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

School: McMillan Pre-K	**School Year:** 2013-2014	**Date of Plan:** August 16, 2013

SCHOOL-WIDE BEHAVIOR TEAM

Name of Team Member in Attendance:	**Role (Principal, Teacher, Parent, etc.):**
1. Dr. Patrice Moody	1. Principal
2. Ms. Peggy Nowak	2. VPK Inclusion Teacher
3. Mrs. Gracey Dunmore	3. VPK Teacher
4. Mrs. Stella McKinney	4. ESE Pre-K Teacher
5.	5.
6.	6.
7.	7.
8.	8.

STATEMENT OF PURPOSE

Behavioral Mission Statement:

To provide an opportunity for children to grow and improve their social, intellectual, physical and emotional development prior to entering kindergarten. Therefore, it is our hope that we provide a positive impact on all our students' behavior, making a difference in students' lives and prepare them for lifelong learning.

School-wide Behavior Management Plan – Revised: Aug 2010

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2012 - 2013

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	0
Average ODR per Student (# ODR ÷ # of students enrolled)	0
Number of Students with ODR	0
Attendance	
Average Daily Attendance	91.1
Excused Tardies *(Elem)*	253
Unexcused Tardies *(Elem)*	1113
Excused Early Check-outs *(Elem)*	477
Unexcused Early Check-outs *(Elem)*	2107

Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	0
Average OSS per Student (# OSS ÷ # of students enrolled)	0
Number of Students with OSS	0
In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	0
Average ISS per Student (# ISS ÷ # of students enrolled)	0
Number of Students with ISS	0
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.).

We continued to monitor our daily attendance closely, as we are strongly seeking to maintain or increase our students' cummulative attendance. In addition, staff members continuously reviewed, with all students, and monitor our school-wide rules. During our bi-weekly team meetings, teachers openly expressed any additional behavioral concerns that became prevalent.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

We have only pre-k students; therefore, historically out-of-school suspension has not appeared to be a problem for us .

2. Attendance

When children miss 3 consecutive days of school, we contact the parents to find out why their child is absent. Our focus this initial nine weeks is to monitor our school-wide tardies; however, with our students requiring adult supervision, at their designated bus stop, parents are often times reluctant to wait for a bus that is running late and thus resorted to transporting their child beyond our school start time. Additionally, we will focus on both excessive tardies and early checkouts this year.

3. Bullying

Our pre-k students are not bullying; however, with our curriculum, we work with children on being friends, respecting others feelings, and social/emotional growth.

4. Office Discipline Referrals

We have only pre-k students; thus, historically office discipline referrals have not appeared to be a problem for us .

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

Our focus this initial nine weeks is to limit the number of school-wide tardies; however, with our students requiring adult supervision, at their designated bus stop, parents are often times reluctant to wait for a bus that is running late and thus resort to transporting their child beyond our school start time. Additionally, we will focus on both excessive tardies and early checkouts this school term.

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

We will continue to monitor our Early Check-Outs during this 2013 - 2014 school term, as we observed an increase during our final nine weeks during the last nine weeks of the 2012 - 2013 term.

7. Other School-wide Behavior Goal

We are instructing our children how to make "good" choices so they will be respectful, responsible, and safe students.

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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.

Our entire school-wide behavior team will meet with our staff on a bi-weekly basis from 8:40 - 9:05 a.m. to discuss any prevalent concerns that may transpire. All meeting will occur on our campus, during the morning time frame, prior to students arrival.

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*.

The primary procedures that will be utilized by our staff to collect date are: observational anecdotal notes, checklist, and teacher phone log.

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

Utilizing sign-in logs and highlighting the agenda.

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

Review agenda/minutes, when necessary, and provide opportunity for open discussion.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

Be Respectful. Be Responsible. Be Safe.

Rules/ Expectations:	Setting: Classroom	Setting: Cafeteria	Setting: Playground	Setting:
Be Respectful	Treat others nicely. Use kind words and actions. Be a good listener. Keep hands and feet to yourself.	Talk quietly to people at your table. Keep hands and feet to self. Use kind words and actions. Use good table manners.	Play nicely with friends. Share equipment and toys. Use kind words and actions.	
Be Responsible	Help clean up the toys. Take care of classroom materials and supplies.	Push chair in. Pick up straw paper, napkins, and large food items. Put trays in trash cans carefully.	Keep toys in playgorund and do not throw them over the fence.	
Be Safe	Keep toys out of mouth. Walk inside.	Keep food to self without sharing. Stay seated.	Follow safety rules for climbing. Look where you are going. Dig in the sand and not throw it.	

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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?

Parents and students will be introduced to the school-wide expectations and rules at our Parent/Child Orientation before school begins on August 16th. The faculty and staff will be introduced to the school-wide expectations and rules at our next faculty/professional learning community meeting on August 29, 2013.

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?

The staff will meet bi- weekly in our school community learning group to discuss the rules and, if necessary, how we might need to improve delivery within our daily curriculum.

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?

Refresher training will be delivered through our community school learning groups on a regular basis. As new students enroll, all parents are required to attend an orientation session; thus, 100 % of our parents and students are aware of our rules. In addition, weekly newsletters and our school web site will serve as awareness vehicles.

REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

Praise, stickers, happy faces, popcorn party

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

Keeping hands and feet to self.
Cleaning up after eating--picking up paper and large food pieces that the children have dropped on the floor in the cafeteria.

How will you implement the reward system?

Each teacher will implement the reward system in their classroom.
When meeting in the School Learning Community, teachers will be encouraged to provide feedback about the program implementation.

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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.

If a student is exhibiting an inappropriate behavior, the teacher assistant or teacher will respond immediately. Positive behavior is continuously modeled and monitored within our classrooms; thus, any student showing a repeated negative pattern is addressed. Rule violations are documented and shared with parents if necessary. When appropriate, the principal will be contacted to provide assistance and support for the desired classroom. If problems are not corrected with the principal, additional conferences are scheduled with parents. If appropriate, a referral would be written regarding student's behavior. In addition, the initation of a FBA packet will begin if necessary.

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

Adults will serve as positive role models.
Praise for positive behavior.
Talk with the student(s) to correct inappropriate behavior.
Assistance from the principal.
When appropriate, time-out will be utilized.

DISCIPLINARY PROCEDURES (continued)

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

With 3 and 4 year olds, praising them or reminding usually works because the children want to please their teachers. If that doesn't work, talking with their parents will usually supports our Behavior Management Model, as they want their children to display positive behavior at school.

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.

Distribution of school-wide rules, stickers, and popcorn.

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 include this in our School Learning Committte that meets every two weeks, following our initial pre-school staff in-service.

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

Rules posted in classroom, praising children when they exemplify positive and/or appropriate behavior.

TRAINING AND IMPLEMENTATION (continued)

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

Encourage the staff to assist in how we develop and implement the plan. Listen carefully to what they think works and what does not function appropriately within our setting/environment.

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

Staff surveys, keeping track of attendances, share classroom/teacher phone log and networking in our Community Learning Group.

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 are actively involved within our school, as we host monthly parent involvement activites to encourage parent/student interaction. Thus, parents can observe 'first hand' our school-wide behaior plan and the rules and expectations. In addition, we continue to network within our community via our School Advisory Council and the multiple community-based programs/trainings held/offered within our facility.