

**14/15 School-wide Behavior Plan  
Highland Lakes Elementary School**

2/26/2015

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**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:**

Top 3 Goals and Strategies

Problem Area Specific Behaviors Strategies

1. Repeated Misconduct
2. Bullying
3. Attendance

School Wide Guidelines for Success/Expectations:

- \* Respect Others
- \* Cooperate with Others
- \* Listen and Follow Directions
- \* Put Forth Your Best Effort
- \* Maintain a Safe Environment

Common Area Expectations and Rules

Setting and Expected Behaviors

Expectations (GFS) Cafeteria Rules Hall Rules Commons Areas

Be Respectful • Level 2 voice

- Talk to students next to you
- Keep hands, feet, and objects to yourself
- Be Responsible • Raise your hand and wait for an adult to come to you • Walk with purpose and safety in mind
- Be Safe • Stay in seats and on bottoms • Walk to the right
- Keep hands beside, in pockets, or behind you
- Be Motivated

Plan/Schedule for Teaching Guidelines and Rules

10/28/2014 - Teach staff

Overview of SBLT, PBS and MTSS/Rtl: Behavior

Basic Principles of Behavior

Data-Based Decision-Making (definitions, referral form, and referral process)

Expectations (GFS) and Rules

Reward/Recognition Program

Effective Consequences

Expectations/Guidelines for Success

Rules

Reward/Recognition System

Reward/Recognition System

a. Panther Paws

b. Student of the Month

**Benchmarks of Quality Score: 91 / 107 = .85**

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c. School store

Responding to Problem Behavior Flow Chart:

a. Process for Incident Report

b. Process for Referrals

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**Goal 1: Reduce the percent of repeated misconduct discipline incidents for all subgroups by 20%.**

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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?**

Students with the highest numbers of referrals over the last school year and this school year will be a part of the school's Check & Connect program.

**Implementation Steps**

Analyzing initial referral data from last three years by using student data information systems. We will analyze check and connect data with referral data.

**Person(s) Responsible**

MTSS Behavior Team

**Timeline / By When?**

MTSS Behavior Team will meet bi-weekly.

An administration team will attend the Prep and Implementation training that will be on 11/3/2014. This team will oversee the Check & Connect program. The mentors will attend the training on 11/4/2014 & 11/5/2014.

**Initiated**

**3/4/15 Revised**

**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?**

Staff will have the opportunity for Professional Development to learn how to increase the positive to negative interactions with students that exhibit behaviors in the school setting. Staff will have the opportunity for Professional Development to increase their awareness of different personality traits and to help improve the level of mutual understanding and communication.

**Implementation Steps**

Teachers will have the opportunities to attend a Dealing with Differences training.  
Teachers will have the opportunities to attend a True Colors training.

**Person(s) Responsible**

Faculty and Administrative Staff

**Timeline / By When?**

Dealing with Differences Training will be offered in November onsite.

**Initiated**

**3/4/15 Revised**

**ongoing**

Ongoing

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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?**

Students will have a classroom presentation designed to increase children's sensitivity to individuals with disabilities. Students participate in the hands-on simulated activities that depict what people with certain disabilities might experience.

**Implementation Steps**

Classroom presentations will be conducted.

**Person(s) Responsible**

Administration will work with FDLRS to schedule presentations

**Timeline / By When?**

Presentations will occur throughout the school year.

**Initiated**

**3/4/15 Revised**

**ongoing**

Ongoing

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**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**

**Implementation Steps**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated**

**3/4/15 Revised**  
Ongoing

**Completed**

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**Goal 2: Reduce Schoolwide Absences by 10%**

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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?**

Implement PAWS Program which stands for Panther Attendance With the Social Worker. It is a program initiated by the school social worker that was designed to encourage and reward students for their good attendance.

**Implementation Steps**

The students who have a high rate of attendance concerns will check in with the school social worker and/or guidance counselor to review their attendance weekly. The program will reward the students with positive reinforcement / paw points for their attendance. The student can spend their paw points on reinforcers of their choice.

**Person(s) Responsible**

School Social Worker and School Guidance Counselor

**Timeline / By When?**

Students will meet with School Social Worker and School Guidance Counselor every Thursday to discuss their week.

**Initiated**

**3/4/2015 Revised**

**Completed**

**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**

**3/4/2015 Revised**  
Ongoing

**Completed**

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**Goal 3: Reduce Bully Incidents by 10%.**

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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?**

School Staff, Students and Parents will be trained on Bully Prevention and the implementation of the Olweus Bully Prevention Program will occur.

**Implementation Steps**

Discipline/Bully Prevention Team will attend Olweus training to learn steps to implement the Bully Prevention Program.

**Person(s) Responsible**

Discipline/Bully Prevention Committee.

**Timeline / By When**

The Olweus Bully Prevention Program will be implemented throughout the school year.

**Initiated**

**revised 3/17/15**

**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**

**revised 3/17/15**

**ongoing**

Ongoing

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**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**

Panther PAWS

**Implementation Steps**

Students can earn a panther paw from any staff member when they are demonstrating good choices.

Teachers collect them and deliver them to the blue box on the check out counter in the media center that corresponds to their grade level (EBD classes have teacher name on box).

On Friday morning, one name is drawn from each box and read over the morning announcements.

Those students, whose names are called, may then come to the media center to choose a reward. Either a doubloon, worth 50 cents in the student store, or a coupon for a free snack in the cafeteria.

**Person(s) Responsible**

The librarian oversees the implementation of the Panther Paws program.

**Timeline / By When?**

Panther Paws is a school wide program that is ongoing throughout the school year.

**Initiated**

**2/16/15 Revised**

**Completed**

Ongoing

**Strategy**

Student of the Month

**Implementation Steps**

Teachers choose a student that displays the characteristics of the character trait for that month and they are presented a certificate during an awards ceremony held each month.

**Person(s) Responsible**

Teachers and the Administrative Staff

**Timeline / By When?**

Student of the Month awards are given out monthly by the Principal.

**Initiated**

**2/16/15 Revised**

**Completed**



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**Strategy**

Go for the Green Color System

**Implementation Steps**

Each teacher will implement a color system that is aligned with the school wide behavior plan rubric.

**Person(s) Responsible**

Teachers and Administrative Staff

**Timeline / By When?**

Go for the Green takes effect at the beginning of the school year and will be ongoing.

**Initiated**

**2/16/15 Revised**

**Completed**

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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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All Processes will be monitored and reviewed on a bi-weekly basis during the MTSS Behavior meetings.

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**Professional Development:**

List Professional Development Opportunities Aligned To The Positive Behavior Supports

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True Colors  
CPI  
Dealing with Differences  
Check and Connect

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**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.**

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**Enter a summary of the current status of implementation**

None of the goals were revised based on response to intervention as of yet. We are continuing to implement strategies that were initiated at the beginning of the school year.