

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

School: Holm Elementary School

School Year: 2012-2013

Date of Plan: 8/31/2012

Note: Please refer to the *Guidelines for Developing a School-wide Behavior Management Plan* for instructions and recommendations.

SCHOOL-WIDE BEHAVIOR TEAM

Name of Team Member in Attendance:

Role (Principal, Teacher, Parent, etc.):

- | | |
|---------------------|-----------------------------|
| 1. Debra Simpkins | 1. Principal |
| 2. Cindy Stephens | 2. Assistant Principal |
| 3. Betty Isabelle | 3. Behavior Support Teacher |
| 4. Judy VanBlaricom | 4. Media Specialist |
| 5. Pam Glenn | 5. Teacher |
| 6. Judy Hylton | 6. Teacher |
| 7. Scott Stetson | 7. ESE Teacher |
| 8. Dana Wilmot | 8. Behavior Coach |
| 9. Angie Barnes | 9. Behavior Coach |
| 10. Tam Viverios | 10. Teacher |
| 11. Tam Fischbeck | 11. Guidance Counselor |

STATEMENT OF PURPOSE

Behavioral Mission Statement:

A School where mutual respect, positive interaction, and engagement brings about academic and social success.

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2011 - 2012

| Office Discipline Referrals (ODR) | |
|---|------|
| Number of Office Discipline Referrals (ODR) | 178 |
| Average ODR per Student (# ODR ÷ # of students enrolled) | .37 |
| Number of Students with ODR | 63 |
| Attendance | |
| Average Daily Attendance | 93.3 |
| Excused Tardies (<i>Elem</i>) | |
| Unexcused Tardies (<i>Elem</i>) | |
| Excused Early Check-outs (<i>Elem</i>) | |
| Unexcused Early Check-outs (<i>Elem</i>) | |

| Out-of-School Suspensions (OSS) | |
|---|------|
| Number of Incidents of Out-of-School Suspension (OSS) | 42 |
| Average OSS per Student (# OSS ÷ # of students enrolled) | .09 |
| Number of Students with OSS | 24 |
| In-School Suspensions (ISS) | |
| Number of Incidents of In-School Suspension (ISS) | 90 |
| Average ISS per Student (# ISS ÷ # of students enrolled) | .19 |
| Number of Students with ISS | 46 |
| Bullying Prevention | |
| Percent of Students Trained | 100% |
| Percent of Staff Trained | 100% |

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.).

Academic data, RTI:B -database

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

Out-of-school Suspensions (OSS) will decrease by 5% during 2012-2013 school year.

2. Attendance

Holm Elementary will hold attendance/tardy meeting after 5 unexcused absences/tardies.

3. Bullying

Holm Elementary plans to provide bullying training to 100% of our student population by the end of the first semester.

4. Office Discipline Referrals

The number of Discipline Referrals (ORF) will decrease by 5% by the end of the 2012-2013 school year.

5. Tardies (Elementary – see attached plan) or Other School-wide Behavior Goal

Holm Elementary will communicate the importance of being to school on time with parents and guardians 3 times a month during the 2012-2013 school year.

6. Early Check-Outs (Elementary – see attached plan) or Other School-wide Behavior Goal

Holm Elementary will monitor early check-outs by presenting a letter of impact of early check-outs and have parents sign a log.

7. Other School-wide Behavior Goal

The number of students showing disrespect to adults/peers will decrease by 5% during the 2012-2013 school year.

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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 the second Monday of every month in Room 505 after student dismissal.

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*.

RTI:B database graphs
Classroom Behavior Forms
Referrals
Behavior Coach/Tech data

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

Agenda
Minutes from meetings

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

Faculty meetings
Grade level meetings

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

Safety First
Positive Attitude
Listen to Others
Always be Responsible
Show Kindness and Respect
Honor the Dolphin Code

