

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

School: Beulah Elementary	School Year: 2013-2014	Date of Plan: August 30, 2013
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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. Monica Silvers	1. Principal
2. Steven Schubert	2. Assistant Principal
3. Gayle Atkinson	3. ESE Teacher
4. Elizabeth Lomax	4. Guidance Counselor
5. Jackie Adams	5. Teacher/Parent
6. Tammy Douglas	6. ESE Teacher
7. Angela Mott	7. Teacher
8. Mat Taylor	8. Teacher
9. Beth Enbody	9. Guidance Counselor
10. Todd Aulger	10. Special Area
11. Tracy Eiser	11. Teacher
12. Krystal Gibson	12. Teacher
13.	13.
14.	14.
15.	

STATEMENT OF PURPOSE

Behavioral Mission Statement:
 In order to decrease our out of school suspensions, our mission will be to increase student and parent knowledge on behaviors that will result in mandatory out of school suspensions.

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2012 - 2013

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	214
Average ODR per Student (# ODR ÷ # of students enrolled)	.236%
Number of Students with ODR	90
Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	29
Average OSS per Student (# OSS ÷ # of students enrolled)	.032%
Number of Students with OSS	22

In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	68
Average ISS per Student (# ISS ÷ # of students enrolled)	.075%
Number of Students with ISS	42
Attendance	
Average Daily Attendance	94.97
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 discussed the need to continue to work with our parents on arriving to school on time. Our data shows we had an increase in tardies and early check outs at the end of the year.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

Behaviors resulting in Out-of-School Suspensions will include but not be limited to, fighting, possession of contraband, repeated disruptions of the learning environment, and other offenses deemed necessary by the administration.

2. Attendance

During the 2013-2014 school year our average daily attendance will remain at 95% or better.

3. Bullying

During the 2013-2014 school year atleast 95% of our 5th grade students will receive training on recognizing bullying, self-advocating against bullying, and reporting bullying.

4. Office Discipline Referrals

In 2012-2013 Beulah Elementary had 214 office discipline referrals. Beulah Elementary will maintain or reduced the number of office referrals by one (1) percent.

5. Other

Tardies: Beulah Elementary School's goal will be to inform parents of the negative affect of students being tardy.

6. Other

Early Check Outs: Beulah Elementary will decrease the percent of excused and unexcused early check outs 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.

Beulah Elementary's Behavior Management Team will meet the first Tuesday of the month at 2:15 in the Media Center. Progress Monitoring Forms will be completed at the end of each nine weeks.

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 will request a print out of data from our school Data Clerk. Team members will review data and discuss any concerns they may have.

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

School wide behavior team meetings will be documented by Sign In Sheets.

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

Faculty will receive updates at faculty meetings.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

Beulah Wildcats will:

Be Safe

Be Respectful

Be Responsible

Rules/ Expectations:	Setting: Cafeteria	Setting: Hall	Setting: Restroom	Setting: Dismissal
Be Safe	Walk single file facing forward, Keep all food to self without sharing, Stay seated, The first 10 minutes of lunch time will be silent eating, Breakfast is silent eating	Use the 3 SSS line - Single, Straight and Silent, Stay to the right except when directed otherwise	Wash your hands, Walk carefully	Walk in a 3 S line, Know where you are supposed to go
Be Respectful	Keep hands, feet, and objects to self, After the 10 minutes of silence use quiet voices and follow adult directions	Stop at intersections, Yield to the right, Let entire class move forward	Give others privacy, Voices off	Follow adult direction
Be Responsible	Clean your area, including the floor	Voices off, Ears on, Use silent signals	Paper towels in trash, keep floor clean, Voices off, report any problems to an adult	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?

We will introduce the school-wide expectations and rules to the faculty and staff during pre-school training. Teachers will introduce the school-wide expectations and rules to the students on the first day of school.

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?

Posters will be displayed throughout the school and classrooms to serve as reminders to students, parents, and staff of the school-wide expectations and rules. Students will design additional posters to be displayed at Open House. Teachers will train students on the school-wide expectations and rules during the first week of school. CAT tickets will recognize students exhibiting exceptional behaviors.

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?

We will set aside time on teacher plan/learn days to provide refresher training and discuss our school-wide expectations and rules. Teachers will periodically discuss school rules to their class.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

Reward/Recognition System - Students Caught Acting Terrific will earn a CAT ticket. These tickets will be placed in a container. On Fridays 5 CAT tickets will be drawn and the winners will receive a fun pencil. We will also keep track of the number of tickets given out. In addition, teachers will use special recognition and tangibles.

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

We will reward and recognize students that exceed our expectations without reminders.

How will you implement the reward system?

We will implement our reward system by doing weekly drawings of the CAT tickets.

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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.

Each teacher has an individual classroom management plan. When classroom rules or school wide rules are repeatedly ignored then students are referred to guidance or the office. Minor behaviors such as not completing homework, getting out of your seat, talking, or not completing classwork are handled by the classroom teacher. Classroom teachers will handle minor behaviors with time out, calling parents and reviewing rules. If a minor behavior becomes excessive then the student will receive a referral to guidance. Major behaviors such as excessive disrespect, excessive disruptions, stealing, destruction of property, weapons, and fighting are immediately referred to the office.

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

We will spend the first week or two training the students on our school-wide expectations and rules. Each class will practice appropriate procedures as necessary so that students have a clear understanding of the expected behaviors.

- * Re-state expectations
- * Daily home/school communication folders
- * Time-out in classrooms
- * Reward System - CAT tickets
- * Mentors
- * Enviromental modifications

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DISCIPLINARY PROCEDURES (continued)

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

- * Time Outs inside & outside of classroom
- * Conference with students and or parents
- * In-school suspension
- * Bus suspension
- * Referral to Guidance or Intervention
- * Counseling

For Middle or High Schools:

How do the adjudication guidelines complement your disciplinary procedures?

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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.

Training faculty & staff

Materials - posters, hand-outs, tickets, pencils

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 behavior management team will train instructional personal, and administration will train non-instructional personal. New faculty and staff who arrive mid-year will receive an orientation from their mentor that is assigned.

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

Classroom teachers will monitor hallways during the beginning and ending of the school day.

Everyone must walk on the appropriate side of the hallway. All classes will use the 3 S procedure for walking in the hallway. All classes will reserve the first 10 minutes of lunch for silent eating reflected through the use of green/red plastic cups. All students will clean up after themselves during breakfast and lunch.

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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 a notebook with an informational page about each staff member. Throughout the year as staff would like to recognize others, they can look at the notebook for ideas on special gifts to buy others.

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

We will monitor it by keeping up with the number of referrals given monthly, the number of CAT tickets given to the students and the number of teachers being recognized. We will be monitoring tardies and early checkouts with the help of office staff.

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?

The School Advisory Council, and PTA Board will receive training on the School Wide Behavior Plan. We will also communicate our plan during Open House and in Parent Newsletters. Signs are visible around the school for parents to read.