

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

School:	School Year:	Date of Plan:
Ferry Pass Elementary	2016-2017	9/13/2016
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. Rhonda Shuford	1. Principal
2. Sarina Nettles	2. Parent
3. Debbie Walker	3. Behavior Representative
4. Nikki Cole	4. Gen Ed Teacher
5. Laurie Kostic	5. ESE Teacher
6. Cathy Ray	6. Assistant Principal
7. Valarie Kaye	7. Media Specialist
8. Wanda Repine	8. General Ed Teacher
9. Ian Waldron	9. General Ed Teacher

STATEMENT OF PURPOSE

<p>Behavioral Mission Statement:</p> <p>Ferry Pass Elementary School will maintain a safe and orderly environment in order for teachers to teach and students to learn.</p>

BASELINE DATA

Refer to Progress Monitoring Form for data.

- Number of Office Discipline Referrals-142
- Average of Office Discipline Referrals-0.08%.
- Number of Students with Office Discipline Referrals-52
- Number of Bus Referrals-41
- Number of Incidents of Out-of-School Suspensions-78
- Average Out-of-School Suspensions per Student-0.05%.
- Number of Students with Out-of-School Suspensions-32
- Number of Days Students Suspended Out-of-School-135
- Number of Incidents of In-School Suspensions-0
- Number of Tardies-5904
- Number of Students with a Tardy-587

ADDITIONAL DATA AND OUTCOMES

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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-Wide Behavior team will analyze referrals by grade level and teacher monthly. We will analyze attendance and tardies by teacher monthly.

SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school Suspension

School Year	14-14	15-16
	0.02%	0.05%

Ferry Pass Elementary will decrease out-of-school suspensions by 0.02%.

2. Attendance

School Year	14-15	15-16
	94%	94%

Ferry Pass Elementary will increase average daily attendance to 95%.

3. Bullying

100% of Ferry Pass Elementary's faculty, staff, and students will be trained in bullying prevention.

4. Office Discipline Referrals

School Year	14-15	15-16
	0.06%	0.07%

Ferry Pass Elementary will decrease the percentage of office referrals by 1%.

5. Other

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.

Ferry Pass Elementary's school-wide behavior team will meet once each nine weeks after school in the counselor's office.

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 will obtain our data from FOCUS, Raptor, and from the data collected from discipline referrals

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

We will document the school-wide behavior team meetings with an agenda, sign-in sheets and notes taken from the meeting.

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

We will share our data at faculty meetings and SAC meetings.

SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

Students are safe.
Students are respectful of each other, as well as adults.
Students are responsible.
Students listen and follow directions the first time given.

Rules/ Expectations:	Setting: Cafeteria	Setting: Hallway	Setting: Restroom	Setting: Dismissal
Be Safe	Single file Walk Face forward Stay seated	Single file Walk Face forward Stay to the right	Single file Walk Wash hands	Single file Walk Face forward Know where to go
Be Respectful	Hands to self Quiet Use good manners Wait for teacher No sharing food	Hands to self Quiet Use good manners Wait for teacher	Hands to self Quiet Use good manners Give privacy	Hands to self Quiet Use good manners Wait for teacher
Be Responsible	Stay with group Give me FIVE Clean area Push in chair	Stay with group No roaming Give me FIVE	Stay with group Give me FIVE Clean up after yourself	Stay with group No roaming Give me FIVE
Be a good listener	Follow directions Listen to adults Wait to be dismissed.	Follow directions Listen to adults	Follow directions Listen to adults	Follow directions Listen to adults

TEACHING EXPECTATIONS AND RULES

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

The school behavior plan will be introduced to the faculty and staff in a beginning of the year faculty meeting. Faculty and Staff will receive a copy of the school rules and the school pledge. The school behavior plan will also be introduced to the students by the classroom teacher and on WFPE.

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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?

The rules will be reviewed monthly on WFPE (morning news). All rules will be posted (Hallway rules will be posted in the halls, cafeteria rules will be posted in the cafeteria, restroom rules will be posted in the restrooms and classroom rules will be posted in each classroom). The school pledge will be recited each day by all 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?

Teachers will review the rules weekly or as needed. The rules will be posted in every classroom. The school pledge will be recited each day by all students. There will be on-going professional development for teachers.

REWARD/RECOGNITION PROGRAM

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

Prior to second semester 2016-2017, the following systems will be utilized to promote positive/responsible behavior within the school:

*Kindergarten teachers will promote positive behavior by providing a Fun Friday in each classroom for students earning an S weekly citizenship grade. Students who have an N or U will not be allowed to participate and will have to complete an activity to reinforce positive behavior (Stop and Think).

*First grade teachers will promote positive behavior on an individual basis, per class. Some of the teachers will be using paw bucks (play money) as an incentive within their classroom. Classes will determine the number of "paw bucks" required by students, weekly, to receive the weekly reward/activity planned by individual teachers.

*Second grade teachers-Weekly/Daily rewards for positive behavior will be handled by each individual teacher. For example, the teacher may use a money reward system to work toward an individual goal or an online system (Class Dojo) to earn points toward an individual goal. Once a month, students will have the opportunity to participate in outside activities related to the science or social studies curriculum. These activities will correlate to the science and social studies curriculum to enhance the curriculum for the students. To participate in the monthly activity, students must have a "C" or higher for citizenship. For the students who are unable to participate, a classroom will be used for a reflection room. The students in this room will reflect on ways to help improve their citizenship grade so they can participate in the planned activity the following month.

