

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

School: Pine Meadow Elementary	School Year: 2012-2013	Date of Plan: 8/15/2012
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. Terri Fina	1. Principal
2. Jay R. Watts	2. Assistant Principal
3. Brooke Lassiter	3. Kindergarten Teacher
4. Vicki Dubose	4. 5 th Grade Teacher
5. Pat Crosby	5. 1 st Grade Teacher
6. Peggy Jordan	6. 2 nd Grade Teacher
7. Julie Kendall	7. 3 rd grade Teacher
8. Kristin Wilkin	8. 3 rd Grade Teacher
9. Melanie Johnson	9. 4 th Grade Teacher
10. Casey Harrison	10. 5 th Grade Teacher
11. Patti Easton	11. Music Teacher
12. Andrew Fetsko	12. Physical Education Teacher
13.	13.

STATEMENT OF PURPOSE

Behavioral Mission Statement:
To provide a safe working, learning, and friendly environment for all students, faculty and staff at Pine Meadow Elementary School.

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2012 - 2013

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	34
Average ODR per Student (# ODR ÷ # of students enrolled)	.008
Number of Students with ODR	22
Attendance	
Average Daily Attendance	95.6
Excused Tardies (<i>Elem</i>)	n/a
Unexcused Tardies (<i>Elem</i>)	n/a
Excused Early Check-outs (<i>Elem</i>)	n/a
Unexcused Early Check-outs (<i>Elem</i>)	n/a

Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	12
Average OSS per Student (# OSS ÷ # of students enrolled)	.009
Number of Students with OSS	11
In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	n/a
Average ISS per Student (# ISS ÷ # of students enrolled)	n/a
Number of Students with ISS	n/a
Bullying Prevention	
Percent of Students Trained	0
Percent of Staff Trained	0

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.).

Behavior monitoring in hallways, and classrooms is on-going.

Principals and teachers will look at academic data and attendance as it relates to students behavior school wide.

School wide training on bullying prevention.

On-going monitoring of classroom referrals.

On-going monitoring of grade level referrals.

Look at areas around campus where the behavior problems continue to occur.

Look at time of day and grade level of students that are having behavior problems.

Monthly meetings with the 2012-2013 School-Wide behavioral Team.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

Decrease the out-of -school suspension rate by .5%.

2. Attendance

Increase the average daily attendance rate by 0.1%.

3. Bullying

Train 100% of all faculty, staff and students on bullying.

4. Office Discipline Referrals

Reduce the number of office discipline referrals by .5%.

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

Reduce the number of tardies by 1% through phone calls from the teacher, phone calls/letters from administration, and visits from the visiting teacher.

See attached Plan:

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

See attached Plan:

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.

Committee will meet the 4th Wednesday of every month to review school-wide behavior data. The quarterly meeting will take place the 4th Wednesday of the month following the end of the grading period. All meetings will take place from 2:15-3:15 P.M. in the Media Center.

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*.

Collecting Data: Use established Formal & Informal referral process.

Summarizing Data: Pine Meadow will use TERMS's "Incident Summary" & "Action Summary" reports.

Database: TERMS will remain the primary database for behavioral data.

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

The school-wide behavior team meetings will be documented through monthly sign-in sheets.

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

he school-wide behavior team will have an initial meeting with the faculty in order to go over our plan.

On-going monitoring through weekly grade level meetings.

School-Wide Behavior Theme will be displayed throughout the school: P.A.W.S. & Think!

P-robblem Solve
A-ct Responsibly
W-ork Together
S-how Respect

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

P.A.W.S. & Think!
 P-robblem Solve
 A-ct Responsibly
 W-ork Together
 S-how Respect

Rules/ Expectations:	Setting: Classrooms	Setting: Hallways	Setting: Restrooms	Setting: Lunchroom
P-robblem Solve A-ct Responsibly W-ork Together S-how Repecct	P.A.W.S. & Think! Raise Hand Eyes on Speaker Ears Listening Use Encouraging/Kind Words/Inside Voices	P.A.W.S. & Think! Quiet Walk Silently Keep Hands and Body to Self Maintain Place in Line	P.A.W.S. & Think! Keep Restrooms Clean Flush Toilet Wash Hands with Soap and Dry Hands Respect Privacy Quiet Voices	P.A.W.S. & Think! Students silent when entering and leaving lunchroom. Silent lunch first ten minutes. (Red Cup) Students can whisper to neighbors
				last fifteen minuters of lunch. (Green Cup) Cup will be visible on each table.

