Guidelines for Success

1. What are the school-wide Guidelines for Success?

We at Tarpon Springs Middle School believe in increasing student achievement and creating a safe learning environment through the implementation of a progressive school-wide discipline plan that affords students an opportunity to correct behaviors that prevent success.

Guidelines for Success are reviewed quarterly with students during grade level seminars. In addition, guidelines for success posters are posted in classrooms and in common areas. TSMS Guidelines for Success are based on three pillars: Be Respectful, Be Responsible and Be Safe.

One of the goals for the 2015-16 school year is to increase student engagement and appropriate behavior by decreasing the number of referrals for class disruption by 20 percent as measured by discipline data. The second goal is to increase responsible student behavior by decreasing the number of referrals for disrespect, insubordination, classroom disruption and lack of cooperation by 20%.

We will use the Administrative Detention in addition to other interventions afforded to students when appropriate. Our community partnerships will further assist in addressing disruptive behaviors through group and individual counseling sessions that are afforded in one-time session to long term group involvement.

Our campus is committed to narrowing the gap between black and non-black students' suspension rates. We will be implementing our 5000 Role Model program, STEP program, and Girlfriends' Club, each are active with character development as well as being a forum in which our Black males and females can discuss campus issues.

2. Where are common area expectations posted?

The common area expectations are posted widely around the campus, including in hallways, cafeteria and teachers' classrooms.

3. How are common area expectations communicated?

Teachers at Tarpon Springs Middle School are conducting beginning of the year team building exercises with their students to help the students adjust to middle school and reinforce the three pillars of Guidelines for Success. Expectations are communicated during morning announcements and mini-lessons on character education are delivered during bi-weekly activity periods.

4. What are the classroom expectations/rules and how are they identified, posted, and clearly communicated?

Teachers have developed classroom management plans and are submitting them to administrators as part of their Deliberate Practice improvement plan. Behavior Success plans are developed around the three key pillars for success: Be Respectful, Be Responsible, and Be Safe. TSMS teachers will consistently reinforce classroom expectations in order to provide a safe and secure learning environment and decrease by 10 percent Administrative referrals for noncompliance.

Expectations will be clearly communicated through the bi-weekly activity period during which teachers, administrators, and itinerants deliver safe school and character lessons to support a safe learning environment and promote school wide behaviors for success.

Goal 1

Present Level of Performance

Present levels of referrals indicate that there were a total of 1,093 referrals during 2014-15. TSMS will reduce the number of referrals for Defiance and Classroom Disruption by 20% in the overall student population as measured by the end of the year discipline report.

Expected Level of Performance

By the end of 2015-16, the number of total referrals will be 800 or less.

GAP

The difference between 2014-15 discipline referrals and 2015-16 target for referrals is 200.

1. What problem have you identified?

Students will follow the guidelines for success by demonstrating appropriate choices that are respectful, responsible, and safe.   Data used to analyze the effectiveness of the school wide behavior plan was collected from Focus and Decision Ed data bases.

2. What is your Desired Outcome/Measureable Goal?

Students will receive fewer number of referrals in total as a result of making appropriate choices and following the guidelines for success.

3. What are possible reasons that your goal has not yet been reached (barriers)?

Possible barriers include ineffective communication of school wide behavior expectations, inconsistent classroom management plan implementation, and lack of understanding of culturally relevant pedagogy in the classroom.

3a. What is the most valid and alterable barrier (your priority)?

Provide clear, concise and consistent guidelines for success with a focus on respectful, responsible, and safe behavior. Provide professional development on key areas of culturally relevant pedagogy for teachers to use during daily instruction.

3b. How do you know that this is the right barrier to address (validation)?

Review of infraction data reveals a total of 349 referrals for class/campus disruption and 329 referrals for defiance/insubordination. The two referral types account for 63% of all referrals.

Goal 1

4. How will this problem be solved?

Meet with individual students who had high numbers of referrals the previous year to gain understanding for their behaviors and to create a behavior improvement plan where necessary.

Implementation Steps
(Including professional development)
Meet with student for informal review process within first two weeks of school.
Notify parents of interview and gain parents' perspective.
Meet with teachers within the first three weeks of school to share information on student.

Person(s) Responsible

The MTSS team will provide the staff with strategies and interventions to help reduce defiance/disruption in the classroom.
The Foundations team (Spartan Pride) will focus on Tier I interventions and recognitions.

Timeline / By When?

The actions will occur during the first 6 weeks of school.

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Identify effective classroom management strategies and provide professional development/support for teachers during Learning Strategies meetings.

