed 1st)

Lesson Plan for Expectations Worksheet

(Lesson Plan for Teaching Expectations)

1. Expectation

Restroom Behavior

2. Definition and Critical Attributes

Star Behavior

S = Sign in and out
T = Timely Turn-Around
A = Always Cleanliness First
R = Report Concerns

3. Examples

Brainstorm in Groups

3. Non-Examples

Brainstorm in Groups

4. Activities to Enhance Concept Development

Discuss Meaning of Acronym and why it is considered important
Do all things need to be reported ?

5. Activities to Check for Understanding

Role-Play

6. Activities to Extend Concept Development

Role-Play to other students

Lesson Plan for Expectations Worksheet

(Lesson Plan for Teaching Expectations)

1. Expectation

Act responsibly & Be safe in hallways

2. Definition and Critical Attributes

Move through the corridors and hallways with consideration for safety and the well-being of others: Behaviors that help people feel safer and allows for traffic to flow smoothly

3. Examples

- Stay to the right
- Hold door open for others
- Walk
- Keep hands and feet to self

3. Non-Examples

- Student walks against the flow of traffic
- Student is inconsiderate of others
- Student runs in hallway
- Student pushes and shoves others

4. Activities to Enhance Concept Development

- **Begin by discussing traffic rules and laws that facilitate traffic on our roadways.**
- Have students work in small groups to brainstorm appropriate and inappropriate behaviors in common areas (Hallways & corridors). As a large group, share results of brainstorming session.
- Allow students to create traffic-like signs that can be posted in the hallways.

5. Activities to Check for Understanding

- **Have students share their hallway traffic posters**
- **Provide an opportunity to role play what appropriate hallway behavior looks like**

6. Activities to Extend Concept Development

Throughout the day, teachers responsible for teaching this expectation will reward students who exhibit this hallway behavior with verbal praise. In addition, if inexpensive tokens can be obtained, teachers can provide rewards to those displaying the appropriate behaviors.

Lesson Plan for Expectations Worksheet

(Lesson Plan for Teaching Expectations)

1. Expectation

Act responsibly & safely outside the school building on school grounds

2. Definition and Critical Attributes

Move with a purpose when outside of the school building with consideration for the safety and the well-being of others.

3. Examples

- Walk to classes, lunch or in/off campus
- Report problems promptly to nearest adult
- Board buses promptly and safely
- Keep hands and feet to yourself
- Use appropriate language
- Dispose of trash properly
- Follow directional arrows on the walkways and steps
- Show acts of kindness

3. Non-Examples

- Running on campus
- Fighting or bullying others
- Standing around the buses
- Pushing and shoving others
- Using inappropriate language
- Throwing trash on the ground
- Going against the flow of traffic

4. Activities to Enhance Concept Development

- Begin by modeling some of the examples and non-examples of moving around the campus with a purpose.
- Have students work in small groups to brainstorm appropriate and inappropriate behaviors outside the school building on school grounds.
- Have students volunteer to create a video of how to move around the campus safely.

5. Activities to Check for Understanding

- As a large group, share results of the brainstorming session and come to a consensus on best practices.
- Have students share their videos.
- Provide an opportunity to role play what appropriate behavior looks like outside the school building on the school grounds.

6. Activities to Extend Concept Development

Throughout the day, adults responsible for teaching this expectation will reward students who exhibit exemplary behavior with verbal praise. In addition, if inexpensive tokens can be obtained, teachers can provide rewards to those displaying the appropriate behaviors.

6. Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.

- The first week of school students were taught lesson on expectations for common areas.
 - Halls – Social Studies – Tuesday August 20th
 - Cafeteria – Lang. Arts - Wednesday August 21st
 - Restrooms – Math – Thursday August 22nd
 - Outside – Science – Friday August 23rd
- Lunch processes were reviewed at all three lunches the first week of school
- Each grade level reviewed expectations with students through the social study classrooms beginning the August 26th.
- Students that ride the bus took part in our school wide bus orientation the week of August 26th

