

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

School:	School Year:	Date of Plan:
Warrington Elementary	2014-2015	8-30-2014
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. Cynthia Stephens	1. Principal
2. Jessica Bryan	2. Assistant Principal
3. Olivia Russell	3. Behavior Coach/ Parent
4. Linsay Whitley	4. Guidance Counselor
5. Kelly Low	5. School Psychologist/ PBS Coach
6. Mimi Brown	6. Kindergarten Rep
7. Adrienne Herren	7. 2 nd Grade Rep
8. Jennifer Langford	8. 5 th Grade Rep/ Parent
9. Ana Farias	9. 4 th /5 th Grade ESE Rep
10. Carolyn Gambles	10. 5 th Grade ESE Rep
11. Tina Bosso	11. K/1 st Grade ESE Rep
12. Nic Cardoso	12. Special Area Rep
13. Sam Puckett	13. Teacher Assistant Rep
14. Carolyn Bevil	14. School Social Worker

STATEMENT OF PURPOSE

Behavioral Mission Statement:

At Warrington Elementary School, we believe that all children can reach their full potential not only academically but also behaviorally. We understand behavior as a critical area of the curriculum and we strive to teach lifelong social skills to all our students through structured lessons and daily modeling. We recognize that all students can benefit from proactive positive behavior interventions. Our mission is to establish a safe and positive school climate that promotes academic, social, and emotional development of all of our students.

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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 use many different types of data and outcomes to monitor our school-wide behavior management plan. There will be two designated team members, Olivia Russell and Lindsay Whitley, who will input the ODR information into the online database, RtI:B. As a team, we will use this data to analyze the locations, problem behaviors, time of day, and number of referrals for each student. We will also use academic records, school surveys, and attendance records to monitor our school-wide program. As a team, we will analyze the data or outcomes to identify the need for Tier 2 and/or 3 supports , as well as, to monitor the effectiveness of established interventions.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school Suspension

Our goal is to decrease the number of OSS incidents by 10% or fewer than 32 OSS events for the year.

Our next OSS goal is to decrease the number of students with OSS ODRs by 10% or fewer than 21 students with OSS ODR's.

2. Attendance

Our goal is to increase our attendance rate from 91% to 93%. We also want to decrease unexcused tardies by 10% or fewer than 3,498 for the entire school year. We also want to decrease unexcused early-checkouts by 10% or fewer than 1,823 for the year.

3. Bullying

Our goal is to have 100% of our faculty, staff, and students trained.

4. Office Discipline Referrals

Our goal is to decrease the number of ODRs by 10% or fewer than 114 ODR's for the year.

5. ISS

Our goal is to decrease the number of ISS incidents from 22 by 10% to fewer than 20. We also want to decrease our number of students with ISS ODRs by 10% or fewer than 18 students with ISS ODR's.

6. Campus Arrests

Since we do not have any data from last year, our goal will be to work with the district to make sure we are doing everything in our power to eliminate the need for campus arrests.

7. Other

We also have a goal to decrease bus referrals by 10% from 30 last year to fewer than 27 bus ODR's for this school year.

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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.

Our team will meet on the 3rd Tuesday of each month. We will meet afterschool at 3:10 p.m. in the media center, or in Linsay Whitley's room.

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*.

Olivia Russell and Linsay Whitley will input the ODR information into the online database, RtI:B. On the day of our monthly meeting, Linsay Whitley or Olivia Russell will print the reports from the database. The reports will include average referrals per day per month, referrals by problem behavior, referrals by location, referrals by student, and referrals by time of day. As a team, we will analyze the data and engage in a four step problem solving approach to address areas of need. The four step problem solving approach will include the following steps: identifying the problem (what, who, when), analyzing the problem (why), designing researched- based interventions, and evaluating both student outcomes, as well as, fidelity of implementation. We will utilize the Tier 1 action plan template to document and summarize the problem solving process. The action plan will be shared school wide both by email and by grade level representatives during regularly scheduled grade level meetings.

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

We will have a sign-in sheet and an agenda for every meeting. Our goal is to have 80% of our members attend the PBS team meeting each month. The members will also receive the agenda, as well as, any data/ outcomes to be discussed in an email the week prior to the meeting in order to facilitate problem solving and discussion. A meeting summary will be distributed and shared with other faculty by grade level representatives during regularly scheduled grade level meetings.

