

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

<b>School:</b> Lincoln Park Primary School	<b>School Year:</b> 2014-2015	<b>Date of Plan:</b> 09/12/14
<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. Cassandra Smith	1. Principal
2. Carla Thompson	2. Guidance Counselor
3. Serena Franklin	3. ESE Pre-K Teacher
4. LaTris Sykes	4. Kindergarten Teacher
5. Desiree Booker	5. Second Grade Teacher
6. Chresal Lambert	6. ESE Teacher
7. Trog Mims, Sr.	7. Parent

**STATEMENT OF PURPOSE**

**Behavioral Mission Statement:**

The Lincoln Park school community, which includes the school's administrator, staff, parents, and students, will work together to foster a safe, positive, motivating and engaging learning environment that will increase students' educational performance.

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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.).**

- Many of last year's discipline referrals were bus related.
- Student achievement data was low school-wide
- As a result of late hiring, many teachers were unexperienced ACP teachers that lacked teacher training
- An ESE Support Facilitation Teacher was hired in October and resigned in February. The teacher lacked skills and follow through when working with children.
- The Principal offered multiple training opportunities in-house that included disaggregating data, building instructional groups, using data to drive instruction, etc.
- Most of the behavior problems occurred at the 1<sup>st</sup> grade level. Teachers lacked follow through and at times, maturity. Procedures were never established in these classrooms.
- All class sized were small.

We are implementing the Progressive Discipline approach throughout the school. Through this program, the teachers will implement discipline techniques progressively as follows: review and model the school rules on a daily basis, give verbal warnings, redirect students, use close proximity methods, incorporate time out methods, make phone or direct contact with parents, and schedule parent/teacher conferences as needed. An In-House Behavior Form and Discipline Referrals are used when an infraction warrants greater involvement. These forms will play a role in helping to generate data, thereby, enabling our school to plan according to the needs generated via this information.

The Leadership Team will meet several times during each nine week period and student data will be reviewed with each teacher.

Additionally, we plan to do the following:

Monitor student attendance

Have monthly meetings with the school's Leadership Team to monitor school data

Have monthly meetings with teachers to analyze individual student data

Analyze data to determine what infractions occur the most

Analyze data to determine when most infractions occur

Analyze data to determine where infractions are occurring (i.e. – hallway, bus, classroom, cafeteria, etc.)

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**SCHOOL-WIDE BEHAVIORAL GOALS**

**1. Out-of-school Suspension**

During the 2013-2014 school year, we had 22 out-of-school suspensions to occur. While this is not a high number, our goal is to reduce the number of out-of-school suspensions that occur at Lincoln Park Primary will by 2% this school year.

**2. Attendance**

Last year's average daily attendance was at 90.68%. We plan is to improve this number by encouraging parents to send their children to school via memorandums, word of mouth, school programs, and school messenger. Incentives for attendance will be provided as well (attendance certificates, recognition, rewards, etc.). Our goal is to reach at least 94% by Spring Break.

The number of tardies that occur at Lincoln Park Primary School will be reduced by 2% via the use of rewards, recognition, and incentives.

Early check-outs will be reduced at Lincoln Park Primary School by 2% in through reminders, end of day celebratory activities and awards.

**3. Bullying**

Training in the area of Bullying Prevention occurs in kindergarten through third grade will occur in students' classrooms. Videos are played several times per week and students are able to view bully prevention videos during lunch.

**4. Office Discipline Referrals**

Teachers were training on progressive discipline steps. The blue behavior referral allows teachers to document the steps that he or she has taken before removing a student from the learning environment.

**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.**

Lincoln Park Primary School's School-Wide Behavior Team will meet at the end of each month to review data and to discuss concerns or revisions to our school-wide behavior management plan. The outcomes of the meetings will be provided to faculty and staff for feedback if revision implementations. These meetings will take place in the Media Center/Mrs. Hossman's classroom and the school-wide behavior management team will be responsible for its implementation.

