

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

School: Ferry Pass Middle School	School Year: 2014-2015	Date of Plan:9/12/2014
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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. Sherri Mims	1. Principal
2. Juanda White	2. Parent
3. Kim Lipnicky	3. Behavior Representative
4. Gary Horne	4. Gen Ed Teacher
5. Karyn Blacker	5. ESE Teacher
6. Tom Horne	6. Dean
7. Sharon Marsh	7. Teacher
8. Catherine Bauer	8. Teacher
9. Julie McGill	9. Reading Coach

**STATEMENT OF PURPOSE**

**Behavioral Mission Statement:**

Ferry Pass Middle School has a responsibility to parents and students, which goes beyond the educational program. Our mission is to support students in making the right behavioral choices and assisting teachers with structured reward opportunities to better support their classroom environment. At Ferry Pass Middle School, students shall abide by all rules and regulations of general school rules to maintain order on campus and protect property.

**BASELINE DATA**

Refer to Progress Monitoring Form for data.

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

**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 are going to break down referrals by the following categories:

Types of Referrals - to focus on different types of behaviors that are recurring problems.

Grade Level - to focus on visibility within those hallways and to work with those teachers to reduce the types of behaviors causing referrals.

Teacher - to track the number of referrals written by each teacher. The administration will work with the individual teachers who are writing high and low number of referrals on their classroom management if deemed necessary.

**SCHOOL-WIDE BEHAVIORAL GOALS**

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

Reduce the number of students with OSS by 5%.

2013-2014	124
2012-2013	147
2011-2012	157
2010-2011	193
2009-2010	191
2008-2009	219

**2. Attendance**

Increase attendance by 0.5%

2013-2014	94
2012-2013	93.7
2011-2012	93.7
2010-2011	93.6
2009-2010	92.9
2008-2009	93.0

**3. Bullying**

100% of students and teachers will be trained on bullying prevention.

We will show a school-wide bullying prevention video during SOAR classes and have teachers discuss with their students.

SGA will hand out bookmarks that address bullying during National Prevention Bullying Week.

**4. Office Discipline Referrals**

Reduce the number of overall referrals by 5%.

2013-2014	780
2012-2013	809

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

2011-2012	978
2010-2011	1175
2009-2010	1733
2008-2009	1704

**5. ISS**

Our goal will be to reduce the number of OSS by using ISS in accordance with the behavior matrix plan during the school year. We anticipate a rise in students who enter ISS for the school year. Students who enter ISS will be completing a goal worksheet to promote a positive life plan before they are dismissed from ISS. The goal is to reduce the number of ISS students by assigning work detail during the lunch periods as well as Saturday school.

**6. Campus Arrests**

Reduce campus arrest by 20% for the school year. 5 School warrant arrest for the 2013-2014 school year. 1 direct arrest 2013-2014.

**7. Other**

Reduce the number of students who receive multiple referrals and suspensions by 10%.

**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.**

- 1st Meeting - Introduction, August 18, 2014
- 2nd Meeting - Review 1st 9 weeks data
- 3rd Meeting - Review 2nd 9 week data
- 4th Meeting - Review 3rd 9 week data
- 5th Meeting - Review 4th 9 week data, Review year and plan for 2014-2015

**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*.**

We have collected data from the past four years. Our data clerk and/or dean prints reports which give us types of behavior exhibited on the referrals. We will also utilize the information to collect demographics of the individuals who are receiving referrals and suspensions and develop programs to deter the behavior. Use of school-wide "I-card" will continue to be used and is located on the K drive. This will give faculty an official place to document all student behavior accessible by staff. This allows for us to follow the development of problematic behavior by specific students. We also will meet with teachers writing a high number of referrals. We will use the past information to determine areas of focus and types of behaviors that need to be corrected and utilize current data and trends to formulate our future plans within the Behavior Leadership Team.

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

BLT will take minutes of our monthly meetings and share them through email with the entire faculty. We also have an open invitation for any faculty to join meetings and will advertise in advance of these dates and times.

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

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

BLT will meet at the end of each nine weeks to review data. We will share the data and progress at the end of each nine weeks with all of our faculty and staff, including bus drivers and cafeteria workers.

