

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

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|--|-----------------------------|---------------------------------|
| School: Lincoln Park Primary School | School Year: 2013-14 | Date of Plan: 08/26/2013 |
| 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. Cassandra Smith | 1. Principal |
| 2. Ingrid Lundquist-Gamblin | 2. Behavior Coach |
| 3. Erin Zagotti | 3. ESE pre-k teacher |
| 4. La Tris Sykes | 4. Kindergarten teacher |
| 5. Allison Schultheis | 5. 3 rd grade teacher |
| 6. Catherine Wellenkamp | 6. Para-professional |
| 7. | 7. |
| 8. | 8. |

STATEMENT OF PURPOSE

Behavioral Mission Statement:
The Lincoln Park school community, which consists of an administrator, staff, parents and students, will work together to foster a safe, positive, motivating and engaging learning environment that will increase student performance.

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

BASELINE DATA

PREVIOUS SCHOOL YEAR 2012 – 2013M

| Office Discipline Referrals (ODR) | |
|---|-----|
| Number of Office Discipline Referrals (ODR) | 164 |
| Average ODR per Student (# ODR ÷ # of students enrolled) | 53% |
| Number of Students with ODR | 61 |
| Out-of-School Suspensions (OSS) | |
| Number of Incidents of Out-of-School Suspension (OSS) | 53 |
| Average OSS per Student (# OSS ÷ # of students enrolled) | 17 |
| Number of Students with OSS | 23 |

| In-School Suspensions (ISS) | |
|---|------|
| Number of Incidents of In-School Suspension (ISS) | 58 |
| Average ISS per Student (# ISS ÷ # of students enrolled) | 19 |
| Number of Students with ISS | 37 |
| Attendance | |
| Average Daily Attendance | 92.3 |
| 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.).

Monitor student attendance

Ongoing PBS training and updates throughout the year

Monthly meetings with the school's Leadership Team to monitor school data

Monthly meetings with teachers to analyze individual student data

Analyzing data to determine what infractions occur the most

Analyzing data to determine where infractions are occurring, i.e.- hallway, bus, classroom, lunchroom, special areas, etc.

Analyzing data to determine the time of day most infractions occur

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

SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

The implementation of logical consequences (parent conferences, ISS, etc.) will be utilized to reduce the number of out-of-school suspensions by 5% from the 2012-2013 school year.

2. Attendance

The leadership team will track students with poor school attendance and identify various ways to increase the average daily attendance to 93%. Strategies will include parent conferences and home visits by teachers and or social workers.

3. Bullying

All K-3 students will participate in social skills and character education classes conducted by the behavior coach. A unit on bully prevention will be taught using a variety of materials, i.e., books, videos, songs, posters, etc. Teachers will also receive training to identify bullying behaviors.

4. Office Discipline Referrals

Office discipline referrals will be reduced by 5% from the 2012-2013 school year.

5. Other

6. Other

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

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 Discipline Team will meet at the end of each month to review data and discuss concerns or revisions to our school-wide behavior management plan. The outcome of the meetings will be provided to the staff for feedback and implementation of revisions. Meetings will be held in the Media Center after school.

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*.

The school will use the following data for continuous monitoring of our school-wide behavior plan:

- Data from TERMS system
- Data from MTSS/RTI meetings (tier 2/3)
- Check-in/Check-out mentoring system
- Faculty training inservice forms
- Parent/teacher conference
- Parent contact
- Overlay counselor referrals

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

Meeting attendance will be documented by agendas, sign-in sheets, and minutes for each meeting.

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

Data and outcomes will be shared with faculty, staff and other stakeholders during school-based professional development trainings, PTA meetings and school website.

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

SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

- Students will promise to respect self
- Students will promise to respect teachers and staff
- Students will promise to respect others
- Students will promise to respect school property

| Rules/ Expectations: | Setting: Cafeteria | Setting: Hallway | Setting: Restrooms | Setting: Dismissal/Bus |
|---------------------------------|---|--|---|---|
| Respect self | Students will walk in a single file line and gather all necessary items in the cafeteria line. Once seated, students will talk quietly at their table only. | Students will walk in a single, straight and silent line, keeping hands, feet and objects to themselves. | Students will use restroom facilities quickly and quietly. Students will follow all hallway procedures when going to and from the restroom. | Bus riders will quietly walk with teacher to bus area and get on designated bus. Car riders will wait with staff at the front door entrance until ride arrives. |
| Respect teachers and staff | Students will follow all directions given by teachers/staff in cafeteria. | Students will comply with directions given by teachers/staff as students are walking in the hallway. | Students will follow instructions given by teachers/staff while entering and exiting restroom facilities. | Students will follow the directions of teachers/staff and remain in an orderly line from the classroom to each dismissal area. |
| Respect others | Students will keep hands and feet to themselves. Food will remain in its proper place with no sharing of food so that others may fully enjoy their own lunch. | Students will walk quietly in a single, straight and silent line and yield to the right when another class is sharing the hallway. | Students will give others privacy in the bathroom and throw away all trash in the trash cans so the bathroom is kept clean for others. | Students will follow dismissal instructions, keeping hands and feet to themselves so that others can reach their destinations safely and on time. |
| Respect school property | Students will sit with all chair legs on the floor, remove trash from the table, push chairs in when leaving the table, and place trays in trash can when lunch time has ended. | Students will keep hands and feet to themselves to protect hallway work displays. Students will help keep the hall free of litter. | Students will throw paper towels into trash can and use the toilets and sinks for their designated purposes. | Students will keep their property in their backpacks/bookbags and follow dismissal procedures. |
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The School District of Escambia County
SCHOOL-WIDE BEHAVIOR MANAGEMENT PLAN

TEACHING EXPECTATIONS AND RULES

How will your school introduce the school-wide expectations and rules to all of your students and staff?

