

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

School: Pine Forest High School	School Year: 2012-2013	Date of Plan: Sept 4, 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. Frank Murphy	1. Principal
2. Deborah Ray	2. Assistant Principal
3. Erin Cramer	3. Dean
4. Judy Miller	4. Instructor, ROTC
5. Charles Cather	5. Instructor, Math
6. Richard Loiselle	6. Instructor, Social Studies
7. Yvonne Morris	7. Instructor, ESE
8. Amanda Williams	8. Guidance Counselor

STATEMENT OF PURPOSE

Behavioral Mission Statement:
All stakeholders will create a positive and safe learning environment that supports the school motto, "Expect Excellence."

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2011 - 2012

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	3337
Average ODR per Student (# ODR ÷ # of students enrolled)	2.05
Number of Students with ODR	986
Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	566
Average OSS per Student (# OSS ÷ # of students enrolled)	.349
Number of Students with OSS	309

In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	942
Average ISS per Student (# ISS ÷ # of students enrolled)	.581
Number of Students with ISS	461
Attendance	
Average Daily Attendance	92.2%
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.).

Academic data will be comprised of lowest quartile reports, progress reports, FAIR Testing, School/Gradel level Simulation Assessments, etc...

Data will be gathered from professional development training; faculty attendance at school-wide and department meetings; Safe School on-line training; feedback from meetings between administrative staff and the individual teachers; discipline reports highlighting teachers and the number of referrals written as well as the incident codes used by each teacher; TERMS; and, Monday attendance reports.

Student outcomes will be monitored in many ways, including, PRIDE Slips, Incentives, earned Privileges, and evaluation of the data from TERMS and teacher reports. The PBS Team will analyze student discipline data from the Behavior Tracking Forms submitted by teachers.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

Reduce the out of school suspension rate by 2% when compared to 2011-2012 school year data.

2. Attendance

Improve the average daily attendance rate by .1% when compared to 2011-2012 school year data.

3. Bullying

We would like to educate students and create an awareness on campus to the signs, effects, and consequences of bullying. 100% of the student body and school staff will receive training in Bullying awareness & prevention.

4. Office Discipline Referrals

Reduce the total number of school discipline referrals by 1300.

Collect & analyze school discipline data as it relates to behavioral infractions documented on Classroom Behavior Tracking Forms and Student Discipline Reports.

5. Other

Provide Diversity Training to faculty that will address the environmental factors, family dynamics, cultural beliefs, and other statistical data that relate to the behavioral trends of African American male students.

6. Other

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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 Discipline Committee will meet on the last Tuesday of each month during our Professional Development training time. During the months of October & January the committee will meet on the teacher planning day and the time will be determined by the principal. The November 27th meeting will cover both the November & December meetings.

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*.

The principal will collect and summarize the data and present the information at the monthly meetings. Each committee member will bring input from their department for the committee to discuss in reference to student conduct and behavior management.

The dean will use TERMS to pull the reports necessary at the end of each quarter to complete the Progress Monitoring Forms. The data from the PBS team will also be used to determine which behaviors or groups of students are in need of our attention.

The incident summary report (from TERMS) will be reviewed during each monthly meeting to identify the most common infractions. The committee will use this data to discuss possible interventions to best address the infractions identified as the greatest concerns.

Committee members will also communicate via e-mail throughout the school year.

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

A summary of each meeting will be compiled by the dean. Each committee member will receive a copy of the the summary via e-mail. Decisions affecting all school personnel will be e-mailed to school staff and discussed at the next faculty meeting.

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

Committee members will share the summary information with members of their department and or learning teams. The Administrative staff will address issues with the deans in reference to common incidents and actions (as noted in TERMS). The principal will also address monthly discipline reports as submitted by individual teachers. The Administrative Staff will consult with individual teachers to discuss discipline infractions, classroom management, behavioral plans, and behavior modifications.

