

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

<b>School:</b> Lincoln Park Elementary	<b>School Year:</b> 2012-2012	<b>Date of Plan:</b> August 23, 2012
<b>Note:</b> Please refer to the <i>Guidelines for Developing a School-wide Behavior Management Plan</i> for instructions and recommendations.		

**SCHOOL-WIDE BEHAVIOR TEAM**

<b>Name of Team Member in Attendance:</b>	<b>Role (Principal, Teacher, Parent, etc.):</b>
1. Christine Nixon	1. Principal
2. Michelle Leitner	2. K Grade Level Chair
3. Sabrina Shareef	3. 1 <sup>st</sup> Grade Level Chair
4. Laur Williams	4. 2 <sup>nd</sup> Grade Level Chair
5. Camelia Willis	5. 3 <sup>rd</sup> Grade Level Chair
6. Tammy Safford	6. 4 <sup>th</sup> Grade Level Chair
7. Leslie Richardson	7. 5 <sup>th</sup> Grade Level Chair
8. Ingrid Lundquist	8. Behavior Coach

**STATEMENT OF PURPOSE**

**Behavioral Mission Statement:**  
The mission of Lincoln Park Elementary School is to provide a safe and supportive learning environment for all students, involving faculty, staff, families, and community.

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**BASELINE DATA**

**PREVIOUS SCHOOL YEAR 2011 - 2012**

<b>Office Discipline Referrals (ODR)</b>	
Number of Office Discipline Referrals (ODR)	73
Average ODR per Student (# ODR ÷ # of students enrolled)	.238
Number of Students with ODR	39
<b>Attendance</b>	
Average Daily Attendance	93
Excused Tardies ( <i>Elem</i> )	57
Unexcused Tardies ( <i>Elem</i> )	43
Excused Early Check-outs ( <i>Elem</i> )	68
Unexcused Early Check-outs ( <i>Elem</i> )	32

<b>Out-of-School Suspensions (OSS)</b>	
Number of Incidents of Out-of-School Suspension (OSS)	26
Average OSS per Student (# OSS ÷ # of students enrolled)	.08
Number of Students with OSS	18
<b>In-School Suspensions (ISS)</b>	
Number of Incidents of In-School Suspension (ISS)	18
Average ISS per Student (# ISS ÷ # of students enrolled)	.06
Number of Students with ISS	17
<b>Bullying Prevention</b>	
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.).**

Additional data and outcome to be monitored will include:

- 1.) Number of students receiving Tier 2 or Tier 3 students
- 2.) Number of referrals by grade level
- 3.) Problem behavior exhibited by students
- 4.) Location/Time of day of referrals

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**SCHOOL-WIDE BEHAVIORAL GOALS**

**1. Out-of-school suspension**

The number of incidents resulting in school suspension will be reduced by 1% from the 2011-2012 school year.

**2. Attendance**

The average daily attendance will be increased by 1% from the 2011-2012 school year..

**3. Bullying**

All K-5 students will participate in character education lessons conducted by the behavior coach with an emphasis on bullying prevention.

**4. Office Discipline Referrals**

Office discipline referrals will be reduced by 1%. from the 2011-2012 school year.

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

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

**7. Other School-wide Behavior Goal**

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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.**

A review will be conducted on the Wednesday following the end of the nine-week grading period. The meetings will be held in the library after school. The dates will be as follows: October 23, January 9, 2013, March 20, 2013, and May 29, 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*.**

Data from TERMS system will be used, as well as data from Tier meetings, student Spots of Success forms, check-in/check out system and faculty training inservice forms. This data will be kept in an Excel Spreadsheet for compilation, summarization, and review for continuous improvement.

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

Meeting attendance will be documented by sign in sheets, and minutes will be taken and distributed to team members/faculty and staff via e-mail..

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

Data and outcomes will be shared with faculty, staff, and other stakeholders during school-based professional development trainings, PTA meetings, WLPN morning show, bulletin boards, and school sign board..

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**SCHOOL EXPECTATIONS AND RULES**

**List 3 – 5 school-wide expectations**

Students will show respect for self  
 Students will show respect for teacher/staff  
 Students will show respect for others  
 Students will show respect for property

<b>Rules/ Expectations:</b>	<b>Setting: Cafeteria</b>	<b>Setting: Hall</b>	<b>Setting: Restroom</b>	<b>Setting: Dismissal</b>
Students will show respect for self	Students will walk single file and gather all necessary items in the cafeteria line. Once seated, students will talk quietly at their table only.	Students walk in a single, straight, and silent line, keeping hands, feet, and objects to themselves.	Students use restroom facilities quickly and quietly, throwing all trash in trash cans. Students will follow all hallway procedures when going to and from the restroom.	Walkers and car riders will wait in cafeteria for staff to escort to designated area. Bus riders will follow all hallway procedures while waiting to load buses.
Students will show respect for teachers/staff	Students will follow all directions given by teachers/staff in cafeteria.	Students will obey directions given by teachers/staff as students are walking in the hallway.	Students will follow instructions given by teachers/staff while entering and exiting restroom facilities.	Students will follow the directions of teachers/staff and remain in an orderly line from the classroom to each dismissal area.
Students will show respect for others	Students will keep hands and feet to themselves. Food will remain in its proper place with no sharing of food so that others can fully enjoy their own lunch/lunchtime.	Students will walk quietly in a single, straight, and silent line and yield to the right when another class is sharing the hall.	Students will give others privacy in the bathroom and throw all trash away in the trash can so that bathroom is kept clean for others.	Students will follow dismissal instructions, keeping hands and feet to themselves so that others can reach their destinations safely and on time. Students will gently place trays on
Students will show respect for property	Students will gently place trays on table; push chairs in when leaving the table; close milk cartons, empty trays, and place trays in designated areas at the end of lunch period.	Students will keep hands and feet to themselves to protect hall displays. Students will pick up litter seen in hallways. Students should keep school items secured.	Students will throw away trash in designated areas. Students will use sinks and toilets for their designated purposes.	Students will keep their property in their backpacks and follow dismissal procedures.

