

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

School: N.B. Cook Elementary	School Year: 2014-2015	Date of Plan: September 4, 2014
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Note: Please refer to the *Guidelines for Developing a School-wide Behavior Management Plan* for instructions and recommendations.

SCHOOL-WIDE BEHAVIOR TEAM

Name of Team Member in Attendance:	Role (Principal, Teacher, Parent, etc.):
1. Troy Brown	1. Principal
2. Jennifer Collins	2. Assistant Principal
3. Dee Price-Williams	3. Behavior Representative
4. Mike Hayes	4. Gen Ed Teacher
5. Jennifer Sistrunk	5. ESE Teacher
6. Kristen Sappington	6. Parent
7.	7.
8.	8.

STATEMENT OF PURPOSE

Behavioral Mission Statement:

The students, parents, and employees at N. B. Cook will promote and continually develop the following core values: integrity, honesty, respect for self and others, responsibility, patriotism, and equality. These core values make people good citizens, good friends, and productive in our society. We will work together to provide a safe and positive learning environment, free from disruption and misbehavior. We will depend on everyone to use these core values and follow the school and classroom rules to make this environment possible.

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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.).

The Behavior Team will meet quarterly and referral data such as referrals/suspensions by grade level, location, problem behavior, time of day, student, class, etc. will be reviewed. Additional support may be recommended for teachers with patterns of high referral traffic or behavior issues.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school Suspension – Reduce OSS by 10%

Staff received training on new discipline matrix provided by the district at the August 27, 2014 faculty meeting. Electronic copies of the matrix will be provided to teachers once the final draft is complete. Teachers will follow the due process procedures of the matrix for behavior infractions. Goal will be to use OSS as a last resort except for infractions that call for automatic OSS.

2. Attendance- ADA will improve by 1%

Cook 's Average Daily Attendance (ADA) rate will improve by 1% over the 2014-2015 school year.

3. Bullying- 100% of staff and students will be trained in bullying prevention

Anti-Bullying materials will be shared with students on a monthly bases via CCTV, one-to-one instruction, posters, violence prevention week. Faculty /staff will be trained on the SDEC policy against bullying and harassment by December 2014.

Violence Prevention Week is scheduled January 26-30, 2015

4. Office Discipline Referrals – ODR will reduce by 10%

Office Discipline Referrals will reduce in number by 10% when compared to the previous school year.

5. ISS – ISS incidents will reduce by 10%

In School Suspensions will reduce in number by 10% when compared to the previous school year.

6. Campus Arrests – Campus Arrests will not be needed at all

Campus Arrests usually do not occur at the elementary level, so our school goal is to have zero incidents where police are called and as a result, a student is arrested.

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.

- | | | | |
|----|-----------------------------|--------------|---------|
| 1. | Thursday, September 4, 2014 | Media Center | 2:30 pm |
| 2. | Thursday, January 29, 2015 | Media Center | 2:30 pm |
| 3. | Thursday, March 26, 2015 | Media Center | 2:30 pm |
| 4. | Thursday, May 28, 2015 | Media Center | 2:30 pm |

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*.

Behavioral data will be collected from FOCUS on a quarterly basis. Our SWB team will meet to review this data on the dates listed above to determine our areas of weakness / need as it relates to the behavior of students at our school and decide on ways to help students gain control of their actions.

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

The principal will keep meeting notes. The Progress Monitoring Form will be used to document all data obtained from FOCUS.

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

The results of the SWB Team meetings along with any data collected will be communicated to all staff at Faculty meetings and/or School Leadership Team meetings.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

Be courteous and cooperative.
Listen well and follow directions the first time.
Act responsibly and safely at all times.
Demonstrate core values.

Rules/ Expectations:	Setting: HALLWAYS	Setting: CAFETERIA	Setting: RESTROOMS	Setting: DISMISSAL
Be courteous and cooperative.	Always walk quietly, facing forward in a quality line.	Use good table manners and stay seated.	Wait quietly until it is your turn.	Walk quietly and orderly to your dismissal area.
Listen well and follow directions the first time.	Use hand signals rather than voices and stop at designated stopping places.	Talk quietly to those at your table. Listen for teacher directions.	Listen for your teacher's directions when lining up.	Daycare/Bus Riders – remain seated and listen for driver directions. Car Riders – stay seated and wait quietly until your name is called.
Act responsibly and safely at all times.	Walk to the right and hold on to the handrail when going up and/or down the stairs.	Push chair in and put all trash in the designated area.	Always wash hands afterwards and put paper towels in the trash.	Stay on the sidewalk and follow directions for loading cars, buses, and/or vans.
Demonstrate core values.	Go directly to your destination and back.	Make sure your area is clean and ready for the next class.	Help keep the restroom area clean and report any problems to an adult.	Go directly to your designated area for dismissal.

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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?

School-wide expectations and rules will be introduced each year during pre-school planning times and/or monthly faculty meetings. They will be communicated with parents and students during pre-school's Parent/Student Orientation and again at Open House. Written copies of school-wide expectations and rules will be provided to parents and students via the Parent/Student Handbook. School-wide expectations, rules, and the district Rights and Responsibilities handbook will also be included on the morning news program which is shown on closed circuit television.

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?

All teachers will include instruction of school-wide expectations and rules in lesson plans for the first 2 weeks of school. Following this initial instruction, each teacher will continue teaching and reinforcing rules and expectations through the "Sweet Pickle for the Pickle Jar" Program. Teachers will put a sweet pickle in the pickle jar each time a student or students displays one of the school rules and/or expectations.

