

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

School: Cordova Park Elementary	School Year: 2013-2014	Date of Plan: 08/12/13
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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. Aggie Bauer	1. Principal
2. Shelly Cox	2. Assistant Principal
3. Rose Coon	3. ESE
4. Jessica Kelly / Mandy Stevens	4. Kdg/1st
5. Martha Williams / Wendy Hauman	5. 2 nd /3 rd
6. Debbie Sentz / Margaret McClellan	6. 4 th /5 th
7. Vicki Crawford	7. Special Area
8.	8.

STATEMENT OF PURPOSE

Behavioral Mission Statement:
Cordova Park Elementary School works together to create a safe, happy, and productive environment for students, staff, and families.

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2012 - 2013

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	101
Average ODR per Student (# ODR ÷ # of students enrolled)	.146
Number of Students with ODR	51
Attendance	
Average Daily Attendance	96.2
Excused Tardies (<i>Elem</i>)	295
Unexcused Tardies (<i>Elem</i>)	1356
Excused Early Check-outs (<i>Elem</i>)	470
Unexcused Early Check-outs (<i>Elem</i>)	1837

Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	21
Average OSS per Student (# OSS ÷ # of students enrolled)	.030
Number of Students with OSS	14
In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	17
Average ISS per Student (# ISS ÷ # of students enrolled)	.024
Number of Students with ISS	13
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.).

With the implementation of FOCUS being used for attendance, there may be new data sources available.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

The number of OSS continues to remain low with 21 OSS for 2012-13. Almost half of those were from students with repeated behavior incidents. With an increased focus on student engagement, our goal is to see the number of OSS decrease or remain the same.

2. Attendance

Our attendance maintains above 95.5%. We will continue to monitor attendance and notify parents monthly of any attendance concerns.

3. Bullying

All faculty and staff are trained on bullying prevention by the guidance counselor and principal during the first grading period. Reminders of how to handle a bullying situation have been printed in our weekly newsletter and are continually presented on closed circuit television during our morning news show.

4. Office Discipline Referrals

The number of office discipline referrals decreased by 19 from 2011-12 to 2012-13. Through continued classroom interventions, the number of office discipline referrals will decrease or remain the same for the 2013-14 school year.

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

Parents must provide documentation from the medical professional when their child is tardy for the tardy to be considered "excused". Students with excessive tardies will be brought to the child study attendance committee to determine further action. Monthly attendance letters, parent conferences, and/or school social worker visits are sent to students who have excessive tardies.

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

Parents must provide documentation from the medical professional when their child is checked-out early for the check-out to be considered "excused". Students with excessive early check-outs will be brought to the child student attendance committee to determine further action.

7. Other School-wide Behavior Goal

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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.

Our School-Wide Behavior Committee will meet each month in the media center to discuss any concerns or changes to the plan.

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 print behavior reports from FOCUS and/or TERMS each month and discuss the results. Appropriate adjustments to the school-wide behavior plan will be made as necessary.

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

We have a reporting secretary who will record the minutes at each meeting.

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

Information will be shared during faculty meetings or through emails.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

1. Be respectful
2. Be responsible
3. Be safe

Rules/ Expectations:	Setting: Cafeteria	Setting: Hallway	Setting: Restroom	Setting:
Be Respectful	Follow instructions given by adults. Follow the "10 minute eat, 15 minute talk" rule.	Keep hands off wall, art work, and displays.	Give others privacy	
Be Responsible	Talk using a quiet voice. Clean your area before leaving table.	Walk on the right side of the hallway. Walk in line quietly.	Wash hands Throw paper towels in trash can.	
Be Safe	Walk Keep hands and feet to yourself	Walk Keep hands and feet to yourself	Walk	Follow playground rules

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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 conduct a behavior assembly the first week of school for all students and teachers. School expectations and district (Rights & Responsibilities Handbook) expectations will be presented.

School rules are stated every morning on the CCTV. In addition, the "Three Ways To Solve A Problem" are reviewed on the CCTV often.

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?

Expectations will be reviewed periodically on CCTV by the principal, assistant principal, and guidance counselor.

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?

Rules and expectations will be reviewed on CCTV as needed. Faculty and staff will be refreshed during faculty meetings.

New students will be orientated on school expectations and rules by their classroom teacher.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

Positive Praise

Students selected as Student of the Month will be recognized on CCTV and the reasons they were selected.

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

Appropriate behaviors that support the three school rules will be given positive verbal praise.

How will you implement the reward system?

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.

Teachers will seek to eliminate disciplinary problems with individual students by personal conferences with the student, administration, the student's other teachers, parents and through examination of cumulative records.

If a student's conduct is such that it is impractical or impossible to handle through classroom management, he or she will be sent to the principal. It is expected that prior communication between the teacher and the parent will have occurred regarding the child's behavior, the exception being a single instance which is of a serious nature. As a general rule, parents will be well aware of a behavior problem through some form of documented communication by the teacher prior to a child being sent to the principal. Also, this same communication will occur between the teacher and the principal so that the principal is aware of this problem. WEEKLY CITIZENSHIP GRADES WILL BE SENT HOME.

Teachers will keep a log of discipline problems in the discipline logs. Minor incidents as described in the district's R&R Handbook are typically handled in the classrooms by teachers. However, students who routinely commit these minor behavior incidents can be referred to the principal or assistant principal. The visits to the office are documented on the district's discipline referral and/or the administration's discipline log book.

Major incidents as described in the district's R&R Handbook are immediately referred to the office and are documented on the district's official student discipline referral.

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

Teachers will:

- Use weekly/daily citizenship reports
- Parent conferences/phone calls
- Conduct time-out in class or other classes, call home, move students' seats, conference with parents, and refer students to guidance counselor

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DISCIPLINARY PROCEDURES (continued)

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

- Time out in class
- Time out in another class
- Time out in office
- Parent conference/phone call
- In-school suspensions
- Out-of-school suspensions

For Middle or High Schools:

How do the adjudication guidelines complement your disciplinary procedures?

N/A

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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.

We will utilize the district's Elementary Rights & Responsibilities Handbook and the Cordova Park Parent/Student Handbook.

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?

Staff will be trained on the school-wide behavior plan during teacher planning week.

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

Review the three school (3) rules/expectations and the "Three Ways To Solve A Problem" on a regular basis.

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TRAINING AND IMPLEMENTATION (continued)

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

Teachers will have input through the grade level representatives/members of the school-wide behavior team. Faculty and staff concerns/suggestions will be addressed through these representatives.

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

- Teacher behavior log
- Teacher feedback
- Office behavior log
- FOCUS and/or TERMS reports

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?

- Weekly behavior/citizenship reports will be distributed to parents
- Weekly school newsletter ("W.A.A.G.")
- Classroom newsletters
- School website
- Coupons/Gift certificates will be donated from local businesses for the Student of the Month
- Parents will be invited to attend the end of the year awards banquet for 4th & 5th grade students
- Parents will be informed of the progress of our school-wide discipline plan in PTA and SAC meetings