

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

<b>School:</b> Brentwood Elementary	<b>School Year:</b> 2013-14	<b>Date of Plan:</b> 8-6-13
<b>Note:</b> Please refer to the <i>Guidelines for Developing a School-wide Behavior Management Plan</i> for instructions and recommendations.		

**SCHOOL-WIDE BEHAVIOR TEAM**

<b>Name of Team Member in Attendance:</b>	<b>Role (Principal, Teacher, Parent, etc.):</b>
1. Brian K. Alaback	1. Principal
2. Kristin Cain	2. Assistant Principal
3. Anndreze Mangum	3. Guidance Counselor
4. Angie Harris	4. ICARE TIC
5. Melissa Giles	5. ICARE ISS
6. Gina Robinson	6. 4 <sup>th</sup> Grade Teacher
7. Tristan DeSorbo	7. Kindergarten Teacher
8. TBD	8. Parent

**STATEMENT OF PURPOSE**

**Behavioral Mission Statement:**  
Provide a safe, positive, and excellent educational experience for everyone.

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**BASELINE DATA**

**PREVIOUS SCHOOL YEAR 2011 - 2012**

<b>Office Discipline Referrals (ODR)</b>	
Number of Office Discipline Referrals (ODR)	106
Average ODR per Student (# ODR ÷ # of students enrolled)	0.19
Number of Students with ODR	59
<b>Attendance</b>	
Average Daily Attendance	95.1
Excused Tardies ( <i>Elem</i> )	276
Unexcused Tardies ( <i>Elem</i> )	3747
Excused Early Check-outs ( <i>Elem</i> )	1581
Unexcused Early Check-outs ( <i>Elem</i> )	674

<b>Out-of-School Suspensions (OSS)</b>	
Number of Incidents of Out-of-School Suspension (OSS)	67
Average OSS per Student (# OSS ÷ # of students enrolled)	0.12
Number of Students with OSS	40
<b>In-School Suspensions (ISS)</b>	
Number of Incidents of In-School Suspension (ISS)	15
Average ISS per Student (# ISS ÷ # of students enrolled)	0.03
Number of Students with ISS	15
<b>Bullying Prevention</b>	
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.).**

RTI-B data from PBS, the number of Bucket Filling Tickets (token rewards) given out each month and the number of students who are not able to participate in Bucket Filling Celebrations due to poor behavior choices they have made.

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**SCHOOL-WIDE BEHAVIORAL GOALS**

**1. Out-of-school suspension**

Reduce OSS by 1% or more when compared to the 2012-2013 school year final SWBP data.

**2. Attendance**

Increase the percentage of daily attendance to a minimum of 95%.

**3. Bullying**

Continue to train 100% of our employees and students on how to identify and prevent bullying. The training is to include what to do in the event a student is experiencing bullying issues.

**4. Office Discipline Referrals**

Reduce the percentage of students with ODR by 1% when compared to the final SWBP for the 2012-2013 school year.

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

We will utilize Brentwood's Social Worker Interns to help communicate with parents the importance of students coming to school everyday and on time. We will utilize the Child Attendance Study & RTI Conference process we have established at our school. We will have parents complete the District Tardy/Checkin/Checkout form each time the student arrives to school late or leaves early.

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

We will utilize Brentwood's Social Worker Interns to help communicate with parents the importance of students staying at school all day everyday. We will utilize the Child Attendance Study & RTI Conference process we have established at our school. We will have parents complete the District Tardy/Checkin/Checkout form each time the student arrives to school late or leaves early.

**7. Other School-wide Behavior Goal**

NA

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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 SWBP Leadership Team will meet on the fourth Wednesday of each month to discuss progress monitoring data as well as address changes or modifications that may be needed to improve the plan. The school's PBS Team will serve as the SWBP Leadership Team.

**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*.**

Enter behavioral data in TERMS and RTI-B. The Data Clerk will print TERMS reports and the Principal or PBS Facilitator will print RTI-B reports to share with the SWBP Leadership Team. Detailed graphs and data will be available through the RTI-B program.

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

Meeting agendas and sign-in sheets will be kept for each meeting. Meetings will be posted on the school's weekly employee newsletters that is written by the Principal and reminder emails will be sent to the SWBP Leadership Team members from the Principal or PBS Facilitator.

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

Data results will be shared at grade level meetings, faculty meetings, and RTI meetings as needed. Additionally the data will be posted in our school's weekly employee newsletter.