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

We will email biweekly and/or monthly reports to both faculty and staff. The reports will provide detail in regards to current data, goals, and progress made towards goals. In addition, grade level representatives will debrief the other members of their grade level teams during regularly scheduled grade level meetings. We will provide information in regards to data, goals, and outcomes to parents and other stakeholders by creating and maintaining the PBS information link on our school website. We will use the morning show to provide information relating to our goals and progress towards goals to our students, faculty, and staff.

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SCHOOL EXPECTATIONS AND RULES

- List 3 – 5 school-wide expectations
1. Be Responsible
 2. Be Respectful
 3. Be Safe
 4. Be A Role Model

Rules/ Expectations:	Setting: Learning Environments	Setting: Hallway/ Playground	Setting: Bathroom/ Cafeteria	Setting: Bus
Be Responsible	Be there and be prepared	H) Walk on the right, straight to your assigned area. P) Stay in your assigned area	B) Be Quick. C) Choose lunch items quickly and quietly.	Keep your belongings put away.
Be Respectful	Follow classroom rules	H) Keep hands, feet, and objects to self. P) Use kind actions and words.	B) Keep hands, feet, and objects to self. Be quiet. C) Keep hands, feet, and object to self, use quiet voices.	Keep hands, feet, and objects to self. Use quiet voices.
Be Safe	Follow classroom rules	H) Hold the rail when using stairs. P) Use equipment safely and properly.	B) Be clean. C) Eat YOUR food only and keep it clean.	Always wear your seatbelt and eyes straight ahead.
Be a Role Model	Follow the code of conduct.	H) Follow the code of conduct. P) Follow the code of conduct.	B) Follow the code of conduct. C) Follow the code of conduct.	Follow the code of conduct.

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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?

Teachers will introduce, teach, and model the school-wide expectations during the first two weeks of school. The PBS handbook will be given to the teachers at the beginning of the year outlining the procedures for PBS, school wide expectations, topics of the month, and reward distribution schedule. The handbook also includes lesson plans for teaching the school wide expectations during the first two weeks of school. In addition, teachers will be provided with a PBS tool kit with appropriate forms. Linsay Whitley will meet with new teachers during the first two weeks to provide PBS training. Teachers will communicate with PBS team members through email and PBS grade level representatives. A PBS kickoff is scheduled to introduce the students to PBS and review school-wide 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?

Students will recite the code of conduct every day during the morning show. Teachers will create and submit monthly PBS implementation plans outlining activities/ lessons they will use to teach the school wide monthly character topics. Grade levels will turn in their monthly PBS implementation plans to administration. The PBS team will review the plans, activities, and lessons. The implementation plan will include a culminating activity to be completed at the end of the month and displayed on dedicated bulletin boards.

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?

New teachers will use the PBS handbook, videos, and PowerPoints from previous trainings to become familiar with the PBS program. In addition, grade level PBS representatives will be responsible for explaining the PBS system and answering any questions posed by faculty new to their grade levels. New students will be taught about school-wide expectations and the PBS program by their classroom teachers and peers. If needed, students and staff have access to all previous PBS videos and training materials. PBS refreshers will be provided to faculty and staff at the beginning of the school year.

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REWARD/RECOGNITION PROGRAM

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

We will use three types of rewards. The first are tangible rewards. Students will have the opportunity to "buy" items from the Cat Cash Store with cat cash earned for following school wide expectations. The available items will range in value. The second type of reward will be received by way of recognition as a "Star Performer." Students will be nominated weekly by their teachers to participate in a special drawing to receive a prize and have their pictures displayed on the "Star Performer" part of the PBS website. The third reward opportunity is to participate in monthly school-wide events. Students who meet the monthly cat cash criteria will participate in events that include: guest speakers, organized outdoor activities, dance lessons, and educational movies.

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

We will reward and recognize students who exemplify our school-wide expectations or for any other positive behaviors consistent with our school wide expectations. The reward/ recognition system will be implemented throughout the school day and occur across all school settings, as well as, on the bus. Students will be rewarded for making good choices and following the Code of Conduct. Students will earn cat cash and receive praise for demonstrating behaviors consistent with our school wide expectations.

How will you implement the reward system?

Teachers will have a classroom system for collecting and counting cat cash. It is the responsibility of the student to make sure he/ she puts all of his/ her cat cash in the teacher assigned location within his/ her classroom. On Thursday mornings, teachers/students will count the cat cash and record it on the cat cash count sheet. The teachers will print their completed cat cash counts every two weeks and turn them in at shopping activities and big monthly activities. Linsay Whitley will record the counts in the cat cash database. Teachers will be given a schedule of the weekly rewards and criteria for earning each reward. Students who meet the criteria will be allowed to participate in the reward. Students who do not meet the criteria to participate in the reward/ activity will be re-taught the expectations, rules, and Code of Conduct.

