

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

School: Ernest Ward Middle School	School Year: 2013-2014	Date of Plan: 8/16/2013
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. Nancy Gindl-Perry	1. Principal
2. Wimberly Murphy	2. Assistant Principal
3. Keith Griffin	3. Dean
4. Glenn Dumas	4. ILO/ISS
5. Kathleen Ellis	5. Teacher
6. Bob Cassevah	6. Teacher
7. Laura Chavers	7. Teacher
8. Betty Coon	8. Teacher Aide

STATEMENT OF PURPOSE

Behavioral Mission Statement:

It is the mission of EWMS to provide each student with a safe school environment which is conducive to optimal student learning. Our mission is to promote and cultivate creativity, academic and social success through quality teamwork between students, parents, and faculty in a positive and secure environment.

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

BASELINE DATA

PREVIOUS SCHOOL YEAR '12 – '13

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	430
Average ODR per Student (# ODR ÷ # of students enrolled)	.23
Number of Students with ODR	273
Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	181
Average OSS per Student (# OSS ÷ # of students enrolled)	.10
Number of Students with OSS	128

In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	168
Average ISS per Student (# ISS ÷ # of students enrolled)	.09
Number of Students with ISS	142
Attendance	
Average Daily Attendance	92.4
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.).

Referrals will be analyzed using the following categories:

Types of referrals: Major/Minor/Bus, etc. and will be broken down by Month and Grading Period

Grade Levels to include all subgroups in grades 6/7/8

ESE Grade Levels in grades 6/7/8

Subgroups: Gender/Ethnicity/Socio-Economic/Teacher

Data regarding referrals will be gathered for each month and each nine (9) week grading period during the school year. We will meet as a faculty at the end of the nine (9) weeks, as noted, to discuss the problems that need the most corrective attention. Programs including, but not limited to second step in the ILO Program, will be used to address areas of concern regarding the types of referrals the Dean's office is receiving and working.

Academic data will be comprised of lowest quartile reports, Discovery Education assessments, progress reports, etc.

Professional development training for faculty will be generated by data, teacher input, administrative walkthroughs, and observations will be increased throughout the school year.

Student outcomes will be monitored in many ways including earned privileges and positive behavior slips!

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

SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

The goal is to reduce the out of school suspension rate by 2% compared to last years data. Studies demonstrate the vast majority of suspensions are for minor infractions of school rules rather than for serious violent or criminal behavior. Efforts to reduce suspensions should improve graduation rates, achievement scores, and improve life outcomes, while also decreasing the rate of juvenile and adult incarceration.

2. Attendance

A reduction of OSS will positively impact student attendance, keeping students in the learning environment with their primary teacher. Suspension and expulsion should only be used when dealing with extremely difficult and challenging behaviors and as a last resort. Additional incentives will be added to improve attendance for the entire student population. EWMS will use School Messenger and each homeroom teacher will alert the parents after five (5) absences. Our goal is to increase average daily attendance by .1%.

3. Bullying

Bullying of any kind will not be tolerated at EWMS. In order for optimal learning to take place, students must be and feel safe within the school environment. Faculty, staff, and students will be trained to identify potential bullying situations and to intervene before situations escalate. All incidents will be reported to school administration and School Resource Officer (SRO) for further investigation. All school personnel will be on high alert as we work to control bullying!

4. Office Discipline Referrals

Before sending a referral to the Dean, teachers must use three (3) documented disciplinary interventions, including a parent contact, before a "minor offense" can be sent with a referral to the Dean's office. Parental contact allows the teacher to alert parents so they can "talk" to their child regarding the problem, and can be corrected before a referral is issued. Serious Breach of Conduct or Very Serious Breach of Conduct is an automatic referral per the Rights and Responsibilities Handbook.

5. Other

Provide various trainings to faculty to address issues within our school environment. Trainings will demonstrate how fellow educators are addressing issues, overcoming obstacles, and attaining success in their school.

