

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

School: Booker T. Washington High	School Year: 2013-2014	Date of Plan: 08/16/2013
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. Dr. Michael J. Roberts	1. Principal
2. Jeremy Tompkins	2. Assistant Principal
3. Rosie Cooper	3. RtI Coordinator
4. Elaine Shores	4. Dean
5. Joe Williams	5. Dean
6. Jaime McKinney	6. ESE Department Head
7. Renee Willis	7. Guidance Counselor
8. Mallory Killam	8. SGA President
9. Sarah Fox	9. English/PBS Coach

STATEMENT OF PURPOSE

Behavioral Mission Statement:
The mission of Booker T. Washington High School’s Positive Behavioral Support Program is to create a safe, successful, and positive learning environment for all students and staff. We will empower the students, through daily character education, positive behavior support, and social skills, to become respectful, responsible, and academically successful members of our school and community.

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

BASELINE DATA

PREVIOUS SCHOOL YEAR 2012 - 2013

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	2463
Average ODR per Student (# ODR ÷ # of students enrolled)	1.5
Number of Students with ODR	801
Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	281
Average OSS per Student (# OSS ÷ # of students enrolled)	.15
Number of Students with OSS	166

In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	665
Average ISS per Student (# ISS ÷ # of students enrolled)	.4
Number of Students with ISS	349
Attendance	
Average Daily Attendance	93.6
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.).

The FOCUS Discipline database will be used this year to monitor and assess office disciplinary referrals by date, time, location, student, problem behavior, and referring teacher. The RTI-B data will be continuously reviewed by the PBS Team in order to determine interventions as needed for students, teachers, and environmental factors. Teacher surveys will be used to assess satisfaction and progress of the PBS Model. Student surveys will be used to assess student satisfaction with the school-wide reward incentive program (Cat Scratch). Continuous on-site PBS training and support will be provided by Rosie N. Cooper, the RtI-Coordinator, to new and existing teachers to assure individual classroom management plans are in place and successful.

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

SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

The number of out-of-school suspensions will decrease by 10%.

2. Attendance

The average daily attendance will increase to 94% or greater.

3. Bullying

All teachers and students will be educated on the effects and consequences of bullying in schools by September 1, 2013.

4. Office Discipline Referrals

The number of office disciplinary referrals will be reduced by 10%.

5. Other

The number of dress code violations will be reduced by 10%.

6. Other

The number of tardy violations will be reduced by 10%.

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

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 Team meets on the first Thursday of each month in Conference Room 501A from 7:45 a.m. to 8:20 a.m. (additional meetings are scheduled as needed). The meeting dates for the current school year are: 09/05; 10/03; 11/07; 12/05; 01/06; 02/06; 03/06; 04/03; and 05/01.

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*.

Administrative Deans will enter ODR's into the FOCUS database. The referral data will then be maintained by Rosie Cooper, RtI Coordinator. The RtI Coordinator will be responsible for managing the data and assuring that it is brought to the monthly PBS Team meetings for team analysis.

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

Meeting minutes and sign-in sheets will be kept by the PBS Team. In addition, quarterly reports will be turned in to the Director of High Schools.

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

Monthly referral counts are distributed to faculty by Elaine Shores, Administrative Dean. In addition, RTI-B data updates will be distributed to faculty by the PBS Team. The RTI Coordinator will share the PBS Model and subsequent data updates with parents through Open House and PTSA meetings. Students will be kept up-to-date on referral status through class referral contest updates on the morning announcements (1st nine weeks--dress code; 2nd nine weeks--TBA; 3rd nine weeks--TBA; 4th nine weeks--overall).

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

SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

- Be Safe
- Take Responsibility
- Wildcat Pride
- Have Academic Success
- Show Respect

