

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

School: Pine Forest High School	School Year: 2014-2015	Date of Plan: Revised 10/22/14
------------------------------------	---------------------------	-----------------------------------

**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. Frank Murphy	1. Principal
2. Bryan Freeman	2. Assistant Principal
3. Dr. Samala	3. Counselor
4. Twyla Akkerman	4. Dean
5. Kevin Sanders	5. Dean
6. David Rigby	6. Dean
7. Paul Bryan	7. Behavior Coach

**STATEMENT OF PURPOSE**

**Behavioral Mission Statement:**

It is the mission of Pine Forest High School and its stakeholders to create, maintain, and promote a safe and positive learning environment in which students have every opportunity to succeed.

**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.).

Data Reports from the on-line referral system through FOCUS, Compass, PBS, and collective discussions from the School-Wide Behavior Management Team were utilized to establish the annual discipline goals of Pine Forest High School. The top four referrals derived from the end of the year data in 2013-2014 revealed that tardies, dress code violations, disrespect, and cell phone were amongst the most frequent incidents processed throughout the year.

The behavior management team will review monthly reports to acknowledge gains and to establish strategies to help the students who need interventions. Using these reports, the behavior management team will measure trends in behavior, referral writing, progress being made, and areas of concern. The PBS Team will work collaboratively with the SWBMT to develop incentives to address the areas most in need of intervention.

Our Behavior Coaches will serve as pro-active school personnel whom will be utilized as resources for our staff to assist with persistent behavioral matters, develop classroom management practices for specific instructional staff members, as well as resources for families of our school community.

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

**SCHOOL-WIDE BEHAVIORAL GOALS**

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

It is the goal of Pine Forest High School during the 2014-2015 school year to reduce the number of students with out-of-school suspensions from 2013-2014 (395 to 300).

**2. Attendance**

It is the goal of Pine Forest High School during the 2014-2015 school year to increase the daily average attendance by six-tenths of a percentage point from 2013-2014 (93%), which will be 94.02

**3. Bullying**

It is the goal of Pine Forest High School to enhance student knowledge of what constitutes bullying so that 100% of our students are trained about this area of concern. This is to be done through initial survey of students in their English classes followed by an end-of-year survey, following in-class instruction.

**4. Office Discipline Referrals**

It is the goal of Pine Forest High School during the 2014-2015 school year to reduce the number of office discipline referrals from the 2013-2014 (1962 to 1,900).

**5. ISS**

It is the goal of Pine Forest High School during the 2014-2015 school year to reduce the number of students with in-school suspensions from 2013-2014 (395 to 350).

**6. Campus Arrests**

It is the goal of Pine Forest High School during the 2014-2015 school year to reduce the number of campus arrest by 25% from 2013-2014.

**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.

The behavior team of Pine Forest High School plans to meet the second Thursday of each month at 1:30 p.m. in the Media Center.

September 11, 2014	October 9, 2014	November 13, 2014	December 11, 2014
January 8, 2015	February 12, 2015	March 11, 2015	April 9, 2015

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*.

Referral data will be entered into FOCUS as well as the RtIB data system. This information will be printed, analyzed, and discussed in monthly meetings. The dean, behavior coaches, and our PBS coordinator will also keep incident logs and breakdown list of referral causes and consequences to review with the behavior team. The data reported to the team will be provided in an easy to read/follow format.

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

Meetings will be documented and notes will be taken by a designated member of the behavior team.

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

Information will be presented at faculty meetings, and pertinent information will be emailed to teachers.

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

**SCHOOL EXPECTATIONS AND RULES**

List 3 – 5 school-wide expectations

The criteria established and implemented by the school-wide efforts of the Positive Behavior Support Team are as follows:

Respect -  
Responsibility -  
Resilience -

<b>Rules/ Expectations:</b>	<b>Setting: Classroom</b>	<b>Setting: Hallways</b>	<b>Setting: Cafeteria</b>	<b>Setting: Bus</b>
BE RESPECTFUL	Follow directions from the adult in charge the first time, respect the learning of others, and be courteous to the academic environment.	Walk immediately to your locker or class, keep hands to yourself, use a quiet voice, no running, no food or drink.	Stand quietly and calmly in line, stay in your seat, pick up your trash, use an inside voice.	Listen to the adult in charge, stay seated, no eating or drinking, talk quietly.
BE RESILIENT	Be receptive to rigorous teaching methods, do not allow challenges to discourage academic progress, and prepare to face challenges of difficult material.	No running, avoid slippery areas, be aware of posted warning signs and of potential safety hazards.	Do not eat too fast or too much, be aware of food allergies, walk at all times, no throwing objects/food, no standing on furniture.	Remain seated while the bus is moving, no body parts out of the window, no throwing objects on or out of the windows, use passenger restraint system, if equipped.
BE RESPONSIBLE	Come prepared with all materials needed, complete all assignments, arrive ready to learn and to participate.	Walk immediately to where you are going, do not run, follow adult directions, do not block hallways, use the restroom in a timely manner.	Be polite, clean your area before you leave, do not exit the cafeteria with food or drink.	Be polite, do not damage bus, follow driver's directions at all times, notify the driver if someone is in danger.

