

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

3/5/2015

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. Our school wide GFS have been clearly identified through staff discussion based upon school need. These expectations align to our Positive Behavior system and fundamental policy. The GFS are short and easy to remember by following the acronym for our school name: TSFES.
2. The GFS are posted in hallways, the front office, cafeteria and each classroom. They are also taught at the beginning of the year for any students new to our school. Each Monday morning, the guidelines are also reviewed on the morning announcements for students to say aloud. At the beginning of our school wide assemblies, the Guidelines are said aloud by all students and staff.
3. Classroom expectations align with our GFS and are developed by teachers with students. These expectations are developed within the first 10 days of school and are clearly posted in each classroom. Teachers refer to these expectations daily.

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Goal 1: Increase the number of paws awarded for positive behavior

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

3/4/15 Revised

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?

Providing paws and reminding staff to distribute paws to students throughout the year

Implementation Steps

Staff will be given pre-cut paws each infraction period to pass out to students. Number of paws collected will be counted and displayed in hallways for all to see in order to continue meeting goal

Person(s) Responsible

Parent volunteers; staff

Timeline / By When?

The process will begin the first day of school and will continue until the last.

Initiated

8-18-2014

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?

A barrier we have observed is teachers becoming too busy and forgetting to get the paws to pass out.

Implementation Steps

Paws will be accessible to all staff members in a common area in open baskets for them to take when needed. Regular encouragement and reminders will also be given to staff member to pass out paws.

Person(s) Responsible

Counselor, principal

Timeline / By When?

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end of year

Initiated
2/2/2015

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

Reviewing and continuing the implementation of our GFS, we will increase the number paws given and decrease our number of infractions.

Implementation Steps

Remind teachers in monthly staff meetings to review our GFS as well as their own classroom expectations each day; make sure teachers have adequate number of paws to distribute to students; tally the number of paws turned in by grade level; post paw count total in the hallway for all to see and celebrate. Behavior team will examine number of infractions each infraction period and implement interventions where and as needed based upon this data.

Person(s) Responsible

Parent volunteer (to cut and count paws); staff (implementation)

Timeline / By When?

This will continue throughout the year, beginning on the first day of school and ending on the last.

Initiated

8-18-2014

3/4/15 Revised

Ongoing

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

Students will earn a paw for good behavior and positive choices. An end of year school paw goal will be voted upon by students and an end of year award will be celebrated school wide if the paw goal is achieved.

Implementation Steps

School wide paw recognition will be explained to all students the first week of school through the Principal on morning announcements and through teachers in their classrooms. Immediately when a good choice and/or positive behavior is conducted, the staff member present will award the student a paw with their name. These paws will be collected in the classrooms by a parent volunteer who will then count, tally and display the paws in our hallways.

Person(s) Responsible

Principal, staff, behavior team

Timeline / By When?

Begins the first day of school and ends the last.

Initiated

8-18-2014

2/16/15 Revised

Ongoing

Completed

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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?

Using the GFS as their guide, teachers will develop classroom expectations that align with these Guidelines. Having similar expectations school wide as well as within classrooms, infractions will decrease and the number of paws will increase.

Implementation Steps

GFS will be taught and utilized with all teachers. Teachers will use these to develop their own classroom expectations. These classroom expectations will be taught to students within the first ten days of school and will be reviewed periodically throughout the year. Infractions are given to a students not following the GFS and/or Fundamental policy. Paws will be given when positive behavior and choices are shown.

Person(s) Responsible

Behavior team, teachers

Timeline / By When?

Ongoing throughout the year, beginning the first day and ending the last.

Initiated

8-18-2014

1/26/15 Revised

Ongoing

Completed

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Action Plan:

Plan to Monitor for Fidelity of Implementation

Principal will ensure:

1. GFS are taught and reviewed by each staff member
2. GFS are posted throughout school and classroom expectations are posted in classrooms
3. GFS taught to all students beginning the first day of school.
4. Teachers devise and teach classroom expectations that align to our GFS
5. Paws are explained school wide and awarded to students following expectations.
6. Paws are collected in paw box and counted by a parent volunteer after each infraction period. Parent will then tally and post paws in hallways throughout building.
7. Total paw count after each infraction period is shared school wide.

Behavior team will:

1. Monitor and analyze infraction data as well as paw counts
2. Look for trends in infractions
3. Share infraction data with staff and parents (through monthly parent newsletters)
4. Work to implement needed behavioral interventions as needed.
5. Brainstorm end of year paw celebration

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Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Behavior team has attended and will continue to attend District required training aligned to PBS

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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

Tarpon Fundamental does not currently have any sub groups, including black. There is not a discrepancy in our infraction data between students who are white or of another race.

We have added to the barrier section of our goal to include a plan as well.

The correlation between reinforcement and targeted behaviors is no referrals to IAC, decreased detentions and warnings.

Fundamental schools do not input infractions into FOCUS, therefore none will be shown.

Our plan for continuing our plan is to provide more paws to staff, meet with teachers to increase involvement and encourage. We will know this worked by the number of paws given in each of the remaining infraction periods this school year. A paw count will continue to be taken and hopefully will be higher each time.