

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

School: Scenic Heights Elementary School	School Year: 2014-2015	Date of Plan: September 12, 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. Mary Ellen Wiggins	1. Principal
2. Melissa Sams	2. Parent
3. Alicia LaFrance	3. Behavior Representative/Assistant Principal
4. Melissa Thompson	4. Gen Ed Teacher
5. Lacy Zimmerman	5. ESE Teacher
6. Linda Martin	6. Gen Ed Teacher
7. Jerri Paula Musgrove	7. Gen Ed Teacher
8. Chuck Freeny	8. Gen Ed Teacher
9. Denise Walden	9. Gen Ed Teacher
10. Jennifer Etheredge	10. Guidance Counselor
11. Quientella Bonner	11. Physical Education Teacher

**STATEMENT OF PURPOSE**

Behavioral Mission Statement:

All staff and students at Scenic Heights Elementary School will work together to help everyone reach their fullest potential. Everyone will be treated with dignity and respect. Any behavior or action that helps someone grow and mature will be encouraged. Staff will keep students focused on our school guidelines.

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**BASELINE DATA**

<b>2013-2014 Cumulative Year Data</b>	
# of Office Discipline Referrals	38 (.4)
# of Out of School Suspensions	19 (.2)
# of In School Suspensions	14 (.2)
Attendance	95.2 %
# Excused Tardies	443
# unexcused Tardies	6,268
Bullying Prevention % Students Trained	100%
Bullying Prevention % Staff Trained	100%

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.).

Scenic Heights would like to decrease the number of out of school suspensions by continuing to emphasize the use of the progressive discipline model (Classroom Intervention, Parent Contact, After School Detention, Office Time Out, In School Suspension).

In addition, as our unexcused tardy number increases we will work with our Responsibility Committee to develop positive incentives to recognize individual students and their parents and groups of students who are on time to school on random dates each marking period. We will award students and parents with small tokens, ie., stickers, coupons, dog bones, etc. We will also at random select an entire bus load of students and driver for arriving to school on time. We will implement quarterly school-wide no-tardy rewards ie, popcorn parties, dance parties in hope of reducing our unexcused tardy students.

We will use the Raptor and Focus data base to track student discipline and attendance.

Due to the large number of students who are morning car riders and represent our tardy population we will conduct a survey to determine why students are not riding the bus to school in the morning and share this information with all stakeholders. We hope this will provide additional data that can be addressed to improve unexcused tardies at Scenic Heights.

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**SCHOOL-WIDE BEHAVIORAL GOALS**

1. Out-of-school Suspension

We will strive to reduce out-of-school suspensions by 1% compared to the 2013-2014 school year.

2. Attendance

We will strive to reduce the number of unexcused tardies by 5% compared to the 2013-2014 school year.

3. Bullying

We will continue to train 100% of our staff and students and reduce the incidents of reported bullying in the school by 2% compared to the 2013-2014 school year.

4. Office Discipline Referrals

We will reduce the number of office discipline referrals by 5% compared to the 2013-2014 school year.

5. ISS

We will reduce the number of in school suspensions by 1% compared to the 2013-2014 school year.

6. Campus Arrests

N/A

7. Other

N/A

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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 ( Responsibility Committee) will meet a minimum of 4 times per year (at least once per marking period) to review and monitor progress of the SWBMP. These meetings will be held on Wednesdays, in the Guidance Office from 2:15-3:00.

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 school receptionist will print reports from Raptor on attendance/tardies; the data specialist prints reports from focus; the guidance counselor tracks excessive absences and meets regularly with the school principal.

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

Minutes will be taken at each Responsibility committee meeting and disseminated to all members. The recorder responsibility will be rotated among team members. The team chair will maintain a notebook of minutes and make a copy for the school principal for the 2014-2015 school year.

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

Data will be shared quarterly with staff at faculty meetings. Students who receive awards will be

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recognized on the morning news and via the weekly principal newsletter. Data will also be shared with the members of the School Advisory Council.

