

**The School District of Escambia County
SCHOOL-WIDE BEHAVIOR MANAGEMENT PLAN**

School: Blue Angels Elementary	School Year: 2012-2013	Date of Plan: Sept. 6, 2012
Note: Please refer to the <i>Guidelines for Developing a School-wide Behavior Management Plan</i> for instructions and recommendations.		

SCHOOL-WIDE BEHAVIOR TEAM

Name of Team Member in Attendance:	Role (Principal, Teacher, Parent, etc.):
1. Karen Montgomery	1. Principal
2. Barbara Quarells	2. Assistant Principal
3. Gary Southworth, Vanessa Griffin	3. Guidance Counselors
4. Suzanne Brown, Rachel Brooks, Melynda Corley	4. Teachers
5. Monica Green, Christy Wiley, Angie Karalekas	5. Teachers
6. Bonnie Boyd, Shari Romel, Katie Catalani	6. Teachers
7. Jennifer Whatley	7. School Psychologist
8. Jennifer Wells	8. Parent

STATEMENT OF PURPOSE

Behavioral Mission Statement:

The mission of Blue Angels Elementary School is to promote joy in learning in a positive, safe, child-centered environment. Our behavioral mission is to utilize the togetherness of the community in working toward the school's mission. The school community includes students, parents, teachers, administrators, Partners in Education, family members, friends, and all who care about the education of children.

**The School District of Escambia County
SCHOOL-WIDE BEHAVIOR MANAGEMENT PLAN**

BASELINE DATA

PREVIOUS SCHOOL YEAR 2011 - 2012

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	104
Average ODR per Student (# ODR ÷ # of students enrolled)	.12
Number of Students with ODR	58
Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	02
Average OSS per Student (# OSS ÷ # of students enrolled)	.002
Number of Students with OSS	02

In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	09
Average ISS per Student (# ISS ÷ # of students enrolled)	.01
Number of Students with ISS	07
Attendance	
Average Daily Attendance	96%
Bullying Prevention	
Percent of Students Trained	100%
Percent of Staff Trained	80%

ADDITIONAL DATA AND OUTCOMES

What other data or outcomes will your school use for continuous monitoring of your school-wide behavior management plan (e.g., academic data, faculty attendance, school surveys, training, ESE referrals, etc.)? The outcomes may also include various ways of analyzing school-wide behavioral data as outlined in the *School-wide Behavioral Data Guide* (e.g., referrals/suspensions by grade level, location, problem behavior, time of day, student, class, etc.).

We will monitor behavioral data regarding referrals/suspensions by grade level, teacher and location of incidences. We will monitor student citizenship quarterly. We will collect daily tardies and early check-outs throughout the school year specifically monitoring during each nine week period. Our school-wide behavior management team and PBS teams are one in the same and will discuss data each nine week period. The findings will be reported to the teachers during Faculty Meetings periodically throughout the school year.

The School District of Escambia County
SCHOOL-WIDE BEHAVIOR MANAGEMENT PLAN

SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

We will strive to reduce the number of out-of-school suspensions by at least 1% compared to the 2011-2012 school year. We will reduce the number of suspensions resulting from bus referrals by at least 1% compared to the 2011-2012 school year.

2. Attendance

We will strive to keep attendance at or above ninety-five percent (95%) with a possible increase of daily attendance of 1% as compared to the 2011-2012 school year. We will continue to use School Messenger to notify parents on a daily basis when students are absent from school..

3. Bullying

Ninety-five percent (95%) of students will receive training on bullying prevention by September 28, 2012. Ninety-eight percent (98%) of teachers will complete training on bullying prevention through the Safe Schools website by October 14, 2012.

4. Office Discipline Referrals

We will strive to reduce the number of office discipline referrals by at least 1% compared to the 2011-2012 school year. We will reduce the number of bus referrals by at least 1% compared to the 2011-2012 school year.

5. Other

6. Other

The School District of Escambia County
SCHOOL-WIDE BEHAVIOR MANAGEMENT PLAN

PROGRESS MONITORING

Your school-wide behavior team should meet to review data and discuss concerns or revisions to your school-wide behavior management plan once a month and complete progress monitoring forms quarterly. Describe when you plan to meet (days, location, and time) throughout the school year.

The school-wide behavior team will meet at 2:15 PM in the administrative conference room on the following dates:

August 7, 2012	September 10, 2012	October 8, 2012	November 5, 2012
December 10, 2012	January 14, 2013	February 11, 2013	March 11, 2013
April 8, 2013	May 13, 2013		

Describe the procedures that your school will use to collect, summarize, and analyze the behavioral data prior to team meetings. Procedures are required for entering the information into the database, summarizing the data, and developing graphs using the *School-wide Behavioral Data Guide*.