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

Tarpon Springs Middle School
Positive Recognition Program

Needs Met:	Safety	Tolerance	Achievement	Relationships
Tier III	Personal Style Inventories Greet by name Peer work/Pair share Asking students for ideas/input "First Friends" for new students Call home with concerns Smiling/compliments Cultural Competence included in lessons Meet with students 1:1 Home visits Tone of voice Take interest: attend after-school events Greeting troubled students in positive ways Set positive expectations Bully Prevention Chats Create community agreements/classroom norms	Various Presentation Styles Address modalities Choice of activities Differentiated instruction Cultural Competence included in lessons and activities Model expectations Buddy system Encourage equity of participation Use CARE strategies in lesson plans Integrate classroom learning with out-of-school experiences and knowledge of life inside the community	Personal Goal Setting Student mission statement KWL - graphic organizers Connect prior knowledge Meaningful Learning Four Questions Students calculate grades Students track assignments Model expectations Peer tutoring Explain using various methods Encourage Time to practice Structure for success (scaffold) Buddy system Repeat directions/lessons Encourage student decision making	Positive note in planner Personal greeting Caught being good Positive phone call home Teacher mentoring Thumbs up Positive attention Specific encouragement Academic awards Stickers/pencils 5:1 ratio of interactions Positive notes home Recognize improved behavior/grades Engaging students in conversation Refuse to take negative behavior personally
Tier II	Class meeting Class jobs Class spirit	Differentiated instruction Hands on Activities	Commitment to Character Awards Appearance on TV News	Clubs Celebrations STAR card activity with

	<p>Group work/activities Bully Prevention lessons/club Chorus/Band/Clubs Classroom charities Patrols Volunteer Clubs Guidance Groups Field trips Materials provided Good Deeds Lottery Food Birthday Recognition Cultural Recognition Bully Preventions Seminars Peace Table Contracts</p>	<p>Field trips After school clubs Change classroom seating and setting Mini-field trips (on campus) Brain gym learning games Experiments Guest speakers Motivational systems Team teach/switch classes Focus on student interest or input Guidance groups Bully Prevention Seminars Classroom Activity Center Encourage equity of participation Use CARE strategies in lesson plans</p>	<p>Cafeteria Recognition Projects displayed Honor Roll/Principal's List STAR Cards Celebrations Class Mission Statement Flow of the day with learning objectives Four Questions Entrance/exit tickets Clear expectations/purpose of lesson Essential Learnings in student friendly terms Frequent Reviews Post & review class data Encourage student decision making in small groups</p>	<p>small group/friends Projects displayed Breakfast/lunch club Teacher Recognition in front of class Special jobs/responsibilities Small groups with guidance/itinerants Peer recognition Birthday announcements Hat's Off Most improved Perfect attendance</p>
Tier I	<p>Pep Rally Dances/Special Events School Mascot Parent Involvement Schoolwide Charities Beautification Projects Competitions across/within grade levels Field Trips Good Deeds Lottery Materials Provided Food Birthday Recognition Cultural Recognition</p>	<p>Guest Speakers Field Trips Activity Days Theme Days Motivational Systems (STAR cards/awards) Commitment to Character Ceremony Cultural Awareness Segments on TV news Challenge all forms of discrimination in schools and society through promotion of social justice</p>	<p>Morning news post and review school data School Mission/Vision Morning news - "why are we here" goal setting Encourage student decision making schoolwide</p>	<p>Student of the Month Theme day Recognition on TV news Recognition Wall in cafeteria Shout out in school paper Team field day</p>

The Foundations Team will be reviewing the incentive program and possibly revamping the current system.

8. Attach or insert the plan to align classroom management systems with the school-wide behavior plan.



TSMS STAR CLASSROOM MANAGEMENT PLAN 2012-2013



Teacher _____ Subject _____ Grade _____

Classroom Rules: *(3-5 Positively Stated Observable Behaviors aligned with Expectations in STAR format)*

Classroom Procedures: *(daily routine, when to sharpen pencils & use restroom, entry and exit procedure etc...)*

Teaching Rules: *(How you will teach, when you will teach, how you will remind students, etc...)*

Teaching Procedures *(How you will teach, when you will teach, how you will remind students ,how you transition in lesson, etc...)*

Positive Reinforcement: *(in addition to School-Wide system, how you will recognize STAR behavior)*

Consequences:

- Alternate locations for time out (minimum of two teachers classrooms)
- Notification of Conduct
Parent contact Phone _____ Written _____
Guidance
Administration

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).



