

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

School: WEST PENSACOLA ELEMENTARY	School Year: 2014-2015	Date of Plan: 9/8/2014
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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.SABRENA CUNNINGHAM	1. PRINCIPAL
2.TIM ROSE	2. ASSISTANT PRINCIPAL
3.LAURIE COTHRAN	3.CURRICULUM COORDINATOR
4. DEBORAH BRAITHWAITE	4. BEHAVIOR COACH
5. KELLEY MORRIS	5. GUIDANCE COUNSELOR
6.KIMBERLY FORBES	6. 1 ST GRADE TEACHER
7.ERICA MINCHEW	7. 2 ND GRADE TEACHER
8.JESSICA STEIN	8.KG TEACHER
9. KAITLIN MITCHELL	9. 4 TH GRADE TEACHER
10. LISA MCVEY	10. 5 TH GRADE TEACHER
11. JP MCLAUGHLIN	11. 5 TH GRADE TEACHER
12. CRISTIN HARTLEY	12. SPECIAL AREA

STATEMENT OF PURPOSE

Behavioral Mission Statement:

WEST PENSACOLA ELEMENTARY WILL BE A SAFE AND WELCOMING SCHOOL WHERE STUDENTS KNOW AND UNDERSTAND WHAT IS EXPECTED OF THEM, ARE REWARDED FOR MAKING THE RIGHT CHOICES, AND FEEL SAFE AT ALL TIMES AND WELCOMED EACH DAY. STUDENTS WILL NOT ONLY KNOW THE EXPECTATIONS, BUT WILL UNDERSTAND THE CONSEQUENCES FOR FAILING TO MEET THOSE EXPECTATIONS. WEST PENSACOLA ELEMENTARY WILL BE A POSITIVE ENVIRONMENT FOR ALL STUDENTS, TEACHERS, STAFF, AND PARENTS THAT ENTER OUR SCHOOL.

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

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 THE NUMBER OF MAJOR OFFENSES THROUGH THE USE OF OFFICE DISCIPLINE REFERRALS AND MINOR OFFENSES BY USING THE SCHOOL'S MINOR INFRACTION FORM. ALL MAJOR AND MINOR BEHAVIORS WILL BE ENTERED INTO RTI-B SO THAT WE WILL BE ABLE TO USE THE DATA TO DETERMINE LOCATIONS, TIMES, AND GRADE LEVELS WHERE AND WHEN BEHAVIORS ARE OCCURRING MOST OFTEN.

ATTENDANCE WILL BE MONITORED THROUGH THE VISITING TEACHER'S OFFICE. MONTHLY MEETINGS WILL BE HELD WITH THE VISITING TEACHER, SCHOOL GUIDANCE COUNSELOR, AND THE ASSISTANT PRINCIPAL TO UPDATE AND TRACK ATTENDANCE ISSUES, INCLUDING EXCESSIVE TARDIES.

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

SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school Suspension

DECREASE THE NUMBER OF OUT OF SCHOOL SUSPENSIONS BY AT LEAST 1% AS COMPARED TO THE 2013-2014 SCHOOL YEAR.

2. Attendance

INCREASE THE AVERAGE DAILY ATTENDANCE RATE BY 1% AS COMPARED TO THE 2013-2014 SCHOOL YEAR.

3. Bullying

UTILIZE THE SCHOOL'S GUIDANCE COUNSELOR TO TRAIN AT LEAST 95% OF STUDENTS K-5 TO RECOGNIZE, REPORT, AND REACT TO BULLYING.
UTILIZE SAFE SCHOOL TRAINING TO TRAIN 100% OF THE SCHOOL'S FACULTY AND STAFF ON IDENTIFYING AND HANDLING BULLYING INCIDENTS.

4. Office Discipline Referrals

REDUCE THE NUMBER OF OFFICE DISCIPLINE REFERRALS BY AT LEAST 1% AS COMPARED TO THE 2013-2014 SCHOOL YEAR.

5. ISS

WE DO NOT USE ISS AT WEST PENSACOLA ELEMENTARY.

6. Campus Arrests

WE DO NOT INTEND TO NEED TO MAKE ANY CAMPUS ATTESTS.

7. Other

DECREASE THE NUMBER OF TARDIES (EXCUSED AND UNEXCUSED COMBINED) BY AT LEAST 1% AS COMPARED TO THE 2013-2014 SCHOOL YEAR.

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

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.

WEST PENSACOLA ELEMENTARY'S BEHAVIOR TEAM WILL MEET ON THE FOLLOWING DATES:

9-17-14	12-3-14	3-18-15
10-15-14	1-21-15	4-15-15
11-5-14	2-18-15	5-13-15

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*.