**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*.**

Lincoln Park will use the following data for continuous monitoring of our school-wide behavior plan:  
Data from FOCUS  
Data from MTSS/RTI tier meetings  
Check In/Out Monitoring System  
Faculty training inservice forms  
Parent/teacher conferences  
Parent contact  
Counselor referrals

Also, data will be organized and pulled from FOCUS prior to meeting with the school's behavior management team for enhanced comprehension, suggestions, input, and collaboration.

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

Agendas, sign-in sheets, and discussion notes will be used to document our school-wide behavior team meetings at Lincoln Park.

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

The gathered data and the agreed upon outcomes will be shared and discussed with faculty and staff during faculty and staff meetings. Information will be shared with our other stakeholders during parent conferences, parent grade level meetings, school advisory council meetings, professional development meetings, special programs, and when feasible, via newsletters, memorandums, and via the school's webpage.

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**SCHOOL EXPECTATIONS AND RULES**

**List 3 – 5 school-wide expectations**  
 Students will promise to respect self  
 Students will promise to respect teachers and staff  
 Students will. Promise to respect others.  
 Students will promise to respect school property.

<b>Rules/ Expectations:</b>	<b>Setting: Cafeteria</b>	<b>Setting: Hallway</b>	<b>Setting: Restrooms</b>	<b>Setting: Dismissal/Buses</b>
Respect self	Students will walk in a single file line and gather all necessary items in the cafeteria line. Once seated, they will talk quietly to peers at their own table	Students will walk in a single, straight and silent line, keeping hands, feet, and objects to themselves.	Students will use restroom facilities quickly and quietly. Students will follow all hallway procedures when going to and from the restroom.	Bus riders will quietly walk with teacher to bus area and get on designated bus. Car riders will wait with staff at the front door entrance until ride arrives.
Respect teachers and staff	Students will follow all directions given by teachers/staff in cafeteria.	Students will comply with directions given by teachers/staff as students are walking in the hallway.	Students will follow instructions given by teachers/staff while entering and exiting restroom facilities.	Students will follow the directions of teachers/staff and remain in an orderly line from the classroom to each dismissal area.
Respect others	Students will keep hands and feet to themselves. Food will remain in its proper place with no sharing of food so that others may fully enjoy their own lunch.	Students will walk quietly in a single, straight and silent line and yield to the right when another class is sharing the hallway.	Students will give others privacy in the bathroom and throw away all trash in the trash cans so the bathroom is kept clean for others.	Students will follow dismissal instructions keeping hands and feet to themselves so that others can reach their destinations safely and on time.
Respect school property	Students will sit with all their chair legs on the floor, remove trash from the table, push chairs in when leaving the table, and place trays in trash can when lunch time has ended.	Students will keep hands and feet to themselves to protect hallway work displays. Students will help keep the hall free of litter.	Students will throw paper towels into the trash can and use the toilets and sinks for their designated purpose.	Students will keep their property in their bookbags/backpacks and follow dismissal procedures.

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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?**

The school will introduce the school-wide expectations to teachers during professional development during pre-school inservice and with students during the first day and week of school. The teachers will provide extensive instruction of the behavior procedures, expectations, and consequences during the first four weeks. Ongoing reinforcement of the rules will continue 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?**

To encourage ongoing instruction of the school-wide expectations and rules, the principal reinforces the rules during her morning announcements. Also, reminders will be made each morning during the morning show announcements. Visual reminders will be displayed throughout the school. Letters will be sent home with students, informing parents/guardians of the school wide expectations and consequences. Parents will be contacted throughout the school year by staff as needed for additional encouragement/assistance with students. The check-in/check-out program will be used for students who may require more frequent encouragement to follow school rules. All students in K-3<sup>rd</sup> grade will attend social skills and character education classes taught by classroom teachers and the guidance counselor. The school rules and other social expectations will be taught and reinforced throughout the school year.

**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?**

Faculty and staff will receive refresher training on a quarterly basis. The Principal and/or guidance counselor will meet with all new students and parents as they enroll to orient them to the expectations and rules of Lincoln Park Primary School. Weekly social skills classes will provide refresher training to all students in grades K-3<sup>rd</sup>.

