
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:

1. Have the school-wide GFS expectations been clearly identified?

Yes. Our school-wide GFS expectations are Respect, Responsibility, Ready to Learn and Safety First at Safety Harbor.

2. Are common-area expectations posted and clearly communicated?

Yes. They are as follows:

Cafeteria:

- *Keep Hands and Feet to self
- *Remain at table, facing your lunch
- *Use an inside voice
- *Keep area clean and use trash cans

Hallway:

- *Always walk on the right and walk in groups of two or more
- *Stay focused on getting from one destination to another

Commons/Playground Rules:

- *Keep hands and feet to self
- *Use kind words, share equipment
- *Put equipment away
- *Listen for teachers name to line up

Restrooms:

- *Keep feet on the ground
- *Use trash cans, keep it clean and working
- *Wash your hands

Bus Area Rules:

- *Walk to assigned bus
- *Hands and feet to self
- *Use kind words
- *Always check in with the bus assistant

3. Have the classroom expectations/rules been clearly identified, posted and clearly communicated?

Yes. Classroom teachers have shared expectations, rules and GFS with classes during the first week of school. These have also been communicated with parents during Open House and through printed materials.

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Safety Harbor Elementary School**

2/4/2015

Goal 1: Reduce the number of out of school suspensions by 20%.

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?

The staff will participate in Professional Development in the areas of behavior management and interventions.

Implementation Steps

Identify training available to staff and determine which training(s) would be most appropriate for their needs.

Person(s) Responsible

Administration / Behavior Specialist

Timeline / By When?

Ongoing

Initiated
08/20/2014

1/26/15 Revised

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

Increase student knowledge and understanding of Commitment to Character traits.

Implementation Steps

Teachers will receive a character book of the month to read to their class based on the character trait of the month.

Person(s) Responsible

Administration

Timeline / By When?

Ongoing

Initiated
08/20/2014

2/16/15 Revised

Completed

Strategy

Increase consistent use of communication through the agenda book or minor reports between parent and teachers.

Implementation Steps

Teachers will communicate daily through the agenda books and/or provide a minor incident report when needed.

Person(s) Responsible

Classroom Teachers

Timeline / By When?

Ongoing

Initiated
08/20/2014

2/16/15 Revised

Completed

Strategy

Frequency of out of school suspensions which occur will be collected.

Implementation Steps

Information regarding incidences resulting in an out-of-school suspension will be collected in order to determine their

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frequency in nature.

Person(s) Responsible

Administration / Behavior Specialist

Timeline / By When?

Ongoing

Initiated

2/16/15 Revised

Completed

Goal 2: Reduce the number of in-school suspensions by 20%.

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?

Building classroom culture through strategies such as: class meetings, book of the month, open court and teaching and reinforcing Safety Harbor Sea-Turtle Traits.

Implementation Steps

Identify materials and information that will help to increase student's knowledge and understanding of concepts such as respect, responsibility, diversity and character.

Person(s) Responsible

Classroom Teachers / Guidance Counselor

Timeline / By When?

Ongoing

Initiated
08/20/2014

2/16/15 Revised

Completed

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

Frequency of in-school suspensions will be collected and analyzed for frequency in nature.

Implementation Steps

Information regarding incidences resulting in an out-of-school suspension will be collected in order to determine their frequency in nature.

Person(s) Responsible

Administration / Behavior Specialist

Timeline / By When?

Ongoing

Initiated

Status

Completed

Goal 3: Reduce the number of bully reports by 20%.

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 on-site professional development training for staff related to bullying prevention.

Implementation Steps

Identify and schedule training(s) available to support behavior management strategies and reduce bullying.

Person(s) Responsible

Administration / Guidance Counselor / Behavior Specialist

Timeline / By When

Ongoing

Initiated
08/20/2014

revised 2/16/15

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?
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Strategy

Frequency of substantiated and unsubstantiated reports occurrences will be collected.

Implementation Steps

Information regarding incidences resulting in bully reports will be collected in order to determine their frequency.

Person(s) Responsible

SBLT / Administration / Behavior Specialist

Timeline / By When?

Ongoing

Initiated
08/20/2014

revised 2/16/15

Completed

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

Implement a monthly school-wide recognition program to recognize students at a monthly Open Court assembly.

Implementation Steps

Students will be selected for the demonstration of the character trait of the month and recognized at Open Court at the end of each month.

Person(s) Responsible

Classroom Teacher / Guidance Counselor

Timeline / By When?

Monthly

Initiated

2/16/15 Revised

Completed

Strategy

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

2/16/15 Revised

Completed

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?

Utilize the 4-3-2-1 system consistently school-wide to maintain common language and communicate daily with parents about student's daily behavior performance level.

Implementation Steps

Teacher will assign students to a 4-3-2-1 level throughout the school day to reflect their overall behavior performance.

Person(s) Responsible

Classroom Teacher

Timeline / By When?

Daily / ongoing

Initiated
08/20/2014

1/26/15 Revised

Completed

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Action Plan:

Plan to Monitor for Fidelity of Implementation

Administration will conduct regular classroom walk-thrus and review team PLC notes for support needed.
SBLT will conduct analysis of office referral and review SBLT minutes.
Teachers will refer students in need of additional behavior interventions.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Book study related to behavior and/or ESE support.
Motivational Speakers
Training on classroom strategies and/or cultural awareness.

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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.

Enter a summary of the current status of implementation