

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

<b>School:</b> Workman	<b>School Year:</b> 2013-2014	<b>Date of Plan:</b> 8-23-13
<b>Note: Please refer to the <i>Guidelines for Developing a School-wide Behavior Management Plan</i> for instructions and recommendations.</b>		

**SCHOOL-WIDE BEHAVIOR TEAM**

<b>Name of Team Member in Attendance:</b>	<b>Role (Principal, Teacher, Parent, etc.):</b>
1. Traci Ursrey	1. Principal
2. Angie Gonzales	2. Assitant Principal
3. Tom Horne	3. Behavior Coach/ Internal PBS Coach
4. Doug Shoumaker	4. School Psychologist
5. Santelia Houston	5. Dean
6. Kathy Carter	6. Guidance
7. Helene Carrington	7. Teacher
8. Pam Carter	8. Teacher
9. Jan Hennick	9. Teacher
10. Tommy Pearson	10. Teacher
11. Johanna Bernstein	11. Teacher
12. Liz Berry	12. Teacher

**STATEMENT OF PURPOSE**

**Behavioral Mission Statement:**

J.H. Workman Middle School students will become inquiring, compassionate, and lifelong learners. Through a challenging, engaging academic and behavior program that encourages international-mindedness, students will develop a positive relationship with students, parents, faculty and community while attaining cultural understanding and respect for diversity.

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**BASELINE DATA**

**PREVIOUS SCHOOL YEAR 2012 - 2013**

<b>Office Discipline Referrals (ODR)</b>	
Number of Office Discipline Referrals (ODR)	1123
Average ODR per Student (# ODR ÷ # of students enrolled)	1.10
Number of Students with ODR	694
<b>Out-of-School Suspensions (OSS)</b>	
Number of Incidents of Out-of-School Suspension (OSS)	379
Average OSS per Student (# OSS ÷ # of students enrolled)	.27
Number of Students with OSS	272

<b>In-School Suspensions (ISS)</b>	
Number of Incidents of In-School Suspension (ISS)	434
Average ISS per Student (# ISS ÷ # of students enrolled)	.43
Number of Students with ISS	336
<b>Attendance</b>	
Average Daily Attendance	93.8
<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.).**

Beginning of year and quarterly Team Collaboration to learn about students with behavioral concerns  
 Positive Behavior Support (PBS) Beginning of year Kick-Off to introduce concepts and general Behavioral goals for the year (9/3/13) in conjunction with Florida's Positive Behavior Support Project. Data collection tool.  
 School wide incentive program that rewards students for appropriate behavior and consistent attendance.  
 RtI-B - in conjunction with Florida's Positive Behavior Support Project. Data collection tool.  
 Terms - District/School based database  
 School wide Compass lesson plans about behavior on weekly basis.  
 ICS - in class suspension, allowing students to remain in the classroom setting, while fulfilling disciplinary sanctions.  
 Attendance  
 Mentoring  
 STAR program for over aged students enabling students who need to complete 6<sup>th</sup>, 7<sup>th</sup>, or 8<sup>th</sup> grade classes to graduate from middle school utilizing Compass Odyssey Learning web based academic program.  
 Recovery classes for students who fail a course.

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**SCHOOL-WIDE BEHAVIORAL GOALS**

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

Reduce the number of OSS by 5%, by using our PBS system. That system includes rewards each nine weeks for students with a limited number of referrals. The student reward system starts over every nine weeks in hopes of providing incentives to a student who may have had several referrals in the previous nine weeks. Behavior Coach and Dean have a mentoring group which will consist of 20 male and female students. Bus rewards are offered every nine weeks for buses with 0 referrals.

**2. Attendance**

Increase the daily attendance by .5%

**3. Bullying**

Bullying club is run by the Resource Officer. He uses multimedia as a way for students to talk to him privately about being bullied. EX: facebook, instagram, etc.....

**4. Office Discipline Referrals**

Reduce the number of office referrals by 5% for the previous year of 1123 referrals. The PBS system includes rewards for each nine weeks for students with a limited number of referrals. The student reward system starts over every nine weeks in hopes of providing incentives to a student who may have had several referrals in the previous nine weeks and provides for a system that will allow a student to "buy back" a referral as an additional incentive and support towards appropriate behavior. Behavior Coach and Dean have a mentoring group which will consist of 20 male and female student.

**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 PBS team has had their initial meeting on July 30, 2013 and at the beginning of the school year on 8/27/13. The PBS team has scheduled meeting dates on the yearly calendar.

**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 PBS team will use RTI-B data as the school data to guide decisions and share with teachers about trends or themes that emerge from the data and make adjustments if needed in the behavioral plan. We will also use teacher input of student behavioral concerns which is collected every week in collaboration meetings by grade level.

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

Using a 30 day school plan for every meeting each month.

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

Principal Ursrey with designated facilitators will share data at our monthly faculty meetings.

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**SCHOOL EXPECTATIONS AND RULES**

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

School wide expectations have been posted around the school and focus on modeling and encouraging the following behaviors in all members of the school: BE a Thinker, Be Principled, Be a Communicator, and Be Reflective.