**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?

Expectations will be presented to faculty during preschool in an in-service training. This training will review existing expectations, as well as new initiatives. School-wide expectations will also be reviewed as needed during faculty meetings or department meetings. Students will be introduced to new/existing expectations during beginning of the year assemblies. Homeroom teachers will distribute the Escambia County School District's Rights and Responsibilities Handbook, review Pine Forest High School rules, and clarifying questions will be answered.

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?

Teachers and staff should model desired positive behaviors to students on a daily basis as a reinforcer to Pine Forest High School's expectations. Modeling desired behaviors gives the students a tangible example not just a written rule to follow. Teachers will also use class/team builders to encourage students to work together in a positive manner. A behavior analyst will work with the behavior team to add more strategies for implementing desired behaviors. As a Tier 2 Model School in the PBS process, information derived will be utilized in RtI meetings to provide a more in-depth attempt to address the individual problems of targeted students. The PBS program will also include character building assemblies once per semester that focus on Being Respectful, Being Responsible, and Being Resilient.

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?

Deans and Behavior Coaches will utilize information received from Behavior Tracking Forms to address individual concerns about classroom management practices of specific teachers, as well as students who may require additional training in appropriate behavior for the instructional setting. The behavioral team will also provide mini-lessons to students through the English classes to reiterate school expectations, inform students and teachers of available resources, and to address current trends observed through the recent referrals processed thus far.

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

**REWARD/RECOGNITION PROGRAM**

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

Through the PBS program, a PRIDE Team has been established that will look for ways to enhance school morale and rewarding behavior that aligns with the overall PBS mission statement. Individual teachers have techniques within their classrooms to reward positive behavior. Praise is widely used to reinforce good behavior. Departments will recommend Students of the Month to be recognized. Students who are caught "doing a good deed," sometimes receive rewards, such as certificates/recognition from administration. Students are also rewarded with PRIDE slips for displaying behaviors of respect, responsibility, and resilience. The PRIDE slips serve as the equivalent to cash and can be spent in the school store on a weekly basis.

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

Students will be verbally praised by teachers for following rules and expectations. Students will also be recognized for academic performance by the administrative staff. Announcements will be made recognizing the efforts of students in the academic, extra-curricular, and transitional settings.

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

**DISCIPLINARY PROCEDURES**

How do the adjudication guidelines complement your disciplinary procedures?

District guidelines are followed and reviewed as needed when assigning consequences to ensure a firm, fair, and consistent behavior management plan.



**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.

PBS training with behavior analyst, classroom management and discipline strategies, anti-bullying materials for training faculty and staff, and a review for teachers about when it is appropriate to write a discipline referral.

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 and staff will be trained during pre-school in-service, faculty meetings, and at semester break. New faculty will be trained on Pine Forest High School's Behavior Management Plan immediately after their arrival. All faculty and staff will be given refreshers, if necessary, from monthly referral data.

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

Teachers are encouraged to monitor and know their students. If a teacher has a concern about a student's behavior, that concern should be brought to the attention of the Deans and/or Behavior Coaches before potential problems surface. Selection and announcements of exceptional students is a proactive intervention to reinforce positive behavior. Cell phone policy, tardy policy, dress code policy and PBS Expectations are all posted for both students and teachers to refer to on a daily basis.

The Escambia County Rights and Responsibilities (R&R) handbook is online for students to review when they feel necessary. Students were provided with a copy of the R & R handbook and signed off after receiving a copy at the beginning of the year.

**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?

New initiatives were created from faculty input during pre-school. This strategy gives the faculty ownership to new policies. After the behavior management plan is implemented, successes will be shared with faculty. Showing successes with the behavior plan will increase faculty buy-in and implementation of the school-wide expectation.

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

Reports generated through FOCUS and data reports created/maintained by the dean will be kept and monitored monthly. Surveys that address the behavior plan will be given to the faculty, staff, and students.

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?

Teachers are encouraged to contact parents/guardians with information about their children. The school can utilize the School Messenger Service to call all households represented at Pine Forest with important information updates. School information is also available on the school website. Parental involvement activities will also be utilized as a method to communicate behavioral and academic expectations for our community stakeholders.

A community conversation will take place on 12/6/14 to discuss school-wide issues related to expectations.

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

The program teacher and administration will meet once a month to discuss improvement strategies and additional interventions for the program.