The Administrative Staff will meet with Department Chairs on the first Wednesday of every month. The Department Chair will in turn have a department meeting the following day to discuss items noted by the Administration.

The Discipline Committee will address the main concerns (from the data) at the monthly faculty meetings and provide possible solutions to resolve the matter.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

- 1) Be Respectful
- 2) Be Resilient
- 3) Be Responsible

Rules/ Expectations:	Setting: Commons	Setting: Cafeteria	Setting: Restroom	Setting: Class
Be Respectful	-Use appropriate language & volume - Walk quietly - Respect the personal space of others	-Use appropriate language & volume - Wait my turn - Use good manners	-Use appropriate language & volume	-Use appropriate language & volume - Respect myself, teachers, and other classmates
Be Resilient	- Avoid conflicts - Be patient	- Avoid conflicts - Be patient - Be flexible	- Avoid conflicts	- Come mentally prepared to learn - Challenge myself - Participate POSITIVELY & purposefully - Do my best
Be Responsible	- Comply w/ dress code - Keep doorways & walkways clear - Arrive to class before the tardy bell rings	- Clean up after myself - Stay in assigned areas - Take only what I need	- Clean up after myself - Use the nearest restroom	- Follow class rules - Bring materials to class every day - Complete all assignments w/ honesty & integrity - Arrive to class BEFORE the tardy bell

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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?

During the first week of school the Administration will host grade level assemblies.

Each dean will meet with their respective grade level students throughout the year to discuss expectations and school/district policies.

School and class expectations were addressed by each classroom teacher in their course syllabus. Every student will be provided a syllabus within the first few days of class.

Big screen t.v.'s in the commons display student information and run continuously throughout the day.

Announcements are made daily in Homeroom via the t.v. and/or intercom

School expectations were first introduced to the faculty and staff during pre-school faculty meetings. Teachers were provided a hard copy of the expectations in their faculty handbook. Various items are addressed throughout the year in faculty meetings, department meetings, and within the learning communities.

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?

The activities used to encourage the expectations include pep rallies, assemblies, tardy ticket incentives, PRIDE slips, student recognition, and daily calssroom walk thoughts by the administrative staff. The PBS team has marketed the PRIDE Slips to be something of value for students to redeem prizes, food, and admittance into events.

The school expectations will be enforced, monitored, and addressed on a consistent day-to-day basis. The expectations will be posted in the cafeteria, hallways, and classrooms to serve as visual reminders.

Teachers will take advantage of teachable moments to incorporate the expectations into daily instruction.

Parents will be informed through Connect Ed messages, teacher reports, school web-site, School Loop, Open House, and the monthly school newsletter.

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?

School rules and expectations are addressed at every faculty meeting, daily in the classroom, every day via the t.v. announcements, posted visually in the common areas of the school, classrooms, bathrooms, & cafeteria. Refresher training is provided each time an inappropriate behavior needs to be addressed (consequence card, CROWN form, discipline referral, etc...). Positive behaviors will be reinforced with the use of PRIDE slips.

Professional Development opportunities are offered on the 2nd and 4th Tuesday of every month for faculty.

New students will preview a power point presentation outlining the R&R handbook as well as the school expectations. A Guidance assistant will escort new students to the dean's office and the dean will then be responsible for setting the computer up for the student to view the power point. A brief oreintation will also be addressed orally between the dean & the student.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

PRIDE Slips - teachers recognize students for displaying positive behaviors. A school store has been set up for students to redeem prizes every Wednesday during lunch. Students earning Pride Slips will also be eligible to attend extra-curricular events.

Tardy Ticket Incentive - At the end of each quarter (5) tickets will be drawn at random and the recipient will be awarded \$20.00

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

Students displaying respectful, positive behaviors to peers and school staff members

Good Attendance

Performance on Simulations

Participation in class programs

How will you implement the reward system?

Teachers issue PRIDE slips at any time throughout the year. Students collect their tickets and redeem them for prizes. The PBS team will monitor the entire process.

