

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

School: Lincoln Park Primary School	School Year: 2016-2017	Date of Plan: 9/16/16
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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. Cassandra Smith	1. Principal
2. Melanie Haupt	2. Administrator on Special Assignment
3. Rosilyn Lee	3. School Counselor
4. Serena Franklin	4. Pre-K Teacher
5. LaTris Garner	5. Kindergarten Teacher
6. Cheresal Lambert	6. ESE Teacher
7. Joni Hossman	7. Third Grade Teacher
8. Sandra Boykins	8. Parent

**STATEMENT OF PURPOSE**

Behavioral Mission Statement:

The Lincoln Park Primary School Community which includes the school's administrator, staff, and parents will work together to foster a safe, motivating, and engaging learning environment what will increase the students' educational performances.

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

We are implementing the Progressive Discipline Model Approach throughout the school. Through the program, the teachers will implement discipline techniques progressively as follows: review and model the school rules on a daily basis, give warnings, redirect students, use proximity methods, incorporate Buddy Teacher/Time Away Methods. In addition, we will make phone calls, or direct contact with parents, and schedule parent/teacher conferences as needed. An In-house Behavior Form and Discipline Referral System are used when an infraction warrants greater involvement. These forms will play a role in helping to generate data, thereby enabling our school to plan according to the needs generated via this information.

The Leadership team will meet several times during each nine week period and student data will be reviewed with each teacher.

Additionally we plan to do the following:

Monitor Student Attendance

Have Monthly Meetings with the school's leadership team to monitor school data

Have Monthly Meetings with the teachers to analyze student data

Analyze data to determine what infractions occur the most

Analyze data to determine where infractions are occurring ( hallway, bus, classroom, cafeteria)

**SCHOOL-WIDE BEHAVIORAL GOALS**

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

During the 2015-2016 School Year, there were 11 Out of School Suspensions. This is a 1.4% increase from the previous school year, 2014-2015. Our goal is to reduce the number of out of school suspensions that occur at our school by 2% this school year.

**2. Attendance**

The daily attendance for the 2015-2016 school year was 90.38 %. This is the same daily attendance rate for the previous 2014-2015 school year. Our attendance goal for the 2016-2017 school year, is to reach 94% of our students in attendance each day. The number of tardies that occur at Lincoln Park will be reduced by 2% via the use of rewards, recognition, and incentives.

**3. Bullying**

Training in the area of Bullying Prevention occurs in Kindergarten Through Third Grade Classrooms. The School Counselor goes into each Kindergarten through Third Grade Classroom on a weekly basis to present Social Skills Training Classes and Bullying Prevention Lessons. Students that need more support than the Classroom Guidance Lessons provide will be seen for individual and group counseling in an effort to prevent bullying and bullying behaviors.

**4. Office Discipline Referrals**

Teachers were trained on the Progressive Discipline System. The blue behavior referral allows teachers to document the steps that he or she has taken before removing a student from the learning environment and or writing a district referral.

**5. Other**

**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.

Lincoln Park Primary School's School Wide Behavior team will meet quarterly to review data and discuss concerns or revisions to our school-wide management behavior plan. The outcomes of the meetings will be provided to faculty and staff for feedback of revision implementations. These meetings will take place in the Media Center/ Ms. Hossman's classroom and the school wide behavior management team will be responsible for the its implementation.

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*.

Lincoln Park will use the following data for continuous monitoring of our school-wide behavior plan:

Data from FOCUS  
Data from MTSS/Rtl Tier Meetings  
Parent/Teacher Conferences  
Counselor Referrals

Also data will be organized and pulled from FOCUS prior to meeting with the school's behavior management team for enhanced comprehension, suggestions, input, and collaboration.

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

Agendas, Sign-In Sheets, and Discussion Notes will be used to document our school wide team meetings at Lincoln Park Primary School

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

The gathered data and the agreed upon outcomes will be shared and discussed with the faculty at the faculty and staff meetings. Information will be shared with other stakeholders during parent conferences, grade level meetings, school advisory council meetings, professional development meetings, special programs, and when feasible via newsletters, memorandums, and via the school's webpage.

**SCHOOL EXPECTATIONS AND RULES**

List 3 – 5 school-wide expectations

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

Students will promise to respect self  
 Students will promise to respect all teachers and staff  
 Students will promise to respect others  
 Students will promise to respect school property

<b>Rules/ Expectations:</b>	<b>Setting: Cafeteria</b>	<b>Setting: Hallway</b>	<b>Setting: Restrooms</b>	<b>Setting: Dismissal/Buses</b>
Respect self	Students will walk in a single file line and gather all necessary items in the cafeteria line. Once seated, they will talk quietly to peers at their own table.	Students will walk in a single file line. Keeping hands, feet, and objects to themselves.	Students will use restroom facilities quickly and quietly. Students will follow all hallway procedures when going to and from the restroom.	Bus riders will quietly walk with teacher to bus area and get on designated bus. Car riders will wait with staff at the front door entrance until ride arrives.
Respect teachers and staff	Students will follow all directions given by teachers and staff	Students will comply with directions given by teachers/staff as students are walking in the hallway.	Students will follow directions given by teachers/staff while entering and exiting restroom facilities.	Students will follow the directions of the teachers and staff and remain in an orderly
Respect Others	Students will keep hands and feet to themselves. Food will remain in its proper place with no sharing of food, so that others may enjoy their own breakfast/lunch.	Students will walk in a single file straight line and yield to the right when another class in sharing the hallway.	Students will give others privacy in the bathroom and throw away all trash in the trash cans so that the restroom is kept neat and clean for others.	Students will follow dismissal instructions keeping hands and feet to themselves to that others can reach their destinations safely and on time.
Respect school property	Students will sit with all the chair legs on the floor. Remove all trash from the table, push chairs in when leaving the table and place trays in the trash	Students will keep hands and feet to themselves to protect hallway displays. Students will help keep the hallway free of litter.	Students will throw paper towels in the trash can and use the toilets and sinks for their designated purpose.	Students will keep their property in their bookbags/backpacks and follow dismissal procedures.