School-wide expectations and rules will be embedded into the curriculum as follows:
Reading - books will be read and discussed portraying examples and non-examples of characters demonstrating core values and following school and classroom rules and expectations.
Language Arts/Writing - practice writing prompts will be used to determine students' understanding of rules and expectations
Social Studies - rules, responsibilities, and expectations are embedded throughout the current curriculum being used in all grade levels.

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?

School-wide rules and expectations will be communicated in writing to new students and staff through our Parent/Student Handbook. Specific procedures (cafeteria, hallway, etc.) will be reinforced throughout the year via closed circuit television. Rules and expectations will also be reinforced by teachers after holidays.

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REWARD/RECOGNITION PROGRAM

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

Two programs will be used to reward and recognize appropriate student behavior: ICU Program - "I see you..." notes are written and turned into the office when a staff member observes a student demonstrating a core value and/or following school rules or expectations. These notes are then read and discussed each day by the principal on the morning news program.

Pickle Power Program - Each classroom will have a pickle jar and paper pickles to put into the jar each time a student or group of students is seen following rules and/or expectations or demonstrating a core value. When the jar is filled, the class is treated to a special activity called a "Pickle Pow-Wow". As an extension of the Pickle Power Program, one "Pickle PeaceMaker" is chosen from each class each month. These students are chosen for exemplary behavior and serve as role models for other students. Teachers also have an opportunity to identify two students each week who demonstrate good behavior and/or demonstrate core values. These students are invited to eat lunch with the guidance counselor in a special place in the lunchroom.

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

Students are rewarded for following our school-wide rules and expectations. These behaviors include students who are observed demonstrating core values (honesty, integrity, responsibility, patriotism, respect, and equality). Teamwork, cooperation, courtesy, listening, and self-control are also recognized and rewarded.

How will you implement the reward system?

ICU Program - ICU notes will be provided to all teachers and staff to use in submitting student names. They will be reminded and encouraged to submit names throughout the year.

Pickle Power Program - Pickle jars and paper pickles will be given to all classroom teachers. Classroom teachers will notify the Guidance Counselor when a "Pickle Pow-Wow" has been earned by their class.

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DISCIPLINARY PROCEDURES

How do the adjudication guidelines complement your disciplinary procedures?

Because we have a positive behavior support system in place, many discipline problems are handled within the classroom. Teachers provide a variety of strategies before the office or guidance counselor is called for reinforcement.

Some strategies used within the classroom may include but are not limited to:

- Student Expectation Conference
- Loss of Item/Class Privilege
- Seating Change/Time Out
- Reflection Center – Pickle Carpet
- Student/teacher conference
- Contact Parent

When a student exhibits behaviors that may require the attention of the guidance counselor, she is called and provides strategies that may include but are not limited to the following:

- Student Behavior Contract
- Student conference
- Contact parent
- Time-out / reflection

Sometimes student behavior warrants a discipline referral. When a teacher writes a referral, the principal or assistant principal then sees the student. At that time some strategies are implemented that may include but are not limited to:

- Student and/or parent conference
- Parent contact
- Warning
- Office time-out
- Behavior contract
- Apology letter
- Loss of privilege
- School specific consequence
- Suspension (in or out of school) – used very little as we need to keep students in school for academic and social purposes.

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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.

The materials needed to implement our ICU Program and Pickle Power Program are provided to all teachers at the beginning of the year and replenished as needed. These materials include a pickle jar and paper pickles, ICU forms, and Rule Bender forms. Other materials needed are pickles, pickle power buttons, and stickers. These are provided by the Guidance Department.

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?

Faculty meetings and grade level meetings will be used to provide training for all faculty and staff. These meetings will be scheduled for the beginning of each year and repeated in the event there are new faculty and/or staff members. This training will include the school-wide behavior plan and school-wide rules and expectations for students. The referral process will also be discussed along with appropriate strategies and interventions that can be used prior to writing a referral. Individual classroom behavior systems will be discussed at grade level meetings and a copy of individual classroom behavior plans will be given to the principal/assistant principal.

Mentor teachers will be responsible for training any new faculty and/or staff who arrive mid-year.

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

The following routines and procedures will be implemented school-wide:

1. Arrival and dismissal
2. Hallway procedures
3. Restroom procedures
4. Cafeteria procedures

Each classroom teacher will have a classroom behavior system in place that includes strategies and interventions for promoting positive behavior.

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TRAINING AND IMPLEMENTATION (continued)

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

NB Cook has utilized and implemented the ICU and Pickle Program for a number of years. Faculty and staff continue to use each of these "programs" because they continue to be successful for our school. New staff are provided with training and materials to implement the program each school year. School behavior data collected at each SWB Team meeting will be shared with staff to determine if any changes should be made during the course of the year.

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

FOCUS will be utilized to monitor the number of referrals written over the course of the year. The guidance counselor maintains a record of the number of "pickle pow-wows" she holds over the course of the year. Teachers maintain "citizenship" records over the course of the year. All of this data is reviewed each nine weeks to determine whether or not the plan is being implemented consistently across grade levels.

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 currently have a weekly eNewsletter that goes out to parents keeping them informed of activities, programs, and happenings of the school. Utilizing this form of communication along with phone calls and teacher correspondence we are able to help parents stay informed and up-to-date on school-wide rules and expectations.

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

N/A