

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

School: Ferry Pass Middle School	School Year: 2012-2013	Date of Plan: 8/31/2012
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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. Regina Lipnick	1. Principal
2. Sherri Mims	2. Assistant Principal
3. Michael Bond	3. Administrative Dean
4. Catherine Bauer	4. Teacher
5. Julie McGill	5. Teacher
6. Christina Thomas	6. Teacher
7. Trey Lee	7. Teacher
8. Gene May	8. Teacher
9. Ann Smith	9. Teacher
10. Maureen Humphrey	10. Teacher
11. Dolores Underwood	11. Teacher
12. Tara Noble	12. Reading Coach
13. Joe Sprague	13. Teacher
14. Tommy Maher	14. Teacher
15. Casey Dillon	15. Behavior Coach

STATEMENT OF PURPOSE

Behavioral Mission Statement:

Ferry Pass Middle School has a responsibility to parents and students, which goes beyond the educational program. Our mission is to support students in making the right behavioral choices and assisting teachers with structured reward opportunities to better support their classroom environment. At Ferry Pass Middle School, students shall abide by all rules and regulations of general school rules to maintain order on campus and protect property.

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2011 - 2012

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	973
Average ODR per Student (# ODR ÷ # of students enrolled)	1.11
Number of Students with ODR	279
Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	344
Average OSS per Student (# OSS ÷ # of students enrolled)	0.40
Number of Students with OSS	157

In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	334
Average ISS per Student (# ISS ÷ # of students enrolled)	0.38
Number of Students with ISS	183
Attendance	
Average Daily Attendance	93.7
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.).

A new goal will be to reduce the number of students with repeat referrals. We will follow-up with those students and check-in on their classes and monitor their progress on the intervention card and with their individual teachers.

The top types of problem behaviors that resulted in referrals were: 1) Disruption-minor 2) Bus Rules Violation 3) Disrespect 4) Defiance 5) Abusive Behavior (Hitting/Shoving) We want to address those areas specifically on CCTV in the mornings and track the data each nine weeks.

In addition, to measure the success of our Eagle Coupon Incentive Program, we will track the number of coupons collected each 9 weeks and reward the teachers who are giving out the most coupons.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

- Reduce the number of students with OSS by 10%
- 2011-2012- 157
- 2010-2011- 193
- 2009-2010- 191
- 2008-2009-219

2. Attendance

- Increase average daily attendance by 0.5%.
- 2011-2012- 93.7%
- 2010-2011- 93.6%
- 2009-2010- 92.9%
- 2008-2009- 93.0%

3. Bullying

100% of students and teachers will be trained on bullying prevention.

4. Office Discipline Referrals

- Reduce the number of overall referrals by 10%.
- 2011-2012- 978
- 2010-2011- 1,175
- 2009-2010- 1,733
- 2008-2009- 1,703

5. Other

Reduce the number of students who receive multiple referrals and suspensions.

- 2011-2012- 978

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.

1st Meeting - Introduction, August 16, 2012

2nd Meeting - Review 1st 9 weeks data - October 19, 2012

3rd Meeting - Review 2nd 9 week data - January 7, 2013

4th Meeting - Review 3rd 9 week data - March 29, 2013

5th Meeting - Review 4th 9 week data, Review year and plan for 2013-2014

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*.

We have collected data from the past four years. Our data clerk prints reports which give us types of behavior exhibited on the referrals. We will also utilize the information to collect demographics of the individuals who are receiving referrals and suspensions and develop programs to deter the behavior. We also meet with teachers writing high number of referrals. We will use the past information to determine areas of focus and types of behaviors that need to be corrected and utilize current data and trends to formulate our future plans within the Behavior Leadership Team.

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

BLT will take minutes of our meetings and share them through email with the entire faculty. We also have an open invitation for any faculty to join our meetings and will advertise in advance of these dates and times.