DATA WILL BE PROCESSED USING THE RTI-B DATABASE. THE DATA WILL BE REVIEWED DURING BEHAVIOR MEETINGS AND INTERVENTION NEEDS/REVISIONS WILL BE DISCUSSED BASED ON DATA FINDINGS.

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

MEETINGS WILL BE DOCUMENTED THROUGH THE USE OF A SIGN IN SHEET, AGENDA, AND RECORDED MINUTES OF THE MEETING. A COPY OF THESE ITEMS WILL BE TURNED IN TO THE ASSISTANT PRINCIPAL EACH MONTH AT THE CONCLUSION OF THE MEETINGS.

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

FOLLOWING EACH BEHAVIOR TEAM MEETING AN E-MAIL SUMMARY WILL BE SENT OUT SCHOOL WIDE.

RTI-B DATA WILL BE SHARED ONCE A GRADING PEIROD DURING A FACULTY MEETING.

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

SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

BE RESPECTFUL
EXHIBIT RESPONSIBILITY
ENGAGE IN ACTIVE LEARNING
PRACTICE HONESTY

Rules/ Expectations:	Setting: CLASSROOM	Setting: HALLWAY	Setting: PLAYGROUND	Setting: CAFETERIA
BE RESPECTFUL	USE MANNERS WITH BOTH TEACHERS AND ADULTS RESPECT OTHER'S OPINIONS AND COMMENTS	STOP FOR ONCOMING CLASS OR YOUNGER STUDENT USE SOFT VOICE	USE KIND WORDS	USE A SOFT VOICE KEEP YOUR HANDS AND FEET TO YOURSELF
EXHIBIT RESPONSIBILITY	COMPLETE CLASSWORK AND HOMEWORK ON TIME FOLLOW CLASS RULES	GO TO YOUR DESIGNATED AREA USE A SOFT VOICE WALK	BE A TEAM PLAYER EXHIBIT CONTROL OF YOUR BODY (HANDS, FEET TO YOURSELF)	CLEAN UP AFTER YOURSELF EAT LUNCH FIRST, BEFORE TALKING QUIETLY TO YOUR NEIGHBOR
ENGAGE IN ACTIVE LEARNING	BE PREPARED WITH ALL SUPPLIES FOR CLASS PARTICIPATE IN LEARNING ACTIVITIES	GO DIRECTLY TO YOUR DESTINATION	EXPLORE YOUR ASSIGNED AREAS	ENTER AND EXIT QUIETLY FOLLOW DIRECTIONS OF ALL ADULTS IN THE CAFETERIA
PRACTICE HONESTY	ADMIT TO MISTAKES TELL THE TRUTH	FOLLOW THE DIRECTIONS YOU WERE GIVEN	FOLLOW THE RULES AND BE SAFE	LEAVE A CLEAN TABLE

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

TEACHING EXPECTATIONS AND RULES

How will your school introduce the school-wide expectations and rules to all of your students and staff?

TEACHERS WERE GIVEN AN UPDATED PBS HANDBOOK AND THE ASSISTANT PRINCIPAL WENT OVER KEY AREAS OF THE HANDBOOK DURING THE TEACHER PRE-SCHOOL WEEK AT THE BEGINNING OF THE SCHOOL YEAR.

STUDENTS WERE INTRODUCED TO THE SCHOOL-WIDE EXPECTATIONS, RULES, AND PROCEDURES DURING THE FIRST 5 WEEKS OF SCHOOL AS OUTLINED IN THE PBS HANDBOOK. STUDENTS WILL BE GIVEN REFRESHERS AS NEEDED THROUGHOUT THE YEAR, INCLUDING WHEN STUDENTS RETURN FROM WINTER BREAK.

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?

AS STUDENTS USE THE EXPECTATIONS, STAFF WILL PROVIDE THEM WITH "TAILFEATHER"

TICKETS. THESE TICKETS WILL BE USED TO PURCHASE ITEMS FROM THE SCHOOL STORE BI-WEEKLY.

EVERY NINE WEEKS WE WILL HAVE A PBS SCHOOL-WIDE ACTIVITY TO CELEBRATE GOOD BEHAVIOR.

SCHOOL-WIDE EXPECTATIONS WILL BE POSTED IN HALLWAYS, IN THE CAFETERIA, AND IN CLASSROOMS.

EACH MORNING, DURING THE PLEDGE AND ANNOUNCEMENTS, STUDENTS WILL RECITE THE SCHOOL PLEDGE WHICH INCLUDES THE 4 SCHOOL-WIDE EXPECTATIONS.

AFTER WINTER BREAK, EXPECTATIONS WILL BE RE-TAUGHT AS A REMINDER TO STUDENTS.

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?

