

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

School: R.C. Lipscomb Elementary	School Year: 2016-2017	Date of Plan: 08/09/2016
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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. Susan Sanders	1. Principal
2. Barbara Quarells	2. Assistan Principal
3. Amber Nims	3. Behavior Coach
4. Stacie Hammer	4. Gen Ed Teacher
5. Cherith Welter	5. ESE Teacher
6. Bryce Halfacre	6. Guidance Counselor
7. Libby Debrabant	7. Guidance Counselor
8. Gina Robinson	8. ESE Teacher

**STATEMENT OF PURPOSE**

**Behavioral Mission Statement:**  
The mission of R.C.Lipscomb Elementary is to encourage students to make the most of their potential to become independent thinkers and lifelong learners; and to produce self-reliant, productive citizens.

**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.).

Data will be retrieved from FOCUS. Discipline and attendance reports will be utilized to obtain information, and to set forth needed interventions. Discipline action reports will be used to guide needed school wide interventions. Guidance and the behavior coach will monitor rule benders as well as behavior plans. Visting teacher referrals will be documented and interventions will be reviewed. The PAWS (Positive Action With Success) ticket program will be monitored to collect data on occurances of positive behavior.

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**SCHOOL-WIDE BEHAVIORAL GOALS**

1.	<b>Out-of-school Suspension</b> Maintain the number of out-of-school suspensions for the 2016-2017 school year, in comparison to the 2013-2014 school year.
2.	<b>Attendance</b> Maintain the average daily attendance for the 2016-2017 school year, in comparison to the 2013-2014 school year.
3.	<b>Bullying</b> Continue to train 100% of staff and students on prevention of bullying, and positive procedures in reacting to and reporting bullying.
4.	<b>Office Discipline Referrals</b> Decrease the percentage of office discipline referrals for the 2016-2017 school year by 1%, in comparison to the 2015-20146 school year.
5.	<b>Other</b>

**PROGRESS MONITORING**

	<p>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.</p> <p>The SWBP leadership team will meet the fourth Thursday of each month at 2:15 in the Media Center to discuss progress monitoring data. Data obtained will guide the team in concerns and possible modifications. Quarterly meetings will be held on in-service days of each grading period at 2:15 in the Media Center.</p>
	<p>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 <i>School-wide Behavioral Data Guide</i>.</p> <p>Data will be retrieved from FOCUS. Discipline and attendance reports will be utilized to obtain information, and to set forth needed interventions. Discipline action reports will be used to guide needed school wide interventions. Guidance and the behavior coach will monitor rule benders as well as behavior plans. Visiting teacher referrals will be documented and interventions will be reviewed. The PAWS (Positive Action With Success) ticket program will be monitored to collect data on occurrences of positive behavior.</p>
	<p>How will your school document the school-wide behavior team meetings?</p> <p>Meeting agendas and sign in sheets.</p>
	<p>Describe how your school-wide behavior team will share the data and outcomes with your faculty, staff, and other stakeholders?</p> <p>Data results will be provided at grade level meetings and faculty meetings.</p>

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**SCHOOL EXPECTATIONS AND RULES**

List 3 – 5 school-wide expectations

At Lipscomb Elementary we show our PAWS by how loud we ROAR.  
R- Responsible; O-Orderly; A- Amiable; R-Respectful

The expectations foster the foundation of our policy of being at school on time and prepared to learn, following the rules of the classroom, and adhering to the rules of the students Rights and Responsibilities Handbook. The established rules also foster Lipscomb Leader attributes of Leadership, Effort and Enthusiasm, Attendance and Achievement, Dependable, Empathy, Respectful and Responsible, and Studios and Sincere.

<b>Rules/ Expectations:</b>	<b>Setting:</b>	<b>Setting:</b>	<b>Setting:</b>	<b>Setting:</b>
Responsible	-Clean area before leaving -Report bullying or teasing	-Place all trash in trash can -Keep floor clean -Report problems to an adult	-Follow rules of P.E. coach and teachers -Clean up equipment -Remember your own outerwear	-Quiet -Walk in straight line
Orderly	-Touch and eat only your food, no sharing. -Stay seated -Walk single file in and out of cafeteria	-Wash hands -Walk carefully -Be sure to keep water in sink	-Wear appropriate clothing -Follow playground rules	-Walk on the right side of hallway -Keep hands, feet, and other objects to self -Look straight ahead
Amiable	-Help others with opening items if asked -Say only positive words -Use patience while waiting in line	-If a student needs help, get an adult	-Share your recess toys -Include everyone -Say positive words of encouragement	-Help others who need help -Hold door for others -Stop for others to get by
Respectful	-Talk quietly and politely - Use table manners -Keep hands, feet, and objects to self	-No talking, unless an emergency -Give privacy to others	- Be considerate of others while playing -Use appropriate voice level -Be kind to everyone	-Walk quietly in line - Pick up all trash -Respect the space of others -Give a quiet wave to teachers and students you encounter

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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?

- School-wide expectations and rules will be introduced to faculty and staff during the first faculty meeting of the year.
- Teachers will introduce the school-wide expectations and rules to the students the first week of school.
- Rules and Expectations will be posted throughout the school to reinforce Lipscomb Leaders
- Students will be reminded to earn their "PAWS" (Positive Action With Success) tickets on the daily news, which enforces the leadership qualities of Lipscomb Leaders.

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?

- Posters will be displayed throughout the school to serve as reminders to students, parents, and staff of the school-wide expectations and rules.
- Community mentors will be charged with emphasizing good behavior strategies, based on teacher input and necessary and acceptable behaviors.
- Lipscomb Leader attributes will be incorporated into classroom lessons across the curriculum as deemed appropriate.

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?

