

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

School: Molino Park Elementary	School Year: 2013-2014	Date of Plan: 8/8/13
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. Alice Woodward	1. Principal
2. Quinn Evans	2. Curriculum Coordinator
3. Becky Hatch	3. Teacher
4. Rachel Madril	4. Teacher/Parent
5. Karon Fletcher	5. ESE Teacher
6. Jennifer Solchenberger	6. Teacher
7. Rachel Venable	7. Teacher
8. Beth Ledger	8. Teacher/Parent
9. Lanore Jones	9. Teacher
10. Gwen Abrams	10. PTA Parent
11. Tommy Montgomery	11. Media Specialist
12. Candice Blackburn	12. ESE Teacher

STATEMENT OF PURPOSE

Behavioral Mission Statement:
It is the mission of Molino Park Elementary to provide a place where students feel safe and parents want to send their children to learn. The faculty and staff will provide an atmosphere conducive to student learning with firm, fair and consistent discipline.

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BASELINE DATA

PREVIOUS SCHOOL YEAR -

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	46
Average ODR per Student (# ODR ÷ # of students enrolled)	.025
Number of Students with ODR	40
Attendance	
Average Daily Attendance	94.7
Excused Tardies <i>(Elem)</i>	152
Unexcused Tardies <i>(Elem)</i>	1353
Excused Early Check-outs <i>(Elem)</i>	980
Unexcused Early Check-outs <i>(Elem)</i>	688

Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	14
Average OSS per Student (# OSS ÷ # of students enrolled)	.002
Number of Students with OSS	13
In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	13
Average ISS per Student (# ISS ÷ # of students enrolled)	.004
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.).

Location and time of day will be used to monitor behavior plan.

The data used will be the behavioral data printed by data clerk each nine weeks

School satisfaction surveys will also be used.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

It is the goal of the faculty and staff at Molino Park to reduce the number of Out of School Suspensions by following our schoolwide discipline plan and procedures.

2. Attendance

Incentives will be used to improve attendance for the students each nine week marking period. Perfect attendance ribbons are given each nine weeks

3. Bullying

Bullying will not be tolerated. Faculty, staff, and students will be trained to identify potential bullying situations. All incidents will be reported and investigated by the school administration and interventions will be put into place. Disciplinary action will be taken by the administration if necessary. The report bullying link is on the Molino Park web page as well as the District home page.

4. Office Discipline Referrals

Office Discipline Referrals will be completed by the teacher as outlined in the Molino Park School Discipline Plan. Administration will contact parents and take action deemed appropriate.

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

After three (3) tardies within a 9 week grading period, the student's citizenship grade will be lowered one grade level (unexcused tardies only). With each additional tardy the grade will continue to be lowered accordingly.

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

After three (3) unexcused early checkouts within a 9 week grading period, the student's citizenship grade will be lowered one letter grade for each additional unexcused early checkout.

7. Other School-wide Behavior Goal

N/A

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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 leadership team will meet after school monthly on the following dates and discuss/review school-wide behavior: 9/25/13; 10/23/13; 12/18/13; 1/22/14; 2/26/14; 3/26/14; 4/23/14; 6/3/14. Our progress monitoring forms will be completed during our meetings on 10/23/13 and 4/23/14 with our final plan being completed on 6/3/14.

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*.

Prior to each meeting the Data Clerk will print out all discipline reports, attendance reports, and late arrival/early check out reports for the leadership team to review and discuss.

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

Leadership team notes are taken during all meetings and distributed to all team leaders to share.

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

The data will be shared with the Leadership team. Each member on the Leadership team has a group of school team members that they share with monthly. The principal shares the reports with the School Advisory Team and PTA.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

SOAR

S - Show Respect

O - Offer Kindness

A - Always Follow Directions

R - Remain Responsible

Rules/ Expectations:	Setting: Bus/School	Setting: Classroom/	Setting: Cafeteria	Setting: Restrooms
Show Respect	Keep hands/feet to self Keep voice volume low Use respectful language and gestures Walk as you enter/exit the vehicle	Listen to adults directions and rules Leave others' belongings alone	Speak politely Use good table manners Do not skip in line Allow classmates their personal space	Flush! Wash hands with soap and water Throw all trash in the trash cans
Offer Kindness	Assist other students if needed Remind others of the established rules Be patient with younger students	Offer assistance to classmates Compliment others who are making good choices or working hard	Allow others time to get what they need Thank those who assist you	Knock and wait patiently Leave the restroom clean for others who use it after you
Always Follow Directions	Buckle up! Stay in assigned seat Notify driver of any problems Keep the bus clean Follow bus rules	Follow teacher directions the 1st time. Be actively involved Use time wisely Take care of your space and materials No horseplay	Use good manners Eat first 10 minutes, then talk to others quietly at your table Clean up after eating Remain seated	Use facilities as intended Notify teacher of any problems
Remain Responsible	Follow safety rules No horseplay Walk at all times Take care of your space	Complete your work Walk Have materials ready for class Be at school all day, every day Be prepared for class	Eat, then talk (after 10 minutes) Walk Clean up after yourself	Clean up after yourself Notify adults of any problems

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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?

