

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

School: Oakcrest Elementary	School Year: 2012 - 2013	Date of Plan: August 22, 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. Denny Wilson	1. Principal
2. Linda Bonifay	2. Curriculum Coordinator
3. John Herber	3. 5th Grade Teacher (Chairman)
4. Peggy Bosso	4. Kindergarten Teacher
5. Mary Taylor Mills	5. 1 st Grade Teacher
6. Chelsea Duell	6. 2 nd Grade Teacher
7. Ouida Saunders	7. 3 rd Grade Teacher
8. Dawn Holzworth	8. 3 rd Grade Teacher
9. Amanda Paulin	9. 4 th Grade Teacher
10. Chris Pack	10. Art Teacher
11. Alicia Wyche	11. Guidance Counselor
12. Sheila Holley	12. PreK Teacher
13. Amber Johnson	13. ESE Teacher
14. Kelly Low	14. School Psychologist

STATEMENT OF PURPOSE

Behavioral Mission Statement:

The Oakcrest Family will use preventative, teaching, and reinforcement-based strategies everyday to create a positive learning environment for students, parents, faculty, and staff. Our Mission at Oakcrest Elementary is to serve:

Every Student...Every Day...Whatever it Takes!

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2011 - 2012

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	77
Average ODR per Student (# ODR ÷ # of students enrolled)	.150
Number of Students with ODR	49
Attendance	
Average Daily Attendance	94.25
Excused Tardies (<i>Elem</i>)	185
Unexcused Tardies (<i>Elem</i>)	4,560
Excused Early Check-outs (<i>Elem</i>)	1,279
Unexcused Early Check-outs (<i>Elem</i>)	1,582

Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	37
Average OSS per Student (# OSS ÷ # of students enrolled)	.072
Number of Students with OSS	34
In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	0
Average ISS per Student (# ISS ÷ # of students enrolled)	0
Number of Students with ISS	0
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.).

During the PBS meeting in August 2012, the team observed a high number of Office Discipline Referrals written in the 2nd and 4th grading periods. The data indicated a higher percentage of students receiving referrals written during those grading periods when compared to the 1st and 3rd grading periods. To continuously monitor our school-wide behavior plan PBS will be on the agenda at grade level meetings at least once per month. We will also continue to monitor behavior data through RTI:B, special area meetings, parent conferences, student conferences and/or our afterschool detention log.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

Out -of-school suspensions will decrease by 10% from the previous year.

2. Attendance

The Average Daily Attendance will increase by 1%.

3. Bullying

100% of staff and students will be trained in bully prevention.

4. Office Discipline Referrals

While reflecting on the increase in enrollment, the PBS team decided that the number of ODR's written for the 2012-2013 school year will be less than or equal to the number for the previous school year (77).

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

The number of Tardies for the 2012-2013 school year will decrease by 1% when compared to the 2011-2012 school year.

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

The number of Early Check-outs for the 2012-2013 school year will decrease by 1% when compared to the 2011-2012 school year.

7. Other School-wide Behavior Goal

We will decrease the number of referral written during the 2nd and 4th grading periods of 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.

Our school-wide behavior team will meet the 3rd Wednesday of every month from 2:15-2:45 in the conference room in the front office.

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 Data System
(ORD's, Infraction Reports,time of infraction, location,etc.)
TERMS - Attendance

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

The PBS team selected a secretary to record the minutes of each meeting (Paulin).

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

Initially, our PBS plan for the year and the data from our previous school year will be shared at the annual PBS faculty training during pre-school. During the year, faculty and staff will receive monthly data updates. The PBS team consists of faculty members from each grade level. The grade level PBS member will communicate and disseminate all PBS correspondence and data to grade level members. Parents will receive information through phone calls, parent conferences, parent meetings, newsletters and daily planners. We will also discuss PBS information/data at our Family Night and Youth Sports events throughout the school year.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

Positive Attitude
Respect
Integrity
Determined to Succeed
Engaged Learner

Rules/ Expectations:	Setting: Classroom	Setting: Hallway	Setting: Cafeteria	Setting: Bus
Positive Attitude	Students will demonstrate a positive attitude when contributing in class.	Students will demonstrate a positive attitude while walking down the hall in transition position.	Students will demonstrate a positive attitude while eating breakfast and lunch.	Students will demonstrate a positive attitude while riding to and from school on the bus.
Respect	Students will be respectful towards their teachers, peers, and other school staff.	Students will be respectful towards their teachers, peers, and other school staff.	Students will display good manners while eating in the Eagle's Nest Café.	Students will demonstrate knowledge of all bus safety rules by displaying good bus behavior.
Integrity	Students will demonstrate a positive attitude when contributing in class. Students will be respectful towards their teachers, peers, and other school staff.	Students will demonstrate a positive attitude walking down the hall in transition position. Students will be respectful towards their teachers, peers, and other school staff.	Students will display good manners while eating in the Eagle's Nest Café.	Students will demonstrate knowledge of all bus safety rules by displaying good bus behavior.
Determined to Succeed	Students will demonstrate a positive attitude when contributing in class. Students will do their best every day in every way.	Students will demonstrate a positive attitude walking down the hall in transition position. Students will be respectful towards their teachers, peers, and other school staff.	Students will display good manners while eating in the Eagle's Nest Café.	Students will demonstrate knowledge of all bus safety rules by displaying good bus behavior.
Engaged Learner	Students will demonstrate a positive attitude when contributing in class. Students will be engaged in all academic activities and complete all their work.	Students will display the Transition Position at all times.	Students will display good manners while eating in the Eagle's Nest Café.	Students will demonstrate knowledge of all bus safety rules by displaying good bus behavior.

