

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

School: West Pensacola Elementary	School Year: 2012-2012	Date of Plan: 8-23-2012
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. Sabrena Cunningham	1. Principal
2. Holly Magee	2. Assistant Principal
3. Timothy Rose	3. Curriculum Coordinator
4. Ethel Duffy	4. Behavior Coach
5. Deborah Braithwaite	5. ESE teacher
6. Heather Vronka	6. Kindergarten
7. Cynthia Pippen	7. 1 st teacher
8. Lisa Mcvey	8. 5 th teacher
9. JP McCaulghlin	9. 5 th teacher
10. Paula Sides	10. Reading Coach
11. Jennifer Edwards	11. School Psychologist

STATEMENT OF PURPOSE

Behavioral Mission Statement:
West Pensacola Elementary's behavioral mission is to provide a safe, positive, child-centered school environment that maximizes student achievement.

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2011 - 2012

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	338
Average ODR per Student (# ODR ÷ # of students enrolled)	.637
Number of Students with ODR	128
Attendance	
Average Daily Attendance	92.7
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)	79
Average OSS per Student (# OSS ÷ # of students enrolled)	.149
Number of Students with OSS	51
In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	48
Average ISS per Student (# ISS ÷ # of students enrolled)	.09
Number of Students with ISS	29
Bullying Prevention	
Percent of Students Trained	95
Percent of Staff Trained	63

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 monitor the number of office discipline referrals as well as conduct school surveys. We will also utilize the RTI-B data website to target which behaviors are of most concern to us and find any patterns that may exist.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

Our goal is to decrease the number of out-of-school suspensions by 1% as compared to the 2011-2012 school year

2. Attendance

Our goal is to increase the average daily attendance rate by 0.1% as compared to the 2011-2012 school year

3. Bullying

Our goal is to train 95% of students and 98% of faculty on bullying prevention by October 31, 2012. This will be accomplished by our guidance department through classroom instruction for students and a faculty meeting for staff. New students/faculty will be trained periodically throughout the remainder of the school year as they are enrolled

4. Office Discipline Referrals

Our goal is to reduce the number of office discipline referrals by at least 1% and the number of bus referrals by at least 1% compared to the 2011-2012 school year

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

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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.

The school wide behavior management team will meet at 2:45 in the guidance office on the following dates:

September 13, 2012 October 11, 2012 November 8, 2012 December 13, 2012 January 10, 2012
February 14, 2012 March 14, 2012 April 11, 2012 May 9, 2012

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*.

Teachers will complete "pink sheets" (behavior tracking sheet) on students that will be turned in after 3 interventions. Those pink sheets will be entered into the RTI-B database by either Mrs. Cunningham(principal), Mrs. Magee(assistant principal), Mr. Rose(curriculum coordinator), Mrs. Duffy (behavior coach), or Mrs. McClure(guidance counselor). On a monthly basis, reports of behavior will be generated from the data base. These reports will be shared/discussed at the meetings above. They then will be summarized and information shared with faculty during faculty meetings at least once a grading period. Positive behavior trends will be acknowledged at this time with the faculty.

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

A record keeper will be chosen at the September meeting and that person will keep accurate notes. At the conclusion of each meeting, the record keeper will email a copy of those notes to each member of the team. A hard copy will be kept by the administrator on the team.

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

Data results will be shared with during the faculty meeting that takes place after the behavior team meeting each month. Positive trends in behavior will be acknowledged at this time. Concerns and strategies will also be discussed. The final decision of any information will be emailed to the faculty after the meeting. A hard copy will be kept by the administrator.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

West Pensacola School Wide expectations are to be respectful, exhibit responsibility, engage in active learning, practice honesty.

Rules/ Expectations:	Setting: Cafeteria	Setting: Hallway	Setting: Playground	Setting: Dismissal
Respectful	Be sure to use a soft voice Keep your hands and feet to self.	Exhibit respect to others Stop for an oncoming class or younger student. Use a soft voice	Please use kind words	Follow direction without arguing
Exhibit Responsibility	Clean your area up after yourself. Eat your lunch first, before talking quietly to your neighbor,	Be sure to go to your designated area.	Be a team player Exhibit control of your body	Go directly where you are supposed to go. Do not change how you go home without a note from your parent.
Engage in Active Learning	Enter and Exit quietly Follow directions of all adults in the cafeteria	Be sure to walk on the right side. Be aware of others.	Explore your assigned areas	Go directly to your area and be aware of your surroundings.
Practice Honesty	Please leave a clean table.	Simply follow the rules If you forget, be honest and admit your wrong. Be willing to accept the consequence.	Be a team player	Always go directly to the right place..

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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?