Implementation Steps
(Including professional development)
MTSS and Foundations Teams will develop mini-lessons to support teachers in classroom management strategies.

Person(s) Responsible

MTSS and Foundations team members

Timeline / By When?

The actions will occur during the first 6 weeks of school.

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Goal 1

5. Data collection and management

Referral data will be collected and analyzed from FOCUS and Decision Ed.

Student participation in positive referrals and other recognition activities will be collected.

**Implementation Steps
(Including professional development)**

Administrators will bring discipline reports to administrators' meeting to analyze for trends.
Data will be shared with teachers during faculty focus meetings on Data Walls and discussion to follow on factors contributing to trends.

Person(s) Responsible

Assistant Principals and Guidance Counselors

Timeline / By When?

9/4/15

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Goal 1

6. Support Plan

Model effective choices and strategies to act upon positive character development.

Implementation Steps
(Including professional development)
Second Step curriculum will be implemented during the bi-weekly activity period

Person(s) Responsible

MTSS team

Timeline / By When?

9/4/15

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Goal 1

7. Fidelity Plan

Generate discipline reports every two weeks and review in Administrator team meetings for trends.

Implementation Steps
(Including professional development)

Administrators will share data with MTSS grade level and whole team meetings and develop intervention plans for specific issues in classrooms (i.e. defiance/disrespect).

Person(s) Responsible

Administrators and MTSS team

Timeline / By When?

First meeting with grade level MTSS team by the end of 9/4/15.

Initiated:
Ongoing: Y
Pending:
Completed:

Goal 2

Present Level of Performance

Analysis of infraction data reveals a total of 65 incidents of striking student for 2014-15. The total number of infraction referrals for 2014-15 was 1,070, and striking student infractions accounted for a total of 6% of all referrals. Though it is a small percent, the misconduct is no less serious for its nature of physical aggression.

Expected Level of Performance

By the end of 2015-16, the total number of incidents of striking students will be reduced by 10%, for a total not to exceed 59.

GAP

The difference between the 2015-16 target and current data for striking student infractions is 6.

1. What problem have you identified?

Students will follow the guidelines for success by demonstrating appropriate choices that are respectful, responsible, and safe.   Data used to analyze the effectiveness of the school wide behavior plan was collected from Focus and Decision Ed data bases.

2. What is your Desired Outcome/Measureable Goal?

TSMS will reduce the number of striking student incidents by 10% as measured by end of the year discipline data.

3. What are possible reasons that your goal has not yet been reached (barriers)?

Possible barriers include ineffective communication of school wide behavior expectations or limited opportunities to teach socially appropriate conflict resolution skills.

3a. What is the most valid and alterable barrier (your priority)?

Implement the activity period every second Friday and provided school wide lessons on conflict resolution as well as refer identified students to the social skills group.

3b. How do you know that this is the right barrier to address (validation)?

Interviews with students during the investigation process reveal that identified students have poor social skills and a limited conflict resolution repertoire.

Goal 2

4. How will this problem be solved?

Model effective choices and strategies to act upon positive character development.

Implementation Steps
(Including professional development)
   Second Step curriculum will be implemented during the bi-weekly activity period

Person(s) Responsible

   Teachers and Administrators

Timeline / By When?

   9/4/15

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Small group discussion, modeling, and reflection upon positive conflict resolution strategies.

Implementation Steps
(Including professional development)
   Refer identified students to small group instruction implemented by MTSS

Person(s) Responsible

   MTSS team

Timeline / By When?

   9/4/15

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Goal 2

5. Data collection and management

Generate discipline reports every two weeks and review in Administrator team meetings for trends.

Implementation Steps
(Including professional development)

Administrators will share data with MTSS grade level and whole team meetings and develop intervention plans for identified students who demonstrate poor conflict resolution skills.

Person(s) Responsible

Administrators and MTSS team

Timeline / By When?

9/4/15

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Generate small group attendance reports and analyze student surveys post sessions.

Implementation Steps
(Including professional development)

School Psychologist, School Social Worker and grant funded Counselor will share data with MTSS team to review for improvement cycle.

Person(s) Responsible

MTSS team

Timeline / By When?

9/4/15

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Goal 2

7. Fidelity Plan

Generate discipline reports every two weeks and review in Administrator team meetings for trends.

Review student post-session surveys.

Implementation Steps
(Including professional development)

Administrators will share data with MTSS grade level and whole team meetings and develop intervention plans for specific issues in classrooms (i.e. number of striking student incidents).