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**SCHOOL EXPECTATIONS AND RULES**

**List 3 – 5 school-wide expectations**

- Be Safe
- Be Responsible
- Be Respectful
- Be Attentive

<b>Rules/ Expectations:</b>	<b>Setting: Cafeteria</b>	<b>Setting: Hallway</b>	<b>Setting: Restroom</b>	<b>Setting: AM/PM Pickup/Drop Off</b>
Be Safe	Walk single file facing forward  Keep all food to self without sharing	Walk facing forward  Stay to the right except when directed otherwise	Wash your hands  Walk carefully	Walk  Stay with your assigned group  Know where you are supposed to go
Be Responsible	Clean your area	Use silent signal to help others	Paper towels in trash  Keep floor clean	Be where you are supposed to be and on time
Be Respectful	Keep hands, feet, and objects to self.	Stop at intersections  Yield to the right  Let entire class move forward	Give others privacy	Follow arrival and dismissal plan
Be Attentive	Use Quiet voice  Follow adult directions	Follow adult directions	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 Principal and school PBS Facilitator will discuss school-wide expectations and rules on the school CCTV News on a weekly basis. The PBS Team, Guidance Counselor, and classroom teacher will teach from the Second Step or LEAPS curriculum. Rules and Expectations will be posted throughout the school. The principal will share with parents the rules and expectations through school newsletters, school website, and video presentation at Open House.

During the 2013-14 school year, Brentwood will implement the Capturing Kids Heart Model to help adults and students build positive relationships with each other.

**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?**

Video presentations on the school's CCTV news show, Poster contests, Writing Prompts, and lunch discussions with the Principal. All of our school's CCTV news show are posted on our school's website for the public to view.

**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?**

Review of expectations will be conducted on the school's CCTV news show to help students and staff learn the rules and expectations. Refresher trainings will be provided at various Faculty Meetings throughout the school year.

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**REWARD/RECOGNITION PROGRAM**

**What type of reward system will you use?**

Token Economy.

Students will earn "Bucket Filling Tickets" as a reward for good behavior. Students whose class earns twenty-five or more tickets in an eight week period will earn an opportunity to attend a "Bucket Filling Celebration" assembly. Students who do not earn this privilege will attend a lesson session with the Guidance Counselor who will teach how to make better choices and help the students understand the importance of making good choices.

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

Students who are caught being safe, respectful, responsible, and attentive will be given "Bucket Filling Tickets". We will also provide time to recognize students on our school's CCTV news show.

**How will you implement the reward system?**

Each employee is given a large stack of "Bucket Filling Tickets" to pass out throughout the eight week period. Each classroom has been given a "Bucket" to fill with "Bucket Filling Tickets". The PTA and PBS Leadership Team will manage the reward system and will provide the "Bucket Filling Celebration" assembly.

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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.**

Teachers will provide verbal warnings and corrective feedback as necessary. Teachers will complete a "Minor Incident" form to document a student's behavior issues and the corrective actions and consequences provided as a result of the behavior issue. If the incident rises to the level of a "Major Incident", then the Principal, Assistant Principal, or PBS Facilitator will complete a "Major Incident" form.

Teachers will be emailed about the consequences that are administered by the Office as a result of the "Major Incident".

A Major Form is the same form as the Office Discipline Referral (ODR).

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

Stay in communication with the teacher, student, and parent.

Participate in school-wide positive token economy reward system.

Provide counseling session and utilize Second Step and LEAPS character education curriculum.

Implement the Capturing Kids Heart Model.



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**DISCIPLINARY PROCEDURES (continued)**

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

Reduce Citizenship grade

Provide "Time Out", In-School-Suspension, or After School Detention (which may include outside work detail that the parent agrees to in writing in lieu of suspension).

Students write a reflection essay.

Parent, Teacher, and Students conferences.

**For Middle or High Schools:**

**How do the adjudication guidelines complement your disciplinary procedures?**

NA

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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.**

Posters and banners to promote our PBS program as well as Rules and Expectations.

Funding for planning time and reward prizes would be appreciated.

Training for teachers who were unable to attend the Capturing Kids Heart 3-day training this summer. There are currently 13 teachers who have not been trained by the Flippin Group.

**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?**

Provide a one hour training during the Pre-School Planning Week which will be presented by the PBS Team.

Provide refresher trainings at monthly Faculty Meetings and needed.

Review continuously throughout the school year on the school's CCTV new show. This is mostly for the students, however, teachers may be reminded of the expectations and proper protocols.

Produce short video segments to remind faculty and staff of the various components of our SWBP and PBS Model. The principal will "Flip-Train" our employees utilizing the videos created.

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

Hallway procedure

Cafeteria Breakfast & Lunch procedures

Bus, Car-Rider, and Walker procedure

Restroom procedure

Recess procedure

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**TRAINING AND IMPLEMENTATION (continued)**

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

Provide feedback opportunities through grade level and department representatives on the school's SWBP Leadership Team (PBS Team).

Provide feedback opportunities at grade level meetings and faculty meetings.

Each grade level and department has a representative from his or her grade level and department that serves on the school PBS Leadership Team.

Using Google Forms: provide feedback surveys for teachers to share their thoughts, ideas, concerns, and questions

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

Make frequent classroom, cafeteria, hallway, and hallway restroom visits.

Study the SWBP Quarterly Report results as well as the RTI-B results.

**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?**

Provide information in the school newsletter.

Provide an overview video presentation at Open House.

Provide periodic meetings for "New Families" to meet the Principal and key school personnel where we will share important information about our school as it relates to behavior expectations/rules and curriculum expectations and how the parents can help his or her child improve academically.