Faculty and staff will introduce the school-wide expectations during the first week of school. They will review the Rights/Responsibility Handbooks during the first week of school. Students will take the Rights and Responsibilities book home to share with parents. Parents will sign and return confirmation page stating they have gone over contents with their child. A separate Molino Park student/parent handbook will be shared with students and parents noting specific expectations and rules at Molino Park. Classroom rules will be reviewed with students every day the first week of school. The Molino Park Morning Show will show the SOAR expectations daily throughout the 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?

Students can earn Positive Behavior reports

Students of the Month are recognized each month

Daily, students are reminded and monitored for school-wide expectations and praised appropriately. Each teacher has a system to use for behavior management. K-2 students start off in the middle with appropriate behavior marks and can move up for exemplary behavior as well as moving down when inappropriate behavior occurs.

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?

Staff training will be at the beginning of the year and as needed throughout the year. New students will be paired with a child who has excellent behaviors for their first week and the teacher will give them information for the school's expectations. The Parent/Student Handbook will be given to each new parent when registering.

- Keep rules firm, fair, and consistent school-wide
- Keep rules posted in all classrooms
- Make use of bulletin boards in classrooms and hall to embed expectations
- Counselor will address behavioral lessons in classrooms
- A newsletter, Firm, Fair, and Consistent, is sent home monthly which encourages and provides information to parents on behavior and ideas to help their child be successful at school.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

Positive Behavior Reports

Student of the Month

Additional Priviledges - Certificates from partners in education

Citizenship Ribbons

Sons of the American Revolution Citizenship award is given to four fourth and fifth grade students for exemplary behavior and citizenship

Principal will verbally give praise for appropriate behaviors

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

All positive behaviors

No discipline referrals

Good grades

Positive attitude

Perfect attendance

How will you implement the reward system?

Teachers will be asked to provide a list of students with positive behavior each nine week grading period

Teachers will choose the Students of the Month

Students will be able to earn compliment parties

Classroom Teachers reward students weekly for positive behaviors

Certificates given in their report cards for good citizenship

Citizenship ribbons are given each nine weeks for A Citizenship grade

Classroom teachers reward students for improved behavior

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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.

Step 1 - A verbal warning

2 - Another verbal warning and classroom consequence

3 - Individual student conference as soon as possible. Student completes Time out Behavior Improvement Form.

The form is to be sent home for parent to sign. If the form is not returned the teacher will call the parents.

4 - Repeat steps 2 and 3 if behavior re-occurs - then add additional consequence and use additional strategies (time out in another classroom)

5 - Parent conference after three timeout forms are completed within one week

6 - If misbehavior occurs after the parent conference, the teacher completes a School Discipline Referral and sends student to the principal with the referral

7 - Administration contacts parents and determines further discipline action as necessary

*Behaviors that present a danger to the student or others in the classroom (fighting, destruction of property) results in immediate Student Discipline Referral.

** Special Area teachers will deal directly with parents if mis-behavior occurs in their class

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

Ensuring that teachers follow the steps in the discipline plan and making parental contact when needed.

Continue training opportunities for positive classroom management for faculty. Teachers will plan curriculum that maximizes student engagement which will result in reduced behavior problems.

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DISCIPLINARY PROCEDURES (continued)

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

Warning
Time Out
Disciplinary Meeting
In School Suspension
Out of School suspension
Parent/Teacher Conference
Parent/Administrator Conference
Student calls home to report misbehavior
Behavior Contract
Bus Suspension
Home time out
Missed privileges

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.

Discipline Folders
Citizenship Ribbons
Fast Eddies Certificates
Jimmy's Grill Certificates
EOY Citizenship Certificates
Agreements between teachers for time out
In School Suspension Personnel (time & place for ISS)

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?

Leadership team members will provide training during grade level meetings
New members of our school will be paired with a mentor teacher or staff member
School-wide behavior is discussed when reviewing Teacher Handbook during Pre-School planning

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

Teachers will be encouraged to implement consistent classroom rules.
Positive behavior will be recognized through Students of the Month, additional privileges as determined by the administration and classroom teacher
Give me Five - a quiet hand for: 1. Eyes on teacher 2. Ears listening 3. Mouth quiet 4. Hands still 5. Feet still
SOAR Expectations
Guidance Counselor will be notified and assist classroom teachers with behavior plan
Guidance Counselor will provide lessons in character education to individual classrooms.
Each month a core value is spotlighted by guidance counselor and classroom teachers.
Teachers are expected to plan for maximum student engagement.

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TRAINING AND IMPLEMENTATION (continued)

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

Faculty members will see the benefits of behavior management through increased attendance, improved grades, and positive student attitude. The changes should improve student performance and achievement. The faculty has opportunities for input through Leadership Team. Professional conversations between teacher and administration will occur as needed.

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

Through data reports and discipline notebooks that teachers keep Classroom Walkthroughs by the principal and curriculum coordinator provides opportunity for monitoring of plan implementation. E3 observations will provide opportunities for monitoring and professional conversations.

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?

Ask parents to monitor students behavior folder/marks and discuss daily. Request that community members (Partners) reward students for perfect attendance and good citizenship The Firm, Fair, and Consistant newsletter is sent home monthly to give parents ideas and encourages parental guidance and interventions.