BRIEF REFRESHER TRAININGS/REMINDERS OF SCHOOL-WIDE EXPECTATIONS WILL TAKE PLACE DURING FACULTY MEETINGS, GRADE LEVEL MEETINGS, AND/OR ONE ON ONE WITH TEACHERS AT VARIOUS TIMES THROUGHOUT THE YEAR. THE SCOPE OF THIS REFRESHER TRAINING WILL BE BASED ON RTI-B DATA REVIEW.

NEW STUDENTS WILL BE INTRODUCED TO OUR SCHOOL-WIDE BEHAVIOR EXPECTATIONS BY THEIR CLASSROOM TEACHER.

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

REWARD/RECOGNITION PROGRAM

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

STUDENTS CAN EARN 'TAILFEATHER" TICKETS FOR DISPLAYING BEHAVIOR THAT EXEMPLIFIES THE SCHOOL'S BEHAVIOR EXPECTATIONS. TICKETS CAN BE USED TO PURCHASE ITEMS FROM THE SCHOOL STORE.

STUDENTS WILL ALSO PARTICIPATE IN A SCHOOL-WIDE ACTIVITY ONCE EACH GRADING PERIOD AS A CELEBRATION OF POSITIVE BEHAVIOR.

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

ANY BEHAVIOR THAT EXEMPLIFIES THE SCHOOL-WIDE EXPECTATIONS – BEING RESPECTFUL, EXHIBITING RESPONSIBILITY, ENGAGING IN ACTIVE LEARNING, PRACTICING HONESTY - CAN BE REWARDED.

STAFF SHOULD, UPON REWARDING A STUDENT'S BEHAVIOR, IDENTIFY THE EXPECTATION THEY HAVE SEEN DEMONSTRATED BY THE STUDENT.

How will you implement the reward system?

"TAILFEATHER" TICKETS WILL BE GIVEN OUT BY STAFF DAILY AND RANDOMLY AS BEHAVIORS ARE IDENTIFIED.

SCHOOL STORE WILL BE SCHEDULED FOR EACH GRADE LEVEL AT LEAST TWICE EACH MONTH.

A SCHOOL-WIDE ACTIVITY FOR POSITIVE BEHAVIOR WILL BE SCHEDULED EACH GRADING PERIOD.

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

DISCIPLINARY PROCEDURES

How do the adjudication guidelines complement your disciplinary procedures?

THE ADJUDICATION GUIDELINES AS WELL AS THE MATRIX FOR DISCIPLINE INTERVENTION BLEND WELL WITH THE PROCESSES WE ALREADY HAVE IN PLACE AT WEST PENSACOLA ELEMENTARY. THEY WILL HELP THE SCHOOL'S ADMINISTRATION ENFORCE THE USE OF MINOR BEHAVIOR INFRACTION REPORTS, ASLO KNOWN AS PINK SLIPS.

STUDENTS AT WEST PENSACOLA RECEIVE BEHAVIOR INFRACTION REPORTS CALLED PINK SLIPS FOR MINOR BEHAVIOR INCIDENCES. THE PINK SLIP HAS 3 STEPS, AND EACH STEP REQUIRES A MINIMUM OF 2 INTERVENTIONS. STEP 1 IS BETWEEN THE TEACHER AND THE STUDENT. THE TEACHER WILL IMPLEMENT CLASSROOM INTERVENTIONS AT THIS TIME. STEP 2 INCLUDES PARENT CONTACT BY THE TEACHER, AND THE PINK SLIP GOES HOME FOR A PARENT SIGNATURE. STEP 3 INCLUDES A PARENT CONFERENCE. IF BEHAVIOR CONTINUES BEYOND STEP 3, AN OFFICE DISCIPLINE REFERRAL WILL BE GENERATED. MINOR BEHAVIOR INCIDENTS INCLUDE, BUT ARE NOT LIMITED TO: INAPPROPRIATE LANGUAGE THAT IS NOT DIRECTED AT A PERSON, PASSIVE NONCOMPLIANCE, PASSIVE DISRESPECT (ROLLING THE EYES), LOW INTENSITY DISRUPTION, MISUSE OF PROPERTY WITHOUT DESTRUCTION, ELECTRONIC DEVICES USED WITHOUT PERMISSION, TEASING/TAUNTING THAT IS NOT BULLYING, LYING, CHEATING.

