

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

School: West Pensacola Elementary	School Year: 2013-2014	Date of Plan: 9/05/2013
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. Sabrena Cunningham	1. Principal
2. Holly Magee	2. Assistant Principal
3. Tim Rose	3. Curriculum Coordinator
4. Deborah Braithwaite	4. Behavior Coach
5. Tiffany McClure	5. Guidance Counselor
6. Lauren Smith	6. Teacher
7. Erica Minchew	7. Teacher
8. Jessica Stein	8. Teacher

STATEMENT OF PURPOSE

Behavioral Mission Statement:
West Pensacola will be a safe and welcoming school where students know and understand what is expected of them, are rewarded for making the right choices, and feel safe at all times and welcomed each day. Students will not only know the expectations, but will understand the consequences for failing to meet those expectations. West Pensacola will be a positive environment for all students, teachers, staff, and parents that enter our school.

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2012 - 2013

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	337
Average ODR per Student (# ODR ÷ # of students enrolled)	.71
Number of Students with ODR	127
Attendance	
Average Daily Attendance	91.9
Excused Tardies (<i>Elem</i>)	253
Unexcused Tardies (<i>Elem</i>)	4360
Excused Early Check-outs (<i>Elem</i>)	512
Unexcused Early Check-outs (<i>Elem</i>)	1553

Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	149
Average OSS per Student (# OSS ÷ # of students enrolled)	.31
Number of Students with OSS	76
In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	6
Average ISS per Student (# ISS ÷ # of students enrolled)	.012
Number of Students with ISS	6
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 break down the referrals by grade level, time of day and location. This will help us better target problem areas. We will also monitor the attendance each nine weeks and send letters home or visiting teachers out to those we have concerns with.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

Our out of school suspensions will decrease by 1% from the 2012-2013 school year.
(less than 148 out of school suspensions)

2. Attendance

Our attendance will increase by 1% from the 2012-2013 school year. (92.9 %)

3. Bullying

Every student and staff will be trained by our guidance counselor on what bullying is and how to handle it if it does occur.

4. Office Discipline Referrals

Our office discipline referral will decrease by at least 1% from the 2012-2013 school year. (333 or less)

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

Tardies (both excused and unexcused) will decrease by at least 1% from the 2012-2013 school year
Excused tardies =250 or less
unexcused tardies =4316 or less

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

Early checkouts (both excused and unexcused) will decrease by 1% from the 2012-2013 school year
Early excused checkouts will = 506 or less
Unexcused checkouts will = 1553 or less

7. Other School-wide Behavior Goal

Increase the presence of Positive Behavior School within the school by increasing the amount the teachers recognize students for using the expectations. We also will increase the use of PBS for our teachers to maintain a positive morale and attitude within the staff..

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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 PBS team will meet on the following dates to discuss our progress and revisions needed.

9-13-13	3-3-2014
10-7-13	4-7-2014
11-4-13	5-5-2014
12-2-13	
1-6-13	
2-3-14	

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*.

Prior to team meetings, all data will be entered into the RTI database and graphs will be generated to display data. These will be dispersed at the meetings. At that time, the data and interventions needed will be discussed .

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

Sign in sheets from meetings

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

Periodically, during faculty meetings, data will be shared as a whole. This data will also be available in our data " war" room. A summary of the PBS meetings will be sent out school wide to all staff by guidance counselor.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

Be Respectful
Exhibit Responsibility
Engage in active learning
Be an active learner

Rules/ Expectations:	Setting: Classroom	Setting: Hallway	Setting: Playground	Setting: Cafeteria
Be Respectful	Use manners with both teachers and adults Respect others opinions and comments	Exhibit respect of others	Be a team player	Be sure to use a soft voice
Exhibit Responsibility	Complete all classwork and homework on time Follow the rules in class	Be sure to go to your designated areas Walk in the right spot	Exhibit control of your body	Enter and exit quietly
Engage in Active Learning	Be prepared with all supplies for class Be an active participant in the learning during class	Go directly to your destination	Explore your assigned areas	Eat your lunch first
Practice Honesty	Admit to mistakes and tell the truth.	Follow the directions you were given	Please use kind words	Please leave a neat table

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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?

