

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

School: Escambia High School	School Year: 2012-13	Date of Plan: 31 Aug 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. Michael Sherrill	1. Principal
2. Esi Shannon	2. Assistant Principal
3. Bob Rainey	3. Math Teacher
4. Martha Johnson	4. Behavior Coach
5. Tracey King	5. Administrative Dean
6. Joseph Gaddy	6. ISS Teacher
7. Ruth McAuliffe	7. Art Teacher
8. Ashley Rickman	8. Student
9. Brandi Gentry	9. Language Arts Teacher

STATEMENT OF PURPOSE

Behavioral Mission Statement:
To develop a spirit of unity between students, faculty and staff, parents, and community members, in which each individual feels safe, valued, and respected.

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2011 - 2012

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	3990
Average ODR per Student (# ODR ÷ # of students enrolled)	2.23
Number of Students with ODR	1123
Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	620
Average OSS per Student (# OSS ÷ # of students enrolled)	.035
Number of Students with OSS	340

In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	674
Average ISS per Student (# ISS ÷ # of students enrolled)	.38
Number of Students with ISS	414
Attendance	
Average Daily Attendance	92%
Bullying Prevention	
Percent of Students Trained	100%
Percent of Staff Trained	90%

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.).

Specific behavioral problems involving tardies and cell phones. We will also analyze the number of referrals and suspensions by grade level and demographic subgroups.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

Reduce the total number of out-of-school suspensions by 2%.

2. Attendance

Increase the daily average attendance rate by 1%.

3. Bullying

Have 100% of faculty and staff conduct review training in Bullying: Recognition & Response by the end of the school year.

4. Office Discipline Referrals

Reduce the total number of office discipline referrals by 3%.

5. Other

Tardies

Reduce the number of tardy referrals from the first quarter to the fourth quarter by 10%.

6. Other

Cell Phones

Reduce the number of cell phone referrals from the first quarter to the fourth quarter by 5%.

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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 the last Wednesday of each month at 7:45 AM 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*.

- 1) Administrative deans and behavior coaches are responsible for entering disciplinary referrals into the system.
- 2) The data clerk, at the request of the assistant principal, will run the school-wide discipline summary report.
- 3) The assistant principal will input the data into the database, generate charts and/or graphs, and disseminate the information to the other members of the school-wide behavior team prior to each meeting.

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

Minutes will be taken at each meeting and will be available upon request.

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

Data and outcomes will be shared with faculty and staff through email. In addition, the data will also be posted on our school website.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

- Be Prompt
- Be Polite
- Be Prepared
- Be Productive

Rules/ Expectations:	Setting: Halls	Setting: Cafeteria	Setting: Restrooms	Setting: Parking Lot
Be Prompt	Keep moving until you have reached your desired destination.	Arrive to lunch on time.	Schedule restroom breaks so as not to interfere with arriving to class on time.	Arrive to and exit school grounds on time.
Be Polite	Allow other students access to their lockers. Walk on right side of the hallways.	Keep hands and feet to one self. Talk in a normal tone to those sitting close by. Request to move a chair before taking one.	Give others privacy.	Park only in designated parking spots.
Be Prepared	Walk carefully at all times.	If bringing your lunch, make sure to bring it with you. Have student ID or money ready for cashier.	Walk carefully at all times.	Give yourself ample time to find a parking space and to get to class on time.
Be Productive	Schedule locker visits at times conducive to your class schedule.	Eat your lunch in the allotted time. Clear your own table and throw trash in the receptacle. Push chairs under table.	Wash hands prior to exiting. Throw paper towels in the trash receptacle.	Exit vehicles and head to desired destination.

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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?
Information will be shared via closed-circuit television during the morning announcements.

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?

Student-created videos to be broadcast on morning announcements, poster contests, "State of the Union" data dissemination broadcasts and posting of results. The expectations and rules can be transformed into expository or persuasive writing prompts that can be used to prepare students for the FCAT Writing test. Math classes can use the data to create graphs and charts and to perform statistical analysis.

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?

