

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

School: Jim C. Bailey Middle School	School Year: 2013-2014	Date of Plan: 8-19-2013
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. Judy F. Pippen	1. Principal
2. Derek Thomas	2. Assistant Principal
3. Cheryl Butler	3. PE Teacher
4. Bob Smith	4. PE Teacher
5. Jamie Harris	5. Sixth Grade Teacher
6. Rocky Long	6. ISS/PAWS Teacher
7. Michelle Moore	7. Eighth Grade Teacher
8. Juanita White	8. Behavioral Coach
9. Dawn Fulton	9. Eighth Grade Teacher
10. Gary James	10. Dean
11. Regina Sanders	11. Dean
12. Teresita Page	12. Seventh Grade Teacher

STATEMENT OF PURPOSE

Behavioral Mission Statement:
Bailey Middle School strives to create and maintain a safe and orderly environment where students, teachers, administrators, and support personnel want to work and parents want to send their children.

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2012 – 2013

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	1003
Average ODR per Student (# ODR ÷ # of students enrolled)	0.74
Number of Students with ODR	371
Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	161
Average OSS per Student (# OSS ÷ # of students enrolled)	0.119
Number of Students with OSS	109

In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	237
Average ISS per Student (# ISS ÷ # of students enrolled)	0.175
Number of Students with ISS	166
Attendance	
Average Daily Attendance	95.47
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.).

The following programs will continue to be implemented this year:

PAWS Program - Designed for students that have accrued six or more serious referrals

ISS Program - Designed to assist students in regaining acceptable behavior while working in a quiet workspace.

From the last school year's behavioral data, counselors create a list of student names that had six or more referrals. The counselors sent letters to the parent to set up a meeting to discuss our PAWS/In Lieu of Expulsion program and to encourage students to come to school with a positive attitude. The goal is to have students come prepared to learn and to reduce the behavior(s) that they exhibited the year before.

School-wide Behavioral Data that will be used throughout the school year will be Incident Summary, Action Summary, Consecutive Absences Report, and Student Discipline Records Report for each nine weeks. In addition, we will be reviewing which teachers have the greatest number of referrals to see if classroom management training needs to be provided or student schedule change. Deans will meet individually with each team as needed to address discipline concerns or issues.

From these reports, the BMT can determine areas of need and make plans to address target groups or the whole student population. Deans and other teacher representatives will present information regarding behaviors or issues that arise that are not covered on the above reports. The BMT meets each month.

SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

Through the implementation of our school-wide discipline plan, we will strive to maintain last year's baseline level of 161, which was reduced from 237 the previous year and will attempt to decrease the number of OSS by .01%.

2. Attendance

By following attendance checklist, we will strive to maintain the baseline attendance of 95.47% by +/- .04%.

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3. Bullying

All faculty will be trained on bullying through the Safe-Schools online training program or through faculty presentation. All students will be trained about bullying and school policies through the review of the Rights & Responsibilities Handbook in the social studies classes.

4. Office Discipline Referrals

Through continued use of the Minor Classroom/School Misbehavior plan posted in all classrooms, teachers will implement a minimum of three interactions, of which, one must be parent contact. We will strive to maintain the baseline level of ODR's which was 1003 for the previous school year by +/- .02%.

5. Other

100% of teachers and staff will be involved in FOCUS training for discipline referrals

6. Other

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 discipline committee will meet on the fourth Wednesday of every month in the Media Center at 8:35 AM to review the behavior plan and to monitor progress toward the behavior goals.

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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*.

Data from various discipline reports in TERMS/ FOCUS will be used to evaluate progress toward our behavior goals. Data will be recorded in Excel spreadsheet and charts or graphs will be used to display the data pictorially.

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

Email Calendar will be used to document date, time, and location of meetings. A notebook will be kept in the principals' office with the above data printed and inserted behind each month. A sign-in sheet and agenda for each month's meeting will be included in each month's entry kept on file in the notebook.

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

Faculty meetings and emails will be used to report the data to the faculty. Individual meetings with teachers who are reporting more ODRs will be held to assist them in reducing the misbehaviors in their classes.

SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

Safety: Walk in hallways and on sidewalks. Keep hands and feet to self. Be alert.

Respectful: Use whisper voices. Walk facing forward. Keep hands at ones side. Speak politely to adults and peers.

Responsible: Be on time for class. Bring school supplies. Complete assignments on time.

Rules/ Expectations:	Setting: Cafeteria	Setting: Hall	Setting: Restroom	Setting: Classroom
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Be Respectful	Keep hands, feet and objects to self. Keep your place in line. Speak politely to cafeteria staff.	Stay to the right. Wait for complete class to pass before moving on. Stop at intersections.	Wait your turn. Give others privacy.	Wait your turn to speak. Give full attention to teacher. Keep hands, feet and objects to self. Leave others personal items alone.
Be Responsible	Clean up after yourself. Push in chair when leaving. Sit in assigned area. Do not loiter in various lunch lines for socialization purposes.	Use inside voices. move in an orderly fashion. Be where you are supposed to be and on time.	Refrain from writing on stalls and walls. Place paper towels in trash. Keep floor clean. Report any problems to an adult.	Keep your area neat. Take care of books, classroom supplies and equipment. Return classroom supplies to correct location.
Be Prepared	Have lunch money and/or lunch with you prior to entering cafeteria. Know your lunch number.	Know where you are headed. Have a pass.		Come with needed materials. Be ready to start when teacher enters.

