

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

School: C. A. Weis Elementary School	School Year: 2013-2014	Date of Plan: 8/22/13
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. Robin McCoy	1. Principal
2. Julie Pearson	2. Assistant Principal
3. David Joiner	3. PBS Teacher
4. Rosilyn Lee	4. Guidance Counselor
5. Naretha Evans	5. Behavior Coach
6. Vernia McCastler	6. First Grade Teacher
7. Angelique Smith	7. Fourth Grade Teacher
8. Barbara Griffin	8. Third Grade Teacher

STATEMENT OF PURPOSE

Behavioral Mission Statement:
The mission of C. A. Weis Elementary School is to provide an environment where all students and staff can achieve their highest academic potential by showing respect, being responsible, being active listeners, and becoming lifelong learners.

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2013 - 2014

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	164
Average ODR per Student (# ODR ÷ # of students enrolled)	.31
Number of Students with ODR	75
Attendance	
Average Daily Attendance	92.5
Excused Tardies (<i>Elem</i>)	N/A
Unexcused Tardies (<i>Elem</i>)	5380
Excused Early Check-outs (<i>Elem</i>)	N/A
Unexcused Early Check-outs (<i>Elem</i>)	2473

Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	147
Average OSS per Student (# OSS ÷ # of students enrolled)	.28
Number of Students with OSS	75
In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	19
Average ISS per Student (# ISS ÷ # of students enrolled)	.04
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.).

The Response to Interventions for Behavior Database (RtI:B) has been utilized for three school years. This system has allowed us to monitor and analyze student behavior on campus based upon location of event, grade level, teacher, time of day, and type of infraction. This data has provided information to assist our staff in being proactive in addressing possible incidents before they occur. Our staff will continue monitoring the information provided through the RtI:B Database.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

C.A. Weis Elementary will reduce the number of incidents of out-of-school suspensions recorded in the 2013-2014 school year (147) by 5%.

2. Attendance

C.A. Weis Elementary School will increase the average daily attendance percentage to 93% by the end of the 2013-2014 school year.

3. Bullying

C.A. Weis Elementary School will provide bullying training for the faculty and staff during periodic faculty meetings. Anti-bullying lessons will be taught in each classroom of students utilizing a variety of themes such as; classroom read alouds, teambuilding activities, cooperative learning opportunities, and smartboard assisted lessons.

4. Office Discipline Referrals

C. A. Weis Elementary School will reduce the office discipline referral total from the 2012-2013 school year (164) by 5%.

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

C. A. Weis Elementary School gathered a baseline of the number of tardies and checkouts during the 2012-2013 school year. Our goal is to decrease the number of students in both areas and monitor our progress toward this goal.

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

C. A. Weis Elementary School gathered a baseline of the number of tardies and checkouts each month during the 2012-2013. Our goal is to decrease the number of students in both areas and monitor our progress toward this goal.

7. Other School-wide Behavior Goal

N/A

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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 PBS behavior team will meet once a month to evaluate the School-Wide Behavior Management Plan with current data.

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 PBS Teacher will be responsible for entering behavioral data into the RtI:B Database. Data will be graphed and reviewed monthly.

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

A sign in sheet will be used to document those who attend the team meetings. An individual on the behavior team will be responsible for recording minutes of the meetings to be shared with all team members.

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

Behavior data and outcomes will be communicated by way of faculty meetings and school-wide email communication.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

We follow direction.
We treat others with kindness and respect.
We complete all assignments.

Rules/ Expectations:	Setting: Hallways	Setting: Cafeteria	Setting: Bus	Setting: Playground
We follow directions	Walk on the right side of the blue dots. Walk facing forward with hands behind back.	Enter your tables on the left. Sit down quietly. Follow talking rules (breakfast is silent, first 10 minutes of lunch is silent)	Buckle seatbelts as soon as you sit down. Remain seated in assigned seat.	Immediately respond to teachers' instructions. Abide by playground equipment and game rules.
We treat others with kindness and respect.	Walk quietly in the hallway. Keep hands to yourself.	Talk quietly to the people at your table.	Talk quietly to the person in your seat. Keep hands and feet to self. Take turns unloading the bus.	Keep hands to self. Share equipment Include others in your playtime.
We complete all assignments.	Stop at stop signs.	Stand up on the right side of the table and dump trays one at a time.	Walk quietly to the exit after the bus comes to a complete stop.	Stay in assigned area. Follow "game" rules.
N/A				
N/A				

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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?

Expectations and rules will be posted in the hallways, restrooms, and classrooms.

Time during the faculty and pre-planning meetings will be devoted to training.

Staff and teachers will provide information to students through lessons, activities, and media materials.