The school will introduce the school-wide expectations to teachers during professional development during pre-school inservice and with students during the first day and week of school. The teachers will provide extensive instruction of the behavior procedures, expectations and consequences during the first four (4) weeks. Ongoing reinforcement of the rules will continue throughout the school year.

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?

To encourage ongoing instruction of the school-wide expectations and rules, reminders will be made each morning during the morning show/announcements. Visual reminders will be displayed throughout the school. Letters will be sent home with students, informing parents/guardians of the school wide expectations and consequences. Parents will be contacted throughout the school year by staff as needed, for additional encouragement/assistance for students. The Check-In/Check-Out program will be used for students who may require more frequent encouragement to follow school rules. All students in K-3rd grade will attend social skills and character education classes taught by the behavior coach, in which school rules and other social expectations will be taught and reinforced throughout the school year.

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?

Faculty and staff will receive refresher training on a quarterly basis. The Principal and or behavior coach will meet with all new students and parents as they enroll to orient them to the expectations and rules of Lincoln Park Primary School. Weekly social skills classes provide refresher training to all students in grades k-3.

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

REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

The implementation of "Leopard Loot" will be the school-wide reward system. The "Lincoln Loot" will allow the students to purchase various items from the school store.

Students earn "Pawsitive Behavior Dots" when they display the behavior stated in the school-wide behavior plan. Every ten (10) dots earned equals one Leopard Loot to be redeemed on Fridays at the school store.

Students can also earn the distinction of being selected as their class "Leopard Leader." Each week, classroom teachers select a student to wear the "I am a Leopard Leader" Lanyarn. The chosen student has the privilege of running errands for the teacher, being line leader, sitting on stage at lunchtime and having their name and the reason they were chosen announced on the morning show.

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

Students will be rewarded for positive behaviors and academic achievement.

The behaviors include:

showing respect for self

showing respect for teachers/staff

showing respect for others

showing respect for school property

How will you implement the reward system?

The Administrator and school staff will implement the reward system.

The "Pawsitive Behavior Dots" and "I am a Leopard Leader" lanyarn program will also provide strong incentives for students to follow school/bus rules.

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

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.

The Principal and or behavior coach will conference with student, make phone calls/conduct home visits/schedule conferences with parents. Depending on severity of infraction, the referral may be an immediate need, but a progressive discipline plan with the following steps would generally be used:

1. Verbal warning/redirection
2. Reflection area offered
3. Time out in student's classroom/loss of privilege
4. Time out in same grade level classroom with parent contact
5. Referral

Interventions for minor infractions (i.e., not following directions, talking out.) may require teacher feedback, meeting with behavior coach, citizenship weekly reports, note/phone call home to parents/guardian.

Interventions for major infractions (i.e., fighting, gross disrespect to teachers/peers, endangering others) may require parent conferences, principal intervention, in school and out-of-school suspension, referral for agency services (counseling service).

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

The staff will use a proactive approach (greeting students each morning, praising and re-directing) toward students to prevent behavior that results in discipline referrals and out-of-school suspensions. The staff will set the tone/atmosphere of the learning environment through demonstrating mutual respect towards the students as they arrive at school. In addition, behavior contracts, parent conferences, reflection time in the classroom and community involvement will be used as intervention strategies to help prevent behaviors that result in referrals and out-of-school suspensions.

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

DISCIPLINARY PROCEDURES (continued)

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

The following consequences or disciplinary action will be used:

Verbal warning/redirection

Reflection time

Time out in student's classroom

Loss of privilege

Time out in another class of the same grade level

Referral

Time with behavior coach and or principal

Parent contact

In School Suspension

Out of school suspension

For Middle or High Schools:

How do the adjudication guidelines complement your disciplinary procedures?

N/A

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

TRAINING AND IMPLEMENTATION

Describe any training needs, material needs, and/or environmental arrangements necessary to implement your school-wide behavior management plan.

The behavior coach will provide a basic behavior management training to teachers during pre-planning and during the Professional Learning Community meetings as needed.

Rules and expectations will be posted throughout the school and reviewed daily.

Reflection areas will be designated in each classroom as a safe place where students can sit and reflect the choices that need to be made to improve the student's behavior.

Second Steps Social Skills curriculum will be used by the behavior coach when teaching skills to students in grades k-3.

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 Discipline Team will conduct inservices to outline the school-wide behavior plan.

PD 360 videos may be used faculty meetings to reinforce management strategies with staff.

New teachers will be met with individually to show/explain/model the programs already in place.

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

Staff and students will recite Lincoln Park Primary School's Promises and classroom rules each morning while viewing the morning show.

Staff will use teachable/natural moments to discuss the plan and rules.

Social skills will be taught, practiced and reviewed with students in grades k-3.

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

TRAINING AND IMPLEMENTATION (continued)

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

The school's plan outlines the general expectations and rules of Lincoln Park Primary School. Teachers are encouraged to model the expectations throughout the school day.

Weekly Professional Learning Communities will be formed to provide teachers a time to debrief and learn new strategies.

Positive feedback will be given to teachers by the Principal and or behavior coach , allowing the teachers to feel empowered to implement meaningful teaching activities throughout the year.

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

The school-wide behavior management plan will be reviewed every nine (9) weeks. Data collected will be analyzed.

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?

Parents and community members may help run the school store each Friday.

Positive notes and phone calls will be made to parents concerning their child's academic and behavioral progress.

Expectations and rules will be posted in the hallways so everyone who enters our school will be informed of the school's expectations and rules.