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?

Questions to guide discussion:

1. Safety Harbor Middle has clearly identified the GFS expectations for the 2014/15 school year.

Goal 1: Reduce percentage of referrals received by Black students from 29%-24%   and referrals received by Hispanic students from 7%-3%

Goal 2: Reduce the number of referrals for Defiance and Insubordination

Goal 3: Reduce the number of referrals for Bus Misconduct

2. Students and staff are aware of Common Area Procedures. These procedures have been communicated by: Safety Harbor Discipline Handbook (sent to all students), Grade Level Meetings with Assistant Principals, Principal "Welcome Back Video', Rules and Procedures signs posted in areas of school that are "problematic",

3. Students and staff are aware of Classroom Rules and expectations. These procedures have been communicated by: Safety Harbor Discipline Handbook (sent to all students), Grade Level Meetings with Assistant Principals, Principal "Welcome Back Video', Rules and Procedures signs posted in areas of school that are "problematic", Each teacher at SHMS has created their very own discipline plan that aligns with the SHMS discipline plan set forth by the Administration Team and the Discipline Committee.

In addition to the communication above in 2 and 3, First Period teachers are required to review the Code of Conduct and Discipline Handbook.
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Goal 1: Reduce Percentage of Referrals received by Black (29% to 24%) and Hispanic (7% to 3%) Students

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?

Modified Student Dress

Implementation Steps

1. Be consistent in dress code, provide resources for students in need (Data shows reduction in discipline issue with stricter dress code)
2. Identify students at marking period who are in danger of failing or in need of moving to a higher level course.
3. Provide a wide variety of clubs, athletics, and other extracurricular activities. (Girlfriends Club, 5000 Role Models, Mentors coming in from local HS)
4. Professional Development that provides a look into students living in poverty.
5. Professional Development that provides a look at the lives of ESOL students.

Person(s) Responsible

All Staff

Timeline / By When?

Throughout year

Initiated	Status	Completed
8/18/2014	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?

Monitoring of grades of Black and Hispanic Students

Implementation Steps

 *Identify students at marking period who are in danger of failing or in need of moving to a higher level course.
*Meet with students and make resources available to parents and students (Tutoring, ELP)

Person(s) Responsible

Admin Team, Grade Level Counselors

Timeline / By When?

At End of Marking Periods

Initiated	Status	Completed

8/18/2014   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?

Encouragement of extra curricular activities

Implementation Steps

Provide a wide variety of clubs, athletics, and other extracurricular activities. (Girlfriends Club, 5000 Role Models, Mentors coming in from local HS, PMAC)

Person(s) Responsible

All Staff

Timeline / By When?

Throughout School Year

Initiated	Status	Completed
8/18/2014	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?

Increase teacher awareness in regards to students living in poverty

Implementation Steps

Professional Development that provides a look into students living in poverty.
Book Studies using Understanding Poverty Text

Person(s) Responsible

Assistant Principals

Timeline / By When?

Beginning of School Year and At Staff Meetings Throughout Year

Initiated	Status	Completed
8/14/2014		8/14/2014

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?

Increase teacher awareness in regards to ESOL students and their needs

Implementation Steps

Professional Development that provides a look at the lives of ESOL students.
Followup throughout year on ESOL Students

Person(s) Responsible

ESOL Team

Timeline / By When?

Pre School Training (8/15)
Throughout out school year.

Initiated	Status	Completed
8/15/2014	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?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated	Status	Completed

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?**

Strategy

Run discipline and grade reports after every marking period and assess any needs in regards to Hispanic and Black students

Implementation Steps

* Identify area of concern
* Followup with appropriate team (Discipline, ESOL, Extracurricular)
*Develop individualized plan for students (ELP, Behavior Plan, Movement of Students into Higher Level Courses,)

Person(s) Responsible

Assistant Principals and Counselors

Timeline / By When?

At Marking period ends

Initiated	Status	Completed
8/18/2014	Ongoing	

Goal 2: Reduce the Number of Referrals for Defiance and Insubordination

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?

1. Modified student dress

Implementation Steps

1. Be consistent in dress code, provide resources for students in need (Data shows reduction in discipline issue with stricter dress code)

Person(s) Responsible

1. All Staff

Timeline / By When?

Throughout the school year.

Initiated	Status	Completed
8/18/2014	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?

Promote Ownership of School to Students

Implementation Steps

Character Ed infusion in classrooms, Student Volunteering for Cafeteria Cleanup (Rewards Given), Pep Rally Assemblies, We Are Seahawks Slogan

Person(s) Responsible

All Staff

Timeline / By When?