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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?

To Staff: PBS Kick-off Meeting, Grade level meetings, trainings, PBS Faculty meetings

To students: Classroom teachers model, WOAK Lessons (CCTV), STOP and THINK, Eagle's Nest Café rules, posters in hallways and classrooms.

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?

Classroom teacher will use the program STOP and THINK to teach school-wide expectations and rules. Common language will be used among all the faculty. Time -In tables will be utilized in the Eagle's Nest Café. We will have two prize carts that circulate weekly for students to redeem their Eagle Pride tickets. The PBS team will sponsor six club days throughout the school year for all students.

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 plan to provide refresher trainings at least once a month to teachers at their grade level meetings.

Students will be refreshed on school-wide expectations and rules as needed through-out semesters by utilizing a powerpoint developed by the PBS team.

As a school, we will provide refresher training for students during club days throughout the year.

New students will be oriented and taught school-wide expectations by the classroom teacher and by reviewing a powerpoint developed by the PBS team.

The PBS team will hold their annual mid-year review in January for all faculty.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

Token economy - tickets (without the take away)
Club Days
Time-In Tables in the Eagle's Nest Cafe

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

Positive behaviors, respect, following classroom rules and school wide expectations, following "transition position," acts of kindness, hallway rules, bathroom rules, perpetual good citizenship, productivity, targeted behaviors as needed, etc.

How will you implement the reward system?

Students will receive Blue Eagle Tickets each day. Tickets will be collected and tracked by the classroom teacher.

Students will be allowed to "spend" their tickets on Friday's when the Eagle Prize Cart comes to their classroom.

Remaining tickets will roll over to the next week.

Time-In table in the Eagle's Nest Café during lunch.

Citizenship Recognition Award on our closed circuit television station WOAK.

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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.

Minor behaviors will be documented using the Classroom Infraction Report. Repeated behaviors may result in Parent Conference (in person or telephone) and/or an after-school detention.

Minor behaviors include, but are not limited to:

Inappropriate Language; Minor Property Damage (Paper, Pencils, classroom materials); Lying/cheating; Harassment/teasing/bullying; Forgery/theft; Dress code; Minor Physical Contact; Defiance/disrespect; Disruption; Tardy.

Major behaviors will be documented using the Office Discipline Report. These behaviors may result in an out-of-school suspension.

Major Behaviors include, but are not limited to:

Abusive/Threatening; Property Damage; Possession of substance/weapons; Abusive/Threatening Language; Harassment/bullying; Disruption (after completing a FULL Infraction Report); Disrespect/defiance.

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

These Interventions will be used to prevent behavior:

Student expectation conference; Buddy teacher time-out; Loss of item/class privilege; Seating change/time out; Curriculum modification; Positive Reinforcement; Peer mediation; Re-teach Expectation; Reflection Center; Tangible Reinforcement, Behavior Contract, Check-in/Check-out System, Big Brother/Big Sister Program.

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DISCIPLINARY PROCEDURES (continued)

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

These are the consequences or disciplinary actions used:

Reflection Center
Loss of Privilege
Behavior Contract
Check-in/ Check-out
Conference
Re-teach Expectation
Stop and Think Club
After-school Detention
Out-of-School Suspension

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.

Posters of PRIDE Pledge

Posters of Hallway Expectations

Posters for Bathroom Expectations

PBS Kick-off and Review

We are in need of money or prizes for our Eagle Prize Cart

STOP and THINK materials

A room for After-school Detention

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 provide a back to school powerpoint to train faculty and staff.

PBS Members are assigned to grade levels. At their grade level meetings faculty will discuss and review our school-wide behavior management plan.

As new faculty and staff arrive, they will be trained as needed.

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

*Time-In table in the Eagle's Nest Café

*"Transition Position" for hallways

*GREAT Manners for the Eagle's Next Café (Cafeteria)

*Eagle's Nest Café cups for tables (red/green)

*Bathroom, Hallway, and Car Rider Procedures

*PRIDE Pledge recited daily

*Stop and Think

*Teachers sit with students during lunch to model good table manners

*Reflection Centers

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TRAINING AND IMPLEMENTATION (continued)

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

Provide faculty and staff with school-wide data, (ODR's, Detentions, OSS, Infraction Reports) monthly faculty and staff updates, and reflection meetings with grade levels.

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

We will review school-wide data during our monthly PBS meetings.

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 12 above ground gardens built with the generous help of Manna Food Bank. We will harvest and disseminate all food throughout our school and community.

Our faculty(coaching) and students (playing) participate in the Brownsville Community Youth Athletic Programs. We will participate in co-ed flag football, cheerleading for flag football, co-ed basketball, and cheerleading for basketball.

We will invite our PTA and Partners to our school events to involve them. The events scheduled at this time include: "B" FCAT Celebration, Reading Nights, Read and Treat, Math -a-phobia Night, Holiday Night, Fall Carnival, Vocabulary Parade, Reading Enrichment, and Readers of the Caribbean, Basketball games and Flag football games.

Parent Surveys, P.T.A., Parent Compact, Apples for Teachers, Terrific Kids Program, Student of the Month, Going Coastal, Free Dictionaries to 3rd Grade Students, and Clothing (as necessary).