

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

School: Warrington Elementary	School Year: 13/14	Date of Plan: 8/21/13
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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. Peggy Tucker	1. Principal
2. Jessica Bryan	2. Assistant Principal
3. Olivia Russell	3. Behavior Coach
4. Linsay Whitley	4. Guidance Counselor
5. Kelly Low	5. School Psychologist and PBS Coach
6. Tina Bosso	6. 2 nd -3 rd ESE
7. Lisa McCandless	7. 1 st Grade
8. Kanisha White	8. 3 rd Grade
9. Ana Farias	9. 4 th -5 th ESE
10. Carolyn Gambles	10. 5 th ESE
11. Nicolau Cardoso	11. Physical Education
12. Linda Harter	12. Kindergarten
13. Adrienne Herren	13. 2 nd Grade
14. Samantha Puckett	14. Teacher Assistant Special
15. Jessica Fragoso	15. Parent

STATEMENT OF PURPOSE

Behavioral Mission Statement:
 At Warrington Elementary School, we believe that all children can reach their full potential not only academically but also behaviorally. We understand behavior as a critical area of the curriculum and we strive to teach lifelong social skills to all our students through structured lessons and daily modeling. We recognize that all students can benefit from proactive positive behavior interventions. Our mission is to establish a safe and positive school climate that promotes academic, social, and emotional development of all of our students.

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2012 - 2013

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	274
Average ODR per Student (# ODR ÷ # of students enrolled)	.489
Number of Students with ODR	122
Attendance	
Average Daily Attendance	93.0%
Excused Tardies (<i>Elem</i>)	414
Unexcused Tardies (<i>Elem</i>)	3886
Excused Early Check-outs (<i>Elem</i>)	1316
Unexcused Early Check-outs (<i>Elem</i>)	1515

Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	67
Average OSS per Student (# OSS ÷ # of students enrolled)	.12
Number of Students with OSS	50
In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	44
Average ISS per Student (# ISS ÷ # of students enrolled)	.079
Number of Students with ISS	37
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 many different types of data and outcomes to monitor our school-wide behavior management plan. There will be two designated team members, Olivia Russell and Linsay Whitley, who will input the ODR information into the online database, RtI:B. As a team, we will use this data to analyze the locations, problem behaviors, time of day, and number of referrals for each student. We will also use academic records, school surveys, and attendance records to monitor our school-wide program. As a team, we will analyze the data or outcomes to identify the need for Tier 2 and/or 3 supports, as well as, to monitor the effectiveness of established interventions.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

Our 1st goal is to decrease the number of OSS incidents from 67 to 60 (which is approximately 10% less).
Our 2nd goal is to reduce the number of students with OSS referrals from 50 to 45 (which is approximately 10% less).

2. Attendance

Our goal is to increase the attendance rate from 93.0% to 95%.

3. Bullying

Our goal is to have 100% of our faculty, staff, and students trained.

4. Office Discipline Referrals

Our goal is to decrease the number of ODRs by 10%. We would like to see no more than 250 referrals.

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

Our goal is to decrease the number of unexcused tardies by at least 10%. Last year we had roughly 3,886 unexcused tardies. We would like to see no more than 3,500 tardies.

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

Our goal is to decrease the number of unexcused checkouts by at least 10%. Last year we had roughly 1,515 unexcused early check-outs. We would like to see less than 1,000 checkouts.

7. Other School-wide Behavior Goal

We are going to continue with our "Changing Gears" program. Our goal is to decrease bus ODRs by at least 10%. We had 96 bus ODRs in 12/13, and we would like to see no more than 85 this 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.

Our team will meet on the 2nd Thursday of each month. We will meet afterschool at 2:10 p.m. in the media center.

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*.

Olivia Russell and Linsay Whitley will input the ODR information into the online database, RtI:B. On the day of our monthly meeting, Linsay Whitley will print the reports from the database. The reports will include average referrals per day per month, referrals by problem behavior, referrals by location, referrals by student, and referrals by time of day. As a team, we will analyze the data and engage in a four step problem solving approach to address areas of need. The four step problem solving approach will include the following steps: identifying the problem (what, who, when), analyzing the problem (why), designing researched- based interventions, and evaluating both student outcomes, as well as, fidelity of implementation. We will utilize the Tier 1 action plan template to document and summarize the problem solving process. The action plan will be shared schoolwide both by email and by grade level representatives during regularly scheduled grade level meetings.

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

We will have a sign-in sheet and an agenda for every meeting. Our goal is to have 80% of our members attend the PBS team meeting each month. The members will also receive the agenda , as well as, any data/ outcomes to be discussed in an email the week prior to the meeting in order to facilitate problem solving and discussion. A meeting summary will be distributed and shared with other faculty by grade level representatives during regularly scheduled grade level meetings.