Tarpon Springs Middle School

Administrative Behavior Plan

Dr. Susan Keller, Principal

Margaret Attkisson, Assistant Principal 6th Grade

N. Joseph Browne, Assistant Principal 7th Grade

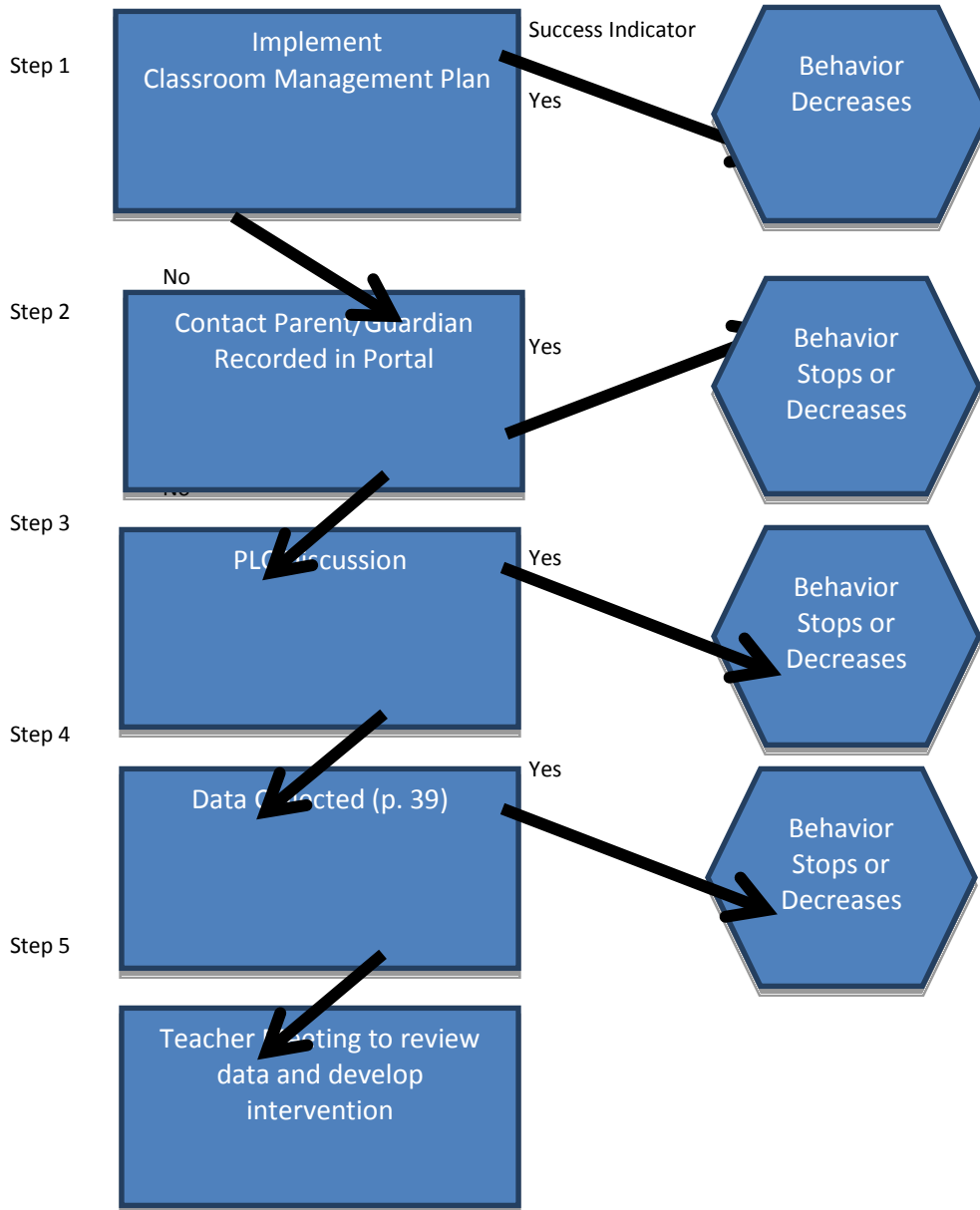
Michael Machado, Assistant Principal 8th Grade