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

	can when lunch time has ended.			

**TEACHING EXPECTATIONS AND RULES**

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

The school will introduce the school-wide expectations to teachers during professional development during preschool inservice and with students during the first day and week of school. The teachers will provide extensive instruction of the behavior procedure, expectations, and consequences during the first four weeks. Ongoing reinforcement of the rules will continue throughout the school year.

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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?

To encourage ongoing instructions and rules, the principal reinforces the rules during her morning announcements. Also, reminders will be made each morning during her morning announcements, informing parents and guardians of the school wide expectations and consequences. Parents will be contacted throughout the school year by staff as needed for additional encouragement/assistance with students. The check-in/check program will be used for students who may need/require more frequent encouragement to follow school rules. All students in grades K-3<sup>rd</sup> grade will attend classroom social skills training and character education classes taught by the classroom teachers and the school counselor. The school rules and other social expectations will be taught and reinforced throughout the school year.

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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?

Faculty and staff will receive refresher training on a quarterly basis. The Principal and or School Counselor will meet with all new students and parents as they enroll and orient them to the expectations and rules of Lincoln Park Primary School. Weekly Social Skills Classes will be provided by the School Counselor at all grade levels.

**REWARD/RECOGNITION PROGRAM**

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

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

The implementation of the "Leonard Loot" will be the school wide reward system. Students will earn Leopard Loot daily by displaying appropriate classroom and school behaviors. Leopard Loot can be randomly dispensed by any staff member observing extraordinary behaviors. Students will visit the Leopard Loot store every Friday to purchase various items for the school store.

Students can also earn the distinction of being selected as their class "Leopard Leader". Each week, classroom teachers select a student to wear the "Leopard Leader" Lanyard. The chosen student has the privilege of running errands for the teacher, being the line leader, sitting on the stage at lunchtime, and having their name and the reason they were chosen, announced on the morning on the show. The lanyard cards are given to the leader at the end of the week so the cards can be taken home and shared with their family.

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

The "Pawsitive Behavior Dots" and the "I am a Leopard Leader" Lanyard Program will also provide strong incentives for students to follow school/ bus rules. The Principal has established a schedule that rotates classes through the school store each Friday. A parent volunteers in the store and dispenses rewards for purchase.

How will you implement the reward system?

The Principal and school staff will implement the reward system.

**DISCIPLINARY PROCEDURES**

How do the adjudication guidelines complement your disciplinary procedures?

The adjudication guidelines match our disciplinary procedures in that both consider:  
The nature, extent, and seriousness of the conduct.  
The circumstances surrounding the conduct, to include knowledgeable participation.  
The frequency and recency of the conduct.  
The age and maturity level at the time of the conduct  
The motivation for which the student conducted the action

**TRAINING AND IMPLEMENTATION**

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

Learning For Life Social Skills Curriculum

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?

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

The School- Wide expectations will be introduced to faculty and staff as a professional development activity during pre-school inservice. This information will be shared with students during the first day and throughout the first week of school. Teachers will provide intensive instruction of behavioral procedures, expectations, and consequences during the first four weeks of school. In addition, teachers will have students practice appropriate classroom procedures that will aide in producing appropriate behavior.

The School Counselor will revisit training throughout the school year during the faculty meetings.

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

Faculty and Staff have been trained and understand our Lincoln Park Promises and our Whole Brain Rules. They will ensure that these rules and routines and procedures are modeled, visible, and discussed on a daily basis. To encourage ongoing instruction of the school wide expectations, rules, and reminders will be made each day through the morning announcements and on the morning show. Visual reminders will be displayed throughout the school and letters will be sent home with students informing their parents and guardians of the school wide expectations and consequences.

**TRAINING AND IMPLEMENTATION (continued)**

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

In order to achieve and maintain faculty and staff buy-in to Lincoln Park's School Wide Behavior Plan, the faculty and staff will have input on the development of the plan. Additionally, faculty and staff will receive refresher training on a quarterly basis and they will be kept informed of the different aspects and modifications needed/surrounding this plan.

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

The implementation of the school wide behavior plan will be done via formal and informal observations and through discussions with faculty, staff, students, and beyond. Also, referral data will be tracked, monitored, and discussed on a continuous basis.

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?

Positive Notes and phone calls will be made to parents concerning their child's academic and behavioral progress. The expectations and the rules of the school will be shared with the parents, guardians, during Open House, face to face meetings, and the y will be posted in the classrooms, Other Communication Opportunities are:

Parent Involvement Meetings  
Parent Report Card Conferences  
School Advisory Council Meetings