

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

School: Scenic Heights Elementary	School Year: 2012-2013	Date of Plan: 8/20/2012
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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. Mary Ellen Wiggins	1. Principal
2. Sharon Colburn	2. K
3. Linda Martin	3. 1
4. Megan Currie	4. 2
5. Glenn Havlina	5. 3
6. Chuck Freeny	6. 4
7. Denise Walden	7. 5
8. Kathy Hobbs	8. ESOL/ESE
9. Quien Bonner	9. Special Area
10. Jennifer Etheredge	10. Guidance
11. Tammy Shoupe	11. Office
12. Jayne Cecil	12. Assitant Principal

STATEMENT OF PURPOSE

Behavioral Mission Statement:
 All staff and students at Scenic Heights Elementary will work together to help everyone reach their fullest potential. Everyone will be treated with dignity and respect. Any behavior or actions that helps someone grow and mature will be encouraged. Staff will keep students focused on our school guidelines

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2011 - 2012

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	65
Average ODR per Student (# ODR ÷ # of students enrolled)	2%
Number of Students with ODR	52
Attendance	
Average Daily Attendance	95.7
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)	11
Average OSS per Student (# OSS ÷ # of students enrolled)	.3%
Number of Students with OSS	11
In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	25
Average ISS per Student (# ISS ÷ # of students enrolled)	.45%
Number of Students with ISS	24
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.).

Scenic Heights would like to decrease the number of tardy and early check-outs. We will use Raptor to monitor both areas. Reports will be run weekly and reviewed by administration. Classes and individual students will be recognized for their "on time and staying in school all day" successes. Mrs. Wiggins will recognize on the morning news, website, and newsletters.

Bulldogs Don't Bully and Drops in the Bucket were used last year by our Guidance Counselor. Teachers have requested that the programs continue with added support via morning news reminders. In addition, Mrs. Etheredge works with individuals and small groups on positive behaviors in social situations.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

We will monitor classroom behaviors, out of class timeouts and afterschool detentions. In addition, we support the Bulldogs Don't Bully Program which helps lower the number of OSS. The Guidance Counselor and 4th/5th grade students provide PSAs, through our Morning News, informing students of ways to help Bully Proof our school. Students continue to receive "bones" for following our "Guidelines for Success"

2. Attendance

We began using Raptor last year to help accurately collect tardy and early checkout data. We will monitor attendance via TERMS and Focus. Parent Attendance Meetings will be scheduled to share the amount of learning time the students miss due to tardies/early checkouts. We will continue the Leader of the Pack Stickers, certificates, ribbons and medals.

3. Bullying

We will continue our "Bulldogs Don't Bully" and "Drops in the Buckets" programs. Class lessons and PSAs (presented by the Student Council) will continue on a consistent basis. Our technology coordinator will create a presentation to display during lunch of Bully-Proofing tips. Students are learning strategies to combat bullying and help victims.

4. Office Discipline Referrals

Students recite the "Guidelines for Success" each morning during the Morning News. Teachers continue to reteach and practice campus procedures. The "Talk Light" in the cafeteria assist duty personnel with noise levels, allowing them to better monitor other behaviors. The TV monitor in the cafeteria will incorporate short video clips and loops encouraging appropriate behaviors, as well as acknowledging Special Area awards

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

Bus Drivers and administrators continue to discuss discipline procedures and Bulldog Bus Safety. The drivers have "Caught Being Good Bones" to present to children who follow the rules consistently. Four bus duty teachers are assigned to a bus to help monitor behavior and pass out "bones".

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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 Responsibility Team met on August 20 to review the SWBMP. We identified areas of growth and concern, then developed additional strategies. The committee will meet monthly in the Guidance 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*.

Our data specialist will provide information via TERMS and Raptor. We will review referrals, detentions, and teacher information. Once we are able to mark attendance in FOCUS, we will use that data as well to track attendance.

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

We will document our meetings through agendas and notes.

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

The committee shared the information during August 2012 Pre-Service.

