

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

School: Ernest Ward Middle	School Year: 2014-2015	Date of Plan: 9/14/14
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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. Nancy Gindl-Perry	1. Principal
2. Rachael Hamilton	2. Parent
3. Wimberly Murphy	3. Assistant Principal
4. Glenn Dumas	4. Gen Ed Teacher
5. Michelle Thomas	5. ESE Teacher
6. Keith Griffin	6. Dean
7. Glenda Bell	7. Teacher
8. Gayle Hanks	8. Behavior Representative

**STATEMENT OF PURPOSE**

Behavioral Mission Statement:

**The EWMS mission is to promote a positive learning environment by teaching, recognizing, and rewarding positive student behavior that is aligned with school wide expectations!**

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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.).

**The school administrators presented a presentation to incoming 6<sup>th</sup> graders at the beginning of the school year. All first period teachers sent the Student R&R Handbook home so students and parents could examine their responsibilities and rights, all students took a written test on the R&R Handbook, and all tests are kept on file. As new students enroll at EW the Dean reviews the R&R Handbook and discusses the anti-bullying school wide message. Daily school messenger call outs are made to all absent students. Students are constantly monitored during class transition and in the lunch room. Ernest Ward will continue to maintain the ISS and In Lieu of Review programs as both have had positive outcomes.**

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**SCHOOL-WIDE BEHAVIORAL GOALS**

1. Out-of-school Suspension

**With the help of all stakeholders, Ernest Ward continues to reduce the number of out of school suspensions by utilizing the In Lieu Of Review and ISS programs. A district wide emphasis is placed on students staying in school!**

2. Attendance

**The implementation of the ISS and ILR programs has increased daily attendance. EW also conducts attendance study conferences with parent and student once a student misses five consecutive days.**

3. Bullying

**Every student has received bullying training provided by the SRO, Dean and Principal through their first period classes. As new students enter EW throughout the school year, the Dean will meet with each student to discuss the school's perspective regarding bullying. The guidance office has set up an anonymous box to report bullying. EW faculty also received training during pre-school.**

4. Office Discipline Referrals

**The number of office discipline referrals is decreasing with the classroom teacher having the responsibility of showing four separate interventions using the Behavior Tracking Form before a referral is written. This important contact allows the teacher and the Dean to conference with the students and make contact with the parents providing time for the student to correct the behavior before further action is taken.**

5. ISS

**With improved classroom management procedures the number of students placed in ISS should decrease. EWMS is making an concerted effort in keeping students in school and NOT outside the school in regards to school discipline.**

6. Campus Arrests

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.

**Team meets monthly to monitor behavior data and assess progress of program... The following dates have been designated as PBS meeting days:**

**Sept. 17, Oct. 13, Nov. 5, Dec. 3, 2014 and Jan. 5, Feb. 16, Mar. 24, Apr. 9, and May 14, 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*.

**The Dean will gather Discipline data from Focus and PBS data from Rtl:B website and present information at monthly PBS meetings.**

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

**Information discussed during meetings will be documented by designated staff member.**

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

**Grade level teams will discuss behavior problems with team leader, and the leader will report information to PBS team.**

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**SCHOOL EXPECTATIONS AND RULES**

List 3 – 5 school-wide expectations

**School Wide Expectations**  
**Eagles at their “BEST” Behavior**  
Be Responsible  
Engage in Learning  
Show Respect  
Think Before You Act

<b>Rules/ Expectations:</b>	<b>Setting:</b>	<b>Setting:</b>	<b>Setting:</b>	<b>Setting:</b>
Hallway Expectations	Walk on the right side	Get to class on time	Speak with inside voice	Keep hands, feet, and objects to yourself
Cafeteria Expectations	Know your student number Have your money ready	Listen to announcements	Speak with an inside voice, Wait your turn, Pick up all trash on table and floor	Walk to your table, Remain seated until dismissed
Classroom Expectations	Come to class prepared and on time	Complete assigned work and participate in activities	Come to class with a positive attitude	Keep your hands, feet, and objects to yourself

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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 were introduced to PBS by Ms. Alessandra Cardoso, our Positive Behavior Support Coach, and a 95%+ buy-in was accepted by the faculty at EWMS. Teachers were given an in-service on PBS by our PBS team during teacher preplanning days before the start of school. Input from teachers will again be discussed during grade level meeting held monthly.**

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?

