

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

School: Scenic Heights Elementary School	School Year: 2013-2014	Date of Plan: 09/13/13
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. Mary Ellen Wiggins	1. Principal
2. Alicia LaFrance	2. Assistant Principal
3. Sharon Colburn	3. Kindergarten Teacher
4. Linda Martin	4. First Grade Teacher
5. Megan Currie	5. Second Grade Teacher
6. Glenn Havlina	6. Third Grade Teacher
7. Chuck Freeny	7. Fourth Grade Teacher
8. Denise Walden	8. Fifth Grade Teacher
9. Quientella Bonner	9. Physical Education Teacher
10. Jennifer Etheredge	10. Guidance Counselor
11. Lynn Campbell	11. Educational Support Personnel
12.	

STATEMENT OF PURPOSE

Behavioral Mission Statement:
All staff and students at Scenic Heights Elementary School will work together to help everyone reach their fullest potential. Everyone will be treated with dignity and respect. Any behavior or action that helps someone grow and mature will be encouraged. Staff will keep students focused on our school guidelines.

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2012 - 2013

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	45
Average ODR per Student (# ODR ÷ # of students enrolled)	5.0
Number of Students with ODR	31
Attendance	
Average Daily Attendance	95.5
Excused Tardies (<i>Elem</i>)	442
Unexcused Tardies (<i>Elem</i>)	5446
Excused Early Check-outs (<i>Elem</i>)	1278
Unexcused Early Check-outs (<i>Elem</i>)	2433

Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	1
Average OSS per Student (# OSS ÷ # of students enrolled)	.1
Number of Students with OSS	1
In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	8
Average ISS per Student (# ISS ÷ # of students enrolled)	.8
Number of Students with ISS	8
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.).

Scenic Heights would like to decrease the number of tardy and early check-outs. We continue to use Raptor to monitor both areas. Reports are run weekly and reviewed by administration. Mrs. Campbell, one of our teacher assistants, remains outside after the tardy bell, reminding parents to walk their child into the office. We give students a "green tardy pass" while parents wait in line to check students into school. We have had fewer children to walk in without parent supervision. Hopefully, this will lessen the amount of instruction being missed. We continue to inform parents through monthly newsletters and calendars that student attendance is important and the impact it has on their grades.

In addition, we are asking parents who come into the office with tardy children or for early check-out to sign the "Scenic Heights Elementary" Tardies, Absences and Early Check-Outs Missing Assignment Policy. This policy is to inform/remind parents that students who miss assignments due to unexcused absences, tardies and early check-outs will receive a grade of zero (0). We are hopeful that parent awareness will decrease unexcused absences, tardies and early check-outs.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

We will strive to maintain and/or reduce out-of-school suspensions by at least 1% compared to the 2012-13 school year.

2. Attendance

We will Maintain and monitor attendance and reduce the number of unexcused tardies by at least 5% compared to the 2012-13 school year.

3. Bullying

We will strive to reduce the number of reported cases of student to student bullying by at least 2% compared to the 2012-13 school year.

4. Office Discipline Referrals

We will reduce the number of office discipline referrals by 5% compared to the previous school year.

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

We will strive to reduce the amount of unexcused tardies by at least 10% compared to the previous school year utilizing the raptor system to monitor and implementing consequences based on the tardy school/district policy.

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

We will strive to reduce the amount of early check-outs by at least 10% compared to the previous school year utilizing the raptor system to monitor and implementing consequences based on the early check out school/district policy.

7. Other School-wide Behavior Goal

We will reduce the number of school bus referrals by 5% compared to the previous school year.

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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 school-wide behavior team will meet on the last Tuesday of each month from 2:15 - 3:00 in the Scenic Heights Guidance Office.

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 receptionist prints reports using Raptor data on tardies and early check-outs; the data specialist prints reports from terms on a regular basis. The guidance counselor tracks excessive absences and meets weekly with the administration.

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

A secretary/recorder will take minutes at the behavior team meetings and disseminate to all members of the data team. The team chair will maintain a notebook of minutes for the 2013-14 school year.

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

Data will be shared at monthly faculty meetings, posted on the website and broadcasted during morning school news. To make sure that other stakeholders are involved and aware data is also shared with the School Advisory Council on a monthly basis.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

School-wide expectations at Scenic Heights are Be responsible, always try, do your best, be cooperative and be respectful.

