

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

School: Warrington Elementary	School Year: 2016-2017	Date of Plan: 9-01-2016
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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. David Schmittou	1. Principal
2. Angela Harris	2. Assistant Principal
3. Olivia Russell	3. Behavior Coach
4. Linsay Whitley	4. Guidance Counselor
5. Anna Christopher	5. Kindergarten Representative
6. Lauren Smith	6. 1st Grade Representative
7. Jacqueline Distler	7. 2 nd Grade Representative
8. Megan Sorrell	8. 3 rd Grade Representative
9. Jessica Bean	9. 4 th Grade Representative
10. Brittney Goldthwaite	10. 5 th Grade ESE Representative
11. Tina Bosso	11. 3 rd -5 th ESE Representative
12. Debra Lawrence	12. PK Representative
13. Amy Maddox	13. Special Area Representative
14. Summer Sites	14. K-2 nd ESE Representative

STATEMENT OF PURPOSE

Behavioral Mission Statement:
 At Warrington Elementary School, we strive to ensure that all students are provided with the supports necessary to reach their full potential both academically and socially. We recognize that all students benefit from proactive positive behavior supports and interventions. Our mission is to establish a safe and positive school climate that promotes the academic, social, and emotional development of all students

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BASELINE DATA

	Male	Female	Black	White	Mixed	Hispanic	Asian	Native American	Pacific Islander	Students with Disabilities	K-5 Totals
Office Discipline Referrals (ODR)											
Number of Office Discipline Referrals (ODR)(Excludes bus referrals)	166	85	220	21	9	1	0.00	0.00	0.00	85	251
Number of students with ODR's	60	35	80	9	5	1	0	0	0	28	95
Number of students with 0 ODR's	189	181	211	108	35	9	4	2	0	81	369
Percent of students with 0 ODR's	0.76	0.84	0.73	0.92	0.88	0.9	1	1	0	0.74	0.8
Number of students with 1 ODR	22	18	31	4	4	1	0	0	0	15	40
Percent of students with 1 ODR	0.09	0.08	0.11	0.03	0.1	0.1	0	0	0	0.14	0.09
Number of students with 2 or more ODR's	38	17	49	5	1	0	0	0	0	13	55
Percent of students with 2 or more ODR's	0.15	0.08	0.17	0.04	0.02	0	0	0	0	0.12	0.12
Number of Bus Referrals (bus, bus stop)	44	32	69	3	4	0	0	0	0	13	76
Number of students with a Bus Referral	29	20	42	3	4	0	0	0	0	11	49
Out-of-School Suspensions (OSS)											
Number of Incidents of Out-of-School Suspensions (OSS)	155	73	196	22	9	1	0	0	0	82	228
Number of Students with OSS	59	32	74	11	5	1	0	0	0	29	91
Number of Students with 0 OSS's	190	184	217	106	35	9	4	2	0	80	373
Percent of students with 0 OSS's	0.76	0.85	0.75	0.91	0.88	0.9	1	1	0	0.73	0.8
Number of Students with 1 OSS	21	17	28	5	4	1	0	0	0	16	38
Percent of students with 1 OSS	0.08	0.08	0.1	0.04	0.1	0.1	0	0	0	0.15	0.08
Number of students with 2 or more OSS's	38	15	46	6	1	0	0	0	0	13	53
Percent of students with 2 or more OSS's	0.15	0.07	0.16	0.05	0.02	0	0	0	0	0.12	0.11
Number of days students suspended out of school	272	105	319	37	20	1	0	0	0	151	377
In-School Suspensions (ISS)											
Number of Incidents of In-School Suspensions (ISS)	9	7	14	1	1	0	0	0	0	3	16
Number of Students with ISS	9	7	14	1	1	0	0	0	0	3	16
Number of Students with 0 ISS's	240	209	277	116	39	10	4	2	0	106	448
Percent of students with 0 ISS's	0.96	0.97	0.95	0.99	0.98	1	1	1	0	0.97	0.97
Number of Students with 1 ISS	9	7	14	1	1	0	0	0	0	3	16
Percent of students with 1 ISS	0.04	0.03	0.05	0.01	0.02	0	0	0	0	0.03	0
Number of students with 2 or more ISS's	0	0	0	0	0	0	0	0	0	0	0
Percent of students with 2 or more ISS's	0	0	0	0	0	0	0	0	0	0	0
Attendance											
Average Daily Attendance	0.89	0.91									0.9
Number of tardies	1950	1514									3464
Number of students with a tardy	169	148									317

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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.).