- **Our “BEST” expectations will be displayed throughout the school.**
- **Students and staff will be taught the expectations early on in the school year.**
- **Students and staff will be able to state the expectations from memory.**
- **Introduce BEST expectations and BEST Bucks at grade level assemblies the first week of school**
- **Announcements will reiterate BEST expectations each day**
- **Grade Level Competitions- the grade that has the smallest percentage of referrals will win the prize**
- **“BEST” cheer at each pep rally.**
- **Prize wheel spun for rewards every 3 weeks in lunchroom**
- **Culminating activity at end of each 9 weeks**

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?

**Refresher training on expectations and rules to staff will be discussed monthly  
New students will meet with the Dean and students will be taught school expectations and behavior.**

**REWARD/RECOGNITION PROGRAM**

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

**Reward System**

- **Introduce BEST expectations and BEST Bucks at grade level assemblies the first week of school**
- **Announcements will reiterate BEST expectations each day**
- **Grade Level Competitions- the grade that has the smallest percentage of referrals will win the prize**
- **“BEST” cheer at each pep rally.**
- **Students will spin a wheel at lunch to receive their rewards.**
- **On the wheel, they can land on such items as candy, HW passes; leave early passes (bus, lunch), ball game/dance tickets, etc.**
- **Students can buy a spin with 5 bucks.**
- **The spinning of the wheel will take place every three weeks. Students must write their name on their bucks and are responsible for not losing them.**
- **Students must spend bucks within a 9 week period. The rewards start over each 9 weeks.**
- **Students can opt to save their bucks until the end of the 9 weeks and place their bucks into a drawing for a “bigger” kind of a prize.**

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

- **“BEST” Bucks**
- **Students will be given bucks when they are caught demonstrating appropriate behaviors in the hallway, cafeteria, and classrooms**
- **Attendance incentive**
  - **Each Friday during a randomly selected period, (Mrs. Murphy will announce it to the teachers beforehand) students who have been present all 5 days that week during that period will receive a buck**
- **Acts of Kindness**

How will you implement the reward system?

- **Students will spin a wheel at lunch to receive their rewards.**
- **On the wheel, they can land on such items as candy, HW passes; leave early passes (bus, lunch), ball game/dance tickets, etc.**
- **Students can buy a spin with 5 bucks.**
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**DISCIPLINARY PROCEDURES**

How do the adjudication guidelines complement your disciplinary procedures?

**Ernest Ward has adopted a behavior tracking form that emulates the county discipline intervention matrix guidelines approved by the Escambia County School Board.**



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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.

**The learning environment must be envisioned in both a physical space and a cognitive space. The physical space of the classroom is managed as the teacher prepares the classroom for the students. Is the space warm and inviting? Does the room arrangement match the teacher's philosophy of learning? Do the students have access to necessary materials? Are the distracting features of a room eliminated? Attending to these and similar questions aids a teacher in managing the physical space of the classroom.**

**Teachers must also consider the cognitive space necessary for a learning environment. This cognitive space is based upon the expectations teachers set for students in the classroom and the process of creating a motivational climate. Effective teachers create and implement classroom management practices that cultivate an engaging classroom environment for their students. Two specific areas of cognitive space that teachers include in their plans are setting expectations (i.e., rules and procedures) and creating a motivational climate.**

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 were given an in-service on PBS by our PBS team during teacher preplanning days before the start of school. Input from teachers will again be discussed during grade level meeting held monthly. For new teachers, administration and grade level team leaders will meet with new hires throughout the school year.**

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

**All teachers will work off BEST Behavior acronym:**

**Be Responsible  
Engage in Learning  
Show Respect  
Think Before You Act**

**A Discipline Referral Process will be followed by ALL staff utilizing Behavior Flowchart and Classroom Behavior Tracking form.**

**TRAINING AND IMPLEMENTATION (continued)**

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

**EWMS staff will continue to develop, implement, and evaluate the school's PBS plan. Grade level teams will discuss behavior problems with team leader, and the leader will report information to PBS team**

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

**Discipline data will be reviewed at the end of each nine weeks and measured against last year's discipline data. Rounding will be used to ask teachers and students what is and is not working in the plan.**

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?

**Engage students, parents, school staff, and community members in teams to develop school policies and plan school-wide activities. These teams can also assist in the activities and programs that involve teaching and rewarding the school-wide expectations and rules**

**Engage community partners to provide a range of services at the school that students and their families need.**

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

**The effectiveness of the program is evaluated on whether student behavior improves to the point where student doesn't return to ILR program or does said student continue classroom disruption resulting in another stay in ILR or result in Review of Placement hearing.**