Throughout School Year

Initiated	Status	Completed
8/18/2014	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?

Modeling of Appropriate Behavior by Staff

Implementation Steps

Staff will model in the following ways:
Appropriate Dress
No Gum Chewing
Not Eating in Front of Students
Appropriate Language
Promote the Use of Please and Thank You

Person(s) Responsible

All Staff

Timeline / By When?

Throughout School Year

Initiated	**Status**	**Completed**
8/18/2014	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?

Student Mentor Program

Implementation Steps

Tier 2 and 3 students assigned a mentor.
Students will be coming from the HS to help mentor troubled students.

Person(s) Responsible

Joann Wright
Admin Team

Timeline / By When?

Throughout School Year

Initiated	**Status**	**Completed**
8/18/2014	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?

Change from ISS to ABC Room

Implementation Steps

Assign students to ABC room where they will have to reflect on behavior that led them to this consequence.

Person(s) Responsible

Admin Team
Oliver King (Paraprofessional)

Timeline / By When?

Throughout School Year

Initiated	Status	Completed
8/18/2014		

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

Run discipline reports at the end of each marking period

Implementation Steps

*Review reports
*Determine need for modifications in discipline
*Create

Person(s) Responsible

Admin Team and Positive Behavior Committee

Timeline / By When?

End of Marking Periods

    Initiated   **Status**   **Completed**

Goal 3: Reduce the Number of Referrals for Bus Misconduct

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?

1. Postive Behavior Rewards for buses.

Implementation Steps

Work with Positive Behavior Team (Part of Discipline Committee) to create rewards for bus (Bus Parties, Lunch Passes, etc.)

Person(s) Responsible

Matthew Miller (Bus Administrator)
Positive Behavior Team

Timeline / By When

Ongoing throughout 14/15 school year. With checks at semester.

Initiated	**revised 1/26/15**	**Completed**
8/18/2014	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?

Awareness of Bus Routes that needed the most interventions in past years

Implementation Steps

Identify troubled routes from past years. Work with these drivers to create a culture on the bus that promotes positive behavior.

Person(s) Responsible

Matthew Miller

Timeline / By When

Throughout School Year

Initiated	**revised 1/26/15**	**Completed**
8/18/2014		

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?

Student Awareness of Bus Procedures

Implementation Steps

Go into detail on Bus Procedures with students at Admin meetings

Person(s) Responsible

Timeline / By When

Initiated	**revised 1/26/15**	**Completed**

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

Periodically (Monthly) check the bus referral data for any trends that show attention needed on a certain route.

Implementation Steps

* Check data monthly
* Speak with drivers about problem students
* Develop Bus Behavior Plan with drivers for problem students and routes.

Person(s) Responsible

Matthew Miller (Bus Administrator)

Timeline / By When?

Monthly Checks

Initiated	**revised 1/26/15**	**Completed**
8/18/2014		

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?

Strategy

Discipline Committee will work with the Positive Behavior Team to create school based rewards system.

Implementation Steps

*Identify behavior and actions that staff deem as rewardable (No Tardies, Grades, Low Referrals, etc.)
* Create a fun and positive reward for students who are eligible (Pizza Party, Dances, Lunch Fast Passes)

Person(s) Responsible

Discipline Committee
Postive Behavior Team

Timeline / By When?`

End of Marking Periods

Initiated	Status	Completed
8/18/2014	Ongoing	

Strategy

Character Coupons

Implementation Steps

Students who are seen demonstrating positive behavior are given coupons to cash in for a prize

Person(s) Responsible

All Staff

Timeline / By When?`

Weekly

Initiated	Status	Completed
8/18/2014	Ongoing	

Strategy

Successful Seahawk Breakfast

Implementation Steps

Students seen demonstrating positive behavior are nominated by teachers to receive a certificate and celebrate their success.

Person(s) Responsible

Carolyn Seppey (Runs the Breakfast and Program)
All Staff

Timeline / By When?`

End of Marking Periods (Attachment Shows Dates of Breakfast)

Initiated	**Status**	**Completed**
8/18/2014	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?

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?

Use of Discipline Flow Chart by teachers to manage classroom behavior

Implementation Steps

Teachers will follow the steps on the Discipline Flow Chart (Attached) before writing a referral.

Person(s) Responsible

Teachers

Timeline / By When?

Throughout School Year

Initiated	Status	Completed
8/18/2014	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?

Behavior Tracking Form (Attached)

Implementation Steps

Teachers fill out behavior tracking form for students who exhibit consistent negative behavior patterns.

Person(s) Responsible

Staff

Timeline / By When?

