

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

School: Blue Angels Elementary	School Year: 2014 – 2015	Date of Plan: September 12, 2014
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. Karen Montgomery	1. Principal
2. Christine Nixon	2. Assistant Principal
3. Gary Southworth/Vanessa Griffin	3. School Counselors
4. Kim Sasser/Kathleen Moriarty	4. Teachers
5. Christie Anderson/Kim Ferreira	5. Teachers
6. Shari Romel/Angie Karalekas	6. Teachers
7. Jeniffer Wells	7. Teacher
8. Jennifer Whatley	8. School Psychologist

STATEMENT OF PURPOSE

Behavioral Mission Statement:

The mission of Blue Angels Elementary School is to promote joy in learning in a positive, safe, child-centered environment. Our behavioral mission is to facilitate a pro-active learning environment through modeling and recognizing positive behavior that aligns with the school-wide expectations. The school community includes students, parents, teachers, administrators, Partners in Education, family members, friends, and all who care about the education of children.

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BASELINE DATA

Refer to Progress Monitoring Form for data.

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 monitor behavioral data regarding referrals/suspensions by grade level, teacher, location of incidences as well as problem behavior/offense type. We will monitor student citizenship quarterly. We will collect daily tardies and early check-outs throughout the school year, specifically monitoring during each nine week period. Our school-wide behavior management team and PBS teams are one in the same and will discuss data monthly at the PBS Team meetings in addition to each nine week period. The findings will be reported to the teachers during Faculty Meetings throughout the school year as well as electronically via newsletter at least every nine weeks.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school Suspension

We will strive to reduce the number of out-of-school suspensions by at least 1% compared to the 2013-2014 school year. We will reduce the number of suspensions resulting from bus referrals by at least 1% compared to the 2013-2014 school year.

2. Attendance

We will strive to keep attendance at or above ninety-five percent (95%) with a possible increase of daily attendance of 1% as compared to the 2013-2014 school year. School Messenger will notify parents on a daily basis when students are absent from school.

3. Bullying

Ninety-five percent (95%) of students will receive training on bullying prevention by September 30, 2014. Ninety-eight percent (98%) of teachers will complete training on bullying prevention through the Safe Schools website by September 5, 2014.

4. Office Discipline Referrals

We will strive to reduce the number of office discipline referrals by at least 1% compared to the 2013-2014 school year. We will reduce the number of bus referrals by at least 1% compared to the 2013-2014 school year.

5. ISS

N/A

6. Campus Arrests

N/A

7. 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. Describe responsible party.

The school-wide behavior team will meet at 2:15 PM in the administrative conference room on the following dates:

August 5, 2014	September 8, 2014	October 13, 2014	November 10, 2014
December 8, 2014	January 12, 2015	February 9, 2015	March 9, 2015
April 13, 2015	May 11, 2015	June 2015 - TBD	

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 use the RTI:B Database to maintain data and run reports as often as needed. We will use the RTI:B Database reports to summarize needs of students as we move toward our School-wide Behavior Management Plan goals. The information from this database will be used to compile the discipline data in preparation of presentation of the information to faculty at Faculty Meetings and will be used to create the quarterly newsletter to be disseminated to all faculty and staff.

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

Our secretary will take accurate notes from each meeting and type them before the next meeting. He/she will review the minutes with corrections/acceptance given by the team members.

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

We will share the data results with the faculty and staff during the next faculty meeting following our monthly school-wide behavior team meetings which coincide with our PBS team meetings. There will be a power-point presentation and/or handout exhibiting pertinent information. Faculty and staff will also be sent an electronic newsletter at the end of every nine weeks. Other stakeholders will be presented with the information during SAC and PTA meeting.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

We expect our students to follow classroom rules provided by the teacher and the following school-wide expectations. Each student will exhibit respect, be truthful, be eager to learn and show responsibility.

Rules/ Expectations:	Setting: Cafeteria	Setting: Hall	Setting: Playground	Setting: Dismissal
Jet to Respect	Use a quiet voice when talking with your friends. Follow the directions of the adults in charge while you are in the cafeteria	Pay attention to the teacher. Make the best and safest choice for yourself and any other student who may be nearby.	Listen to your teacher. Make the best decisions so that you and your friends do not get hurt while having fun.	Watch what is going on around you. Follow the rules for walking. Follow the dismissal plan.
Eager to Learn	Watch the clock so that you know when it is time to be quiet and when it is time to talk.	Practice the transition position rules each time you are in the halls whether with a group or walking as an individual.	Tell you teacher if there is anyone not following the playground rules. It is better to tell than for someone to get hurt.	Know where you are suppose to go and go straight there. Use the transition position at all times.
Tell the Truth	Follow the Blue's Café Expectations at all times. If something out of the ordinary happens, tell the teacher on duty as soon as possible.	Follow the transitions position expectations. If another teacher approaches you, tell the truth even if you have done something wrong.	If you do something that goes against the rules your teacher has for the playground, tell the truth and get back on the right track.	When an adult says something to you, do what they ask without arguing.
Show Responsibility	Keep you breakfast and lunch accounts current. Students are not allowed to charge. Use only your lunch number when you get your food.	Follow the transition positions expectations. If another teacher approaches you, tell them the truth even if you have done something wrong.	Use your skills to take turns and be fair with the other students.	Go immediately where you are supposed to be and get there on time.

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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?

