

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

School: Bratt Elementary	School Year: 2013-14	Date of Plan: 9/11/13
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. Karen Hall	1. Principal
2. Linda Jackson	2. Elementary Resource Teacher
3. Shelia Bryan	3. Guidance Counselor
4. Pam Trice	4. 1 st Grade Teacher
5. Amy Norton	5. Special Area
6. Cheryl Golson	6. ESE Teacher
7. Heather Gilman	7. 3 rd Grade Teacher
8. Kathy Smith	8. 5 th Grade Teacher
9. Sarah Hall	9. Parent

STATEMENT OF PURPOSE

Behavioral Mission Statement:
Bratt Elementary, including students, parents, teachers, administration, and others, will work to instill values that demonstrate a strong moral character throughout the school and community, which will ensure a safe and secure learning environment.

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2012 - 2013

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	329
Average ODR per Student (# ODR ÷ # of students enrolled)	.130
Number of Students with ODR	93
Attendance	
Average Daily Attendance	94
Excused Tardies (<i>Elem</i>)	130
Unexcused Tardies (<i>Elem</i>)	1327
Excused Early Check-outs (<i>Elem</i>)	867
Unexcused Early Check-outs (<i>Elem</i>)	897

Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	41
Average OSS per Student (# OSS ÷ # of students enrolled)	.021
Number of Students with OSS	29
In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	27
Average ISS per Student (# ISS ÷ # of students enrolled)	.011
Number of Students with ISS	19
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.).

Discovery Ed Reports
 FCAT Scores
 Principal and Elementary Resource Teacher Data Reports
 Bus Referrals
 Reports by Student; Class; Problems
 Citizenship Grade
 Climate Survey

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

Out-of-school suspensions will remain the same or decrease by 1 % for the 2013-14 school year.

2. Attendance

Bratt Elementary will stay within 1% (higher or lower) of the 2012 - 2014 attendance average.

3. Bullying

100% of students and staff will receive training on bullying prevention by October 31, 2014.

4. Office Discipline Referrals

Office Referrals will decrease by 2% for the school year 2013-14..

5. Tardies (Elementary – see attached plan) or Other School-wide Behavior Goal

Bus Referrals will decrease by 2% for the school year 2013-14..

6. Early Check-Outs (Elementary – see attached plan) or Other School-wide Behavior Goal

Early check-outs will decrease by 5% for the school year 2013-14..

7. Other School-wide Behavior Goal

Student check-ins will decrease by 5% for the school year 2013-14.

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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 SWBMP team will meet once every nine weeks to review data in the media center. More frequent meetings will be held if there is a need.

October 30, 2013

January 6, 2014

March 27, 2014

June 2, 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*.

Reports generated by the Data Clerk

Reports generated by the Principal and Elementary Resource Teacher

Citizenship grades

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

SWBMP Nine Week Progress Monitoring Forms

Sign in sheets and minutes from meeting

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

Faculty Meetings

SAC Meetings

PTA meetings

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

Students at Bratt will be safe, give respect, be responsible, and listen well across all settings in the school and on the bus.

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	Walk facing forward; Stay to the right except when directed	Wash your hands; walk carefully	Walk; Stay with your assigned group; Know where you are supposed to go
Give Respect	Keep hands, feet, and objects to self	Stop at intersections; Yield to the right; Let entire class move forward	Give others privacy	Follow dismissal plan
Be Responsible	Clean your area	Use silent signals to help others	Paper towels in trash; Keep the floor clean	Be where you are supposed to be and on time
Listen Well	Use quiet voice; Follow adult directions Voices off; ears on	Voices off; ears on	Use quiet voice; follow adult directions	Follow adult directions

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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 will be given a short inservice during pre-planning discussing the school-wide behavior plan and the revisions to the plan. The teachers will specifically teach the students the school-wide expectations and rules during the first few weeks of school. At various times, depending on the students or class, reminders and remedial instruction will be given to reinforce the school-wide rules.

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?

Direct Instruction of rules/appropriate behaviors
CCTV "Wednesday's Wisdom"
Pre-school training
Faculty Meetings
Assemblies
Newsletters
School Web Site

Language Arts/Reading: Discuss characters in a story and how certain characters demonstrated good or bad behavior.
Examples/Non-examples

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?

Teachers will continue to monitor their classrooms and reteach on an on-going basis, with an emphasis before holidays and special events.
SWBMP team will monitor the school data to see when refreshers are needed and in which area(s).
Teachers who join the staff later in the year will be assisted by the leadership team, grade level and/or peer teacher.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

CCVT-- Recognition of student success
Weekly drawings for good citizens
Certificates/Awards (Student of the Month for each classroom)
Activities (Wii party, popsicle party, etc.)
Assemblies
School wide and classroom based incentives

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

Kindness
Honesty
Respect
Responsibility
Perserverance
Self-Control
Prepared

How will you implement the reward system?

Classroom Incentives, Certificates, Awards, Recognition on CCTV

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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.

1. Re-direct student/re-teach appropriate behavior
 2. Remind student of appropriate behavior and potential consequences
 3. Lower Citizenship grade
 4. Second reminder of appropriate behavior and potential consequences
 5. Lower Citizenship grade
 6. Contact parent
 7. Third reminder of appropriate behavior: apply consequence—make sure the consequence fits the situation.
 8. Referral Form:
 - a. Conference with Elementary Resource Teacher, Principal and/or Guidance Counselor
 - b. Observation of student/classroom setting
 - c. Strategies to assist with problem behavior
 - d. RtI process/conference with parent
- Some behaviors require IMMEDIATE removal of student: fighting, student safety, running, destruction of property, stealing, etc. Use your best judgment.
 - Time-out in another teacher's classroom should be a MAXIMUM of 10 min.
 - Some behaviors need to be habitual and parents notified before they are referred. These behaviors may also prompt an informal meeting (e.g. not completing work).
 - RtI is for behavior too. Some students' behaviors require more intervention and documentation.
 - In-school suspension will only be used in special circumstances. Parents/students will have been previously informed of this consequence.
 - Communication with parents.

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

School Wide Behavior Management Plan
Classroom Management Plan
Communication with parents
Strategies for correcting/re-directing behaviors
RtI
Time-out

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DISCIPLINARY PROCEDURES (continued)

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

Time-out
Re-direction
Proximity control
Conferences with student and parents
Loss of privilege
Verbal warnings
Reminder of correct behavior
Setting limits
Seating change
In-school suspension
Out-of school suspension
Reward system
Citizenship grade

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.

Explain the system to staff and students
Give specific information and examples
Post school rules around the halls and in classrooms
Reteach as necessary

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?

All teachers will receive training at pre-school
Refreshers will be given during the year
Any new staff member will be instructed on the SWBMP and given assistance when needed.

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

All teachers have the school rules posted in their classrooms.
All teachers teach the rules during the first few weeks of school and then review them during the year.
All teachers have a behavior management system in their classroom that includes daily communication of their child's behavior.

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TRAINING AND IMPLEMENTATION (continued)

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

Feedback from teachers and SWBMP Team.
Adjust where necessary.
Teachers and staff will participate in climate surveys.
Teachers are encouraged to share their success.

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

Data from the Principal and Elementary Resource Teacher
Feedback from the teachers
Data from the data clerk
Citizenship grades

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?

Daily Citizenship Report
Volunteer Orientation
End-Of-Year Awards
SAC
Community members and business organizations-donate incentives for appropriate behavior.