Review of rules and expectations will be conducted in the classroom. Refresher training for the staff will be held each quarter, after the SWBP Leadership team meetings.

**REWARD/RECOGNITION PROGRAM**

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

R.C. Lipscomb will be involved in two rewards systems.

1. Lipscomb Leaders: A Lipscomb Leader Assembly will be held each nine weeks to award students who have gone above and beyond exhibiting Lipscomb Leader attributes: Leadership; Effort and Enthusiasm; Attendance and Achievement; Dependable; Empathy; Respectful and Responsible; Studious and Sincere
2. PAWS (Positive Action With Success) tickets will be given out during the nine weeks to provide continuous reinforcement of Lipscomb Leader qualities. These tickets will be given out to students (individually) who portray Lipscomb Leader attributes. The individual tickets received will have a student's name on it and be placed in a container for a weekly drawing.

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

Students will be recognized/rewarded for helping others, assisting a teacher or parent, helping with a much needed task without being asked, being a responsible student who comes prepared to learn each day, trying hard each day even though it might be a struggle, always following directions, always participating in special areas, table manners, good sportsmanship, dependability, enthusiasm, respect, responsibility, friendly, inclusive, and thoughtful. Positive hallway behavior, restroom behavior, and positive behavior in special areas will also be components for recognition. All areas of the daily school routine will be targeted. A PAWS ticket will immediately award positive actions. Lipscomb Leaders will be the finale to the nine-week period with chosen students participating in the assembly.

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How will you implement the reward system?

Each faculty and staff member is given "PAWS" tickets to pass out throughout the nine-week period. In the main hallway, located in front of the guidance office, is a container for students to place their received tickets, for the weekly drawing. Six student names will be drawn each week to come to the office for a tangible reward. At the end of each nine weeks, students chosen for the Lipscomb Leader attributes will receive a letter home to participate in the Lipscomb Leader Assembly.

**DISCIPLINARY PROCEDURES**

How do the adjudication guidelines complement your disciplinary procedures?

The established Discipline Intervention Matrix for Elementary School compliments our procedures in implementing classroom interventions as the first measure. If classroom interventions do not deem appropriate several interventions are conducted before a referral or out of school suspension is warranted. Level 3 severe incidents will receive an automatic referral and possible out of school suspension.

The consequences of disciplinary actions are varied and diverse, depending on the grade level, the age appropriateness for the student, and the nature of the behavior. Moving the student's seat in the classroom, time-out from a favorite activity, guidance or behavior coach intervention, temporary change of classroom, administrative intervention, counseling sessions, assigned cafeteria table, written assignment dealing with apologies and what was learned from the infractions, parent/student/teacher conferences, reflection in citizenship grades, loss of privileges, and work detail are some of the consequences. Rule benders, referral, citizenship reports home, phone calls home by the teacher also are used. Administrators spend much quality time, discussing behaviors with the students and their parents.

When a teacher begins to experience problems, he/she will talk to the student in the classroom first, to try to get the student back on track. If this is unsuccessful, the teacher will contact the parents to ask for home support to resolve the issues. Guidance or the behavior coach will be called to assist. A rule bender will be written (up to three times) before a child receives a referral, unless the incident was a severe violation of school and district policy, in which the action warrants an immediate referral. Rule benders go to guidance or the behavior coach first. Guidance, the behavior coach, or the administration will also be in contact with parents if the problems persist. Changing the child's seat in the classroom, proximity control by the teacher, modeling by teacher and students, using another classroom as an intervention, walking with an administrator for work detail, time out in the office or an assigned supervised destination, and daily or weekly conferences with students are some of the interventions before an out of school referral is written. A referral to the office is written after the third rule bender that reflects the same pattern of behavior. Conferences with guidance, administrators, teachers, parents, and when appropriate, the student are essential if the behaviors are to be successfully corrected. Depending on the nature of the problem the RTI process may be initiated. Counseling offered to the family and other district initiatives will be utilized if the problems are more directed towards a manifestation of disability.

-Minor incidents are to be handled by the classroom discipline plan. The teacher is asked to contact the parent immediately regarding the incident, followed by a citizenship report to be signed and returned by parent. A conference may be requested based on the circumstance of the incident. The resource of guidance and the behavior coach may be involved during this initial stage as interveners to thwart the negative behaviors.

The listed procedures for Due Process and Interventions and Consequences in Chapter 8, page 32, of the Student Rights and Responsibilities will be exercised.

**TRAINING AND IMPLEMENTATION**

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

Staff will be trained during pre-planning week. Poster for the 2016-2017 school year will be designed and displayed in appropriate areas.

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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?

Components and procedures of the school-wide behavior management plan will be shared with teachers at faculty meetings, on e-mail, the Internet and daily school news. Teacher mentors, guidance, behavior coach, and administrators will be available to help teachers and assist with students who are posing problems in the classroom. Copies of the plan will be made available to all grade levels.

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

Daily school news will be used to introduce and reinforce plan components, such as PAWS program, and highlight the attributes of Lipscomb Leaders.

**TRAINING AND IMPLEMENTATION (continued)**

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

Buy-in will be obtained by the positive nature of the plan and the outcomes of the students who have experienced behavioral difficulties. Teachers will have input through the representatives of the school-wide behavior team.

Faculty and staff may be recognized by placing positive comments about each other on the bulletin board, which is located in the faculty and staff work room

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

Buy-in will be obtained by the positive nature of the plan and the outcomes of the students who have experienced behavioral difficulties. Teachers will have input through the representatives of the school-wide behavior team.

Faculty and staff may be recognized by placing positive comments about each other on the bulletin board, which is located in the faculty and staff work room

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?

Parents will receive a copy of the Students Right and Responsibilities Handbook. The classroom teacher will actively provide student's citizenship report to parents.