Year 1 Implementation Plan for Policy 4373
Expected Behaviors for Safe and Supportive Schools

First Step: Establish Data-Based Priorities

Data Source (Survey, SWOT, Environmental Scan, WVEIS, etc.)	Data Point	Causes/ Contributing Factors	Priority* (#1, #2, #3, etc.)
SWOT	Surveys.	We do not follow through. Lack of communication.	Consistency
SWOT	Yearly surveys.	Lack of education. Low socio economic standing.	Parental views on education
SWOT	Aggressive conduct was 83%.	Lack of incentives. Lack of teaching. Lack of parental guidance.	Student accountability on behavior

			and academics

*If the order in which the team judges these targets need to be addressed is not clear when the list is completed, take time to rank order them using whatever method you choose (colored dots, check marks, etc.)

Second Step: Develop Action Plan to Address Priority Targets

Target #1: Consistency

Activities	Provider	Timeline	Who is Responsible	Threats/Obstacles
• Meetings to let staff know that all is accountable. • Practice. • Modeling.	• Staff.	• Yearly.	• Staff.	• Teacher buy-in. • Not following through.

Target #2: Parental Views on Education

Activities	Provider	Timeline	Who is Responsible	Threats/Obstacles
• Notice. • Meetings. • Conferences. • Workshops. • Programs.	• Leadership team.	• Continuously.	• Staff.	• Parental resistance. • Not offending anyone.

Target #3: Student Accountability with Behavior and Academics

Activities	Provider	Timeline	Who is Responsible	Threats/Obstacles
• Data Journals. • Jobs. • Leadership positions in the classroom and school. • Re-teaching behaviors. • Practice.	• Staff.	• Yearly.	• Students and staff.	• Consistency. • Following through.

Third Step: Provide Framework to Implement Action Plan

#1 Leadership Team				
Activities	Provider	Timeline	Who is Responsible	Threats/Obstacles
• Implementation meeting with school. • Weekly meetings. • Professional development for everyone.	• Leadership team.	• Weekly for the school term. • Hour after school for professional developmen	• The staff.	• Teacher buy-in. • Time constraints.

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#2 Staff buy-in on all components

Activities	Provider	Timeline	Who is Responsible	Threats/Obstacles
• "You're Not in Kansas Anymore" presentation of new view of safe and supportive schools. • Staff meetings. • Professional development for policy 4373. (Safe and Supportive Schools)	• Leadership team will lead and "star" in the clip with the help of students	• Leadership team will work in the week prior to new school year to put together presentation. (old v. new) • Beginning of the new school year on PD day.	• Leadership team and staff.	• Not everyone will be willing to spend their time and energies on it.

#3 Behavior expectations clear to all

Activities	Provider	Timeline	Who is Responsible	Threats/Obstacles
• Practice. • Modeling. • Incentives.	• The staff.	• Per situation.	• The staff.	• Consistency.

#4 Expectations consistently enforced by all

Activities	Provider	Timeline	Who is Responsible	Threats/Obstacles
• Professional development. • Weekly meetings.	• Staff.	• Daily.	• Staff.	• Disagreement between others. • Time management.

#5 Expectations enforced in a caring, non-punitive effort to shape behavior

Activities	Provider	Timeline	Who is Responsible	Threats/Obstacles
• Practice. • Modeling.	• Staff.	• Daily.	• The classroom teacher.	• Following through.

#6 Consequences structured to change behavior

Activities	Provider	Timeline	Who is Responsible	Threats/Obstacles
• Incentives. • Conference. • Staff meetings.	• Staff.	• Daily.	• The classroom teacher.	• Following through.

#7   Meaningful incentives

Activities	Provider	Timeline	Who is Responsible	Threats/Obstacles
• Movies. • Dances. • Necklaces. • Extra recess. • XBOX party.	• Staff. • Parent volunteers.	• Every 4.5 weeks. • Every 9 weeks. • Weekly.	• The classroom teachers. • Administrators.	• Consistency. • Time.

#8   Data analyzed regularly

Activities	Provider	Timeline	Who is Responsible	Threats/Obstacles
• Surveys. • Meetings.	• Leadership team.	• Fall and spring.	• Staff.	• Not everyone will fill one out. • Consistency.

#9   Effective interventions

Activities	Provider	Timeline	Who is Responsible	Threats/Obstacles
• Re-teach. • Behavior log. • Bathroom log. • Administrative conferment. • Counseling classes. • Parent conferences.	• The classroom teacher.	• When incident occurs.	• The staff.	• Consistency.

#10 On-going prevention/intervention strategies

Activities	Provider	Timeline	Who is Responsible	Threats/Obstacles
• Practice. • Modeling. • Being concsistent.	• Staff.	• Daily. • Incident occurs.	• The staff.	• Conssitency.

#11   Integrated character education and social and emotional learning

Activities	Provider	Timeline	Who is Responsible	Threats/Obstacles
• Classroom discussions. • Practice having good character.	• Staff.	• Daily.	• Staff.	• Consistency. • Implementation.

#12 Agency support through partnership agreements

Activities	Provider	Timeline	Who is Responsible	Threats/Obstacles
• Smokey the Bear. • Police department. • Coal Mac. • Programs. • Mentors. • Fire safety. • Churches. • Businesses.	• Staff.	• Yearly.	• All involved (staff, community, partnership).	• Not have enough support.

#13 Family and community understanding and support

Activities	Provider	Timeline	Who is Responsible	Threats/Obstacles
• Meetings. • Send out a notice.	• Staff.	• Yearly.	• All involved (staff, community).	• Not everyone will want to participate.