Behavior (Category)	Specific Violation (Description)	Intervention (first)	Intervention (second)	Intervention (third and subsequent)
Alcohol	possession, usage, sale, distribution of alcohol or items containing alcohol	suspension , recommendation for reassignment		
Battery (unprovoked)	unprovoked battery: making contact with another student with intent to physically harm in any manner without cause.	conference, choices , suspension, peace table	conference, peace table, suspension	conference, peace table, suspension; recommendation for reassignment or expulsion
Battery on a school board employee	intent to physically harm an adult	suspension and recommendation for reassignment or expulsion	suspension and recommendation for reassignment or expulsion	suspension and recommendation for reassignment or expulsion
Bullying	repeated ongoing intimidation, harassment, threats, gestures, including verbally and/or physically aggressive contact	Counselor conference S.R.O. conference Sugar Report I.S.S. O.S.S. Groups	administrative- intervention RtI process SESIR Sugar Report	administrative- intervention Sugar Report
Bus	A. actions that disrupt the operations and safety of the bus: refusing to give up (prohibited) items, putting things (including body parts) outside the window, not in assigned seat, not sitting, exiting bus at wrong stop, intentionally missing the bus, yelling out the window, eating or drinking	warning bus suspension bus letter	bus suspension 3-10 days	bus suspension 3-10 days parent conference
Bus (con't)	B. verbal comment toward driver, PCS staff, or students (that disrupts the safety and operations of the bus): arguing, uncooperative responses, language, defiance of driver	warning bus suspension bus letter	bus suspension 3-10 days	bus suspension 3-10 days parent conference
Bus (con't)	C. actions that create excessive noise or motion disruptive to the operation and safety of the bus (whether at rest or in motion): yelling, excessive noise, making strange noises, singing, rhymes, hand or feet pattern games, play fighting, not allowing the bus to continue on route, banging and/or stomping on the bus	warning	bus suspension 3-10 days	bus suspension 3-10 days parent conference
Cafeteria Disruption	A. cafeteria disruption: interference with the orderly processes of the cafeteria	lunch duty, loss of cafeteria privileges length of time for privilege loss determined by administrator	ISS	ISS, suspension * physically aggressive acts may result in arrest
Cafeteria Disruption (con't)	B. stealing in cafeteria: stealing from cafeteria, misuse of lunch number	I.S.S. S.R.O. conference restitution	out-of-school suspension parent conference counseling intervention	out-of-school-suspension