School Survey Data/ Walkthroughs: Monthly survey and walkthrough data will be used to monitor the implementation of Tier 1 supports, identify the need for training/ resources, or the need for program revisions.

Classroom Communication Forms: Teachers will use data from communication slips to design and implement classroom based interventions for students in need of support, as well as, to determine the possible need for more intensive Tier 2 supports. If data indicates the need for more intensive supports, then the teacher will attach the classroom data to an RTIB referral and submit it to Linsay Whitley to schedule a Tier 2 meeting. Communication Slips, ODR, citizenship data, etc. will be used to determine the need for more intensive supports. We will hold Intervention meetings every other Monday with each grade level to discuss needed student interventions and supports.

FOCUS: Referral data will be entered into RTIB database weekly. Minor communications forms are entered in a Google doc daily. Minor communication form data will be entered into RTIB weekly.

RTIB Database: Major: Monthly Reports to monitor Tier 1 systems: The following reports will be generated: Referrals by location; by grade level; by problem behavior; by student; by admin decision; by ESE status; by gender; by race/ ethnicity; average referrals per month. **Minor:** Communication form data will be used to assist in the identification of students in need of additional support.

The SWBMT will use aforementioned data to determine progress towards SWBMP goals and monitor effectiveness of Tier 1 programs. The SWBMT will analyze data and use 4-step problem solving process to add/ modify supports and interventions as needed and to identify any specific student subgroups or individual students in need of additional support.

Tier 2/ 3 Data: Daily progress monitoring data will be collected by the classroom teacher and submitted weekly for charting and analysis to determine if any revisions or additional supports are needed for students in Tiers 2 and 3.

Attendance Data: Attendance data will be pulled and analyzed weekly to monitor attendance of students and identify those in need of support or intervention.

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SCHOOL-WIDE BEHAVIORAL GOALS

Out-of-school Suspension

Decrease the number of OSS incidents from 228 to 100 or fewer for the year.

Decrease the number of OSS incidents for our African American population from 196 to 75 or fewer for the year.

Decrease the number of OSS incidents for our SWD's from 82 to 50 or fewer for the year.

Attendance

Increase average daily attendance rate from 90% to 95%

Decrease number of tardies by 10%

Bullying

Our goal is to have 100% of our faculty, staff, and students trained in identifying, addressing, and reporting bullying behavior.

Office Discipline Referrals

Decrease the total number of ODRs by 20% to 200 or fewer ODR's for the year.

Decrease the number of ODR's for students with disabilities by 20% to 68 or fewer ODR's for the year.

Decrease the number of ODR's for our male population by 20% to 133 or fewer ODR's for the year.

Decrease the number of ODR's for our African American population by 20% to 176 or fewer ODR's for the year.

Other

Decrease the number of bus referrals by 10% to 68 or fewer bus referrals for the year.

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.

Our team will meet on the 1st Tuesday of each month. We will meet after school at 3:00 p.m. in the Conference Room. Behavior Coach will prepare data, graphs, agenda, and meeting summary for each monthly meeting.

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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*.

Referral data will be entered weekly into the RTI:B online database. Graphs and reports will be generated monthly. The reports will include average referrals per day per month, referrals by problem behavior, by location, by grade level, by student, by admin decision, by race, by gender, and by ESE status. As a team, we will analyze the data and engage in a four-step problem solving process to address areas of need. The four step problem solving process will include the following steps: identifying the problem (what, who, when), analyzing the problem (why), designing researched- based interventions, and evaluating both student outcomes, as well as, fidelity of implementation. We will utilize the Tier 1 action plan template to document and summarize the problem solving process. The action plan and monthly data will be shared school-wide both by email and by grade level representatives during regularly scheduled grade level meetings and Monday intervention meetings.

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

We will have a sign-in sheet and an agenda for every meeting. Our goal is to have 80% of our members attend the team meeting each month. The members will also receive the agenda, as well as, any data/ outcomes to be discussed in an email the week prior to the meeting, in order to, facilitate problem solving and discussion. A meeting summary will be distributed and shared with other faculty by grade level representatives during regularly scheduled grade level meetings and by email.

