

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

School: Warrington Elementary	School Year: 12/13	Date of Plan: 8/27/12
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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. Peggy Tucker	1. Principal
2. Jessica Bryan	2. Assistant Principal
3. Alessandra Cardoso	3. Behavior Coach
4. Linsay Whitley	4. Guidance Counselor
5. Kelly Low	5. School Psychologist and PBS Coach
6. Ashley Mooneyham	6. K-2 ESE
7. Lisa McCandless	7. 1 st Grade
8. Rebecca Sullivan	8. 2 nd Grade
9. Kanisha White	9. 3 rd Grade
10. Olivia Russell	10. 3-5 ESE
11. Ana Farias	11. 3-5 ESE
12. Carolyn Gambles	12. 5 th Grade ESE
13. Nicolau Cardoso	13. P.E. Coach
14. Linda Harter	14. Kindergarten

STATEMENT OF PURPOSE

Behavioral Mission Statement:
 At Warrington Elementary School, we believe that all children can reach their full potential not only academically but also behaviorally. We understand behavior as a critical area of the curriculum and we strive to teach lifelong social skills to all our students through structured lessons and daily modeling. We recognize that all students can benefit from proactive positive behavior interventions. Our mission is to establish a safe and positive school climate that promotes academic, social, and emotional development of all of our students.

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2011 - 2012

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	340
Average ODR per Student (# ODR ÷ # of students enrolled)	.663
Number of Students with ODR	124
Attendance	
Average Daily Attendance	93.1%
Excused Tardies (<i>Elem</i>)	428
Unexcused Tardies (<i>Elem</i>)	3,932
Excused Early Check-outs (<i>Elem</i>)	1,401
Unexcused Early Check-outs (<i>Elem</i>)	2,110

Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	71
Average OSS per Student (# OSS ÷ # of students enrolled)	.138
Number of Students with OSS	39
In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	38
Average ISS per Student (# ISS ÷ # of students enrolled)	.074
Number of Students with ISS	32
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.).

We will use many different types of data and outcomes to monitor our school-wide behavior management plan. There will be two designated team members, Alessandra Cardoso and Linsay Whitley, that will input the ODR information into the online database, RtI:B. As a team we will use this data to analyze the locations, problem behaviors, time of day, and number of referrals for each student. We will also use academic records, school surveys, and attendance records to analyze our school-wide program.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

Our 1st goal is to decrease the number of OSS from 71 to 63 or less (which is approximately 10% less).

Our 2nd goal is to reduce the number of students recurring OSS from 39 to 36 (which is approximately 10% less).

2. Attendance

Our goal is to increase the attendance rate from 93.1% last year to at least 95% this year.

3. Bullying

Our goal is to have 100% of our faculty, staff, and students trained. We also plan on using the Bullying Box for students to report bullying situations.

4. Office Discipline Referrals

Our goal is to decrease the number of ODRs by 10%. We would like to see no more than 300 referrals.

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

Our goal is to decrease the number of unexcused tardies by at least 10%. Last year we had roughly 3,932 unexcused tardies. We would like to see no more than 3,000 tardies.

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

Our goal is to decrease the number of unexcused checkouts by at least 10%. Last year we had roughly 2,110 unexcused early check-outs. We would like to see less than 2,000 checkouts.

7. Other School-wide Behavior Goal

We are going to continue with our Ride with Pride program with some minor changes. Our goal is to decrease bus ODRs by at least 10%. We had 130 bus ODRs in 11/12, and we would like to see no more than 110 this 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 team will meet on the last Monday of each month. We will meet afterschool at 2:10 p.m. in the library.

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*.

Alessandra Cardoso and Linsay Whitley will input the ODR information into the online database, RtI:B. On the day of our monthly meeting, one of them will print the reports from the database. The reports will include but not limited too, average referrals per day per month, referrals by problem behavior, referrals by location, referrals by student, and referrals by time of day.

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

We will have a sign-in sheet and an agenda for every meeting. Our goal is to have 80% of our memebbers meeting each month. The members will also receive the agenda in an email the week prior to the meeting.

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

We will have weekly and/or monthly emails with data, the goals, and a comparison to last year's data sent to the faculty and staff. We will provide information to parents through our PBS section on the school's monthly newsletter. We will also make announcements on the morning show about our goals and the data we think is relevant to students.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

1. Help others, work hard and complete your tasks.
2. Control your temper.
3. Respect authority and other people's rights and belongings.
4. Be honest, responsible and friendly.
5. Practice good manners.

Rules/ Expectations:	Setting: Classroom	Setting: Hallway	Setting: Bathroom	Setting: Bus
Help others, work hard and complete your tasks.	Please see other attachment			
Control your temper.				
Respect authority and other people's rights and belongings.				
Be honest, responsible and friendly.				
Practice good manners.				

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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?

A video with a description of the school-wide expectations, examples, and non-examples will be shown to all faculty, staff and students. Teachers will teach each expectations and school-wide expectations for the first two weeks of school. PBS handbook will be given to the teachers at the beginning of the year. PBS folder with appropriate forms and informations will be given to the teachers at the beginning of the year. Teachers will communicate with PBS team members through email and PBS folder.

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?

Students will recite the code of conduct every day during the morning show. At the beginning of each month a specific grade level will create a school-wide lesson plan to introduce the topic of the month and review the code of conduct. Teachers will receive a monthly article with suggested best practice on behavior topics.

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?