TEACHING EXPECTATIONS AND RULES

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

The faculty will be introduced to school-wide expectations/rules during pre-school training. Students will be introduced to school-wide expectations and rules over a week long period of short, closed-circuit TV segments during homeroom and during the coverage of the Rights & Responsibilities Handbook in the social studies classes. The expectations/rules will then be reinforced within the individual classrooms.

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?

Posters will be hung in all classrooms, as well as, the cafeteria, bathrooms, and halls to reinforce our expectations of the students. Curriculum resources will be chosen by individual teachers to reinforce expectations. A "quote of the day" will scroll on Bailey vision throughout the day to keep students focusing on positive behaviors.

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?

Monthly reminders will be provided through the Bailey Visions. Posters are displayed throughout the school in the halls, bathrooms, and cafeteria. Administrators and guidance counselors will discuss the school-wide expectations and rules with new enrollees before admitting them to class.

REWARD/RECOGNITION PROGRAM

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What type of reward system will you use?

The Behavior Management Team (BMT) will begin the program "Bailey ROCKS!"

R- responsible and respectful

O- orderly and on task

C- caring and courteous

K- knowing and following the rules

S- self disciplined and safe

When students are seen performing one of the above mentioned positive behaviors they will be rewarded. We have a list of names on the Bailey Vision monthly, as well, as having their names on dog bones on the walls throughout the school. When teachers want to reward their entire class for good behaviors, they will be allowed to have "game" time. Every month there is a drawing for prizes for those students who have received a "Bone-a-fied Rock Star' bone. Drawings are held on morning announcements.

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

Our school expectations include being responsible, being respectful, being orderly, being on-task, being caring and courteous, and being prepared. The students will be recognized for taking responsibility for themselves and their actions, showing respect to their peers, teachers and other school personnel as well as being prepared for school.

How will you implement the reward system?

Teachers will be given templates of dog bones to use when they catch a student exhibiting our school-expected behaviors. The teachers will write the student's name on the bone and then hang the bone in the hallway. The idea is to line all the hallways with dog bones showing all the positive behaviors being exhibited by our students at school. We will also list these students' names on Bailey vision for students to read throughout the day. These students will be entered into a monthly drawing for prizes.

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.

Minor Classroom/School Misbehavior

1. A general warning will be issued to the student.
2. A phone call to the parent/guardian is required. If repeated contacts are not made, a voice mail may be left, followed with a home-assistance letter sent to the parent, to be signed and returned. If contact is not available and letter not returned, contact a dean for contact information. If the child's phone number is long distance, a school messenger call will be sent to the parent request a call to the school.
3. Implementation of a minimum of two team interventions:
 - A. Move student within room
 - B. Team time out
 - C. Writing assignment
 - D. Teacher/Student conference
 - E. Friday morning detention
 - F. Other team action
4. Office Disciplinary Referral to Administrative Dean

Major Behavior Incidents are handled immediately by the dean such as, cursing at an adult, disrupting class by loud outbursts, stealing, drugs, weapons, bomb threats, leaving campus, etc. The parents are contacted and the appropriate consequence is given based as deemed appropriate by the deans and/or administrators per the R & R handbook.

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

A school-wide behavior plan will be implemented by all teaches and staff. This plan will be a progression plan beginning with a warning for unwanted behaviors. The teachers will be working on better contact with the parents prior to writing a referral to eliminate recurring misbehaviors prior to writing an ODR. Guidance counselors/deans will be utilized early in the management of student misbehavior and will work with the student to identify the triggers for misbehavior and try to modify their actions.

DISCIPLINARY PROCEDURES (continued)

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

The discipline actions used in our school include Friday morning detention by teachers, morning work detail, lunch detention, parent conferences, behavior contracts, In-school suspension, and Out of School suspension. Students who are repeatedly sent to the dean for discipline issues are asked to meet with the dean and parent, if possible, to sign a behavior contract.

For Middle or High Schools:

How do the adjudication guidelines complement your disciplinary procedures?

The guidelines allow the deans across the district to administer the same level of punishment for the same areas of concern. The guidelines give several choices to choose from so the deans are able to use the resources they have available to them at their particular schools.

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.

The BMT will train teachers and faculty at the beginning of the school year so that everyone at the school site will be familiar with the behavior plan and follow it correctly.

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?

The goal for the year is to cover our walls with dog bones. To encourage the faculty and staff to continue this endeavor we will have teacher "shout outs" to keep our faculty excited about our school plan. New teachers will be trained by a team member, team leader or an assigned mentor. The online faculty handbook has the Behavior Management Plan included for the new teacher's reading. An assigned mentor will check with the new teacher to see if he/she has questions about the BMP.

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 use the same classroom behavior management plan. All classrooms will post the same classroom rules to follow.

TRAINING AND IMPLEMENTATION (continued)

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

Faculty pep talks and shout outs will motivate teachers to utilize and follow the plan. When teachers send an ODR to the dean and all of the classroom steps have not been followed, then the dean will return the referral to the teacher and have the teacher follow the steps prior to processing the referral. Administration will be notified when an ODR is returned to the teacher.

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

Monthly meetings will be held for the BMT to look at student and faculty data to see who is having the most difficulty with discipline. Administrators will visit the classroom where the most ODR's are being generated to identify the cause and find a solution to change the student behavior. Strategies will be planned with the teacher to try to improve classroom management and student behavior. Follow-up observations by administration will ensue.

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 School Messenger will be used to send out positive messages about students chosen as a 'Bone-a-fied Rock Star and thanking the students and their parents for supporting a great learning environment at school. Positive teacher notes and principal notes on students will be sent home or mailed. The monthly drawing on television will also be an incentive for good student behavior. Parents can access school and teacher information using Focus and School Loop websites. The school also provides information via a school newsletter which is sent home quarterly.