The staff was introduced during Pre-school work days. This was done by each of the members of the behavior management team. The staff was given PBS handbooks that the team created. The handbook explains the schools mission towards behavior, our schoolwide expectations and pledge, calendar, discipline procedures, and both student and staff reward system.

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?

Each teacher has a calendar that specifies when to teach the expectations. They also will be reading the "Have you filled a bucket today?" book to their classes. This book aligns with our school-wide behavior plan as a PBS school. Teachers will give our "tailfeather" tickets to students for exhibiting the expectations and being a "bucketfiller". Tail feathers can be used to purchase certain items from the school store. At the end of each grading period, tickets will be placed in a bucket for a drawing. Expectations will be posted in hallways, cafeteria, playground and classrooms. Each morning, as the school day begins, students will recite the expectations and our pledge over the closed circuit television. As we begin the second semester (after the winter break) teachers will re-teach the expectations. As the data is analyzed, we will add any training or teaching that reflects are needs by the data (RTI-B data). Administrators will also reward teachers with "tailfeathers" for being positive and enforcing the PBS system.

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?

Monthly, reminders of expectations and PBS procedures will either be addressed through faculty meetings, grade level meetings, or via email. New students will be introduced to our behavior system by their assigned classroom teacher.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

Students will earn "tailfeathers" for appropriate behaviors as listed on our schoolwide expectations. The tailfeather tickets can be used to purchase items from the "store". At the end of each grading period, remaining tickets can be placed into a drawing. Each nine weeks, the tailfeather tickets will start over.

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

Students will be rewarded/recognized for demonstrating the school-wide expectations.

How will you implement the reward system?

The reward system will be implemented by frequently opening the store for students to purchase items with their tickets. The drawing will happen at the end of each nine weeks. Administrators will also encourage the positive use of our PBS system by passing out "tailfeather" tickets to the teachers for appropriately enforcing the system.

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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 can receive an office referral (major discipline referral) for behaviors that are serious enough to potentially cause or has caused harm to self, others, or property. Those behaviors may include but are not limited to: gross disrespect, open defiance, threats/bullying, destruction of school property, or in some instances, the destruction of other person's property, battery stealing, alcohol/drugs, weapons, sexual offenses.

For minor behavior incidences, teachers will implement the "pink sheet". This sheet has 3 steps. Step one is between the student and teacher. The teacher will implement classroom interventions at this time. Step 2 includes parent contact and a parent signature. The teacher still handles the interventions. Step 3 includes contact with an administrator and a parent contact again. The next incident will generate an office discipline referral.

Minor behavior incidents include but are not limited to: tardiness, inappropriate language that is not directed at a person, passive noncompliance, passive disrespect (such as rolling of eyes), low intensity disruption, misuse of property without destruction, gum chewing, electronic devices (including cell phones) being used, teasing/taunting, lying/cheating.

Office referrals will be processed and a parent/guardian will be called by a member of the school's administration.

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

Implementation of our PBS system will be used to prevent behavior that results in discipline referrals. Also, teacher/parent conferences will be utilized once a behavior is identified as a problem, as well as group/individual counseling through the school's guidance department.

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DISCIPLINARY PROCEDURES (continued)

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

Classroom interventions include: in class time out, parental contact, time out in another classroom, silent lunch, guidance counselor assistance, no participation in tail feather celebrations, ,parent conferences, behavior lessons, parental visitation to the classroom

Office/administrative interventions include: parent contact, silent lunch, time out with an administrator, in-school suspension, out of school suspension, suspension from the bus.

For Middle or High Schools:

How do the adjudication guidelines complement your disciplinary procedures?

NA

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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.

On-going training for PBS

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?

Our PBS team was brought in over the summer to organize a PBS handbook and organize the school-wide expectations. During a pre-school work day, all staff and faculty were trained on the PBS expectations by the team, given a handbook, and explained the "pink sheet". Staff that enters mid year will be given a PBS handbook and trained by at least one member of the PBS team.

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

Posters and signs listing the school wide expectation will be played throughout the school. The entire school will recite the school-wide pledge and expectations each morning following the pledge of allegiance. There will be a school-wide activity each quarter for students who consistently display school-wide expectations, as evidenced by their quarterly citizenship grade.

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TRAINING AND IMPLEMENTATION (continued)

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

Buy-In will be achieved by providing ongoing support for our PBS program and behavior issues. This will include trainings as needed. Administrators will also acknowledge positive examples from teacher doing a good job.

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

The PBS/behavior team will meet on a monthly basis to help ensure that our school-wide behavior plan is being implemented with fidelity. Each meeting will allow grade level representative the opportunity to share needs, wants and concerns from their colleagues.

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?

Any pertinent information concerning school-wide behavior will be shared with parents through news letter and during parent conferences. We will be trying to involve local community members/businesses to assist in purchasing items for the store for PBS. We will also involve community members that are positive behavior examples for students