New teachers will learn about PBS through the PBS handbook, videos, and grade level PBS representative. New students will be taught about school-wide expectations and PBS program by their classroom teachers and peers. The students and staff will have access to previous PBS videos if necessary.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

We are using five types of rewards. The first are tangible rewards. The students will "buy" items from the Cat Cash Store. The items will range in value. The next reward is a star performer. The students can be nominated by their teacher weekly to participate in a special drawing to get a prize and have their picture on the star bulletin board. The next reward is the helpers program. Students who are making progress toward their behavior goals and are in need of some positive social activities are nominated by teachers to be helpers in a younger grade. The next reward is the school-wide special activities. Examples of the activities are guest speakers, fun games outside, dance lessons, and educational movies. The last reward is the big prize of the month. Teachers nominate students who have outstanding performances on the topic of the month and who have exceeded cat cash criteria. The students' names are put in a drawing for a special big prize. Examples of prizes are kite, cameras, gift certificates, etc.

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

We will reward and recognize students that are exemplifying the school-wide expectations, rules, and any other positive behavior. This recognition will take place at all times and in all locations of the school and bus. Students will be rewarded for making good choices and following the Code of Conduct.

How will you implement the reward system?

Teachers will have a classroom system for collecting and counting cat cash. It is the responsibility of the student to make sure he or she puts all the cat cash they have earned in the correct location. On Thursday morning teachers/students will count the cat cash and record it on the cat cash count sheet. The teachers will send their PBS folder with completed cat cash count, star performer nomination, and helpers list to Linsay Whitley. She will record it in the cat cash notebook. Teachers will be given a schedule of the weekly rewards and criteria. The student who meets the criteria will be allowed to participate in the reward. The students who do not meet the criteria will be re-taught the expectations, rules, and Code of Conduct.

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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.

The teachers will be given a discipline flowchart at the beginning of the school year. On the flowchart it delineates the steps the teacher takes if the behavior is major (needing office referral) and minor (classroom managed). Teachers are also given a list of all the office managed (major) offenses. If the behavior is major the office referral is completed and sent to the administration for consequences. The administration will then fill out the ODR giving a copy to the teacher, and one to the parent. If the behavior is a classroom managed (minor) behavior, the first step is the teacher gives a verbal warning and re-states expectation/rule. If the behavior continues, the teacher re-teaches the expectation and begins classroom interventions. If the behavior still has not extinguished the teacher will apply another intervention and contact the parent. And finally if the behavior has not stopped, the teacher will continue classroom interventions and contact Guidance, Behavior Coach, or Administration for further interventions.

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

We have many intervention strategies to prevent behaviors that will result in discipline referrals and out-of-school suspensions. We have developed a stronger PBS team this year, and will have more involvement from parents, staff, bus drivers, and our community partners. We also have our Lakeview Counselor to help with ESE students that need to discuss what is making them angry. We have our Guidance Counselor that will help with students that are displaying behaviors that could result in the referrals. Our Behavior Coach along with our Lakeview Behavior Techs and Guidance Counselor will have implement the Check In and Check Out with students that had multiple referrals from the previous school year. All teachers will be provided with procedures for the reflection centers in their classrooms. They will also be given the HEAT poster to use (Hear, Empathize, Apologize, and Take Action) and SMILE (Speak kindly, Method, Involve, Learn, and Encourage) poster as well.

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DISCIPLINARY PROCEDURES (continued)

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

The consequences and disciplinary actions range depending on the severity of the behavior. The consequences for office referrals are listed on the ODR. They are behavior contracts, conference, restitution, bus suspension, referral to, ISS, OSS, placed alternative setting, and recommended expulsion. For minor offences the consequences are change of seat, loss of privilege, parent contact, behavior contract, student conference, apology, or time owed.

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.

We need to have trainings on how to use reward and recognition systems effectively. We need to have trainings to help teachers identify the functions of behavior. We need more financial support to effectively implement the rewards system (involve parents, staff, and community partners). We also need to have behavior trainings for bus drivers. We also need to have a training for parents on the importance of school attendance, being on time, and not checking out early.

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 presented a PBS Power Point to all teachers at the beginning of the year. We also emailed the power point and the PBS handbook to all faculty and staff. We provided all faculty a PBS folder with all basic information about PBS program at Warrington. We had our District Behavior Analyst train our faculty regarding appropriate methods to avoid power struggles.

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

During the morning show all students, faculty, and staff will recite the code of conduct. Teachers will receive a lesson on the behavior topic every month. They will expand their knowledge from the first lesson into mini daily lessons. Ride with Pride workshops will be conducted throughout the year to ensure that bus expectations are being taught. At the end of each month each grade level will make a display to show what the students have learned regarding the monthly topic.

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TRAINING AND IMPLEMENTATION (continued)

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

We have developed a calendar to deliver PBS incentives to staff throughout the year. We will have a booster session at the start of the 2nd semester to encourage the entire school. We will use "WOW" cards to recognize teachers who are implementing PBS with excellence.

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

We use a cat cash count sheet tracking form weekly to monitor the amount of cat cash each student receives. We also monitor the amount of cat cash each teacher hands out. Each teacher is required to display a monthly project about the specific skill students are learning about.

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?

Parents will be informed of all PBS activities and data through our monthly newsletter. We will have our PBS Family Night and also workshops for parents. Parents will receive a letter of how PBS works at Warrington. Community members will receive a letter of how PBS works at Warrington, and they are encouraged to help any way they are able. For example, financial and tangible donations, volunteers, and guest speakers.