Throughout School Year

Initiated	Status	Completed
8/18/2014	Ongoing	

Action Plan:
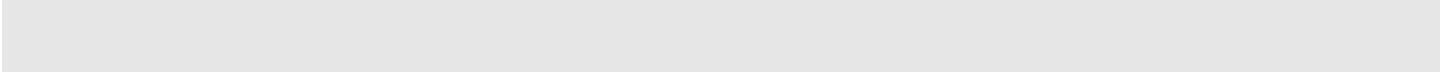**Plan to Monitor for Fidelity of Implementation**

Safety Harbor Middle will be focusing on creating a environment of positive behavior for the 14/15 school year. The Discipline Committee in conjunction with the Positive Behavior Team began looking into data and trends at the end of the 13/14 school year in an effort to create a change for the 14/15 school year and reduce discipline issues. Some of the changes that were made were as follows:

1. Expansion of Positive Reward Programs
2. Modified Dress (Outlined in Discipline Handbook (attached))
3. Introduction of Classroom Discipline Flow Chart (attached)
4. Consequence Chart (attached)
5. Replacement of ISS with ABC Room (with a focus on looking at and evaluation of behavior)
6. Adding in an activity period once a month on Wednesdays to use accordingly for character education, rewards, etc.
7. Change of Tardy Policy to reduce number of students skipping.

In order to keep the fidelity of these programs the Admin Team will meet with the Discipline Committee on a monthly basis and decide if any changes are in need. If changes are decided the Discipline Team will work with the staff to get their input to make any changes. The Admin team will work with their office staff in an effort to continue to collect the data necessary to track any patterns in behavior. The Admin team will then disseminate the information to the staff as needed at meetings, via email, etc.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

1. ESOL Training (Pre-School)
2. Teaching Students in Who Live in Poverty Training (Pre-School) (Continued through year with book study on Understanding Poverty)
3. Vera Jones Training (Motivational Speaker) (In process of being scheduled)
4. Staff training on positive rewards
5. Staff training on data collection

Midyear:
1. Which goals, barriers and strategies were revised based on response to intervention?
2. What evidence was used to drive the revisions?
<mark>**Be sure to include how you are addressing the discrepancy between Black and Non-Black discipline in your response to intervention discussion.**</mark>

Enter a summary of the current status of implementation

As we have navigated through the first half of the 14/15 school year, Safety Harbor Middle has continued to mold, guide and support all of our students in regards to behavior. Teachers began the year by creating rules/discipline plans for their classrooms with input from the students. Students were asked to create mission statements in classrooms, in order to ensure that focus on academics is their main goal as the year moves on. We have used tools that have carried over from previous school years (RTI, Conduct Concerns, Guidance Referrals, Deficiency Reports, Behavior Tracking Forms) as well as new tools (Bounce Card System, Discipline Chart, ABC) to make sure the discipline process at SHMS is smooth and efficient. The following is a list of some of the actions, steps, policies, and practices that have been implemented/carried over to help with our discipline plan at SHMS:

*Discipline Committee
-In it's second year at SHMS
-Created Discipline Chart for teachers and Admin Team to follow
-Created Tardy Policy (Amended for 14/15 to: 6 is a warning, 12 is a detention, 18 is ABC and 24 is Admin decision)
-Meets throughout the year to look at any adjustments that could be needed

*Hallway Leaders
-Volunteer teachers have taken the "lead" in hallways and survey any needs on the floor bringing it back to the Admin Team

*Teacher Mentoring of Students
-Students who have been identified in need of a mentor were assigned at the beginning of the year

*Admin, Counselors and Behavior Staff have created contracts with certain students to earn rewards for behavior

*Teachers posted at bathrooms and on landings and "hot spots" during class change

*Discipline Process
-Warning
-Call Home
-Referral

*Cafeteria Policies
-Tables called one at a time
-3 strikes and you are out discipline system
-Volunteer student cleanup following lunch
-Teachers bring students to lunch and pick students up

*Bus Policies
-Bus Admin is visible in morning and afternoon on bus ramp and on buses
-Communication with drivers on issues and putting an emphasis on having discipline chats with the driver and students prior to a referral

-Dismissal system in which teachers use flags to warn students it is time to load at the end of the day gets students on the bus efficiently

Aside from the above, SHMS works to curb discipline and promote good behavior by encouraging students to take place in clubs (Spanish, Art, Chess, Running, Fellowship of Christian Students, etc.), groups (STEP, AVID, PMAC, Girlfriends) and sports (Volleyball, Basketball, Track and Indoor Soccer (Exclusive to SHMS).

As the year has progressed, teachers have been provided with best practice training in categories such as Classroom