At the end of each quarter students will have 2 days to turn in their unused tardy tickets. Announcements will be made made for 2 days prior to the drawing.

Rewards for academic performance and good attendance will be issued when appropriate and at the end of each quarter.

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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.

Minor Offenses - Teacher observes an inappropriate behavior in class :

- 1) Document the behavior on the Behavior Tracking Form
- 2) Implement an intervention (conference with student, written assignment, apology, etc)
- 2) Document & Implement another intervention on the 2nd offense (teacher assigned detention, verbal warning, conference, written assignment, etc)
- 3) Document & Implement another intervention on the 3rd offense (phone call/email to parent)
- 4) Write a discipline referral and attach all the appropriate documentation on the 4th offense
 - A) The dean will refer to the Adjudication Guidelines and call a parent

Major Offenses - School personnel observes a major infraction of School/District policies:

- 1) Immediately notify a member of the School Administration/SRO
- 2) Dean will intervene or conduct an investigation
 - A) Dean will refer to Adjudication Guidelines and call a parent
 - B) The School Discipline Review Committee will meet to discuss the situation before assigning the appropriate consequences

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

Warnings

Parent/Teacher/Student conferences

Teacher/Student conferences

Teacher/Parent conferences

Referral to Guidance/Social Worker/SRO

Behavior Contract

In class time-outs

Consequence Card

Behavior Tracking Form

Posted rules/expectations/assertive discipline procedures throughout the building

Administrative staff meeting with students identified by classroom teacher as struggling with behavioral expectations

Open communication between all stakeholders (e.g., coaches, club sponsors, ROTC/band/Color Guard instructors, etc...)

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DISCIPLINARY PROCEDURES (continued)

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

All interventions listed in the R&R Handbook:

Warnings; Detentions; Work Details; ISS; OSS; Behavior Contract; Teacher assigned detentions; Loss of privileges/Leadership opportunities; Conferences; Change of Placements; Expulsions

For Middle or High Schools:

How do the adjudication guidelines complement your disciplinary procedures?

The Adjudication Guidelines offer a consistent set of guidelines that provide fairness for all students. The Guidelines allow for flexibility with the range of interventions listed per the offense.

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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.

Faculty meetings

Incentives/Rewards

Intranet/Internet

Campus Newsletter

Connect Ed

Visibility of staff throughout the campus

Professional Development to address Assertive Discipline and Classroom Management

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?

The following resources will be used to train the faculty and staff:

Faculty meetings

E-mails

Weekly Department meetings

Intranet (post materials for teachers to read/review)

New faculty and staff members will have a mentor from their department and will also meet with the Administration for one-on-one discussions.

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

Assertive Discipline

- Post rules

- Board configurations

- Consistent monitoring of class, school, and district policies

Teacher visibility - greet students as they enter the class

Staff visibility - monitoring halls between classes

- daily classroom walk throughs

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TRAINING AND IMPLEMENTATION (continued)

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

Students:

- School-wide Rewards and Incentives
- Recognition on school marquee
- PRIDE Slips

Teachers/Staff:

- E-mails
- Rounding Up
- Shout Outs (colleagues recognizing other faculty at a meeting or via e-mail)
- Hand written notes of appreciation for the Administrative Staff

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

Administration:

- Classroom walk throughs
- Analyzing data from deans & TERMS
- Monthly discussions with Behavior Management Committee
- Weekly/Monthly faculty and department meetings
- Analyze the data that the PBS Team collect

Teacher Observations:

- Addressing concerns to Administrative Staff
- Shout Outs @ faculty 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?

- Connect Ed
- Parent newsletter
- Progress reports
- Random phone calls and letters to report acts of kindness and good standing academically or behaviorally
- Posting PRIDE Slips in the front office
- Using the marquee in front of the school to advertise positive behaviors (i.e. Student of the Month, Outstanding Attendance, etc...)
- Communicate with media (Pensacola News Journal, WEAR, etc...) to highlight academic/social achievements