Rules/ Expectations:	Setting: Cafeteria	Setting: Hall/Walkways	Setting: Restrooms	Setting: Dismissal
Be Responsible	Clean up after yourself	Walk	Keep area clean	Transition Position
Always Try	Sit on the bench	Quiet	Whisper	Sit in assigned seat wear your seatbelt on the bus
Do Your Best	First five minutes silent lunch	Carry a note or pass	Do not bring anything with you from classroom	Follow directions of supervising adults
Be Cooperative	Silent when throwing out trash	Go directly to your destination	Tell an adult if there is a problem	Help others
Be Respectful	Whisper to student sitting next to you	Walk on the right-side	Use minimal amount of toilet paper and soap	Follow the directions of supervising adults

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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?

Scenic Heights Parent Handbook with rules and procedures sent home with every student on the first day of school. Staff handbook of school-wide expectations posted emailed to all Scenic Heights employees prior to the first day of school and updates reviewed at first faculty meeting during preplanning days in August.

In the first week of school the District Student Rights and Responsibilities Handbook was reviewed by the Principal with each grade level and sent home with parents asking them to sign and return acknowledging their receipt of the handbook.

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?

The school's Responsibility Team will meet monthly with representatives from each grade level and special area to review best practices for maintaining ongoing direct instruction and modeling of the school-wide expectations and rules for Scenic Heights Elementary School. Rules and procedures are announced during the morning news 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?

Each teacher will implement a positive behavior program in the classroom. The school-wide "Caught being Good"/"Bone" program will be reinforced on the daily morning news and by all teachers and staff.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

"Caught a Bone" for good deeds recognized by an adult - this will result in student getting a paper dogbone, writing their name on it, dropping it in the doghouse in the office. Students coming to the office will receive a sticker for their good choice. A daily winner will be drawn from the doghouse and quarterly winners.

Also the "NOT- TARDY Dance party - quarterly for students who have no unexcused tardies or early check-outs.

Students receive special coupons from our Partners in Education in addition to school generated awards.

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

Following the School-Wide expectations and rules

No unexcused tardies or early check-outs

How will you implement the reward system?

Students will be given a paper dogbone for good behavior, bring it to the office, receive a sticker and put dogbone in box for daily drawing winner that is announced on the morning news. Students also receive a prize if their name is drawn as the daily winner. Every 9 weeks there will be a quarterly drawing.

Students with no unexcused tardies or early checkouts will be invited during the day to the quarterly Tardy party.

Students receive special coupons from one of our Partners in Education . Coupons are distributed with student's report cards.

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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.

Minor incidents are addressed in the classroom by the teacher - using in-class timeouts, daily reports/calls to parents. Repetitive minor incidents may result in teachers giving out-of -class 10 minute time outs and a report sent home to parents. After 3 out of class timeouts students are given an afterschool detention.

Major isolated incidents or repeated offenders are sent to the office and addressed by the administration, which could result in more serious consequences.

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

By recognizing and rewarding students for good behavior and following the rules and expectations the focus for students is on doing what is right. The Responsibility Committee which meets monthly ensures that all stakeholders are acknowledging and practicing consistent models of expectations. Collaboration among grade levels also helps to ensure that the school-wide positive behavior program is being followed by all staff.

The guidance counselor teaches lessons on socially appropriate behaviors to whole classrooms and will meet individually with students who are having issues.

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DISCIPLINARY PROCEDURES (continued)

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

- Time out in the classroom
- Time out outside of the classroom (another teacher's room)
- Parent / teacher conferences
- After school detentions

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.

Using funds budgeted materials are purchased that include parent notices for school timeouts, after-school detentions and office referrals.

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 Resonsibility Committee has a representative from each grade level to disseminate new information and help train new staff on the protocol for the school-wide behavior management plan. This training is ongoing through-out the school year. New teachers work with grade level chairs to learn procedures and expectations.

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

Teachers will review the school-wide expectations with students at the beginning of the year, and after each school break. The expectations are also posted in the school for students to refer to and on the school website.

During the morning news the school administration will also review the school-wide routines and procedures reminding faculty and students of expectations.

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TRAINING AND IMPLEMENTATION (continued)

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

The goal of the school Responsibility committee is to keep the faculty informed of the data. As in previous years the adopted positive behavior plan for the school has resulted in a significant decrease in the number of noncompliant students.

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

The Responsibility Committee will monitor the quarterly data of the School-Wide Behavior Management Plan.

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 will be invited in for student of the month (one girl and one boy) from each grade level when their child receives a certificate on the morning news by the school principal. Also, parents and mentors are invited to attend the year end awards ceremony when all children are recognized for academics and good behavior .

The School Advisory Council receives input and suggestions from its members to enhance our school-wide behavior expectations.