During pre-planning before school started, an overview was presented to the staff and changes for the year were discussed. An indepth explanation was provided for all the new teachers to West Pensacola.

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?

As students use the expectations, staff will provide them with "tailfeather" tickets. These tickets will be used to purchase items from the school store on a monthly basis. Many teachers also have "items" that students can "purchase" with their tailfeather tickets within the classroom. Every nine weeks, we will have a school wide PBS activity for those students who have earned a certain number of "tailfeathers" for the nine weeks. These activities will take place on 10/25,1/10,3/27,5/30.

After christmas break, expectations will be re-taught schoolwide as a refresher. As the year progresses, teachers and guidance counselor will do ongoing "refreshers" as areas of concern arise.

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?

Brief refresher trainings will take place during faculty meetings throughout the year. Depending on what the data tells us, re-training will take place by the PBS team or team member for those teachers who's data shows that assistance is needed.

New students will be acquainted to PBS by the guidance counselor and/or their classroomo teacher.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

All staff members will pass out "tailfeather" tickets as students are "caught" being good and displaying the expectations.

These "tailfeather" tickets can be used on a monthly basis to purchase items in the school store. There are toys and passes for students to buy with their tickets

Every nine weeks, there will be a special activity for a schoolwide incentive for students who have earned a pre-determined number of tickets.

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

- Being respectful
- Exhibit Responsibility
- Engage in active learning
- Practice Honesty
- Any other behavior that teacher deems important

How will you implement the reward system?

Tickets will be given out each day as teachers feel fit. They will be given an opportunity to spend their tickets on a monthly basis.

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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.

We utilize "pink slips" for minor behaviors. These pink slips are for minor behaviors that are ongoing. The first step is a student warning where the teacher will review with the student and he/she will sign. Step 2 goes home to the parent to review and sign. Step 3 is the last step before an office discipline referral will be written. This step must be signed by the teacher, parent and student. Each step of the pink slip requires 2 behavior interventions. From one step to the next, the interventions must be different. Step 2 and 3 require a contact with a parent.

Each step of the pink slip is recorded into the RTI data base as a minor offense even though action is not taken from an administrator.

Once a behavior has been on going and reached step 4 , or for a more serious offense that warrants an office discipline referral immediately, will be sent to the front office and processed by an administrator. Depending on the offense, interventions will be assigned at a higher level than a classroom intervention. This could include after school detention, out of school suspension, sent home for remainder of the day or loss of priveleges.

These too are recorded into RTI B database as a major offense.

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

after school detention, parent conferences, check in and out for studetns that need ongoing monitoring, and counseling as needed.

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DISCIPLINARY PROCEDURES (continued)

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

seat changes within room
time outs in another room
loss of class priveleges
parent contacts
parente conferences
behavior counseling/behavior coach
no tailfeather tickets
time out with administrator
silent lunch
after school detention
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.

Training is needed and compelled by guidance counselor for new teachers and students.

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?

Brief refresher trainings will take place during faculty meetings throughout the year. Depending on what the data tells us, re-training will take place by the PBS team or team member for those teachers who's data shows that assistance is needed.

New students will be acquainted to PBS by the guidance counselor and/or their classroomo teacher.

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

Passing out tailfeather tickets to students displaying expectations

All teachers will be trained on how to use the pink slip and have access to the slip for minor discipline issues.

The store will be open 1 time a month for students to spend their tickets

A special activity will be organized for those students who reach a certain number of tailfeather tickets.

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TRAINING AND IMPLEMENTATION (continued)

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

Administration and our leadership team will also be using PBS with our staff. They receive BEEP tickets, which are good to leave 15 minutes early, when they exceed expectations or do something that stands out. We also have tied PBS into the pink slip and procedures. So unless teachers follow the PBS system, they cannot send a student out for minor offenses.

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

We will monitor the implementation of our school wide behavior management plan by continually pulling the data from the RTI-B data base. We will meet as a team and make adjustments as needed from looking at the data

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 are asked to assist with the special activities in various ways. Parents are invited to attend these activities as well. Parents are also kept abreast of citizenship on a weekly basis.