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

BLT will meet at the end of each nine weeks to review data. We will share the data and progress at the end of each nine weeks with all of our faculty and staff, including bus drivers and cafeteria workers.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

Eager to Learn
Always Safe
Give Respect
Expect Success
Loyal and Responsible

Rules/ Expectations:	Setting: Cafeteria	Setting: Hallway	Setting: Classroom	Setting: Dismissal
Eager to Learn	Follow the rules and make healthy choices	Be alert to your environment	Be on time with appropriate materials and assignments. Be prepared for bell to bell instruction.	Be prepared to leave. Plan to be successful for the next school day.
Always Safe	Walk to and from lunch. Form a single file line (no cutting). There will be no more than 10 students in the interior line.	Stay to the right. Always walk. Use low tone of voice.	Keep hands, feet, and objects to yourself. Use materials appropriately.	Walk in single file line with the teacher. Leave campus properly.
Give Respect	Keep hands, feet, and objects to self. Use quiet voices. Clean up your area.	Keep hands, feet, and objects to self. Move directly to class.	Follow all rules and adult instructions. Be honest and trustworthy.	Follow directions of adults. Be where you are supposed to be and on time.
Expect Success	Finish lunch and clean up on time.	Arrive to class on time and prepared to participate and learn.	Accept responsibility for your own actions. Complete assignments on time.	Arrive home safe.
Loyal and Responsible	Follow adult directions. Pick up after yourself.	Follow rules and adult instruction. Move directly from class to class.	Follow all rules and adult instructions Be honest and trustworthy.	Follow directions of adults. Be where you are supposed to be and on time.

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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 staff training, the BLT Team presented its goals and objectives to the entire faculty. The 1st week of school, the BLT summarized for all faculty and ESP's.

ALL students received a copy of the Eagle Expectations and a copy was placed in each of their folders. In addition, EVERY teacher covered the BLT plan with their students during their SOAR class.

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?

Through our SOAR lessons that are shown during our SOAR time, we will show a BLT powerpoint every six weeks to reinforce the expectations and rules. The BLT team also implemented three rewards programs to encourage good behavior. The first program will recognize students for good deeds through an Eagle Coupon redemption program. Once a teacher recognizes a student for doing a good deed, that student is given an Eagle Coupon. Eagle Coupon are redeemed in the media center for special incentives including educational supplies. At the end of each nine weeks, individual teams within each grade will reward their students with zero referrals and also reward their students in a separate celebration for those achieving academically

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?

For new students who come in, they will be able to see on CCTV and during SOAR time a BLT powerpoint that encompasses all aspects of the plan and incentive programs. This will educate new students as well as refresh the others.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

We will have three reward systems.

- 1) School-wide Behavior Management Plan - The first program will recognize students for good deeds through an Eagle Coupon redemption program. Once a teacher recognizes a student for doing a good deed, that student is given an Eagle Coupon. Eagle Coupons are redeemed weekly in the cafeteria for special incentives including educational supplies
- 2) Cafeteria Behavior and Cleanliness Plan - On Fridays, if an individual lunch group (A - E) has been recognized by the administrator in charge for being well-behaved and leaving the cafeteria clean, that lunch group may open seating.
- 3) Celebrate Success – End of 9 weeks Recognition (Academic and Behavior) - At the end of each nine weeks, individual teams within each grade will reward their students with zero referrals and also reward their students in a separate celebration for those achieving academically.

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

For the School-wide Behavior Management Plan, we will recognize students for exhibiting positive behavior, showing respect, helping others, and following expected behaviors and procedures around school. The students will be rewarded Eagle Coupons by teachers when a teacher sees the student performing a good deed. The goal is to focus on the students that are “unmotivated” or “behavior problems.”

For the Cafeteria Behavior and Cleanliness Plan, we will recognize entire lunch groups who keep the cafeteria clean and are well behaved. Their incentives will open seating on Fridays.

For the Celebrate Success program, we will recognize students who have zero referrals each nine weeks. In addition, those students who are A/B Honor Roll or have showed remarkable improvement will be honored with a celebration at the end of each nine weeks.