Refresher training will be provided at the start of the second semester through a PowerPoint presentation broadcast over CCTV; in addition, each quarter the data from the previous quarter will be presented. New students and staff will be introduced to the expectations and rules by viewing the PowerPoint.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

Raffle ticket system and random drawings from qualified entrants. Recognition of all students meeting established standards.

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

Punctuality, both to school and to class; demonstrations of excellence in citizenship - care, compassion, commitment; no referrals or suspensions.

How will you implement the reward system?

- 1) For punctuality, attendance records will be reviewed by the assistant principal and she or the Behavior Team Chairperson will conduct a drawing of the eligible participants. All those eligible will be recognized through the presentation of a certificate. The winner of the drawing will receive a prize donated by our PTSA. Awards will be issued quarterly and annually.
- 2) Caught'Ya Being Good - teachers/administrators/staff will recognize students by issuing a card which will identify the student, the teacher, and the behavior observed. Students receiving a card will submit quarterly for a random drawing conducted by the assistant principal or behavior team chairperson.
- 3) No referrals or suspensions - list of eligible students will be formulated by the assistant principal; random drawing to be conducted quarterly.

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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.

Referrals may be written for serious, overt behavior which could endanger the physical well-being of one or more class members. These referrals can be written without any prior action. Referrals may also be written for misbehavior which continues once a teacher has exhausted all options to correct such misbehavior. In such cases, contacting the parent must be one of the strategies employed prior to writing the referral.

1. Referrals are written by the teachers and submitted to the deans' office. If a situation calls for the immediate removal of the student from class, an escort should accompany the offending student to the deans' office.
2. A dean will conduct an investigation based on the information from the referral. If the evidence reveals that a student has committed a breach of conduct, the dean will determine and assign an appropriate consequence.
3. Deans will make a reasonable attempt to contact the parents and notify them of the incident and consequence. Copies of the referral will be distributed to the student and the teacher.
4. Deans will enter the referrals into TERMS.

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

Administration will identify "at-risk" students based on discipline data from previous school year; these students will have an individual conference with an administrator or administrative dean during the first quarter of the school year. Depending on the nature of their previous infractions, these students may be put on a behavior contract. In addition, teachers and/or deans may utilize conferences (both student and/or parent), referrals to guidance for counseling, behavior contracts, detentions, work details, and in-school-suspension.

EHS Administration, Behavior Team, and Content area faculty will also analyze academic data, tardies, ISS, and OSS data throughout the 2012-2013 school year and utilize conferences with the student and/or parent, with referrals to guidance for counseling, behavior contracts, detentions, work details, and in-school suspension.

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DISCIPLINARY PROCEDURES (continued)

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

Conferences, time-outs, referral to counseling, detentions, Saturday work details, restitution, loss of privileges, in-school-suspension, out-of-school suspension, and change of placement or expulsion.

For Middle or High Schools:

How do the adjudication guidelines complement your disciplinary procedures?

The adjudication guidelines are utilized to ensure the alignment of our disciplinary actions with the behavior incident.

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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.

Assign bullying training to staff through the Safe Schools program. Solicit donations from partners in education for prizes/awards.

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?

PowerPoint presentation, handouts, and Q & A session to be conducted during faculty meetings.

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

Posting of classroom rules/expectations which are alligned with school-wide expectations; door/hall monitoring between classes; limiting the number of student permitted in the restroom during lunches; enforcement of the tardy policy; enforcement of the 10/10 rule (no students permitted out of class the first and last 10 minutes of class); active monitoring during cafeteria, parking lot, and bus duty.

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TRAINING AND IMPLEMENTATION (continued)

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

Having faculty input in the development of the plan; providing opportunity for faculty to offer suggestions for improvement (comment box); sharing data with the faculty; sharing "success stories;" prizes for teacher who nominated students who win random drawings.

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

The assistant principal will review and analyze the data being accumulated through the deans office and the number of "Caught'Ya Being Good" passes distributed by teachers. Updates on data will be provided to students and faculty quarterly via CCTV.

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?

PTSA will be asked to help provide awards and prizes for student recognition, as well as our partners in education. Periodically, call-outs will be made to parents encouraging them to review our data and to provide input in improving our plan.