

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

School: West Pensacola Elementary School	School Year: 2016-2017	Date of Plan: 8/29/2016
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. Sabrena Cunningham	1. Principal
2. Tim Rose	2. Assistant Principal
3. Kelley Morris	3. Guidance Counselor/Parent
4. Debbie Braithwaite	4. Behavior Representative
5. Kate Poole (PK), Kayla Henderson (Kg), Kimberley Forbes (1st), Erica Minchew (2nd), Kimberly Wolford (3rd), Kirsten Entinger (4th), JP McLaughlin (5th)	5. Gen Ed Teachers
6. Jacqueline Jensen	6. ESE Teacher
7. Cristen Hartley	7. Special Area
8. Kelly Low	8. School Psychologist

STATEMENT OF PURPOSE

<p>Behavioral Mission Statement:</p> <p>West Pensacola Elementary will be a safe and welcoming school where students know and understand what is expected of them, are rewarded for making the right choices, feel safe at all times, and are welcomed each day.</p> <p>Students will not only know the expectations, but will understand the consequences for failing to meet those expectations. West Pensacola Elementary will be a positive environment for all students, teachers, staff, parents, and other stakeholders that enter our school.</p>

BASELINE DATA

Refer to Progress Monitoring Form for data.

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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.).

We will monitor the number of major offenses through the use of office discipline referrals and minor offenses by using the school's electronic minor infraction process through RTIB. All major and minor behaviors will be entered into RTIB so that we will be able to use the data to determine locations, times, and grade levels where and when behaviors are occurring most often.

Attendance will be monitored through the visiting teacher's office. Monthly meetings will be held with the visiting teacher, school guidance counselor, and the assistant principal to update and track attendance issues, including excessive tardies.

This year, students who arrive on time will be rewarded with PBS tickets that may be used to purchase items at the school store.

SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school Suspension

Decrease the number of out of school suspensions by at least 1% as compared to the 2015-2016 school year.

2. Attendance

Increase the average daily attendance rate by 1% as compared to the 2015-2016 school year.

3. Bullying

Safe schools training will be used to train 100% of the school's faculty and staff who are employed before the 1st day of the first semester of the school year.

At least 95% of students in grades K-5 will be trained through the school's guidance counselor's office to recognize, report, and react to bullying.

4. Office Discipline Referrals

Reduce the number of office discipline referrals by at least 1% as compared to the 2015-2016 school year.

5. Other

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Decrease the number of tardies (excused and unexcused combined) by at least 1% as compared to the 2015-2016 school 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.

The school-wide behavior team will meet on the following dates:
10/31/16, 11/29/116, 1/30/17, 2/28/16, 3/28/16, 4/24/16

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*.

Data will be processed using the RTIB database. the data will be reviewed during behavior meetings and intervention needs/revisions will be discussed based on data findings.

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

Meetings will be documented through the use of a sign in sheet, agenda, and recorded minutes of the meetings. A copy of these items will be turned in to the assistant principal following each behavior team meeting.

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

Following each behavior team meeting, an electronic summary of the meeting will be sent out school-wide.

RTIB data will be shared once a grading period during a faculty meeting.

SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

Be respectful
Exhibit responsibility
Engage in active learning
Practice honesty

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Rules/ Expectations:	Setting: Classroom	Setting: Hallway	Setting: Playground	Setting: Cafeteria
Be respectful	Use manners with both teachers and adults. Respect other's opinions and comments.	Stop for oncoming class or younger student. Use a soft voice.	Use kind words.	Use a soft voice. Keep your hands and feet to yourself.
Exhibit responsibility	Complete classwork and homework on time. Follow class rules.	Go to your designated area. Use a soft voice. Walk.	Be a team player. Exhibit control of our body (hands, feet to yourself)	Clean up after yourself. Eat lunch first, before talking quietly to your neighbor.
Engage in active learning	Be prepared with all supplies for class. Participate in learning activities.	Go directly to your destination.	Explore your assigned areas.	Enter and exit quietly. Follow directions of all adult school employees in the cafeteria.
Practice honesty	Admit to mistakes. Tell the truth.	Follow directions you were given.	Follow the rules and be safe.	Leave a clean table.

TEACHING EXPECTATIONS AND RULES

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

Teachers can access the school wide expectations electronically in the school's PBS handbook. The guidance counselor went over key areas of the handbook during a faculty meeting at the beginning of the school year.

All classroom teachers will create a classroom social contract with their students. With guidance from the teacher, the contract will incorporate adherence to the school's expectations of behavior. Once completed, all class members will sign the social contract. Teachers will use the 4 questions from Capturing Kids Hearts as well as referring to the social contract when redirecting negative behavior.

New students will be introduced to the class contract in way of a class-wide review. New students will then be asked to sign the class contract.

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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?