Since this is our fourth year of PBS, the PBS committee reviewed components of the Positive Behavior System during pre-planning. All faculty and staff were provided a PBS Handbook. The administrative staff, including the principal, assistant principal, guidance counselors and the military family life consultant (MFLC), spoke with third, fourth and fifth grade students regarding school-wide expectations. Classroom teachers will reinforce classroom and school-wide expectations in depth during the first two weeks of school and then periodically throughout the school year.

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?

Teachers are asked to review the rules daily during the first couple of weeks of school then periodically thereafter. The rules are posted in each classroom, in the halls, in the cafeteria, in the administrators and guidance offices, at the PE area and in the media center. Guidance will have a monthly data driven "theme" each month to provide students with continuous review of the rules and expectations.

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?

We will provide refresher training once per semester. The teachers will refresh students and introduce new students to the expectations as often as needed in individual classrooms. Guidance is also available to assist with the orientation of new students to our school-wide rules and expectations.

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REWARD/RECOGNITION PROGRAM

What type of incentive/recognition/reward system will you use?

We will use Soaring High tickets that students earn for following the school-wide rules and expectations. Tickets are turned in to homeroom teachers. A drawing of the tickets will be held each Friday starting with the second week of school. Prizes will be given to names selected from the grade level containers. A group picture of all winners each week will be posted in the Blue's Café' for everyone to see as well as put on the CCTV scrolling news. At the end of each nine week period, all students that have maintained a "B" or better in citizenship will participate in a school-wide event. Those that make a "C" or below will have a character building activity with the guidance counselors.

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

Students will receive tickets for following school-wide expectations, Blue's Café' expectations, classroom expectations, etc. Appropriate behaviors will be rewarded as often as possible in all settings (media center, bus ramp, special area, transition in hallways). Any adult will be able to give tickets to students.

How will you implement the reward system?

Tickets will be given to all teachers, administrators, counselors, teacher assistants, parent educators, cafeteria workers, custodial staff, nursing staff and front office staff. Each adult is familiar with the school-wide rules and expectations and can give tickets to any student regardless of grade level.

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DISCIPLINARY PROCEDURES

How do the adjudication guidelines complement your disciplinary procedures?

We utilize a Behavior Flowchart, complete with definitions for classroom managed vs. office managed behaviors. The flow chart, along with the definitions, is provided to faculty at the beginning of every school year. We also utilize a Behavior Tracking Form that, by design, is used by teachers to track minor behaviors. It is a three-step process that identifies the expectation violated, the incident type, location and intervention used. The teacher has to indicate the type of parent contact used as well (phone, letter, conference, other). This form, when complete can be submitted to the PBS team for additional recommendations/support or can be attached to the office discipline referral if necessary.

Administration will utilize the Discipline Intervention Matrix for Elementary schools when delivering consequences and/or interventions. Use of the Behavior Tracking Form prior to the writing of a referral to address those minor behaviors that are recurring, will ensure that our discipline procedures are aligned with the adjudication guidelines at the elementary level.

HOW TO HANDLE PROBLEM BEHAVIORS:

Name the problem behavior; state the school-wide expected behavior; model expected behavior; ask student to demonstrate expected behavior; provide acknowledgement to student; administer consequence.

MINOR BEHAVIORS include but are not limited to:

tardiness; inappropriate language; noncompliance; disrespect; low intensity disruption; misuse of property; eating at inappropriate times; possession of electronic devices; teasing/taunting; lying/cheating; visible cell phone, technology violations.

POSSIBLE INTERVENTIONS include, but are not limited to:

counseling; verbal reprimand; parental contact; seat change; work detail; classroom timeout; verbal/written apology; guidance referral; parental contact; parental visitation in the classroom, referral to RtI; lunch with administrators/counselors; PBS supports to include but not limited to check-in/check-out, behavior contracts, other weekly charts

MAJOR MISBEHAVIORS include, but are not limited to:

gross disrespect; open defiance; threats/bullying; destruction of school property; battery; stealing (over \$10); alcohol/drugs; weapons; sexual offenses.

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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.

There is currently no training or material needs, nor any environmental arrangements necessary to implement the school wide behavior management plan.

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 review this document with the faculty. As new faculty and staff arrive during the school year, grade level chairs can explain the process to teachers. The counselors are also available to review the plan and answer any questions that may arise and to provide any new faculty/staff with the PBS handbook and any associated processes and procedures.

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

Practice, practice, practice. The more the plan is used; the better the faculty and staff will be at instituting the system. As the students get more excited about the process, they will want to participate. Children tend to work and achieve at the level that is expected. Although we will handle any and all inappropriate behavior, we will focus on what students are doing "right" and reward positive behaviors. We expect students to follow the rules and the students will perform.

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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 will buy-in this process as long as they know administrators will support them when they ask for assistance. Providing staff and faculty with visuals of the data as it relates to this process will also assist with buy-in achievement and maintenance.

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

We will monitor the behavior plan through the PBS team monthly meetings. The team is comprised of representatives from each grade level that will bring to the table the needs, wants, and concerns of the grade levels. A close examination of the discipline data during the meetings will help the team monitor whether the process is working and drive any need to adjust or make changes to the plan.

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?

We have more than one parent represented on our school-wide behavior team who will share ideas from a parent perspective. We will include pertinent information in our parent newsletter and in our parent resource room. We will also share information regarding the system with our SAC committee.

Describe how you will monitor the effectiveness of your I.L.E. program.

Not applicable as we do not have an In Lieu of Expulsion program.