

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

School: Myrtle Grove Elementary	School Year: 2012-13	Date of Plan: August 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. Edwinna Williams	1. Principal
2. Dr. Anita Gantt	2. Assistant Principal
3. Suzette Mattair	3. Guidance Counselor
4.	4. Kindergarten Teacher
5. Marcia Monier	5. First Grade Teacher
6. Cheryl Peach	6. Second Grade Teacher
7. April Wimberly	7. Third Grade Teacher
8. Holley Carter	8. Fourth Grade Teacher
9. Jamie Bloch	9. Fifth Grade Teacher
10. Carol Palkowetz	10. Media Specialist
11. Mershawn Deas	11. ESE Teacher
12. Maureen Wade	12. Art Teacher
13. Susan Kypreos	13. Music Teacher
14. Jessica Cotton	14. School PBS Coach
15.	15.

STATEMENT OF PURPOSE

Behavioral Mission Statement:
 The Myrtle Grove School community, including parents, students teachers, administration and support staff, will work together to teach children to make appropriate choices, accept responsibility for their behavior, and understand their behavior has consequences for themselves and others.

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2012 – 2013

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	254
Average ODR per Student (# ODR ÷ # of students enrolled)	.38
Number of Students with ODR	163
Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	98
Average OSS per Student (# OSS ÷ # of students enrolled)	.122
Number of Students with OSS	70

In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	31
Average ISS per Student (# ISS ÷ # of students enrolled)	.055
Number of Students with ISS	28
Attendance	
Average Daily Attendance	94.9
Bullying Prevention	
Percent of Students Trained	33%
Percent of Staff Trained	30%

ADDITIONAL DATA AND OUTCOMES

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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 use PBS school wide reward system which implements tiger paws as a teaching tool for the desired behavior. It will also bridge to long term reward.

SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

Decrease the number of out of school suspension by 1.

2. Attendance

Our average daily attendance will increase to 94.1% or .1 increase overall

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3. Bullying

Increase the training of staff and students by 25%.
Use the closed circuit TV to increase training with teacher handouts.

4. Office Discipline Referrals

Decrease office discipline referrals by 1.

5. Other

6. Other

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.
We will meet the third Thursday of each month in the professional library after school (2:15).

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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*.

A notebook will be used to keep all referrals to the office.
Teachers will keep data according to the PBS plan.

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

Notes will be written by the appointed secretary for the PBS committee.

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

During faculty meetings the PBS committee will give quarterly updates and/or share significant information as needed.

SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

1. Be Respectful
2. Be Responsible
3. Be Safe

Rules/ Expectations:	Setting: Cafeteria	Setting: Hall	Setting: Restroom	Setting: Dismissal
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Be respectful	Keep hands, feet and objects to self. Follow adult directions.	Stop at intersections, stay together as a class. Voices off, ears on. Follow adult directions.	Give others privacy. Follow adult directions.	Follow dismissal plan. Follow adult instructions.
Be Responsible	10 minutes of silence after last student is seated. Get all food items needed the first time through the line. Clean your area. Stack your trays neatly.	Use silent signals to help others.	Paper towels in trash, keep floor clean.	Be where you are supposed to be and on time.
Be Safe	Walk single file facing forward. Keep all food to self without sharing. Stay seated. Dump trays neatly and stack circle in circle/square in square.	Walk on the right side, blue tile, single file. No talking to respect learning going on in other classes.	Use facilities appropriately. Wash your hands. Walk carefully	Walk. Stay with your assigned group. Know where you are supposed to go.

TEACHING EXPECTATIONS AND RULES

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

The school wide expectations and rules will be taught to our staff and then taught to our students.

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?

We will conduct meetings each grading period, teaching specific themes each month.

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?

The students will be exposed to the rules and expectations through Civics lessons that have been matched to standards and the Learning for Life Program on a daily basis. This will help new students become knowledgeable about our expectations and rules. (teach/reteach) The staff will have training at the beginning of the school year and a refresher at mid-year.

REWARD/RECOGNITION PROGRAM

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What type of reward system will you use?

Tiger paws for daily/weekly rewards which will bridge the way as knowledge of expectations and compliance increase to grading period rewards for the students.

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

Students being respectful, responsible, and safe will be rewarded or recognized.

How will you implement the reward system?

WMGS-Classroom rewards. Teachers will award Tiger Paws.

DISCIPLINARY PROCEDURES

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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.

First offense: Verbal warning and conference to assure understanding of infraction and document incident.

Second offense: Time out/Think time within classrooms, document the incident.

Third offense: Teachers will call the parent to make them aware of incident and inform them if it occurs again, the students will be referred to the office. Time out/Think time in another classroom prearranged and approved by that teacher. During time out/think time in another classroom the student will complete think time form/questionnaire. (other teacher reviews and sends student back to class with completed questionnaire. It must be filled out in complete sentences.)

- A. What did I do?
- B. What should I have done?
- C. What will I do next time?

Fourth offense: Office referral with documentation of prior incidents.

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

We will use inschool suspension as a re-teach time for the students. Using lessons from the Civics lessons and reviewing the student who will show proficiency with the topic.

DISCIPLINARY PROCEDURES (continued)

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

1. Warning and documentation
2. Time out/Think time in classroom and documentation.
3. Phone call to parent, Time out/Think time in another classroom and documentation
4. Office referral with documentation sent

For Middle or High Schools:

How do the adjudication guidelines complement your disciplinary procedures?

TRAINING AND IMPLEMENTATION

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

Designate area and time for reteach lessons.
Binders for data.

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?

An overview during preplanning will be given by the committee.
Grade representatives will disseminate information to their grade levels for questions and discussion.

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

Teachers will document and keep records of student information, parent contact information, behavior documentation and phone logs.

TRAINING AND IMPLEMENTATION (continued)

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

Teaching and reteaching the expectations of respect, responsibility, and safety.
Share rewards as a school and staff.

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

Each grade level will monitor their progress.

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?

Take-home Tuesday will provide pertinent information for parents and call outs (phone system) will inform of the activities.