

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

School: Pensacola High School	School Year: 2014-15	Date of Plan: 9/9/2014
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. David Williams	1. Principal
2. Alphonse Marsh	2. Assistant Principal
3. Marsha Regina	3. Dean
4. Sherita Williams	4. Dean
5. Paul Grover	5. ESE Behavior Coach
6. Frank Walker	6. Guidance Counselor
7. Stephanie Washington	7. Freshman Academy Coach
8. Terrance Harris	8. Alternative Education Teacher/Coach
9. Karen Atkins	9. SGA Sponsor
10. Dianne Lindemann	10. Teacher
11. Todd Leonard	11. Teacher/Coach
12. Liz Roberts	12. Teacher
13. Kenyata Johnson	13. Attendance Clerk

STATEMENT OF PURPOSE

Behavioral Mission Statement:

The administration, along with faculty members, parents, and students will work together to provide a safe learning environment for all students at Pensacola High School.

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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.).

1. Monthly disciplinary data to include, but not limited to, specific referral information, suspensions, attendance, academic performance, etc. will be used to adjust strategies as necessary.
2. Trends in individual student behavior will be analyzed to determine an effective intervention or particular course of action necessary to improve behavior.

SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school Suspension

Reduce out-of-school suspensions by 3% by May 29, 2015.

2. Attendance

Maintain or increase average daily attendance at or above 92% by May 29, 2015

3. Bullying

Ensure at least 90% of our students receive bullying training by May 29, 2015.

4. Office Discipline Referrals

Decrease the number of office discipline referrals 3% by May 29, 2015.

5. ISS

Continue the usage of ISS which will remain relatively constant or slightly increase no more than 5% relative to the decrease in OSS by May 29, 2014.

6. Campus Arrests

Decrease the number of arrests by 3% by May 29, 2015. Arrests will decrease relative to a decrease in serious offenses.

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.

Our team will meet the 2nd week of each month from September thru May, at 7:50 a.m. in the conference 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*.

Disciplinary data are input through the Dean's office as incidents occur by utilizing the FOCUS system. Necessary reports are generated through FOCUS and/or the data clerk's office. Reports are collected and analyzed by the Behavior Team during meetings in order to summarize the data and identify any trends that are occurring throughout the school year.

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

The attendance clerk is assigned as a recorder for each meeting. This record will contain a list of those present as well as items discussed.

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

We will report our findings and strategies to our Parent Teacher Student Association (PTSA), School Advisory Council (SAC), and International Baccalaureate Support Foundation (IBSF), and will also share information with our faculty and staff during meetings throughout the year. We will also share significant improvements or incentives with the school community through the school messenger system.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

1. Maintain a safe learning environment free from harassment, bullying, or violence of any kind.
2. All students will be respectful to teachers, staff, and each other.
3. All students are responsible for adherence to the rules and regulations outlined in the Student Rights and Responsibilities Handbook.

Rules/ Expectations:	Setting: (Hall)	Setting: (Classroom)	Setting: (Cafeteria)	Setting: (Arrival/Dismissal)
Safety	<ol style="list-style-type: none"> 1. Walk in an orderly fashion to destination. 2. Stay to the right in the direction of travel within the hall. 3. No loitering. 	<ol style="list-style-type: none"> 1. Follow instructions. 2. Stay in assigned area. 	<ol style="list-style-type: none"> 1. Follow directions. 2. Report any accidents. 	<ol style="list-style-type: none"> 1. Walk in an orderly fashion to destination. 2. Be aware of surroundings. 3. Report any accidents or injuries. 4. No loitering.
Respectful	<ol style="list-style-type: none"> 1. Be courteous and respectful to others. 2. Be aware of other classes in session and keep noise to a minimum. 	<ol style="list-style-type: none"> 1. Stay seated. 2. Raise your hand to speak aloud. 3. Follow your teacher's directions. 	<ol style="list-style-type: none"> 1. When finished eating, maintain cleanliness in the cafeteria by placing trash in the appropriate trash receptacle. 2. Stay in your place in line--no skipping. 	<ol style="list-style-type: none"> 1. Move swiftly to your destination. 2. Follow your correct route without timely detours.
Responsibility	<ol style="list-style-type: none"> 1. Help new students. 2. Be on time to class. 3. Adhere to dress code. 3. Follow all rules and regulations as outlined in the R&R handbook. 	<ol style="list-style-type: none"> 1. Be prepared for class and take part in classroom activities. 2. Follow class procedures. 	<ol style="list-style-type: none"> 1. Clean your area. 2. Exit through correct doors. 	<ol style="list-style-type: none"> 1. Travel expeditiously to appropriate area. 2. Do not loiter. 3. Keep traffic moving.

