

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

School: McArthur Elementary	School Year: 2012-2013	Date of Plan: 8-8-12
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. Tama Vaughn	1. Principal
2. Cheryl Johnecheck	2. Assist. Principal
3. Rick VanGilder	3. Guidance Counselor
4. Christina Blackman/Sally Simpler	4. 5 th /4 th Teacher
5. Katie Lewis/Patti Griffith	5. 4 th /2 nd Teacher
6. Susan Arnette	6. 1 st Teacher
7. Becky Penton	7. Kindergarten Teacher
8. Christin Love/Christina Walden	8. ESE/Special Area

STATEMENT OF PURPOSE

Behavioral Mission Statement:
The SWB Team will continue to reduce serious behavior concerns, increase consistency between grade levels and develop a Tardy Policy to decrease Tardies and Early Check-outs. The Team will strive to refine the SWBP to blend with the individual classroom behavior plans.

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2011 - 2012

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	116
Average ODR per Student (# ODR ÷ # of students enrolled)	.17
Number of Students with ODR	96
Attendance	
Average Daily Attendance	95.38
Excused Tardies (<i>Elem</i>)	456
Unexcused Tardies (<i>Elem</i>)	4,587
Excused Early Check-outs (<i>Elem</i>)	2,541
Unexcused Early Check-outs (<i>Elem</i>)	10

Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	43
Average OSS per Student (# OSS ÷ # of students enrolled)	.062
Number of Students with OSS	37
In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	14
Average ISS per Student (# ISS ÷ # of students enrolled)	.02
Number of Students with ISS	13
Bullying Prevention	
Percent of Students Trained	100%
Percent of Staff Trained	100%

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.).

Behavioral concerns will be discussed at the monthly Leadership Team meetings to identify teacher concerns, Behavioral Reports will be analyzed each 9 weeks, and Tardy/Early Check-out Reports will be reviewed by the Discipline Committee.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

We saw an increase in OSS during our 3rd reporting period of last year. These incidents were involving just a few students and were non-violent in nature. The administration and parents worked together on behalf of each of the students with hopes of quickly turning around behaviors. The team approach between administration, parents, and faculty continues to be our focus. We are using the RTI processes: including, FBAs and PBIBs when necessary.

2. Attendance

McArthur's attendance has maintained a strong positive for the school. This is not to say their aren't problems. Those problems tend to be with a specific minority of students and it is a habitual issue. The new policies with tardies and a stronger judge overseeing the court appearances should help to turn around a good portion of the attendance offenders.

3. Bullying

We are continuing to provide early training for faculty, staff, and students concerning the issue of bullying. Recognizing and early response to any bullying or potential bullying issues is important. Skill development of all students with an emphasis on social awareness and skills is included through our "Eagle of the Week" and "Eagle Buck Celebrations", as well as guidance lessons.

4. Office Discipline Referrals

The 3rd quarter report saw an increase in this area during last school year. At first the committee believed it was a result of the time of year and stress related to FCAT testing. Continued monitoring and polling of teachers revealed additional information. It appeared many of the teachers were becoming overwhelmed with the extensive process of our discipline plan. As a result, the discipline committee met during the summer to hone and refine the structure of "Eagle Bucks Celebrations" for this school year.

5. Tardies (Elementary – see attached plan) or Other School-wide Behavior Goal

6. Early Check-Outs (Elementary – see attached plan) or Other School-wide Behavior Goal

7. Other School-wide Behavior Goal

As we progress through this school year, the committee will continue to review data points and listen to faculty, staff, School Advisory Council and parent input. We are dedicated to making our school-wide discipline approach a second nature activity at McArthur Elementary.

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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.

The discipline committee met on two occasions during the summer break to develop a refined "Eagle Buck Celebration" and to address any and all issues deemed necessary. The committee provided a presentation during preschool to the faculty describing all changes. The committee will continue to meet on a monthly basis.

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 continue to use data provided throughout terms on attendance, referrals, and other discipline issues from our school.

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

Documentation is maintained through meeting notes and transcribed on district reports. This reports are made available to every committee member who in turn shares the information with their respective group (ie. grade level).

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

Listed in above response.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

- "E"ager to Learn
- "A"lways Safe
- "G"ive Respect
- "L"isten Well
- "E"veryone Cooperates!

Rules/ Expectations:	Setting: Classroom	Setting: Cafeteria	Setting: Hallway	Setting: Special Area
Eager to Learn	Present, Prepared, and Punctual with a Positive Attitude	Manners Procedures Routines Volume (noise) Clean your Area	Single File Hands at side or behind back No Talking	Follow Class Rules Be on Time
Always Safe	Bottom in Seats Feet on Floor Hands/Feet to self Chair Legs on Floor Clear Walkways Walk only - Inside	Walk only Single file to dispose of tray Hands, Feet, Food, Drink, & Objects to self	Always Walk Hands to self	Proper footwear Proper use of tools and equipment
Give Respect	Raise Hand Respect Authority Follow Golden Rule Respect property/supplies	Keeps Hands/Feet and Objects to self Clean your Area Push in Chair	Follow the Rules for Hallway Quiet to not disturb other classes Listen to Teacher	Follow Teacher Direction Cooperate with Others
Listen Well	Voices Off - Ears On - Eyes on Speaker Quiet hands and feet	Silence first 10 minutes each table Inside voices to follow Obey Adult Directions Silence when lights out and intercom on	Listen for Teacher Directions	Voices Off - Ears On - Eyes on Teacher
Everyone Cooperates	Have Needed Supplies/Books Complete Homework/Classwork with Effort Encourage/Support Classmates	Work Together to Create a Clean/Healthy Environment	Follow Rules and Directions Use Silent Signals to Help Others	Have Needed Supplies Complete Activities with Effort Encourage/Support Classmates

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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?