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**REWARD/RECOGNITION PROGRAM**

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

The implementation of "Leopard Loot" will be the school-wide reward system. Students will earn Leopard Loot daily by displaying appropriate classroom and school behaviors. Leopard Loot can be randomly dispensed by any staff member observing extraordinary behaviors. Students visit the Leopard Loot Store every Friday to spend their Loot. The "Leopard Loot" allows the students to purchase various items from the school's store.

Students can also earn the distinction of being selected as their class' "Leopard Leader." Each week, classroom teachers select a student to wear the "I am a Leopard Leader" lanyard. The chosen student has the privilege of running errands for the teacher, being the line leader, sitting on the stage at lunchtime, and having their name and the reasons they were chosen, announced on the morning show. The lanyard cards are given to the leader at the end of the week so the cards can be taken home and shared with their family.

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

Students will be rewarded for positive behaviors and academic achievement. The behaviors include showing respect for self, showing respect for teachers and staff, showing respect for others, and showing respect for school property.

Additional behaviors rewarded occur when students go out of their way to show kindness toward others without expecting anything in return (i.e. opening door for others, picking up and returning dropped items, etc.).

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

The Principal and school staff will implement the reward system. The "Pawsitive Behavior Dots" and the "I am a Leopard Leader" lanyard program will also provide strong incentives for students to follow school/bus rules. The principal has established a schedule that rotates classes through the school store each Friday. A parent volunteers in the store and dispenses rewards for purchase.

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**DISCIPLINARY PROCEDURES**

How do the adjudication guidelines complement your disciplinary procedures?

The adjudication guidelines match our disciplinary procedures in that both consider the following:

The nature, extent, and seriousness of the conduct

The circumstances surrounding the conduct, to include knowledgeable participation

The frequency and recency of the conduct

The age and maturity level at the time of the conduct

The motivation for the conduct

(U.S. Department of State; Diplomacy in Action, 2014)



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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.**

Reflection areas: These areas should be designated in each classroom as a safe place where students can sit and reflect on the choices that they have made and that they need to make in the future.

Second Steps Social Skills curriculum

Behavior management training

**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 school-wide expectations will be introduced to faculty and staff during professional development during pre-school inservice. This information will be shared with students during the first day and throughout the first week of school. Teachers will provide intensive instruction of behavioral procedures, expectations, and consequences during the first four weeks of school. Ongoing reinforcement of the rules and procedures will be reinforced and continue throughout the entire school term.

The Principal will revisit training throughout the school year during faculty meetings.

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

Faculty and staff have been trained and understand our Lincoln Park Promises and our Whole Brain Rules. They will ensure that these routines and procedures are modeled, visible, and discussed on a daily basis. To encourage ongoing instruction of the school-wide expectations and rules, reminders will be made each day through the morning announcements and during the morning show. Visual reminders will be displayed throughout the school and letters will be sent home with students, informing their parents/guardians of the school-wide expectations and consequences.

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**TRAINING AND IMPLEMENTATION (continued)**

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

In order to achieve and maintain faculty and staff buy-in to Lincoln Park's School-Wide Behavior Plan, the faculty and staff will have input on how to best formulate the plan. Additionally, faculty and staff will receive refresher training on a quarterly basis and they will be kept informed of the different aspect and modifications needed/surrounding this plan.

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

The implementation of the school-wide behavior management plan will be done via formal and informal observations, and through discussions with faculty, staff, students, and beyond. Also, referral data will be tracked, monitored, and discussed on a continuous basis.

**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?**

Positive notes and phone calls will be made to parents concerning their child's academic and behavioral progress. The expectations and rules of the school will be shared with the parents/guardians during orientation, open house, during face-to-face meetings, and they will be posted in the hallways for easy viewing and knowledge enhancement.

- Parent Involvement Meetings
- Report Card Conferences, etc.
- School Advisory Council Meeting

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