

**14/15 School-wide Behavior Plan
Tarpon Springs Elementary School**

2/9/2015

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. The school-wide Guidelines for Success (GFS) are posted in all common areas of the campus and in classrooms. The GFS will also be reviewed on the morning announcements weekly.
2. Common area expectations are posted in all common areas and explicitly taught in class, by classroom teachers and during class guidance lessons.
3. All classrooms maintain a tier 1 behavior system. Classroom expectations and/or rules that align to the GFS are clearly posted in all classrooms and reinforced daily by the classroom teacher. Each teacher is required to submit a detailed classroom behavior plan to administrators.

Tarpon Springs Elementary School GFS are:

- T-Take Responsibility
- S-Show Respect
- E-Engage in Learning
- S-Show Self Control

Goal 1: Develop a culturally responsive atmosphere in every classroom

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?

Barrier: Lack of teacher professional development (PD) in culturally responsive practices.

Strategy: Provide teachers more PD in building a culturally responsive classroom environment. Also, teach and model effective classroom learning environments.

Implementation Steps

PD delivery during TDE days, scheduled for data review, collaborative planning and PD.

Person(s) Responsible

School Based Leadership Team (SBLT)/Positive Behavior Support (PBS) Team

Timeline / By When?

Bimonthly, 8/2014 through 6/2015.

Initiated

1/26/15 Revised

Completed

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?

1. Teachers will apply culturally responsive practices learned in PD in the classroom.
2. Administrators will provide feedback to teachers regarding implementation of culturally responsive practices.
3. Teach and model effective culturally responsive classroom learning processes.

Implementation Steps

1. Teachers apply culturally responsive practices learned in PD in the classroom.
2. Administrators will provide feedback to teachers regarding implementation of culturally responsive practices.
3. All staff will teach and model effective culturally responsive learning practices.

Person(s) Responsible

1. Classroom Teachers
2. Administrators
3. All Staff

Timeline / By When?

Bimonthly, 8/2014 through 6/2015.

Initiated

1/26/15 Revised

Completed

Ongoing

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

The team will utilize Focus to access Office Discipline Referral (ODR) data for analysis of patterns/to identify needs. Deliver PD to teachers designed to respond to need.

Implementation Steps

The team will analyze the correlation between reinforcement of positive behaviors and targeted behaviors to identify patterns and needs.

Principal, Assistant Principal and School Counselor will respond to ODRs based on data and individual need. PD will be delivered based on patterns in the data and individual need.

Person(s) Responsible

SBLT and PBS Teams
Administrators and School Counselor

Timeline / By When?

The SBLT will review data on a bimonthly basis during meetings.

Initiated

2/16/15 Revised
Ongoing

Completed

Goal 2: All students will follow GFS on all areas of the campus.

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?

Establish consistent rules and expectations to be enforced by all staff, throughout all areas of the campus.

Implementation Steps

Post common area expectations based on GFS throughout the campus.
Explicitly teach and model the expectations to all students.

Person(s) Responsible

School Based Leadership Team (SBLT)/Positive Behavior Support (PBS) Team

Timeline / By When?

8/2014 through 6/2015

Initiated

2/16/15 Revised

Completed

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

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?
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Strategy

The team will utilize Focus to access ODR data; analyze data for patterns and identify needs.
Deliver PD to teachers designed to respond to need.

Implementation Steps

The team will analyze the correlation between reinforcement of positive behaviors to targeted behaviors to identify patterns and needs.

Principal, Assistant Principal and School Counselor will respond to ODRs based on data and needs. PD will be delivered based on patterns/areas of need.

Person(s) Responsible

SBLT and PBS Teams
Administrators and School Counselor

Timeline / By When?

The SBLT will review data on a bimonthly basis during meetings.

Initiated

Status

Completed

Goal 3: Reduce discrepancy between black and nonblack discipline data

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?