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

We will email biweekly and/or monthly reports to both faculty and staff. The reports will provide detail in regards to current data, goals, and progress made towards goals. In addition, grade level representatives will debrief the other members of their grade level teams during regularly scheduled grade level meetings. We will provide information in regards to data, goals, and outcomes to parents and other stakeholders by creating and maintaining the PBS information link on our school website. We will use the morning show to provide information relating to our goals and progress towards goals to our students, faculty, and staff .

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

1. Help others, work hard and complete your tasks.
2. Control your temper.
3. Respect authority and other people's rights and belongings.
4. Be honest, responsible and friendly.
5. Practice good manners.

Rules/ Expectations:	Setting: Classroom	Setting: Hallway	Setting: Bathroom	Setting: Bus
Help others, work hard and complete your tasks.	Please see other attachment			
Control your temper.				
Respect authority and other people's rights and belongings.				
Be honest, responsible and friendly.				
Practice good manners.				

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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?

Teachers will introduce, teach, and model the school-wide expectations during the first two weeks of school. The PBS handbook will be e-mailed to the teachers at the beginning of the year outlining the procedures for PBS, school wide expectations, topics of the month, and reward distribution schedule. The handbook also includes lesson plans for teaching the school wide expectations during the first two weeks of school. In addition, teachers will be provided with a PBS tool kit with appropriate forms. Linsay Whitley will meet with new teachers during pre-planning week to provide PBS training. Teachers will communicate with PBS team members through email and PBS grade level representatives. A PBS kickoff is scheduled to introduce the students to PBS and review school-wide expectations. Classes will design posters that illustrate the school wide expectations and will share expectation posters during the kick-off. Classes will display expectation posters throughout the school at the conclusion of the kick-off.

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 will recite the code of conduct every day during the morning show. Teachers will create and submit monthly PBS implementation plans outlining activities/ lessons they will use to teach the schoolwide monthly character topics. Grade levels will turn in their monthly PBS implementation plans to administration. The PBS team will review the plans, activities, and lessons. The implementation plan will include a culminating activity to be completed at the end of the month and displayed on dedicated bulletin boards.

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?

New teachers will use the PBS handbook, videos, and powerpoints from previous trainings to become familiar with the PBS program. In addition, grade level PBS representatives will be responsible for explaining the PBS system and answering any questions posed by faculty new to their grade levels. New students will be taught about school-wide expectations and the PBS program by their classroom teachers and peers. If needed, students and staff have access to all previous PBS videos and training materials. PBS refreshers will be provided to faculty and staff at the beginning of the school year.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

We will use four types of rewards. The first are tangible rewards. Students will have the opportunity to "buy" items from the Cat Cash Store with cat cash earned for following school wide expectations. The available items will range in value. The second type of reward will be received by way of recognition as a "Star Performer." Students will be nominated weekly by their teachers to participate in a special drawing to receive a prize and have their pictures displayed on the "Star Performer" bulletin board. The third reward opportunity is to participate in monthly school-wide events. Students who meet the monthly cat cash criteria will participate in events that include: guest speakers, organized outdoor activities, dance lessons, and educational movies. The final reward type available to students is the "Big Prize of the Month" nomination. Teachers will nominate students who both demonstrate outstanding performance on the topic of the month and exceed the set monthly cat cash criteria. The students' names will be put in a drawing for a chance to win the "Big Prize" of the month (kites, cameras, gift certificates, etc.).

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

We will reward and recognize students who exemplify our school-wide expectations or for any other positive behaviors consistent with our school wide expectations. The reward/ recognition system will be implemented throughout the school day and occur across all school settings, as well as, on the bus. Students will be rewarded for making good choices and following the Code of Conduct. Students will earn cat cash and receive praise for demonstrating behaviors consistent with our school wide expectations.

How will you implement the reward system?

Teachers will have a classroom system for collecting and counting cat cash. It is the responsibility of the student to make sure he/ she puts all of his/ her cat cash in the teacher assigned location within his/ her classroom. On Thursday morning, teachers/students will count the cat cash and record it on the cat cash count sheet. The teachers will e-mail their completed cat cash counts and star performer nominations to Linsay Whitley. She will record the counts in the cat cash database. Teachers will be given a schedule of the weekly rewards and criteria for earning each reward. Students who meet the criteria will be allowed to participate in the reward. Students who do not meet the criteria to participate in the reward/ activity will be re-taught the expectations, rules, and Code of Conduct.

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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.