Person(s) Responsible

MTSS team

Timeline / By When?

9/4/15

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Goal 3

Present Level of Performance

Of the 89 black/AA students, 70.8% have at least one referral. Black/AA students are 2.8% times more likely to have at least one referral than all other students. Of the 1083, referrals generated, 20.7% were attributed to black/AA students. Students identified as black/AA received an average of 2.78 referrals per student. The average number of referrals for a student identified as black/AA is 3.09 times that for all other students.

Expected Level of Performance

TSMS will reduce the discrepancy gap between black and nonblack students in discipline referrals by 10% as measured by end of the year discipline data.

GAP

TSMS will reduce the discrepancy gap between black and nonblack students in discipline referrals by 10% as measured by end of the year discipline data.

1. The identified problem for Goal 3 is:

TSMS has identified a discrepancy in discipline between black and non-black students.

2. What is your Desired Outcome/Measureable Goal?

TSMS will reduce the discrepancy gap between black and non-black students in discipline referrals by 10% as measured by end of the year discipline data.

3. What are possible reasons that your goal has not yet been reached (barriers)?

Possible barriers include ineffective communication of school wide behavior expectations, inconsistent classroom management plan implementation, and lack of understanding of culturally relevant pedagogy in the classroom.

3a. What is the most valid and alterable barrier (your priority)?

Lack of understanding of culturally relevant pedagogy in the classroom. Professional development will be offered to teachers to help incorporate the 6Ms in planning and daily instruction: Meaning, Mouth, Models, Movement, Multiple Checks for Understanding, and Music.

3b. How do you know that this is the right barrier to address (validation)?

Data analysis reveals that black students receive a disproportionate number of referrals as compared to nonblack students. Interviews with teachers and students confirm that several individuals in each group hold negative misperceptions and anticipate negative interactions, creating a self-fulfilling prophesy.

Goal 3

4. How will this problem be solved?

Differentiate instruction

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)

Provide professional development to teachers on culturally relevant pedagogy to differentiate instruction

Person(s) Responsible

Foundations Team and Administrative Team

Timeline / By When?

9/4/15

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Invite minority students to participate in groups/clubs established to address culturally relevant topics: 5,000 Role Models, Girlfriends Club, STEP

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)

Organize group sponsors; establish group norms; schedule groups meetings; meet with students and provide support as role models; study groups; and goal setting plans

Person(s) Responsible

Foundations Team, MTSS team

Timeline / By When?

9/4/15

Initiated: 9/1/2015
Ongoing: Y
Pending:

Completed:

Goal 3

5. Data collection and management

Generate discipline reports every two weeks and review in Administrator team meetings for trends.

Implementation Steps
(Including professional development)

Administrators will share data with MTSS grade level and whole team meetings and develop intervention plans for identified students who demonstrate poor conflict resolution skills.

Person(s) Responsible

Administrators

Timeline / By When?

9/1/15

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Generate small group attendance reports and analyze student surveys post meeting.

Implementation Steps
(Including professional development)

Club sponsors will share data with Foundation and MTSS team to review for improvement cycle

Person(s) Responsible

Club Sponsors and Administrators

Timeline / By When?

9/1/15

Initiated: 9/1/2015
Ongoing: Y
Pending:
Completed:

Goal 3

6. Support Plan

Lack of understanding of culturally relevant pedagogy in the classroom. Professional development will be offered to teachers to help incorporate the 6Ms in planning and daily instruction: Meaning, Mouth, Models, Movement, Multiple Checks for Understanding, and Music.

Implementation Steps
(Including professional development)

Administrative team with support from district coaches will deliver professional development during Faculty Focus meetings on culturally relevant pedagogy and differentiated instruction.

Person(s) Responsible

Administrative team

Timeline / By When?

9/4/15

Initiated: 9/4/2015
Ongoing: Y
Pending:
Completed:

Goal 3

7. Fidelity Plan

Monitoring of lesson plans and instructional practices

Implementation Steps
(Including professional development)

Administrative team will review lesson plans and conduct walkthroughs to provide feedback to teacher effectiveness.

Person(s) Responsible

Administrative team

Timeline / By When?

9/4/15

Initiated: 9/4/2015
Ongoing: Y
Pending:
Completed:

School-wide Reward System

---

1. What are your school-wide reward strategies?

1. Positive Referrals
2. Activity Day (bi-weekly)
3. Spartan Pride

2. Describe the procedure/practice used.

3. How, when, where, and by whom will strategies be implemented?

4. Explain how documented strategies are evidence-based and aligned to data?