

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

School: Woodham Middle	School Year: 2013-14	Date of Plan: 8/30/13
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. Marsha Higgins	1. Principal
2. Juanita Edwards	2. Assistant Principal
3. Margaret Warr	3. Assiustant Principal
4. David Thompson	4. Dean
5. Leslie Travis	5. Behavior Coach
6. Gary Lincoln	6. Counselor
7. Tamura Westmark	7. Counselor
8. Micael McCormack	8. Teacher
9. Emily King	9. Teacher

STATEMENT OF PURPOSE

Behavioral Mission Statement:
The mission of the SWBT is to make data driven decisions about the environment of the school so that changes can be made to classrooms, common areas, expectations, consequences and outcomes of the behavior to improve the safety and security of the students and staff at Woodham Middle School. These expectations and outcomes will be readily shared with all stakeholders so that changes can be made to the school in a timely manner.

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2012 - 2013

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	1861
Average ODR per Student (# ODR ÷ # of students enrolled)	2.35
Number of Students with ODR	472
Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	581
Average OSS per Student (# OSS ÷ # of students enrolled)	.73
Number of Students with OSS	265

In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	871
Average ISS per Student (# ISS ÷ # of students enrolled)	1.01
Number of Students with ISS	366
Attendance	
Average Daily Attendance	91.9
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 utilize information gained from school wide surveys as additional data sources as well as monitor individual class and/or grade level referral data. We will use the new FOCUS discipline side to collect data.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

Our goal is to decrease the number of out of school suspensions by 10%.

2. Attendance

Our goal is to increase attendance by 0.6%.

3. Bullying

100% of our faculty and staff will be trained in bullying prevention.

4. Office Discipline Referrals

Our goal is to decrease the number of office discipline referrals by 10%.

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.

Our behavior mangagment team plan to meet the first Tuesday of the month in the morning before school begins.

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*.

We will review RtI behavioral data as well as discuss behavioral incidents located in FOCUS.

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

A notetaker will document items discussed and information will be provided in the School-wide Behavior Mangement Plan report.

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

The behavior management team will share data and outcomes in faculty meetings, via email, and with the Positive Behavior Team. Parents and teachers will be kept abreast with information via School Messenger as well as newsletters.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

Be Respectful
Make Responsible Choices
Stay Safe

Rules/ Expectations:	Setting: Cafeteria	Setting: Hallway	Setting: Dismissal	Setting: Restroom
Be respectful	Keep hands, feet and objects to self. Use quiet voices. Clean up your area.	Keep hands, feet and objects to self. Follow adult instructions.	Follow directions of adults. Follow dismissal plan. Be prepared to leave.	Give privacy, paper towels in trash, use toilet paper appropriately, respect school property (no graffiti), leave the restroom clean for the next person
Make responsible choices	Follow adult directions Follow the rules Pick up after yourself Make healthy choices	Follow rules and adult instructions. Move directly from class to class. Arrive to class on time prepared to participate and learn.	Follow directions of adults. Be where you are suppose to be on time.	Use quiet voices, exit quickly, follow adult directions, be quick
Stay safe	Walk Form single file lunch lines (no cutting) Sit facing your assigned table	Stay to the right Always walk Use low tone of voice Be alert to your environment Keep hands, feet, and objects to yourself	Walk in single file line with teacher Leave campus promptly	Clean up after yourself, flush, wash hands

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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?

Teachers will receive the school-wide expectations via email as well as in faculty meetings. Students will receive school-wide expectations via Literacy class. All students will receive a copy of the Rights and Responsibilities handbook. Teachers will form social contracts with all their classes to initiate student involvement with the school culture change goal.

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?

School-wide expectations and rules will be reinforced using the Positive Behavior Model. Social contract posters will also be displayed throughout the classrooms to serve as a reinforcement for students. Teachers will also be reminded as needed via email and during faculty meetings.

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?

Students new to our school will receive training of expectations through the Guidance Department. Staff will be informed via email or faculty meetings as the needs arise. Each nine weeks we will review expectations to ensure that staff and students are in compliance.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

We will use the Positive Behavior system. Gotcha cards will be used for positive behavior and be able to spend in the PBS store.

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

Students who have not received a referral within a nine week period will be rewarded and recognized. Respectful behavior and making responsible choices.

How will you implement the reward system?

The Positive Behavior team will manage the reward system.

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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.

Minor incidents are controlled and disciplined by the classroom teacher. Each teacher maintains documentation on students minor disruptions and classroom issues. Capuring Kids Hearts is the system being used for the students to "behave out", teachers have parent contact and lunch detention as interventions.. Major issues, including fighting, bullying, inappropriate language directed at the teacher, may result in an immediate referral. The intention is to provide options for the teachers to handle the majority of discipline/behavioral issues themselves.

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

Many strategies are used to prevent out of school suspension at WMS. Students may be assigned in school suspension, time out and positive behavioral consequences for misbehavior. For students that continue to experience behavioral difficulties, Tier 2 RtI strategies will be utilized. The school Behavior Coach will work with teachers to plan interventions for students too. The guidance counselors will continue to provide peer mediation training and small group counseling to increase the use of proactive strategies. We also use the Capturin Kids Heart program, parental contact, and re-teach appropriate behavior.

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DISCIPLINARY PROCEDURES (continued)

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

WMS staff use a wide variety of consequences which always begin with parent contact. Time out opportunities are often used to provide both the student and the teacher a break from the environment that may be causing some behavioral issues. In school suspension is often used for minor infractions where students can keep up with the majority of their class work which receiving prosocial skill development activities to help them make more appropriate choices in the future. Out of school suspension is used for serious infractions and when these incidents are continuous, the in lieu of expulsion program is introduced to the parent and the student through the behavioral contact. When students have been assigned ISS more than two times, they often spend time in ISS and the ILE program to get an idea of the restrictions of the program .

For Middle or High Schools:

How do the adjudication guidelines complement your disciplinary procedures?

The adjudication guidelines are followed closely and disciplinary procedures are aligned to these guidelines.

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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 has been provided on the Positive Behavior Model. Additional follow-up will occur throughout the year. School wide training was done over the summer for the Capturing Kids Heart Program.

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?

All faculty and staff will be trained during faculty meetings. New staff members will receive expectations from the Administration department and Department Chairs during weekly meetings. Mentor Buddies will also be established for new staff members.

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

Lunch room routines and procedures will be followed by all faculty and staff.. Students are escorted by teachers to and from the cafeteria.

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TRAINING AND IMPLEMENTATION (continued)

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

This was established over the summer and at the beginning of the year as a non-negotiable plan.

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

We will use the RtI behavior data as well as FOCUS referral data to monitor implementation. The Positive Behavior Team will also report data sources to track implementation.

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?

Parents and community members will receive phone messages on current events and programs. The website will also serve as a communication tool to promote activities. Discipline is discussed in the School Advisory Council meetings.