We will use the RTI:B Database to maintain data and run reports as often as needed. We will use the RTI:B Database reports to summarize needs of students as we move toward our School-wide Behavior Management goals.

How will your school document the school-wide behavior team meetings?

Our secretary will take accurate notes from each meeting and type them before the next meeting. He/she will review the minutes with corrections/acceptance given by the team members.

Describe how your school-wide behavior team will share the data and outcomes with your faculty, staff, and other stakeholders?

We will share the data results with the faculty and staff during the next faculty meeting following our monthly school-wide behavior team meetings which coincide with our PBS team meetings. There will be a power-point presentation exhibiting pertinent information. Other stakeholders will be presented with the information during SAC and PTA meeting.

The School District of Escambia County
SCHOOL-WIDE BEHAVIOR MANAGEMENT PLAN

SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

We expect our students to follow classroom rules provided by the teacher and the following school-wide expectations. Each student should be respectful, truthful, responsible and eager to learn.

Rules/ Expectations:	Setting: Cafeteria	Setting: Hall	Setting: Playground	Setting: Dismissal
Jet to Respect	Use a quiet voice when talking with your friends. Follow the directions of the adults in charge while you are in the cafeteria	Pay attention to the teacher. Make the best and safest choice for yourself and any other student who may be nearby.	Listen to your teacher. Make the best decisions so that you and your friends do not get hurt while having fun.	Watch what is going on around you. Follow the rules for walking. Follow the dismissal plan.
Eager to Learn	Watch the clock so that you know when it is time to be quiet and when it is time to talk.	Practice the transition position rules each time you are in the halls whether with a group or walking as an individual.	Tell your teacher if there is anyone not following the playground rules. It is better to tell than for someone to get hurt.	Know where you are supposed to go and go straight there. Use the transition position at all times.
Tell the Truth	Follow the Blue's Café Expectations at all times. If something out of the ordinary happens, tell the teacher on duty as soon as possible.	Follow the transition position expectations. If another teacher approaches you, tell the truth even if you have done something wrong.	If you do something that goes against the rules your teacher has for the playground, tell the truth and get back on the right track.	When an adult says something to you, do what they ask without arguing.
Show Responsibility	Keep your breakfast and lunch accounts current. Students are not allowed to charge. Use only your lunch number when you get your food.	Follow the transition position expectations. If another teacher approaches you, tell them the truth even if you have done something wrong.	Use your skills to take turns and be fair with the other students.	Go immediately where you are supposed to be and get there on time.

The School District of Escambia County
SCHOOL-WIDE BEHAVIOR MANAGEMENT PLAN

TEACHING EXPECTATIONS AND RULES

How will your school introduce the school-wide expectations and rules to all of your students and staff?

Since this is our second year of PBS, the PBS committee reviewed components of the Positive Behavior System during pre-planning. The administrative staff, including the principal, assistant principal, both guidance counselors and the military liason, spoke with third, fourth and fifth grade students regarding school-wide expectations. Classroom teachers will reinforce classroom and school-wide expectations in depth during the first two weeks of school and then periodically throughout the school year.

During the school year, what activities will your school implement to encourage on-going direct instruction of the school-wide expectations and rules? How will your school embed the expectations and rules into the daily curriculum?

Teachers are asked to review the rules daily during the first couple of weeks of school then periodically thereafter. The rules are posted in each classroom, in the halls, in the cafeteria, in the administrators and guidance offices, and in the media center.

How often will you plan to provide refresher training on expectations and rules to staff and students in your school? How will you orient and teach new students who arrive mid-year?

We will provide refresher training once per semester. The teachers will refresh students and introduce new students to the expectations as often as needed in individual classrooms.

The School District of Escambia County
SCHOOL-WIDE BEHAVIOR MANAGEMENT PLAN

REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

We will use tickets that students gather for following the expectations. Tickets are turned in to homeroom teachers. A drawing of the tickets will be held each Friday starting with the second week of school. Prizes will be given to names selected from the grade level boxes. A group picture of all winners each week will be posted in the Blue's Café' for everyone to see. At the end of each nine week period, all students that have maintained a "B" or better in citizenship will participate in a school-wide event. Those that make a "C" or below will have a character building activity with the guidance counselors.

Describe the behaviors for which you will reward or recognize students.

