

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

School: O.J. Semmes Elementary School	School Year: 2013-14	Date of Plan: 9-06-13
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. Ann Smith	1. Principal
2. Mark Yelverton	2. Curriculum Coordinator
3. Carmen House	3. Pre-K Teacher
4. Jeanice Lewis	4. 1 st Grade Teacher
5. Theresa Mosley	5. 3 rd Grade Teacher
6. Melita Hadley	6. Behavior Coach
7. Lynda Stratton	7. Guidance Counselor
8.	8.

STATEMENT OF PURPOSE

Behavioral Mission Statement:
At O. J. Semmes Elementary School the entire staff is committed to helping students meet their goals of becoming responsible citizens. Rules and goals are unified throughout the school. We assist and support learning to help students fulfill their academic and also their behavioral goals. We provide students with the tools necessary to develop appropriate social interaction skills.

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2012 - 2013

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	234
Average ODR per Student (# ODR ÷ # of students enrolled)	.62
Number of Students with ODR	147
Attendance	
Average Daily Attendance	92.5
Excused Tardies (<i>Elem</i>)	256
Unexcused Tardies (<i>Elem</i>)	2906
Excused Early Check-outs (<i>Elem</i>)	975
Unexcused Early Check-outs (<i>Elem</i>)	120

Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	150
Average OSS per Student (# OSS ÷ # of students enrolled)	.70
Number of Students with OSS	106
In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	23
Average ISS per Student (# ISS ÷ # of students enrolled)	.73
Number of Students with ISS	17
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.).

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

We reduced out-of-school suspensions from the previous year and we want to reduce that number even more this school year. We would like to see at least a 5% decrease this year, but our goal will be 3% decrease.

2. Attendance

Our goal this year will again be to increase Daily average Attendance by 1%.

3. Bullying

Our goal this year is to train 100 % of our first, second, third, fourth and fifth grade students. We also plan to train 100 % of our teachers.

4. Office Discipline Referrals

Our goal is to decrease the number of Office Referrals by 3%.

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

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

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 goal is to meet once a month guidance conference room 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*.

Office referrals will be processed and entered into TERMS and RTIB. Monthly reports will be generated and brought to the SWBT meetings. Results will be discussed and shared with faculty and staff at next Faculty meeting.

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

Agendas will be printed for each meeting, members will sign-in, and minutes of meetings will be taken and filed. Folder will remain with counselor in guidance office.

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

Use of hand-outs, power points and faculty meeting and/ or discuss results with grade level at Data Team meetings the following Thursday after monthly meeting.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

Students are expected to actively listen.
 Students are expected to follow directions.
 Students are expected to show respect .
 Students are expected to be kind.
 Students are expected to do their best.

Rules/ Expectations:	Setting: Transitions	Setting: Classrooms	Setting: Playground	Setting: Bus
actively listen	remain silent, look at person talking	remain silent, look at teacher/person talking, acknowledge understanding	remain silent, look at teacher/coach talking, acknowledge understanding	remain silent, stay seated/look at bus driver/bus buddy talking
follow directions	walk quietly; hands by your side, in front or behind; watch personal space; walk on the right side	eyes on teacher, no talking while teacher/or speaker is talking, acknowledge understanding by doing what is directed	obey safety rules, take turns	stay seated, with seat belts fastened [if provided] back to seat; no chewing gum or eating; get out of seat only when directed by driver/bus buddy,
show respect	face forward, do not skip person in line, respect personal space	look at person talking, do not interrupt, use inside voice, use kind words, keep space and room clean and neat	look at person talking; take turns; be careful with equipment, play fairly; be a good sport; do not litter	look and listen to driver ;do not get out seat; do not eat or chew gum, use inside voice; do not litter
be kind	smile, wait your turn, use kind words, stops for "babydolls"	use kind words, help others	take turns, help others	helps others
do my best	stay in transition position all the way to class, even if no one is looking	actively listen, follow directions, show respect, be kind, do classwork and homework on time	actively listen, follow directions, show respect, be kind, be a good sport, do not litter	actively listen, follow directions, show respect, be kind, do not litter

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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?

Student assembly, Closed circuit tv, morning announcements

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?

Go over expectations on the morning news, reward compliance to expectations by giving "caught you being good cards" recognizing students that are following expectations at Terrific Kids and Student of the Month ceremonies monthly.

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?

At least twice a year, or as often as needed. Expectations are announced daily on morning news.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

Tickets will be given for "caught you being good". Tickets can be exchanged at the school store weekly. We will also reward students with monthly "Good Behavior Day" events (movie, ice cream, dance party, etc.).

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

Behaviors that exhibit implementation of school wide expectations.

How will you implement the reward system?

Behaviors that exhibit implementation of school wide expectations.

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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.

1. Redirect student, 2. Model appropriate behavior, 3. Implement peer models, 4. Warning, 5. Time-out in classroom, 6. Buddy Break in another classroom, 7. Call parent, 8. Reward appropriate behavior, 9. Loss of privileges
10. Behavior contract ; 11. Visit to Guidance/Peer mediation, 12. Send Conference form to office 13. Discipline Referral

Minor: [Teachers handle]

These include events that can be handled by using any of the above 11 options.

Major: [Handled by principal or designee/assistant principal/curriculum coordinator] These events include but not limited to; fighting, possession of weapon, possession/use of drugs, destruction of property, indecent behavior, sexual misconduct, threats to self or others, major disruption, major defiance, major disrespect.

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

Use peer mediations

Model appropriate behaviors on morning news

Behavior contracts

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DISCIPLINARY PROCEDURES (continued)

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

Time out

Loss of privileges

In school suspension

Out of school suspension

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.

On line training for bullying prevention is on the Escambia County School's Safe School Site.

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?

Faculty meetings, on line training, grade level meetings . Mini trainings as needed.

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

Morning tv, grade level meetings, and faculty meetings.

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TRAINING AND IMPLEMENTATION (continued)

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

Ask for input/ suggestions at least monthly, tweak as needed; give rewards to staff at faculty meetings

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

Observation

Analyze data

Tweak as needed

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?

Share with our sponsors and volunteers when they are on campus, and share with parents at recognition ceremonies.