<b>Rules/ Expectations:</b>	<b>Setting:</b> All School Settings	<b>Setting:</b>	<b>Setting:</b>	<b>Setting:</b>
Be Principled	Students have been given examples of how being principled looks: For example if they find something that doesn't belong to them and they turn it in...Doing right when no one is looking.			
Be a Thinker	Asking questions, and giving answers even if they are wrong, but willing to work towards the right answer and taking constructive comments and being proactive in responses.			
Be a Communicator	Being effective in speaking with others being mindful of the setting, mood and tone when speaking. Realizing that non-verbal body language is just as important.			
Be Reflective	Before and at times when a behavior has already occurred, the student is able to verbalize what they could have done differently and chooses appropriate behaviors.			

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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?**

Behavior Coach, Dean and PBS team members have addressed school wide expectations and rules during PBS Kick Off on 9/3/13. Posters have been displayed throughout the school emphasizing the Four Behavior Expectations. We will also be taping the expectations and rules for all students to run on the school based tv called CCTV. This will also be used in training new teachers and staff about PBS.

**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?**

The JAGS- PBS Lessons should be taught on Monday of each week during 1st period COMPASS (9:15am-9:45am). JAGS are: Thinkers, Communicators, Reflective, and Principaled.

**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?**

Teachers and Staff will have a refresher during a faculty meeting prior to 3<sup>rd</sup> nine weeks.

We will also be taping the expectations and rules for all students to run on the school based tv called CCTV. This will also be used in training new teachers and staff about PBS.

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**REWARD/RECOGNITION PROGRAM**

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

The PBS system includes rewards each nine weeks for students with a limited number of referrals. Students receive JAG bucks when demonstrating school wide expectations. Jag bucks are placed in a box during lunches on Friday and names are drawn to receive prizes. Students may also buy back a referral in order to participate in the nine weeks activities. The student reward system starts over every nine weeks in hopes of providing incentives to a student who may have had several referrals in the previous nine weeks. A list of incentives tied into the PBS program has been developed and will be updated and modified as needed throughout the year.

There will be a school wide Ultimate Block party for all students who have met goals in the area of behavior, academics, and attendance every quarter.

In addition to PBS rewards and incentives, individual departments/content areas have developed their own reward and incentives meeting their needs.

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

When a student demonstrates a school wide expectation a teacher or staff member may reward them with a Jag buck.

**PRINCIPALD:** Students have been given examples of how being principaled looks: For example if they find something that doesn't belong to them and they turn it in...Doing right when no one is looking.

**THINKERS:** Asking questions, and giving answers even if they are wrong, but willing to work towards the right answer and taking constructive comments and being proactive in responses.

**COMMUNICATORS:** Being effective in speaking with others being mindful of the setting, mood and tone when speaking. Realizing that non-verbal body language is just as important.

**REFLECTIVE:** Before and at times when a behavior has already occurred, the student is able to verbalize what they could have done differently chooses appropriate behaviors.

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

Teachers, office personal, Resource officer, and staff may distribute a jag buck to any student which they see demonstrating a school wide expectation to be turned in on Fridays in the cafeteria. Staff will tally the bucks and recognize students who have redeemed bucks and meet the incentive reward criteria.

Behavior Coach and Dean will provide rewards each nine weeks for buses.

Teachers on grade levels will implement the rewards for the nine weeks for students with limited or zero referrals.

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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 Infractions: Teachers will complete the 4 step intervention plan

Step 1-complete a student information sheet

- verbal reminder/warning
- Parent phone call/letter

Step 2-complete a student information sheet

- in class intervention (pick one: change seat, in class time out, 1:1 conference, Informal Contact)
- Parent phone call/letter

Step 3-complete a student information sheet

- Intervention: Parent/Guardian conference
- Parent phone call/letter
- Contact Guidance and check with collaboration team.

Step 4-Office Referral

Major Infraction:

Referral to the Dean and the student will be dealt with according to the adjudication guidelines.

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

PBS program

Incentive program

STAR program and JAGS Program

ICS - In class suspension

Mentoring by Behavior Coach and Dean

Bullying club by the Resource officer



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**DISCIPLINARY PROCEDURES (continued)**

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

Workman follows the adjudication guidelines in order to treat all students fair on a case by case basis.

Some consequences are:

ISS, Saturday work detail, Lunch work detail, Parent Conferences, Guidance Referrals, Removal from nine week Activities, Pep Rallies, Dances, Events, Clubs, and/or class trip, ICS.

**For Middle or High Schools:**

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

Workman follows the adjudication guidelines in order to treat all students fair in a case by case basis, however in following PBS and being supportive to the population of students who are struggling, we will work harder to keep them in school and provide intensive support to help them succeed.

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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.**

PBS support and training offered by the district as well as any thing at the school level.

**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?**

We will also be taping the expectations and rules for all students to run on the school based tv called CCTV. This will also be used in training new teachers and staff about PBS.

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

The JAGS- PBS Lessons should be taught on Monday of each week during 1st period COMPASS (9:15am-9:45am).

Signs are posted as follows:

JAGS are: Respectful, Caring, Thinkers, Open-Minded, Communicator, Responsible, Principled, Knowledgeable, Risk-takers, Safe, Balanced, Reflective, Inquiring

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**TRAINING AND IMPLEMENTATION (continued)**

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

Teachers receive TCB passes by the administration for demonstrating school wide expectations.

Teachers are also entered into drawings when Jag bucks with their name is randomly pulled in drawings.

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

Through tracking of RTI-B data. We will also be applying for PBS model school which will demonstrate a great understanding of PBS and effective 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?**

Our Jag buck incentive program is organized and run by parents and volunteers with the support of the community donating prizes.