6. Other

**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.

October 18, 2013 in Dean's Office-after 1st grading period

January 6, 2014 in Dean's Office-after 2nd grading period

April 28, 2014 in Dean's Office-after 3rd grading period

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 dean will enter all discipline data into FOCUS. Reports from FOCUS containing information about referrals, ISS, OSS, ILO, and attendance will be used to generate information needed. These reports will be used in the discipline meetings as well as in general faculty meetings for more complete understanding by all stakeholders of problem areas or areas needing improvement.

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

Information will be distributed to faculty, staff, and committee members through written minutes of the Discipline committee meetings. Our school will invest in practices and procedures that are supported by rigorous research evidence. Evidence-based practices have been demonstrated in formal research studies to be related to valued outcomes for children and their families.

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

The discipline committee will meet at the end of each nine weeks to review data. We will share the data and progress at the end of each nine weeks with all of our faculty and staff. We are encouraging Bus Drivers and Support Personnel to become an integral part of this process.

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

SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

Students should/will come to school ready:

- "E"ager to learn
- "A"lways feeling safe
- "G"iving and receiving respect
- "L"istening well
- "E"veryone cooperating with school and district policies

Rules/ Expectations:	Setting: Bus Arrival/Dismissal	Setting: Classrooms/Halls	Setting: Special Areas/Cafeteria	Setting: Restrooms
Be Ready	Know Bus Rules Be on Time to bus stop and for after school pickup Remain in Assigned area	Bring supplies Have homework Be on time Focus on directions Keep noise down Have hall pass	Move quickly through line Know lunch number and speak name clearly Remain seated and talk quietly	Use between classes or during lunch period Go directly to/from restroom Notify staff of problems in bathroom
Be Responsible	Stay in assigned seat Notify driver of problems Keep bus clean Keep conversations low Arrive/depart orderly Go directly to bus on dismissal	Be actively involved Use time wisely Take care of space/materials Mind your own business Do not participate horseplay or PDA	Keep conversations low Remain seated in assigned seat Clean up after eating	Use facilities as intended Wash hands after use! Notify staff of problems
Be Respectful	Keep hands/feet to self Keep conversations low Use appropriate non-offensive language/gestures Do not participate in horseplay Remove hats inside bus	Keep hands to self Leave others belongings alone Listen carefully Walk on right side in hallway Do not participate in horseplay	Speak politely Use good manners Allow classmates personal space Do not skip lines	Flush after use! Use supplies appropriately Use trash receptacles

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?

Faculty and staff will be introduced to rules and expectations during pre-school planning days with round-robin training sessions. They will receive written handouts for future references throughout the school year.

Students will receive Rights/Responsibility Handbooks during the first week of school. This added emphasis comes after the Dean has spoken to the students emphasizing areas of concern from the previous year and any changes regarding the R/R handbook. Grade-level meetings are held by the administration during the first weeks of school to discuss rules/expectations. Meetings are video taped to be used for late arriving students and new students.

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 can earn Positive Behavior reports from their teachers and these reports will be sent home. Students-of-the-Month Awards will be given to deserving students each month in each grade level. Extra privileges (assemblies, pep rallies, etc.) may be earned. In hallways there will be Bulletin Board Recognition that displays "Random Acts of Kindness" throughout the year.

A student attendance initiative was discussed to educate students and their parents on the importance of being in class, as attendance has a direct effect on academic performance. Consistent school attendance is directly linked to positive behavior, increased participation in extracurricular activities, higher grades and higher overall educational outcomes.

Monthly reward system in place for students who have perfect attendance and no referrals.

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?

Professional development training provided by staff, dean, and/or administration monthly.

Positive/Negative Behavioral reports sent home to parents when warranted.

Proactive faculty members will contact parents/guardians by phone calls or e-mails when problems arise and before problems escalate.