Through use of the class social contract, teachers are able to review the school-wide expectations and rules as needed. This document can be referred to whenever there is a need to address behavior.

As students exhibit adherence to the school-wide expectations, staff will provide them with PBS tickets that can be used to purchase items from the school store.

Every nine weeks we will have a PBS school-wide activity to celebrate good behavior. Students who maintain appropriate behavior will attend the activity, while those who are not successful will attend a class to review the school's behavior expectations.

School-wide expectations will be posted in hallways, in the cafeteria, and in classrooms.

Each morning, during the pledge and announcements, students will recite the school pledge, which includes the 4 school-wide expectations.

After winter break, expectations will be re-taught as a refresher for 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?

Brief refresher trainings/reminders of school-wide expectations will take place during faculty meetings, grade level meetings, and/or one on one with teachers at various times throughout the year. The scope of this refresher training will be based on the RTIB data review.

New students will be introduced to our school-wide behavior expectations by their classroom teacher.

REWARD/RECOGNITION PROGRAM

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

Students can earn PBS tickets for arriving to school on time, and for displaying behavior that exemplifies the school's behavior expectations. Tickets can be used to purchase items from the school store.

Students will also participate in a school-wide activity once each grading period as a celebration of positive behavior.

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

Any behavior that exemplifies the school-wide expectations; Being respectful, Exhibiting responsibility, Engaging in active learning, and Practicing honesty.

Upon rewarding a student's behavior with a PBS ticket, staff should identify the expectation they have seen demonstrated by the student.

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How will you implement the reward system?

PBS tickets will be given out by staff daily and randomly as behaviors are identified.

School store will be scheduled for each grade level at least twice each month.

A school-wide activity for positive behavior will be scheduled each grading period.

DISCIPLINARY PROCEDURES

How do the adjudication guidelines complement your disciplinary procedures?

The adjudication guidelines, as well as the matrix for discipline intervention, blend well with the processes we already have in place at West Pensacola Elementary. They will help the school's administration enforce the use of minor behavior infractions entered in RTIB.

Students at West Pensacola receive behavior infraction reports electronically, through RTIB, for minor behavior incidents. The process has 3 steps, and each step requires a minimum of 2 interventions. Step 1 is between the teacher and the student. The teacher will implement classroom interventions at this time. Step 2 includes parent contact by the teacher. Step 3 includes a parent conference. If behavior continues beyond step 3, an office discipline referral will be generated. Minor behavior incidents include, but are not limited to: inappropriate language that is not directed at a person, passive non-compliance, passive disrespect (rolling the eyes), low intensity disruption, misuse of property without destruction, electronic devices used without permission, teasing/taunting that is not bullying, lying, cheating.

Students can be given an office discipline referral as the result of moving beyond step 3 of the minor referral process. they can also be given an office discipline referral for behaviors that are serious enough to potentially cause or have caused harm to self, others, or property. those behaviors may include, but are not limited to : gross disrespect, open defiance, threats/bullying, destruction of school property, or in some instances, the destruction of another person's property, battery, stealing, alcohol/drugs, weapons, sexual offenses.

TRAINING AND IMPLEMENTATION

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

Training needs for specific behavior management will be identified by RTIB data and presented during faculty meetings, grade level meetings, and/or individually as needed.

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?

Teachers have electronic access to the school's PBS handbook and members of the PBS team will review key areas of the handbook during a faculty meeting at the beginning of the school year.

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Students will be introduced to the school -wide expectations, rules, and procedures during the first 5 weeks of school. Students will be given refreshers as needed throughout the year, including when students return from winter break.

New faculty and staff who begin mid-year will be given an overview of the behavior plan by at least one member of their grade level team.

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

All staff members will participate in passing our PBS tickets.

All teachers will use the school's RTIB process to report/record minor discipline infractions.

All classes will participate in school store, positive behavior activities, and the class social contract.

School-wide expectations will be posted in all classrooms and common areas.

All students will participate in reciting the school-wide pledge/expectations each morning.

TRAINING AND IMPLEMENTATION (continued)

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

Buy-in will be achieved and maintained by providing ongoing support to staff for the school's behavior plan and behavior issues that occur.

School administration will also provide incentives for teachers through the distribution of "BEEP" passes. A BEEP pass can be used by teachers as a way of leaving 15 minutes early on days when no after school meetings have been scheduled.

At the end of the school year, teachers can use left over BEEPS to bid on items at a staff auction.

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

RTIB data will be used to monitor the effectiveness of our school-wide behavior plan, training, and any adjustments made to our plan.

Monthly behavior team meetings will allow each grade level the opportunity to share needs, wants, and concerns relating to behavior, as well as what strategies are being implemented with success.

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?

Information concerning school-wide behavior will be shared through newsletters and during parent conferences.

Business partners and community members may be called upon to assist with purchasing/donating items for our school store, and to volunteer for PBS activities.