Rules/ Expectations:	Setting: Atrium	Setting: Hallways	Setting: Cafeteria	Setting: Classroom
How can you be a safe Wildcat?	<ul style="list-style-type: none"> •Keep hands, feet, and other objects to yourself 	<ul style="list-style-type: none"> •Avoid conflict •Walk to your right •Keep hands, feet, and other objects to yourself 	<ul style="list-style-type: none"> •Report all spills to staff •Be seated once you receive your lunch 	<ul style="list-style-type: none"> •Leave your seat or assigned area only with permission from your teacher •Maintain personal space •Keep hands, feet, and other objects to yourself
How can you be a responsible Wildcat?	<ul style="list-style-type: none"> •Keep personal belongings with you at all times 	<ul style="list-style-type: none"> •Walk swiftly to class •Visit locker, restroom, and/or water fountain if needed •Avoid blocking the hallway 	<ul style="list-style-type: none"> •Clean your area when finished •Consume all food and beverages in assigned areas 	<ul style="list-style-type: none"> •Arrive before the tardy bell rings •Bring all necessary materials to class •Complete all assignments with honesty and integrity •Keep personal
How can you show Wildcat Pride?	<ul style="list-style-type: none"> •Be proud and show respect in the Atrium-keep it clean 	<ul style="list-style-type: none"> •Be proud & show respect in the Hallways-keep them clean! 	<ul style="list-style-type: none"> •Be proud & show respect in the Cafeteria-keep it clean! 	<ul style="list-style-type: none"> •Respect yourself, faculty & staff, and students of BTWHS!
How can you be an academically successful Wildcat?	<ul style="list-style-type: none"> •Prepare yourself for your daily activities 	<ul style="list-style-type: none"> •Demonstrate your understanding of appropriate behaviors and expectations 	<ul style="list-style-type: none"> •Demonstrate good manners •Remain in designated area throughout your lunch period 	<ul style="list-style-type: none"> •Apply your best effort daily to achieve academic success •Challenge yourself •Participate positively and purposefully •Use technology appropriately
How can you be a respectful Wildcat?	<ul style="list-style-type: none"> •Use appropriate language and volume 	<ul style="list-style-type: none"> •Walk quietly •Follow directives from staff members •Adhere to dress code policy •Use appropriate language and volume 	<ul style="list-style-type: none"> •Wait in line until it is your turn •Follow directives from staff members •Use appropriate language and volume 	<ul style="list-style-type: none"> •Cooperate with your teacher and follow classroom rules •Communicate with your classmates and teacher in a positive way •Use appropriate

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

TEACHING EXPECTATIONS AND RULES

How will your school introduce the school-wide expectations and rules to all of your students and staff?

The RTI Coordinator did a pre-school inservice training with the entire faculty body, as well as a separate pre-school inservice training with all new faculty members. Incoming freshman students participated in a Behavior Expectation/Cat Scratch lesson during the summer orientation. Additionally, all students received behavior matrix instructional lesson the first week of school through 4th period class; teachers were encouraged to use this lesson as a class grade. PBS Spirit Assemblies were held, by class, at the end of the first week of school to reinforce the importance of following the school-wide expectations and to get students excited about this year's PBS events. In addition, faculty trainings will be held each nine weeks for teachers during pre-school planning period. Cat Commercials on the morning announcements will be used to reinforce the school-wide behavior expectations.

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?

Behavior Matrix activities will be completed at the beginning of each nine week period through 4th period classes. Teachers are encouraged to incorporate the school-wide behavior expectations as part of their classroom expectations. Laminated Behavior Expectation Matrix posters are displayed in every classroom and throughout the school in highly-traveled areas. Teacher incentives will be available for teachers who reinforce the PBS model in their classrooms and support PBS as a whole, including Faculty Blue & White Fridays. Cat Scratch Fever events will be held once each nine weeks to reward students for meeting school-wide expectations and displaying positive behavior.

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 the beginning of each nine weeks, a faculty and student training will take place. The first training is scheduled for 09/10/13. New students will receive an orientation to PBS from Rosie Cooper, RTI Coordinator.

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

REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

Cat Scratch reward incentive cards; Cat Scratch Fever events (referral contests and events); Cat Scratch in the Cat Shack; and Teacher Supplies are methods that will be used to promote the school-wide PBS Model.

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

No Discipline Referrals
No Dress Code Referrals
No Cell Phone Referrals
No Tardy Referrals
Perfect Attendance
Academic Success

How will you implement the reward system?

Teachers are given Cat Scratch cards and encourage to develop individual classroom reward incentive plans using the Cat Scratch. Cat Scratch cards can be used to spin the "Prize Wheel" during lunches. Students are able to "spend" their Cat Scratch in the Cat Shack every other Friday. Additionally, teachers who are implementing PBS will be entered into prize drawings and will receive invitations to special breakfasts and other activities as sponsored by our community partners.

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

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.