**SCHOOL EXPECTATIONS AND RULES**

**List 3 – 5 school-wide expectations**

**Eager to Learn  
Always Safe  
Give Respect  
Expect Success  
Loyal and Responsible**

<b>Rules/ Expectations:</b>	<b>Setting: Cafeteria</b>	<b>Setting: Hallway</b>	<b>Setting: Classroom</b>	<b>Setting: Dismissal</b>
Eager to Learn	Follow the rules and make healthy choices	Be alert to your environment	Be on time with appropriate materials and assignments.  Be prepared for bell to bell instruction.	Be prepared to leave.  Plan to be successful for the next school day.
Always Safe	Walk to and from lunch. Form a single file line (no cutting).  There will be no more than 10 students in the interior line.	Stay to the right. Always walk. Use low tone of voice.	Keep hands, feet, and objects to yourself.  Use materials appropriately.	Walk in single file line with the teacher.  Leave campus properly.
Give Respect	Keep hands, feet, and objects to self.  Use quiet voices.  Clean up your area.	Keep hands, feet, and objects to self.  Move directly to class.	Follow all rules and adult instructions.  Be honest and trustworthy.	Follow directions of adults.  Be where you are supposed to be and on time.
Expect Success	Finish lunch and clean up on time.	Arrive to class on time and prepared to participate and learn.	Accept responsibility for your own actions.  Complete assignments on time.	Arrive home safe.
Loyal and Responsible	Follow adult directions.	Follow rules and adult instruction.	Follow all rules and adult instructions	Follow directions of adults.

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

	Pick up after yourself	Move directly from class to class.	Be honest and trustworthy.	Be where you are supposed to be and on time.
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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?**

During staff training, the BLT Team presented its goals and objectives to the entire faculty. The 1st week of school, the BLT summarized for all faculty and ESP's.

Behavior Expectation Presentation by the Dean. Dean will meet with each grade level by assembly to review expectations during the second week of school.

ALL students received a copy of the Eagle Expectations and a copy was placed in each of their folders. In addition, EVERY teacher covered the BLT plan with their students during their SOAR class.

**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?**

Through our SOAR lessons that are shown during our SOAR time, we will show a BLT power point every six weeks to reinforce the expectations and rules. The BLT team also implemented three rewards programs to encourage good behavior. The first program will recognize students for good deeds through an Eagle Buck redemption program. Once a teacher recognizes a student for doing a good deed, that student is given an Eagle Buck. Eagle Bucks are redeemed in the media center for special incentives including educational supplies. At the end of each nine weeks, individual teams within each grade will reward their students with zero referrals and also reward their students in a separate celebration for those achieving academically. Students will also be rewarded each 9 weeks with a school-wide assembly. All students remaining referral free during that 9 week period will be able to attend. BLT Team will introduce an 8<sup>th</sup> grade class trip for students who have 2 or fewer referrals.

**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?**

For new students who come in, they will be able to see on CCTV and during SOAR time a BLT power point that encompasses all aspects of the plan and incentive programs. This will educate new students as well as refresh the others.

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

**REWARD/RECOGNITION PROGRAM**

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

We will have three reward systems.

- 1) School-wide Behavior Management Plan - The first program will recognize students for good deeds through an Eagle Buck redemption program. Once a teacher recognizes a student for doing a good deed, that student is given an Eagle Buck. Eagle Bucks are redeemed weekly in the cafeteria for special incentives including educational supplies
- 2) Cafeteria Behavior and Cleanliness Plan - On Fridays, if an individual lunch group (A - E) has been recognized by the administrator in charge for being well-behaved and leaving the cafeteria clean, that lunch group may have open seating.
- 3) Celebrate Success – End of 9 weeks Recognition (Academic and Behavior) - At the end of each nine weeks, individual teams within each grade will reward their students with zero referrals and also reward their students in a separate celebration for those achieving academically.
- 4) 8<sup>th</sup> Grade class trip- Students who have 2 or fewer referrals will be eligible to attend a class trip.
- 5) Bus Referral rewards- Buses who do not have a referral written will receive a reward each nine weeks (rewards might consist of candy, push pops, Eagle Bucks, etc.....)

