

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

<b>School:</b> Ransom	<b>School Year:</b> 2013-2014	<b>Date of Plan:</b> 8-26-13
<b>Note:</b> Please refer to the <i>Guidelines for Developing a School-wide Behavior Management Plan</i> for instructions and recommendations.		

**SCHOOL-WIDE BEHAVIOR TEAM**

<b>Name of Team Member in Attendance:</b>	<b>Role (Principal, Teacher, Parent, etc.):</b>
1. Brent Brummet	1. Principal
2. Joe Snyder	2. Assistant Principal
3. Sandy Ames	3. Dean
4. Joshua Jackson	4. Dean
5. Felicia McCants	5. Behavior Coach
6. Gail O'Neal	6. Guidance Counselor
7. Diane Stull	7. Teacher
8. Stephen Smithee	8. Teacher

**STATEMENT OF PURPOSE**

**Behavioral Mission Statement:**  
The Ransom community, including students, teachers, administrators and others will collaborate to provide a safe, positive, and nurturing environment that allows all stakeholders the opportunity to experience success.

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**BASELINE DATA**

**PREVIOUS SCHOOL YEAR 2012 - 2013**

<b>Office Discipline Referrals (ODR)</b>	
Number of Office Discipline Referrals (ODR)	992
Average ODR per Student (# ODR ÷ # of students enrolled)	.73
Number of Students with ODR	396
<b>Out-of-School Suspensions (OSS)</b>	
Number of Incidents of Out-of-School Suspension (OSS)	269
Average OSS per Student (# OSS ÷ # of students enrolled)	.20
Number of Students with OSS	173

<b>In-School Suspensions (ISS)</b>	
Number of Incidents of In-School Suspension (ISS)	481
Average ISS per Student (# ISS ÷ # of students enrolled)	.36
Number of Students with ISS	251
<b>Attendance</b>	
Average Daily Attendance	94.0%
<b>Bullying Prevention</b>	
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.).**

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**SCHOOL-WIDE BEHAVIORAL GOALS**

**1. Out-of-school suspension**

Decrease the number of students with out of school suspensions (OSS) by 1% by the end of School Year 2013 - 2014.

**2. Attendance**

Maintain or increase average daily attendance (ADA).

**3. Bullying**

Maintain 100 percent of students receiving training on bullying prevention through a variety of ongoing training sessions.

**4. Office Discipline Referrals**

Decrease the number of office discipline referrals by 1% .

**5. Other**

**6. Other**

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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 Behavior Management Team will meet the second Wednesday of each month at 8:45am in the library to review the plan and to track 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*.**

Data will be retrieved from TERMS, Focus, and a spread sheet (Kept by the Deans) on a monthly basis to review our goals and direction.

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

Minutes will be e-mailed to all members and kept by Dean Jackson, who is the committee chair.

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

Data will be distributed by e-mail and will be shared in faculty meetings.

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**SCHOOL EXPECTATIONS AND RULES**

**List 3 – 5 school-wide expectations**

Be respectful. Be safe. Be responsible.

<b>Rules/ Expectations:</b>	<b>Setting: Halls</b>	<b>Setting: Classrooms</b>	<b>Setting: Cafeteria</b>	<b>Setting: Common Areas</b>
Be respectful.	Use appropriate language.	Be a positive leader.	Follow all lunch line procedures.	Regulate volume of speech.
Be safe.	Walk with direction. Keep hands, feet, and objects to self.	Sign out before leaving the classroom.	Stay seated until dismissed.	Use proactive behavior.
Be responsible.	Report directly to assigned area.	Be prepared with all materials and supplies. Stay on task	Dispose of trash properly.	Exhibit responsible behavior.

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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?**

Faculty meetings; CCTV announcements; Connect Ed; visual aids posted throughout school

**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?**

CCTV announcements; Connect Ed; school newsletter; website

**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?**

Rules will be posted and reviewed over CCTV. Refresher of Rules will be provided monthly when monthly awards are distributed. Student who arrive new to our school during the school year will receive training from the dean.

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**REWARD/RECOGNITION PROGRAM**

**What type of reward system will you use?**

1. Tiger Tickets for appropriate behavior
2. Monthly drawing for Tiger Tickets turned in for good behavior

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

1. Students following expectations/rules throughout the school year

**How will you implement the reward system?**

Each teacher and bus driver will be given ten Tiger Tickets each month to distribute to students whom they observe following school expectations/rules. A drawing will occur at the end of each month for those who received a tiger ticket.

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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.**

The teacher writes a discipline referral, including prior intervention documentation. Then the referral is sent to the dean. The dean processes the referral, following due process procedures. On each referral the parent/guardian is contacted. The appropriate consequence is implemented using the district adjudication guidelines. Once a referral is worked, a copy is kept by the dean, a copy is given to the student, and a copy is given back to the teacher who wrote the referral.

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

Each teacher will implement and document at least three interventions prior to a referral being written for classroom management issues. One of these interventions must be parent contact. Interventions may include but are not limited to verbal warnings, restating expectations, parent contact/conference, team time out, in team suspension, isolated lunch, reflection sheet, referral to guidance or intervention specialist, loss of privileges.

The school will implement a positive reward system to encourage appropriate behavior and reduce referrals.



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**DISCIPLINARY PROCEDURES (continued)**

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

guidance referral, lunch detention, ISS, bus suspension, OSS

**For Middle or High Schools:**

**How do the adjudication guidelines complement your disciplinary procedures?**

The adjudication guidelines allow for appropriate, consistent, and progressive consequences to affect a positive school climate so all children can learn.

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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.**

Tiger Tickets, poster supplies, rewards

**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 Behavior Leadership Team (BLT) will provide training for faculty and staff during preschool, team leader meetings and faculty meetings. For those faculty arriving new to our school the administration will cover the plan in the orientation process. The plan will also be available on the school's website.

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

Tiger Ticket procedure, pre-referral intervention procedures

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**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. Team leaders, teachers and staff will be asked to share successful strategies with the BLT.

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

The BLT will track number of redeemed Tiger Tickets, record faculty feedback, and track 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?**

Through phone calls using Connect Ed and posting events and information on the school's website.