STUDENTS CAN BE GIVEN AN OFFICE DISCIPLINE REFERRAL AS THE RESULT OF MOVING BEYOND STEP 3 ON A PINK SLIP. THEY CAN ALSO BE GIVEN AN OFFICE DISCIPLINE REFERRAL FOR BEHAVIORS THAT ARE SERIOUS ENOUGH TO POTENTIALLY CAUSE OR HAS CAUSED HARM TO SELF, OTHERS, OR PROPERTY. THOSE BEHAVIORS MAY INCLUDE, BUT ARE NOT LIMITED TO: GROSS DISRESPECT, OPEN DEFIANCE, THREATS/BULLYING, DESTRUCTION OF SCHOOL PROPERTY, OR IN SOME INSTANCES, THE DESTRUCTION OF OTHER PERSON'S PROPERTY, BATTERY, STEALING, ALCOHOL/DRUGS, WEAPONS, SEXUAL OFFENSES.

OFFICE REFERRALS WILL BE PROCESSED AND A PARENT/GUARDIAN WILL BE CALLED BY A MEMBER OF THE SCHOOL'S ADMINISTRATION.

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

TRAINING AND IMPLEMENTATION

Describe any training needs, material needs, and/or environmental arrangements necessary to implement your school-wide behavior management plan.

TRAINING NEEDS FOR SPECIFIC BEHAVIOR MANAGEMENT WILL BE IDENTIFIED BY RTI-B DATA AND PRESENTED DURING FACULTY MEETINGS, GRADE LEVEL MEETINGS, AND/OR INDIVIDUALLY AS NEEDED.

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 BE GIVEN AN UPDATED PBS HANDBOOK AND THE ASSISTANT PRINCIPAL WILL REVIEW KEY AREAS OF THE HANDBOOK DURING THE TEACHER PRE-SCHOOL WEEK AT THE BEGINNING OF THE SCHOOL YEAR.

STUDENTS WILL BE INTRODUCED TO THE SCHOOL-WIDE EXPECTATIONS, RULES, AND PROCEDURES DURING THE FIRST 5 WEEKS OF SCHOOL AS OUTLINED IN THE PBS HANDBOOK. STUDENTS WILL BE GIVEN REFRESHERS AS NEEDED THROUGHOUT THE YEAR, INCLUDING WHEN STUDENTS RETURN FROM WINTER BREAK.

NEW FACULTY AND STAFF WHO BEGIN MID-YEAR WILL BE GIVEN A PBS HANDBOOK AND AN OVERVIEW OF THE BEHAVIOR PLAN BY AT LEAST ONE MEMBER OF THE BEHAVIOR TEAM.

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

ALL STAFF MEMBERS WILL PARTICIPATE IN PASSING OUT "TAILFEATHER" TICKETS

ALL TEACHERS WILL USE THE SCHOOL'S PINK SLIP TO REPORT/RECORD MINOR DISCIPLINE INFRACITONS

ALL CLASSES WILL PARTICIPATE IN SCHOOL STORE AND POSITIVE BEHAVIOR ACTIVITIES

SCHOOL-WIDE EXPECTATIONS WILL BE POSTED IN ALL CLASSROOMS AND COMMON AREAS

ALL STUDENTS WILL PARTICIPATE IN RECITING THE SCHOOL WIDE PLEDGE/EXPECTATIONS EACH MORNING

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

TRAINING AND IMPLEMENTATION (continued)

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

BUY-IN WILL BE ACHIEVED AND MAINTAINED BY PROVIDING ONGOING SUPPORT TO STAFF FOR THE SCHOOL'S BEHAVIOR PLAN AND BEHAVIOR ISSUES THAT OCCUR.

SCHOOL ADMINISTRATION WILL ALSO PROVIDE INCENTIVES FOR TEACHERS THROUGH THE DISTRIBUTION OF "BEEP" PASSES. A BEEP PASS CAN BE USED BY TEACHERS AS A WAY OF LEAVING 15 MINUTES EARLY ON DAYS WHEN NO AFTER SCHOOL MEETINGS HAVE BEEN SCHEDULED.

AT THE END OF THE SCHOOL YEAR, TEACHERS CAN USE LEFT OVER "BEEPS" TO BID ON ITEMS AT A STAFF AUCTION.

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

RTI-B DATA WILL BE USED TO MONITOR THE EFFECTIVENESS OF OUR SCHOOL-WIDE BEHAVIOR PLAN, TRAINING, AND ANY ADJUSTMENTS MADE TO OUR PLAN.

MONTHLY BEHAVIOR TEAM MEETINGS WILL ALLOW EACH GRADE LEVEL THE OPPORTUNITY TO SHARE NEEDS, WANTS, AND CONCERNS RELATING TO BEHAVIOR.

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?

INFORMATION CONCERNING SCHOOL-WIDE BEHAVIOR WILL BE SHARED THROUGH NEWS LETTERS AND DURING PARENT CONFERENCES.

BUSINESS PARTNERS AND COMMUNITY MEMBERS MAY BE CALLED UPON TO ASSIST WITH PURCHASING/DONATING ITEMS FOR OUR SCHOOL STORE.

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