

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

School: A.K. SUTER	School Year: 2013-2014	Date of Plan: 9-13
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Note: Please refer to the *Guidelines for Developing a School-wide Behavior Management Plan* for instructions and recommendations.

SCHOOL-WIDE BEHAVIOR TEAM

Name of Team Member in Attendance:	Role (Principal, Teacher, Parent, etc.):
1. Russell F. Queen	1. Principal
2. Cari Gill	2. K - Teacher
3. Amy Proshek	3. Guidance Counselor
4. Jessie Harms	4. PE Teacher
5. Kelly Low	5. School Psychologist
6. Raynee Bouillion	6. 2 nd Grade Teacher
7. Debbie Pate	7. 4 th Grade Teacher
8.	8.
9.	
10.	
11.	

STATEMENT OF PURPOSE

Behavioral Mission Statement:

The faculty, staff, families, and community of A.K. Suter Elementary unite to instill in our students a high standard of academic excellence and responsible behavior that will prepare them to compete in a rapidly changing and culturally diverse society.

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2012 – 2013

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	6
Average ODR per Student (# ODR ÷ # of students enrolled)	.1
Number of Students with ODR	6
Attendance	
Average Daily Attendance	95.7
Excused Tardies (<i>Elem</i>)	61
Unexcused Tardies (<i>Elem</i>)	2923
Excused Early Check-outs (<i>Elem</i>)	775
Unexcused Early Check-outs (<i>Elem</i>)	612

Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	1
Average OSS per Student (# OSS ÷ # of students enrolled)	.02
Number of Students with OSS	1
In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	2
Average ISS per Student (# ISS ÷ # of students enrolled)	.04
Number of Students with ISS	2
Bullying Prevention	
Percent of Students Trained	100%
Percent of Staff Trained	100%

ADDITIONAL DATA AND OUTCOMES

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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.).

* School Surveys (teacher and parent)

*Students in the RTI Process

In attendance zone students compared to out-of-attendance zone students.

SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

Keep our out of school suspension rate at 1% or less.

2. Attendance

Keep our Average Daily Attendance at or above 96%.

3. Bullying

Train 100% of our students and faculty on Bullying Prevention.

4. Office Discipline Referrals

Keep our discipline referrals at 5% or less of our student population.

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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

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 management team will meet a minimum of 1 time each month. These meetings will be held in the principal's office the last Monday of each month.

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 Data clerk will run reports each month detailing the behavior and attendance data for the month. These will be distributed to the team prior to each meeting.

The guidance counselor will report monthly on the students and staff trained in bully prevention.

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

There will be a sign-in sheet and an agenda for each meeting.

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 Team Leader meetings, faculty meetings, and School Advisory Council meetings.

SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

- * Students will be responsible for their own behavior.
- * Students will be prepared for learning.
- * Students will be respectful and kind to their teachers, staff, and fellow students.

Rules/ Expectations:	Setting: HALLWAY	Setting: CAFETERIA	Setting: RESTROOM	Setting: CLASSROOM
Be Responsible	3 S Line Straight. Silent. Singel File.	Find your place to sit quickly and quietly. Use "Dolphin Diner" manners: \\These are posted in the cafeteria nad classrooms.	3 S Line until your turn. Only 4 students in Restroom at a time.	Be Prompt. Do assigned task in a timely manner.
Be Respectful and Kind	3 S Line Straight. Silent. Singel File	Follow Table Sign; RED-Silent GREEN-Speak Softly	Throw paper towels in the trashcan. Wash Hands.	Keep hands, feet, and objects to yourself. Speak koind words.

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Bee Prepared for Learning	3 S Line Straight. Silent. Singel File			Have materials ready. Follow directions the first time. Be attentive to classroom procedures.
TEACHING EXPECTATIONS AND RULES				

How will your school introduce the school-wide expectations and rules to all of your students and staff?
 All expectations will be posted in classrooms and common areas.

The principal will introduce all schoolwide expectations to staff.

Grade level chairs and team leaders will reinforce/instruct grade levels and special area teachers in the schoolwide expectations. This will be ongoing at grade level meetings

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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?

All expectations will be posted in classrooms and common areas.

The Suter Pledge is recited every morning during the TV morning show (daily affirmation).

4th and 5th grade students receive bullying prevention training provided by the Optimist Club.

The guidance counselor will provide bullying prevention and recognition training to all classes. All expectations will be posted in classrooms and common areas.

The Suter Pledge is recited every morning during the TV morning show (daily affirmation)

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?

Periodic reviews during faculty meetings.

If data shows a need for specific training, the training will be provided.

All expectations will be posted in classrooms and common areas.

The Suter Pledge is recited every morning during the TV morning show (daily affirmation)

Behavior Expectations are a part of our daily TV program.

REWARD/RECOGNITION PROGRAM

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What type of reward system will you use?

The student of the month will be recognized (bulletin board and morning television program).

Dolphin Dollars!! Each employee is issued dolphin dollars every week . These are given to students who are "caught" doing the behaviors targeted. These are not to be given during class.

There is a drawing each week, Monday, of two dolphin dollars per grade level. These student get to choose a "prize" from the treasure bucket.

Classrooms can "win" popcorn or ice-cream parties with exemplary cafeteria behavior

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

Using good manners.

The 3 S line behavior (straight, silent, single file).

Following directions the first time.

Speaking politely.

Helping.

How will you implement the reward system?

The student of the month will be recognized (bulletin board and morning television program).

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There is a drawing each week, Monday, of two dolphin dollars per grade level. These student get to choose a "prize" from the treasure bucket

DISCIPLINARY PROCEDURES

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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.

Each teacher uses the Fred Jones Model and verbage in their classroom. The language is cnsistent throughout the school and staff.

When a student is experiencing problems parent contact is the first step. Teachers log the parent contact in their contact log.

If the teacher feels guidance is the appropriate avenue the guidance counselor is contacted.

When a referral is written the student is seen buy the principal and the parent is contacted immediately, if possible

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

All teachers have been trained in Fred Jones "Tools for Teaching."

All teachers will use the Tools for Teaching strategies in there classrooms.

Video tapes will be used for reinforcement of the Tools for Teaching strategies.

DISCIPLINARY PROCEDURES (continued)

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

Depending on the severity of the behavior :

Conference with the student.

Counseling.

Parent contact/conference.

Time-Out.

ISS

OSS

For Middle or High Schools:

How do the adjudication guidelines complement your disciplinary procedures?

TRAINING AND IMPLEMENTATION

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

Fred Jones Tools for Teaching.
Dolphin Dollars.
Cafeteria Table Signs.
Rewards for the treasure box.
Posters with rules and expectations

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?

All staff will be trained by the principal during the teacher pre-planning. There will be follow ups throughout the the year during regular faculty meetings and grade level meetings.

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

All expectations will posted throughout the school.
The distribution of Dolphin Dollars.
The Suter Pledge every morning (affirmation)

TRAINING AND IMPLEMENTATION (continued)

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

Inform the faculty of the District's expectations and goals.
Get faculty input of the implementation.

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

Check which staff members are handing out Dolphin dollars.
Classroom observations.

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?

Parent surveys were used in developing the goals.

Parents are invited to see their child receive the student of the month award during our television program.