

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

<b>School:</b> McArthur Elementary	<b>School Year:</b> 2013-2014	<b>Date of Plan:</b> 8/14/13
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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**

<b>Name of Team Member in Attendance:</b>	<b>Role (Principal, Teacher, Parent, etc.):</b>
1. T. Vaughn	1. Principal
2. C. Johnecheck	2. AP
3. B. Penton/S. Arnette	3. K/1
4. P. Griffith/L. Barretto	4. 2/3
5. C. Saukira/C. Blackman	5. 4/5
6. M. Pitard	6. ESE
7. M. Young/C. Waller	7. Special Area
8. J. Beal	8. Tech. Coordinator
9. R VanGilder	9. Counselor

**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 while uniting the school as one team.

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**BASELINE DATA**

**PREVIOUS SCHOOL YEAR 12 - 13**

<b>Office Discipline Referrals (ODR)</b>	
Number of Office Discipline Referrals (ODR)	108
Average ODR per Student (# ODR ÷ # of students enrolled)	.05
Number of Students with ODR	77
<b>Attendance</b>	
Average Daily Attendance	94.9
Excused Tardies ( <i>Elem</i> )	404
Unexcused Tardies ( <i>Elem</i> )	3,210
Excused Early Check-outs ( <i>Elem</i> )	2,497
Unexcused Early Check-outs ( <i>Elem</i> )	401

<b>Out-of-School Suspensions (OSS)</b>	
Number of Incidents of Out-of-School Suspension (OSS)	59
Average OSS per Student (# OSS ÷ # of students enrolled)	.097
Number of Students with OSS	40
<b>In-School Suspensions (ISS)</b>	
Number of Incidents of In-School Suspension (ISS)	9
Average ISS per Student (# ISS ÷ # of students enrolled)	.0035
Number of Students with ISS	7
<b>Bullying Prevention</b>	
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**

OSS showed a small rise in number of students involved and especially in number of suspensions. The time period with the increase occurred during the 3<sup>rd</sup> reporting period which continues to be our most stressful time of school year. The leadership and discipline committees, as well as the SAC committee may be of service to help with ideas of better ways to handle the stress during this time of year.

**2. Attendance**

Attendance has remained basically the same year in and year out. Those violating attendance rules tend to be a small group of our population and it is a continuing pattern of behavior. These in this small group are involved in the district recommended process with CST for attendance.

**3. Bullying**

Issues of bullying, harassment, and interpersonal struggles continue to be a focus throughout our school's daily functioning. It involves all faculty and staff. Teaching and promoting those necessary life skills is a process of all school wide programs. We have seen no increase of occurrence within this area.

**4. Office Discipline Referrals**

There was a slight decrease in ODR, especially in the number of students. We must continue to have teachers following their classroom management structure before "jumping" into the school wide plan.

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

McArthur is following district guide lines with tardies and early check out. The numbers were better as compared to the previous year, but still needs to improve. The teachers have been asked to help better monitor since the data specialist cannot keep up with the process alone. Teachers have developed an easy to follow classroom chart to help in these efforts to track. Principal will continue to send letters and contact parents along with teachers.

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

same as above.

**7. Other School-wide Behavior Goal**

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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 during pre-school planning to review last years recommendations. We altered (fine tuned) the plan to meet the anticipated needs of McArthur's new make-up for this school year. There has been an increase in student population and an addition of 5 special needs units. The staff was trained with regard to the changed procedures also at pre-school planning. Teachers and staff are encouraged to provide feedback through the year to the discipline and leadership committee as we successfully adjust to All Students needs. We will continue to meet monthly as we have in the past.

**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 through 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!

<b>Rules/ Expectations:</b>	<b>Setting: Classroom</b>	<b>Setting: Cafeteria</b>	<b>Setting: Hallway</b>	<b>Setting: Special Area</b>
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 rules and expectations will be announced on the morning news by the Principal during the first few weeks of school. Reminders by the Principal will occur throughout the year. The Principal, AP, and School Counselor will provide an assembly for each grade level introducing the rules/expectations and Student Rights and Responsibilities Handbook.

Rules will be posted in each classroom: Eagle Rules and Classroom Rule.

**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?**

Mrs. Beal, tech coordinator, will film weekly Public Service Announcements (using a different set of classroom students each week) to promote the positive aspects of following the rules/expectations. This will air school-wide following the morning news.

The Student of the Week program supports the expectations/rules with a word of the week and student recognition from each class throughout the year. Teachers and staff help to encourage and "point out" the positive behaviors as they are seen. The school-wide Eagle Buck Program factors as a tool to positively reinforce desired behaviors.

**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 Student of the Week program and the Eagle Buck program are designed as a school-wide and entire year project. This allows for daily, weekly, and monthly efforts toward the positive and appropriate behavioral expectations. New students are introduced to a classroom buddy to assist them in becoming familiar and comfortable with the McArthur way of approaching education.

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**REWARD/RECOGNITION PROGRAM**

**What type of reward system will you use?**

The Student of the Week program recognizes one student from each classroom throughout the year. This allows each student the opportunity to receive that recognition at least one time each year. The Eagle Buck program allows for daily recognition through earning Eagle Bucks. It is further reinforced by having the opportunity to earn (or buy) a raffle ticket each Friday (must earn an average of 2/day). Every four weeks a drawing will be held by grade level from the raffle tickets earned. Three students from each grade level will be the recipients of prizes provided by McArthur business partners. Also, students have the chance to earn participation in the quarterly Eagle Buck Celebrations (held each 9 week period and being conducted by grade level).

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

\*Pay attention during morning news. \*Stand for Pledge. \* Transition position while in hall. \*Follow playground rules. \*Follow shoe policy. \*Cafeteria rules. \*Computer lab rules. \*Being on time. \*Good transition. \*Quiet in line. \*Finishing homework on time. \*Special area behavior. \* Fire drill (and other drills) behavior. \*Classroom participation. \*Bathroom behavior. \* Daily Five. \*Following directions. \*Other classroom desired behaviors.

**How will you implement the reward system?**

Eagle Bucks earned based on grade level determined criteria. An average of two per day is considered the minimum goal. Students must gain an A or B within the classroom behavior system to coincide with the Eagle Buck system. A raffle ticket will be earned by each student meeting the before mentioned criteria on a weekly basis. After each 4<sup>th</sup> week, a drawing will be held by grade level selecting three winners from each grade level. Also, meeting the above criteria for a continuous basis each 9 weeks, the students will be allowed to participate in the quarterly Eagle Buck Celebrations.

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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 15 minute time-out in another classroom. Step 2 is a 15 minute time-out in another classroom. Step 3 is a 15 minute time-out and afterschool detention. Step 4 is a full day in school suspension with Mrs. Johnecheck (AP) on Friday. The student will do all class work or earn another in school suspension. 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?**

The classroom teachers follow their own specific classroom management system before entering the school wide behavior and discipline plan.

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 full-day in-school suspension. The parent attends a conference after the detention and if the behavior continues the student can be out-of-school-suspended by the Principal.

**For Middle or High Schools:**

**How do the adjudication guidelines complement your disciplinary procedures?**

N/A

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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?**

Grade-level Chairs will meet and share any concerns for implementation or continued support of the SWB Plan. Increased instruction time and a decrease in interruptions will help in gaining support of the Program.

**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 and use connect-ed phone messages.