How will you implement the reward system?

We will educate the students on the three types of rewards systems through powerpoint presentations that are played on CCTV and during SOAR time.

- 1) School-wide Behavior Management Plan - The first program will recognize students for good deeds through an Eagle Coupon redemption program. Once a teacher recognizes a student for doing a good deed, that student is given an Eagle Coupon. Eagle Coupons are redeemed weekly in the cafeteria for special incentives including educational supplies
- 2) Cafeteria Behavior and Cleanliness Plan - On Fridays, if an individual lunch group (A - E) has been recognized by the administrator in charge for being well-behaved and leaving the cafeteria clean, that lunch group may earn music and open seating.
- 3) Celebrate Success – End of 9 weeks Recognition (Academic and Behavior) - At the end of each nine weeks, individual teams within each grade will reward their students with zero referrals and also reward their students in a separate celebration for those achieving academically.

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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.

- 1st Offense: Teacher gives student a verbal warning
- 2nd Offense: Teacher conference with the student
- 3rd Offense: Teacher makes contact with parent via telephone, face-to-face or home visit
- 4th Offense: Team conference about student, team consequence (if applicable), and parent contact via telephone, face-to-face or home visit
- 5th Offense: Discipline Referral

All discipline handled by each teacher is kept on a shared drive in which students have individual documents, so a student's behavior history is tracked each year. The dean has access to this to see what the students have been doing and what steps the teacher has taken to remedy the situation.

Documentation will be completed for all incidents. The administrative dean will follow the adjudication guide for determining minor/major behavior incidents.

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

BLT hopes that teachers will be consistent on enforcing the expected behaviors through the various BLT presentations. If all teachers follow the expected steps for each minor offense, BLT hopes that the interventions will be successful before a referral is written.

We also have ISS in place to handle students with minor incidents.

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DISCIPLINARY PROCEDURES (continued)

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

Consequences are outlined in the Adjudication Guide. The Administrative Dean will use those guidelines in determining consequence or disciplinary action.

For Middle or High Schools:

How do the adjudication guidelines complement your disciplinary procedures?

The adjudication guidelines are in line with our disciplinary procedures. The goal at FPMS is to reduce referrals, reduce OSS incidents, and increase attendance. We will also educate 100% of our students on bullying.

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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.

BLT will use the school fundraising program to supply and stock reward cart. BLT training needs will be provided depending on requests and data of school discipline referrals.

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?

BLT will meet with all faculty and staff during pre-school training. We will also have every faculty/staff show a presentation on BLT to each of their classes the 1st week of school. We will continually show information on CCTV and during SOAR lessons. For any new faculty/staff that start after the school-year has started, a member of BLT will sit down with the new faculty member and go through the BLT plan.

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

BLT has put into place an expected procedure for certain areas on campus.

The areas of emphasis are:

Cafeteria
Classrooms
Restrooms
Hallway
Dismissal

If all teachers are consistent and follow the printed rules which are posted in all hallways, restrooms, cafeteria, and in each classroom, then the students will fully understand the expectations and procedures.

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TRAINING AND IMPLEMENTATION (continued)

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

The biggest buy-in should be reduced referrals, better classroom management, and overall more instructional time available.

BLT will track the number of Eagle Coupons each faculty and staff handed out each nine weeks. In addition, faculty and staff may be rewarded at the end of each nine weeks if the eagle buck they handed to a student is drawn for the end of nine weeks drawing.

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

BLT will monitor the data and see the progress towards the goals. BLT will track the number of eagle coupons turned in to see how many are being given out and by what teachers.

We will meet at the end of each nine weeks to track progress towards our goals and review the data.

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?

BLT will meet with the PTSA to encourage parents and community members to become involved in the Eagle Coupon redemption program. PTSA can solicit for prizes for the Eagle Cart and can also volunteer during the lunches to assist on redemption days.