Teachers will receive a discipline flowchart at the beginning of the school year. The flowchart delineates the steps teachers will follow when addressing both major incidents (needing office referral) and minor incidents (classroom managed). In addition, teachers will be provided with a list of all the office managed (major) offenses. If a behavior is identified as a "major incident," an office referral will be completed and sent to administration to determine the consequences for the behavior. The administration will then fill out the ODR, provide a copy to the teacher, and a copy to the parent. If the behavior is a classroom managed (minor) behavior, the teacher will provide a verbal reminder and re-state the expectation/rule. If the behavior continues, the teacher will re-teach the expectation and begin classroom interventions. If the behavior persists despite intervention, the teacher will revise the intervention and contact the student's parent. If the student requires any further intervention to manage the behavior, the teacher will continue with classroom interventions as well as consult with the Guidance Counselor, Behavior Coach, and/ or Administration for further assistance in designing and monitoring interventions to address the behavior.

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

We have many intervention strategies to prevent behaviors that will result in discipline referrals and out-of-school suspensions. We have developed a stronger PBS team this year, and will have more involvement from parents, staff, bus drivers, and our community partners. We have the on-site support of our overlay counselor to assist with designing interventions, support groups, and monitoring the progress of ESE students towards individualized social, emotional, and/ or behavioral goals. We have the on-site support of our guidance counselor to intervene and assist students who are displaying behaviors that could result in referrals. The behavior coach and guidance counselor will utilize the RTI-B database to identify students whom received multiple referrals during the 2012-2013 school year. The coach, counselor, and behavior technicians will implement the Check- In and Check- Out system for RTI-B identified students to monitor and prevent the reoccurrence of the behaviors that resulted in referrals. Furthermore, the behavior coach and counselor will work to identify all students requiring Tier 2 and Tier 3 supports during the 2012-2013 school year to ensure timely implementation of needed interventions. The behavior coach will check in with grade levels at regularly scheduled grade level meetings to address any new or current behavioral concerns that teachers have in regards to students. This will allow for early identification and implementation of interventions designed to decrease the target behavior; thereby, decreasing the likelihood that the student will receive referrals.

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DISCIPLINARY PROCEDURES (continued)

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

The consequences and disciplinary actions range depending on the severity of the behavior. The consequences for office referrals are listed on the ODR. They include: behavior contract, conference, restitution, bus suspension, referral to ISS, OSS, placed alternative setting, and recommended expulsion. For minor offenses, the consequences are change of seat, loss of privilege, parent contact, behavior contract, student conference, apology, or time owed.

For Middle or High Schools:

How do the adjudication guidelines complement your disciplinary procedures?

n/a

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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 need to have trainings on how to use reward and recognition systems effectively. We need to have trainings to help teachers identify the functions of behavior. We need more financial support to effectively implement the rewards system (involve parents, staff, and community partners). We also need to have a training for parents on the importance of school attendance, being on time, and not checking out early.

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?

We will present a PBS Power Point to new teachers at the beginning of the year. We will email the power point and the PBS handbook to all faculty and staff. We will provide all faculty a PBS tool kit with all of the basic information about the PBS program at Warrington. We will have our district behavior analyst and behavior coach train faculty and staff in regards to avoiding power struggles, applying basic principles of behavior, and managing the classroom. Grade-level PBS representatives will train any new faculty and staff who arrive mid-year.

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

During the morning show all students, faculty, and staff will recite the code of conduct. Grade levels will plan and implement lessons that teach the behavior topic of the month. The "Changing Gears" program will be conducted through out the year to ensure that bus expectations are being taught and followed. At the end of each month, grade levels will display student products created as part of a culminating activity designed to review or assess the behavior topic of the month. All faculty and staff will receive cat cash to award to students for following school-wide 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?

We will develop a calendar to deliver PBS incentives to staff throughout the year. We will have a booster session at the start of the 2nd semester to encourage the entire school. There will be closer communication between the PBS team members and school faculty. This year we will have a representative at every grade level who will be responsible for both keeping the members of their teams informed in regards to PBS, as well as, surveying and performing check-ins to receive teacher input in regards to activities, rewards, strengths, and weaknesses of the program. This information will be considered when making decisions in regards to our program. We believe that staying in constant communications with all faculty and incorporating the suggestions of all into our PBS program will promote ownership of the system among faculty, which will increase teacher buy-in.

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

We will use a cat cash count sheet tracking form weekly to monitor the amount of cat cash each student receives. We also monitor the amount of cat cash each teacher hands out. Each teacher is required to display a monthly project about the behavior topic of the month. The team will also review the monthly grade level plans to ensure the delivery of PBS initiatives as well as use information gathered by grade level representatives during their regularly scheduled grade level meetings to monitor the level of school-wide participation.

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 informed of all PBS activities and data through our website. We will have our PBS Family Night and schedule workshops for parents. Parents will receive a letter providing an overview of PBS initiatives at Warrington. Community members will receive a letter describing PBS initiatives at Warrington and encouraging them to participate in any way possible. For example, by providing financial and tangible donations, volunteers, and guest speakers.