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?

Periodic staff trainings and discussions will be included in faculty meetings.

Staff and teachers will lead lessons and provide activities to model and practice positive behavior.

"Weis Bucks" will be distributed to students to encourage positive behavior and character trait demonstration.

"Weis Mart" will be available to each student each week allowing purchases of various prizes and privileges with "Weis Bucks".

Daily monitoring of student behavior by classroom teachers and staff for encouragement and promotion.

Visible reminders in the hallways, classrooms, and restrooms of the behavior expectations.

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?

Students will have daily reminders of the expectations and rules by way of the displayed expectation posters.

Expectations will be reviewed with teachers and staff during faculty meetings.

Morning announcements will include a brief overview of expectations and character traits.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

"Weis Bucks" will be distributed to students to encourage positive behavior and character trait demonstration.
"Weis Mart" will be available to each student each week allowing purchases of various prizes and privileges with "Weis Bucks".
Verbal and nonverbal praise will be used as a positive reinforcement to students.
Students may purchase privileges with Weis Bucks.
School-wide celebrations will be provided periodically to encourage positive behavior.
Stickers, treats, treasure box items, or specific privileges may be awarded as deemed appropriate by the classroom teacher.

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

Expectations for C.A. Weis include:
Following Directions
Treat others with kindness and respect
Complete all assignments

How will you implement the reward system?

Staff members are given "Weis Bucks" to distribute and encourage positive behaviors in students. Teachers will reinforce those student behaviors that reflect our school's rules and expectations. Students will have the opportunity to spend those bucks at "Weis mart". Teachers will also have special privileges that can be purchased each week. School-wide celebrations are offered periodically.
Substitute teachers, tutors, and bus drivers receive Weis Bucks for distribution with added value to promote excellent behavior.

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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 infractions will follow the process listed below:

1. Verbal warning and restate the expectation. If the behavior stops, then no further actions.
2. Reteach expectation and begin classroom behavior report. Apply intervention. If behavior stops, then no further action.
3. Apply intervention and contact parent/guardian. if behavior stops, then no further action.
4. Continue classroom behavior report. contact a peer, guidance, or administration for further interventions, etc. If behavior stops, then no further action.
5. Refer to guidance or administration. complete office referral form.

Major infractions will follow the process listed below:

1. Write a referral and escort student to office.
2. Administration determines consequences.
3. Copy of referral given to teacher/staff.

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

Student Expectation Conference

Buddy Teacher Time Out

Loss of Item/Class Privilege

Seating change/reflection chair

Curriculum Modification

Positive Reinforcement

Peer Mediation

Student Contract

Telephone Parent

Tangible Reinforcement

Non-classroom staff members have been appointed specific students to check-in with in all classrooms to build positive relationships and rapport.

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DISCIPLINARY PROCEDURES (continued)

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

Behavior contract
Conference with student
Conference with parent
Warning time out (school)
Loss of privileges
In school suspension
Out of school suspension
Referral to ICARE

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.

PBS training occurred during the preschool time period. Staff members discussed various options to acknowledge and support positive behavior. Each teacher received a blank calendar to record positive telephone calls to parents. Character trait curriculum was provided to each teacher.

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?

Training was provided for faculty and staff during preschool. Training for new faculty or staff will be the responsibility of the Assistant Principal or PBS Teacher.

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

All staff have been given "Weis Bucks" to distribute to students who are showing positive behaviors. All students will be expected to walk on the right side of the hallway at all times. Expectations of the plan will be posted in the hallways, cafeteria, restrooms, library, and classrooms. Stop signs will be posted in specific locations in all hallways. Numerous non-classroom staff members have been scheduled to visit students to build positive relationships and rapport. This process provides an additional role model and caring adult to assist students in positive choices and behaviors.

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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 and staff will be updated during faculty meetings/grade level meetings on the progress monitoring data. Graphs and other reports will be used to communicate behavior data and reinforce teacher confidence in the behavior management plan. Teacher incentives will be provided throughout the year for the purpose of encouraging teachers to participate in the PBS System.

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

Each quarter the PBS team will meet to monitor the effectiveness of the behavior plan. A RtI:B Database report will be distributed to team members to evaluate areas of success and areas of need. This data will also be shared throughout the year during faculty meetings.

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?

Community members will be encouraged to volunteer for special PBS events and contribute to the PBS System by donating various prizes and certificates. Many prizes and certificates will require the parent to transport their child to a location to redeem the reward (Fast Eddies, Taco Bell, Arby's). By doing this, the child's parent will have the opportunity to reinforce their child's positive behavior and discuss benefits to making good choices.