*Third grade teachers will be promoting positive behavior by rewarding students with Club Day every Friday. They are all using the same marks and citizenship report. The citizenship week runs Friday – Thursday and the report is sent home to be signed every Friday. Friday mornings each teacher has a sign-up sheet in their room of what clubs are available that day. Students with a 100/ A+ in citizenship get to select their club first and then 95/A, and so on. Each student receives a colored ticket to the appropriate club. Students with a D or F in citizenship have an individual conference with the teacher about what they will be writing during "reflection time". At 1:15, all students have their colored ticket in hand. Students with a D or F in citizenship will go to the reflection room, then we dismiss one club at a time. The students must show their ticket to enter the club to make sure everyone is where they should be. At 1:45 all students are sent back to their classroom to prepare for dismissal. Also, third grade will use punch cards in individual classrooms to reward students for performing deeds out of the ordinary.

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*Fourth grade teachers will reward positive behavior individually within their homerooms by providing a "Fun Friday" every week and "Club Day" once a month for students earning a "C" or better on citizenship weekly and throughout the month.

*Fifth grade teachers will allow all students that have earned a "C" or higher in Citizenship each week to choose from the "Fun Friday" activities provided by their teachers. Students earning an "A" will have first choice of such activities. Students earning a "B" will then be allowed to choose their activities after those earning an "A". Student that earn a "D" or "F" in Citizenship during the week will be required to report to the "reflection room" where they will reflect and discuss strategies for improving their Citizenship grade. Mind Maps will be used as a tool in the "reflection room". Some examples of "Fun Friday" activities include extra recess, dance party, arts/crafts, video games, computer time, etc.

Beginning second semester 2016-2017, we will again use a "house system" whereby all students were invited to a house assignment celebration. At this celebration, kindergarten-first grade students were given an egg and second-fifth grade students were given a balloon inside of that egg and balloon was a special letter written to them and a house wristband. As members of these houses, we are striving to cultivate a sense of collaboration, passion, and engagement. Students will be working to earn house points by displaying acts of leadership, chivalry, courage, and academics in all areas. Students across grade levels will be working together to make their classrooms, school and community a better and more positive environment. The house names were taken from the languages of different countries to help give us a global perspective. Each name also has a purposeful meaning that represents the best qualities we hope to instill in each of our students. At our cutoff point each month the "HOUSE" with the most points will win a "HOUSE PARTY", all other houses will have a "HOUSE MEETING".

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

Students will be working to earn weekly rewards described above, as well as house points (added second semester) by displaying acts of leadership, chivalry, courage, and academics in all areas.

How will you implement the reward system?

Students' teachers will reward points as described above in order to determine which students receive the weekly award associated with their grade level system.

Beginning second semester, teachers and staff can award up to five house points each day. The number of points each house has earned is displayed daily in all classrooms throughout the school. At the end of each month the House with the most points gets a themed party.

DISCIPLINARY PROCEDURES

How do the adjudication guidelines complement your disciplinary procedures?

Step one-Verbal warning

Step two-Teacher will conference with the student

Step three-Student will be given a classroom time-out

Step four-Student will be given a time-out in another classroom and the parent will be called

Step five-Student will be sent to the office with the School-Wide Discipline Referral and the Discipline Referral completed in FOCUS.

Teachers are given a list of behaviors, such as any type of weapon, violent behavior or non-compliance act that would result in an immediate office referral. Teachers are instructed to call the office and ask if they are unsure about whether or not a behavior should be an immediate office referral.

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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.

We will schedule professional development for all teachers during the school year.
We have limited financial resources and will seek support from PTA and our Partners in Education to help fund our incentive-based programs.

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?

We will train all faculty and staff on our school-wide behavior plan during one of first faculty meetings. The assistant principal and the guidance counselor will train new faculty and staff who arrive mid-year.

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

Students will walk quietly on the right side of the hall at all times.
Students will listen and follow directions the first time.
Students will keep their hands and feet to themselves.
In the cafeteria each class will empty their trays and line up at the same time.
All teachers will monitor the students in the cafeteria by using the red and green cup system. The red cup will be showing on the table for the first ten minutes of student's lunch which means students eat their lunch without talking. The last fifteen minutes of the lunch period a green cup will be displayed which means that students may whisper talk.
When faculty and staff ask the students to "give me five" the students will raise their hand, stop talking, and listen to the speaker.

TRAINING AND IMPLEMENTATION (continued)

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

We will review our goals as a school with the faculty and staff. We will ask for feedback about what is working and what is not working. We will counsel with individual teachers as needed.
We will encourage feedback at grade level meetings to be provided to School-Wide Behavior Committee and make recommended changes.
At the end of the 3rd 9 weeks additional feedback will be obtained in order to pre-plan for the next years School-Wide Behavior Plan.

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

We will use FOCUS and Raptor to monitor referrals, attendance, tardies, and early check-outs.

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?

We will ask for feedback from our PTA board members and our SAC members. PTA provides assistance with HOUSE Parties.