Students will receive tickets for following school-wide expectations, Blue's Café' expectations, classroom expectations, etc. Appropriate behaviors will be rewarded as often as possible. Any adult will be able to give tickets to students.

How will you implement the reward system?

Tickets will be given to all teachers, administrators, counselors, teachers assistants, parents educators, cafeteria workers, custodial staff, nursing staff, office assistants, and bus drivers. Each adult is familiar with the school-wide expectations and can give tickets to any student regardless of grade level.

**The School District of Escambia County
SCHOOL-WIDE BEHAVIOR MANAGEMENT PLAN**

DISCIPLINARY PROCEDURES

Explain the discipline process at your school. Differentiate between minor and major behavior incidents and describe the process for documenting and addressing both types of incidents.

Students most often receive referrals when they misbehave continuously or so severely that they are causing harm to others. Not all infractions require a referral.

HOW TO HANDLE PROBLEM BEHAVIORS:

Name the problem behavior; state the school-wide expected behavior; model expected behavior; ask student to demonstrate expected behavior; provide acknowledgement to student; administer consequence.

MINOR BEHAVIORS include but are not limited to:

tardiness; inappropriate language; noncompliance; disrespect; low intensity disruption; misuse of property; eating at inappropriate times; possession of electronic devices; teasing/taunting; lying/cheating; visible cell phone.

POSSIBLE INTERVENTIONS include, but are not limited to:

counseling; verbal reprimand; parental contact; seat change; work detail; classroom timeout; verbal/written apology; guidance referral, parental contact

MAJOR MISBEHAVIORS include, but are not limited to:

gross disrespect; open defiance; threats/bullying; destruction of school property; battery; stealing (over \$10); alcohol/drugs; weapons; sexual offenses.

ADMINISTRATOR INTERVENTIONS:

office referral; parent contact

What intervention strategies will your school use to prevent behavior that results in discipline referrals and out-of-school suspensions?

Parent, teacher, student, administrative, counselor conferences

Parental visitation in the classroom

Positive Behavior System

Lunch with administration/counselors

**The School District of Escambia County
SCHOOL-WIDE BEHAVIOR MANAGEMENT PLAN**

DISCIPLINARY PROCEDURES (continued)

What are the consequences or disciplinary actions that are used in your school?

Parent, teacher, student, administrative, counselor conferences

Parental visitation in the classroom

Lunch with administration/counselors

Silent lunch at designated tables in café

Time-out during recess

Time-out with administration/counselors

In-school suspension

Out-of-school suspension

Suspension from bus

Sweep bus

Trash pick-up

Hall clean up

For Middle or High Schools:

How do the adjudication guidelines complement your disciplinary procedures?

N/A

**The School District of Escambia County
SCHOOL-WIDE BEHAVIOR MANAGEMENT PLAN**

TRAINING AND IMPLEMENTATION

Describe any training needs, material needs, and/or environmental arrangements necessary to implement your school-wide behavior management plan.

N/A

Describe how your school will train all faculty and staff on your school-wide behavior management plan. How will you orient and teach new faculty and staff who arrive mid-year?

We will review this document with the faculty. As new faculty and staff arrive during the school year, grade level chairs can explain the process to teachers. The counselors are also available to review the plan and answer any questions that may arise.

What school-wide routines and procedures will be implemented by all faculty and staff to facilitate your school-wide behavior management plan?

Practice, practice, practice. The more the plan is used; the better the faculty and staff will be at instituting the system. As the students get more excited about the process, they will want to participate. Children tend to work and achieve at the level that is expected. Therefore, we expect students to follow the rules and the students will perform.

**The School District of Escambia County
SCHOOL-WIDE BEHAVIOR MANAGEMENT PLAN**

TRAINING AND IMPLEMENTATION (continued)

How will you achieve and maintain faculty and staff buy-in to your school's plan?

Teachers will buy-in this process as long as they know administrators will support them when they ask for assistance.

Describe how you will monitor the implementation of your school-wide behavior management plan.

We will monitor the behavior plan through PBS team monthly meetings. The team is comprised of representatives from each grade level that will bring to the table the needs, wants, and desires of the grade levels. This will help the team monitor whether the process is working or may need adjustments to the plan

How will your school actively involve parents and community members in the activities and programs that involve teaching and rewarding the school-wide expectations and rules?

We have a parent represented on our school-wide behavior team who will share ideas from a parent perspective. We will include pertinent information in our parent newsletter and in our parent resource room. We will also share information regarding the system with our SAC committee.