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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?

We will introduce expectations and portions of our plan during the class assemblies the first month of the year. We will re-enforce behaviors through the use of CCTV and posters. We will inform our faculty during our staff meetings and department meetings.

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?

1. Through the use of CCTV and announcements, we will encourage continuous direct instruction of expectations and rules.
2. Signs posted on campus and in classrooms will be utilized to embed expectations and rules into the daily curriculum.

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?

1. Faculty and students will take the bullying quiz.
2. SGA will hang posters around campus.
3. We will use our CCTV to scroll rules daily.
4. We will use teacher plan days for refreshers and/or new information.
5. Students who arrive mid-year will be given an overview of expectations from guidance and a copy of the R&R Handbook for review.

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REWARD/RECOGNITION PROGRAM

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

Student will be rewarded or recognized in the following methods:

1. Student recognition for good behavior (gift cards)
2. Other awards such as passes to school events
3. Recognition through CCTV
4. Marquee
5. In-class recognition through student of the week awards
6. Tiger of the month

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

1. Appropriate behavior in class
2. Appropriate behavior in out-of-class situations
3. Students demonstrating extra effort beyond expectations
4. Students demonstrating good citizenship by helping others
5. Students making huge improvements in behavior
6. Crime stoppers rewarded through the Pensacola Police Department or Escambia County Sheriff's Office

How will you implement the reward system?

1. Teachers will report behaviors to the behavior team.
2. Rewards will be given 2-3 times per nine weeks.
3. Teacher awards will be implemented on a weekly basis.
4. The reward system will be evaluated by the school-wide behavior team throughout the year.

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DISCIPLINARY PROCEDURES

How do the adjudication guidelines (Discipline Intervention Matrix) complement your disciplinary procedures?

The Deans refer to the adjudication guidelines (Discipline Intervention Matrix) as a measure to ensure consistency and fairness are maintained and the appropriate level of discipline is administered for a particular offense. Reference to the Discipline Intervention Matrix also ensures that disciplinary actions are consistent with and throughout the district.

TRAINING AND IMPLEMENTATION

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

1. Time spent during pre-school days
2. Time needed during teacher planning days
3. Handouts given to faculty
4. Bullying quiz (generated by Deans)
5. Incentives given through the faculty and PTSA
6. Fred Jones or District training opportunities in classroom management for new and/or struggling teachers

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?

1. Pre-school meetings
2. Teacher planning day meetings
3. Distribution of the plan
4. Discipline tips during pre-school
5. Teacher mentoring
6. Utilize the SafeSchools videos and the school bullying quiz

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

1. Teachers standing outside of their rooms between classes
2. Hallway procedure signs
3. School information posted in classrooms
4. Classroom rules posted
5. Teacher-led detentions for students
6. CCTV

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TRAINING AND IMPLEMENTATION (continued)

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

1. Presentation and explanation of plan
2. Communicate updated progress reports throughout the year to the faculty and staff
3. Solicit teacher feedback and assistance as needed

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

1. Compilation and analysis of referral data monthly
2. Behavior Team meetings
3. Sharing results with faculty

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?

1. Parent nights
2. Reading nights for parents and students
3. School messenger system
4. PTSA
5. Sporting events-recognizing student behaviors
6. Solicit feedback and discuss the program and expectations with members of the local community such as church Ministers or parents during conferences.
7. Utilize community involvement programs such as the School volunteer, Business Partnerships, and Youth Motivator Programs.

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

The Freshman Academy Coach and Administrative Deans will analyze and compare student academics and behavior before entering and after completing I.L.R. Results will determine the effectiveness and, if needed, implementation of alternative strategies for improvement.