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

REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

Positive Behavior Reports
Students of the month in each grade level
Additional Privileges (pep rallies, homework passes, hat days, etc.)
1st 9 weeks-in school dance during activity period
2nd 9 weeks-in school dance/social during activity period
3rd 9 weeks-outside field activity during activity period
4th 9 weeks-grade level field trip/activity
*will update (work in progress)

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

All positive behaviors
No discipline referrals
Positive attitude, being respectful to peers and teachers
Improved attendance
Performance and participation
Perfect attendance

How will you implement the reward system?

Teachers will send Positive referrals home each nine (9)-week grading period.

Positive Behavior Reports
Students of the month in each grade level
Additional Privileges (pep rallies, homework passes, hat days, etc.)
1st 9 weeks-in school dance during activity period
2nd 9 weeks-in school dance/social during activity period
3rd 9 weeks-outside field activity during activity period
4th 9 weeks-grade level field trip/activity
*will update (work in progress)

**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.

1st Offense: Teacher gives student a verbal warning

2nd Offense: Teacher holds a conference with the student

3rd Offense: Teacher makes contact with parent via telephone, email, conference, behavior slip, or home visit

4th Offense: Discipline Referral

All discipline handled by each teacher is kept on file by the teacher. Grade-level leaders and grade-level teams are encouraged to talk to each other to see if something another teacher is doing may be working with that student. The dean, grade-level leaders, and administration has access to this information and the steps the teacher has taken to remedy the situation.

Documentation will be completed for all incidents. The administrative dean will follow the adjudication guide for determining minor/major behavior incidents.

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

Seek training opportunities for positive classroom management for faculty. Teachers must use three (3) disciplinary actions, including parent contact, prior to writing referrals for minor offenses. ILO/ISS students will participate in campus beautification work detail programs which should reduce OSS. Alternative to suspension is provided for students through Informed Families program.

**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?

Warning	Parent/Teacher Conference
Work Detail	Behavior Contract
Disciplinary Meeting	Bus Suspension
In School Suspension (ISS)	Guidance office
Out of School Suspension (OSS)	
In Lieu of Expulsion (ILO)	
Expulsion	
Criminal Charges	
Assigned seating in classrooms, lunchroom, and buse for disruptive students	

All SESIR incidents and serious offenses will be reported to SRO and law enforcement.

For Middle or High Schools:

How do the adjudication guidelines complement your disciplinary procedures?

County adjudication guidelines are followed to ensure firm, fair, and consistent discipline in our school which follows county procedure outling the middle school action levels regarding actions and number of offenses.

**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.

EWMS will use funds left from school wide fundraisers, school clubs/sports, organizations, and community support to provide rewards and incentives.

We will work with FDLRS and district resources for training that our teachers may need.

After looking at data, EWMS has implemented a mentor program to help our students who are in need of a mentor.

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 will be provided for the faculty and staff during preschool, team leader meetings, grade level meetings, faculty meetings, and at least once nine weeks for professional training from outside sources. Training will be ongoing monthly throughout the school year!

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

Positive Referrals, participation in pep-rallies and other in-school functions, mentors, and pre-referral intervention procedures.

**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?

Faculty/staff will be trained on ways to "redirect" students in hope of reducing discipline referrals. Team leaders, teachers, and staff will be asked to share three successful strategies, implementation, and outcomes. Then they will be asked to share what they have done in the classroom that works and did not work and why.

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

The behavior team will track the number of positive referrals, redeemed coupons, contacts home, and student referral 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?

EWMS actively seeks parental input thru parent involvement meetings and SAC meetings. Our goal this year is to involve parents and community members in helping our youth by becoming mentors, volunteers, and role models. We also are developing a "principal's advisory committee" which will be made up of students (club/class/organization officers). This committee will meet quarterly with the Principal/Assistant Principal during a "working lunch" seeking ways to improve school discipline. The Goal of the Principal's Advisory Committee is to involve the students in the process and setting examples.