

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

School: Myrtle Grove Elementary	School Year: 2013-2014	Date of Plan: Aug. 15, 2014
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. Robin Maloy	1. Principal
2. Anita Gantt	2. Assistant Principal
3. Angela Weatherford	3. Teacher
4. Jackie Brooks	4. Teacher
5. Creasia Sewell	5. Teacher
6. Jodi White	6. Teacher
7. Teresa Pantaleo	7. Teacher
8. Mershun Deas	8. Teacher
9. Maureen Wade	9. Teacher
10. Susan Kypreos	10. Teacher

STATEMENT OF PURPOSE

Behavioral Mission Statement:
The Myrtle Grove School community, including parents, students, teachers, administration, and support staff, will work together to teach children to make appropriate choices, accept responsibility for their behavior, and understand that their behavior has consequences for themselves and others.

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BASELINE DATA

PREVIOUS SCHOOL YEAR -

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	224
Average ODR per Student (# ODR ÷ # of students enrolled)	.32
Number of Students with ODR	158
Attendance	
Average Daily Attendance	94.17
Excused Tardies (<i>Elem</i>)	382
Unexcused Tardies (<i>Elem</i>)	3873
Excused Early Check-outs (<i>Elem</i>)	
Unexcused Early Check-outs (<i>Elem</i>)	2358

Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	88
Average OSS per Student (# OSS ÷ # of students enrolled)	.13
Number of Students with OSS	65
In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	52
Average ISS per Student (# ISS ÷ # of students enrolled)	.074
Number of Students with ISS	45
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.).

We will use attendance data, referral data, and academic assessments to monitor our school-wide behavior plan. We will also use our PBS school wide reward system data to monitor which students are not being successful in obtaining the rewards for PBS.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

Decrease the number of repeat offenders of OOS and at home time out.

2. Attendance

Maintain or increase the average daily attendance

3. Bullying

100% of students in grades 3-5 will be trained in bullying prevention by the end of 1st Semester.

4. Office Discipline Referrals

Reduce the number of ODR by 1%.

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

Decrease the number of tardies by 1%.

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

Decrease the number of early checkouts by 1%.

7. Other School-wide Behavior Goal

Reduce the number of bus referrals by 1%.

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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.

PBS team will meet at the end of each grading period 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*.

Data clerk will run a report of current data periodically. PBS team will meet to analyze and discuss any revisions that need to be made.

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

Sign-in sheets and minutes of meetings.

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

Outcomes will be shared in faculty meetings and SAC meetings

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

The three rules for Myrtle Grove Elementary School are:
Be Respectful, Responsible, and Safe

Rules/ Expectations:	Setting: Cafeteria	Setting: Hall	Setting: Restroom	Setting: Dismissal
Respectful	Keep hands, feet, and objects to self. Follow adult directions.	Stop at intersections, stay together as a class. Voices off, ears on. Follow adult directions.	Give others privacy. Follow adult directions.	Follow dismissal plan. Follow adult instructions.
Responsible	10 minutes of silence after last student is seated. Get all food items needed the first time through the line. Clean your area.	Use silent signals to help others.	Paper towels in trash. Keep floor clean.	Be where you are supposed to be and on time.
Safe	Walk single file facing forward. Keep all food to self without sharing. Stay seated. Dump trays neatly.	Walk on the right side, blue tile, single file. No talking to respect learning going on in other classes.	Use facilities appropriately. Wash your hands. Walk carefully.	Walk. Stay with your assigned group. Know where you are supposed to go.

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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?

Administration will announce the school rules each morning on announcements. Teachers will teach the rules to students in individual classes.

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?

Remind students on morning announcements.
Teachable moments throughout the day.
Guidance lessons

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 weekly on morning announcements.
On-line safety training for faculty and staff.
Peer tutors and mentors.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

Tiger Bucks will be given for appropriate behavior and will be used for a monthly activity.
Citizenship ribbons.

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

Students being respectful, responsible, and safe will be rewarded or recognized.

How will you implement the reward system?

Teachers will keep a chart of the number of Tiger Bucks each student has earned for the week.

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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.

First offense: Verbal warning and conference to assure understanding of infraction and document incident.

Second offense: Time out/Think time within classrooms, document the incident.

Third offense: Phone call to parent to make them aware of the incident and inform them that if there is another incident, the student will be referred to the office.

Fourth offense: Office referral with documentation of prior incidents.

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

Utilize infraction report

Conferences with students and parents

Time out in class or in another room

Parent communication (phone, email, notes home, etc.)

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DISCIPLINARY PROCEDURES (continued)

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

1. Warning
2. Time out/ Think time
3. Parent conference
4. Lower citizenship grade
5. Loss of priveleges
6. Office referral

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.

We will train teachers on the use of PBS and infraction reports.

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?

PBS committee will give an overview of the PBS system and rules at the beginning of the year and will review the information during faculty meetings throughout the year.

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

Rules will be posted throughout the school.
Students will be reminded of the rules on a daily 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 have input in the development of the plan. Rewards will be shared as a faculty and staff.

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

Teachers will keep discipline logs (infraction reports) in their class as well as administration keeping a behavior log as they speak to students concerning behavior.

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?

We will share the plan with our SAC committee and our parents will receive a brochure about PBS. We also receive incentives for behavior and attendance from local businesses with whom we partner.