Booker T. Washington High School has implemented a classroom versus office managed behavior matrix. Minor offenses will be handled in the classroom through the Behavior Tracking Form managed by the classroom teacher. Examples of minor offenses are: tardies, correctable dress code violations, minor disruptions, lying, profanity, correctable defiance, out-of-assigned area, cell phone violations, etc. Minor offenses are those that are not coded as SESIR offenses and are kept track of within our district. Major offenses will be handled by the administrative deans. Examples of major offenses are: fighting, sexual misconduct, weapons, drugs, etc. Major offenses are those that are coded as SESIR offenses. These offenses are reported to the state. Minor offenses usually result in a consequence that is less than out-of-school suspension such as in-school suspension, Saturday Detention, warnings, parent phone calls, after-school detention, etc. Major offenses usually automatically carry a penalty of out-of-school suspension. Once a minor offense has been tracked three times by the classroom teacher, on the fourth offense an office disciplinary referral is written on the student for said offense and the behavior then becomes an office-managed behavior. Booker T. Washington High School follows a progressive discipline model. Each time a student is given a referral it builds on any previous referrals the student has. As a result, the severity of the consequence increases with each subsequent offense. The teachers are responsible for initiating the referral, then the referral is turned into the dean. The dean reviews the referral and calls the student in, giving the student his due process. The dean then makes a decision based on the number of referrals the student has, the seriousness of the offense, and the district adjudication guidelines.

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

PBS Model
Violence Prevention Program
Anger Management Program
Individual conferencing with the RtI Coordinator
Classroom/student observations by the RtI Coordinator
School Psychologist referrals for repeat offenders, as needed
Increased parent notification through the Behavior Tracking Form process
RtI-B Team referrals
In-School Suspension program and the use of Tier II behavior intervention program titled Ripple Effects
Professional development for teachers
Bullying training for teachers, students, and parents
Increased parent involvement through PTSA

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

DISCIPLINARY PROCEDURES (continued)

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

Teacher classroom interventions including, but not limited to: seat changes, verbal warnings, reteach expectation, loss of privileges, parent contact, timeout, student conference, reward alternate behavior. In addition, the administrative deans use: Parent phone calls; After-school Detention; Saturday Detention; Violence Prevention Program; Home Time-out; In-School Suspension; Out-of-School Suspension.

For Middle or High Schools:

How do the adjudication guidelines complement your disciplinary procedures?

The adjudication guidelines align with our disciplinary procedures.

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

TRAINING AND IMPLEMENTATION

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

Teacher unit and classroom/lab for in-school suspension

Pre-school inservice with teachers

PBS supplies (Cat Scratch, student and teacher reward incentives)

Bullying training from protection services

Permanent Full-Time position for RtI Coordinator to support teachers, administrators, guidance, students, and parents in the RTI process

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?

Each teacher received training during pre-school in-service. Optional trainings will be held each nine weeks. Teachers will be encouraged to participate in the district-sponsored classroom management workshops. The RtI Coordinator will conduct new teacher orientation training with 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?

All teachers will implement classroom expectations, reward incentives, and consequences for their classrooms and this information will be visible to students and classroom visitors. In addition, Cat Scratch events will be scheduled each nine weeks for student reward incentives. The PBS Team will meet regularly keeping administration, faculty, students, and parents up-to-date on school-wide disciplinary data. The RtI-B Team will implement Tier II referral process this school year to target repeat offender students.

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

TRAINING AND IMPLEMENTATION (continued)

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

Staff buy-in will be obtained through educating teachers on the benefits of PBS. In addition, teachers will begin to see decreased negative behaviors of their students. The RtI Coordinator will be made available to provide support to struggling teachers inside the classroom as a whole and with individual students. Administration will encourage the school-wide use of PBS by all teachers, in all classrooms, and will make it part of the E3 evaluation process.

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

Discipline data will be reviewed once a month by the PBS Team, in addition to each nine weeks through the reporting of progress to the Director of High School. Administrators will observe classroom teachers and look for expectations, reward incentive plans, and consequence implementation happening within the classroom. The RtI Coordinator will conduct student classroom observations to assure that PBS is being implemented and that to address classroom management needs that teachers may have. Student and teacher surveys will be used to assess overall changes in the climate of the school.

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?

The RtI Coordinator will be present to meet parents at Open House and to provide them with information on our PBS/RtI programs. Additionally, she will present to parents at the first PTSA meeting on 09/16/13, to provide them with an overview of PBS and what it looks like and means for Booker T. Washington High School. In addition, the PBS Team will be visiting area businesses to talk about the school's PBS efforts and secure donations and community support for PBS. PBS will also be promoted through the school website by providing parental information and updated on future events.