Analyze and disaggregate discipline and achievement data between black and nonblack students
Provide supports through the Child Study Team as need presents
Use of time out/detention area instead of out of school suspension when necessary

Implementation Steps

Meet biweekly in SBLT to review school wide data
Meet after each assessment cycle to review data with grade level teams
Volunteer coordinator recruits mentors/mentors assigned by SBLT

Person(s) Responsible

SBLT
Guidance Counselor
Volunteer Coordinator
MTSS Coach

Timeline / By When

on going throughout school year

Initiated
08/18/2014

revised 2/16/15
Ongoing

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

Collect ODR data from Focus and analyze for discrepancies

Implementation Steps

SBLT reviews data
Meet with teachers to review data

Person(s) Responsible

SBLT
Guidance Counselor

Timeline / By When?

Bi weekly with SBLT
After each assessment cycle

Initiated
8/18/2015

revised 2/16/15

Completed

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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

Provide school-wide positive reinforcement for whole classes.

Implementation Steps

"Caught Red Handed Squares" of Success will be given out by all staff members to classes and students who are demonstrating the GFS.

Person(s) Responsible

School Based Leadership Team (SBLT)/Positive Behavior Support (PBS) Team

Timeline / By When?

Ongoing, 8/2014 through 6/2015

Initiated

2/16/15 Revised

Completed

Ongoing

Strategy

Provide school wide positive reinforcement for individual students.

Implementation Steps

"Positive Postcards" will be given out by all staff members to individual students who are demonstrating the GFS. Students will be recognized on the morning news. Postcards will also be sent home with students so that parents can recognize them at home, as well.

Person(s) Responsible

All staff.

Timeline / By When?

Ongoing, 8/2014 through 6/2015.

Initiated

2/16/15 Revised

Completed

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?
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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?

Align classroom behavior plans to GFS, including:

Classroom mission and rules; tiered behavior system representing compliance; positive rewards and consequences for behaviors established.

Implementation Steps

Each class will develop a mission statement; have classroom rules posted; positive behavior rewards and consequences will be discussed.

Person(s) Responsible

School Based Leadership Team (SBLT)/Positive Behavior Support (PBS) Team/Staff

Timeline / By When?

Ongoing, 8/2014 through 6/2015.

Initiated

1/26/15 Revised

Completed

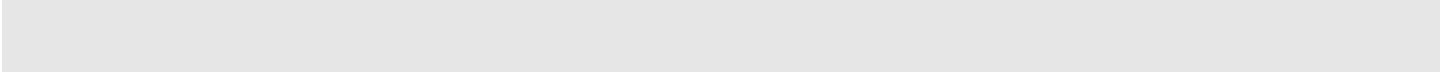
Ongoing

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Action Plan:

Plan to Monitor for Fidelity of Implementation

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1. Classroom walkthroughs will be conducted by administrators, with feedback provided to teachers.
 2. Coaching support will be provided to teachers, as needed, by SBLT and PBS team members.
 3. Data will be collected and analyzed to determine patterns, needs and assess tier 1 processes.

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Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Culturally Responsive Classroom Management PD
Positive Behavior Supports PD
PBS team trainings (ongoing) throughout the year

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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

Midyear Data Review:

In the 2013-14 school year a total of 54 students received 94 office discipline referrals (ODRs). Of the students receiving the referrals, 23 were Black, 30 were Non-Black and 1 was Multi-Racial.

This year a total of 17 students received 24 ODRs, Of the students receiving the referrals, 10 were Black, 7 were Non-Black and 0 were Multi-Racial.

This is a 75% reduction in ODRs thus far, this school year.

To reduce the discipline discrepancy between Black and Non-Black we have implemented the following additional support services:

Assigned mentors to match African American students

Analysis of disaggregated data to determine which African American students need additional support with regards to behavior and academics

School-wide clarification of expectations of Guidelines for Success

Analysis:

Professional Development has been provided to teachers in the areas of collaborating planning to create engaging lessons; disaggregating and using data to monitor subgroup progress; ESE processes/book study. The SBLT monitors student performance for each subgroup, teams are planning together and the ODRs have been reduced. We will continue to have data chats with teachers including disaggregating data for subgroups. Additionally, we are sending positive postcards, have displayed Red Square criteria in all classrooms, provide trophies for students for classroom behavior improvements. A plan-do-check-act is being used in all areas to monitor processes and sequence initiatives and efforts.