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DISCIPLINARY PROCEDURES

How do your disciplinary procedures align with the District-Wide Discipline Intervention Matrix?

Our school wide disciplinary procedures were revised to complement the District Discipline Intervention Matrix in the following ways:

1. Our team used RTI-B data and the District Intervention Matrix to compile lists of the minor and major infractions that are most commonly reported on ODR's at our school.
2. The minor and major infractions are listed on our revised School-Wide Discipline Flow Chart along with a series of actions that must be taken by the teacher prior to writing an Office Discipline Referral for chronic minor infractions.
3. Our school-wide discipline flow chart requires at least four documented classroom-based interventions, which are aligned with classroom interventions listed in the District Intervention Matrix, prior to writing an ODR for minor infractions. Parent contact after each incident is required in addition to the four documented interventions.
4. Teachers track the reoccurrence of minor infractions, classroom based interventions, and parent contacts on our school-wide minor incident reporting (MIR) form.
5. We chose a series of classroom-based (A-level) interventions from the District Discipline Intervention Matrix and drafted a school-wide intervention t-chart that lists and defines several suggested classroom based interventions that can be used to address commonly reported minor infractions without the need for an ODR.
6. If an ODR is written for chronic minor infractions, the MIR form with documentation of parent contact and interventions must be submitted to administration with the ODR.
7. When an ODR is received, either for chronic minor infractions or for major infractions, the administration refers to the District Discipline Intervention Matrix to choose the upper level interventions that most effectively provide appropriate consequences for behaviors without resulting in inordinate amounts of lost instructional time for students.

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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.

We need to have trainings on how to use reward and recognition systems effectively. We need to have trainings to help teachers identify the functions of behavior. We need more financial support to effectively implement the rewards system (involve parents, staff, and community partners). We also need to have training for parents on the importance of school attendance, being on time, and not checking out early.

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 present a PBS Power Point to new teachers at the beginning of the year. We will email the power point and the PBS handbook to all faculty and staff. We will provide all faculty a PBS tool kit with all of the basic information about the PBS program at Warrington. We will have our district behavior analyst and behavior coach train faculty and staff in regards to avoiding power struggles, applying basic principles of behavior, and managing the classroom. Grade- level PBS representatives will train any new faculty and 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?

During the morning show all students, faculty, and staff will recite the code of conduct. Grade levels will plan and implement lessons that teach the behavior topic of the month. The "Changing Gears" program will be conducted throughout the year to ensure that bus expectations are being taught and followed. At the end of each month, grade levels will display student products created as part of a culminating activity designed to review or assess the behavior topic of the month. All faculty and staff will receive cat cash to award to students for following school-wide expectations.

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TRAINING AND IMPLEMENTATION (continued)

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

We will develop a calendar to deliver PBS incentives to staff throughout the year. We will have a booster session at the start of the 2nd semester to encourage the entire school. There will be closer communication between the PBS team members and school faculty. This year we will have a representative at every grade level who will be responsible for both keeping the members of their teams informed in regards to PBS, as well as, surveying and performing check-ins to receive teacher input in regards to activities, rewards, strengths, and weaknesses of the program. This information will be considered when making decisions in regards to our program. We believe that staying in constant communications with all faculty and incorporating the suggestions of all into our PBS program will promote ownership of the system among faculty, which will increase teacher buy-in.

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

We will use a cat cash count sheet tracking form bi-weekly to monitor the amount of cat cash each student receives. We also monitor the amount of cat cash each teacher hands out. Each teacher is required to display a monthly project about the behavior topic of the month. The team will also review the monthly grade level plans to ensure the delivery of PBS initiatives as well as use information gathered by grade level representatives during their regularly scheduled grade level meetings to monitor the level of school-wide participation.

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 informed of all PBS activities and data through our website. We will have our PBS Family Night and schedule workshops for parents. Parents will receive a letter providing an overview of PBS initiatives at Warrington. Community members will receive a letter describing PBS initiatives at Warrington and encouraging them to participate. For example, by providing financial and tangible donations, volunteers, and guest speakers.

Describe how you will monitor the effectiveness of your I.L.E. program.
For Middle and High School