We will discuss progress of our goals with the faculty and staff at faculty and grade level meetings.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

Be Responsible
Always Try
Do your Best
Be Cooperative
Be Respectful

Rules/ Expectations:	Setting: Cafeteria	Setting: Hall	Setting: Restroom	Setting: Dismissal
Be Responsible	Clean your area	Walk	Keep area clean and wash your hands	Walk in transition position
Always Try	Sit on the bench properly	Walk quietly	Whispers only	Sit quietly in car-rider line, walk safely to the corners, follow bus rules
Do Your Best	First 5 minutes: silent lunch, use time to eat	Have a pass to move around campus	Leave all writing instruments in your class	Follow faculty and staff directions
Be Cooperative	Enter cafeteria quietly, keep the food area clean, walk slowly to your table, sit appropriately at the table and no talking when returning your tray	Walk directly to your destination	Notify a teacher immediately if there is a problem	Turn in transportation changes to your teacher when you arrive to school.
Be Respectful	Talk quietly to the student next to you	Walk on the right side of the hallway	Use the minimum amount of soap, paper towels, and toilet tissue	Listen to teachers that are on duty

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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?

Our faculty is an integral part of the school wide plan development and implementation. We discuss procedures and timeline for instruction.

Our teachers review school and classroom rules/procedures. They continually review and practice procedures.

Expectations are reviewed daily on the Morning News.

Students receive a "Caught Being Good" bone for following rules, procedures, or assisting others. A daily winner is chosen and presented on the Morning News.

A letter is sent home the first day of school informing students and parents of the guidelines and expectations.

Copies of the Rights and Responsibilities handbook are distributed to students. Teachers review the information and send home to the parents.

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 continue to present "Caught Being Good " bones to students following the guidelines and procedures. Students will be recognized daily and at the end of the 9 weeks.

Teachers will continue to review and practice, when necessary, our guidelines and procedures.

The Responsibility Team will meet monthly.

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 review data and procedures after extended breaks. Teachers assign a class buddy to help with procedures in the school and classroom.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

We distribute "Caught Being Good" bones. Students sign their name to the bone and drop in the "doghouse", a name is chosen daily and the student joins the morning news. During the news, the student is asked to share with the school why they received the bone.

In addition, we distribute Citizenship ribbons every 9 weeks, teachers offer class incentives, 10 students are chosen each 9 weeks for recognition, etc. To encourage on-time behavior, classes are recognized if they have zero tardies or absences. Mrs. Wiggins recognizes the classes with 0 tardies or absences in her newsletter. Students also receive a Sonic certificate and sticker.

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

On-Time Behavior

Following Guidelines and Procedures

Transition Position

How will you implement the reward system?

We recognize students daily through the "Caught Being Good" bones and morning news announcements for classes with zero tardies/absences. This process is also repeated at the nine week interval, if the class has had 100% attendance and no tardies. Students are chosen bi-monthly to receive a medal for their attendance.

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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.

Students are to follow rules and procedures while at school. The students work through the discipline process in the classroom, if necessary or when they reach a certain level, an out of class timeout may be necessary. If three out of class timeouts are accrued, students will attend afterschool detention on Thursday.

Faculty and staff understand that major infractions may include events such as: fighting, blatant disrespect, and inappropriate language would result in an immediate visit to the office.

Teachers are required to document behaviors and keep all out of class time out forms, until the student earns detention. then all documentation is turned in at that time. Teachers and administrators continually discuss and develop strategies for behaviors which occur.

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

We will continue the use of "Caught Being Good" bones, recognizing positive behavior on the Morning News, encourage parent communication and involvement, offer groups with Guidance Counselor, out of class timeouts, and afterschool detention.

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DISCIPLINARY PROCEDURES (continued)

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

If a child is disruptive and not following the rules/procedures, he/she has the classroom consequences. If the behavior continues the child is given an out of class timeout sheet. If the child receives at least three, then he/she will be given afterschool detention. If the behavior continues a discipline referral will be written.

If the child is violent, a referral is written immediately and they are taken to the office.

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.

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?

Information was shared and discussed during the pre-school inservice. In addition, a new teacher training was provided to offer more explanation and answer questions about SHE procedures.

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

We will continue reviewing and reciting the "Guidelines for Success" during the morning news.

Faculty and Staff will:

Teach/Reteach: Transition Position, Traffic Light procedures for the cafeteria, and Rules for Recess.

Mrs. Etheredge will continue the Bulldogs Don't Bully and Drops in a Bucket lessons.

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TRAINING AND IMPLEMENTATION (continued)

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

Continued conversations at faculty/staff and gradelevel meetings. Then in depth discussions during our Responsibility Team meetings.

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

Continual review of discipline data.
Administrative participation in grade level meetings to identify discipline concerns.

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?

Discussion at SAC meetings.
Recognition on CCTV, the use of certificates, stickers, and "bones."
Information in school and classroom newsletters and website.