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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?**

irst, the school will introduce the school-wide expectations to teachers during professional development during preservice days and with students during the first day and week of school. The teachers will provide extensive instruction of the behavior procedures, expectations, and consequences during the first 4 weeks. On-going reinforcement of the rules will continue 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?**

To encourage on-going instruction of the school-wide expectation and rules, announcements will be made during the morning show/announcements. Flyers will be sent home with students, informing parents and guardians about the school-wide behavior expectations and consequences. Parents will also be contacted throughout the school year by the teachers, behavior coach, and principal, as needed, for additional assistance/encouragement for students. The Check-in/Check-out program will be used for students who require more frequent reminders and encouragement to follow school rules.

**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?**

Refresher training will be conducted with faculty and staff on a quarterly basis. Teachers will meet with all new students and their parents as students enroll to orient them to the expectations and rules. The teachers, behavior coach, and closed circuit TV newsclips will provide refresher training to all other students.

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**REWARD/RECOGNITION PROGRAM**

**What type of reward system will you use?**

tudents will have the opportunity to earn points based on good citizenship. Points earned are used to choose activities for Friday Enrichment. Students earning the most points in their class get to make the first selections from the list of preferred activities. All students who earn enough points to earn an "A - C" will get to participate in their preferred activities. Students earning a "D-F" will meet with behavior coach/designated grade level teachers for positive behavior intervention time - modeling, role play, and small group discussions designed to help students build skills to replace negative behaviors with more positive ones. Teachers will explain to students that this time will better prepare them to be ready to earn a better grade for the upcoming week. This reward system also serves the dual role of a weekly citizenship report.

Lincoln Park will continue implementing its Positive Behavior Support (PBS) system called S.O.S. (Spots of Success) during the 2012-2013 school year. The S.O.S. program allows students to earn leopard spots when exhibiting good behavior and following the four school rules of respect. The number of spots students can earn are unlimited. Each spot that a student earns has the following point value: 1 point for each black spot earned from the classroom teacher; 2 points for each green spot earned from the special area teacher; 3 points for each yellow spot earned from the bus driver, and 4 points for each red spot earned from substitute teachers. Students can redeem spots for prizes and incentives.

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

Students will show respect for self  
Students will show respect for teacher/staff  
Students will show respect for others  
Students will show respect for property

**How will you implement the reward system?**

Students earn 5 points per day/20 points per week. The weekly point/grading scale is as follows:

20-18 points = A  
17-15 points = B  
14-13 points = C  
12-11 points = D  
10- 0 points = F

All students will receive directions and guidelines for the program prior to its implementation. Students will start a new week on Friday. On Thursday, the teacher will tabulate the number of points earned, and students who earned a "C" or higher will choose their preferred activity. Students who earned a "D" or lower will be given the room location in which to report for positive behavior intervention time.

In addition to the citizenship points that earn Fun Friday privileges, the S.O.S. leopard spots also provide a strong incentive for students to follow school rules.

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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.**

Administration will conference with student and make phone calls/conduct home visits/schedule conferences with parents. Depending on severity of infraction, the referral may be an immediate need, but a progressive discipline plan with the following steps would generally be used: (1) Verbal Warning/Redirect, (2) Reflection Area, (3) Loss of Privilege/Timeout in student's classroom (4) Time Out in same grade level classroom with Parent and administration contact, (5) Referral.

Interventions for minor infractions (ex: talking back to faculty/staff, not following directions, ) may require teacher feedback, meeting with behavior coach, citizenship weekly reports, note home/phone call to parents.

Interventions for major infractions (ex: fighting, gross disrespect to teachers/peers, endangering others) may require parent conferences, principal intervention, suspension, referral for agency services (ex: Lakeview Outpatient Counseling Referral

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

The behavior coach and principal meet the buses each morning and are available to students at the beginning of the day if they have problems that may prevent them from being successful at school that day. In addition, behavior contracts, parent conference, reflection time in the classroom, positive role play sessions on Fridays with students who did not earn Fun Friday are other strategies that will be used..



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**DISCIPLINARY PROCEDURES (continued)**

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

- Verbal Warning
- Relection Time
- Time out in student's classroom
- Loss of privilege
- Time out in another grade-level classroom (with teacher consent and principal approval)
- Referral

**For Middle or High Schools:**

**How do the adjudication guidelines complement your disciplinary procedures?**

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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.**

Preferred activity stations will be developed by teachers and changed periodically based on teacher and student feedback. Friday rewards and preferred activities will be conducted in classrooms, and the behavior coach will use resources to conduct positive behavior interventions for those students that did not attend Fun Friday.

**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?**

Faculty and staff will be trained during weekly faculty/professional development sessions and in grade level meetings.

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

School wide rules will be used, referenced, and enforced by all faculty and staff personnel.

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**TRAINING AND IMPLEMENTATION (continued)**

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

Faculty and staff members will be actively involved in the development and implementation of the plan.

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

When academic data chats are conducted with teachers during grade level meetings, data will be discussed regarding the school wide behavior management plan. Successes and challenges of the plan will be discussed as well as ideas and strategies for improving 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?**

Inclusion in Orientation, Open House, Family Literacy Nights, and other parental involvement activities held throughout the school year.