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

We will email monthly reports to both faculty and staff. The reports will provide details with regards to current data, goals, and progress made towards goals. In addition, grade level representatives will debrief the other members of their grade level teams during regularly scheduled grade level meetings. We will provide information with regards to data, goals, and outcomes to parents and other stakeholders by creating and maintaining the PBIS information link on our school website. We will use morning announcements to provide information relating to our goals and progress towards goals to our students. Classroom teachers will share data with their students monthly.

SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

1. Be Responsible
2. Be Respectful
3. Be Safe
4. Be A Role Model

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Rules/ Expectations:	Setting: Learning Environments	Setting: Hallway/ Playground	Setting: Bathroom/ Cafeteria	Setting: Bus
Be Responsible	Be there and be prepared	H) Walk on the right, straight to your assigned area. P) Stay in your assigned area	B) Be Quick. C) Choose lunch items quickly and quietly.	Keep your belongings put away.
Be Respectful	Follow classroom rules	H) Keep hands, feet, and objects to self. P) Use kind actions and words.	B) Keep hands, feet, and objects to self. Be quiet. C) Keep hands, feet, and object to self, use quiet voices.	Keep hands, feet, and objects to self. Use quiet voices.
Be Safe	Follow classroom rules	H) Hold the rail when using stairs. P) Use equipment safely and properly.	B) Be clean. C) Eat YOUR food only and keep it clean.	Always wear your seatbelt and eyes straight ahead.
Be a Role Model	Follow the code of conduct.	H) Follow the code of conduct. P) Follow the code of conduct.	B) Follow the code of conduct. C) Follow the code of conduct.	Follow the code of conduct.

TEACHING EXPECTATIONS AND RULES

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

Teachers will introduce, teach, and model the school-wide expectations during the first two weeks of school. The PBIS handbook outlining the procedures for PBIS, school-wide expectations, topics of the month, school-wide discipline procedures, and reward distribution schedule will be shared with faculty/ staff via email and Google drive. Teachers will be provided with expectation posters and PowerPoint presentations for teaching the school-wide expectations during the first two weeks of school. Teachers were given the "Have You Filled a Bucket Today" books, buckets, and bucket tickets. Teachers will use the books to teach students how to be a bucket-filler. Olivia Russell, Linsay Whitley, and Angela Harris will meet with faculty and staff to provide PBIS trainings and PBIS refreshers. Teachers will

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communicate with PBIS team members through trainings, refreshers, email, and PBIS grade level representatives. A PBIS kickoff will be scheduled to introduce the students to PBIS and review school-wide expectations. Teachers will be provided character education topics and lessons to present during the designated time block on the master schedule. Additionally, if the need is identified, small groups of students will receive targeted social skills instruction during this the time block designated for social skills and character education instruction.

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?

There is a designated time block built into the daily master schedule to teach expectations and social skills. Administration will conduct periodic Tier 1 walkthroughs to monitor implementation. Teachers will be given Learning for Life curriculum to teach daily social skills and character education lessons. Teachers will embed instruction and reinforcement of expectations within the curriculum throughout the instructional day. Teachers will share ideas and suggestions for social skills and character education instruction during monthly Intervention meetings.

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?

New teachers will use the PBIS handbook, PowerPoint presentations, and materials from previous trainings to become familiar with our PBIS program. In addition, grade level PBIS representatives will be responsible for explaining our PBIS systems and answering any questions posed by faculty new to their grade levels. Classroom teacher and peers will orient new students to our PBIS program and the school-wide expectations. PBIS refreshers will be provided to faculty and staff at the beginning of the school year and in January. Classroom teachers will provide PBIS refresher lessons to their students in January.

REWARD/RECOGNITION PROGRAM

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

Bucket Tickets: Students will have the opportunity to earn bucket tickets for positive behavior. Tickets can be earned based on either individual or group behavior and tied to class, grade-level, and school-wide reward systems.

Student of the Month: Teachers recognize one student per month due to excellent or improved citizenship, effort, and/or academic skills. Students receive a certificate and invitation to a special monthly activity.

PBIS Activities: The PBIS team will host a special school-wide activity once every 6 weeks. Criteria to participate= C- or higher citizenship and 60 cumulative class earned bucket filler tickets.

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

We will reward and recognize students who exemplify our school-wide expectations or for any other positive behaviors consistent with our school wide expectations. 1. Be Respectful 2. Be

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Responsible 3. Be Safe 4. Be A Role Model.

How will you implement the reward system?