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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?

Orientation/ Open House Night - August 16, 2012
Classroom and Small Group Instruction
Posted on Pine Meadow's Web Site
Review and Discuss with Staff
Daily and Weekly Reports Home to Parents
Closed Circuit T.V.

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?

On-Going Review of Rules in Classroom
Guidance Lessons in Classrooms and Through Videos
Bright Idea Recognition of Staff Demonstrating Unique Ways to Review Expectations and Rules in Their Classrooms.
Closed Circuit T.V.

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?

On-Going Review in Classrooms
Classroom Newsletters
Closed Circuit T.V.
Grade Level Meetings
Faculty Meetings

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

Closed Circuit T.V.
Students of the Month
Terrific Citizens
Compliments from Faculty and Staff

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

Setting Good Examples for Peers
Following School Rules
Staying on Task
Doing Good Deeds

How will you implement the reward system?

Closed Circuit T.V.
Students of the Month
Terrific Citizens
Compliments from Faculty and Staff

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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.

Grades Kindergarten, First, and Second Grade (Minor Behavior Incidents)

1. Verbal Warning
 2. Time Out Inside the Classroom and Citizenship Grade Lowered.
 3. Time Out in Another Teacher's Classroom within Close Promimity and Contact Parent (note, phone call, or e-mail)
 4. If the Inappropriate behavior continues, then the teacher/team needs to set up a face to face conference with the parent(s).
 5. In-House Office Referral Completed (with steps 1 - 4 documented and attached to the In-House Referral)
- Note: Administration will decide on Consequences from this point.

Grades Third, Fourth, and Fifth (Minor Behavior Incidents)

1. Verbal Warning
 2. Citizenship Lowered/Behavioral Contract Enforced
 3. Contact Parent(s) note, phone call or e-mail
 4. Loss of Privileges
 5. If the inappropriate behavior continues, then the teacher/team needs to set up a face to face conference with the parent(s).
 6. In-House Office Referrals Completed (with steps 1 - 5 documented and attached to the In-House Referral)
- Note: Administration will decide on Consequences from this point.

Major Behavior Incidents

Teachers and Staff Members will contact Administration Immediately.

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

On-Going Review of Rules and Consequences
Frequent Recognition of Appropriate Behavior
Rewarding Appropriate Behavior
Compliment and Good Phone Calls Home
Conferences

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DISCIPLINARY PROCEDURES (continued)

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

Conference with Students
Conference with Parents
Loss of Privileges
Time Out
Lunch Isolation
Work Detail
Loss of Citizenship Points
Counseling
Bus Suspension
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.

In-House training of staff will be completed by administration and guidance.

Response to Instruction (RTI) will be completed by the RTI team and our school's Psychologist.

Safety patrol will be trained by the Safety Patrol Coordinator.

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 train staff through on-going faculty and staff meetings and 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?

P.A.W.S. & Think! posters will be displayed throughout the building.

P-robblem solve

A-ct Responsibly

W-ork Together

S-how Respect

Teachers and staff will review all rules and expectationsthroughout the school year.

School rules and expectations will be review on Closed Circuit T.V.

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TRAINING AND IMPLEMENTATION (continued)

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

Frequent and on-going communication with faculty and staff concerning the school-wide behavior plan management.
Faculty meetings and grade level meetings.

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

Frequent and on-going communication with faculty and staff concerning the school-wide behavior plan management.
Faculty meetings and grade level 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?

P.A.W.S. & Think! Posters
School Wide Behavior Management Plan shared with Pine Meadow's Advisory Team.
Pine Meadow's Marque
Climate Surveys
Donuts for Dads
Muffins for Moms
School's Newsletter
Parent conferences
Parent contacts (notes, phone calls, websites, e-mail)
Boo Hoo Breakfast for Kindergarten
Kindergarten Orientation 8/08/12
Open House & Closed Circuit T.V.
Students of the Month
Terrific Citizens