**SCHOOL EXPECTATIONS AND RULES**

List 3 – 5 school-wide expectations

- Be Responsible
- Always Try
- Do your Best
- Be Cooperative
- Respectful

<b>Rules/ Expectations:</b>	<b>Setting: Cafeteria</b>	<b>Setting: Hallways/Walkways</b>	<b>Setting: Restrooms</b>	<b>Setting: Dismissal</b>
Be Responsible	Clean up after yourself	Walk	Keep area clean	Transition Position
Always Try	Sit on the bench correctly with feet on the floor under the table	Quiet	Whisper	Sit in assigned seat and wear your seatbelt on the bus
Do Your Best	First five minutes is silent lunch	Carry a note or pass	Do not bring anything with you from the classroom	Follow directions of supervising adults
Be Cooperative	Silent when throwing out trash	Go directly to your destination	Tell an adult if there is a problem	Help others
Be Respectful	Whisper to student sitting next to you	Walk on the right side	Use minimal amount of toilet paper and soap	Follow the directions of supervising adults

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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 Student Rights and Responsibilities Handbook will be sent home with every student on the 2<sup>nd</sup> Monday of school. This is following a meeting with each grade level conducted by the principal and assistant principal. Students will be required to sign the signature page with their parents and return it to the school acknowledging receipt and understanding of the handbook.

During teacher/staff preplanning days in August the staff will receive a copy of Staff Handbook and participate in a Jeopardy Q & A game to assess that they have read and understand the school-wide rules and expectations.

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 quarterly meeting of the Responsibility Committee will discuss and access the data on student discipline and attendance. During morning TV news the principal will highlight daily "Caught being Responsible" students and that student can select a small prize. Also, during the morning news morning pledge students will recite the Scenic Heights Guidelines for Success (5).

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?

Each Teacher will implement a positive behavior program in the classroom. The school-wide "Caught being Good"/"Bone" program will be reinforced on the daily morning news and by all teachers and staff.

**REWARD/RECOGNITION PROGRAM**

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

"Caught a Bone" for good deeds recognized by an adult – this will result in students getting a paper dog bone, writing their name on it, dropping it in the doghouse in the office. Students coming to the office will receive a sticker for their good choice. A daily winner will be drawn from the doghouse and quarterly winners who will appear on the morning TV news with the school principal.

Also the No- Tardy parties will be held quarterly along with random students and parents and bus

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drivers being selected for small tokens recognizing their good attendance and timeliness to school.

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

Following the School –Wide expectations and rules

No unexcused tardies

How will you implement the reward system?

Students will be given a paper dog bone for following the Scenic Heights responsible student guidelines receive a sticker and put their dog bone in the office dog house. A daily winner is drawn to be on the morning news with the principal. Students also receive small prizes if their name is drawn as a daily winner. Every 9 weeks there will be a quarterly drawing.

Students with no unexcused tardies will be invited during the day to the quarterly tardy party. Also, students will be drawn at random throughout the year from morning car rider line and buses to receive a small token

**DISCIPLINARY PROCEDURES**

How do the adjudication guidelines complement your disciplinary procedures?

The adjudication guidelines complement the Scenic Heights Elementary disciplinary procedures providing a progressive model of discipline that exemplifies the current model of discipline used at the school.

The disciplinary intervention matrix provides examples of intervention strategies to reduce undesirable behaviors in a constructive less punitive manner. In addition, the incidents are categorized into level 2 (serious infractions), and level 3 (severe infractions) with three phases in each level for developing, continuing and unresponsiveness to corrective procedures.

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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.

Using funds budgeted materials are purchased that include parent notices for school timeouts, after school detentions and office referrals, dog bone coupons and prizes.

The Responsibility Committee will help communicate to the faculty plans for recognizing students who are not tardy

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?

Teachers will review the school-wide expectations with students at the beginning of the year, and after each school break. The expectations are also posted in the school for students to refer to and on the school website.

During the morning news the school administration will also review the school-wide routines and procedures reminding faculty and students of expectations.

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

The charge of the Responsibility Committee is to keep the faculty informed. Daily TV news highlighting responsible students via the use of the dog bone system keeps faculty and students engaged.

Quarterly meetings of the Responsibility Committee to review discipline and attendance data and to access progress of the SWBMP goals.

Faculty and staff will monitor student attendance and reward/compliment students following the school rules and being on time to school.



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**TRAINING AND IMPLEMENTATION (continued)**

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

As in previous years the use of positive incentives has had a positive influence on maintaining staff buy-in. In addition, through the Responsibility Committee, staff have a positive and influential voice in decisions affecting student discipline.

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

The Responsibility committee will monitor the quarterly data of the SWBMP – in the areas of discipline ( school and bus) and attendance (unexcused tardies).

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 will be invited in for student of the month (one girl and one boy) from each grade level when their child receives a certificate on the morning news by the school principal. Also, parents and mentors are invited to attend the year end awards ceremony when all children are recognized for academics and good behavior.

The School Advisory Council receives input and suggestions from its members to enhance our school-wide behavior expectations.

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

N/A

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