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

For the School-wide Behavior Management Plan, we will recognize students for exhibiting positive behavior, showing respect, helping others, and following expected behaviors and procedures around school. The students will be rewarded Eagle Bucks by teachers/bus drivers/staff when performing a good deed. The goal is to focus on the students that are “unmotivated” or “behavior problems.

For the Cafeteria Behavior and Cleanliness Plan, we will recognize entire lunch groups who keep the cafeteria clean and are well behaved. Their incentives will open seating on Fridays.

For the Celebrate Success program, we will recognize students who have zero referrals each nine weeks. In addition, those students who are A Honor Roll, A/B Honor Roll or have shown remarkable improvement will be honored with a celebration at the end of each nine weeks.

**How will you implement the reward system?**

We will educate the students on the three types of rewards systems through power point presentations that are played on CCTV and during SOAR time.

- 1) School-wide Behavior Management Plan - The first program will recognize students for good deeds through an Eagle Bucks redemption program. Once a teacher recognizes a student for doing a good deed, that student is given an Eagle Buck. Eagle Bucks are redeemed weekly in the cafeteria for special incentives including educational supplies
- 2) Cafeteria Behavior and Cleanliness Plan - On Fridays, if an individual lunch group (A - E) has been recognized by the administrator in charge for being well-behaved and leaving the cafeteria clean, that lunch group may earn music and open seating.
- 3) Celebrate Success – End of 9 weeks Recognition (Academic and Behavior) - At the end of each nine weeks, individual teams within each grade will reward their students with zero referrals and also reward their students in a separate celebration for those achieving academically.

**DISCIPLINARY PROCEDURES**

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

**How do the adjudication guidelines complement your disciplinary procedures?**

- 1st Offense: Teacher gives student a verbal warning
- 2nd Offense: Teacher conference with the student
- 3rd Offense: Teacher makes contact with parent via telephone, face-to-face or home visit
- 4th Offense: Team conference about student, team consequence (if applicable), and parent contact via telephone, face-to-face or home visit
- 5th Offense: Discipline Referral

All discipline handled by each teacher is kept on a shared drive in which students have individual documents, so a student's behavior history is tracked each year. The dean has access to this to see what the students have been doing and what steps the teacher has taken to remedy the situation.

Documentation will be completed for all incidents. The administrative dean will follow the Behavior Matrix for determining minor/major behavior incidents.

**TRAINING AND IMPLEMENTATION**

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

BLT will use the school fundraising program to supply and stock reward store. BLT training needs will be provided depending on requests and data of school discipline referrals.

**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?**

BLT will meet with all faculty and staff during pre-school training. We will also have every faculty/staff show a presentation on BLT to each of their classes the 1st week of school. We will continually show information on CCTV and during SOAR lessons. For any new faculty/staff that start after the school-year has started, a member of BLT will sit down with the new faculty member and go through the BLT plan.

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

BLT has put into place an expected procedure for certain areas on campus.

The areas of emphasis are:

Cafeteria  
Classrooms  
Restrooms  
Hallway  
Dismissal

If all teachers are consistent and follow the printed rules which are posted in all hallways, restrooms, cafeteria, and in each classroom, then the students will fully understand the expectations and procedures.

**TRAINING AND IMPLEMENTATION (continued)**

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

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

The biggest buy-in should be reduced referrals, better classroom management, and overall more instructional time available.

BLT will track the number of Eagle Bucks each faculty and staff handed out each nine weeks. In addition, faculty and staff may be rewarded at the end of each nine weeks if the eagle buck they handed to a student is drawn for the end of nine weeks drawing.

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

BLT will monitor the data and see the progress towards the goals. BLT will track the number of Eagle Bucks turned in to see how many are being given out and by what teachers.

We will meet at the end of each nine weeks to track progress towards our goals and review the data.

**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?**

BLT will meet with the PTSA to encourage parents and community members to become involved in the Eagle Buck redemption program. PTSA can solicit for prizes for the Eagle Store and can also volunteer during the lunches to assist on redemption days.

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

The ILR program success will depend on the number of students removed for the school year. Our goal is to reduce the number of students who are potentially at-risk for removal by 5%. Guest speakers will work with the ILR program to promote positive role models who have or are having successful careers.