| Rules/ Expectations: | Setting: Classroom | Setting: Cafeteria | Setting: Hallway | Setting: The bus |
|---------------------------------|---|--|---|--|
| Safety First | Feet on the floor Hands and feet to self Use school tools appropriately Stay in assigned area Stay in your personal space | Use inside voices, Red=silent lunch Raise your hand for help Eat your own food Always use good table manners Transition position, | Face forward Quiet Mouth Hands by your side Walk on the line | Stay in assigned seat Fasten seatbelt Keep everything inside backpack Hands and feet to self |
| Positive Attitude | Praise others for good deeds Learn new things with a positive attitude Be the best you can be Be a team player Don't give up | Use inside voices, Red=silent lunch Raise your hand for help Eat your own food Always use good table manners Transition position, | Face forward Quiet Mouth Hands by your side Walk on the line | Be patient Greet bus driver and assistant with positive attitude Nice to others |
| Listen to others | Listening position (eyes on speaker, quiet mouth, listening ears) Wait for your turn to talk Follow adult directions Raise hand and wait to be called on | Use inside voices, Red=silent lunch Raise your hand for help Eat your own food Always use good table manners Transition position, | Face forward Quiet Mouth Hands by your side Walk on the line | Follow directions from bus driver and/or assistant |
| Always be responsible | State the truth Hands and feet to self Use school tools appropriately Stay in assigned area Stay in your personal space | Use inside voices, Red=silent lunch Raise your hand for help Eat your own food Always use good table manners Transition position, | Face forward Quiet Mouth Hands by your side Walk on the line | Stay in your assigned seat Fasten seatbelt Keep everything inside backpack Hands and feet to self |
| Show kindness and Respect | Nice words to adults and peers | Use inside voices, Red=silent lunch Raise your hand for help Eat your own food Always use good table manners Transition position, | Face forward Quiet Mouth Hands by your side Walk on the line | Be patient Greet bus driver and assistant with positive attitude Nice to others |

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TEACHING EXPECTATIONS AND RULES

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

Beginning of the year we will hold a training for faculty during pre-planning.

PBS kick-off with the students during the first week of school.

Splash News

School-wide expectations posted throughout the school.

Classroom rules and routines posted and reviewed regularly.

Behavior Matrix per grade level

Video-Modeling

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?

Learning for Life curriculum

Monthly newsletters (Firm, Fair and Consistent)

Lesson plans for teaching school-wide expectations

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?

Before and after breaks

After holidays

As needed

Teaching learning for life with a different theme every month

Classroom teachers and special area teachers regularly review the classroom rules and routines throughout the school year. When new students enter the teacher will use that opportunity to review with the entire class.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

Dolphin Dollars, every week students will have a chance to cash in their dolphin dollars to purchase items at the store, buy a ticket to a special event, or to buy coupons.

Fun Friday

Classroom incentives

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

Following school expectations

Following classroom rules

Transition position

Dolphin Diner Rules

Attendance

How will you implement the reward system?

Faculty, staff, and administration will implement the system.

Dolphin Dollars will be given by every person who works on the school campus, teachers, teacher assistants, office staff, custodians, cafeteria staff, etc.

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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.

If a student is having a recurring classroom behavior incident the student is first given a verbal warning and re-taught the expectation and specific rule concerning the infraction and recorded on the Holm Elementary Classroom Behavior Form. If the behavior continues than an intervention is given and recorded on the Behavior Form and sent home for parents to sign. If the behavior continues a office discipline referral may occur.

If a student commits a severe infraction (s), that is behavior deemed violent, dangerous, or destructive to others (fighting, weapons, etc), the teacher will notify the Behavior Support teacher or the administration immediately. Due process will be followed.

Data Specialist will enter information into TERMS and a Behavior Coach will enter it into RTI:B database.

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

Verbal warnings
Re-state expectations and rules
Re-teach expectations and rules
Student conference
Time-out in classroom or another assigned area
Bullying training
RtI
Referral to Guidance, Behavior Support Teacher, or Behavior Coach
Social Skills Training

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DISCIPLINARY PROCEDURES (continued)

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

Student conference
Re-teach expectation
Seating change
Peer mediation
Time out
Student contract
Phone parent
Loss of item/privilege
Verbal cue
Extra time spent on task
Referral
Classroom Behavior form

For Middle or High Schools:

How do the adjudication guidelines complement your disciplinary procedures?

N/A

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TRAINING AND IMPLEMENTATION

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

Classroom Behavior Forms
PBS Handbook
Funds for incentives
Training for teachers on classroom management
Time-out buddies

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?

The behavior team and administration will train the faculty and staff on the developed plan at pre-planning and faculty meetings during the first six weeks of school. After each nine weeks the data collected will be shared with faculty and staff. Open discussions will be held to address concerns as needed. Changes will be made when necessary.

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

Safety First
Positive Attitude
Listen to Others
Always be Responsible
Show Kindness and Respect
Honor the Dolphin Code
Transition Position
Dolphin Diner Rules

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TRAINING AND IMPLEMENTATION (continued)

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

will provide faculty and staff incentives and compliments

Open communication about plan at faculty meetings

Ask for suggestions from faculty and staff

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

The PBS team will meet the second Monday of every month and make changes if necessary.

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?

Parent conferences

Newsletters

School Message calls

Reports from classroom teachers

Positive phone calls