The SWBP was introduced at the Pre-Planning Faculty Meeting by the Discipline Committee. The Rules and Expectations was introduced over closed-circuit TV Programs, reviewed daily for the first week and monthly as needed. A School-wide assembly will be presented to each grade to review the Rights and Responsibilities Handbook. Each student and parent will be asked to review the R and R Handbook at home and sign after the review is completed.

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?

Weekly skits will be presented over the closed-circuit TV to demonstrate appropriate behavior. A Word of the Week will be highlighted by the Guidance Counselor each week and examples given each day of the week.

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?

The Guidance Counselor will conduct small group meetings for new students as needed to review the SWBP and how to earn Eagle Bucks will be taken care of by the classroom teacher. Support for teachers will be provided as needed and identified by the Leadership Team.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

Eagle Buck system: green Eagle Bucks handed out immediately and daily for desired behaviors. Earning enough Eagle Bucks allows participation in the Eagle Buck Celebration held each month.

Student of the Week based on behavioral and attitudinal responses throughout the week. The guides for the behaviors follow a specific and pre-established Word of the Week.

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

There exists a Word of the Week for each week of the school year. These words reflect positive character traits needed to be successful in any setting (ie. being "responsible" and "respectful"). Classroom teachers select a student from their class who is representing the actions of the "word of the Week" as Student of the week.

Behaviors targeted for the daily Eagle Buck program varies by grade level and is reviewed and altered as needed throughout the school year. In other words, "what behaviors are the grade level needing to emphasize for growth.

How will you implement the reward system?

Teachers and students will keep track of Eagle Bucks earned by each student while saving up to earn the privilege of attending the Eagle Buck Celebration.

Teachers select a Student of the Week from their class and turn in a completed certificate each week. The names are read on the Friday morning news show. Each student receives a pencil and a picture of the student is taken and displayed on the Student of the Week bulletin board. The PTA has been a great help financially to support these projects.

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DISCIPLINARY PROCEDURES

Explain the discipline process at your school. Differentiate between minor and major behavior incidents and describe the process for documenting and addressing both types of incidents.

Each classroom teacher has a pre-designed classroom structure known to the students, parents, and administration. Teachers are expected to handle behaviors in the classroom through this process while following the school-wide discipline plan when specific student behavior does not improve. The process has 5 steps. Step 1 is a time-out in another classroom. Step 2 is a time-out in another classroom. Step 3 is a time-out and afterschool detention. Step 4 is 1/2 day in school suspension in another classroom. Step 5 is a referral to the office. Parents are a part of the entire process and notified with each step.

Major behavior incidents are determined by the level of threat to self or others. Also, the level of disruption in the classroom and anywhere else at school.

What intervention strategies will your school use to prevent behavior that results in discipline referrals and out-of-school suspensions?

We involve parents early in the process to encourage a team approach in assisting our students. If we encounter a lack of success with a student, the severity of consequences increase through our designed school-wide discipline plan. When it becomes necessary, we begin to implement the RtI process for behavior. This may or may not include the FBA and PBIP.

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DISCIPLINARY PROCEDURES (continued)

What are the consequences or disciplinary actions that are used in your school?

Each teacher implements their own behavior plan and then the SWBP is implemented when the behavior continues. A student is given 3 time outs for the same behavior and then an After-School detention after the third time out. The next step is a half-day in-school suspension. The parent attends a conference after the detention and if the behavior continues the student can be suspended by the Principal.

For Middle or High Schools:

How do the adjudication guidelines complement your disciplinary procedures?

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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.

Training this year occurred at pre-school planning. The discipline committee presented the revised plan of action along with reminders of the entire SWBM plan to the staff and faculty. Weekly grade level meetings, monthly discipline committee meetings, and reviews of data help to determine the specific implementation of the school's plan.

Materials needed include pictures for Student of the Week photos. Teachers also recycle the photos for art projects in the classroom. We give out special pencils and school printed certificates to the students as well.

Each grade level, special area, and special focus groups (ie. ESE teachers) are responsible for developing an Eagle Buck celebration. Supplies or small rewards are sometimes used depending on the activity for that month. Monies donated by the PTA are set aside for this specific target.

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?

As stated previously, we trained in pre-school, but are in constant contact through the varies weekly and monthly meetings. Each faculty member is a part of at least two of these meeting groups. Support exists in and at all levels to assure consistency with implementation of the school-wide activities.

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

The school-wide "EAGLE" rules/expectations described on page 5 of the is report.

The Student of the Week activities.

The daily Eagle Buck system and Monthly Eagle Buck Celebrations.

The School-wide Discipline Policy involving the tiered approach to misbehaviors.

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TRAINING AND IMPLEMENTATION (continued)

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

Continuing to use the "all in" approach we have used during the past 3 years. This involves a democratic approach to the design and revision process of the entire SWBM plan.

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

Monitoring occurs with the monthly discipline committee meetings. We review data points, hear individual or group (grade level) concerns or interests and work to address things immediately. In short, we try to keep all parties involved or "on the same page".

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 use the classroom Newsletters and school newsletters to keep the information flowing to the parents. Also, we post on the schools web site.