The reward/ recognition systems will be implemented throughout the school day and occur across all school settings. Students will earn bucket tickets and receive praise for demonstrating behaviors consistent with our school wide expectations. Teachers will have a classroom system for distributing and collecting bucket filler tickets. It is the responsibility of the student to make sure he/ she puts all of his/ her bucket filler tickets in the teacher assigned location within his/ her classroom. Teachers will be given a schedule of monthly activities and criteria for participation. Students who meet the criteria will be allowed to participate in the school- wide activity. Students who do not meet the criteria to participate in the reward/ activity will receive a refresher on the school- wide expectations or a targeted social skills lesson. Teachers will submit student of the month nominations monthly to Linsay Whitley.

DISCIPLINARY PROCEDURES

How do the adjudication guidelines complement your disciplinary procedures?

Our school wide disciplinary procedures were revised to complement the District Discipline Intervention Matrix in the following ways:

1. Our team used RTI-B data and the District Intervention Matrix to compile lists of the minor and major infractions that are most commonly reported on ODR's at our school.
2. The minor and major infractions are listed on our revised School-Wide Discipline Flow Chart along with a series of actions that must be taken by the teacher prior to writing an Office Discipline Referral for chronic minor infractions.
3. Our school-wide discipline flow chart requires at least four documented classroom-based interventions, which are aligned with the classroom interventions listed in the District Intervention Matrix, prior to writing an ODR for chronic minor infractions. Parent contact after each incident is required in addition to the four documented interventions.
4. Teachers are required to track the recurrence of minor infractions, classroom based interventions, and parent contacts on our school-wide classroom communication forms (CCF) and report in the Google Doc.
5. We chose a series of classroom-based (A-level) interventions from the District Discipline Intervention Matrix and drafted a school-wide intervention t-chart that lists and defines several suggested classroom based interventions that can be used to address commonly reported minor infractions without the need for an ODR.
6. If an ODR is written for chronic minor infractions, the CCF with documentation of parent contact and interventions must be submitted to administration with the ODR.
7. When an ODR is received, either for chronic minor infractions or for a major

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infraction, administration refers to the District Discipline Intervention Matrix to choose an upper level intervention that provides an appropriate consequence without resulting in inordinate amounts of lost instructional time for the student.

TRAINING AND IMPLEMENTATION

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

We need to train teachers on how to use reward and recognition systems effectively. We need to train teachers to use classroom data to analyze behavior, identify function, implement, and monitor classroom based interventions. We need more financial support and community volunteers to effectively implement the reward systems (involve parents, staff, and community partners). We need character education and social skills curriculum for school-wide instruction of expectations and targeted instruction for students in need of Tier 2 and 3 supports.

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 provide PBIS training to teachers at both the beginning of the year and in January. We will share training materials and PBIS handbook to faculty and staff via email and Google Drive. We will share SWBMP via email and Google Drive. We will share data, outcomes, and progress towards SWBMP goals monthly via email, Google drive, and faculty meetings. Grade- level PBIS representatives will train any 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?

During the morning announcements all students, faculty, and staff will recite school-wide expectations. Teachers will implement daily lessons to teach social skills and character education topics during the designated instructional time block. At the end of each month, grade levels will display student products created as part of a culminating activity designed to review or assess the behavior topic of the month. All faculty and staff will receive bucket tickets to award to students for following school-wide expectations.

TRAINING AND IMPLEMENTATION (continued)

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

We will ensure continuous communication between PBIS team members and school faculty by designating a representative at each grade level who is responsible for both keeping other grade level team members informed regarding PBIS, as well as, for performing check-ins to receive input relating to activities, rewards, strengths, and weaknesses of the program. We will conduct monthly surveys to obtain input regarding our program, need for training, and need for resources. We will share data and progress towards goals monthly with faculty and staff.

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

We will use data from the RTIB database and CCF's to monitor the effectiveness of Tier 1

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processes. The district PBIS coach will conduct walkthroughs throughout the year and provide feedback on Tier 1 implementation. We will use information gathered from grade level check-ins and monthly surveys. We will monitor the percentage of student participation in Tier 1 PBIS school-wide activities. We will use attendance sheets from Tier 2 social skills groups and check in/ check out logs to monitor implementation of Tier 2 and Tier 3 supports. We will use daily progress monitoring data to monitor implementation of Tier 2 and Tier 3 supports in the classroom.

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 use our school website to provide parents with information about our PBIS program and activities. Parents will receive a letter/ flyer providing an overview of PBIS initiatives at Warrington. Community members will be encouraged to participate through volunteering or providing donations to support school-wide PBIS initiatives.