Behavior (Category)	Specific Violation (Description)	Intervention (first)	Intervention (second)	Intervention (third and subsequent)
Campus Disruption	A. these behaviors include, but are not limited to the following: running (not in PE), littering, excessive noise, spitting, ...	administrative intervention	administrative intervention	administrative intervention
Campus Disruption (con't)	B. non-classroom defiance, ...	administrative intervention	administrative intervention	administrative intervention
Cheating*	*students in high school credit classes will adhere to those specified interventions	Student fails assignment parent contact, guidance	grade earned on assignment = 0, detention, guidance referral	administrative intervention
Defiance	A. consumption of gum and/or candy	warning	warning parent contact Lunch det.	N th for conduct parent contact
Defiance (con't)	B. Learning Process Disruption: any behavior that does not align with the guiding principles of TSMS and interrupts classroom learning processes:	guidance referral, time out	ISS, administrative parent contact	ISS, parent conference with counselor, suspension
Defiance (con't)	C. repeated misconduct, D. repeated defiance, E. missed before/after school detention	ISS	administrative intervention out-of-school suspension	administrative intervention out-of-school suspension Discussion for Alt. placement, RTI process
Defiance (con't)	F. Dress Code Violations	parent phone call / warning	parent- contact / 1 lunch detention	5 lunch detentions parent phone call
Failure to Serve Administrative Detention		work detail added to detention or time doubled	ISS	suspension
Failure to Attend Tobacco School		administrative-intervention	administrative-intervention out-of-school suspension	administrative- intervention out-of-school suspension
Fighting	mutual hands-on aggression (may result in arrest)	out-of-school-suspension 1-3 days	out-of-school-suspension 1-5 days R.T.I. process	Out-of-school-suspension 5-10 days possibility for reassignment
Forgery	falsification of signature or document	parent contact, guidance, choices	administrative intervention	administrative intervention
Illegal Activities	arson, bomb threat, fire alarm	suspension, report to law enforcement, recommendation for reassignment, expulsion	suspension, report to law enforcement, recommendation for reassignment, expulsion	suspension, report to law enforcement, recommendation for reassignment, expulsion
Leaving campus without permission		out-of-school-suspension 1-3 days	out-of-school-suspension 3-5 days	out-of-school-suspension 5-10 days possible reassignment
Leaving Class without permission		Detention Guidance ISS	ISS	Administrative intervention Out of school suspension
Behavior (Category)	Specific Violation (Description)	Intervention (first)	Intervention (second)	Intervention (third and subsequent)
Possession of Electronic Device	electronic device was neither off nor out of sight	confiscation of item, parent to pick up item	confiscation of item, parent to pick up item	confiscation of item, contract with parent
Possession of Item Prohibited at School	student is in possession of drugs, contraband, weapon, dangerous item	referral to law enforcement, recommendation for reassignment, suspension, FACE IT program	referral to law enforcement, recommendation for reassignment, suspension	referral to law enforcement, recommendation for reassignment, suspension
Possession of Tobacco	student is in possession of tobacco or tobacco products	referral to tobacco school	administrative-intervention	administrative-intervention
Inappropriate Remarks (verbal and nonverbal) towards staff		ISS; possible suspension; problem solving table; conference with child, parent, teacher/staff member, and administrator	ISS; possible suspension; problem solving table; conference with child, parent, teacher/staff member, and administrator	ISS; possible suspension; problem solving table; conference with child, parent, teacher/staff member, and administrator, RTI Process
Inappropriate Remarks (verbal and nonverbal) towards student	A. threats: a declaration of an intention or determination to inflict punishment or injury B. culturally biased remarks: an implied judgment of prejudice in regards to ethnic or religious back backgrounds C. disrespectful and rude remarks: impolite, rough, crude, discourteous communication D. inciting others: provoke, prompt or challenge as to cause a disruptive reaction, E. bullying: arrogant, quarrelsome, intimidating, badgering, F. drug talk: communication of "any" type relating to drugs (language or gesture) G. profanity: curse, profane language, swearing, cussing H. nonverbal remarks: symbols, signs, notes, slam books, hate lists, gang signs of any kind (including: color, symbols, drawings) and any nonverbal communication which is slanderous and hurtful	Detention ISS parent phone call, peace conference teacher consequence	work detail detention ISS parent conference peace conference; ISS	Repeated offenses / serious misconduct; parent phone call, administrative discretion - possible interventions: suspension recommendation for reassignment, peace table during any process of the intervention.
Skipping	student is unauthorized to be absent from class	I.S.S.	Spartan Watch escort 1 week	Spartan Watch escort 2 weeks I.S.S.
Tardiness	student is not in classroom when tardy bell rings (starts over every 6 weeks)	Warning	teacher consequence	phone call administrative-intervention on the 4 th tardy U in conduct
Unauthorized Location		Warning	Administrative intervention	Administrative intervention

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.

Behavior Alert Flowchart



Teacher Form to be completed and brought to grade level meeting

Student Name	1 st Parent Contact Date	1 st Intervention Dates Fail / Success	Progress Report Dates	Parent Conference Dates	Before / After School Tutoring Dates	Other Interventions Attempted Fail / Success	Data Collected Yes / No	Reason For Student Failing

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. Foundations Committee will be formed and meet during pre school to start discussion on implementing Positive Behavior Supports.
2. Foundations Team will meet on a monthly basis to solicit input from the staff and to review how implementation is progressing with the goal of full implementation by the end of the first semester.
3. Foundations Team will set a schedule to participate in monthly faculty meetings and conduct training on the implementation of the Positive Behavior Support system.
4. MTSS and Spartan Power Team will meet monthly to review academics, behavior, and students in need of enhanced social skills training.
5. MTSS and Spartan Power Team will discuss the break down of the sub groups and monitor their academic, behavioral, and social skills growth.

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.

Mid-year: February 21, 2014

End of Year: June 20, 2014

Principal Signature_____

Date_____